

1998

An analysis framework for reflective writing

Glenda C. Evans
Edith Cowan University

Carmel Maloney
Edith Cowan University

Recommended Citation

Evans, G. C., & Maloney, C. (1998). An analysis framework for reflective writing. *Australian Journal of Teacher Education*, 23(1).
<http://dx.doi.org/10.14221/ajte.1998v23n1.4>

This Journal Article is posted at Research Online.
<http://ro.ecu.edu.au/ajte/vol23/iss1/4>

AN ANALYSIS FRAMEWORK FOR REFLECTIVE WRITING

Glenda Campbell-Evans and Carmel Maloney

Edith Cowan University

ABSTRACT

One challenge in teacher education is to provide strategies and processes which equip student teachers to examine, critique and evaluate their own understanding and beliefs about teaching. A strategy that has received considerable attention in the literature is journal writing. This paper reports the development of an analysis framework to interpret student teachers' journal writing. Data were drawn from interactive journals written by three students participating in an alternative teacher education programme. Analysis of the journals revealed that students used their journals to revisit their experiences and to reflect on their actions. The analysis enabled us to identify differences in the entries and led to the creation of the four framework categories: report, review and refocus, analyse, and reconceptualise. The framework provided us with a means of investigating and understanding the nature of the journal writing and its contribution to students' reflection on classroom experiences.

There is much evidence in the current literature to indicate that the movement towards restructuring teacher education is a worldwide trend (Clandinin, Davies, Hogan & Kennard, 1993; Knowles, 1991; Martin, 1991; Zeichner, 1993). Two significant issues which have emerged related to personal professional development include the importance of the practicum as a key component in learning to teach and the emphasis on reflection as a process for analysing and examining behaviours and motives. In spite of the increased popularity of reflection as a process, evidence exists which indicates that developing reflective skills through teacher education programmes is problematic (Hatton & Smith, 1995). Hatton and Smith provide an overview of the literature on reflection and outline strategies which assist its development in pre-service programmes. In describing a number of these strategies, they concede that little research evidence exists which demonstrates how effective these are in practice.

In recent years, journal writing as a tool for reflective practice has gained significant prominence in the teacher education literature (Daniels, 1992; Gordon, 1991; Knowles & Holt-Reynolds, 1991). It has been highly commended as a method of viewing one's own practice through analysing, criticising, evaluating and defining new challenges for future action. As members of a university team implementing an alternative practicum model known as the School-Based Semester (SBS) (Campbell-Evans & Maloney, 1995, 1996, 1997), we were particularly keen to explore the process of journal writing as one of several strategies aimed at developing reflection during student teachers' school and university experiences. Thus, journal writing formed a key component of the requirements for SBS.

Students in the SBS programme were encouraged to use journal writing as a medium for reflecting on professional successes and failures, rehearsing alternatives, and making knowledge of teaching more explicit. They were also encouraged to go beyond mere reporting of experiences to a deeper level of interpretation and analysis as a means of reflecting on professional growth. We anticipated that journal writing would give the students a voice; a way of conversing with themselves and others as they attempted to make sense of their classroom work. We thought that by giving voice to ideas, intentions and speculations, the process would facilitate the construction of professional knowledge. Therefore, an integral component of the SBS programme was to provide students with explicit strategies for monitoring, analysing and improving their teaching. As part of the induction of student teachers to journal writing, we presented the view of Clandinin et al. (1993) that journal entries can be seen as "written conversations of practice that evolve over time" and that "the recorded data can be reviewed as historical text to which teachers return in order to gain new understanding of practice through reflection" (p. 51).

This paper reports research intended to identify, describe and interpret patterns in the students' writing as a means of exploring the nature of their journal writing. Our aim was to find a way of interpreting reflective writing and to assist students in developing appropriate skills for their writing.

