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SCHOOL-BASED TEACHER EDUCATION

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INTRODUCTION

Pre-service teacher education can and should integrate learning about teaching through continuous school-based experience. It is in the dynamic environments of schools and classrooms that prospective teachers learn through observation, experience and reflection to make critical judgements, in real and changing circumstances, about what it means to teach. Moreover, it is through continuous school-based teaching experience, in a variety of school contexts, that prospective teachers construct their own critical consciousness of the social purposes of schooling and not just the technical skills of teaching.

An upheaval in teacher education in Australia is currently foreshadowed by the Australian Education Council (AEC) draft report, *Teacher Education in Australia*. The report proposes a three year initial degree followed by a two year part-time appointment in a school as an "associate" teacher, concurrent with two years part-time study leading to a Bachelor of Education. As a means of modifying their programmes and/or considering alternatives proposed by outside bodies, all tertiary institutions offering teacher education programmes should confront the challenge of justifying the ideology on which their programmes are based.

This paper describes the development of a teacher education programme and the model of integrated teacher education on which it is based. The aim of the paper is to highlight the underlying principles of interaction and learning that have emerged, as well as the distinctive features of the programme which illustrate these principles in practice.

The paper concludes by identifying further research questions relevant to the continuing development of the programme and to the teacher education model.

The writer has been both a lecturer and a supervisor in the programme since 1984 and is the principal co-ordinator of an evaluative research project which has informed aspects of the development of the programme.

The article is structured as follows:

- 1.0 The Model
- 2.0 The Course, 1984-88

- 2.1 Course structure
- 2.2 School experience programme
- 3.0 Structural Changes, 1988
- 4.0 Replanning the School Experience Programme
 - 4.1 Research objectives
 - 4.2 Evaluative research findings
 - 4.3 Priorities in replanning the SEP
- 5.0 Distinctive Features of the Programme
 - 5.1 Principles
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 - 5.5 Supervision
 - 5.6 Reflective learning
 - 5.7 School-based professional development
- 6.0 New Directions and Research Questions
 - 6.1 Research in progress
 - 6.2 Further research questions
 - 6.2.1 School-College relationships
 - 6.2.2 Assistance in the professional development of teachers
 - 6.2.3 Evaluation of the model

1.0 THE MODEL

The Graduate Diploma in Education (Primary) at WACAE is a one year, full-time course which was first introduced at Claremont Teachers' College in 1975. Students accepted into the course are graduates from a wide range of disciplines and fields of experience.

The overall goal of the course, expressed as a global outcome, is teaching competence... that is to say, a primary classroom teacher who is a responsible, autonomous educator, able to make and justify decisions, carry them out and evaluate their effectiveness for children's learning.

The model which this paper describes was first implemented in 1984 at the WACAE, Claremont Campus, by Dr Bruce Haynes (Senior Lecturer in Education) who was appointed as co-ordinator of the programme. Haynes (1983) described the model as one in which:

a teacher education institution serves as a kind of teacher centre to specified schools and so provides integrated pre-service and in-service teacher education. (Haynes, 1983:22)

The model reflects an acknowledgement of both the developmental and experiential nature of the prospective teacher's awareness of teaching learning processes in that the course is designed to provide prospective teachers, throughout the year, with classroom/school settings in which learning about teaching continuously problematises and seeks to integrate theory and practice so that each informs the other. This "nexus" between theory and practice is therefore achieved through the programme's two interdependent strands of teacher education:

- (i) **College-based teacher education:** units in Education "core" plus "Curriculum" units in Communications Education, Mathematics, Social Science, Science, Music, Art and Physical Education;
- (ii) **School-based teacher education:** each student gains teaching experience in three classroom and in three school settings throughout the year.

