

Practicum in Teacher Education: Implications for School Leaders

Paper: 9168

Paper presented at the Directions for Catholic Educational Leadership in the 21st Century, July 29- August 1 2007, Sydney.

ABSTRACT:

The findings of research into the practicum learning environment of pre-service teachers at a Catholic university revealed the importance of the school leadership team to the experience of the student teacher. The study investigated pre-service teacher perceptions of extended practicum learning environments and their self-efficacy for future teaching. A questionnaire, the Extended Practicum Learning Environment Inventory (EPLI) was developed and validated to assess pre-service teacher perceptions of the practicum learning environment and a Student Teacher Efficacy Instrument (STEI) was developed to assess pre-service teacher efficacy for future teaching. Data analyses revealed significant associations between pre-service teacher perceptions of practicum learning environments and their self-efficacy for future teaching. Findings indicated that pre-service teachers who participated in the extended practicum in Catholic schools perceived the learning environments more positively than student teachers in other schools. Significantly, the research demonstrated that extended practicum experiences of pre-service teachers at a Catholic university are affected by features at both classroom and school levels. In particular, findings indicated that pre-service teacher experiences are affected by levels of support provided by supervising teachers, school leaders, school administrative officers and teacher aides. This paper will discuss the significance of these findings for leadership teams in schools where future teachers participate in practicum experiences.

Background

In order to meet the demands of contemporary educational environments of the 21st century, teacher quality is under scrutiny both nationally and internationally (MCEETYA, 2003). Consequently, teacher education has become a focus of interest and concern for both governments and the educational community, including leaders in Catholic education (Cochran-Smith, 2001; Darling-Hammond, 1999; Jasman, 2003; McCorley, 2005; Zeichner, 2002). Teacher education in Australia has undergone a number of changes to mirror national and international research and the views of stakeholders. Philosophical approaches to teacher education have moved from the traditional craft, apprentice-style approach, through scientific and personalistic approaches to most recently, a critical inquiry approach (Martinez, 1998). Consequently, the practicum which lies at the heart of teacher education courses has also undergone changes. One key change in Australia has been a movement towards extended practicum periods similar to trends in Great Britain (Board of Teacher Registration [BTR], 2003; Halstead, 2003; Jasman, 2003).

Australian Catholic University (ACU) has also responded to these changes and instituted extended practicum experiences as part of their teacher education courses. These developments created a need to examine practicum learning environments for student teachers at ACU. This paper reports findings of research conducted at the McAuley campus of ACU. The research established a relationship between student teacher perceptions of practicum learning environments and their self-efficacy for future teaching. These findings provide direction for leaders in Catholic education who are partners in the school-based component of teacher education courses. As student teachers participate in extended periods of school-based practicum, there are several features of the practicum learning environment that impact on their experiences.

As Weasmer and Woods (2003, p. 1) state, 'the culminating student teaching experience plays a primary role in shaping pre-service teachers' values, beliefs and teaching skills". Hence, significant attention should be paid to the facilitation of 'quality' practicum experiences in teacher education. Recently, an eminent leader in

the Queensland Catholic education sector, McCorley (2005), highlighted the importance of school partners in pre-service teacher education. McCorley (2005) noted in the Queensland Catholic Education Commission's response to the National Inquiry into Teacher Education that "the Inquiry should give serious consideration to the role and input of schools and their staff to the preparation of those in teacher education courses" as schools "play an integral role in providing teaching experience for associate teachers" (p. 5). This study has built on both these views and Weasmer and Wood's (2003) position that student teachers' final practicum experiences play an important role in their self-efficacy for future teaching.

Context of Study

The study examined both the school-level and classroom-level environments of extended practicum experiences undertaken by student teachers at ACU, Brisbane. The key findings have significant implications for leaders in Catholic schools. The sample for the study included student teachers participating in the Bachelor of Education (Primary) course at ACU. During their course, students participate in a six-week extended practicum which serves as a capstone experience of their 4-year teacher education course. The study focussed on the psychosocial environment that these student teachers encounter when participating in this practicum. Psychosocial environment deals with the atmosphere or tone of the environment rather than the physical environment and reflects the individual's psychological interpretation of the environment. As described by Boy and Pine (1988), the psychosocial environment refers to those aspects of the environment that have a social bearing either in origin or outcomes. Therefore, this study reported on the psychosocial aspects of the learning environment of the extended practicum as perceived by student teachers.

Catholic Ethos and Extended Practicum Learning Environments

Most importantly, the psycho-social environment student teachers at ACU experience should reflect the mission of the university and the espoused philosophies of the Catholic school environments where the students participate in the practicum. As the university is part of the mission of the Catholic Church, it operates within the doctrine outlined in Vatican II documents (see Abbott, 1966; Congregation for Catholic

Education, 1988; Sacred Congregation for Catholic Education, 1977, 1982). These documents call for universities that are characterised by critical, intellectual inquiry underpinned by Gospel values. All units taught in courses at ACU are designed to integrate Gospel values, ethics and social justice concepts and a spiritual dimension within academic and professional units (McMullen, 2004; Sheehan, 1998).

This same philosophy should also translate into the learning environments for ACU pre-service students participating in practicum experiences. Therefore, the context of the practicum component of ACU teacher education courses should provide the opportunity for student teachers to experience a learning environment reflecting these dimensions. As the contexts of ACU practica are schools, the ethos of these schools and their links to the ACU mission are relevant to this study.

ACU students participate in practica in a variety of school contexts including Catholic, State and Other Christian schools with the majority in Catholic schools. In Queensland, the Catholic schools that ACU students attend operate under the auspices of Queensland Catholic Education Commission (QCEC). The Queensland Catholic Education Commission considers Catholic schools to be based on Gospel values and Catholic tradition (see Queensland Catholic Education Commission, 2005). As the body that accredits teachers to work in Catholic schools in Queensland, the Commission has provided an overview of the requirements of a Catholic school teacher. The Commission states that teachers in Catholic schools require knowledge of the Gospel and the Catholic tradition to enable them to implement a philosophy of education, faith, and culture as integral parts of life (see Queensland Catholic Education Commission, 2005). Therefore, the practicum environment that the supervising teachers and schools provide for ACU students should reflect Gospel values.

Brisbane Catholic Education (BCE) (see Catholic Education: Archdiocese of Brisbane, 2004, 2006) extends the QCEC position. BCE, the system of schools where most ACU students participate in the extended practicum, also expects school administrators and school mentors to foster learning environments that reflect Gospel values and are characterised by warmth, welcome and a sense of belonging to a Christian community (see Catholic Education: Archdiocese of Brisbane, 2006;

Teaching at Catholic education, 2004). According to these documents, when student teachers enter Catholic schools, they encounter an environment that should reflect these Christian values and assist in furthering ACU's mission for its students. Therefore, it is important that the assessment of the extended practicum learning environment focussed on the dimension of learning environment and Catholic ethos.

