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Chaos of Textures or ‘Tapisserie’? A Model for Creative Teacher Education Curriculum Design

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Abstract: A tapestry or ‘tapisserie’ methodology, inspired by Denzin and Lincoln’s ‘bricolage’ methodology (2000), emerged during the complex task of re-developing teacher education programs at the University of the Sunshine Coast, Queensland, Australia. ‘Tapisserie’ methodology highlights the pivotal task of determining stable ‘warp threads’ prior to the subsequent interweaving of myriad ‘weft threads’. In our context, the core values of the education team were deemed to be the crucial ‘warp threads’ which would provide structure and navigation through numerous ‘weft threads’. The resultant model assisted teacher educators’ understanding of this complex process within a rigorous accreditation environment. It aims to preserve the collective wisdom, vision and creativity of teacher educators, and it can guide others tasked with similar requirements. This approach adds to the debate regarding what, in the current teacher education context, will genuinely inspire and enhance outcomes for the teachers of tomorrow, and, in turn, their students.

Chaos of Textures

*The crawling infinity of colours, the chaos of textures that went into each strand of that eternally complex tapestry...each one resonated under the step of the dancing mad god, vibrating and sending little echoes of bravery, or hunger, or architecture, or argument.....
.....every possible thing ever is woven into that limitless, sprawling web.
It is without beginning or end.*

China Miéville, *Perdido Street Station* (2003)

In the current Australian teacher education context the need to effectively incorporate compliance and accreditation obligations within innovative and inspiring programs for pre-service teachers is proving to be challenging. Educators continue to seek opportunities to express their innate creativity, to weave their threads of experience, wisdom and expertise into the fabric of teacher education programs and to keep aflame their motivation to remain student-focussed (Simon, 2013).

This kind of balancing act is not restricted to teacher education, and recent studies regarding re-development of a range of higher education courses illuminate the tension between equipping students for the future with the necessary inspiration and motivation to be the best practitioners they can be in their future profession, with internal capacity for change and mounting external accountabilities (Fahey, 2012). In Fahey’s case study of the re-formation of climate change courses, the focus is on ‘how curricular intentions are aligned with the institution’s capacity for action towards change. Avoiding a business-as-usual scenario when faced with complex, politicised and global issues such as climate change requires both program and course curricula continuous evaluation and revision. Alignment with internal (university and teacher-level) goals and external directives is required’ (p703).

Specifically in the field of teacher education, the complex task of re-designing programs and striving towards the accomplishment of mandated outcomes is the feature of several recent studies. Ferreira and Ryan (2012) highlight established methodologies and propose their preferred approach – the ‘Mainstreaming Change model - (which) provides a

structure for change to occur simultaneously at a number of levels within a teacher education system'. Essentially, the Mainstreaming Change model incorporates resource development, action research and contextual change, each with varying levels and depths of engagement. Based on experience to date in this regard at the University of the Sunshine Coast, it is contextual changes which have impacted on teacher education requirements most significantly in recent times, and it is these rapidly changing contextual features and requirements which were the catalyst for significant change to approaches and structure of the teacher education programs on offer. In addition to these structural considerations and the processes by which these programs may be re-designed, other less tangible aspects of developing teacher professionalism have been studied by other teacher education researchers, such as Forster (2012). If the assertion that 'teachers have a dual moral responsibility as both values educators and moral agents representing the integrity of the profession' (Forster, 2012, abstract) is accepted, then the weaving of these altruistic intentions into the programs is another consideration to be worked in with creativity and appropriate contextualisation.

During 2012, I commenced research and consultation processes at the University of the Sunshine Coast in order to review existing teacher education programs and to design new ones to accommodate several contextual changes: the rapid intensification of external accreditation requirements, changing academic policy internally and the marketing challenges of securing stable enrolments in programs at a growing, but yet still young, university. Consequently, the education team (discipline leader, program leaders and course co-ordinators) set about considering the advice of many contributors (both internal and external), sets of guidelines, agendas and policies as an essential initial step in the re-development of these programs (Simon, 2013). The collaborative process entered into for this task aimed at striking a balance between theory, accountability, values, experience, best practice and creativity, along with the essential characteristic of flexibility. The process of consultation was mirrored in practical terms by a methodology which enabled the integration of mandated and preferred components, which, in effect, wove the essential threads of the teacher education program requirements into a 'tapestry'. The final version of this 'tapestry', it was hoped, would reflect the creative expression of contributions and in many senses be a 'work of art'. At the time of writing, the process has been modified already, due to changed internal and external requirements – thus testing already the 'flexibility' required of such a process. It is anticipated that recording and presenting this program re-design experience within a climate of increasing mandated standards and requirements will be of relevance to others facing similar curriculum design tasks in other learning contexts, or in other spheres. The 'tapisserie' model for teacher education program design which has been the result of this work is expounded, within the contextual parameters and range of stakeholder expectations in which it evolved.