METHODOLOGY

Data were drawn from interactive journals written by three students who were participating in the SBS programme in two schools. Three case studies have been constructed from the journal entries which record and explain students' school experience. Through our first reading of the journals, we made notations about the content. We noted the themes and messages inherent in the entries and summarised the topics, issues, concerns and problems described by the students. Then, through review of relevant literature (Hatton and Smith, 1995; Tripp, 1993; Smyth, 1993; Fulwiler, 1987), discussion and preliminary analysis of the journals, we developed a tentative framework which enabled us to identify differences, in and between journal entries. Table I illustrates the interpretive framework we developed. The categories represent a hierarchical structure, from a simple descriptive level of reflection to a more complex level of reflective activity.

Analysis of the journals revealed that students used them in a number of ways to revisit their experiences and to reflect on their actions. They wrote to:

- *report* or describe an incident, event, feeling or lesson;
- *review and refocus* on a situation or incident, by considering and suggesting simple alternatives and explanations, reworking intentions and outcomes and making plans for further action;
- *analyse* by questioning or diagnosing the case, comparing and evaluating an incident or situation and speculating on consequences; and
- *reconceptualise* or rework their views and ideas by stating their philosophy or vision, contemplating an image

of teaching and teachers, being insightful about the purpose of education and about themselves as teachers.

We applied this category system to our analysis of the journals as a means of investigating the nature of the journal writing and the degree to which it contributed to students' reflection on classroom experiences.

The remainder of this paper presents and discusses the experiences of the students as recorded in their journals during the SBS programme. We begin by providing a brief description of the school context and an introduction to each student and her classroom.

REPORTING AND DISCUSSING THE DATA

Setting the Scene

Julie was allocated to Eastport Primary School for her SBS programme. The school is located in a middle socioeconomic area, and Julie was placed in a year I class with an experienced junior primary specialist teacher. There were 17 children in the class. Julie had not had a practicum experience in the junior primary area and had specifically requested to teach at this level. Sue (the teacher) consciously nurtured Julie by slowly giving her responsibility for teaching and introducing her to the various roles of the teacher.

Julie was reserved in her approach, yet quietly confident in her own ability. As she had not taught at the junior level before, Julie considered her SBS experience to be a great challenge. She and her teacher developed a collaborative partnership and she felt supported and empowered to try new ideas

TYPE	DEFINITION	EXAMPLE
Report	Describing; giving a factual recount (not reflective)	Some children are already writing while others don't know how to hold their pencil yet.
Review and Refocus	Considering; making simple suggestions for alternatives; making plans for action; explaining, as in cause and effect; low-level questioning; reworking intentions and outcomes	I was thinking about what we are really doing for the under- achievers and the over-achievers in the class. I worry about what George is learning. Most of the things we do fail to keep his attention. I believe there are times when he needs to just play because in a sense he is just a "baby" still. But we do need to meet him where he is at. Perhaps a "George" box is a good idea, a box full of simple language activities and reading books that he can do when he starts to look overwhelmed by what the others are doing.
Analyse	Interpreting events; making sense of a situation or event; figuring it out; diagnosing; comparing and evaluating; questioning	During today's activity lesson I didn't feel like I had enough control. It wasn't really control as much as organisation- smoothness. It's the first time I've had 3 different activities and it doesn't always work out according to plan. I thought a lot of things to be a disaster. The kids couldn't move from one activity to the next. I tried to do it very slowly but obviously it will take a lot of practice. It's just another thing they don't understand unless they have been taught. Sometimes you forget that they can't do things. You assume a lot and realise later with a shock.
Reconceptualise	Reworking views and ideas; stating a	I've started using the learning centres regularly with

	philosophy or vision of teaching; image of teaching and teachers; insights into how students think about themselves as a teachers; stating a purpose of education	different activities that the kids rotate through and encourage more independent learning, discovery learning and learning from each other. As I'm not with them all the time I'm able to become more of a facilitator of learning, which I didn't think I could become with Year 1. It frees me up to do more individual work, and I can work with small groups which means I can pick up on individual needs and problems rather than dominate the scene. A facilitator can provide more opportunities for children to learn.
--	---	---

Table 1. Analysis Framework for Reflective Writing

and to implement her own methods and strategies. The classroom teachers wrote very sparingly in the students' journals throughout the SBS period.