Specific Focus of the Study

Overall, this study focused on the conceptualisation and assessment of the extended practicum. More specifically, the research problem addressed the following aspects:

- the identification of dimensions of the extended practicum learning environments of student teachers at a Catholic university;
- the relationship between student teachers' perceptions of the extended practicum learning environment and school type and
- the relationships amongst student teachers' perceptions of the extended practicum environment and their self-efficacy for future teaching.

To address this research problem, the following research questions were developed. These research questions were of two types: measurement (i.e. conceptual) and quantitative.

Research Questions

1. What are the dimensions of the school learning environments of the extended practicum of a pre-service teacher education course at a Catholic university?
2. Can instruments be developed that assess the environment dimensions identified above?
3. To what extent are student teachers' perceptions of the extended practicum learning environment related to school type?
4. What relationship exists between student teachers' perceptions of the extended practicum learning environment and their self-efficacy for teaching?

Conceptual and Methodological Approach Underpinning the Research

The field of learning environment research provided the conceptual and methodological approach for investigating the practicum learning environments (Fraser, Anderson, & Walberg, 1982; Moos, 1968; Walberg, 1976). A review of learning environment literature revealed appropriate methodology for investigating

human environments. In particular, Moos's (1968) use of the perceptions of inhabitants to assess a range of social environments provided ideas for assessing student teacher perceptions of practicum environments. The work of Kremer-Hayon and Wubbels (1993) was also useful in highlighting levels of school-based supervisory environments that impact on student teachers.

The review of teacher education literature identified the importance of practicum experiences in teacher education (Hansford & Brooker, 1997; Sudzina, Gielbelhaus, & Coolican, 1997; Zeichner 2002; Cochran-Smith, 2001), the role of supervisors (Berliner, 1987; Wildman, Magliero, Niles & Niles, 1992), the nature of supervision (Daloz, 1986; Hawkey, 1997) and the variations of perceptions of participants of practicum environments (Jones, Reid, & Bevins, 1997; Martinez, 1998; Mayer & Austin, 1999; Wright & Bottery, 1997). Literature regarding teacher efficacy highlighted links between efficacy and learning to teach (Newman, Moss, Lenarz, & Newman, 1998; Onafowora, 2004). This literature provided a focus for the development of the study. To answer the questions, a research methodology had to be developed that brought the three areas of research together.

Research Methodology

A research methodology based on three principles was developed. The first principle required the use of student teacher and teacher perceptions to assess learning environment of the extended practicum. The second principle required the use of quantitative data collection methods. The third principle required the development of an instrument to assess extended practicum learning environments and a context-specific instrument to assess student teacher self-efficacy for future teaching.

In order to answer the research questions, a three-stage research program was developed. The first stage involved the development, refinement and trial of a context-specific instrument designed to gather perceptions of the dimensions of the practicum learning environment from student teachers. This instrument is the Extended Practicum Learning Environment Inventory (EPLI). The sample for the Stage 1 trial of the instrument which was conducted in semester 1, 2001, consisted of 197 Bachelor of Education (primary) student teachers. The second stage was the initial administration of the refined version of the EPLI, in semester 2, 2001 to collect final year Bachelor of Education (primary) students' perceptions of the extended practicum learning environment. The development and validation of this

instrument involved a number of complex stages and has been reported in detail previously (see Kennedy & Dorman, 2004). A copy of the final instrument (EPLEI) is included as Appendix A of this paper. A total of 64 students responded to this questionnaire.

The third stage required the administration of the final EPLEI to student teachers and a supervising teacher version of the EPLEI to their supervising teachers after the extended practicum in semester 2, 2002. Three scales were also developed for an instrument, the Student Teacher Efficacy Instrument (STEI) to assess student teacher efficacy for future teaching, the outcomes measure of the study. The scales included Professional Teacher Behaviour Efficacy (the extent of student teacher belief that they are able to demonstrate the professional interpersonal skills and behaviours of a teacher), Formal Curriculum Planning Efficacy (the extent of student teacher belief that they are able to plan curriculum units and organize classrooms for delivery of units across the key learning areas and Formal Curriculum Delivery Efficacy (the extent of student teacher belief that they are effective in classroom management and curriculum delivery). The STEI was administered to students with the final use of the EPLEI in 2002. A copy of the STEI scales (as part of the final instrument) is included in Appendix C.

Statistical analyses including multivariate analysis of variance and correlational analyses were performed on the quantitative data. Results from analyses of the quantitative data are outlined in the next section of this paper.

Research Results and Implications for Leaders in Catholic Education

Identifying Dimensions of the Practicum

The first question driving this study related to the identification of dimensions of extended practicum learning environments at a Catholic university. A review of salient literature on the practicum in teacher education, learning environment research and Catholic ethos was the first step in the identification of the dimensions of the practicum learning environment. The second step involved the collection of perceptions of the practicum from stakeholders through previous practicum evaluation data and collegial discussion. Results of this process revealed the following dimensions of the extended practicum of a typical practicum environment for student teachers at a Catholic university

- children and student teacher relationships;

- teacher and student teacher relationships;
- student teacher and other school staff relationships;
- student teacher and personal growth;
- student teachers and organisational features of practicum settings and
- learning environment and Catholic ethos.

The identification of these specific dimensions of the learning environment of the extended practicum provides a focus for leaders in Catholic schools supporting student teacher development in practicum experiences in Catholic schools.

An Instrument to Assess the Extended Practicum Learning Environment

The second major research question focussed on whether instruments could be developed to assess the dimensions identified within the environment. As mentioned earlier, a comprehensive process of development and validation of an instrument was undertaken. This procedure began with a review of salient literature and involved the collection of perceptions of the practicum from stakeholders in school settings through practicum evaluation data collected over a period of ten years and collegial discussion with other academics interested in the field. EPLEI established these dimensions of the extended practicum learning environment. Existing learning environment instruments were also examined and appropriate scales were selected. Dimensions of the extended practicum of a typical practicum environment for student teachers at a Catholic university were identified.

Based on this work and further validation and refinement decisions, the final form of the Extended Practicum Learning Environment Inventory EPLEI was established. It has 72 items assigned to 12 scales (6 items per scale). These scales are: Supervising Teacher Support, Administration Support, Fellow Teacher Support, Fellow Student Teacher Support, Student Teacher Involvement, Pupil-Pupil Cohesiveness, Clarity, Control, Physical Comfort, Autonomy, Task Orientation, and Work Pressure. A description of these scales is included in Appendix B. Scoring of individual items uses a 5-point Likert format: Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree. The EPLEI meets the four development criteria discussed at the beginning of this chapter: consistency with literature, coverage of Moos's three general categories (*Relationship, Personal Growth, and System Maintenance and System Change*), salience to aspects of the practicum, and economy of administration and scoring. Validation data attest to the sound structural characteristics of the instrument and provided a basis for subsequent data analyses.