The integration of the strands of the programme and the interdependence of those strands can be diagrammed as follows:

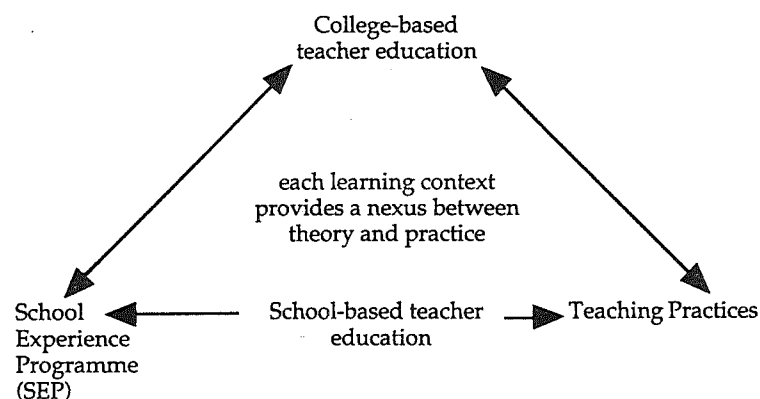


Figure 1: Integrated Teacher Education

In each classroom/school setting, the student completes

- (a) a **School Experience Programme** ... a weekly programme providing a diversity of specific teaching and observational learning experiences (extensive experience);
- (b) a **Teaching Practice** ... (intensive experience).

eg. Student "X"

Year	School	School-Based Teacher Education	
Yr 2	School X	weekly School Experience Programme (SEP)	Orientation Practice (2 weeks)
Yr 6	School Y	weekly School Experience Programme (SEP)	Second Practice (3 weeks)
Yr 3	School Z	weekly school Experience Programme (SEP)	Final Practice (5 weeks)

Figure 2: Schedule of School-based Teacher Education

By providing each student with three different opportunities for orientation to teaching in a particular classroom learning environment - in preparation for an intensive teaching practice in that classroom (and school) environment - the course aims to facilitate the student's development in teaching competence, teaching confidence and professional growth.

At another level, the objectives of the programme and of the model on which it is based are implicit rather than explicit in that the programme aims to foster the professional development of all teachers in the programme as learners who are continuously reflecting on teaching and learning as well as consulting and negotiating with each other about teaching and learning.

2.0 THE COURSE, 1984-88

2.1 Course structure

Between 1984 and 1988 the Graduate Diploma in Education (Primary) was structured as follows:

Semester 1 (20 weeks)		Semester 2 (19 weeks)	
Unit	Contact Hrs Per Week	Unit	Contact Hrs Per Week
Education	6	Education	6
Communications Ed	4	Communications Ed	2
Mathematics	4	Mathematics	2
Science	4	Art	4
Social Science	4	Music	4
School Experience Programme (SEP) (half day weekly)	4	Physical & Health Ed	4
	—	School Experience Programme (SEP) (half day weekly)	—
	26		26
Teaching Practice		Weeks	
SEP		2	
Orientation Practice		2	
Second Practice		3	
Final Practice		5	
		12	

Figure 2: Course Structure, 1984-88

It should be noted that in contrast to Graduate Diploma in Education (Secondary) courses, the graduate students are likely to enter the course without curriculum-specific "expertise". This factor, coupled with the diversity of their degree orientations and experiences, means that curriculum content "covered" is carefully selected and there is an emphasis on curriculum-specific learning processes and strategies rather than on breadth of content knowledge.

Four members of staff teaching in the programme accepted the role of College "supervisor" of the student teachers allocated to the school throughout the year. Since 1988, two more schools and two more College co-ordinators/supervisors have joined the programme.

2.2 School Experience Programme (SEP)

From 1984 to 1988, a school experience programme for each semester was planned by the teaching staff as a half-day in schools per week aimed at providing three kinds of experience:

- opportunities for all students, as a group, to observe and discuss organised "demonstrations" by selected teachers in different schools;
- opportunities for each student to plan, teach and evaluate specific lessons in the classroom and school in which s/he would complete a teaching practice;
- opportunities for each student to do some observing in the classroom, to begin to get to know the children and the classroom teacher and to begin to find out about the school: special characteristics, policies, priorities, resources and so on.

3.0 STRUCTURAL CHANGES, 1988

During 1988 a four-units-per-semester structure was imposed on all pre-service Bachelor of Education (Teaching) courses by a national policy of funding per EFTSU. WACAE made the decision that class contact hours would be reduced in all programmes.

In response to this decision, Dr Bruce Haynes (1988) submitted a discussion paper in which he put forward two alternative proposals for changes to the Graduate Diploma in Education (Primary), both of which included a move towards increasing school-based activities to one full day a week in schools. The first of the two proposals was accredited by the Board of Studies and the new course structure was implemented in 1989.