Julie's Journal

Julie made consistent entries in her journal over the period of SBS. She wrote each week, reviewed the weeks happenings, and made specific comments about certain events or situations. In addition, she collected reports written by her supervisor, principal and teacher throughout the practice and pasted these into her journal as a record of their feedback. Her writing was systematic and there was evidence of personal accounts of ideas as she investigated her experience of learning to teach. Julie's journal exemplified a range of forms and categories of reflective writing.

Her journal writing was rich in content and ideas. She used the journal to report on her weeks work in the classroom, identify issues, make simple suggestions, raise and interpret concerns, ask questions, reconsider her motives and thinking, and make new plans in her teaching. In essence, she demonstrated a sophisticated level of reflection on her practice.

As well as providing an account of her experiences, Julie began to think through some of the issues which she would face in the coming weeks. Through recording observations she noted matters of interest and began to speculate on the impact issues such as staffing and catering for individual differences would have on her teaching.

It was interesting to note that a significant feature of Julie's journal writing was the concern for the children in her class; their development and progress. Therefore, a great proportion of her journal referred to individual children and to the class in general. Julie often speculated on various children she had identified as requiring particular consideration and sought to solve what she perceived were problems or dilemmas. A typical entry of this kind is as follows;

Anthea is quite a way behind the other children in her learning. She appears to be very unsure of a lot of things. Much of the time she just stares blankly at us when asked to

do something. She doesn't seem to be able to do a lot by herself. I would like to suggest to Sue that we should see Anthea's parents next. Annie really surprised me this week. She comes out with the most amazing expressions, they make me laugh. She has an amazing reasoning ability for a child of 6. She displays the ability to think through things logically and is even able to think a little abstractly at times - all of which indicate that she is moving into Piaget's concrete operational stage. She is a "true thinker". (Journal entry, 27/3/95)

Here, Julie attempts to understand two children in her class. She reviews the situation and makes a plan to put to the classroom teacher. In addition, she displays the ability to make judgements based on observations, and then to synthesise knowledge gained in the field and through course work.

Comments regarding Julie's own personal needs and concerns were not common. Julie did, however, question her own actions in relation to what would be the most effective approach to take with various individual students. She often commented on what she perceived to be her inadequacies in diagnosing individual needs and catering for them. Julie analysed her actions, mulled them over as a way of giving them further consideration:

Today, when we were talking about communication skills, Sue (class teacher) told me to relax and have fun with the kids, while still retaining the ability to snap them back. It made me realise that I don't often let all of myself go with them and have fun. I'd never really noticed that before. Perhaps it's because I don't feel as if I'm totally in control of them if I'm having fun because they do so easily get out of control. I can see that that is wrong, because when you're having fun, the kids can sense it and they have fun themselves. Also, I realise that good control is the ability to let the kids go and be able to bring them back quickly. (Journal entry, 13/3/95)

In addition, Julie used her journal to explore and make sense of events and issues which impacted on the school situation. She asked herself questions, looked for explanations and drew her own conclusions. In this way she interpreted the

situation through a synthesis of information which was available to her:

I have found myself aware of a lot of the politics of school this term which I'd never been aware of before and it's challenged me to think about why I really want to be a teacher. Once again, they can't tell you that at Uni and they can't really make you think about it either, because at Uni you are still a student!! I've thought about the amalgamation issues going on and the union business, the 'numbers' problem in the junior primary and everything else that is happening and wonder where the line between improving childrens' education or damaging it is drawn. I guess I don't understand exactly what everything is about but I do wonder how professionals in a business of educating children can do so much to endanger it or make things harder. (Journal entry, 10/4/95)

Although Julie was concerned about the day-to-day issues of planning and survival, she was not totally preoccupied by these personal concerns. Instead, Julie was able to recognise the big picture of teaching and how she fitted into this wider context. This kind of review led her to reconsider ways of thinking and to refocus her intentions and goals. The following excerpt is an examples of Julie's reflections:

No two teachers are exactly the same, that is something I've learned. Now I have the advantage of another term to find my own individuality, to find out how I can best help children to learn, what works for me! Am I doing things right? How can I do things better? I've made mistakes, tried out new things, worked out what the children can do and now this term I can actually get to teaching them. (Journal entry, 10/4/95)