The Extended Practicum Learning Environment Inventory (EPLEI) was used to tap the specific dimensions of extended practicum learning environments for pre-service teachers at ACU. Use of the EPLEI established these dimensions of the extended practicum learning environment within Moos's (1968) three categories for conceptualising and assessing human environments: Relationship, System Maintenance and System Change and Personal Growth. In terms of Relationship, the dimensions of the extended practicum learning environment are Supervising Teacher Support, Administration Support, Fellow Teacher Support, Fellow Student Teacher Support, Student Teacher Involvement and Pupil-Pupil Cohesiveness. The System Maintenance and System Change dimensions are Clarity, Control, Physical Comfort and the Personal Growth dimensions are Work Pressure, Autonomy and Task Orientation. Therefore, this study has identified dimensions of extended practicum learning environments for student teachers at a Catholic university and developed an instrument to assess those dimensions. This instrument may be used to identify aspects on practicum environments that school leaders can attend to in order to improve the practicum for students who may become future members of their teaching staff.

Administration of the EPLEI has shown that student teacher perceptions of extended practicum learning environments are affected by each of the dimensions. Therefore, school-based teacher educators including leaders in Catholic schools need to be informed of the importance of positive relationships between members of the practicum environment and student teachers. Members of school supervisory staff need to be vigilant in facilitating the establishment of positive relationships within practicum environments among children and student teachers, supervising teachers and student teachers, fellow teachers and student teachers, fellow student teachers and student teachers, student teachers and school administrators, student teachers and school support staff. School supervisory staff should be advised that student teachers need personal and professional support from the school staff within these groups with regard to aspects including clarity of expectations, levels of control exerted over the student teacher, levels of work pressure and opportunities for student teacher autonomy within the setting. This study has shown that all of these factors are extremely important dimensions of practicum environments. All stakeholders of practicum experiences, especially school-based personnel need to be informed of the dimensions of extended practicum learning environments if student teacher perceptions of these experiences are to be positive.

Differences in perception of extended practicum learning environments in different school types

The third major research question examined the extent to which student teachers' perceptions of the extended practicum learning environment related to school type. ACU students participate in practicum experiences in Catholic, State and a variety of Other Christian schools. The results revealed that there are differences in how student teachers perceive the learning environment in different school types. To investigate this question, a MANOVA with the 12 extended practicum learning environment variables consisting of the set of dependent variables and school type as the independent variable was performed. The MANOVA for the effect of school type was significant (Wilks' $\lambda = 0.55$, $p < .05$). Univariate F tests for the effect of school on each EPLEI scale revealed three statistically significant results: Fellow Teacher Support [$F(2, 69) = 4.16$, $p < .02$], Fellow Student Teacher Support [$F(2, 69) = 3.39$, $p < .04$], and Work Pressure [$F(2, 69) = 3.81$, $p < .02$]. Figure 1 shows the results. Differences in school type were evident. Between Catholic and Other Christian (Lutheran/Christian) Schools the range of the effect size was from .18 for the comparison of Physical Comfort to 0.82 for Work Pressure ($M = 0.56$, $SD = 0.19$). This large effect size indicates that student teacher perception of Work Pressure in Other Christian (Lutheran/Christian) schools is higher than students placed in both Catholic and State schools. Between Other Christian (Lutheran/Christian) and State Schools, the range of the effect size was from .01 for Administration Support to 0.77 for Fellow Student Teacher Support. ($M = 0.29$, $SD = 0.23$). Between Catholic and State Schools, the range of the effect size was from .12 for Pupil-Pupil Cohesiveness to 0.73 for Fellow Teacher Support. ($M = 0.32$, $SD = 0.22$).

To explore further the effect of school type on student teacher perceptions of the extended practicum learning environment, Tukey's post-hoc tests were performed. Tukey's post-hoc procedure showed significant differences between the Catholic and State schools for the Fellow Teacher Support scale with Catholic schools being perceived by the student teachers as providing higher levels of Fellow Teacher Support than State schools. The effect size was 0.73. For the Fellow Student Teacher Support scales, there were significant differences between Catholic and Other Christian (Lutheran/Christian) schools ($d = 0.92$). This effect size is large. This size may reflect the fact that individual students in Other Christian (Lutheran/Christian) schools are often the only student teacher participating in an extended practicum in the school. For the Work Pressure scale, there were

significant differences between Catholic and Other Christian (Lutheran/Christian) schools ($d = 0.82$). This effect size is large and may indicate that student teacher perception of the Work Pressure inherent in participating in an extended practicum in Other Christian (Lutheran/Christian) schools is higher than student teacher perception of Work Pressure in Catholic schools. Student teacher perception of absence of Fellow Student Teacher and Fellow Teacher Support may relate to increased perception of the level of Work Pressure in Other Christian (Lutheran/Christian) schools.