Methodology of the Dream Weavers

The methodology involved in teacher education program re-development at the University of the Sunshine Coast began with narrative analysis (Clandinin, 2006) of a series of interviews, informal conversations and formal consultation sessions with individuals and groups who were interested in the quality of the teacher education programs offered (Simon, 2013). These contributors included past and current enrolled students in education programs at the University, education staff (both academic and administrative), academic staff from disciplines whose courses contribute to the combined education degrees, staff from C-SALT (the University's Centre for Support and Advancement of Learning and Teaching) and the University's External Education Advisory Committee. The narrative analysis of their input assisted in the unravelling of a 'knotted bundle of threads' – wide-ranging opinions, agendas and suggestions on what combination of elements would constitute the best teacher education

programs. The constructive features of narrative analysis include the equitable distribution of power to individuals in story-telling, their increased understanding of the complexities of program design through their use of personal narratives and metaphors, and their appreciation of others' perspectives as shared through their stories (O'Leary, 2010, p.270). Additionally, the context, historical chronology and relationship between story-teller and receiver were revealed through this process (Polkinghorne, 1988) and when viewpoints and stories were listened to and acknowledged, wider ownership of the program re-design process was evident along with a belief that contributors' opinions were valued. Indeed, our approach reflected the objectives of Knowledge Management (Nonaka and Takeuchi, 1995) which encourages the perception that each participant's contributions are noteworthy even when their viewpoint may be unique to only them. Additionally, there was further alignment of our process with other aspects of Knowledge Management strategies and these revolved around our focus on organisational outcomes such as innovation, integration, continuous performance improvements, competitive advantage, and the 'sharing of lessons learned' (Gupta et al, 2004).

Once the process had commenced, it was apparent that discourse analysis (Foucault, 1969) of the conversations emerging from the consultation events had the capacity to reveal socio-historic contexts embodied in the language used by the contributors. The approach of discourse analysis additionally revealed critical aspects which challenged the dominant views and approaches previously incorporated in the established programs to date. This was an important approach to unearthing the real agendas held by the participants (O'Leary, 2010). The manifested revelations from these conversations were subsequently analysed to unpack the institutionalised patterns of knowledge dominant in the existing programs and approaches to learning and teaching (Foucault, 1969). The findings from this part of the research would be used to inform the creation of the education team's Core Values which would be essential foundational considerations in the eventual program designs.

With regard to the analysis of student feedback data from previous semesters of study, content was considered thematically by means of systematic coding. A considerable amount of qualitative data from the official University student feedback process was organised into themes, and those themes pertaining to quality of program design, timing and interface with disciplinary studies were rated as highly relevant to this re-design process. The comments coded as being relevant to teaching approach and delivery effectiveness were also considered to be of relevance. In effect, the combination of information collected from a broad range of data sources constituted a comprehensive picture of contributors' opinions about good teacher education program design, forming what Berger and Luckman (1966) described as a 'social construction of reality' - the 'sum total of "what everybody knows" about a social world, an assemblage of maxims, morals, proverbial nuggets of wisdom, values and beliefs, myths, and so forth' (p.65). This 'social stock of knowledge' (Berger and Luckman, 1966) was a crucial component at the commencement of our process.

Advice from representatives of professional teacher and school leadership associations, AITSL (Australian Institute for Teaching and School Leadership) and the Queensland College of Teachers augmented the information contained in the mandated National Professional Standards for Teachers (AITSL, 2011) and was crucial in providing practical as well as theoretical input to the curriculum design process. Consequently, in terms of understanding the myriad considerations and complexities of this re-development task, Denzin and Lincoln's 'bricolage' methodology (2000) was utilised with effect. This methodology is chosen for research into complex issues, environments and cultures as it effectively combines the constituent parts of a complex environment or issue into a 'patchwork' which evokes the nature of the subject researched in a unique manner. Denzin and Lincoln define this approach as the 'product of the interpretive 'bricoleur's' labours, which is a complex 'bricolage' - a reflexive collage or montage - a set of fluid interconnected images and representations' (p.6). Figure 1 is the symbol utilised as a logo on all the

documentation from the beginning of the consultation process at the University of the Sunshine Coast, reflecting this patchwork philosophy in terms of shapes, colours and pattern:



Figure 1: *Bricolage* Symbol Depicting Myriad Component Parts of the Teacher Education Program Re-development Process at the University of the Sunshine Coast

