A Study of Associate Teaching

A thesis presented in partial
fulfilment of the requirements
for the degree of Master of
Philosophy in Education
at Massey University

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1976.

ABSTRACT

This report covers a two-year study of associate teaching.
Information was obtained from two main sources:

(i)   research reports   and

(ii) a descriptive case study of associate teaching in one region
of New Zealand. The case study of associates, conducted in the Palmerston
North area, depended upon information from a sample of paired associates
and trainees. Sixty associate teachers completed a questionnaire and many
were observed in classrooms practising associate teaching. Some were
interviewed. The trainees who were posted to the associates in the
sample for a six-week teaching practice section in the first half of term
two 1975 completed two questionnaires. In addition, trainees kept a
diary of their section experiences, much as a participant observer
carefully and systematically records his observations. Information from
all questionnaires was processed by the Burroughs 6700 computer at
Massey University.

The principal outcomes of the study are tied to the four objectives
discussed in Chapter 2; a summary of the literature on associate teaching
(Chapters 3 and 4), a description of associate teaching (Chapter 5), a
study of matching and mis-matching of associate and trainee (Chapter 6)
and an attempt to formulate general statements about associate teaching
(Chapter 7). Observations confirm that the tasks of the associate teacher
are more demanding than is commonly recognised. His dual roles of class-
room teacher and trainer of teachers can lead to conflicts of interest.
Many of the findings appear to reflect a lack of systematic training for
associates. Recommendations for changes in associate teaching practices
based on the findings of this research are presented in Chapter 8.

Frequently, this study reaffirms the importance of associate teachers
in pre-service teacher education. Associates who bring to the task
anything less than the necessary professional expertise, may doom the
exercise to mediocrity. The inadequate associate will burden the trainee
with his own conflicts and his own narrow perception of the nature of
teaching and learning. At worst, an associate can do a great deal more
harm to a trainee's image of teaching than he does good. At best, and it
has been evidenced many times in this study, associates can transform
teaching practice into a creative, co-operative enterprise.

PREFACE AND ACKNOWLEDGEMENTS

Since the practice of associate teaching was imported from Britain a hundred years ago it has become fully accepted as an integral part of pre-service teacher training in this country. Though some educationists have advocated alternatives, teacher trainees and teacher organisations alike strongly support its continuation and from time to time press for the colleges to allocate a greater proportion of the three-year pre-service programme to practical training.

The stimulus behind this study of associate teaching has its roots in a variety of educational experiences over the last twenty years. As a teacher trainee and as a classroom teacher between 1955 and 1964 I was closely associated with some of the rituals of associate teaching. On reflection, I had very little idea of the appropriate associate teaching practices and even less of my own objectives. More recently, as a supervisor of student teaching in four teacher training institutions in New Zealand and the United States I was able to observe associate teaching from a different perspective. In 1970 I was asked to prepare a report on pre-service teacher training in Christchurch. It was clear from the responses of trainees and teachers that there was considerable doubt about the responsibilities and the effectiveness of associate teachers. Associate teaching lacked a theoretical base. It was fully accepted as an essential component of teacher training but had not been the subject of educational research or evaluation. Associate teachers lacked time and training to do justice to the job. Many teachers were, as I had been, unsure of the nature of associate teaching.

During the years of the Educational Development Conference the place of practical training in the schools and of educational research in the colleges provoked considerable discussion, but submissions were frequently strong on intuition and weak on background research. It became clear that in teacher training, administrators seldom were able to make decisions with the comfort and support of relevant research. The following study is a modest attempt to overcome this substantial problem.

This research would not have been possible without the assistance of Mr Peter Inder and other members of the Palmerston North Teachers College Practical Training Department, fifty-nine associate teachers and their trainees and twenty-six school principals. The suggestions and support of Mr S.A.E. Breach and Mr F. Baird of the Department of Education are

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Chapter 1. Associate Teaching and Practical Training

Introduction *

Teaching practice and associate teaching are as old as teacher training itself. More than five centuries ago, when he founded the first school for teachers in England, William Byngham insisted on school practice taking a prominent place in the curriculum. Since Byngham's day, associate teaching has become a world wide phenomenon, involving thousands of practising teachers. Currently though some doubts are being expressed about the quality of the process, the weight of teacher and trainee opinion is decidedly for its continuance and expansion. Indeed, practical training has consistently attracted more support from teachers and trainees than any other part of pre-service training (e.g. as reported by Morrison and McIntyre, 1968; Leeds University Institute of Education, 1974; Wilson, 1975). Yet, the literature on practical training is noteworthy more for its unsubstantiated claims about the effects of school experiences on trainees than for its reliance on disciplined inquiry. (e.g. Taylor, 1969; Bennie, 1972; N.Z.P.P.T.A., 1974). One can only conclude that our conceptions of practical training have been shaped largely by ad hoc experiences, theoretical speculations and a measure of pedagogical opinion and folklore.

In 1969, Taylor claimed of practical training; "It seems likely that the time a student spends in schools during the college course may have a greater influence on attitudes and personal development than any other single aspect of post-school education." (Taylor, 1969, p.144). If school practice is as influential as Taylor claims it to be, the more important it is to understand the underlying processes and to identify the outcomes of practice experiences. Unsubstantiated assertions like those of Taylor, and a decade of close association with teacher training, led the writer to attempt a study of one aspect of teaching practice.

Orientation and Scope

The purpose of this study is to examine the various tasks of the associate teacher, his special responsibilities and commitments towards teacher training, particularly his supervision of trainees during

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* The reader is referred to Appendix I for definitions of teaching practice terms.

teaching practice, known as associate teaching. Primarily, the study is an overview of associate teaching, though it does explore some evaluative and theoretical questions: evaluative because of the urgent need in this country for a critical examination of teaching practice and its influence on prospective teachers (Educational Development Conference, 1974 b, p.65); theoretical because of current conceptual inadequacies in the field of practical training. Hence, in practical terms, the study aims, from a descriptive base:

(1) to provide information about school practice useful for educational decision making locally,   and

(2) to augment the meagre fund of grounded theory relating to school practice.

Associate Teaching: Some Underlying Assumptions

The rationale for associate teaching may vary from college to college, but a common element pervades the system throughout New Zealand. Trainees are placed with experienced teachers to learn useful classroom behaviours and to provide opportunities for trainees to translate ideas from college courses into educational practice. (Stones and Morris, 1972). Behind it all lies the expectation that the associate teacher will somehow encourage trainees to perceive and establish sound relationships between educational theory and classroom practices.

The apprenticeship model of teacher preparation places all of the responsibility and power in the hands of the associate teacher, a practitioner who presumably has been chosen because he achieves high standards of pupil management and is capable of demonstrating proven teaching skills to the trainee. For his part the trainee is expected to assume some teaching responsibilities, the amount and nature of which are ultimately determined by the associate.

Unfortunately, observations confirm that associate teaching fosters modelling, a form of apprenticeship that may not encourage trainees to discriminate between good and bad classroom practices (Stolurow, 1965).

In these circumstances, the trainee is unlikely to develop an independent teaching style and only on rare occasions will he be encouraged by his associate to master a range of teaching models (Moskowitz, 1967, p.272).

Wilson (1975) finds teaching practice in its present form, difficult to justify and concludes that perhaps the reason for most trainees

valuing it so highly is that they want to "know what teaching is like" and "be used to it." Teaching practice will increase the trainee's confidence by reducing the shock effect of facing a class of thirty pupils alone. The gains are more likely to be of this order than the more demanding tasks of bridging theory and practice, or cultivating creativity in teaching.

The apparent dangers of teacher training by apprenticeship have evoked concerned reactions from Dewey (1904), Stolurow (1965), Stones and Morris (1972), Hunkin (1974) and others. But practical training continues to enjoy favoured status among trainees and teachers. Trainees frequently press for a greater proportion of their training to take place in the schools. (Morrison and McIntyre, 1969, p.64). Similarly, teacher organisations and teachers' colleges have, from time to time, proposed school-based training programmes (e.g. Blampied, 1972). And in a recently published report of the Education Development Conference (1974 b, p.65) special mention is given to increasing the teaching practice component of pre-service programmes. Potentially at least, teaching practice is seen as something more than a superficial apprenticeship.

Is there in fact a sound theoretical basis for teaching practice? Those who question teaching practice suggest that it inspires conformity, restricts student initiatives. Trainees are limited by inadequately understood guidelines from the college and the predispositions and short-comings of the associate teacher. (Kaltsounis and Nelson, 1968). They must observe and comply with the wishes and biases of the associate, since the trainee's management, planning and personal behaviour are more likely to gain credits when they match the expectations and wishes of the associate teacher. (Price, 1961, p.475).

A further criticism points to the apparent divorce of theory from practice during practical training. Once in the schools a trainee can experience defensiveness and diffidence from an associate when he seeks permission to try out practical applications of learning theory or illustrations of a particular teaching model. Moreover, the classroom teacher who is unfamiliar with the theoretical component of the college programme is less likely to be able to offer support and guidance to the trainee. Student initiatives may be quietly, but firmly, put down. This catch-22 situation in New Zealand has led Hunkin to claim that "perhaps the most challenging problem that faces the primary teachers' colleges is that of resolving the relationship of theory and practice in the college

course." (Hunkin, 1974 a, p.4) Hunkin found that when trainees entered the schools they often encountered negative attitudes amongst teachers towards educational theory, and towards the college responsible for disseminating it. It seems that the backlash against theory drives teachers to put more stress on practice, for many teachers stereotype the college staff as "pushers" of educational theory and the schools as defenders of the importance of classroom practice. (Wilson, 1975, p.130). This particular form of unproductive tension between the colleges and the associate schools in New Zealand dates back at least to the 1930s (Personal communications from teachers).

In 1904, John Dewey noted that teacher training institutions were failing to build their programmes on theoretical principles (Dewey,1904, p.13). His concern was directed at the predilection of trainers and trainees for copying teaching methods without understanding the underlying educational principles. He exposed some inadequacies of apprentice-type training and proposed a much closer planned association of theory and practice. Practical experiences, he argued, should be used to illustrate educational theories and subject matter. School experiences should be laboratory experiences. (Dewey, 1904, p.30). It was not enough simply to know how to teach, claimed Dewey. Every teacher should become an autonomous, professional person and throughout his career continue to be a student of teaching.

The distinction between apprenticeship and professional styles of training is perhaps most vividly illustrated in teaching practice, for in the schools trainees face the choice of following the behaviour patterns of the associate or translating the theoretical principles from the college course into a realistic classroom teaching sequence. Those who advocate more and more practical training in the pre-service programme seem to be unaware of this fundamental problem. They assume that more practical experience will, ipso facto, provide better training. The quality of the experiences in schools is seldom questioned.

Teaching practice is not simply a question of providing trainees with the skills of performing the day-to-day tasks of teaching. If we follow Dewey's reasoning, it is more important to provide classroom experiences which help trainees to develop a closer relationship between principles and practice and encourage mastery of a range of teaching models. Teaching practice should offer more than a practised list of ways and means. It should foster research into classroom problems,

encourage trainees to be "students of mind-activity." (Dewey, 1904, p.15) and give high priority to teaching based upon educational principles.

Practical training in New Zealand

Teacher training in New Zealand was given official recognition when, in the 1870's, the first colleges were established and an annual grant was approved by government specifically for teacher education. Teachers and trainees alike made considerable use of instructors' manuals (directives on school method and school management) that told the reader how to teach, how to obtain and keep order and how to reward and punish (e.g. Gladman, 1877). From 1880, the main source of supply of teachers was the pupil-teacher system. Pupils who had passed the standard five examination and were thirteen years of age or older could apply for an apprenticeship to teaching. If selected they were required to combine the duties of teaching with the exigencies of training. Inspectors prepared courses of study in the various school subjects and classroom management and lessons were frequently given to pupil-teachers by the school headmaster before and after school. In some centres classes were held on Saturday mornings. During the school day pupil-teachers were expected to work as apprentices under the watchful eye of a certificated associate teacher.

The system was strong on practice but weak on understanding the educative process. It was strictly on-the-job training aimed at providing teachers at minimal cost. As early as 1880 signs of serious misuse were showing. An Auckland school with more than 800 pupils was staffed by eight teachers and seventeen pupil-teachers. A school in Christchurch had six teachers and fourteen pupil-teachers. By 1899, there were five pupil-teachers to every two adult teachers in the country and many pupil-teachers taught classes of forty pupils, (Ewing, 1972, pp.52-3).

Apprentice type training of teachers continued for many years into the twentieth century. Though a college requirement of two years was added to that of pupil teaching in 1905, it was only in the latter part of the 1920's that school-based apprentice training was superseded by college-based professional training.

Since then, teachers' college staff have assumed that a trainee's understanding of educational theory gained in the college will translate into appropriate classroom practice. The truth is that trainees have not responded to this passive approach to articulation of theory and practice

Stolurow, 1976). As Hirst has recently reminded educationists in
New Zealand, theoretical considerations must be made in the context of
practice. Hirst has called for a closer interdependence of teachers
colleges and the associate schools to enable trainees, associate teachers
and college lecturers to give practical substance to educational theory.
(Hirst, 1976).

Current pre-service programmes in New Zealand employ various
combinations of educational theory and classroom practice. But the
problem of articulating theory and practice remains. Demanding enough
of college lecturers, it currently represents an insuperable difficulty
for associate teachers. Their training and their practical experience
have conditioned them to be pragmatic; to solve the countless classroom
problems in each teaching day without reference to the prescriptions of
various educational theories. Perhaps Jackson is correct when he claims
that the teacher is just too busy to consider the pedagogical and
intellectual demands of learning theory (1968, p.166).

The size of the associate teaching industry in this country is
commonly underestimated. Figure 1. All of the eight thousand teacher
trainees in New Zealand at the moment must complete teaching practice
requirements the details of which are stipulated independently by the
colleges. At Palmerston North Teachers College for example, Division A
students (c.900) are expected to complete eight teaching practice postings
in their three years of pre-service training i.e. one-fifth of the
training programme is spent in schools supervised by associate teachers.
Each year Palmerston North Teachers College uses about 400 associate
teachers in its teaching practice programme.

In a recent survey of teaching practice in New Zealand Hunkin found
some discontinuities between associates and the colleges (Hunkin 1974).
Frequently, the involvement of associates in the development of training
programmes in the colleges is minimal. Opportunities for discussing
issues and problems of teacher training with college staff are restricted
to pre-section briefings and short visits to schools by college lecturers.
Pre-section meetings are not always well attended and are used more to
inform associates of college needs rather than for discussions of
procedures and policies in teacher training.

The choice of associates leaves a lot to be desired. Proven teaching
ability appears to be the dominant criterion, thereby reinforcing a
current bias towards master teaching. However, not all associates are
rated highly by the inspectorate. Hunkin (1974 b) found that fewer than

Figure 1.   Students Enrolled in Teachers Colleges at 1 July 1973.

1973

Scheme	Male	Female	Total
Kindergarten		476	476
Primary			
Division A	1433	4449	5882
" Grads	56	169	225
Specialist	4	53	57
TOTALS	1493	4671	6164
Secondary			
Division B	243	183	426
" BS	51	44	95
" C	448	371	819
" M		3	3
Outpost	5	13	18
Division W	37		37
Adult Commercial		20	20
Division H		179	179
TOTALS	784	891	1675
Total Trainees in Teachers Colleges	2277	5562	7839

Source: Department of Education, 1975, p.83.

one quarter of all associates for one college received the highest inspectorial rating.