For Julie, journal writing was a requirement of the course yet she took full advantage of the situation to report, review and analyse her actions and to refocus her plans of action. She concluded her entries with the comment "I can't say I always found it journal writing) easy or convenient to do" (Journal entry, 19/6/95). Yet throughout the process Julie maintained the momentum of writing and continued to raise key questions about her teaching effectiveness. Her journal was a substantial document. She wrote profusely about the

children in her class and the impact her planning and teaching had had on their learning and progress. There was considerable evidence of the first three categories of reflective writing, and to a lesser degree, the fourth, in her journal. The journal provided evidence of Julie raising questions, revising her thinking and speculating about professional matters.

Setting the Scene

Nicole and Cindy were placed at St Matthew's Primary for their SBS semester. This Catholic school caters for students from low socioeconomic families who are diverse in their cultural backgrounds. Many of the students at St Matthew's are Asian born or first-generation Australian. Both SBS students were placed in year 7 classes with dedicated teachers each with approximately eight years of teaching experience. Nicole worked with the high achievers and Cindy with the average group. Cindy had a male autistic student in her class.

The teachers had had their first experience with SBS in the previous year, so Nicole and Cindy benefited from their experience with the programme. Both teachers, with the support of their principal were keen to participate in the programme a second time. They had worked together for some years and both made regular contributions to the journals. They commented on lessons, gave end of week summaries and made suggestions for improvement. The comments were supportive and appreciative in tone, and aimed to facilitate professional growth. Nicole was reserved and quiet by nature whilst Cindy was open, unpretentious and keen to make the most of SBS. Both students were committed to the task and confident in their decision to be part of the programme.

Cindy's Journal

Cindy wrote regularly in her journal, which became for her, a working document. The style was open and frank. It was evident that she enjoyed 'talking' to her journal and found it a useful way of reflecting upon her practice. The very positive tone of the journal was quite striking. Even when struggling with an issue she kept focused on the positive -what she could do to make things better, what had she done

that had worked? In the entries, Cindy reported, reflected, analysed, planned and praised.

Typically, Cindy's journal entries were forthright and questioning. She usually reported in some detail describing and reviewing the lesson or day's events. This was followed by her speculating on the meaning of the events in order to develop a plan for action, and ended with the setting of a goal or task.

At the end of a week which included two days of in-service, Cindy reviewed and refocused as she made reference to the day's lessons:

I actually got to try out one of the reading strategies from the in-service Retrieval Charts. It actually went quite well and children appeared to enjoy it. The reason I like it so much is that children are reading for a purpose and are required to extract important information. It is also a different form of answering questions than plain comprehension. Tomorrow I am going to try a different strategy with a narrative text. Spelling wasn't too bad, actually children worked very well. Though with some of the games, rather than just always rewarding children who are quick workers/writers (and write down the most answers) I will need to think of an alternative - e.g. rewarding those who come up with more original or interesting words - will need more time to think about it. (Journal entry, 26/3/95)

A feature of Cindy's journal was that she reviewed and refocused by considering the event, suggesting possible alternatives and planning for future action. The following excerpt is illustrative of her writing style and focus:

I didn't know what to expect from Readers Theatre as I had never tried it before, however I learnt a lot. Next time - with a big group it is best to choose scripts that involve lots of characters as children can become bored listening to repeated readings of the same story. Need longer time span to allow all children to perform. Choose pieces that are going to challenge children eg to use different forms of expression and tone. Can now actually keep my eyes out for pieces/scripts that would be appropriate. (Journal entry, 28/3/95)

Cindy's journal was also characterised by attention to evaluation issues. Self evaluation was a feature of her writing, as was a commitment to developing strategies for authentic evaluation of student progress. In a March entry, Cindy developed a plan of action by identifying areas of priority and strategies for improvement of her professional skill. Here, she reviewed and refocused.