The proposal seeks to retain the strengths of the present course (particularly the complete coverage of all curriculum areas) while conforming to the 4 unit requirement. The second semester units for Communications Education and Maths are combined as are the units for Art, Music and Physical and Health Education (in first semester). The time lost in College lectures will need to be made up by different use of the day practices in schools, particularly through co-operation with the specialist teachers in the practice schools.

The challenge of the new proposals is to rethink the presentation of teaching methods and curriculum to ensure that appropriate aspects of these components are located in the schools and make suitable use of class teachers' skills. A closer, more co-operative and beneficial relationship must be recreated between College and practice schools by negotiation between lecturers, supervisors,

principals, teachers and students so as to make effective use of the time made available by the reduced lecturing timetable. (Haynes, 1988:1).

Semester 1 (20 weeks)		Semester 2 (19 weeks)	
Unit	Contact Hrs Per Week	Unit	Contact Hrs Per Week
Education	4	Education	4
Communications Ed	3	Programming for Literacy & Numeracy	3
Mathematics	3	Science	3
Teaching with Specialist Support: Art, Music Physical Education	3		
School Experience Programme (SEP)	6	School Experience Programme (SEP)	6
	<u>19</u>		<u>19</u>

Teaching Practice	Weeks
SEP	4
Orientation Practice	2
Second Practice	2
Final Practice	5
	<u>13</u>

Figure 3: Course Structure, 1989-90

In the new course structure, the profile given to the school experience programme (SEP), relative to the "academic" programme, is highly significant. The figures below clearly indicate that the percentage of time each week allocated to school-based teacher education, through the SEP, doubled from 15.4% to 31.6%:

1984-88

SEP 4 hours per week
Total Programme 26 hours per week = 15.4%

1989

SEP 6 hours per week
Total Programme 19 hours per week = 31.6%

Figure 4: School Experience Profile

Despite the reduction in the Second Teaching Practice from three to two weeks, the total number of weeks of teaching practice offered to the students increased by 1 week and from 30.77% to 33.33%:

1984

Teaching Practice = 12 weeks
Academic Calendar = 39 weeks = 30.77%

1989

Teaching Practice = 13 weeks
Academic Calendar 39 weeks = 33.33%

Figure 5: Total Teaching Practice Profile

4.0 REPLANNING THE SCHOOL EXPERIENCE PROGRAMME

As asserted by Haynes (1988), the success of the new course structure was dependent upon the planning of a one-day-a-week school experience programme which would both complement and build on the College programme in achieving the objectives of the course. Effective use by students of this substantially increased time in classroom/school settings could only be achieved if the SEP was collaboratively planned by students, school staff and College staff. Commitment to change would only be achieved if all "stakeholders" in the enterprise perceived themselves to have a "stake" in the purpose and nature of changes implemented.

A research project was therefore initiated by the writer whereby students, school staff and College staff were involved in reflecting on experience (the 1984-8 school experience programme and its place in the total course) in order to be involved in the construction of new knowledge relevant to the planning and implementation of a school experience programme which would have a significantly different profile in the course.

4.1 Research Objectives

The following research objectives were established:

- (i) To identify strengths in the half-day school experience programme so that the full-day programme can build on these strengths.
- (ii) To identify weaknesses in the half-day school experience programme so that the full-day programme can aim to overcome these weaknesses.
- (iii) To establish the priorities of the school experience programme from the perspective of:
 - (a) the student's orientation to different schools and classrooms and the special characteristics of each;
 - (b) the formative and developmental nature of the student's awareness of teaching-learning processes;
 - (c) an integrated approach to teaching skills and strategies whereby theory and practice, in realistic contexts, are interdependent.

The methodology selected for the consultation process was that of formal meetings conducted with the Principal and classroom teachers at each of the schools, with the student-teachers at the College site and with the College teaching and supervising staff. The meetings were conducted as a form of structured interview (Simmons, 1981), responses to research questions being recorded by the interviewer as a set of "minutes" of the meeting and "owned" by the interviewees.

The meeting therefore established the need for dialogue between colleague participants in the research process and reinforced the alliance between all participants in the programme as co-researchers working together to reflect on practice in order to act on new knowledge gained from this reflection.

Bartlett describes this as first person research in which the participants are "a research collective involved in both knowledge production and consumption and in theorising from practice" (Bartlett, 1988:29).

