Equitable Evaluation of Teacher Preparation to Develop Culturally Sensitive Adaptive Expertise
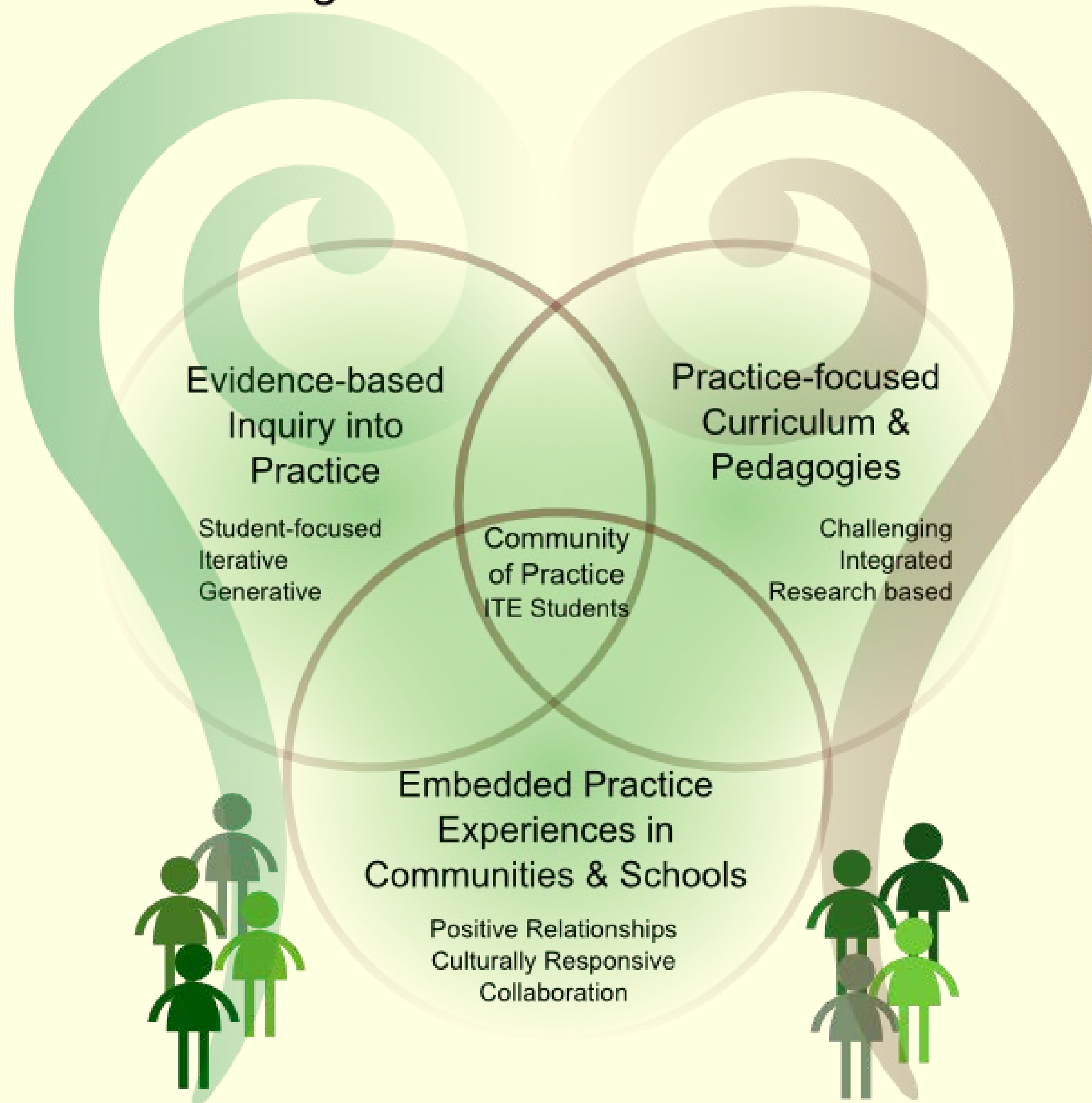## in Collaboration with 21st Century Networked Schools in New Zealand

Niki Davis, Professor of e-Learning & Letitia Fickel, Director of Teacher Education in the University of Canterbury

Niki.Davis@canterbury.ac.nz   Letitia.Fickel@canterbury..ac.nz

UC UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Abstract: Research and evaluation of initial teacher preparation aims to inform Ministries and teacher educators worldwide on the importance of quality preparation in collaboration with schools for equitable outcomes. The New Zealand Ministry of Education is funding innovative pilot programs from 2014-2017 that will develop and research new approaches to develop teachers with adaptive expertise in networked learning environments so they respond to the needs of all learners including identified priority groups (Indigenous, Pacifika and special needs). Inclusive evaluation methodology is under development, in which the overarching approach is informed by the indigenous world views of Kaupapa Māori and seeks critical feedback. The blended online teaching that incorporates strengths-based problem solving provides both opportunities and challenges for this research.