There are a couple of areas I want to concentrate on and I have a plan of action!! I want to really get stuck into evaluation. I am lucky as Linda [class teacher] has given me lots of opportunities to focus in a particular area with continuous teaching which allows for remediation. I want to start this by beginning a consistent form of evaluation. Mention has been made of the need to evaluate in terms of objectives - this will be done in my Daily Work Pad with mention of children's behaviour and children who are experiencing difficulty. In my journal I will include more in-depth evaluation, particularly self. I also want to begin a lot more formal evaluation. I am going to have an A3 sheet on my desk with boxes and children's names that will allow me to do day anecdotal notes. I am hoping this will also help me in my formal assessment and identifying individual strengths and weaknesses. Maybe this will be worthwhile for maths as well. (Journal entry, 13/3/95)

As the pace and commitments of SBS increased, Cindy reported her personal feelings of frustration. The frustration was linked to the high expectations she set for herself. She acknowledged that there was more work ahead of her:

Nearly halfway through my prac - wow! The pace now is definitely starting to increase as commitments to both the school and uni are growing. Presently, I seem to be stuck in a bit of a hole and feel like I am not getting anywhere. (Funnily enough talking to other SBS students they seem to be feeling the same thing.) I have high expectations of myself and I look back and think what have I achieved? and feel frustrated as I feel I am lacking in this area or that. However, it just means that I will require a better effort and more work. (Journal entry, 26/3/95)

A reflection about SBS revealed the importance Cindy placed on developing positive relationships with children

and how respect was a critical feature of that relationship. She thought about how the structure of SBS provided opportunities for relationships to develop and to be maintained. The comments provide an insight into the priorities Cindy holds for teacher-student relations:

I think one of the major benefits of this program (SBS) is that you are accepted as a teacher right from the very beginning. I think you also have more valuable time with children to gain their respect not just as a teacher but also as a friend. I think it would be awful if children never approached me if they had a question, or even just to talk to me. I really appreciate that when Linda [class teacher] is taking a lesson and they can see that she is busy, that they will often ask me. It is obvious the great deal of respect that the children have of Linda and Linda of them. Consequently, this is a great motivation for me to also foster this respect. (Journal entry, 28/3/95)

At one stage, Cindy reported that she had a really good week. She analysed what had transpired and concluded that changes in her actions and priorities had contributed to the success:

Had a really good week, not due to any specific factors but a number of things. I felt that some of my lessons went well. I sat down and thought why and felt that rather than concentrating on always achieving my objectives, I have become more in tune with the needs of the children. I have also felt that I am achieving more using groups. This still needs more work and practice with working and giving two groups instructions - also closely monitoring that while working with one group - the other is on task - will develop with time. (Journal entry, 2/6/95)

While she acknowledged that there is still more work to be done, Cindy interpreted the events of the week and made sense of them in a way that led to new understanding of her own professional practice. Recognition of her own progress was evident in her final journal entry:

I just read through my whole journal - what an effort! I just about cringed at some of my comments - though I guess it shows me that I have progressed. In the beginning, I

appeared to stress about little things such as classroom management, putting names on the board. Now I find many of them are not even issues anymore. Things I find important are qualities from the outstanding [assessment criteria for teaching mark] areas - effective group work, on-task behaviour and meaningful evaluation. (Journal entry, 22/6/95)

Cindy's growth as a teacher was evident in her classroom practice and in her journal over the course of SBS. Her journal recorded her achievements and documented her trials. The journal was a place where she 'figured things out' and made decisions about ways to move forward - ever focused on her own professional growth as a way of encouraging student learning.

Nicole's Journal

Nicole contributed regularly to her journal throughout SBS. She used it to document and comment upon events, to plan, to organise, to record reminders to herself, to evaluate her practice, and to wonder about alternatives. Nicole's journal was more than a diary; it was a daily organiser, a reminder list and a goal-setting record.