Selection of associates is frequently governed by geography. That is to say, those schools closest to the college tend to have a higher proportion of associate teachers. Headmasters of schools within a thirty mile radius could be disappointed if any of their eligible staff were not given associateships (school principal : personal communication).

In their annual applications, associates are required to furnish details of their teaching experience, teaching interests, and other relevant qualifications. No mention is made on the application form E.2/126 of any associate teaching courses and associate teaching qualifications. Presumably, teachers are not expected to have maintained contact with a teachers college, neither are they expected to have gained any post diploma professional qualifications.

The conditions of appointment are summarised on the application form. "An associate teacher is required:

(a) To be in full charge of a class in order to qualify as an associate teacher.

(b) To attend meetings, as required, with inspectors and teachers college staff outside school hours, to consider matters relating to the practical training of students by associate teachers.

(c) To provide each student attached to his class with a satisfactory programme of observation and practice in all aspects of teaching, including both short and long-term planning, preparation, marking and evaluation.

(d) To co-operate with teachers' college staff in guiding students in their practical training and study programmes.

(e) To provide the teachers' college with reports on students along lines required by the principal." (New Zealand Department of Education, Form E.2/126, refer to Appendix II).

It seems then that matters of economy and convenience (i.e. proximity to the college) play an important part in selection. Hence, a student teacher cannot guarantee:

(1) that he will be placed with a good teacher

(2) that he will be matched with an associate with whom he will be able to communicate satisfactorily

(3) that his associate will have sufficient contacts with the college to bridge any gaps between in-college courses and teaching practice.

Teaching practice programmes in the primary colleges of this country show many similarities. "In the patterns of observation in normal schools and practice in associate schools is seen the approach to teaching practice that has remained virtually unchanged since the abandonment of the pupil teaching system in the mid-thirties. The same assumptions appear to be basic to these programmes --- spaced practice with sections increasing in length over three years --- directed observation and teaching --- increase in teaching requirement from groups to full class control, from one content area to the total curriculum, and from single lessons to weekly programmes. The work in the schools is guided by written directions open to interpretation by students and associates." (Hunkin, 1974 a, pp.4-5).

Hoping to ensure a translation of the theoretical component of a student's training, into school practice, the colleges have sought to impose their views on the associate schools. Consultation with associate teachers is minimal. Before each school posting from Palmerston North Teachers College, printed guidelines inform the associate of the college requirements. Pre-section meetings of associates are held to ensure that the guidelines are understood. It is assumed that associates should and will abide by the wishes of the college - that they are able and willing to do so. There is little done to suggest that associates are regarded as anything more than servants of the colleges. Perhaps the reluctance of some associates to support college programmes stems from their lack of involvement in curriculum developments and policy formulation pertaining to teaching practice.

Summary

Teaching practice remains a widely accepted, but virtually unresearched component of teacher education. In this section some important features of practical training in New Zealand have been discussed; some of the pressure points in teaching practice identified. While it is claimed that teaching practice in its present form has out-lived its usefulness, the majority of teachers are pressing for more time and effort to be devoted to it. Inevitably, the individuals who will be affected most by any changes and who currently carry the major work load and responsibility for practical training in the schools are the associate teachers.

Chapter 2. Rationale, Research Design and Procedures

Rationale

An educational concern becomes a more manageable research problem when placed in a theoretical context. Since educational theory spans a wider field than any one social science discipline, special consideration should be given to the frame of reference behind educational inquiry. The theoretical orientation of this study for example might have been sociological, psychological, or even geographical. Alternatively, problem centred action research in education may be multi-disciplinary, the sense of purpose and rationale being provided by the problem rather than a discipline.

Psycho-sociological Orientation

This study could be described as part sociological and part psychological. The central concern is with process, the process of associate teaching. In as much as associate teaching involves relationships between associate teachers and other people, trainees, college lecturers, school principals and inspectors, it is a sociological exercise. The relationships between associate and trainee assume special importance in New Zealand, where the associate-trainee dyad is the centrepiece of teaching practice and where the individuals comprising each dyad must learn to accommodate to one another if tensions are to be minimised. (Renner, 1970). In the classroom, the behaviour of one is supported or weakened by the responses of the other. And a further complication; inevitably, the associate must evaluate the trainee, an exercise which increases his power over the trainee but one which may encourage him to examine critically some of his own behaviours.

This study has a strong psychological component as well. Priorities and attitudes of associates towards associate teaching are examined. In an earlier pilot study (Renner, 1970) associate teachers appeared to view their task of associate teaching in a variety of ways. To use Becker's term (Becker, 1961), various "perspectives" of associate teaching could be identified. The trainee is persuaded to recognise and respond to these differing perspectives as he moves from one associate to the next in his three year training programme. Research pointing to the effects of associates' attitudes, competencies and priorities on the performance of a trainee will be referred to in subsequent chapters.

In its underlying rationale this investigation is broadly based, descriptive, and looks at the associate from two points of view (i) as a member of the teacher education community and (ii) as an individual with his particular set of attitudes, skills and behaviours. Though the investigation necessarily draws data from individual associates and their trainees, the emphasis throughout has been on classroom behaviours and processes related to associate teaching. It is not an examination of the merits and de-merits of individual associates.

The Need for Re-appraisal

Teacher education in New Zealand is entering a period of critical re-appraisal, stimulated in part by the Educational Development Conference. Increasingly, pressure is being placed on educational authorities to monitor educational processes which were once accepted as matters of faith. Note for example, Recommendation 8.8 of the Working Party on Improving Learning and Teaching: "that teachers' colleges be provided with sufficient resources for research to enable them to evaluate their programmes effectively and explore new learning and teaching approaches." (Educational Development Conference, 1974 a, p.104). The Advisory Council on Educational Planning recommends that: "an extensive review of pre-service preparation of teachers including .... the extent of practical experience within the courses undertaken." (Educational Development Conference, 1974 b, p.64). Current teacher training practices were frequently criticised in the regional seminars of the Educational Development Conference. Submissions called for more practical experience in pre-service training, though there appeared to be more concern about the quantity of practical training than quality. The A.C.E.P. report also noted that "during all phases of the Educational Development Conference, we are particularly conscious of the frequent lack of hard facts upon which professional policy could be based." (Educational Development Conference, 1974 b, p.78).

Broad Aims

It was therefore considered appropriate to assemble the findings of earlier research on associate teaching and to conduct a baseline study of associate teaching in the contributing area of one teachers' college in New Zealand. The study is a descriptive one, the task being to analyse and summarise a body of information about associate teachers in a particular setting and to suggest some general notions about the process, associate teaching.

Generating theory from survey and participant observation data has been advocated by Glaser and Strauss (1968). Their arguments favour research in which the hypotheses and concepts are drawn from the data and are systematically worked out during the course of the research. They support a bias towards theory generation rather than verification of existing theory. Not to say that verification is unimportant; rather that it has been over-stressed in social science research. According to Glaser and Strauss the "rule for generation of theory is not to have any pre-set or valued hypotheses but to maintain a sensitivity to all possible theoretical relevances." (1968, p.194). They recommend a clear statement of purpose and objectives rather than predetermining the course of the study by a restricted set of hypotheses.

Glaser and Strauss have more recently received strong support from Rapoport and Horvath (1968) and Lutz and Ramsay (1974). The latter claim that "we tend to test hypotheses rather than develop them," and "the time is long overdue for another approach in education." They quote anthropologists, e.g. Levi-Strauss, Malinowski and Turnbull, to support their claims. (Lutz and Ramsay, 1974, p.6-7).

Summary

The rationale for this research on associate teaching is built on expressions of concern from various educational groups about teacher training. A psycho-sociological orientation has been prescribed. In broadest terms, the investigation depends on information from two sources:
(1) a summary of research on associate teaching and
(2) a descriptive case study of associate teaching.
An attempt will be made to articulate practical theory on associate teaching and to make recommendations on ways and means of countering deficiencies in associate teaching identified in the investigation. In the following chapter the process of associate teaching will be examined in greater detail.

Research Design

The design of this research is a descriptive one; the product, a baseline report of associate teaching in New Zealand. It binds together a review of research on small group relationships, studies of associate teaching and a local investigation of the associate teaching process, the latter being a case study, not necessarily representative of associate teaching in all parts of the country. The reviews and the local investigation are essential parts of the baseline study.

Pilot Study

A pilot investigation of classroom concerns of graduates from Christchurch Teachers College provided guidelines for this investigation (Renner, 1970). It uncovered some teachers' concerns about associate teaching, suggested questions for further investigation and confirmed a suggestion that a tight experimental design projected into this sensitive area of teacher education could harm relationships between the college and associate schools. Teachers in the pilot study claimed that they were inadequately prepared for associate teaching; knew little about their influence on trainees and requested more information about associate teaching. The pilot study provided opportunity for pre-testing of questionnaire items and introduced the writer to some methodological difficulties. Reference to the latter will be made later.

Objectives

From the beginning it was recognised that objectives were necessary to give cohesiveness and a sense of purpose to the research. For reasons already outlined, a hypotheses-testing design was considered inappropriate. Hence, a decision was made to build the investigation around four objectives:

(1) A summary of the literature on associate teaching with special emphasis on research reports will be prepared.

(2) A description of associate teaching will be prepared using responses of sixty associate teachers and their trainees to questions on:
 - priorities for practical training
 - difficulties of associate teaching
 - satisfactions and interests of associate teaching
 - recent professional training of associate teachers
 - perceived gains made by trainees
 - requests for assistance by associate teachers

(3) A description of matching and mis-matching in associate-trainee dyads will be prepared using questionnaire responses of trainees (and their diary records) and questionnaire responses of associate teachers.

(4) General statements about the associate teaching process will be prepared using analyses of data from associate teachers, trainees and from observations of associate teaching.

To meet these objectives, data were gathered from research reports and other educational literature, associates, trainees, the teachers college practical training department and from the writer's own observations. Refer to Figure 2 <u>Sources of Data</u>, and Figure 3 <u>Description of Variables for details</u>.

Limitations

The scope and effectiveness of this investigation were largely determined by the design and management of the research. Inadequacies and limitations in the research have been imposed largely by the following problems:

(1) Understandable restrictions were imposed by the Joint Committee on Research in Schools e.g. the committee, mindful of the importance of positive relationships between associate schools and the college, recommended that the research avoid evaluation of associates or comparison of one associate with another.

(2) The intimate nature of associate teaching brought its own limitations e.g. the delicate relationship between associate and trainee raises the possibility of changing the process by interference from outside.

(3) After considerable thought, it was decided that no attempt would be made to control any variables which might influence teaching practice i.e. since this is a baseline descriptive study, interference should be avoided if at all possible. (see Becker, 1968; Glaser and Strauss, 1968).

(4) Another limitation has been the dependence of the investigation on the subjective responses of persons involved in associate teaching. "Objectivity" could have brought a measure of interference and its own distortions of associate teaching.

(5) The sample itself has its own limitations. It is not a truly random sample of associates, but stratified to include proportional representation by school-type, sex, and length of service.

Figure 2.   Sources of Data

1.   Associate teachers responses
        (i)   questionnaire responses
        (ii) informal discussions
        (iii) associates' assessments of trainees

2.   Observations of associate teaching
        (i)   diary record of trainees
        (ii) informal observations during school visits by the writer

3.   Assessments of associate teachers
        (i)   practical training assessments
        (ii) inspectorial assessments

(4)   Instructions to associate teachers
        (i)   guide sheets issued before teaching practice
        (ii) meetings with associates before teaching practice

(5)   Trainees' responses
        (i)   questionnaire responses
        (ii) informal discussions with trainees
        (iii) diary record as in 2 (i) above

Figure 3.   <u>Variables</u>

Type I   Classroom behaviours

Type II   Perceived problems

Type III   Perceived satisfactions

Type IV   Perceived interests

Type V   Perceived influence on trainees

Type VI   Recent professional training

Type VII   Perceived needs of associate teaching

(6.) Refinements of questionnaire items can always be made. Though a pilot study served as a pre-test for most items, further improvements could now be made.

(7) The investigation, in essence, represents a compromise between the constraints of context and the desire for a tight research design.

The Sample

The population from which the sample of associate teachers was drawn, comprised all associates attached to Palmerston North Teachers College in 1975. A stratified sample of sixty associates from over four hundred was chosen by the head of practical training in the college to ensure

(a) that associates from normal schools, other city schools and country schools were included.

(b) that representation of male and female associates was similar to that of the population.

(c) that in the sample the length of experience of associates ranged from one year to over twenty years.

Third-year teacher trainees assigned to each associate in the sample for six weeks in term two 1975 were included in the investigation, making a total of sixty associate-trainee dyads.

No attempt was made to encourage associates to volunteer for a place in this investigation or to limit selection of associates to those considered to be better-than-average by the College. Nevertheless, co-operation from the sample of associates and their teacher trainees was most impressive. All but one of the associates responded to the questionnaire and 78 percent of the trainees provided diary information on their teaching practice experiences. Eighty-nine percent of the trainees completed two questionnaire forms one before section, one after.

The Instruments

The questionnaires used in this study are found in Appendix III. They comprise a number of open-ended and forced-choice items derived from the objectives and from the pilot study (Renner, 1970). The three questionnaires were trialled on thirty-five trainees and modifications made, before they were administered to the sample of associates and their trainees. Modifications were found necessary to prevent associates and trainees from misinterpreting any items. Questionnaires were mailed to

associates. Trainees completed their questionnaires in the College.

Discussions with some associates and trainees provided additional data and enabled a closer look at matters of concern and interest. Twenty-five associates and thirty-two trainees were interviewed. An interview schedule was not prepared. Notes were made at the end of each interview.

Some direct observation of associate teaching was possible as the writer was engaged in school visiting. Other sources of information were diary records of trainees, college records, and associates' reports.

The design therefore involved a combination of survey, interview and documentary techniques of information gathering. Survey data were coded and processed using the programme Statistical Package for the Social Sciences (Computer Unit, 1974) and the Massey University Burroughs 6700 computer.

Figure 4.   Outline of the Research Method

Preliminary	Data Collection	Data Processing	Final Record
Choice of Topic	Choice of Sources	Coding of information and punching of computer cards.	Review of research
Definition of terms.	(i) Associate Teachers (ii) Trainees (iii) College T.P. department.	Choice of computer programme S.P.S.S.	Analysis: Computer print-out.
Clarification of objectives.	(iv) Personal observation.		Summary of responses.
Preliminary reading.		– Codebook – Cross tabs – Non par	Findings Theoretical models.
Pilot study.			Concluding comments.
Review of research.			
Preparation of a research design.			

Procedures (Figure 4)

The nature of associate teaching brought its own set of procedural problems. The design had to be adapted to conform with local requirements. Initially, the project had been envisaged as an exercise in which inter-group comparisons of associates and evaluation of the performance of associate teachers took a prominent place, altogether a much tighter research design than that of the present study. Further consideration however, showed that such a project could disturb the good relationships between associates and the college. Meanwhile, evidence from earlier peripheral research suggested that a major change of emphasis was warranted, to one more concerned with the nature of the process than with the quality of individual efforts. The entry problem already referred to gave support to this change.

Participant observation seemed to be a sound possibility, entirely consistent with the descriptive orientation of the exercise. Time however, would not permit the use of participant observation techniques by the writer for more than ten associates. Participant observation might also have disturbed the co-operative but delicate relationship between associates and the college.