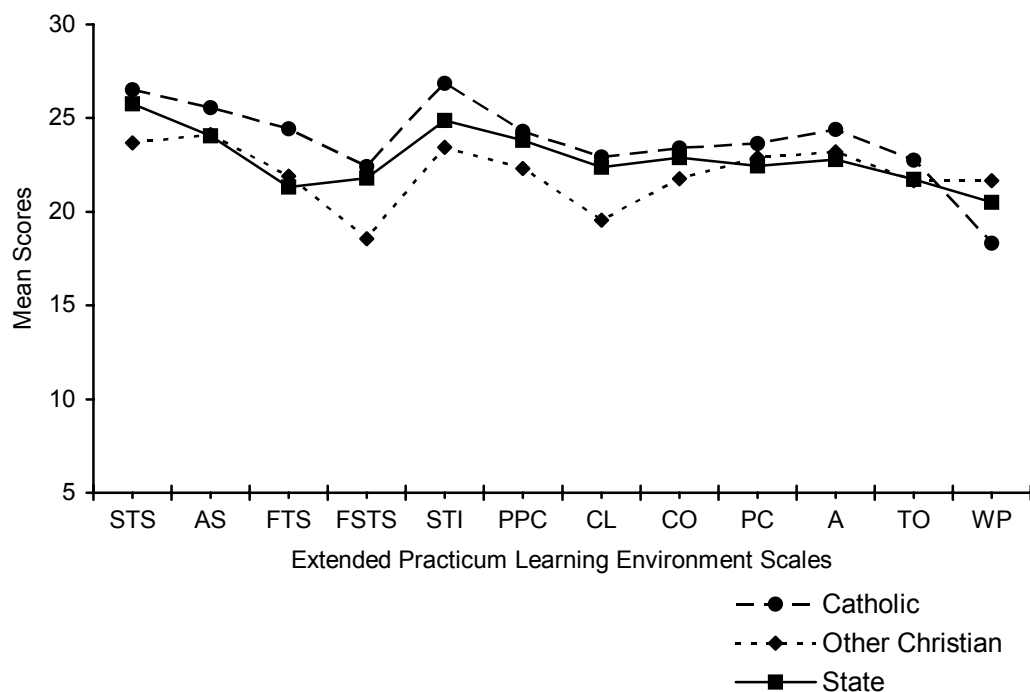


Figure 1 Mean scores for 12 EPLEI scales for three school types

In contrast to the findings in relation to Other Christian schools, student teachers who participated in extended practica in Catholic and State schools indicated a more positive perception of all of the dimensions of the EPLEI (see Figure 1 above). Hence, providers of practicum experiences may extrapolate that there appears to be a relationship between provision of learning environments characterised by the following features and a reduced sense of work pressure. If a student teachers feel supported by their supervising teacher; other teachers and the school administrators; have expectations for the practicum stated clearly; are allowed some autonomy and

have a class that are more cohesive, then they appear to feel less work pressure in the environment.

Of interest to leaders in Catholic education, in this study, student teachers' perceptions of these features of the extended practicum learning environment in Catholic schools were positive. This indicates that the Catholic schools where the students participated in the practicum are imbued with the ethos espoused in system documents (see Catholic Education: Archdiocese of Brisbane, 2006). The students in Catholic schools did indicate more positive perceptions of the Relationship dimension of support at all levels which provides evidence that these learning environments do reflect Gospel values and were characterised by warmth, welcome and a sense of belonging to a Christian community (see Catholic Education: Archdiocese of Brisbane, 2006). These positive perceptions of extended practicum learning environments in Catholic schools support ACU's mission statement regarding a university education underpinned by Gospel values (McMullen, 2004) and the espoused statements of the Catholic school systems where the practica were conducted (see Queensland Catholic Education Commission, 2005; Catholic Education: Archdiocese of Brisbane, 2006). The finding is also a clear indication that learning environment and Catholic ethos is a significant dimension of extended practicum learning environments for student teachers at a Catholic university. This finding is encouraging for both the school and university-based partners in the education of teachers at ACU.

Student Teacher Perceptions and Self Efficacy

The fourth question for this research was the outcomes question. It examined the relationship that exists between student teachers' perceptions of the extended practicum learning environment and their self-efficacy for teaching. As the student teachers involved in this research have finished their final practicum and are close to the end of their course, their perceived level of self-efficacy for teaching has implications for future teaching. Research has shown that teacher self-efficacy does impact on student learning (Fives, 2003; Gibson & Dembo, 1984; Newman, Moss, Lenarz, & Newman, 1998; Tschannen-Moran, Woolfolk, & Hoy, 2001). Teacher self-efficacy relates to the realization of one's self-judgments and capabilities to create and organize instruction in order to motivate learners (Onafowora, 2004). It follows that the level of self-efficacy that student teachers in this study possess at the end of the extended practicum may determine their effectiveness as teachers. For this reason, it was important to examine the relationship between student teacher

perceptions of the extended practicum learning environment and their self efficacy regarding Professional Teacher Behaviour Efficacy, Formal Curriculum Planning Efficacy and Formal Curriculum Delivery Efficacy. However, only the relationship between student teacher perceptions of the extended practicum learning environment and Professional Teacher Behaviour efficacy is reported in this paper.

Associations between the 12 EPLEI scales and the three student teacher efficacy scales were explored with performed, simple, multiple and canonical correlation analyses. Results of the simple correlational analysis in terms of relationship between student teacher perceptions of the extended practicum learning environment and Professional Teacher Behaviour Efficacy only are reported in this paper. As shown in Table 1, 10 of the 36 simple Pearson correlations between the 12 classroom environment scales and the 3 student teacher efficacy scales were statistically significant ($p < .05$), a result which is about 6 times that which could be expected by chance.

TABLE 1
RESULTS OF SIMPLE CORRELATION ANALYSES BETWEEN 12 EXTENDED PRACTICUM LEARNING ENVIRONMENT INVENTORY SCALES AND THREE STUDENT TEACHER EFFICACY SCALES.

Extended Practicum Learning Environment Inventory Scale	Simple Pearson Correlation (<i>r</i>)		
	Professional Teacher Behaviour Efficacy	Formal Curriculum Planning Efficacy	Formal Curriculum Delivery Efficacy
Supervising Teacher Support	.39*	.14	.11
Administration Support	.48**	.06	.08
Fellow Teacher Support	.44**	.13	.10
Fellow Student Teacher Support	.13	-.04	-.03
Student Teacher Involvement	.30*	.02	.09
Pupil-Pupil Cohesiveness	.09	-.02	.07
Clarity	.28*	.06	-.01
Control	.19	.22	.12
Physical Comfort	.18	.16	.03
Autonomy	.29*	.10	.15
Task Orientation	.32*	.35**	.28*
Work Pressure	-.28*	.04	-.03

* $p < .05$ ** $p < .01$

A total of 31 of the 36 correlations were positive. It is noteworthy that 8 of the 12 correlations between EPLEI scales and Professional Teacher Behaviour Efficacy were statistically significant ($p < .05$). The strongest association was between Administration Support and Professional Teacher Behaviour Efficacy ($r = .48$). Increased levels of Administration Support, Supervising Teacher Support, Fellow Teacher Support, Student Teacher Involvement, Clarity, Autonomy and Task Orientation but reduced levels of Work Pressure were associated with increased levels of Professional Teacher Behaviour Efficacy.

This finding demonstrates again the importance of support for the student teacher in the extended practicum learning environment. Levels of support are an important factor in increasing the student teacher's level of self-efficacy as a professional person able to participate in a collegial manner with other teachers, administrators and parents within the school community. This finding demonstrates the special importance of administration support for the student teacher in the extended practicum learning environment. This finding shows strongly that student teacher need for administration support is closely associated with the Professional Teacher Behaviour Efficacy. This study has used the term, *administration staff* when referring to school principals, assistant principals, teacher aides, library aides and school secretaries. It is clear that student teacher perceptions of the practicum are also affected by, not only the school leadership team, but also the way school secretaries, teacher aides and library aides support them in the school environment. Without support from all of these members of administration, student teacher Professional Teacher Behaviour Efficacy will be affected adversely.