4.2 Evaluative Research Findings

In general terms, consultation with school staff, students and College staff confirmed support for the programme but established that the potential of the SEP and its role in the model of school-based teacher education was considerably limited by the fact that the student was in the classroom in which she/he would complete a teaching practice on an average of once a fortnight and for the morning only. Support for change to the new structure was very strong.

Summary of Strengths

The SEP can enable the student-teacher, in his/her orientation to the school and classroom, to begin to learn about:

- the children
- communication with the children
- the classroom (and school) learning environment
- appropriate teaching - learning processes
- planning and organization for teaching
- teaching rules and responsibilities
- interdependence of theory and practice in "real" learning contexts
- evaluation
- resources in the school

Summary of Weaknesses

- The scheduled mornings in the schools are too infrequent and impose unrealistic time constraints:
 - students feel like visitors only and find it hard to adopt important aspects of the teacher's role
 - teaching experiences scheduled are too demanding;
 - observation time is very limited;
 - consultation time is very limited;
 - students don't have time to find out about the school environment and resources;
 - students find it difficult to reflect on or evaluate their development in the classroom.
- The teaching tasks scheduled by the College can cause problems for the classroom teacher and children if:
 - the teacher has to manipulate his/her timetable;
 - content is specified rather than a strategy or approach;
 - there is too much emphasis on small group teaching;
 - there is no opportunity for immediate follow up with the children.
- It's unrealistic for student-teachers to only experience mornings in classrooms/schools. Students don't get a chance to observe or appreciate the ways in which teachers need to adopt different approaches to discipline, classroom management, instructional strategies, rapport, and so on in curriculum areas normally scheduled for the afternoon (for example, Science, Social Studies, Art and Sport).

4.3 Priorities in Replanning the SEP

As a result of the consultation undertaken throughout 1988, a set of guidelines was established for the collaborative planning of the one day a week school experience programme, 1989.

- 4.3.1 The SEP provides a schedule of "generic" teaching-learning process priorities and skills. This programme can be seen as developmental and to some extent sequential in its orientation in that the students need specific guidance on what they should focus on in their own development as trainee teachers.
- 4.3.2 In each College unit, students should have the opportunity to share and reflect on what they have learnt in their different classroom contexts.
- 4.3.3 Core and curriculum units should aim to integrate objectives, topics, activities and assessment with the SEP.
- 4.3.4 A schedule of teaching experiences is planned for each school-based day:
 - a maximum of three activities a day, the emphasis being on activities or experiences rather than on lessons;
 - a schedule of curriculum-specific or content-driven contexts planned by the College staff teaching those units;
 - A balance of one-to-one, small group and whole class teaching experiences as well as opportunities for teaching a sequence of lessons.
- 4.3.5 Guided observation is essential and a suggested schedule of lessons, skills, activities or routines is planned. The teacher can guide the student's observational priorities according to specific classroom circumstances.
- 4.3.6 Assistant-teaching activities are negotiated between teacher and student teacher, for example, joining in to supervise children while they work, taking over the resource person role with a group of children, becoming another adult writer with whom children can conference, working with a child who is experiencing difficulties, and so on.
- 4.3.7 Students and teachers should make time for regular consultation and forward planning.
- 4.3.8 Students will have time to make themselves familiar with and to use the resources available in the school and should be expected to do so.
- 4.3.9 There should be a high priority on, and clearly defined expectations for, the students' professional behaviour and development.

4.3.10 Students begin teaching on day one of teaching practice (for example, two lessons) and teachers need to provide students with a teaching schedule and lesson guidance on the full day prior to the commencement of the practice.

4.3.11 Ideally, each student should gain experience across the primary school grades.

5.0 DISTINCTIVE FEATURES

5.1 Principles

Three principles have emerged as central to the success of the course and to the integration of school-based and college-based teacher education:

- **Community**
This is a community approach to teacher education whereby the WACAE and specific schools work together to co-ordinate and integrate teacher education in those schools. This is an approach supported by Gregor Ramsey, Chairman of the National Board of Employment, Education and Training. In addressing "teacher quality", Ramsey referred to the need for "learning to teach" and the "teaching act" itself to be closely integrated as learning and working are in most fields of work (1990:14).