It was decided to use trainees as an important source of information. As participant observers, trainees would not obtrude; they should have no fears of disturbing the "educational balance" in the classroom. By the nature of their teaching practice assignment, they would be keen observers of associate teaching. An unsolved problem of using trainees to observe associates was one of reliability. Both inter-observer and sequential reliability of observations have not been checked. The trainees paired with the sixty associate teachers in the sample were asked to keep diary records of daily experiences in the classroom with special reference to their interactions with the associate and the part played by the associate in teacher training. Each trainee was also asked to complete a questionnaire after his six weeks of teaching practice (comparable to one completed by associates during the same week) to identify his priorities and achievements while on section and any matching and mis-matching of associates' and trainees' perspectives.

Chapter 3.   The Associate Teacher and Associate Teaching

The purpose of this chapter is twofold; to describe the
responsibilities of and the restrictions imposed on associate teachers
and to examine research on interpersonal relationships for its relevance
to associate teaching.   Questions of selection, training, status,
perspective, psychological force and negotiation are explicated.   Some
concerns about possible mis-matching of the perspectives of associate
teachers and trainees are discussed.

The Nature of the Task

Associate teaching is a process, the actions of a supervising
teacher, intended to improve the teaching of a pre-service trainee.
Typically in New Zealand the process entails (1) following the pre-
scribed requirements of various subject departments of the college,
(2) meeting requirements specified by the Department of Education
(Appendix II) and assisting the trainee when needs arise.

The task of associate teaching is not easy.   An associate may be
required to be adviser, counsellor, director, innovator and experimenter,
model teacher, evaluator and friend - perhaps all in one day (Nash, 1965).
He must interpret, on request, student teaching assignments from the
college.   He will be expected to know at least as much as the trainee
about learning theory, teaching strategies and recent curriculum
developments in eight or nine subject fields.   Inevitably, the plight of
the associate is that he is expected to assume the role of mediator between
theory and practice.   In the classroom he will be asked to interpret and
illustrate complex educational ideas.   Throughout the "section" his
comments, his evaluations, could have a profound influence on a trainee
groping towards mastery of specific teaching skills.

But where does the associate obtain the necessary background?   What
opportunities is he given to match developments in college courses by
continuing his own teacher education?   How does he encourage trainees to
master teaching models when his own high standard of teaching is
idiosyncratic?

Teachers of proven ability do not necessarily know their specific
strengths and weaknesses; many do not understand the technology of
teaching sufficiently to communicate teaching skills to others.   Never-
theless, in New Zealand, associates are not required to take an induction
course, or to give evidence of counselling/tutorial skills.

Status and Responsibilities

As already noted, research findings and educational opinion emphasise the considerable responsibilities of associate teachers. Once trainees are in the schools associates control the quality of the teacher training experience, the time allocated to classroom teaching and balance or bias of subjects taught. Their dominant influence includes lesson planning, methods of classroom management, and evaluation of student teaching at a time when trainees are "nervous and impressionable" (personal communication from a trainee). There is also a possibility that the associate's teaching behaviours will be accepted as a desirable model by the trainee. The pivotal position of the associate in pre-service training, is one of responsibility and one which demands a high level of professionalism.

Presumably, the overriding purpose of associate teaching is to ensure that student teachers gain maximum benefit from classroom experiences. Recently, a committee of secondary teachers and representatives from teachers colleges and universities in New Zealand listed the responsibilities of associates.

"1. know what knowledge, skills and expectations a student-teacher already possesses;

2. suggest practical experiences which will help him to develop new knowledge and skills;

3. be able to argue the value of the experiences they propose, and justify them in terms of the professional objectives of teacher training;

4. arrange for appropriate experiences in schools;

5. observe a student-teacher's work at frequent intervals and discuss it with him after the observation;

6. help him to plan classroom goals, lesson structures, methods, resources, and evaluative procedures;

7. use valid means for evaluating the results of practice;

8. take part in follow-up conferences with a student-teacher in order to explore fully the problems arising out of practice."

(N.Z. Post Primary Teachers Association, 1974, p.57).

The P.P.T.A. committee advocated controlled practice before independent practice, small groups before teaching the whole class. In the primary service these two principles of associate teaching are strongly adhered to by all teachers colleges (Hunkin, 1974 a, p.5).

Associate-Trainee Relationships

Although personal relationships between trainee and associate vary considerably, the associate is bound to remain the dominant member. A guest in the associate's classroom, the trainee feels obliged to comply with established routines and practices even to the point of offering positive support to aspects of organisation and management with which he does not agree. As a co-teacher, the trainee shares some of the administrative and extra-curricular chores e.g. sport and playground supervision. But the very nature of the student teaching assignment places the trainee in a position of obligation, even inferiority. Conscious of his junior status and restricted freedoms, the trainee can do little more than comply with the associate's wishes (Price, 1961), though he may have silent reservations.

For his part, the associate may be excused for feeling apprehensive about having an "intruder" in his classroom. The trainee is more than a visitor. He is a critical observer and evaluator of the associate's behaviour. From time to time he will make notes on what he sees in the classroom, perhaps use an interaction analysis schedule. Doubtless, he will compare this classroom experience with earlier experiences in other school. The college can be a threat to the associate too, particularly when trainees ask for intelligent paraphrasing of college assignments and interpretation of educational theories. (Requirements for each section are detailed by college subject departments frequently to give practical substance to in-college courses).

Sound associate-trainee relationships are built around common goals of teacher training and a common sense of responsibility towards the pupils (Hamilton Teachers College, 1976). The colleges expect teaching practice to take place in an atmosphere of partnership. But educational partnership, a relationship built on trust and mutual respect, is likely to be undermined by differences in status and role. Partnership is also threatened when the trainee realises that he is accountable to the associate for all of his behaviours in the classroom and learns that an evaluation report is forwarded from the school to the college. In short, as evaluator, instructor, experienced teacher and "owner" of the class, the associate is the dominant member of the dyad and is likely to influence the trainee's behaviour markedly.

The Associate Teacher's Perspective

The complex of behaviours, attitudes and underlying value systems of an associate, his perspective, is therefore likely to have a particularly

important influence on associate teaching. The term "perspective" used by Mead (1934) and later by Becker (1961) is a global concept encompassing the associates' actions and statements of belief that go with those actions (Becker et.al., 1961, p.30) In this study it was considered important to focus on perspectives that associates bring to the classroom and to identify some ways in which these perspectives have influenced trainees. An associate's perspective defines the classroom; his interpretation of what it is like and what teaching (including associate teaching) is all about. Thus, any classroom behaviour of a trainee, or classroom conditions engineered by a trainee, may be perceived as unimportant, positive or negative by an associate. A case in point is the question of ambient noise in the classroom.

Given the constraints already noted, there appears to be little opportunity for trainees to follow an independent path i.e. the trainee has little influence over the pattern and nature of teaching practice. To be different is to be deviant in the sense of disrupting the stability of the classroom. (Becker, 1966, p.9). An associate who recognises or suspects deviant behaviour in a trainee will work hard to "cure" the illness. (Becker, 1966, p.9). The claim that teachers have been conditioned to conform to a narrow range of behaviours is not without an element of truth. Associates may also confirm a trainee's worst fears vis. that independence of thought and action has no place in the classroom. An associate's perspective will pre-dispose him towards giving credit to certain acceptable teacher behaviours; behaviours that are perhaps more "authoritarian", "laissez-faire", "liberal", "pupil-orientated", or "subject orientated". It will also influence his assessment of the trainee. Just what is acceptable is a matter for each associate to decide.

It would seem that to receive a good teaching practice report, students need to be "in phase" with the associate's perspective, or at least provide evidence of empathy. But associates vary, and during his training a trainee may be confronted with seven or eight separate sets of classroom demands. Trainees frequently claim that poor performance on section can be explained away in terms of the nature of the associate - his perspective.

Psychological Force

Models of teacher-learner relationships may also apply to associate teaching. Gage (1967), for example, postulates three kinds of "psychological force" by which the teacher may influence the learner; (i) the use of conditioning procedures to bring about learning, (ii) the provision of models of behaviour for initiation by pupils and (iii) the use of cognitive force which encourages the learner to form concepts, principles

and relationships. It was clear to Gage that teachers make varied use
of these "forces" and bring to the classroom their particular set of
priorities with respect to them. As for the teacher so for the associate.
In an earlier less disciplined inquiry, the writer found that associates
in secondary schools revealed a wide variety of attitudes towards their
pre-service trainees and their associate teaching behaviour showed
similar variety (Renner, 1970). Three stereotyped cases will illustrate
this point. The reader will note that Gage's conditioning, modelling
and cognitive forces are manifested in various ways in each of these
vignettes.

(1) "I-know-what-is-best" associates, essentially pragmatic, saw them-
     selves and their classes as the only source of ideas for teacher
     training. Trainees were exhorted to ignore the "ivory tower stuff"
     from the college and to base their teaching on the idiography of
     the classroom. Frequently, these associates were dominative. The
     trainee was expected to conform to a rather narrow set of classroom
     behaviours.

(2) "You-know-what-is-best" associates abdicated responsibility and left
     the trainee to sort out his own school practice programme. Never-
     theless these associates could be highly critical of a trainee who
     adopted a radical style or departed from their (the associates')
     methods.

(3) "Team-teaching" associates welcomed the trainee as a full partner
     in the classroom. The trainee was expected to plan, teach and
     evaluate as a professional colleague. At all times the trainee was
     given opportunities to try out his ideas and to relate college work
     to classroom experiences. The trainee was asked for his criticisms
     of the team's work and in turn was subjected to scrutiny by the team.
     Evaluation of teaching practice was formative and shared.

Not unexpectedly, trainees who have experienced each of these styles
of associate teaching have claimed that their teaching was markedly
influenced by his associate (Renner, 1970) and a series of studies by
Moskowitz (1967) corroborates this claim.

Negotiation

When the associate and his trainee receive their particular
assignments from the college and meet for the first time each brings to
the new situation his own frame of reference, his definition and
interpretation of teaching and teacher training, his expectations and his
fears, his knowledge of strengths and weaknesses. Thus the meeting is a

meeting of two constructions of reality, two perspectives. Inevitably, because of the differing perspectives, adjustments in attitude and behaviour will be required of both associate and trainee. As each endeavours to understand and influence the situation, negotiation will take place between the two members of the dyad. The kind of negotiation is influenced by the status of the associate in the school, his experiences with student teachers, the importance he gives to associate teaching and so on. (Strauss, et.al. 1964; Goffman, 1969). The trainee for his part is conscious of his low status and his limited experience. He tends to be particularly sensitive towards dominative and laissez-faire behaviour of associates. (personal communications from trainees).

Associate and trainee interact from substantially different worlds and the possibility of conflicts becoming exaggerated cannot be denied. The associate may feel for example a conflict of loyalty between his pupils and the trainee. It is not uncommon to hear associates voicing their concerns about the class becoming unsettled during teaching practice (personal communications). They may also feel some anxiety about trainees who have served under other associates, or show the benefits of learning new ideas from the college and are clearly able to communicate more effectively with the class. The point to stress here is that the associate has much more power than the trainee; the power of the classroom in which the trainee is a visitor, the power of the school of which the associate is a part, and the power of a college committed to support the associate's actions in all but extreme circumstances. As negotiation proceeds, the trainee is likely to discover the limits of his behaviour have been set in advance by the associate. For his part, negotiation will ensure that the associate is always the supervisor and the trainee is always the follower. Difficulties do arise because the associate is likely to supervise best within his frame of reference and the trainee, whatever his overt behaviour, will learn best within his. (Goffman 1969). Thus an aspect of management favoured by an associate may be considered unimportant or even dysfunctional by the trainee and the effects of matching and mis-matching of associate and trainee perspectives during teaching practice could be far reaching.

Early work by Heider (1958) suggests that in small groups the attitudes of individuals towards things and events influences inter-personal relationships. That is to say, if both members of a teaching practice dyad approve of corporal punishment their inter-personal

relationships are more likely to be balanced and positive than if they do not. Imbalance will occur when the associate uses corporal punishment and the trainee disapproves of it. Refer to Figure 5. Rosenfeld (1973, p.35) lists some factors which influence the balance of a situation; proximity, common fate, past experiences. Presumably, any numbers of behaviours of associate and trainee can balance or unbalance training relationships.

The Teaching Practice Dyad

Associate and trainee together comprise a small group, a dyad bound by inter-personal relationships and by college "guidelines." Neither associate nor trainee choose membership of the group; neither are at all sure before the commencement of teaching practice whether its members will prove to be compatible. Thus while one might assume limited structural homology amongst the teaching practice dyads, one can also expect marked qualitative disparities. The associate, for example, may or may not allow his established communication links and personal contacts within the school to be modified to accommodate the trainee.

The teaching practice dyad may be described by using categories of group behaviour.

e.g. (1) Autonomy

How autonomous is the dyad? To what extent does it function independently of other groups.

(2) Control

To what extent does the dyad regulate the behaviour of its members?

(3) Flexibility

How flexible (i.e. informal) are the patterns of behaviour in the group?

(4) Hedonic tone

Is group membership accompanied by a general feeling of pleasantness or unpleasantness?
(Hemphill and Westie, 1950)

Though an examination of the sociology of associate-trainee dyads, is not part of this study, the above questions are raised to point out the importance of dyadic relationships to the process and outcomes of associate teaching.

F. Kraupl Taylor (1954) has demonstrated, that three distinct dimensions are psychologically relevant for members of small groups:

Figure 5.   Alignment and Misalignment of perceptions.

corporal
punishment

Balanced state

+   +

Associate   Teacher
teacher   +   trainee

corporal
punishment

Imbalance

+   −

Associate   Teacher
teacher   −   trainee
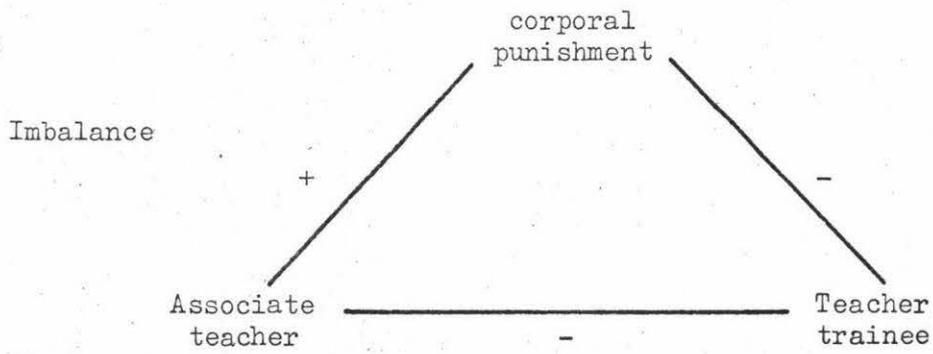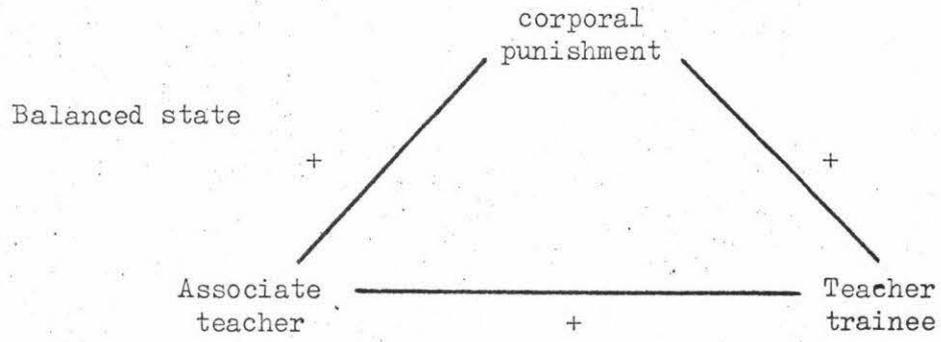
(1) A public dimension in which the functioning of the group as a whole is recognised.