This finding supports Kremer-Hayon and Wubbels's (1993) view that student teacher perceptions of the practicum environment are affected by an 'outer circle' of influence. It is not just the supervising teacher in the classroom learning environment who affects the student teacher. The 'outer circle' which includes the influence of people such as fellow teachers, fellow student teachers, principals, assistant principals, secretaries, library aides and teacher aides play an important role in supporting student teachers. How these members of the learning environment communicate and relate to the student teacher impact on the outcomes of the practicum. Therefore, it behoves teacher educators and leaders in Catholic education to be mindful of multiple levels of features of practicum environments that impact on the student teacher and determine their sense of efficacy to feel and perform like a teacher. Teachers entering the profession with a heightened sense of

Professional Teacher Behaviour Efficacy would be desirable for the profile of Catholic education across Australia.

Conclusion

This paper has reported the findings of an extensive study of the extended practicum learning environment at a Catholic university. The paper has highlighted key findings of the research that give direction to leaders of Catholic education in the 21st Century. In particular, the paper has highlighted the specific dimensions of the learning environment for ACU student teachers participating in extended practicum experiences and an instrument that was used to examine the extended practicum learning environment has been described. Five findings in particular provide direction for leaders.

- Catholic ethos is a significant dimension of the practicum learning environment for student teachers at ACU, Brisbane.
- Student teacher experiences of the practicum are affected by aspects of relationships, opportunities for professional growth and organisational features of the environment.
- There is a relationship between student teacher perceptions of the practicum learning environment and their self-efficacy for future teaching.
- Student teacher experiences are affected by many levels of school environments.
- Support from administration staff during the practicum was found to be critical to the development of a student teacher's Professional Teacher Behaviour Efficacy.

REFERENCES

- Abbott, W. M. (1966). *The documents of the Vatican 11*. London: Geoffrey Chapman.
- Berliner, D. (1987). Ways of thinking about students and classrooms by more and less experienced. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 60-84). London: Cassell.
- Board of Teacher Registration. (2003). *The multiple faces of internships: Report of phase one of a BTR project on internship in preservice teacher education*. Brisbane: Board of Teacher Registration, Queensland.
- Board of Teacher Registration. (2004). *Ethical standards for teachers*. Retrieved August 2, 2005 from www.btr.qld.edu.au/pdf/stratplan.pdf
- Boy, A. V., & Pine, G. J. (1988). *Fostering psychosocial developments in the classroom*. Springfield, IL: Charles Thomas.
- Catholic Education Archdiocese of Brisbane. (2004). *Teaching at Catholic education*. Retrieved October 8, 2004, from <http://www.bne.catholic.edu.au/pub/prostaff/teaching.htm>
- Catholic Education Archdiocese of Brisbane. (2006). *Life long life giving education*. Retrieved October 11, 2006, from <http://www.bne.catholic.edu.au/asp/index.asp?pgId=10626>
- Cochran-Smith, M. (2001). Learning to teach against the (new) grain. *Journal of Teacher Education*, 52(1), 3-4.
- Congregation for Catholic Education. (1988). *The religious dimension of education in a Catholic school*. Homebush, New South Wales: St Paul Publications.
- Darling-Hammond, L. E. (1994). *Professional development schools*. New York: Teachers College Press.
- Dorman, J. D., Aldridge, J. M., & Fraser, B. J. (2006). Using structural equation modelling to investigate associations between environment and outcomes in technology-rich, outcomes focussed classrooms in Australian secondary schools. In D. L. Fisher & M. S. Khine (Eds.), *Contemporary approaches to research on learning environments: Worldviews* (pp. 425-447). Singapore: World Scientific.
- Fisher, D. L., & Fraser, B. J. (1981). Validity and use of My Class Inventory. *Science Education*, 65, 145-156.

- Fives, H. (2003). *What is teacher efficacy and how does it relate to teachers' knowledge? A theoretical review*. Paper presented at the American Educational Research Association Annual Conference, Chicago.
- Fraser, B. J., Anderson, G. J., & Walberg, H. J. (1982). *Assessment of learning environments: Manual for Learning Environment Inventory (LEI) and my class inventory (MCI) (third version)*. Perth, WA.: Western Australia Institute of Technology.
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569-582.
- Halstead, V. (2003). Teacher education in England: Analysing change through scenario thinking. *European Journal of Teacher Education*, 26(1), 63-75.
- Hansford, B., & Brooker, R. (1997, July). *Preservice teachers reflections on the practicum: Are expectations met?* Paper presented at the 27th Annual Australian Teacher Education Association Conference, Yeppoon, Queensland.
- Hawkey, K. (1995). Learning from peers: The experience of student teachers in school-based teacher education. *Journal of Teacher Education*, 46(3), 175-183.
- Jasman, A. (2003). Initial teacher education: Changing curriculum, pedagogies and assessment. *Change: Transformations in Educations: A Journal of Theory, Research, Policy and Practice*, 6(2), 1-23.
- Jones, L., Reid, D., & Bevins, S. (1997). Teachers' perceptions of mentoring in a collaborative model of initial teacher training. *Journal of Education for Teaching*, 23(3), 253-261.
- Kennedy, J., & Dorman, J., (2004). Development, Administration and Initial Results of an Instrument to Assess the Learning Environment of an Extended Practicum. *International Journal of PEPE Inc.*, 8 (2), 29-47.
- Kiley, T. J., & Jensen, R. A. (1998). Cooperating and student teachers' actual and preferred learning environments: A matched-pair analysis. *Learning Environments Research*, 1, 181-197.
- Koul, R. B., & Fisher, D. L. (2006). A contemporary study of learning environments in Jammu, India. In D. L. Fisher & M. S. Khine (Eds.), *Contemporary approaches to research on learning environments: World Views* (pp. 273-296). Singapore:World Scientific.