Collaborative planning and evaluation of the school experience programme further reinforces the sense of community ownership of and commitment to the programme.
- **Commitment**
Commitment to the quality of teaching and learning in the schools is demonstrated by the WACAE and by all the participants in the programme. Commitment to the programme is fostered by the continuity of liaison established between each school and the teacher education representative who spends time each week in that school. Supervisor and school staff co-operate to provide pastoral care to the student teachers who gain experience in the school throughout the year. Consultation and negotiation takes place against a background of shared or "lived" experiences in the school.
- **Collegiality**
Collegiality is fostered as teachers, supervisors and student teachers consult, organise and problem solve about real issues in classrooms and staff rooms at the level of both the social purposes of schooling and the technical skill of teaching. In the process of reflecting on experience and practice, opportunities are created for all teachers, regardless of experience, to problematise, articulate and justify their decision to either affirm or change what they do. Professional development can occur because new knowledge is constructed by the practising teacher rather than "delivered to" or imposed upon him or her by more powerful "others".

5.2 Continuity of Schools and College-School Liaison

One of the distinctive features of the programme and of the model on which it is based is the continuity of schools involved in the programme and the degree to which continuity of liaison has been achieved between each school and the College lecturer-supervisor associated with that school. Communication is facilitated and positive, collegial relationships have been nurtured because of this continuity of liaison. As a representative of WACAE, the College supervisor can demonstrate a real commitment to a school and its staff and to the quality of teaching and learning in that school. In addition, the consultative and supervisory role is more effective because it is based on knowledge of the social and cultural characteristics of the school and of the ways in which particular classroom dynamics influence children's learning.

5.3 Orientation Week

An important feature of the orientation programme for the Graduate Diploma in Education (Primary) course since 1986, has been a three day camp on Rottnest Island. In this informal setting, the social dynamics of the course are set in place. In sharing bungalow accommodation, contributing to communal meal preparation and participating in the activities planned, the students begin to develop friendships and an appreciation of the diversity of ages and of academic and experiential backgrounds that are represented in the group. In addition, foundations are laid of a network of support between students and between staff and students. Orientation to a range of curriculum areas in the course is scheduled in this environment and an organised visit to the island's school provides an introduction to a primary school in a rural setting.

5.4 Pastoral Care

One of the most important distinctive features of the teacher education programme is that of pastoral care. Both school and College staff in the programme have the opportunity to interact and communicate with the students regularly and in a range of contexts, modelling the kind of pastoral care role that the students are encouraged to foster with children. All teachers in the programme can demonstrate a real interest in the students' teaching-learning experiences and development. The model upon which the programme is organised and managed therefore makes educational sense. It recognises that there is a direct relationship between the nature and consistency of interaction and support that is available and the level of trust achieved. By contrast, in a traditional organizational model teacher education staff are simply allocated to a school or schools for teaching practice supervision and may or may not know the students they supervise. Like the student, there is little opportunity to get to know characteristics of the school culture and supervisors often have so many students to "cover" that interactions and consultations are limited.

This sense of commitment to students is further supported by the "team" approach practised by the teaching staff as they seek to cooperate with each other in planning, coordinating and evaluating the programme on all levels—orientation camp, College timetable, school experience programme, teaching practice supervision, "social" occasions initiated at the end of exams and Practices, and so on.

Cooperation among the students is also facilitated. Because of the "community" nature of the programme, and the commitment to it demonstrated by the staff in a number of schools, the students support each other and cooperate as they share their experiences in different schools and classrooms. In addition, the management of the school experience programme relies on cooperation and negotiation between classroom teachers as they organise teaching experiences scheduled in a particular year level, or with specialist teachers in Art, Music and Physical Education.

5.5 Supervision

The profile given to supervision in the school experience programme is significant. The following cycle of supervision can be established at a school level and is based on the methodological process of clinical supervision and its pedagogy of empowerment (Goldhammer, 1969; Smyth, 1984; Smyth, 1987):