(2) A dyadic dimension, referring to person to person interaction within the group.

(3) An autistic dimension referring to psychological constructs perceived in the other member of the group.

Teaching practice dyads appear to display all three of these dimensions in varying ways and with varying effects. All too frequently, there is no apparent comparability between Taylor's dyadic and autistic dimensions suggesting that the trainee experiences teaching practice at two levels. Generally evidence of each dimension becomes known to college staff only after prolonged discussions with the associate and/or the trainee.

A further complication to associate-trainee relationships is the membership of both the associate and the trainee to other small groups in the school e.g. the trainee may mix almost exclusively with fellow trainees out of classrooms. It is likely too that the associate will be a member of at least one other group in the school (e.g. staff syndicates; staff social, drama, music, library, sports committees) and may not wish the four-week visit of a trainee to disturb that relationship. Thus associate and trainee will experience a measure of role conflict during the posting. Both in fact report marked changes in life-style when teaching practice begins. (Renner, 1970).

In their summary statement on supervision in small groups, Kahn and Katz (1953) report three relevant findings from studies made by the Survey Research Centre probing relationships between quality and quantity of output and supervision. Three major classes of leader behaviour were persistently related to high output in small work units.

(1) Differentiation: High output is associated with a supervisor who emphasises particular skills involved rather than a global undifferentiated view.

(2) Distance: High output is related to the supervisor's ability to supervise from a distance giving the other members of the group some responsibility and some satisfaction for achieving on their own.

(3) Motivation: High output is achieved by generating a commitment to the work and by inducing good relationships between supervisor and the other members of the group.

Though similar findings have been reported from factor analyses of performance data of air force personnel and amongst those with leadership

roles in multi-national corporations (e.g. Halpin, 1954), there appears to be no evidence of equivalent studies in education.

Summary

Associate teaching is a complex process. Expectations of associate performance differ widely within and amongst groups responsible for pre-service teacher training. Differing perspectives of associates and trainees, a lack of professional training of associate teachers, their infrequent contacts with the college; all contribute to the uncertainties of teaching practice. Associates have a powerful influence on teacher trainees. For various reasons and in a variety of ways associates are capable of controlling school experiences. Trainees are persuaded not infrequently to be compliant. Throughout the practical training experience a process of negotiation will determine the final form of the dyadic relationship.

Chapter 4. Related Research on Associate Teaching: A Review

In this chapter applied research on associate teachers and associate teaching is summarised. The purpose of the chapter is to identify the elements of grounded theory that have emerged and to point out some of the difficulties which researchers in this field must face.

Frequently, decisions on associate teaching are made without the backing of objective inquiry. In fact very few research studies of associate teaching have been reported in educational journals. B. Othanel Smith is impressed by the number of scholars prepared to make exorbitant claims about practical training, and proceeds to make his own assertions: "At best, student teaching is a reality from which the trainee learns by trial and error and a minimum of feedback. The situations that arise in his teaching are fleeting in tenure and can be discussed only in retrospect. He cannot work through the situations again to correct his behaviour because classroom work moves rapidly from situation to situation and no situation can be reinstated for the practice of a technique."
(Smith, 1969, p.69).

Many of the studies reported in this chapter could be described as peripheral. They frequently avoid fundamental questions about the nature and effectiveness of associate teaching and focus on associate teachers' assessments of student teaching and student teachers, associate teachers' attitudes, the effectiveness of associate teaching following a training programme, the attitudes of trainees towards associate teachers. Of 140 research reports on teacher education listed in the Second Handbook of Research on Teaching, (Travers, 1973, pp.971-978), nine were concerned with associate teachers and/or associate teaching; vis, interactions between student teachers and associate teachers (5) the effects of associate teachers attitudes on student teachers (3) and the need for special training for associate teachers (1).

The result is that there is no consensus on what constitutes good associate teaching, a state of affairs reminiscent of a hard-hitting statement by Bruce Biddle "Until effects desired of the teacher are decided upon no adequate definition of teacher competence is possible."
(Biddle, 1964, p.4). After many years of research we still cannot say what a good teacher is. For associate teaching, as for classroom teaching, the criterion problem is the ultimate handicap (Biddle, 1964). For

example, what are the qualities in a trainee which should be used to measure the effectiveness of associate teaching? It seems that the enormous problems referred to by Biddle are exacerbated by the interplay of classroom teaching and associate teaching; both of which lack definition. Perhaps this explains why the effectiveness of associate teaching has seldom been studied.

Task Analysis of Associate Teaching

In a task analysis of associate teaching, Nash (1965) underlines the variety of responsibilities of associates e.g.

(1) Be a friend, adviser, and counsellor trainees.

(2) Be an outstanding teacher of his own class.   -

(3) Oversee the trainee's programme in the school (e.g. observation, teaching practice and various out-of-class duties).

(4) Project an image of encouragement and support for innovation and experimentation.

(5) Give practical substance in the classroom to various theoretical components of the college training programme.

(6) Evaluate the performance of the trainee as a practitioner and as a professional colleague.

The analysis is useful for colleges designing training programmes for associate teachers but more detailed local job specifications would seem to be needed.

Associates' Influence on Trainees

A study by Price (1961) confirmed the assumption that associate teachers strongly influence the progress of their trainees. Using the Minnesota Teacher Attitude Inventory (M.T.A.I.) Price showed that considerable changes occurred in trainees' attitudes during teaching practice and that there was a tendency for their attitudes to change in the direction of the attitudes held by their respective associate teachers. He also found that trainees "seem to acquire many of the teaching practices of their supervising teachers" (p.475). He concluded that "only the best teachers should be used in student teaching programmes" (p.475). Price did not indicate how these teachers might best be selected. McAulay (1960) examined the influence of associates on trainees. Though his results were inconclusive, he was able to report that associate teaching influenced subsequent classroom behaviour of trainees more than any in-college courses.

More recently, Gertrude Moskowitz (1967) examined the comparative

influence of associates with and without training in the use of the
Flanders system of interaction analysis. Her research was complementary
to the work of Hough and Amidon (1963) and anticipated the Project on
Student Teaching (Amidon, et.al., 1970). Moskowitz, Amidon and Hough
found that the teaching patterns of associates were influenced by
instruction in anteraction analysis. Training of associates "accounted
for very positive attitudes in their student teachers." (Moskowitz, 1967,
p.278). Their findings suggest that trained teachers become more varied
and experimental in their behaviour. Moskowitz also noted a significant
difference (at the .01 level) in the attitudes of student teachers towards
trained and untrained associates.

Perrodin (1961) used the M.T.A.I. to study attitude changes amongst
trainees in the stage of Georgia, U.S.A. Trainees completed the M.T.A.I.
prior to and following teaching practice. Some were paired with associates
who had successfully completed a special programme for associate teachers;
others had not. He found that trainees tended to make greater increases
on M.T.A.I. scores when placed with associates who had completed the
special programme. Perrodin's research confirms the claim that associate
teachers have a powerful influence over their trainees.

How do trainees interpret this suggestion? Poole (1972) factor
analysed questionnaire responses of 523 trainees in Ontario, Canada,
following teaching practice. The most important of the six factors that
emerged, accounting for 19 percent of the variance, centred on the amount
of support and guidance provided by the school. Another factor, the
quality of personal relationships with the class and the associate, was
closely related to the rated satisfaction of the teaching practice
programme by the trainee. When Poole and Gaudry (1974) replicated the
Canadian study in Australia their findings were similar e.g. trainees who
felt that they had learnt a lot from teaching practice tended to be those
who had been given close supervision and good facilities in the school.

The quality of communication between associate and trainee is also
important. (Cope, 1974). Morris (1974) found that rapport with the
associate correlated with trainees' self rating. In a study of teaching
practice in U.S.A., Edmund and Hemink (1960) concluded that poor
communication between associates and trainees was a major cause for concern.
Only half of the trainees in a survey by Murdoch (1975, p.8) felt that they
had received help and encouragement from associates in all schools to which
they were posted. Yet because the associate works with trainees in a

practical, job-centred programme his influence is likely to be greater than that of college staff (Shumsky, 1968).

Donald Edgar (1972) examined some consequences of teaching practice for the trainee's self image and ego-strength. Where there was a good rapport and "high affect" between a trainee and his associate, the attitudes of the trainee changed significantly towards those held by the associate. His evidence suggests that associates effect considerable changes in trainees' attitudes. Of course, these changes could be related to the trainees' expectations of what gets them better grades. Sorenson looked at this question and found that the answers from students acknowledged the importance of supporting the system.- e.g. "Do as you're told." "Toady up to the supervisor." (Sorenson, 1967). Yee investigated associates' attitudes and confirmed that they believe in their own strong educational influence over teacher trainees and that trainees are likely to adopt their standards and behaviours. (Yee, 1969, p.331). The practical significance of these findings is that the trainees on section are likely to adopt good and bad practices and attitudes of their associates. Shipman found that: "Far from gaining valuable experience, students may be exposed to distressing conditions in schools which are hostile to the principles and methods supported by the college. Instead of reinforcing theory, the experience may make it appear irrelevant." (1967, p.208).

After three years of research into school practice and its functions, involving discussions, interviews and direct observation, Edith Cope found that the associate has a continuing problem of reconciling divergent interests; those of the college, the trainee and the pupils. She claimed however that this conflict is less significant because "the teacher is operating within one physical environment, is simultaneously in relation-ship with pupils and student and has a single role contact.with the latter which operates only in the context of school practice." (Cope, 1969, p.36). The associate's main problem is that of "reconciling the rights and obligations of different members of his role set." (p.36). In a review article on the role approach to teacher competence Rosenŗanz and Biddle (1964) are more cautious. Their thesis is that the role approach to classroom research is in its infancy and the problem of role conflict is more complex than it at first appears.

Perceptions and Assessment of Classroom Teaching

Associate teachers are expected to provide trainees with feedback about their teaching. The assumption is that associates are able to

observe classroom behaviour accurately but research on teachers'
perception and teachers' assessments of teaching practice by associate
teachers suggest that this assumption is not entirely true. Good and
Brophy (1973) for example, found that because classrooms are too busy
and complex, teachers are not aware of much that takes place in them. A
number of studies of teachers' perceptions of classroom behaviour give
strong support to this view. Emmer (1967) reported that teachers could
not describe accurately simple classroom behaviours such as the percentage
of time during which they and their pupils talked. In another study, Peck
compared teachers' self analyses of verbal behaviour with those of trained
observers and concluded that teachers were not able to analyse their own
overall verbal behaviour except in areas of praise and encouragement
(Peck and Tucker, 1973). Coulter (1975) reported that research of Martin
and Keller showed significant differences between teachers' estimates of
their dyadic interaction patterns with children and the estimates of
trained observers. Lantz (1967) found that associates' descriptions of
trainees' behaviour were often vague and seldom gave specific indications
of strengths and weaknesses. He also found that associates' reports on
student teachers lacked consistency and revealed gaps in their observations.

When evaluations of trainees are examined similar inadequacies emerge.
Robertson's research on assessment of teaching practice (1957) noted
discrepancies in ratings amongst associates and between associates and
trainees. A study of student teaching assessment by Poppleton (1968)
showed low correlations of associates' ratings with overall ratings of
teaching practice. She concluded that more consultation should take place
between associates and college supervisors and amongst college staff to
enable those who must make assessments to be aware of their own biases.
Cope (1971) also analysed associates' ratings and produced similar findings.

Associates' Views on Teaching Practice

In 1974 Leeds University Institute of Education surveyed associates'
views on training. Many comments reflected associates' concern for matters
non-pedagogical e.g. trainees' dress while on section and their conduct in
staffrooms. Associates repeatedly criticised the college courses claiming
that "many lecturers are out of touch with the classroom - theory is not
enough." (p.18). Many teachers would prefer teaching practice to be given
greater prominence in the three year pre-service course. Longer periods of
teaching practice were advocated to avoid a "false situation where students
fit everything nicely into projects of a short duration." (p.21.) A closer

working relationship with the teachers' college and longer more frequent
visits by college staff were requested.

Training of Associate Teachers

Some research reports on associate teaching make recommendations
for special training of associates. In a study of internship programmes
in the United States, Shaplin (1962) identified a number of special skills
of associate teaching and found that special training of associate teachers
is needed. Moskowitz (1967), Amidon (1966 and 1970), Price (1961),
McAulay (1960), Perrodin (1961, Poole (1972), and Yee (1969) all make
mention of special training needs of associates. Training is not only
needed in the management and support of teaching practice but for
counselling and the many other tasks of associate teaching. A common
complaint of both trainees and their associates is that personality
differences can make working together intolerable. (Renner, 1970). Such
differences have led to unnecessary anxieties and may even have caused
some trainees to decide not to go into teaching at all. (Moskowitz, 1967).

Some colleges of education, teachers colleges and other institutions
with responsibilities for teacher education have prepared associate teacher
handbooks and conducted preparatory and on-going courses for associate
teacher handbooks and conducted preparatory and on-going courses for
associate teachers (e.g. Clothier and Kingsley, 1973). Associates in the
Santa Monica School District are required to have gained certain post-
graduate credits before they are accepted as "co-operating teachers"
(Professor John McNeill, 1970, personal communication). Associates
attached to Christchurch Teachers College are expected to complete some
post diploma courses during the tenure of their associateships.
(Mr C.J. Wright, 1975, personal communication).

Summary

Research on associate teaching is in its infancy. Very few studies
have been reported and most side-step the difficult criterion problems
and fundamental questions about the nature and effectiveness of associate
teaching. The results reported have suggested that false assumptions have
been made about associate teaching. These might be summarised as false
assumptions relating to:
(a) the tasks of associate teaching – we underestimate the complexity
    of the process.
(b) the dominance of associate teachers – we underestimate the power of
    associates over trainees.

(c) the role conflicts experienced by associate teachers - we seldom consider the divided loyalties of associates and the forced choices that they must make.

(d) the importance of matching the perspectives of associates and trainees - we know little and do little about this problem.

(e) observations of trainees in the classroom by associates and assessments of the performance of trainees by associates - we fail to recognise that associates are seldom accurate and reliable observers and assessors.

(f) special training for associate teaching - we underestimate the training needs of associates and the improvements to associate teaching that may result from training.

Chapter 5. A Descriptive Study of Associate Teaching

On Monday morning, 26 May 1975, Pauline - knocked on the principal's door. [1] She was one of three hundred and fifty trainees beginning the last of eight teaching practice assignments before beginning her teaching career in 1976. Despite earlier teaching practice experience in seven schools, nagging questions and some apprehensions occupied her thoughts. What will my associate teacher be like? What teaching opportunities will I have? What methods will my associate use? Will he dominate, coerce, encourage, ignore, understand; how will he choose to help me? Will he treat me as another student, or as a young teacher? _How will he demonstrate his skills of associate teaching?

