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ASSOCIATION

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THIS CONFERENCE PROVIDED
AN OPPORTUNITY FOR
ACTIVE DISCUSSION,
DEBATE AND SHARING OF
IDEAS ABOUT THE FUTURE
DIRECTION OF
TEACHER EDUCATION
IN AUSTRALIA.

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TABLE OF CONTENTS

INTRODUCTION

LIST OF CONTRIBUTORS &

ATEA Forum - Brief Overview ........................................... GREEN

LIST OF TITLES AND ABSTRACTS &

ACKNOWLEDGEMENTS ....................................................... PURPLE

EDITORIAL ................................................................. GOLD

Towards Pedagogical Consensus - M. Anifos, A. Mander, P. Redmond and M. Ryan
From Rhetoric to Reality - P. Redmond and M. Ryan

CURRENT CHALLENGES ................................................ BLUE

Bridging the gaps between cultures, languages and linguistic modes - Dr Eileen Honan
Getting IT Together: Finding out Students' Reactions to learning via Interactive Communication Technologies - Dr Myra Dunn
Industry into teaching: An alternative model - Ass. Pro. Rod Francis, A. Green and R. Randall
Knowledge Fusion Achieving it with a 'click and mortar' strategy - Sue Sumpter
Practicum in the Internet Age: the use of WebCT to facilitate learning from school experience - Christine Gardner
Temporary Employment and the Beginning Teacher - Dr Carla Tromans
‘Where in the world is room N101?’ ‘Engaging with First Year Education Students’ Experiences of Transition - Dr Chris Perry & Dr Andrea Allard

EMERGING KNOWLEDGE .................................................. PINK

Becoming ‘enquirers into educational practice’: a progress report on developments in the GradDipEd (Secondary) - Maryann Brown & Amanda McGraw
Can student teachers take control of their own learning? A study of negotiated learning in the field - Dr Linda Komesaroff & Simone White
‘It’s just a part of their framework of equal opportunity’ - Primary Practitioners’ conceptualisation of the gender inclusive curriculum - Dr Evelyn Johnson
Teacher Education in the UAE: Teachers as agents of change - Dr Peter McNally
The course of least resistance: organisational management initiative for academic engagement with electronic technologies in higher education - Don Sanderson & Di Nallon

FUTURE STRATEGIES ...................................................... YELLOW

Continuing Education of Teachers - Towards 2010 - Dr Lorelei Carpenter, Dr Maxine Cooper & Ruth Watkins
Creating the Best Teachers for the Playstation Generation - Linda Ted
Networking research - relearning pedagogies in teacher education - Tony Loughland & Joanne Reid
Preparation, Transition and Induction: A longitudinal study of beginning teacher’s learning - Dr Rick Churchill & Dr Jackie Walkington
Teacher Education and Public Education: towards a defensible theory - Professor Richard Bates
TEACHING BY DESIGN: Designing learning experiences in an era of knowledge fusion - Mia O’Brien
Tomorrow’s teachers: A blast from the past - Sharn Hatch
# List of Titles and Abstracts

- Papers listed alphabetically by title
- Those papers marked *PR* have been accepted as refereed by peer review.

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>Cambourne, Ferry &amp; Kiggins</td>
<td>2010 - The KBC Odyssey: Knowledge building teachers for the e-classroom.</td>
<td>Given the multiplicity of demands that classroom teachers face in this new millennium teacher education must change to accommodate workplace teacher education and learning. The Knowledge Building Community (KBC) Program, which has been in operation for four years at the University of Wollongong, is an attempt to explore some of these issues. The KBC project is an approach to program delivery, which is quite different from more traditional models. KBC students spend 2 days per week in schools as &quot;Associate Teachers&quot;, and 2 days per week in a Uni &quot;home room&quot; where they work collegially and collaboratively in applying the skills of problem based learning (PBL) to create a &quot;knowledge collective&quot; which they draw upon to complete negotiated assessment tasks. The three authors are members of the team which was charged with the brief of designing, delivering, and evaluating the efficacy of this way of delivering a pre-service Teacher Education program.</td>
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<td>Steve Tobias</td>
<td>Asynchronous learning through electronic mail with preservice mathematics teachers</td>
<td>This presentation will focus on a teacher education program for primary and secondary preservice mathematics teachers. The program conducted as a joint university and school based arrangement required participants to meet for a weekly two-hour seminar and teaching session over one academic semester. Preservice teachers were challenged through the seminars to adopt a social constructivist orientation to teaching and learning mathematics and actively investigate these approaches as part of a classroom teaching team. The teaching teams operated collaboratively and were composed of a classroom teacher and two preservice teachers who interacted with a university based mathematics educator. The team members negotiated the class topics and themes along with the teaching approaches to be utilised. Planning, implementation and reflection were key expectations of each lesson. Documentation of each lesson centred on the development of students' conceptual and procedural mathematical understandings and undertaken through either an electronic mail or handwritten journal format.</td>
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<td>Brown &amp; McGraw <em>PR</em></td>
<td>Becoming 'enquirers into educational practice': a progress report on developments in the GradDipEd (Secondary)</td>
<td>This paper will explore some developments in the Graduate Diploma of Education at the University of Ballarat following a course review in 2001. The need for educators to become 'enquirers into educational practice' (Reid and O'Donoghue, 2001) was central to proposed changes in the course. The paper will describe how we have attempted to turn our theorising into a practical program through more focused school visits, a practicum seminar series, a mentoring model in schools experience and core units with enquiry as a central focus. Some tentative reflections will be made on the experience as it is being lived this year. The model is under development and the implementation is clearly a 'work in progress'.</td>
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