- Kremer-Hayon, L., & Wubbels, T. (1993). Principal's interpersonal behaviour and teachers satisfaction. In T. Wubbels, .& J. Levy (Eds.), *Do you know what you look like? Interpersonal relationships in education* (pp. 113 - 122). London: Falmer Press.
- Kremer-Hayon, L., & Wubbels, T. (1993). Supervisors' interpersonal behaviour and student teachers satisfaction. In T. Wubbels & J. Levy (Eds.), *Do you know what you look like? interpersonal relationships in education* (pp. 123 - 135). London: Falmer Press.
- Martin, S. (1996). Support and challenge: Conflicting or complimentary aspects of supervising teaching student teachers? *Teachers and Teaching: Theory and Practice*, 2(1), 41-56.
- Martinez, K. (1998). Supervision in preservice teacher education: speaking the unspoken. *International Journal of Leadership in Education*, 1(3), 279-296.
- Mayer, D., & Austin, J. (1999). "It's just what I do": Practical personal theories of supervision in the practicum. In A. Yarrow & J. Millwater (Eds.), *Practical experiences in professional education* (Research Monograph No 3) (Vol. 3, pp. 64-86). Brisbane.
- McCorley, J. (2005). *Queensland Catholic Education Commission response to the selected terms of reference of the House of Representatives Standing Committee on Education and Vocational Training: National Inquiry into Teacher Education*. Brisbane: Queensland Catholic Education Commission.
- McMullen, G. (2004). *How the mission of Australian Catholic university is reflected in its curriculum*. Retrieved October 8, 2004, from <http://inet.acu.edu.au/docs/issue1.pdf>
- Ministerial Council on Education Employment Training and Youth Affairs. (2003). *A national framework for professional standards for teaching: Teacher quality and educational leadership taskforce*. Carlton South, Vic.
- Moos, R. H. (1968). The assessment of the social climates of correctional institutions. *Journal of Research in Crime and Delinquency*, 15, 53-66.
- Moos, R. H., & Trickett, E. J. (1987). *Classroom Environment Scale manual*. Palo Alto, CA: Consulting Psychologists Press.
- Newman, C., Moss, B., Lenarz, M., & Newman, I. (1998). *The impact of a PDS Internship / Student teaching programs on the self-efficacy, stages of concern and role perceptions of preservice teaching: The evaluation of a Goals 2000 project*. Paper presented at the Annual Meeting of the Midwestern Educational Research Association October 14-17, Chicago, Illinois.

- Onafowora, L. L. (2004). Teacher efficacy issues in the practice of novice teachers. *Educational Research Quarterly*, 28(4), 34-43.
- Queensland Catholic Education Commission. (2005). *With Vision and Spirit*. Retrieved December, 2005, from <http://www.qcec.qld.catholic.edu.au/asp/index.asp>
- Sacred Congregation for Catholic Education. (1977). *The Catholic school*. Homebush, New South Wales: St Paul Publications.
- Sacred Congregation for Catholic Education. (1982). *Lay Catholics in schools: Witnesses to faith*. Homebush, New South Wales: St Paul Publications.
- Sheehan, P. W. (1998). *What defines a Catholic university?* Sydney: Australian Catholic University.
- Sudzina, M., Giebelhaus, C., & Coolican, M. (1997). Mentor or tormentor: the role of the co-operating teacher in student teacher success or failure. *Action in Teacher Education*, 18(4), 22-35.
- Tobin, K. G., & Fraser, B. J. (1998). Qualitative and quantitative landscapes of classroom learning environments In B. J. Fraser & K. G. Tobin (Eds.), *International Handbook of Science Education* (pp. 623-640). Dordrecht, The Netherlands: Kluwer.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher Efficacy: capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- Walberg, H. J. (1976). Psychology of learning environments: Behavioral, structural, or perceptual? *Review of Research in Education*, 4, 142-178.
- Weasmer, J., & Woods, A. M. (2003). Mentoring: Professional development through reflection. *The Teacher Educator*, 39(1), 64-72.
- Wildman, T. M., Magliero, S. G., Niles, R. A., & Niles, J. A. (1992). Teacher mentoring: An analysis of roles, activities, and conditions. *Journal of Teacher Education*, 43, 205-213.
- Wright, N., & Bottery, M. (1997). Perceptions of professionalism by the mentors of student teachers. *Journal of Education for Teaching*, 23, 235-252.
- Zeichner, K. (2002). Beyond traditional structures of student teaching. *Teacher Education Quarterly*, 29(2), 59-63.

APPENDIX A

FINAL FORM OF EXTENDED PRACTICUM LEARNING ENVIRONMENT INVENTORY 2001 ADMINISTRATION

--	--	--	--	--	--

Office Use Only

Directions

The purpose of this questionnaire is to find out your opinions about the learning environment of the extended practicum experienced by the student teacher you mentored in 2002. This form of the questionnaire assesses your opinion about what this environment was *actually like*. Indicate your opinion about each questionnaire statement by circling your chosen response.

- SA - if you **strongly agree** that it describes what this experience was actually like
- A - if you **agree** that it describes what this experience was actually like
- N - if you **neither** agree that it describes what this experience was actually like **nor** disagree
- D - If you **disagree** that it describes what this experience was actually like
- SD - if you **strongly disagree** that it describes what this experience was actually like

Please circle either SA, A, NA or D, D, SD for your response to the following statements:

	Strongly Agree	Neither Agree		Disagree	Strongly Disagree
		Agree	nor Disagree		
1. I support my student teacher.	1	2	3	4	5
2. Members of the administration team support you	1	2	3	4	5
3. The other teachers in the school support you	1	2	3	4	5
4. Student teachers support each other in this school	1	2	3	4	5
5. Being in this school makes you feel enthusiastic about teaching	1	2	3	4	5
The pupils in this class work well together	1	2	3	4	5

7.	School regulations for student teachers are vague and ambiguous	1	2	3	4	5
8.	Student teachers are expected to follow set regulations	1	2	3	4	5
9.	The classroom is neat and tidy	1	2	3	4	5
10.	The teacher allows you to make decisions about lessons	1	2	3	4	5
11.	The supervising teacher expects good lesson planning	1	2	3	4	5

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
12.	You feel very pressured in this classroom to complete all aspects of planned curriculum	1	2	3	4	5
13.	The supervising teacher is committed to his/her role of supervising student teachers	1	2	3	4	5
14.	Members of the administration team are committed to having student teachers in the school	1	2	3	4	5
15.	Other teachers in the school go out of their way to help student teachers	1	2	3	4	5
16.	At this school, student teachers help each other with lesson planning	1	2	3	4	5
17.	Being in this classroom makes you feel enthusiastic about teaching	1	2	3	4	5
18.	The pupils in this class encourage each other	1	2	3	4	5
19.	The supervising teacher communicates clear guidelines for student teachers	1	2	3	4	5
20.	In this school, there's a strict emphasis on all teachers following policies and regulations	1	2	3	4	5
21.	The classroom provides an attractive learning setting	1	2	3	4	5
22.	There is no encouragement of independent thought about curriculum planning and delivery	1	2	3	4	5
23.	Task completion is important in this classroom	1	2	3	4	5
24.	There is a lot of work pressure in this school	1	2	3	4	5
25.	The supervising teacher goes out of his/her way to help student teachers	1	2	3	4	5
26.	Members of the administration team go out of their way to help student teachers	1	2	3	4	5
27.	Other teachers in the school enjoy working with student teachers	1	2	3	4	5
28.	Student teachers at this school give each other constructive criticism	1	2	3	4	5
29.	You feel keen to prepare stimulating lessons at this school	1	2	3	4	5
30.	The pupils in this classroom criticise each other	1	2	3	4	5