Questions like these are not unusual for during the first few days of a teaching practice posting trainees typically search for security and survival. [2] Pauline, a third year trainee, was paired with one of fifty-nine associate teachers. As a participant observer, she provided descriptive information and evaluative comments on the nature of associate teaching. Her comments along with the others in the sample were used to describe the tasks of the associate teacher.

It could be argued that associate teaching is a practice which each associate works out for himself, by himself, sufficiently idiosyncratic to render cumulative study and analyses inappropriate, if not impossible. Already, however, this study of associate teaching suggests that current practices are, at least in part, generalisable:

(i)   the guidelines supplied by the teaching practice department of the college to all associates, are issued to provide a common framework for section experiences (Appendix IV).

(ii) the preliminary survey already discussed (Renner, 1970), educed some general concerns in associate teaching.

(iii) the review of research into associate teaching practices has confirmed some generalisations.

In short, there is some support for a continued search for nomothetic content in associate teaching. The following description of associate teaching in New Zealand schools is not intended to be judgmental. The exercise is the relatively simple one of recording, collecting, collating, and comparing data provided by teachers, trainees and others associated with teaching practice.

1 The following comments and questions have been compiled from interviews with third year students.

2 Generalisation from trainees' section diaries.

Associate-Trainee Interaction

In their teaching practice diaries, trainees described daily interactions with their associates. Three kinds of interactions predominated; those in which the associate sought to direct the progress of the trainee, those in which the associate gave assistance or responded to requests for assistance from the trainee and those in which the associate showed his willingness to share responsibilities and/or to give classroom freedom to the trainee.

Despite the unstructured format of the diary entries, three distinct patterns of directive contact emerged. Figure 6.

(1) Phasing out. The associate is strongly directive for the first few days of section, sets the scene for the trainee and gradually reduces his directive influence.

(2) Erratic. An early dominative phase is followed by seemingly unpatterned changes in directive behaviour.

(3) High-low-high. After an early few days of directive behaviour the associate relaxes his hold on the trainee, only to become directive again at the end of the section.

All diaries showed moderate to strong direction of trainees by associates at the beginning of section. The scene was set, standards of behaviour made clear and the classroom tasks of the trainee begun. Initially, at least, this was not a negotiating situation. The associate was in control, the trainee compliant, and both members of the dyad observed and assessed each other. The trainee was typically searching for indicators of how much freedom he would be allowed, the associate for indications of a responsible, hard-working trainee. If, in the associate's judgement, the trainee was acceptable, freedoms could be introduced and responsibilities shared. Hence, it was after the introductory day or two that negotiation began. Typically, from the diaries this was heralded by favourable responses from the associate e.g. "He seemed to approve of my way of doing things." "He commented favourably."

A content analysis of diaries showed a wide range of associate teaching behaviours, some of which undoubtedly impressed trainees more than others. Figure 7. All of the associates in the sample offered general help and encouragement to their trainees at some time or another but two-thirds of the latter complained that at some time during the section their associate showed inadequate interest in their work e.g. by

Figure 6.   Patterns of Associates' Directive Contacts during a
                   Six Week Section.

                   Collated Responses from Trainees' Section Diaries.*

Strong
Direction

Moderate
Direction

No
Direction

          0   1   2   3   4   5   6   Weeks
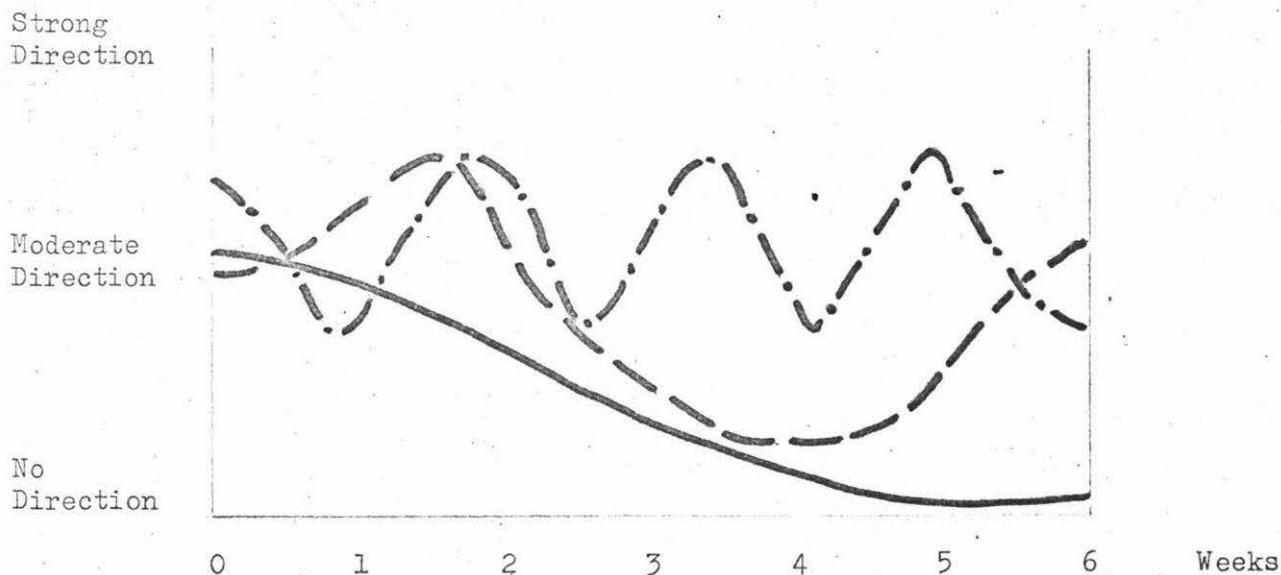
          1.   Phasing out. ─────────────

          2.   Erratic.   ──•──•──•─

          3.   High-low-high. ── ── ──

* Note: this diagram is based on written reports only. It is not a
         quantitative statement.

Figure 7.   A Content Analysis of Diary Comments

Section A : Positive Comments

Associate's Behaviour	Frequency (from 50 diaries)	Sample Comments
1. Associate provided help and encouragement.	49	Gave helpful advice Useful hints Was pleased with my efforts.
2. Associate showed willingness to give freedom to trainee.	31	Let me try my own methods Never interrupts Freedom to experiment Left me on my own
3. Associate provided assistance with planning.	30	Showed me his work plans Gave me time to plan
4. Associate behaved positively i.e. in a friendly fashion.	29	A relaxed person Co-operative Friendly Approachable Took a personal interest in me
5. Associate gave assistance with classroom management.	24	Gave me assistance with class control Has good ideas(control) Explained management of groups
6. Associate made time to discuss classroom experiences.	23	Gave constructive comments on all my lessons Finds time to discuss Gave honest criticisms

Figure 7. continued.

Associates Behaviour	Frequency (from 50 diaries)	Sample Comments
7. Associate demonstrated or provided useful teaching methods.	18	A model teacher Excellent blackboard work Gave me good ideas on how to use Journals Useful questioning sequence
8. Associate provided or demonstrated AV equipment and/or materials.	17	Showed me how to thread a film Shared his teaching material Gave me books/pictures etc.
9. Associate showed a willingness to share responsibility	16	Quickly used me as a teacher Let me teach and did not interrupt Involved me in sport as well as classwork.
10. Associate supervised, checked, set standards.	15	Gave me clear directions Checked my folder Evaluated my work daily I know where I stand
11. Associate accorded trainee teacher status.	13	Never referred to as a student Introduced me to other staff. Let me contribute at team meetings (staff) We work together as a team
12. Associate interacted well with trainee.	8	Listens to me Easy to talk to Willing to discuss individual pupils

Figure 7. continued.

A Content Analysis of Diary Comments

Section B : Negative Comments

Associate's Behaviour	Frequency	Sample Comments
1. Associate not available for discussion, lesson observation or lesson criticism.	33	Didn't observe my teaching Offered no criticism Leaves me on my own
2. Associate projects a negative personality.	25	Built up negative feelings Makes me feel inadequate Hard to talk to I am only a student
3. Associate reluctant to give responsibility/freedom to the trainee.	23	Made me use his methods Won't let me teach Tends to do everything
4. Associate inclined to interfere when trainee is teaching.	21	Interrupts when I am teaching
5. Associate did not prepare for part of the section.	14	Changes made without warning Told me the lesson I had prepared was not needed.
6. Associate did not give clear or adequate instructions.	13	Not clear about control I am not sure what is wanted
7. Associate gave few ideas.	11	Was not able to see his work plans Seemed to be disorganised No new ideas

failing to observe their teaching, by not discussing a lesson given by
a trainee, by appearing to be too busy to be in the classroom. "Didn't
see him all day," "Didn't observe my teaching," "No criticism."
"Repeatedly leaves me on my own." were sample comments.

Trainees responded positively to many behaviours of associates.
Typically they hoped for sufficient freedom to try their own ideas, make
their own decisions and, above all, cope with the pupils in their own way,
on their own terms. Trainees' comments: "It's good to be on my own"
"He let me experiment - try things in my own way" "She never interferes".
Despite these comments, trainees appreciated an element of supervision.
They preferred to know where they stood,what the established practices
were in the school, particularly with respect to control problems.
Frequently they commented appreciatively that the associate was prepared
to give a daily evaluation of the classroom experiences and lesson
planning. Apparently, associates should not be reluctant to check trainee's
folders, establish routines for the trainee in the classroom, check the
progress of the trainee with college assignments and nudge the student
into teaching the class. "He gave clear directions", "I know where I
stand," "She checked my planning to see that I was organised."

Planning is a major preoccupation of trainees and they respond
positively to guidance from the associate. Sixty percent of associates
were noted for giving assistance to trainees in matters of planning. In
some cases trainees teamed with the associate to plan work jointly - and
this was appreciated. Other associates used their own work plans to
provide a model or a guide for planning. One continuing difficulty of
trainees was working with unfamiliar equipment and materials in front
of a class: P.A.T. materials, visual work cards, group activity cards,
and other materials made trainees feel ill-at-ease. Only one third of
the associates provided assistance with this aspect of planning/preparation
for teaching.

Associates clearly have mixed feelings about allowing trainees full
teaching rights with their classes. Yet when they do (32% of associates),
the positive response is unmistakable. "By letting me teach the whole
class, shows he has faith in me." "She quickly used me as a teacher."
"I took my full place as a classroom teacher." To be regarded by associate
and pupils as a teacher rather than a student is an "ultimate experience"
for these third year trainees, though only 25% of associates were seen to
accord them this privilege. They appreciate "being included in all aspects

of school life," "sharing responsibilities with my associate",
"attending syndicate meetings as a full staff member." Unfortunately,
some associates feel that trainees should not be included in some aspects
of classroom life. Associates naturally feel that they want to keep in
touch with their pupils. "If the student gets the bit between his teeth
anything could happen." Some associates carry this concern to the point
of being accused by trainees of being restrictive, even coercive, and of
"making me use her own methods," and "won't let me use my ideas" and
"won't let me teach."

One of the most frequent complaints of trainees (42%) reflects this
concern of associates to keep a tight rein on what happens in the class-
room - the practice of interrupting a trainee while he is teaching a
lesson. This practice very effectively "puts down" a trainee in front of
the class. Diary notes reveal that this is frequently the source of
personality conflicts and negative feelings of one kind or another on the
part of the trainee. Discussions with associates confirm that the
practice is not unusual and that associates treat it with much less
concern than do the trainees. Another dominant concern is that associates
are seen by trainees to take little or no interest in associate teaching
(66%). "He leaves me on my own". "Didn't observe" "No criticism given."

Associates' work loads impose restrictions. Trainees are unaware of,
or unsympathetic about the multitude of duties that teachers must perform
beyond those of associate teaching. Some are deputy principals, others
are in charge of a syndicate of teachers, still others may have
responsibility for music or sport in the school. For a few, the trainee
is one way of reallocating an all-too-heavy work load. An associate may
spend a great deal of time with a trainee during the first days of section
as an investment, the return in hours of work being supplied by the trainee
during the remainder of the section.

Figure 7 is a content analysis of diary comments. It shows, among
other things, that trainees rank the amount of freedom and responsibility
an associate is prepared to give very highly. Trainees are quick to
respond to an indication of confidence on the part of the associate and
to signs of friendship. In the words of one trainee: "If I get on well
with the associate, the rest just happens." High on the list of positive
comments is assistance with planning and management. Associates too,
recognise these aspects of teaching as important. Refer to Figure 7 for
comparative data. Relatively few of the diary comments refer to checking

of teaching practice assignments by associates and some negative diary entries suggest that this is a part of associate teaching that should be given higher priority.

Links with the college courses are barely mentioned in the diaries. Trainees apparently become totally immersed in classroom practicalities and in the absence of appropriate support and guidance they perpetuate the age-old problem of separating theory from practice. Evidence in the diaries and from discussions with associates points to the need for more informed effort both from the college and from associates, if the problem is to be overcome.

Questionnaires and diaries of trainees describe high levels of insecurity and uncertainty while on section, more especially during the first few days of teaching practice. This could account for the pre-occupation of trainees with establishing positive personal relationships with associates. Likewise, trainees are concerned with questions of status and responsibility. Diaries give strongest support to associates who permit a trainee to try his own ideas in his own way in the classroom, and who are willing to extend professional freedoms and personal friendship towards the trainee.

Priorities of Associates

How do associates regard specific aspects of practical training? Given the opportunity to rate six aspects of practical training on a five point scale, associates gave highest weighting to establishing good relationships with children and lowest ranking to developing links with the college course. Length of service as associates and sex of associates had no significant effect on the ratings, though those associates with more experience favoured greater emphasis on planning and on fostering links with the college. The table, Figure 17 shows a remarkable accordance of associate opinion. Further discussion of the data in Figure 17 will be found in the section on Priorities Accorded Particular Aspects of Teaching Practice in Chapter 6.

Demands of Associate Teaching

What are the more demanding aspects of associate teaching? Interviews with associates failed to uncover any dominant concern. On the contrary some associates welcomed the arrival of trainees for the assistance they were able to give in the classroom and for the stimulus they gave to both teacher and pupils. Questionnaire responses of associates showed that the biggest problem was the "poor student."

Associates defined the latter in various ways: one who cannot spell, one who will not prepare a section folder, one who has no enthusiasm for children or teaching, one who is not able to relate well with the teacher, one who does not wish to learn from the associate - considers he has all the ideas. The trainee who comes on section unprepared and is obviously not interested in pupils and teaching, destroys classroom discipline, and undermines routines which the teacher and pupils have established. Some associates complained about trainees who are not prepared to shoulder responsibility - who must be pushed to do anything; others about trainees who completely lack confidence, or verve, and won't try.

None of the associates in the sample claimed that they would seek help from the college if a seriously inadequate trainee was posted to them. Nor was there any reference by associates to dialogue between the college and the associate when an awkward situation presented itself. While in the writer's experience many associates do freely contact the college practical training department to discuss teaching practice problems, the reticence of those in the sample suggests that more clear-cut unembarrassing procedures need to be negotiated.

A summary of associates' responses, Figure 8 shows that, apart from enduring the "poor student", college requirements dominate the list; evaluating trainees, teaching them to plan to college specifications and meeting other college requirements together account for 32.3% of the responses.