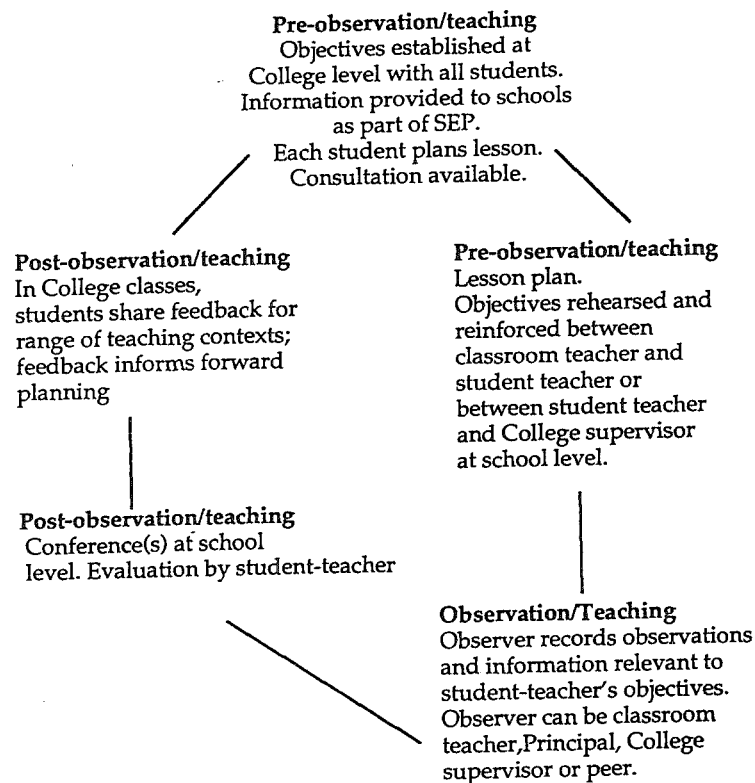


Figure: 6: The Supervision Cycle

5.6 Reflective Learning

Throughout the year, the students' continuous reflection on teaching and learning is facilitated by a number of procedures. The students maintain a school experience file (SEF) of both the weekly school experience programme (SEP) and the three teaching practices. In each of the three school settings, the student is encouraged to file information on the school and on school policy, school resources and current priority programmes in the classroom; observational guidelines and notes taken; all lesson plans and copies of associated activities and resources, feedback on lessons taught (classroom teacher, Principal, College Supervisor), peer and self evaluations and evaluation records. The SEF provides a record for the student of his/her planning for and evaluation of all school experiences. In each curriculum unit, these records should constitute a component of assessment for the unit.

The SEF also reinforces the integration of the strands of the course. Students are encouraged to approach their use of the file as a way of building bridges between theory and practice....so that they reflect on and ask questions of the why and how of what they observe and teach and so that their opportunities for discussions in school settings are purposeful and relevant to their current priorities and needs in their development as teachers.

In the Communications Education courses, the need for effecting cognitive "traffic" between theory and practice is further reinforced by encouraging the students to write in a personal journal in response to the weekly SEP and to any aspect of the course. This writing-to-learn register has the potential to achieve clarification of personal perspectives and a level of knowledge and understanding otherwise neglected by records alone.

In second semester of the College course, assignments focus on levels of decision making relevant to programming for the final teaching practice. The SEP enables the students to plan for the children's learning based on real knowledge and real contexts. They can be guided throughout the process by the experienced classroom teacher "generalists" and by subject specialists in the school and at College.

5.7 School-Based Professional Development

This model of teacher education fosters the kind of construction of knowledge and reflection on experience and practice that maximises the best kind of professional development. As experienced, "expert" classroom teachers converse, consult and negotiate with inexperienced, "apprentice" student-teachers about the children they teach, teaching-learning processes, resources, curriculum, schools and education, and so on, they create the opportunities to question what they do and why, as well as the structures within which they teach. The model therefore has the potential to energise classroom teachers to become co-researchers with student-teachers in the "clinics" of their own classrooms. Teachers who are empowered to become active agents in the construction of their own meanings about their own teaching are much more likely to empower the children they teach.

Professional development can occur in a number of ways. Teachers involved in the programme are beginning to experience professional benefits from their regular interactions with the student teachers. In the context of the research-project, aimed at continuous evaluation of the programme, teachers at each school were asked the question "Has being involved in the Graduate Diploma in Education (Primary) made a difference to you in a professional sense?"

Teachers' comments were diverse and included exchange of ideas; professional development through discussion of new ideas and theory;

time to observe in own classroom; fresh insights through observation and discussion on particular children; support by student in a whole range of teaching strategies including conferencing; over-the-shoulder marking; special help given to a struggling child; and the satisfaction of interaction with another adult who is interested in the children and their education.

Just as important is the model's potential for the school-based professional development of College supervisor/lecturers. In most teacher education programmes the College supervisor is often perceived as a visitor to the school and classroom who has limited time to share amongst the student teachers s/he has been allocated to supervise. There is little opportunity or motivation to develop an ongoing commitment to a school and its staff or to the special social and cultural characteristics of the learning environment for the children. A "dominant" view of supervision is maintained in which the supervisor is perceived to have most power and the student-teacher least.