31.	The school administration provides student teachers with clear guidelines for day-to-day activities	1	2	3	4	5
32.	Rules and regulations for all teachers are well enforced	1	2	3	4	5
33.	The arrangement of the classroom furniture is conducive to positive teaching and learning	1	2	3	4	5
34.	The teacher does not allow any freedom in curriculum planning	1	2	3	4	5
35.	The atmosphere in the classroom is casual	1	2	3	4	5
36.	Student teachers have to work hard to complete all of their school-related tasks	1	2	3	4	5
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
37.	The supervising teacher encourages you when you have difficulties with lessons	1	2	3	4	5
38.	Members of the administration team expect far too much of student teachers	1	2	3	4	5
39.	Other teachers in the school encourage you when you have difficulties with lessons.	1	2	3	4	5
40.	Student teachers work well with each other in this school	1	2	3	4	5
41.	It is enjoyable being involved in this school	1	2	3	4	5
42.	The pupils would look forward to coming to class	1	2	3	4	5
43.	Policies regarding pupil behaviour are clearly defined for student teachers	1	2	3	4	5
44.	Student teachers are expected to conform to school expectations	1	2	3	4	5
45.	The school buildings and grounds are neat and attractive	1	2	3	4	5
46.	The teacher wants you to be a clone of him/herself	1	2	3	4	5
47.	The student teacher is expected to be efficient	1	2	3	4	5
48.	There is no time for student teachers to relax	1	2	3	4	5
49.	The supervising teacher shares lesson ideas	1	2	3	4	5
50.	The teacher aide/s in this school are supportive of student teachers	1	2	3	4	5
51.	Other teachers in the school criticise you over minor things	1	2	3	4	5
52.	Student teachers share resources with each other.	1	2	3	4	5
53.	You feel welcome in this classroom	1	2	3	4	5
54.	The pupils are friendly towards each other in this classroom	1	2	3	4	5
55.	Student teachers know exactly what they are supposed to be doing in the school	1	2	3	4	5
56.	Members of the school administrative team ensure that student teachers are 'doing the right thing'	1	2	3	4	5
57.	Staffroom facilities are pleasant	1	2	3	4	5

58.	The supervising teacher encourages student teachers to use their initiative	1	2	3	4	5
59.	The classroom is a work-orientated place	1	2	3	4	5
60.	Student teachers can take it easy and still get the work done	1	2	3	4	5
61.	The supervising teacher encourages you to try out new ideas	1	2	3	4	5
62.	Members of the administration team are welcoming to student teachers	1	2	3	4	5
63.	Other teachers in the school expect far too much of student teachers	1	2	3	4	5
64.	Student teachers in this school stay distant from each other	1	2	3	4	5
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
65.	You feel willing to be involved as a staff member at this school	1	2	3	4	5
66.	The pupils in this class would not look forward to coming into the class	1	2	3	4	5
67.	All members of the school staff know exactly what is expected of them	1	2	3	4	5
68.	Teacher aide/s expect student teachers to follow school expectations of staff	1	2	3	4	5
69.	Teachers have enough space to work when they are not teaching	1	2	3	4	5
70.	Student teachers function independently of supervising teachers	1	2	3	4	5
71.	Teachers pay a lot of attention to getting work done	1	2	3	4	5
72.	Student teachers always have deadlines to meet	1	2	3	4	5

End of Questionnaire

Thank you for participating in this research

APPENDIX B

SCALE DESCRIPTIONS FOR EPLEI

**ADAPTATION OF MOOS'S WORK ENVIRONMENT SCALES
SCALE DESCRIPTIONS**

Scale	Description	Moos's Category
Involvement	The extent to which the student teacher, the other members of the school staff and the pupils are concerned and committed to their jobs/tasks	Relationship
Support	The extent to which the student teacher, other student teachers at the school, the supervising teacher, the other members of the school staff, the pupils support each other	Relationship
Peer Cohesion	The extent to which the relationships amongst the student teacher, the other student teachers at the school, the supervising teacher, the other members of the school staff and the pupils help each other and bond together	Relationship
Clarity	Relates to whether the student teacher knows what is expected and how explicitly rules, policies and expectations are communicated to the student teacher in the school setting	System Maintenance & Change
Control	Relates to how much control of the members of the school community is maintained	System Maintenance & Change
Physical Comfort	The extent to which the physical surroundings of the school and classroom where the student teacher is completing the practicum are a pleasant environment to work in	System Maintenance & Change
Work Pressure	The extent to which the pressure of work dominates the school community where the student teacher is completing the practicum	Personal Growth
Task Orientation	The extent to which there is emphasis on good planning, efficiency and getting the job done in the student teacher's practicum school	Personal Growth
Autonomy	The extent to which student teachers are encouraged to be self-sufficient and make decisions	Personal Growth

APPENDIX C

FINAL INSTRUMENTATION FOR STUDY INCLUDING STUDENT TEACHER EFFICACY INSTRUMENT

--	--	--	--	--	--

Office Use Only

Directions

The purpose of this questionnaire is to find out your opinions about the learning environment you would prefer for teaching practice. This form of the questionnaire assesses your opinion about what this environment would *actually be like*. Indicate your opinion about each questionnaire statement by circling your chosen response.

- SA - if you **strongly agree** that it describes what this experience is actually like
- A - if you **agree** that it describes what this experience is actually like
- N - if you **neither** agree that it describes what this experience is actually like **nor** disagree
- D - If you **disagree** that it describes what this experience is actually like
- SD - if you **strongly disagree** that it describes what this experience is actually like

Please circle:

Your gender: Male Female

Your age: 20-25 26-30 31-35 36-40
over 40

Type of school where Extended Practicum was completed:

Catholic Lutheran Anglican State Christian

Please circle either SA, A, NA or D, D, SD for your response to the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
--	-----------------------	--------------	-----------------------------------	-----------------	--------------------------

1.	The supervising teacher supports you	1	2	3	4	5
2.	Members of the administration team support you	1	2	3	4	5
3.	The other teachers in the school support you	1	2	3	4	5
4.	Student teachers support each other in this school	1	2	3	4	5
5.	Being in this school makes you feel enthusiastic about teaching	1	2	3	4	5
6.	The pupils in this class work well together	1	2	3	4	5
7.	School regulations for student teachers are vague and ambiguous	1	2	3	4	5
8.	Student teachers are expected to follow set regulations	1	2	3	4	5
9.	The classroom is neat and tidy	1	2	3	4	5
10.	The teacher allows you to make decisions about lessons	1	2	3	4	5
11.	The supervising teacher expects good lesson planning	1	2	3	4	5