However, the process engaged in at the University of the Sunshine Coast involved not just a patchwork of components but an integration of them – a process akin to weaving. In line with Denzin and Lincoln’s adaptation of the French term for patchwork - ‘bricolage’ – to describe their approach, the emergence of a tapestry from myriad threads interwoven together is presented as a ‘tapisserie’ – also from the French. This process involved a distillation of the amassed inputs and the unravelling of the various threads (knowledge management, narrative inquiry, discourse analysis, thematic coding and bricolage methodology, as described previously) before the true tapestry work could commence. The crucial ingredients were collaboration with all the key stakeholders and encouragement of their continued involvement in the process. Student and staff feedback throughout this process ensured that collaboration and ownership was achieved and their feedback on this consultation process was consequently invited at the culmination of the process. This, in turn, would contribute to on-going engagement and contribution to the continual refinement of education programs, thus contributing to sustainability of practice. It was significant that, amongst these concerns relating to continued renewal and engagement, there was an imperative to find ‘ways of maintaining academic rigour alongside artistic expression’ (Carter, 2008). This imperative demanded a focus on the incorporation of best practice as evidenced by the research, expertise (both academic and professional) and discipline area and community consultation, in order to ensure that courses for specific teaching areas were inspiring, academically rigorous and relevant to the task of teaching that subject in a school context, as well as being compliant with current accreditation requirements.

The Weaving Loom

With the requirement to integrate a significant number of components, it was important to decide where to start. Utilising the metaphor of tapestry weaving, the Core Values of Education which were developed by the education team during a series of workshops during 2012 were chosen as the initial stable ‘warp threads’. These 4 Core Values (Transformative and Informed Practice, Social Justice and Inclusion, a Future Orientation and Community Capacity Building) were determined to be the stabilising factors (the longitudinal ‘warp’ threads) in our emerging tapestry (see Figure 2).

<i>Transformative and Informed Practice</i> <ul style="list-style-type: none"> • having an 	<i>Social Justice and Inclusion</i> <ul style="list-style-type: none"> • advocating and adopting 	<i>A Future Orientation</i> <ul style="list-style-type: none"> • developing your 	<i>Community Capacity Building</i>
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<p>understanding of the role of Education and you as a Professional Teacher, and your capacity to affect the learning outcomes of students in schools at a particular stage and age, and with a well-developed understanding of pedagogy and skills in the teaching of specific discipline knowledge; and</p> <ul style="list-style-type: none"> • having a commitment to apply skills, knowledge and inspiration in a way that transforms and empowers. 	<p>ethical, equitable and inclusive practices for diverse learners within the classroom and differentiating the specific learning needs of each student;</p> <ul style="list-style-type: none"> • having an awareness of the needs of all students with a particular focus on Aboriginal and Torres Strait Islander students and being able to provide learning experiences that enable all students to optimise their own learning outcomes. • developing your Professional Practice based on your growing awareness of global and local changes as they will potentially affect Education, and being committed to life-long learning in order to equip yourself for future understanding, re-direction and application 	<p>Professional Practice based on your growing awareness of global and local changes as they will potentially affect Education, and being committed to life-long learning in order to equip yourself for future understanding, re-direction and application</p>	<ul style="list-style-type: none"> • engaging professionally with colleagues, parents/carers and the community and demonstrating a high level of communication skills in order to maintain, develop and support productive relationships with all stakeholders; and; • fostering shared understandings that enhance learning and educational outcomes for all children/students, families and communities and demonstrating ethical and responsible Professional Practice which builds professional integrity within the community.
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Figure 2: The University of the Sunshine Coast's Education's Core Values (2012 onwards)

Duigan (2010) refers to this essential component of core values in quality teaching and learning that prepares students for a successful life, describing what he regards as the essential characteristics and dynamics of 'deep and rich learning environments' and making recommendations for the ways that educational leaders can establish and maintain them. The Core Values established by the education team became central to the teacher education program re-development process (the 'warp threads'), and would be the sustaining component as the complexity of the tapestry weaving process became more apparent.

The 'weft threads' proved to be numerous and complex. AITSL (2011), proposing that graduate entry level pre-service teachers would require to study a two year full-time equivalent program, has fielded opposition from some States within Australia with regard to the adoption of this proposal. The University of the Sunshine Coast has prepared for this eventuality and commenced designing such programs for both primary and secondary phases of student learning during the course of 2012. The potential benefits and disadvantages of this proposed development into two year programs of study are expounded by Clark (2012). Certainly, whilst we were engaged in designing potential two year programs for graduate entry level pre-service teachers, we contemplated various implications from the likely decrease in enrolments and how the economic effects of this could be lessened by planning to run these programs in tandem with the undergraduate cohort of pre-service teachers. This approach in itself has pitfalls of comparative capacities between cohorts and logistics of accommodating variations in mandated components such as numbers of Supervised Professional Experience (SPE) days (80 days of SPE in undergraduate teacher education programs and 60 days of SPE in postgraduate programs).