In interviews, associates had some reservations about the amount of associate teaching expected of them. Some noted that a run of students on section without a break "tires the teacher and unsettles the class." This is a special problem for associates in Palmerston North i.e. near the teachers' college. Comments were sufficiently strong to warrant a review of the number of weeks in any term in which trainees are posted to associates. "Getting the class into shape again is a major undertaking."

Complaints were heard about the nature of college assignments and the demands they make on trainees, the associate and the class. Some assignments challenge the very nature of the associate's programme; some require special teaching programmes with small groups thereby putting them out of phase with other pupils; some require tests to be used that do not appeal to the associate and so on ...... A common complaint was the need to create programmes for trainees to enable them to fulfil college requirements.

Associates face special demands when trainees have not taken appropriate curriculum courses in the college; courses which match the

Figure 8.   The Most Demanding Aspects of Associate Teaching.

Responses of 59 Associate Teachers.

Value Label.	Absolute Frequency	Relative Frequency (%)
Coping with poor trainees	16	27.0
Not demanding.	9	15.3
Meeting T.C. requirements	7	11.9
Evaluating trainees	6	10.2
Teaching trainees to plan	6	10.2
Tolerating class disruption	6	10.2
Finding time to discuss aspects of teaching practice	5	8.5
Understanding T.C. requirements	2	3.4
Accommodating another person in the classroom	2	3.4
Total	59	100.0

teaching programme operating in the school when the trainee arrives.
This may mean that the associate is forced to run a crash course, on
infant reading for example, to enable the trainee to participate in and
gain from the teaching experience. Another continuing problem, especially
in country schools, is finding time for discussion of the day's work when
a chartered bus collects the trainee at three o'clock each day.

The most demanding associate teaching task for some is supervising
and guiding trainees' planning. The problem is more complex than it at
first appears. Frequently trainees are not familiar with lesson content,
they are not aware of the readiness of pupils, their interests and
various backgrounds, and they do not understand the various levels of
performance amongst pupils well known to the associate. Some trainees in
the sample were not sure that detailed planning was at all necessary.

Associates find that each trainee brings new problems, new strengths,
new interests into the classroom. Very little can be taken for granted.
Approaches that were successful with one trainee are unlikely to succeed
with the next. Being an associate means being keenly observant on the
first few days of a posting and sufficiently adaptable to cope with what
one sees. Notwithstanding, some associates are reluctant to make allowances
for individual differences. They prefer to have trainees comply with their
unchanging standards, their routines, whoever the trainee might be.

Associates face the never-ending demand of interpreting the teachers'
college guidelines and assignments. They must know or at least appear to
know, the educational terms used by the college. They must be able to
identify with the ideas taught at the college and endeavour to relate
specialist work from each college department to the day-to-day activities
of the classroom. To do this without an on-going in-service programme is
an awesome task, one which drew bitter comments from associates. They
repeatedly requested college courses for associates focusing on supervision
skills and on evaluation and assessment of student teaching. Figure 9.

Nearly three quarters of the sample considered that courses on associate
teaching were desirable or very desirable. Figure 9. Comments during
interviews confirmed that associates frequently feel inadequate when
asked to link college programmes to their own. Many claimed that they
would find the work more satisfying and the trainees would gain significantly
if regular courses were available.

Associates were asked to nominate other ways in which they might be
given help. Figure 10 summarises the questionnaire responses of associates.
Though an impressive 29 percent of associates indicated no need for
assistance, an even larger percentage considered that the college could
improve its relations with schools. Associates are not at all impressed

Figure 9.   <u>Requests for Courses on Associate Teaching</u>
                          <u>by Associates</u>

Value Label	Absolute Frequency	Relative Frequency (%)
No Courses Needed	7	11.9
If the College Wishes	1	1.7
A Limited Number	6	10.2
Restricted to Newly Appointed Associates	2	3.4
Desirable	25	42.4
Very Desirable	16	30.5
Total	59	100.0

Figure 10.   Recommendations for Help from Associates

Value Label	Absolute Frequency	Relative Frequency (%)
No Help Needed	17	28.8
Clearer Instructions from the College	8	13.6
More Discussions with College Staff	7	11.9
More Information on Current College Courses	6	10.2
Improved Posting Arrangements	6	10.2
Prior Information on the Strengths and Weaknesses of Trainees	5	8.5
Better Communication with the College	4	6.8
Miscellaneous	6	10.2
Total	59	100.0

by the rushed visits made by college lecturing staff. In less than an hour a visitor must conduct preliminary discussions with the trainee and associate, observe a planned teaching lesson prepare an evaluation, engage the trainee in post-lesson discussions, show both trainee and associate his evaluation of the lesson and make further written comments, if appropriate. Inevitably, one or more events in the above sequence is by-passed, the most frequently neglected being contact with the associate teacher before and after the lesson. Associates complain that they seldom see the college lecturer's evaluation and rarely have an opportunity to discuss it with him.

Another frequently voiced plea for assistance is directed at the guidelines for associates posted to schools before teaching practice begins. (Appendix IV). Associates claim that some instructions are ambiguous and because of the educational jargon, not easy to comprehend. The college does hold pre-section briefings for associates to grapple with ambiguities and misunderstandings. More than once, however, associates claimed that decisions taken at these meetings had not been implemented "There seems to be a brick wall behind it all." College staff for their part are concerned by the failure of some associates to attend briefing sessions and by the reluctance of those who do attend to offer comments, critical or otherwise.

Interesting Aspects of Associate Teaching

When associates were asked to nominate the most interesting aspects of associate teaching, three dominant clusters of responses emerged. (Figure 11). Most frequent were those referring to the pleasure of having another person come into the classroom bringing with him a new slant on teaching; new ideas and perhaps specific skills of music or art, or physical education. Clearly, many associates enjoy sharing their teaching with someone else and benefit from the stimulus a new person can give to the classroom.

Another group of responses emphasised the significance of trainees diffusing new ideas from the college to the classroom. Some associates look forward to "recharging their batteries," with the methods and new ideas developed by the trainees or staff in the college. "It's as good as an in-service course."

A third cluster of responses noted the satisfaction of observing a trainee improving in conficence and in performance during section. "It's good to see one's suggestions turned into practice." Associates gain satisfaction from helping a trainee to plan lessons and watching the result

Figure 11.   The Most Interesting Aspects of Teaching Practice
                    Responses of 59 Associate Teachers

Value Label	Absolute Frequency	Relative Frequency (%)
Working with a New Personality Enthusiasms, Strengths etc.	15	25.4
Learning New Approaches etc. from the College.	13	22.0
Observing Improvements in the Trainee during section.	13	22.0
Helping the Trainee to gain in confidence.	8	13.6
Discussing and Evaluating Classroom Activities.	6	10.2
Working with the Trainee as a Team	3	5.1
Using the Situation to Appraise My Own Teaching.	1	1.7
Total	59	100.0

when the trainee teaches, particularly when the lesson generates pupil enthusiasm. Many associates noted with pleasure that relationships between trainee and pupils improved during section. Frequent mention was made in the questionnaires to the satisfaction of identifying and solving trainees' teaching problems.

As the section progresses the confidence of trainees grows and they begin to develop their strengths and cure or cover their weaknesses. This accelerated maturing of an individual within the four walls of a classroom is a spectacular achievement, the wonder of which was noted by a number of associates. Likewise, was the eagerness of many trainees to work with children. "Their enthusiasm is refreshing." "They enjoy mixing with pupils."

Broadly, associates' responses to the question of interest could be divided into two groups.

(1) The interest of helping, guiding, giving advice, checking progress of trainees i.e. the interest gained from contributing to the trainee's growth.

and

(2) The stimulus of receiving ideas about teaching and teaching materials from the student; perhaps the injection of interest from an enthusiastic or specially talented trainee.

To imply that these represent two distinctive groups of associates each with subordinate behaviour patterns would be at best an over-simplification. Additional accompanying responses of associates however, do suggest two decidedly different frames of reference towards associate teaching.

Associates' Opinion of Their Contribution

Additional information on associate teaching was collected by asking associates informally and through the questionnaire to nominate how they effected most progress, generally speaking, in student teachers. (Figure 12). Responses to this question also indicated differing frames of reference among associates. One sixth of the associates, for example, considered that their main contribution was the development of the trainee's self concept. Other aspects of training were given subordinate ranking. Three groups nominated assistance with specific teaching problems, management, planning and teaching methods as most effective in improving the trainee. Another group gave priority to fostering understandings of pupil needs in the trainee. "I try to help the student to understand pupils as individuals and to cater for individual differences in the

Figure 12.   Ways in which Associate Teaching Effected
most Progress in Trainees

Responses of 59 Associate Teachers

Value Label	Absolute Frequency	Relative Frequency (%)
Progress in Classroom Management/Control	11	18.6
Developing confidence in the Trainee	10	16.9
Helping Trainee to Understand Pupil Needs/Relationships	9	15.3
Demonstrating/Discussing New Teaching Methods	8	13.6
Showing/Advising Trainee in Lesson/Unit Planning	7	11.9
Giving Trainee Freedom to Teach	4	6.8
Uncertain (Difficult to Generalise)	7	11.9
No response	3	5.1
Total	59	100.0

classroom." "Trainees need to be aware of pupils' strengths and weakness, their abilities and their limitations."

Without wishing to oversimplify this analysis of associates' responses, the three frames of reference could be described as:

(1) Trainee centred   (14 associates)
(2) Technique centred   (26 associates)
(3) Pupil centred   (8 associates)

Though in practice many associates may use all three orientations, the interviews and the questionnaires suggest three distinctive styles of associate teaching built around these three frames of reference, a matter which merits further research.   -

Following their teaching practice section fifty-three trainees in the sample described how their associate helped them most while on section. Twenty-nine (54.9%) give a response which matched that of their associates, a high proportion considering the openendedness of the question. This time, two main groups of associates were identified.

(1) Trainee centred   (20 associates)
(2) Technique centred   (23 associates)

Two associates were described as trainee centred, technique centred and pupil centred; eight as a combination of trainee and technique centred.

The most common trainee-centred approaches of associates were (i) giving freedom to the trainee to plan, teach and evaluate pupil progress in his/her own way (13 associates) and (ii) by using a variety of methods to engender classroom confidence in the trainee (13 associates). Technique-centred approaches included emphasis on planning (11 associates), classroom management and discipline (11 associates) and teaching methods (8 associates). [1]

Recent Professional Training

The associates in the sample were asked to list any in-service, teachers' college, diploma in teaching and university courses that they had attended in the last three years. Figure 13. Although each associate experienced one course or more in the three years, enormous differences in professional training were revealed when the information was tabulated under the four categories. Figure 13 clearly shows the nature of the disparities and the high priority given by associates to university papers despite the length of the latter (one academic year for each course) and

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[1] Note: disparities in totals are accounted for by some trainees describing their associate in more than one sub-category.

Figure 13.   Recent Professional Training

Responses of 59 Associate Teachers

	Number of Courses/Papers in the last three years

	0	1	2	3	4	5	6	7	8	9	10 or more
Massey University No. of Associates	4	4	9	13	12	8	7	2	0	0	0
Dept.In-Service Courses No. of Associates.	40	2	5	3	6	0	0	1	1	1	0
Teachers College Courses/Sessions No. of Associates	35	16	6	1	1	0	0	0	0	0	0
Dip.Teaching No. of Associates	51	6	1	1	0	0	0	0	0	0	0
Total Courses/Papers No. of Associates.	0	3	3	13	7	10	7	2	6	1	7

demands of time, money and effort. By contrast most departmental in-service courses lasted five days or less; college courses, one day or less. An examination of the percentages of associates who did not participate in each course category and the total number of courses taken in each category by associates serves to emphasise the pattern displayed in Figure 13. Refer to Figure 14.

Significantly, very few of the courses offered to associates in the three year period covered aspects of associate teaching. Professional education courses were typical of the university and diploma in teaching programmes taken by teachers. In-service courses run by the department were frequently more specific, more classroom-centred and designed to meet immediate needs of teachers. College courses included some brief sessions on associate teaching.

Despite all of the offerings of the Department of Education, the Teachers' College and the University, associates spoke out in favour of greater emphasis on associate teaching courses. Figure 9 confirms that 88% of associates requested additional coursework. The remaining 12% argued that they could only learn associate teaching by practising it in the classroom, that they did not have sufficient time, or that they were too old to learn.

Figure 14.   Professional Training: percentage of Associates who
             did not participate and Total Number of Courses taken
             in each Category.

Responses of 59 Associate Teachers

	Percentage of non-participants	Total Number of Courses taken by the remaining Associates
Massey University	7	205
Dept. In-Service	68	69
T.C. Courses	59	35
Dip.Teaching	86	11
Total Courses/Papers		320

Chapter 6. Compatibility of Associate and Trainee

Reviews of research earlier in this study highlight the importance
of maintaining positive relationships between associate and trainee.
(e.g. Chapter 3). Becker's claim that differences in status, role and
perspective can restrict communication and substantially limit student
progress, emphasises the value of ensuring maximum compatibility between
associate and trainee. In this section of the report, attention is
directed towards the level of compatibility, the nature and extent of
matching and mis-matching, in the teaching practice dyad.

Placement of trainees with associates is a responsibility of the
practical training staff of the college. Postings are confirmed only
after questions of compatability between associate and trainee have been
considered. But the task is not easy. Classroom observations and a study
of written submissions of associates and trainees confirm that not only do
they exhibit distinctive perspectives and identify with their respective
institutions but they also display considerable individuality. It is not
surprising therefore, to note that some negative relationships between
associate and trainee and some negative shifts in relationships during
the period of the teaching practice were revealed in this investigation.

The main indicators of matching and mis-matching were abstracted from
completed questionnaires and trainees' teaching practice diaries.
Information from each teaching practice dyad was collated and examined
independently. Three broad comparisons were made:

(1) Pre-section questionnaire responses of trainees about their plans
    and hopes for progress during section were compared with post-section
    questionnaire responses by trainees on actual progress made during
    the section.

(2) Post-section reports by associates on progress made by trainees
    during section were compared with post-section reports by trainees
    on progress made during section.

(3) Post-section questionnaire responses on the length of teaching
    practice, teaching practice priorities and assessment of trainees
    by associates and trainees were compared.

Pre-section Hopes and Section Achievements

Before the commencement of section, trainees were asked to identify
particular progress they hoped to make during their six weeks of teaching
practice. Already, the trainees had experienced seven teaching practice

sections and preliminary questioning showed that generally they had formed strong impressions of their needs and hopes for this, the final section of their three year training. On their return to college, trainees reported ways in which they had progressed while they were on section. Tabulations of pre-section and post-section offerings from each trainee were made and the numbers of comparable (similar) responses before and after each section were recorded. Figure 15.

Pre-section and post-section reports of nine trainees overlapped considerably i.e. their aspirations were matched by their achievements. A further nineteen trainees' pre-section and post-section reports showed very little or no overlap. Frequently, trainees in this latter group commented on gains made in areas which had previously not concerned them or interested them. Some suffered from what was conveniently called a "personality clash" and they used this to explain lack of progress during the section. The largest group, twenty-four trainees, showed some pre-section/post-section comparability - i.e. two or three overlapping statements of progress.