The journal was very personal in that Nicole used it to record her feelings about many of the day-to-day events of the classroom and of the practice. Classroom events were reported only to the extent that they provided a context for discussion of Nicole's thoughts and feelings. In the first excerpt, Nicole reported the activity of the class but only as a way of connecting her musing about what she wanted out of the practice. The focus of the message was not on the events of the lesson in terms of a detailed report but on the sense that she was able to make of it:

Religion lesson today made me think!! Fran [class teacher] talked about belonging to groups, various communities like Catholics, sports, Australian. Involves large element of trust, safety, honesty, courtesy. My class emblem (which the children had to design reflecting what belonging to this community involves) would be a big smile. I hope the children will eventually see the real me, I realise it will take time though. (Journal entry, 6/2/95)

Again, in the next excerpt, Nicole did no reporting. She focused her thoughts on ways to improve her future lessons. Nicole was planning her time and actions. Having identified an area of concern, she generated alternatives, evaluated them and set herself a task:

Patience in 36 degree heat!! Social Studies -Chaos. It is difficult to think through a lesson and know what is going to eventuate! I'm going to find out some different strategies for organising groups! Strategies, my ideas now -set up children into named groups like koalas etc. - but this is "babyish" and limiting. As the theory suggests, flexible groups that change frequently are best. I'll have to think about a way to number members of groups quickly. (Journal entry, 7/2/95)

Nicole often used her journal to comment upon and analyse her own progress. In this entry, she revealed ways that she assessed her own progress and provided an insight into some of her teaching priorities. Nicole made known some of her thinking about how she sees herself as a teacher and her image of teaching:

Many of us [the SBS students] are commenting on not achieving as much as we thought we would. Perhaps as Fran suggests our ideas are realistic or without realms at this point in time. Deep down I know I've achieved things through the term, I certainly know a lot more about my class and about teaching, and I know that by the end of next term I will have learnt twice as much maybe three times. This learning will be never ending - can't expect to be the best teacher I'll ever be by the end of this term. But I sure will try!! That's an interesting question to ponder. When does one become the best they ever can? How do we know we've achieved our best? We'll never know if we don't try. Basically this is what I would like children to take away from school - trying their best and making achievements for themselves. (Journal entry, 10/4/95)

The journal writing 'got in the way' a little for Nicole during the second half of SBS. While she continued to write, she admitted that, "journaling has become harder towards the end of prac - some days the last thing you want to do is write, or think! The time constraints in terms of other work that has to be done limits journaling time too" (22/6/ 95).

Throughout the journal, Nicole made comments about journal writing, its process and benefits:

I was too busy during the day to jot anything down! L'm finding that I talk about things better than writing things down. A lot of things come up in my conversation with others but I don't think to write them down. I'll endeavour to do this in the future. Another thing is the awareness that although I'll be teaching a lot more in term 2, I'll still need to write in my journal. It's not a hard thing. I really can see the value of journal writing. It became especially apparent to me after reading my final Reading Response article - the one regarding Experience as the Best Teacher. The quote from the article that shone out to me was the experience of prac teaching alone is not enough. It is the thought and subsequent action that is associated with the experience which determines its value in the learning process. Journaling provides the thought and makes you consider subsequent action or goals. Which reminds me, this weekend I shall write down my goals - update them! (Journal entry, 5/4/ 95)

Here, Nicole reflected upon a course reading and how its message made her think about the importance of the connection between experience and thinking and acting on that experience. She suggested that her journal writing acted as a catalyst for her action.

CONCLUSION

The university team involved in the SBS project was generally concerned with student teachers lack of ability to ask and to answer the 'why' questions about practice, theory and curriculum. The team was keen therefore, for students in the SBS programme to develop an understanding of the relationship of theory and practice and for students to direct their own inquiry into teaching through reflection. To this end, we encouraged student teachers to question and assess their own learning in order to analyse their strengths and weaknesses and to explore and extend their personal knowledge and experience of teaching.

The four categories of reflective writing identified in the analysis framework were useful in exploring students' journals. Forms of writing and the extent to which writing