One approach to satisfying these requirements and compensating for the longer mandated length of study for graduate entry pre-service teachers, was to design a two year full-time equivalent teacher education program which could be intensified into an 18 month period, by utilising additional study sessions in the University's academic calendar (see Figure 3):

	Session 1	Semester 1	Session 4	Semester 2	Session 8
Year 1					
		Introductory course to the Teaching Profession and Introduction to Wider Field Experience)	Introduction to Professional Practice in Schools including 10 days SPE	Senior Curriculum Course for major teaching area	Aboriginal and Torres Strait Islander Perspectives in Learning and Teaching
		Learner Engagement course		Senior Curriculum Course for minor teaching area	Learning for Sustainability in Schools
		Lower Secondary Curriculum Course for major teaching area		Learner Diversity course	Literacy and Numeracy across the Curriculum
		Lower Secondary Curriculum Course for minor teaching area		Professional Learning – Behaviour Management - and 25 days SPE	
Year 2					
	EDU3XX Professional Learning and ICTs and 25 days SPE	Using Data for Learning course			
		Capstone course The Professionally Empowered and Engaged Teacher (including culmination of Wider Field Experience)			
		Choose an Education Elective or apply to undertake an Internship			

Figure 3: Draft Study Plan for Graduate Entry B Ed (Secondary) – 2 years full-time study equivalent, intensified into 18 months

In designing the component courses for both undergraduate and graduate entry programs, however, AITSL's National Professional Standards (2011) (Figure 4) were deemed to be the essential starting points in terms of the structure of the programs in order to ensure that the stipulated minimum number of courses and the specified emphasis on content of courses were factored in to gain accreditation.

 Professional Knowledge	Professional Standard 1. Know students and how they learn
	Professional Standard 2. Know the content and how to teach it
 Professional Practice	Professional Standard 3. Plan for and implement effective teaching and learning
	Professional Standard 4. Create and maintain supportive and safe learning environments
	Professional Standard 5. Assess, provide feedback and report on student learning
 Professional Engagement	Professional Standard 6. Engage in professional learning
	Professional Standard 7. Engage professionally with colleagues, parents/carers and the community

Figure 4: AITSL National Professional Standards for Teachers (2011)

However, in conjunction with the AITSL National Standards, the Threshold Learning Outcomes of the Australian Qualifications Framework Level 7 (TEQSA, 2013) (Figure 5) were essential to the re-development process.


TLO 1 – Knowledge	
TLO 2 – Skills	
TLO 3 – Application of Knowledge and Skills	
TLO 4 – Communication	
TLO 5 – Professional Learning	
TLO 6 – Ethical and Responsible Professional Practice	

Figure 5: Australian Quality Framework Level 7: Threshold Learning Outcomes (2012)

Within each of the Professional Standards (Figure 4) and Threshold Learning Outcomes (Figure 5) there are detailed descriptors relating to graduate teacher levels of achievement which had to be interwoven and mapped individually. There was also a need to then interweave and map these criteria alongside the University of the Sunshine Coast's Graduate Attributes and Generic Skills (see Figure 6) as well as the learning outcomes of the programs – which, in the case of education programs, were considered to be most appropriately based on the education staff's four Core Values. Without adhering closely to the University's established goals for its students in terms of attributes and skills, and demonstrating robust and inspiring learning outcomes, there would be no hope of advancing the programs through internal accreditation prior to external accreditation by AITSL.

The Graduate Qualities: Creative and Critical Thinkers, Empowered, Engaged, Ethical, Knowledgeable and Sustainability-focussed are represented on the Graduate Attributes graphic using cool colours.

The Generic Skills: Communication, Collaboration, Problem Solving, Organisation, Applying Technologies and Information Literacy are represented using warm colours.