A closer inspection of the diaries compiled by trainees showed that those with limited comparability in their responses were assigned to associates who in the assessment of the trainee were:

(a) strongly directive and/or over-critical

(b) showed little interest in and/or offered excessive freedom to the trainee

(c) inconsistent and/or interfered needlessly with the trainee's planning and teaching

(d) embarrassed the trainee e.g. discussed lesson plans in front of the class

(e) were difficult to get to know/unapproachable

(f) provided a poor teaching model for the trainee to follow

- one or more of the above

It should be noted that two of the trainees with a high level of comparability also complained about one or more of the above behaviours in their associate. The remaining seven trainees with high pre-post section comparability recorded very few negative comments in their diaries.

Progress During Section: Reports of Associates and Trainees

Associates and their trainees were asked independently to make a statement of the progress the trainee had made during the teaching practice section. This exercise was an opportunity for both members of the dyad to

describe their perception of the trainee's achievements. Presumably, matched descriptions should indicate a common apperception and appreciation of the trainee's behaviour; a common awareness of changes made in the trainee's behaviour; and satisfactory communication of observations of the trainee's teaching within the dyad.

Sixteen associate-trainee dyads showed no comparability at all i.e. in the reports written on trainees' progress during section. Thirteen showed a high level of comparability; twenty-one some comparability. Associates frequently made claims about the achievements of their trainees which the trainees themselves failed to corroborate. Section diaries and comments in the questionnaires indicated that mis-matching of responses was associated with personal and/or communication difficulties between associate and trainee. The sixteen dyads showed no comparability at all featured associates who were:

(a) not able to observe lessons taught by the trainee (or chose not to)

(b) not good communicators e.g. had few suggestions to offer, made no comments on trainees' teaching lessons

(c) not inclined to allow the trainee to teach in his own way e.g. expected the trainee to implement the associate's planning and subject matter, tended to do everything for the trainee except teach, imposed his ideas on the trainee

(d) inclined to interrupt lessons taught by the trainee

(e) not able to co-operate with the trainee (trainee complained of a "personality clash")

- one or more of the above

Eight trainees showed high comparability on both the pre-post section rating and the associate-trainee rating.

Their associates:

(a) were regarded as very good at planning and using interesting methods

(b) were able to maintain good control in the classroom

(c) were relaxed and communicative with the trainee

(d) welcomed and encouraged participation by the trainee in syndicate meetings, classroom teaching and out-of-class activities e.g. sports

(e) accepted the trainee as a teacher rather than as a student

- all of the above

Only two of these trainees recorded negative comments about the associates' teaching.

Figure 15.   A Comparison of Pre-Section Hopes and Section
Achievements

Reports from 52 Trainees

	Number of Trainees	Relative Frequency (%)
Comparable Responses	9	17.3
Limited Comparability	19	36.5
No Comparability in Responses	24	46.2
Total	52	100.0

Time Given to Teaching Practice

Studies of teaching practice repeatedly show that trainees and teachers alike give it their strong support and consistently call for its continuance and expansion (Chapter 4.). Responses of associates and trainees in this investigation were no exception and at face value they suggest a high degree of matching within each dyad (Figure 16.). Eighty-three and seventy-eight percent respectively supported an extension of time allocated to teaching practice. But in spite of these high percentages twenty-five percent of the dyads showed mis-matching responses.

Priorities Accorded Particular Aspects of Teaching Practice by Associates and Trainees

It would seem at first glance that associates and trainees have similar opinions as to the priorities of six selected aspects of teaching practice. Figure 17. Distributions and means of ratings are comparable for each aspect. Differences in mean ratings range from .51 to as low as .02. Reference to correlation statistics however, shows that there is considerable mis-matching of ratings within the dyads. None of the correlations rises above 0.13 and two of the six are marginally negative. While it would perhaps be niggardly and unrealistic to expect paired associates and trainees to show identical ratings, the very low correlations in Figure 17 indicate sufficiently strong mis-matching to suggest widely different perspectives between trainee and associate in many dyads.

Other descriptive observations from Figure 17 are:

(a) the marked difference in distribution between ratings of associates and trainees when responding to the question of relating college work to the classroom.

(b) the greater emphasis on planning expressed by associates.

(c) the greater emphasis on developing personal strengths by trainees

(d) the remarkable similarity in distribution and mean rating for three of the aspects, control, methods and pupil needs.

Ratings of Trainees' Teaching Practice

Trainees and associates were asked to rate the performance of the trainee after the completion of the teaching practice section. Trainees were also asked to estimate the rating they had earned from the associate at the end of the section and, before the commencement of section, to predict their own teaching practice rating. Figure 18 shows consistently moderate correlations in all comparisons except the impressively low correlation between the post section ratings of trainees and their associates. The

Figure 17.   Priorities Accorded Particular Aspects
of Teaching Practice

	Low				High		Difference in Means
Classroom Control	1	2	3	4	5	Mean	
Associates (Nos.)	1	4	9	28	17	3.95	.05
Trainees (Nos.)	0	1	11	29	13	4.00	
Correlation(Spearman)		0.12					
Planning	1	2	3	4	5	Mean	
Associates (Nos.)	0	0	11	23	25	4÷24	.41
Trainees (Nos.)	0	1	18	24	11	3.83	
Correlation(Spearman)		−0.09					
Methods of Teaching (Strategies)							
Associates (Nos.)	1	3	11	27	17	3.95	
Trainees (Nos.)	0	4	11	24	15	3.93	.02
Correlation(Spearman)		−0.08					
Developing Links with the College Work							
Associates (Nos.)	4	20	26	9	0	2.68	
Trainees (Nos.)	1	11	20	21	1	3.19	.51
Correlation(Spearman)		0.13					
Relating Trainees to Pupils' Needs							
Associates (Nos.)	0	0	6	23	30	4.41	
Trainees (Nos.)	0	0	5	25	23	4.34	.07
Correlation(Spearman)		0.01					
Developing Personal Strengths in Trainees							
Associates (Nos.)	5	13	24	10	7	3.02	
Trainees (Nos.)	0	7	25	19	3	3.33	.31
Correlation(Spearman)		.003					

Figure 18.   Ratings of Trainees' Teaching Practice

	LOW				HIGH	
	1	2	3	4	5	MEAN
By Trainees						
(a) Pre-Section	4	22	32	1	0	2.5
(b) Post-Section	2	30	19	3	0	2.4
(c) Estimated rating given by Associate (Post-Section)	4	32	14	3	0	2.3
(d) By Associates	10	19	21	8	0	2.5

Spearman Correlation Coeficients

(a) with (b)   .40

(b) with (c)   .40

(b) with (d)   .21

(c) with (d)   .42

differences in ratings in this later comparison together with diary comments of the trainees confirms that inadequate communication about teaching practice performance takes place between associate and trainee. Indeed during informal discussions, associates have expressed strong doubts about the reliability of their evaluations of trainees' performance.

Summary

Figure 19 is a summary of traits and behaviours associated with matched and mis-matched dyads. The investigation shows that though the practical training department of the college endeavours to ensure compatability between associate and the trainee, pronounced differences in priorities and expectations are not uncommon. Mis-matching of associate and trainee responses was (by inspection of trainees' diaries) associated with negative dyadic relationships. Matching responses were commonly associated with positive dyadic relationships.

Figure 19.   Matching and Mis-matching of Associate and Trainee
                      - a Summary Diagram

A   In Matching Associate-Trainee Dyads Associates were:
    *   Model Teachers e.g. good planners, used interesting teaching
        methods, maintained good class control.
    *   Able to Practice Effective Human Relationships e.g. cultivated
        relaxed relationships with the trainee, established good rapport/
        communication with the trainee, shared responsibility with the
        trainee.
    *   Able to Give Useful Feedback e.g. offered useful criticisms, were
        prepared to discuss classroom concerns and events.
    *   Able to Show Respect for the Trainee: e.g. accepted the trainee as
        a teacher.

B   In Mis-Matching Associate-Trainee Dyads, Associates:
    *   strongly Directive and Not Inclined to Give Freedom to the Trainee.
        Over-critical.
    *   Embarrassed the Trainee in Front of the Class, e.g. interrupted a
        trainee's lesson.
    *   Showed Little Interest in the Trainee, e.g. did not observe lessons
        taught by the trainees offered only minimal assistance.
    *   Did not get to Know the Trainee, did not communicate effectively,
        made few suggestions, offered few comments.
    *   Did not show themselves as good teachers on whom trainees could
        model their teaching.
    *   Did not co-operate well with the trainee, e.g. personality clashes
        developed.

Chapter 7. Associate Teaching : Some Tentative Generalisations
and Models.

One of the aims of this investigation has been to formulate some general statements about associate teaching. The approach has been to maintain, so far as is possible, an open mind towards incoming data, and to allow hypotheses and concepts to take shape during the various stages of gathering and processing the information. Hypotheses developed in this way are hardly more than tentative and warrant further research and verification before taking their place in a general theory of associate teaching. But verification is not part of this investigation. The following pages record only formative theory; focal questions for further systematic research.

Earlier research confirms that the associate teacher significantly influences the nature of student teaching experiences; that teaching behaviours of trainees follow, to an extent, the behaviours and biases of associate teachers learned during teaching practice (Refer to Chapter 4). Surprisingly, we know very little about associate teacher behaviour and in educational research we have done little to identify factors that play a significant part in determining the nature of the outcomes of teaching practice. In short: "What is desperately needed are studies which have as their aims, a detailed description of what goes on between neophyte and supervisor" (Sarason et.al., quoted in Yee, 1968, p.97).

The remainder of this chapter, in two sections is in part an attempt to meet this need. In the first section five categories of statements on associate teaching are presented:

1. Associate teaching perspectives.

2. Dyadic relationships and associate teaching.

3. Skills of associate teaching.

4. Evaluation in associate teaching.

5. School/college relationships and associate teaching.

Each generalisation in this section is supported by an example or a reference and the various sources of evidence are specified.

Section II is a presentation of three descriptive models of associate teaching:

1. A task/responsibility model

2. A sequence model

3. An orientation model.

Section I   General Statements on Associate Teaching

1. Associate Teaching Perspectives
    a. Perspectives of associate teachers vary widely from skills/task-
        dominated associate teaching to pupil-centred associate teaching
        and trainee-centred associate teaching. Refer to Chapter 5.
        Evidence: Questionnaire responses of associates confirmed by
        section diaries of trainees.
    b. When associates' perspectives differ markedly from those of the
        trainee, associate teaching may be an unproductive exercise,
        e.g. 91% of the trainees who claimed that they had learnt little
        or nothing from the teaching practice section displayed a
        markedly different expectation of teaching than that of their
        associate.
        Evidence: Questionnaire responses of associates tabulated with
        questionnaire and section diary responses of trainees.
    c. Female trainees found associate teachers less likely to share
        classroom responsibilities than did male trainees.
        Evidence: Questionnaire responses of trainees - cross-tabulation.
    d. More experienced associates tend to emphasise planning, offer a
        wider range of classroom experiences and provide more opportunities
        to teach than the less experienced.
        Evidence: Questionnaire responses of trainees and associates -
        cross-tabulation.

2. Dyadic Relationships and Associate Teaching
    a. The associate teacher holds a dominant position in the classroom
        and may, if he so wishes, command considerable influence over the
        classroom behaviour of the trainee, e.g. this point is substantiated
        by all trainees who submitted section diaries.
        Evidence: Collation of entries in trainees' section diaries,
        interviews with trainees and associates, questionnaire responses
        of trainees. Phrases like "I practised what he preached," "I
        copied his manner and style of teaching," "I found myself using
        similar techniques to my associates" were not uncommon in section
        diaries.
    b. Interpersonal relationships during teaching practice are regarded
        as very important by trainees and less so by associates, e.g. all
        trainees in the subsample referred to interpersonal relationships

in strong terms in their diaries; much less so by associates in their written responses and interviews.

Evidence: Trainees' section diaries, trainees' and associates' questionnaires, interviews with trainees and associates.

c. The associate teacher invariably begins a teaching practice section as the dominant member of the dyad. By contrast the trainee begins with inferior status and some concern for survival in a new classroom environment. For some trainees, teaching practice is more a search for security than an opportunity for professional development. Refer to Chapter 5.

Evidence: Trainees' section diaries and interviews with trainees and associates.

d. Associate teachers who give freedom of behaviour to the trainee are generally those who develop the best dyadic relationships, e.g. Refer to Figure 7.

Evidence: Trainees' section diaries and interviews with trainees and associates.

e. Interpersonal conflicts are associated with directive, restrictive and coercive behaviour by the associate, e.g. Refer to Figure 7.

Evidence: Interviews with trainees following up entries in section diaries.

f. A negative shift in a trainee's attitude towards his associate is most likely when directive associate teaching is used. Refer to Chapter 6.

Evidence: Tabulation of entries in trainees' section diaries. Examination of responses of associate and trainee in each teaching practice dyad.

3. Skills of Associate Teaching

a. Associate teachers who communicate effectively with trainees are generally those noted for their ability to establish positive dyadic relationships. Refer to Figure 7.

Evidence: Trainees' section diaries and confirmed by interviews with trainees.

b. Confidence-building behaviour is frequently offered by associates and is often an expressed need of the trainees, e.g. written reference to the importance of encouraging trainees in one way or another was made by 96.6% of the associates.

Evidence: Questionnaire responses of associates and section diaries of trainees. Confirmed by interviews with trainees.

c. Associates identified by trainees as providing adequate
    opportunities to teach tended also to put a higher priority
    on assisting trainees with lesson and unit planning.
    Evidence: Cross-tabulation of associates' and trainees'
    responses. Figure 20.

d. Trainees find that the most productive behaviours of associates
    are those affording freedom to plan, teach and evaluate the
    class in their own way, e.g. Refer to Figure 7.
    Evidence: Questionnaire responses of trainees. Trainees'
    section diaries and confirmed by interviews with trainees.

e. Currently the least effective behaviours of-associates are those
    in which the associate relates educational theory to classroom
    practice, e.g. Refer to Chapter 5. Only 3.7% of trainees found
    their associates helpful in this respect.
    Evidence: Questionnaire responses of trainees and associates,
    section diaries of trainees, interviews with associate teachers.

f. Associate teachers have had no systematic and/or specific
    training for the tasks they are expected to perform, e.g.
    questionnaire responses of associates confirmed that the
    maximum training offered associate teachers over the last three
    years was part of a day in the college.
    Evidence: Questionnaire responses of associate teachers,
    confirmed by discussions with practical training department staff
    in the college and by interviews with associates.

4. Evaluation in Associate Teaching

a. Associate teachers are unwilling to assess the performance of
    trainees. The latter would prefer to have more frequent and
    more specific assessments of their own teaching by associates,
    e.g. Only 24% of trainees confirmed that post-lesson assessments
    had been provided by their associate.
    Evidence: Tabulated responses from trainees' section diaries
    and interviews with trainees.

b. Suggestions and criticisms of an associate are most effective
    when given immediately after a trainee's teaching lesson. Note:
    nearly half of the trainees in the subsample were concerned that
    associates did not give adequate criticisms after a teaching
    lesson.
    Evidence: Trainees' section diaries and interviews with
    trainees.

Figure 20.   Planning Priorities of Associates

	Low	Medium	High	Total Associates
Opportunities to Teach				
Little	2	5	2	9
Some	0	11	7	18
Adequate	7	6	14	27
Total Associates	9	22	23	54

c. Associate teaching tends to confirm or lower trainees' self-
    ratings made before section, e.g. 65% of trainees gave themselves
    the same rating after section as before and 22% decreased their
    own rating.