became a reflection on classroom practice were identified and the journals provide examples of each of the four categories. Whilst the journals provide substantial evidence of reporting, reviewing and refocusing, examples of analysis are less frequent and signs of reconceptualisation are rare. Although the first category of reporting is generally regarded in the literature as non-reflective in nature, we conclude that mere reporting does in itself have some merit. Writers in this case are making observations and attempting to recapture events through writing, and this has value as a beginning stage. Reporting classroom events and actions provides the writers with an opportunity to relive their experiences and this at least forces them to retrieve information and revisit the situation, a process which in itself can be useful. However, as we regard the review and refocus, analysis, and reconceptualisation categories to be more substantial forms of reflection, the aim is to help students move beyond reporting. This is not a simple task. For students who grapple with day-to-day survival, writing beyond the level of descriptive reporting is difficult. Conversely, as students demonstrate growing confidence and competence in beginning teaching skills, the journals reflect a broader range of analysis categories. Writing as a form of reconceptualisation proved difficult for all student teachers. Indeed, reshaping views, philosophies and images of teachers and teaching to a sophisticated level may require substantially more experience and professional knowledge than that of an undergraduate teaching degree.

In the SBS programme we conducted a workshop session on the purpose of reflective journaling and introduced students to a suggested process that might be useful as a way of getting them started. This clearly was not sufficient. The skills of reflective journal writing need to be nurtured and developed gradually with the goal of moving to a more sophisticated level of writing. To support the development of journal writing, students must be provided with opportunities to acquire and use the appropriate skills. Educators need to be explicit about the purpose of writing as well as skilled in the techniques of writing. The danger is that we assume that students will become reflective writers solely through "doing". This may be enough for some

but the majority of students require clear goals for writing and time to develop appropriate strategies.

What is evident from this study is that some students struggle with journal writing as a tool for reflective practice. For students who have not been part of a reflective culture, either at university or school, the skills associated with reflective journal writing are both alien and daunting. From a university perspective it is not enough to encourage journal writing either on a voluntary, personal basis or as a requirement of a course. If a certain quality of reflection is to be the goal, then writers need to be instructed (and indeed inspired) with the skills of reflective journal writing. In the SBS programme, we found that students generally regarded journal writing as a chore. As teacher educators, we realise the importance of sustained personal reflection on professional experience and the value of journal writing as a method of achieving this goal. However, we need to find ways to assure students that journal writing is a useful tool for learning about teaching, and to demonstrate its effectiveness as a means of structuring future action and assessing one's own learning. This lesson needs to be taught within a university culture which promotes and values the reflective practitioner as one who is actively responsible for self-directed learning and self-discovery. It may be that using the analysis framework to introduce students to the strategy of journal writing is a useful tool for teacher educators.

REFERENCES

- Campbell-Evans, G. & Maloney, C. (1995, November). *Trying to make a difference: Rethinking and the practicum*. Paper presented at the annual meeting of the Australian Association for Research in Education, Hobart, Tasmania.
- Campbell-Evans, G. & Maloney, C. (1996, April). *The practicum curriculum : Making a change, making a difference*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York.

Campbell-Evans, G. & Maloney, C. (1997). An Alternative practicum curriculum: Exploring notes and relationships. *Asian Pacific Journal of Teacher Educators*, 25 (1), 35-52.

Clandinin, D.J., Davies, A., Hogan P. & Kennard, B. (1993). *Learning to teach : Teaching to learn*. New York: Teachers College Press.

Daniels, H. (1992). The individual and the organisation. In H. Daniels (Ed) *Charting the agenda*. London: Routledge.

Fulwiler, T. (Ed.) (1987). *The journal book*. Portsmouth: NH. Boynton/Cook.

Gordon, S.P. (1991). *How to succeed*. Alexandria: Association for Supervision and Curriculum Development.

Hatton, N. & Smith, S. (1995). Reflection in teacher education: towards definition and implementation. *Teaching & Teacher Education*, 11 (1), 33-49.

Knowles, G. & Holt-Reynolds, D. (1991). Shaping pedagogies through personal histories in preservice teacher education, *Teachers College Record*, 93 (1), 86-112.

Knowles, J.G. (1991). *Journal use in preservice teacher education: A personal and reflexive response to comparisons and criticisms*. Paper presented at the annual meeting of the Association of Teacher Education, New Orleans; USA.

Martin, B.J. (1991). *Journal use in preservice teacher education: Reflection, dialogue, and cognitive change*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans, USA.

Smyth, J. (1991). *Teachers as collaborative learners*. Milton Keynes: Open University Press.

Tripp, D. (1993). *Critical incidents in teaching*. New York: Routledge.