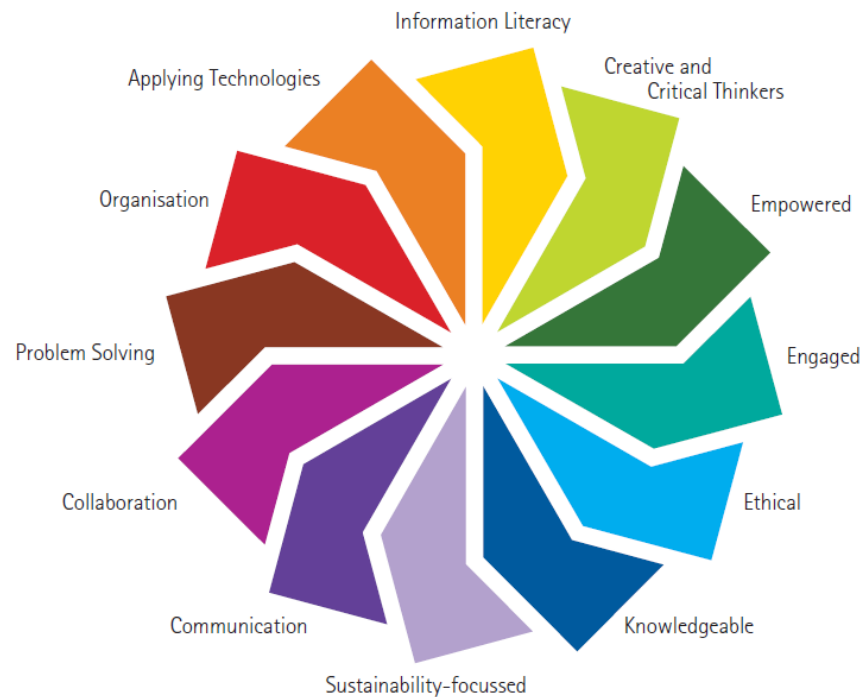


Figure 6: The University of the Sunshine Coast's Graduate Attributes and Generic Skills (2013)

In practical terms, the weaving of each crucial thread involved constructive alignment (Biggs and Tang, 2011) and then each thread was mapped so that, when conveying the structure and the under-pinning values, attributes, values and learning outcomes of the teacher education programs, each set of mandated requirements are clearly demonstrated. The University of the Sunshine Coast's Graduate Attributes Handbook provides a model for such constructive alignment pertaining to a science program (USC, 2013, p 10). For the submission of each of these proposed re-developed teacher education programs, an alignment of all mandated aspects as they relate to the Australian Qualifications Framework Level 7 was drafted. An extract from this draft document features the AQF's Threshold Learning Outcome 1 – Knowledge – in alignment with the University's Graduate Attributes and learning outcomes of the program appears in Appendix A. When the table is multiplied by 6 to ensure that each Threshold Learning Outcome has been cross-referenced with the other standards, attributes or values to complete the entire submission, the complexity of the process becomes clear. In addition to this list of mandated 'threads', the analysed contributions, ideas, opinions and concerns of the academic staff, the wider education community and past and current students (through narrative inquiry, discourse analysis, thematic coding, knowledge management strategies and bricolage methodology) were essential to be incorporated into the weaving loom.

‘Tapisserie’ Model Evolution

The original tapestry model (Figure 7) emerged during early stages of the program re-development process, with a focus on myriad sources of consultation (‘threads’) which were woven into a rather organic tapestry in a horizontal fashion (Simon, 2013):



Figure 7: Simon Tapestry Model of Teacher Education Program Re-development
(See Glossary for explanation of acronyms and abbreviations)

This tapestry model reflects ‘bricolage’ methodology (Denzin and Lincoln, 2003) as the threads were added at random. As the process developed, and the education team’s deliberations in the consultation workshops during 2012 led to the establishment of the four Core Values, what became clear was that the tapestry needed to have foundational ‘warp’ threads secured onto the loom before the ‘wefts’ could be woven in a systematic way. Thus, the Tapisserie Model (Figure 8) clearly depicts the ‘warp’ threads as the stabilising components of the emerging tapestry. Here, the ‘warp threads’ (Core Values, as shown in Figure 4) are shown as *Transformational and Informed Practice, Social Justice and Inclusion, Community Capacity Building and a Future Orientation*. The establishment of the four Core Values had taken into account the analysed information, opinion and suggestions obtained through feedback from students, staff and the wider education community as shown in the earlier tapestry model. With regard to research studies of pre-service teachers in Australian and international contexts, findings have demonstrated dissatisfaction regarding teacher preparedness prior to their first teaching appointment. The dissatisfaction with aspects of teacher education programs in Turkey, for example, is a more recent example of one such body of research with similar findings:

‘As a result of the study, the teacher trainees indicated that they felt insufficient especially related to curriculum and content knowledge and that teaching practice and school experience courses do not adequately contribute to their profession’ (Kildan et al., 2013 p51).