In the programme described in this paper, the College supervisor has the opportunity to be an equal partner in the construction of knowledge in particular teaching-learning contexts and can support students in problematising important theory in relation to their lived experiences of schools.

As a result of the supervisor's regular presence and accepted role in the school, s/he also has the opportunity to keep informed about documents and concerns at a school level. This ensures the kind of dialogue and collegiality that can revitalise the lecturer-supervisor's teaching and learning (including opportunities to teach in the school) so that real questions are asked about real issues. In return, the supervisor can provide informal consultation and professional development in response to situations as they develop in the school.

6.0 NEW DIRECTIONS AND RESEARCH QUESTIONS

6.1 Research in Progress

Research co-ordinated by the writer during 1989 and 1990 has concentrated on finding answers to two research questions:

- 6.1.1 What are the needs and expectations of the student teachers in their experiential development towards teaching competence, confidence and effectiveness; how do these needs and expectations change throughout the year; and does the SEP meet these changing needs and expectations throughout the year?
- 6.1.2 Does the SEP, within the context of the school-based teacher education model, meet the expectations of the principals, classroom teachers, College supervisors and other College teaching staff throughout the year?

These questions have been addressed by means of three formal methodologies and analysis of the implications of the data collected is under review:

- A survey designed to determine the degree to which the SEP meets perceived needs and expectations of school-based teacher education at various stages of the programme;
- A profile approach to examining the effects of experience and reflection on student-teachers' perceptions of what it means to teach;
- Formal and structured reflection on experience at a school site level through meetings held with students, school staff and College staff.

6.2 Further Research Questions

The following further research questions are proposed. They highlight issues significant to the programme's continuing development:

6.2.1. School-College relationships

In what ways can the programme more successfully utilise the potential of specialist teachers in the school setting in order to enhance the effectiveness of both the SEP and College units?

What staffing procedures can be adjusted to ensure the earliest possible selection of staff who will be teaching in the programme so that liaison and consultation can be initiated with schools in the programme at the earliest possible time?

How can the WACAE help the schools to solve the problem of substantially increased photocopying costs, especially during teaching practices?

Does the programme adequately integrate the objectives of the SEP into the formal assessment of each College unit? Is the "formative" assessment of the first two teaching practices realistically integrated with the criterion-referenced formal assessment of the final teaching practice?

6.2.2 Assistance in the professional development of teachers

How can the teacher education institution act formally as a resource centre for a school's professional development programme?

How can the school supervisor represent the teacher education institution, in more formally organising staff and school

development sessions in response to the needs and priorities identified by the school? (Weeks Four and Five of the students' Final Teaching Practice, when the students are expected to teach full-time, offer an ideal opportunity for this kind of responsive and responsible endeavour.)

Will the "advanced skills teacher" be expected to take a more prominent role in school-based teacher education?

What is the ongoing and professional development potential of the model in providing the motivation and opportunity for teachers to become co-researchers in the clinics of their own classrooms and schools?

What is the potential of the model, through collaborative learning, for peer evaluation between students and classroom teachers?

6.2.3 Evaluation of the model

Is the Graduate Diploma in Education (Primary) an effective organizational model for teacher education? What are the costs and benefits of time lost in the College programme and to staff motivation and commitment; what are the variables at the school site level in terms of differences in leadership, school culture, experience in the programme, classroom teachers in the programme, supervisory patterns, and so on; and what are the effects of these differences? Is the model of school-based teacher education a potential model in other contexts on theoretical grounds? How might the organizational structure of the model be applied by WACAE in other contexts in which the total student-teacher population is larger?

SUMMARY

This paper has described the emerging development of a teacher education programme which integrates learning about teaching and schooling through continuous school-based experience. The teacher education institution acts as a teacher centre for each school community in the programme. Commitment to the quality of teaching and learning in each school is developed as student-teachers, classroom teachers, principals, supervisors and College teaching staff organise, communicate about and reflect on practice and experience in "real" classroom and school contexts.

Moreover, the programme provides continuous opportunities for self-reflection by all teachers, regardless of experience, and the process of self-reflection can also be a process of empowerment, improvement and change.

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