Learning in a bi-cultural Aotearoa/NZ

Evidence-based Inquiry into Practice
Student-focused
Iterative
Generative

Practice-focused Curriculum & Pedagogies
Challenging
Integrated
Research based

Community of Practice
ITE Students

Embedded Practice Experiences in Communities & Schools
Positive Relationships
Culturally Responsive
Collaboration

Innovative Masters Degree to build adaptive expertise

The University of Canterbury College of Education is designing an innovative, research-informed and multidisciplinary approach to pilot an innovative a high-quality postgraduate program in initial teacher education (ITE) in New Zealand. This pilot Masters in Teaching (endorsed in Primary Education or Secondary Education) is a 180 point, 1-year intensive professional preparation program that integrates and interweaves research-informed professional knowledge, and evidence based inquiry with embedded practice-based experiences situated within our school-university community of practice. The students in this program will complete 8 postgraduate courses with carefully embedded professional learning experiences throughout the year, in both schools and the community. Each student will work in two different school communities, with on-going support from both school-based and university mentors. Alignment with the New Zealand Teachers Council Standards for Beginning Teachers will enable graduates to meet and sometimes exceed the requirements for provisional registration.

The program design (see Fig) incorporates a variety of innovations that constitute important strengths of the model, drawing upon established strengths of the College. These include:
- Blending of online flexible learning modes of study and practice on campus and in schools and communities
- Explicit attention to the development of **adaptive expertise** (Timperly 2012) through the dual focus on evidence-based inquiry into practice
- Research-informed curriculum and pedagogies focused on a 'challenge-based' learning model
- Conceptual frameworks that focus on research-informed culturally responsive and inclusive teaching-learning practices
- Explicit focus on 'priority learners' high populations of learners who are Māori, Pasifika, speakers of languages other than English, and who experiences particular learning needs
- Co-construction by university and school staff of a mentoring/coaching model to develop adaptive expertise
- A research-based structure and method for the development of an evidence-based ePortfolio as an emerging professional

Research questions

1. What affordances and opportunities for professional learning and development of effective evidence-based teaching practices are generated?

2. In what ways do the innovations enable all members of the community of practice to develop research-informed adaptive expertise, culturally responsive and inclusive practices, and evidence-based inquiry capability?

3. What differences result from these program innovations in the knowledge, skills and dispositions of teacher graduates when compared with graduates from other ITE programs?

4. What particular knowledge and practice-based strengths do the pilot program teacher graduates exhibit in comparison to graduates from other more traditional programs?

Key literature

Darling-Hammond, L. & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco: Francis Wiley.

Davis, N.E. (2010) Technology in preservice teacher education. In P. Peterson, E. Baker, B. McGaw (Ed.), *International Encyclopedia of Education*, Vol. 8 (3rd ed.): 217-221. Oxford: Elsevier.

Fickel, L.H., Henderson, C. and Price, G. (2013) Centering Language, Culture and Identity at the Nexus of Professional Learning and Practice. San Francisco CA: American Educational Research Association, 27 April- 1 May.

Noffke, S. & Somekh, B. (Eds.) (2009). *The SAGE Handbook of Educational Action Research*. London: Sage.

Mackey, J., Davis, N., Morrow, D., Gikandi, J. and Dabner, N. (2012) Enhancing digital capability through self-directed learning for initial teacher education and beyond. Austin,TX, USA: Society for Information Technology & Teacher Education International Conference (SITE), 5-9 Mar 2012. In *Proceedings 2012*(1) 4745-4750. http://www.editlib.org/p/40358.

Timperly, H. (2012): *Learning to Practise. Draft Paper for Discussion and Consultation.* Auckland: The University of Auckland.

Wandersman, A., Snell-Johns, J., Lentz, B., Fetterman, D., Keener, D.C., Livet, M., et al. (2005). The principles of empowerment evaluation. In D. M. Fetterman & A. Wandersman (Eds.), *Empowerment evaluation principles in practice* (pp. 27-41). New York: Guilford.

What instruments & comparisons can you recommend?