Being cognisant of these trends, we were mindful that immediate past and current University of the Sunshine Coast pre-service teachers’ views were included in the program re-design. Similar samples of feedback to those gathered by Kildan et al. (2013) relating to our teacher education programs were gleaned from consultations from the beginning of 2012 and these were invaluable to the education team’s Core Values discussions. They included comments and suggestions which had been gathered from students (through formal feedback surveys and contributions in consultative sessions), and these were added to what other staff contributed (at formal and informal meetings involving education staff and staff of the other

discipline areas involved in the Double Degree programs) and the discussions with the External Education Advisory Committee during 2012.

The ‘wefts threads’ shown in the ‘tapisserie’ model (Figure 8) include the University’s Graduate Attributes, the Melbourne Declaration (Australian Government, MYCEEDYA, 2008), the Australian Curriculum (Australian Government, ACARA 2010), AITSL National Professional Teaching Standards, Queensland College of Teachers , the Threshold Learning Outcomes of the Australian Qualifications Framework Level 7 and specific requirements from specialised jurisdictional bodies (eg SCSEEC (Standing Council on School Education and Early Childhood).

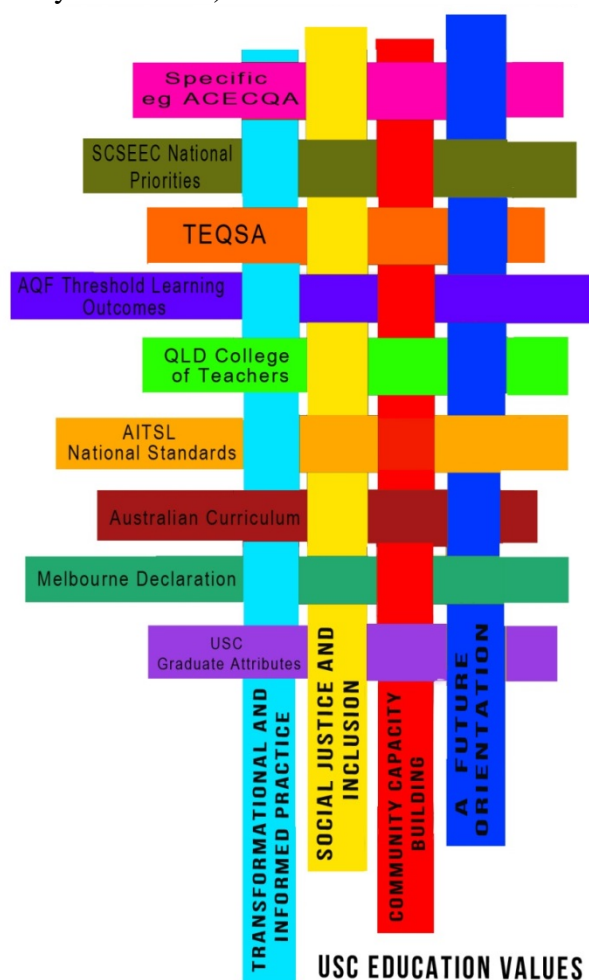


Figure 8: Simon Tapisserie Model for Teacher Education Program Development 2012
(See Glossary for explanation of acronyms and abbreviations)

‘Tapisserie’ Craftsmanship

The weaving of the ‘weft threads’ in and out of the ‘warp threads’ entailed relating the learning outcome associated with each of the Core Values against the standards, requirements or attributes of each of the weft threads, and ensuring that learning activities and assessment tasks reflected that particular Core Value as well aspects of the other weft thread. The consideration of the Future Orientation Core Value which is readily seen to have parallels and implications for the following ‘weft threads’, and from which relevant and inspiring learning tasks can be designed and developed can be seen in Figure 9:

WARP THREAD	WEFT THREADS:	Specific Strands of Fibre:
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Education Team Core Value of Future Orientation	USC Graduate Attributes and Generic Skills (USC, 2013)	Graduate Attributes - Sustainability-focussed, responding to ecological, social and economic imperatives. Generic Skills - Problem solving, Applying Technologies, Information Literacies
	Melbourne Declaration (Australian Government, MCEECDYA, 2008)	Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens: <ul style="list-style-type: none"> • have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment • are well prepared for their potential life roles as family, community and workforce members • Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
	Australian Curriculum (Australian Government, ACARA, 2010)	Educational Goals for Young Australians: <ul style="list-style-type: none"> • Successful Learners: are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives • Confident Individuals: have a sense of optimism about their lives and the future — are enterprising, show initiative and use their creative abilities • Active and Informed Citizens: are responsible global and local citizens.
	AITSL National Standards (AITSL, 2011)	Professional Standard 6.2 Engage in professional learning and improve practice Professional Standard 6.3 Engage with colleagues and improve practice Professional Standard 6.4 Apply professional learning and improve student learning Professional Standard 7.4 Engage with professional teaching networks and broader communities
	Queensland College of Teachers (Queensland College of Teachers, 2011)	<ul style="list-style-type: none"> • Employability skills, vocational education knowledge, industry currency, national policies, strategies for working with industry and employers (particularly for teaching in the senior phases of learning) • Indigenous Education: <i>Queensland Closing the Gaps Report 2007/2008: Indicators and Initiatives for Aboriginal and Torres Strait Island Peoples (and Addendum March 2011)</i>
	Australian Qualifications Framework Level 7 Threshold Learning Outcomes (DEEWR, 2012)	Graduates of a Bachelor Degree will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> knowledge • with initiative and judgement in planning, problem solving and decision making in professional practice skills and/or scholarship • to adapt knowledge and skills in diverse contexts • with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters

Figure 9: Interweaving of the Future Orientation Core Value with Weft Threads of the Teacher Education ‘Tapisserie’ Model

Additionally, the mapping of all professional standards, other mandated requirements and graduate attributes across the whole of the range of teacher education programs by the leaders of this curriculum design process would assist in the accreditation process with the relevant bodies. This process involves the holistic tracking of each mandated component during what is described here as the tapestry weaving process, in order to ensure that accreditation requirements are being fully addressed and accommodated, and, in so doing, to also satisfy the unavoidable political and bureaucratic demands of the moment. Once achieved, teacher educators can then direct focus onto their important task of teaching and facilitating the learning journeys of the teachers of tomorrow. Thus, it can be seen that the purpose of this tapestry metaphor of ‘tapisserie’ for our curriculum design process is not simply to depict an elaborate ‘artwork’ which illustrates the culminating stage of consciousness as evoked by Dyson’s Landscape of Transformation (2007). It is hoped that it will also present a unique approach to effective curriculum design which may be of relevance to program developers in similar contexts facing similar challenges of balancing performance requirements with the opportunity for creativity and inspiration.

“It is Without Beginning or End....”

The nature of designing teacher education programs of inspiration and value is that of a continuous, and sometimes organic, process of reflection and improvement, which reveals surprises and unexpected developments. Cullings’ (2012) study of gender specific aspects of the fabric arts in France provides insights for us into the nature of the work undertaken by a weaver – no matter what the metaphoric threads are in our specific contextual loom. The weaver is one who is ‘working diligently in solitude on a task that requires great patience and skill to produce an object at once useful and beautiful, pragmatic and pleasing’ (p48). In a reflection on the work of an early French ‘tapisserie’ artist – Christine de Pizan (1364 – circa 1430) Cullings observes that ‘pieces and strands of a concept can be built up or woven into something impressive and beautiful – often what results is colourful and unexpected due to the different qualities of what goes into its creation’ (p.49).

It is this same organic and sometimes ‘unexpected’ nature of designing teacher education programs that is at odds with what can be seen as a ‘project management mentality’ towards their design (Fullan and Miles, 1992). Indeed, it is also important to reflect on the ‘quality of doubt’ expounded by Schuck and Buchanan (2012) which is crucial to the act of teaching itself – and to the mission of preparing teachers for their task ahead:

‘We suggest that the importance attached to teacher standards seems to imply that there is one ‘right way’ to teach. This view of teaching does not allow room for doubt. We argue that this view severely limits our student teachers’ abilities to respond to the complexity and uncertainty of the classroom.’

(Schuck and Buchanan, 2012, p.2)

Without doubting our approaches to both teacher education and what happens in classrooms in the future, we cannot be critical practitioners, capable of delivering provoking learning experiences, which, in turn, make our students critical practitioners. In addition, the essential, yet hard to evaluate ethical and values dimensions of our teacher education programs must be included in our program design and in its delivery. Sternberg (2013) maintains that as ‘IQs have increased around the world chaos has continued to rear its ugly head, perhaps to a greater extent than in the past’. This premise leads him to argue that it is therefore paramount that the business of teaching addresses the ethical and values aspects of life and that it inspires a higher level of discernment in decision-making and future actions in our students. He asserts that ‘(o)ur job as teachers is not to moralise but to help develop their (students’) own moral codes’.