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
12.	You feel very pressured in this classroom to complete all aspects of planned curriculum	1	2	3	4	5
13.	The supervising teacher is committed to his/her role of supervising student teachers	1	2	3	4	5
14.	Members of the administration team are committed to having student teachers in the school	1	2	3	4	5
15.	Other teachers in the school go out of their way to help student teachers	1	2	3	4	5
16.	At this school, student teachers help each other with lesson planning	1	2	3	4	5
17.	Being in this classroom makes you feel enthusiastic about teaching	1	2	3	4	5
18.	The pupils in this class encourage each other	1	2	3	4	5
19.	The supervising teacher communicates clear guidelines for student teachers	1	2	3	4	5
20.	In this school, there's a strict emphasis on all teachers following policies and regulations	1	2	3	4	5
21.	The classroom provides an attractive learning setting	1	2	3	4	5
22.	There is no encouragement of independent thought about curriculum planning and delivery	1	2	3	4	5
23.	Task completion is important in this classroom	1	2	3	4	5

24.	There is a lot of work pressure in this school	1	2	3	4	5
25.	The supervising teacher goes out of his/her way to help student teachers	1	2	3	4	5
26.	Members of the administration team go out of their way to help student teachers	1	2	3	4	5
27.	Other teachers in the school enjoy working with student teachers	1	2	3	4	5
28.	Student teachers at this school give each other constructive criticism	1	2	3	4	5
29.	You feel keen to prepare stimulating lessons at this school	1	2	3	4	5
30.	The pupils in this classroom criticise each other	1	2	3	4	5
31.	The school administration provides student teachers with clear guidelines for day-to-day activities	1	2	3	4	5
32.	Rules and regulations for all teachers are well enforced	1	2	3	4	5
33.	The arrangement of the classroom furniture is conducive to positive teaching and learning	1	2	3	4	5
34.	The teacher does not allow any freedom in curriculum planning	1	2	3	4	5
35.	The atmosphere in the classroom is casual	1	2	3	4	5
36.	Student teachers have to work hard to complete all of their school-related tasks	1	2	3	4	5
				Neither Agree nor Disagree		Strongly Disagree
		Strongly Agree	Agree		Disagree	
37.	The supervising teacher encourages you when you have difficulties with lessons	1	2	3	4	5
38.	Members of the administration team expect far too much of student teachers	1	2	3	4	5
39.	Other teachers in the school encourage you when you have difficulties with lessons.	1	2	3	4	5
40.	Student teachers work well with each other in this school	1	2	3	4	5
41.	It is enjoyable being involved in this school	1	2	3	4	5
42.	The pupils would look forward to coming to class	1	2	3	4	5
43.	Policies regarding pupil behaviour are clearly defined for student teachers	1	2	3	4	5
44.	Student teachers are expected to conform to school expectations	1	2	3	4	5
45.	The school buildings and grounds are neat and attractive	1	2	3	4	5
46.	The teacher wants you to be a clone of him/her self	1	2	3	4	5
47.	The student teacher is expected to be efficient	1	2	3	4	5
48.	There is no time for student teachers to relax	1	2	3	4	5
49.	The supervising teacher shares lesson ideas	1	2	3	4	5
50.	The teacher aide/s in this school are supportive of student teachers	1	2	3	4	5

51.	Other teachers in the school criticise you over minor things	1	2	3	4	5
52.	Student teachers share resources with each other.	1	2	3	4	5
53.	You feel welcome in this classroom	1	2	3	4	5
54.	The pupils are friendly towards each other in this classroom	1	2	3	4	5
55.	Student teachers know exactly what they are supposed to be doing in the school	1	2	3	4	5
56.	Members of the school administrative team ensure that student teachers are 'doing the right thing'	1	2	3	4	5
57.	Staffroom facilities are pleasant	1	2	3	4	5
58.	The supervising teacher encourages student teachers to use their initiative	1	2	3	4	5
59.	The classroom is a work-orientated place	1	2	3	4	5
60.	Student teachers can take it easy and still get the work done	1	2	3	4	5
61.	The supervising teacher encourages you to try out new ideas	1	2	3	4	5
62.	Members of the administration team are welcoming to student teachers	1	2	3	4	5
63.	Other teachers in the school expect far too much of student teachers	1	2	3	4	5
64.	Student teachers in this school stay distant from each other	1	2	3	4	5
				Neither Agree		Strongly
		Strongly		nor Disagree	Disagree	Disagree
		Agree	Agree			
65.	You feel willing to be involved as a staff member at this school	1	2	3	4	5
66.	The pupils in this class would not look forward to coming into the class	1	2	3	4	5
67.	All members of the school staff know exactly what is expected of them	1	2	3	4	5
68.	Teacher aide/s expect student teachers to follow school expectations of staff	1	2	3	4	5
69.	Teachers have enough space to work when they are not teaching	1	2	3	4	5
70.	Student teachers function independently of supervising teachers	1	2	3	4	5
71.	Teachers pay a lot of attention to getting work done	1	2	3	4	5
72.	Student teachers always have deadlines to meet	1	2	3	4	5
73.	I feel confident to participate in staff meetings.	1	2	3	4	5
74.	I have a comprehensive knowledge for teaching in the key learning areas.	1	2	3	4	5
75.	I am able to deliver lessons that are creative and motivate learners to engage in lessons.	1	2	3	4	5
76.	I am at ease working with school administrators.	1	2	3	4	5
77.	I am able to plan units of work across the key learning areas.	1	2	3	4	5

78.	I am able to create a positive, supportive learning environment for pupils.	1	2	3	4	5
79.	I feel comfortable in school environments	1	2	3	4	5
80.	I have a sound knowledge of the concepts underpinning the key learning areas.	1	2	3	4	5
81.	I am able to use assertive discipline techniques to maintain a safer, harmonious learning environment for all members of a class.	1	2	3	4	5
82.	I enjoy being a member of a school community.	1	2	3	4	5
83.	I am able to plan and implement assessment and evaluation procedures.	1	2	3	4	5
84.	I am able to implement lessons that meet the needs of diverse learners.	1	2	3	4	5
85.	I am able to work in a collegial manner with other members of the teaching profession.	1	2	3	4	5
86.	I feel confident to report on student learning to parents/guardians	1	2	3	4	5
87.	I am satisfied that I have developed my own style of teaching	1	2	3	4	5
88.	I am able to communicate with the parents of the children I teach.	1	2	3	4	5
89.	I am aware of processes for organizing and managing classroom layout, procedures and routines.	1	2	3	4	5
90.	I feel confident that I am able to facilitate learners to demonstrate core learning outcomes across the key learning areas.	1	2	3	4	5

End of Questionnaire

Thank you for participating in this research