There is, therefore, a need to cultivate a culture in which there is a continual weaving of rich learning experiences in all the important dimensions alluded to here for our pre-service teachers, and not simply rely on satisfying myriad competing requirements in order to gain accreditation. It is understandable, in a practical sense, however, to wish to have the task of teacher education program re- development completed efficiently and in a timely manner, and to have the essential core values remain as under-pinning ‘warp threads’ whilst various unavoidable amendments are made to programs and courses. The teacher education program re-development at the University of the Sunshine Coast, at the time of writing, has been delayed further by unavoidable additional requirements, with the flexibility of our process and our ability to be adaptable being consequently put to the test. It is likely that the three year cycle from commencement of community consultation to the induction of pre-service teachers into the new programs (Simon, 2013) will, quite possibly, feed into the next cycle of reform.

And so, our work in weaving a teacher education program tapestry truly is ‘without beginning or end’, and future study of the re-developed programs will, in due course, reveal the next phase in this organic weaving process.

Glossary

AECEC	Australian Children's Education and Care Quality Authority
AITSL	Australian Institute for Teaching and School Leadership
AQF	Australian Qualifications Framework
QCT	Queensland College of Teachers
SCSEEC	Standing Council on School Education and Early Childhood
TEQSA	Tertiary Education Quality and Standards Agency

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Appendix A: Constructive Alignment of AQF Level 7 Threshold Learning Outcome 1 - Knowledge, AITSL Graduate Teacher Professional Standards, USC Graduate Attributes and Learning Outcomes of the Draft Bachelor of Education Degree

AQF Level 7		AITSL Graduate Teacher Standards	Evidence in the USC Bachelor of Education Graduate Entry (Secondary)
Purpose	The Bachelor Degree qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning.	Graduate Teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards.	<p>Program Overview This Program focuses on four key areas: Transformative and Informed Practice, Community Capacity Building, a Future Orientation and Social Justice and Inclusion, and aims to develop professional knowledge, understanding and skills in order to complement previous undergraduate discipline studies. Students specialise in major and minor teaching areas, undertake educational studies, pedagogical studies and professional learning experiences, and are able to graduate as an empowered and engaged teaching professional, qualified to teach Secondary students in Australia and internationally.</p> <p>Program Features Through undertaking the courses of this program, teachers can demonstrate AITSL Professional Standards for Teachers (Graduate level). On successful completion of the course, graduates are eligible to apply for registration with the Queensland College of Teachers (QCT) Employment opportunities such as Canada, the United Kingdom, many states within the United States of America, Hong Kong, Singapore and other countries in South-East Asia Work placements can be conducted in rural areas.</p> <p>Program Outcomes: Graduate Attributes – Knowledgeable, Creative and Critical Thinkers, Sustainability-focussed, Engaged, Empowered, Ethical (see table 1b below for full details of each Learning Outcome).</p>
AQF Threshold Learning Outcome	Threshold Learning Descriptor	AITSL National Professional Standards for Teachers	Evidence
TLO 1 Knowledge	<p>Graduates:</p> <p>Know and understand learning and learners through the history, philosophies, sociology and current issues and practices of education</p> <p>Know and understand the physical, social and emotional dimensions of learners and learning</p> <p>Know and appreciate the importance of developmental learning contexts</p> <p>Have knowledge and understanding of education policies, appropriate curricula, learning theory and practice, Indigenous Australian and other cultures</p> <p>Know education theory and practice from a global perspective know and understand of the discipline and the profession of education</p> <p>Have particular knowledge of their field of education and/or teaching discipline(s) and the learning theory and practice relevant in that field or discipline.</p>	<p>Graduates Teachers:</p> <p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</p> <p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</p> <p>2.5 Demonstrate knowledge of literacy and numeracy strategies and their application in teaching areas</p> <p>1.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures</p>	<p>Relevant Program Learning Outcome 1 - Knowledgeable Graduate Attribute Demonstrated in 8 specified courses Examples of Assessment Tasks related to TLO 1 1. Lower Secondary Curriculum Courses Task 1: Digital Audio Visual Presentation 2. Literacy and Numeracy across the Curriculum Task 2: Literacy and numeracy quizzes: Part A and B</p> <p>Relevant Program Learning Outcome 2 - Empowered Graduate Attribute Demonstrated in 8 specified courses Examples of Assessment Tasks related to TLO 1: 1. Introduction to Professional Practice in Schools Task 3: Professional Learning Portfolio Design and delivery of a 10 minute learning experience in Tutorial groups. 2. The Professionally Empowered and Engaged Teacher Task 1b: Conference Presentation.</p> <p>Relevant Program Learning Outcome 3 - Sustainability Focussed USC Graduate Attribute Demonstrated in 5 specified courses Examples of Assessment Tasks related to TLO 1: 1. Learner Engagement course Task 1: Short Answer Response Learning for Sustainability in Schools course Task 3: Integrated curriculum unit</p>