    Evidence: Interviews with trainees. Cross-tabulation of trainees'
    pre-section and post-section self-ratings.

d. Post-section ratings of the trainee by associate and trainee
    frequently do not conform, 38.8% of ratings were identical. In
    32% of the dyads the trainee gave a lower rating than the associate
    and in another 30.2% of the dyads the trainee gave a higher rating
    than the associate.

    Evidence: Comparison of questionnaire responses of associate and
    trainee in each teaching practice dyad.

e. A significant number of trainees do not know the rating given to
    their teaching practice performance by their associate e.g.

                                                    % of trainees

    Accurate assessment of associate's rating
    by trainee.   51.9
    Lower in estimate than the associate teacher.   28.8
    Higher in estimate than the associate teacher.   19.3
    Total: 100 0

    Evidence: Cross-tabulation of associates' ratings and perceived
    associate teacher rating from the trainee.

5. School/College Relationships and Associate Teaching

a. Associate teachers are not satisfied with relationships between
    associate schools and the college e.g. 71.2% of associates
    recommended an improvement in school/college contacts.
    Evidence: Associate teachers' questionnaires and·interviews with
    associates and trainees.

b. Trainees would prefer to work with associate teachers who better
    understand the various pre-service courses run by the college.
    e.g. 68.9% of trainees claimed that associates should be well
    informed about college courses but only 3.7% of trainees claimed
    that associates had effectively related specific aspects of the
    college programme to teaching practice.
    Evidence: Trainees questionnaires and interviews with trainees.
    Further support from associates' questionnaires and interviews
    with associates.

c. Associate teachers would prefer to see more emphasis given to
    teaching practice in pre-service training. e.g. 78% of associates
    considered that a greater proportion of the college course should
    be spent on teaching practice.
    Evidence: Questionnaire responses of associate teachers and
    follow-up interviews.

Section II   Descriptive Models of Associate Teaching

1. A Task/Responsibility Model of Associate Teaching

What are the more influential responsibilities of associate teachers? The descriptive information in Chapter 5 and the raw information in section diaries, questionnaires and interview notes was content analysed. Fourteen major responsibilities were identified and retained on the grounds that they featured in all of the above sources. Figure 21. The reader will note that the list differs considerably from the collections of responsibilities presented in Chapter 3. For example, items 5, 8, 10 and 13 in Figure 21 are not referred to in the P.P.T.A. reference. Both the raw data and the items in Figure 21 highlight the desirability of integrating theory and practice and imply that some trainees are more concerned with survival than with pedagogical principles.

This task/responsibility model of associate teaching, based on expressed trainee concerns, requires the associate to be supportive with minimum interference,

instructive by demonstrating ways of planning, teaching and pupil evaluation,

permissive by allowing the trainee considerable scope to plan, teach and evaluate in his own way,

communicative not only with the trainee but with the college,

critical of his own teaching as well as that of the trainee.

Despite the demands of this model, some trainees were able to identify associates with all of the requisite qualities (section diaries).

2. A Sequence Model of Associate Teaching

From the fifty nine sequences of associate teaching behaviour examined in this study a sequence model has been formulated. Figure 22. Details were compiled mainly from interviews with associates and trainees and from trainees' section diaries. No attempt has been made to provide explanations for the pathways in the model, beyond a suggestion made earlier that the associate is in a position of considerable power. Decision making is largely his prerogative. It is not known whether associates who adopted a directive path in this study do so with every trainee. Similarly those who took a liberal path.

The model places six phases of associate teaching in sequence and offers three approaches to associate teaching (possibly depending on

Figure 21   Major Responsibilities of Associate Teachers

1. Daily observation and supervision in the classroom including
    observation of teaching and assistance with planning
2. Mediating and perhaps interfering during classroom crises e.g.
    control problems
3. Supervising and helping with teachers' college assignments
4. Encouraging trainees by offering suggestions e.g. teaching strategies,
    classroom management, and ways of improving teacher-pupil relationships
5. Showing how the content of college courses might be translated into
    classroom practice
6. By teaching the class, demonstrate particular skills of management
    etc. to the trainee
7. Planning class routines and teaching programmes to meet individual
    needs of the trainee
8. Helping to build the confidence of the trainee by giving him appropriate
    status and giving him adequate information about the class
9. Permitting the trainee to take full teaching responsibilities at times
10. Including the trainee in co-operative planning and syndicate meetings
    as a fellow teacher
11. Evaluating the trainee's performance and in tactful but specific terms,
    feeding the information back to the trainee as soon as possible after
    the exercise
12. Providing the trainee and the college with a summative evaluation of
    the trainee's performance on section (in specific terms)
13. Meeting college staff to discuss associate teaching problems
14. Showing a willingness to be a critic of his own teaching and showing
    a strong sense of professional inquiry

Figure 22.   A Sequence Model of Associate Teaching

Preparation Phase

Associate receives information from the College
before the commencement of section.

Trainee's Arrival

Directing Phase

All power and influence in the hands of the
Associate Teacher.

Negotiating Phase

After initial contact, some freedoms introduced
by the Associate Teacher.

Unbalanced/Directive   OR   Steady State   OR   Unbalanced/Liberal

Associate unwilling   Equilibrium between   Associate continues
to continue offering   Associate and   to extend freedoms
freedom to Trainee for   Trainee.   to the Trainee.
long periods.

Terminal Phase

(Frequently more Directive)
Pupils brought back into Associate's orbit.

Summative Evaluation Phase

Trainee's Departure

Recovery

(i.e. return to normal routines or
preparation for next trainee)

EVALUATION

FORMATIVE

their own predispositions, the nature of dyadic relationships and the established practices of associate teaching in the school). The relevance of the model to associate teacher training will be apparent when it is used as a discussion point for associate teachers. Not infrequently associates may omit one or more of the phases and combine two or three of the given approaches. The model becomes a testing pad for alternative teaching practices, a hypothesis for teachers to challenge or support. Similarly, in subsequent research it will provide a framework for examining associate teacher performance, keeping in mind the influence that trainees of varying abilities and dispositions have on practical training.

3. Emphases in Associate Teaching

Reference has already been made to various orientations of associate teachers (Chapter 5) Figure 23 is a summary statement of this finding specifying the associate teaching behaviours most commonly recorded for each orientation. The finding was an unexpected one, but it is firmly supported by associates' written responses, trainees' section diaries and follow-up interviews with trainees. No attempt is made here to suggest an explanation or to examine implications, though one would suspect that a particular orientation of an associate could have major implications for placement of trainees. The matter merits further research.

Figure 23.   Emphases in Associate Teaching

An Orientation Model

Trainee-Centred Associate Teaching

* Emphasises sharing of ideas with the trainee – a two-way exchange
* Gives substantial freedom to the trainee to plan and teach in his own way
* Uses confidence-building to improve classroom teaching

Technique-Centred Associate Teaching

* Close supervision of trainee's classroom behaviour – emphasis on methods and management

Pupil-Centred Associate Teaching

* Emphasises individual differences amongst pupils, pupil interests and pupil needs

Note: Some associates use all three emphases from time to time in their associate teaching.

Chapter 8. Concluding Comments

The objectives of this investigation were discussed in Chapter 2 and in subsequent chapters research findings pertaining to each of the stated objectives were reported. In this final chapter, consideration will be given to the task of drawing together general statements on associate teaching which have grown out of the investigation and to a self-imposed responsibility of making recommendations for change in associate teaching practices.

Associate teaching is a process which most practitioners have learned for themselves. Typically, it can be described as an idiosyncratic craft; one in which individuals may be strongly directive, inordinately passive or most frequently, somewhere between these extremes. Associate teaching has evolved in New Zealand as a task little removed from normal classroom practice. The assumption has been, and is, that a good teacher will make a good associate.

In the light of this study, one cannot but question the wisdom of allowing this narrow conception of associate teaching to dominate such an important practice. If nothing more, this study has shown that associate teaching is a complexity of skills many of which have remained untaught, perhaps unlearned. In the absence of carefully prepared training programmes for associate teachers, the latter have justifiably clung to that which they know best, classroom practice, and found their own ways and means of communicating curricula and methodologies to trainees. Some have been outstandingly successful, if trainees' reports are an indication. But many more freely admit their inadequacies, and cry out for appropriate professional support.

The nature and scope of the support required by associates is perhaps best appreciated by referring to an analysis of the associate teaching process. Figure 24 is an attempt both to analyse the components and responsibilities of associate teaching and to articulate many of the findings of this research. The matrix has been prepared to give the reader an instant picture of the enormous complexities and the substantial professional demands of the job. Five clusters of associate teaching responsibilities have been plotted against six associate teaching components to provide thirty information cells on current practices and needs.

The five responsibilities are far from comprehensive. For example (i) the widely accepted notion of the associate as a model teacher and (ii) the liaison responsibilities of the associate with the college, have been allowed to emerge through other categories rather than as separate entities.

Those who have observed associate teachers in action will be impressed by the extreme variability of behaviour found within each of the categories, administrative, clinical, curricular, counselling and evaluation, an observation confirmed by the data in Chapter 5. Further, the comparative analysis emphasises the conceptual and operational distinctiveness of each of the five responsibilities, perhaps too much so e.g. some of the responsibilities are more subsuming than others. Administration and evaluation could, with further elaboration, incorporate aspects of the other responsibilities.

Another observation is that some responsibilities appear to be easier to implement than others. For example, administrative responsibilities, as listed, are more straightforward than counselling and human relations responsibilities. Finally, and most impressively, the professional training and expertise required for associate teaching across the range of responsibilities is considerable. A case is made in Figure 24 for each responsibility taking a prominent place in associate teacher training.

Towards a more Balanced Approach to Associate Teaching

Recently, in a review of his research on supervision, Blumberg (1976) reminded us that supervisors are most capable of generating productive or unproductive attitudes in their trainees. The more open and democratic the climate created by supervisors, the more likely it is that trainees will be satisfied by the supervision they receive. Conversely, says Blumberg, a shift in supervision towards didactic or more prescriptive practices will discourage communication between supervisor and trainee (Blumberg, 1973). This investigation of associate teaching supports Blumberg's research. Trainees' section diaries show as many as sixty-six percent of associates generating negative feelings in their trainees because of dominative behaviour.

The burden of evidence in this report calls on many associates to reduce their directive practices and to increase supportive behaviour. An associate should carefully consider when, and how, he can most effectively contribute to the professional and social development of each trainee. Section diaries are memorable for the examples they contain of associates interrupting a trainee's teaching lesson and unknowingly diminishing positive dyadic relationships. These unwelcome and at times unwarranted interruptions are widely responsible for reduced effectiveness of associate teaching. Clearly, when the skill of the senior partner in the dyad is sufficient to inform him how and when to intervene most effectively, and what to do when he does intervene, associate teaching will make a greater contribution to teaching practice.

Figure 24.　　　　Associate Teaching: An Indication of Current
Practices and Needs

ASSOCIATE TEACHING RESPONSIBILITIES

	(A) ADMINISTRATIVE RESPONSIBILITIES	(B) CLINICAL RESPONSIBILITIES
COMPONENT ASSOCIATE TEACHING VARIABLES		
1. Associate Teaching Perspectives	Responses to requests from the college will depend upon his own educational beliefs and his status in the school. Daily administration in the classroom likewise.	Practical assistance from the associate will depend in part upon his priorities, his goals, his view of teaching.
2. Associate Teaching Roles	Maintaining an image of authority in the class while allowing the trainee a measure of freedom. Daily observation and supervision.	Helping the trainee to analyse his own teaching – most likely to grow from an understanding of his own teaching behaviours. Show how college course might be translated into classroom practice.
3. Conceptual Base – Appropriate Educational Theory	None obvious from this study but administrative and organisational theory could provide action models.	Theories of learning and teaching (Some evidence of the use of learning and teaching models by associates in this study).
4. Training for Associate Teaching	Training in the theory and practice of classroom administration. Training in administration of practical training.	Recent training in professional education as provided by the college, the university, and the Dept. of Education. Evidence of practical application of educational theories.
5. Nature of Associate-Trainee Relationships	Associate is all powerful. Superordinate-subordinate relationship.	Master-apprentice, or co-operative interaction.
6. Intended Outcomes of Associate Teaching	Compliance of the trainee to classroom rituals and norms. Acceptance by the trainee of various teaching practice requirements. Trainee will know and observe a reasoned set of behaviours in the classroom.	Trainee will become an analyst of his own teaching – a critic of his own behaviours. He will master various pedagogical skills – skills of management – skills of interaction – skills of observation and assessment.

ASSOCIATE TEACHING RESPONSIBILITIES

(C) CURRICULUM PRACTICE RESPONSIBILITIES	(D) COUNSELLING & HUMAN RELATIONS RESPONSIBILITIES	(E) EVALUATION RESPONSIBILITIES
The associate will have his own interpretation of school curricula and his own ways of planning and implementing units of work.	Totally dependent on the orientation of the associate towards trainees. e.g. some associates cannot sustain face-to-face relationships for long.	Evaluation is likely to be tied more to beliefs, priorities, and strengths of the associate teacher than to a more objective evaluation model.
Offering observation lessons for the trainee. A resource person for the trainee. An adviser on matters of planning and preparation. e.g. on the preparation of performance objectives and on evaluation procedures	Show friendship towards and confidence in the trainee. Establish good rapport. Support and work with the trainee. Confidence building. Share classroom responsibilities with the trainee. Treat trainee as a teacher rather than a student.	Assess teaching and associated behaviours of the trainee. Assess the contribution of the college to pre-service training and take appropriate action. Assess his own contribution and take action.
Curriculum theory. Models of curriculum management and evaluation.	Theories of interaction in small groups. Counselling, psychology.	Evaluation constructs particularly those provided by the college e.g. those of Tyler, Bloom et.al, Sanders.
Training and practice in curriculum building, adaptation and evaluation in various subjects.	Human relations training and training in counselling.	Training in appropriate evaluation models and associated evaluation techniques.
Master-apprentice and/or helper and/or colleague.	Partnership. Communication between colleagues. Counsellor-counsellee.	Master-apprentice and/or colleague.
Trainee will be able to implement curricula taking into account local needs, minority groups and current trends in the subjects concerned. He will also be able to evaluate teaching programmes (his own and others).	Eliminate specific tensions/anxieties of the trainee related to teaching practice. Establish confidence in trainee's own abilities and concern for each pupil in the class. Encourage personal growth.	Associate will be able to provide the college with a picture of the progress made by the trainee and aspects of his teaching still needing attention. He will also be able to communicate his assessment to the trainee tactfully.

Currently, associate teachers appear to give greater emphasis to
administrative and curricular responsibilities than to those of human
relations and evaluation. Associates are concerned about these latter
responsibilities and about clinical aspects of associate teaching, but
there is uncertainty about how best to proceed. Careful study of the
questionnaire and other responses used in this research however, shows
that a few associates and their trainees are able to offer guidelines for
more effective supervision from their own accounts of success and failure.
For example:

(1) Associates are as capable of professional growth during teaching
     practice as trainees. Significantly perhaps, those who reported
     mutual growth of themselves and their trainees incurred no negative
     comments in section diaries.

(2) An appropriate focus for associates, certainly a realistic one, is
     on sources of anxiety in the trainee. Amelioration of conditions
     which lead to tensions in the trainee is a positive and obvious way
     of establishing trust and confidence within the dyad. Equally
     important, with training, an associate may use areas of concern to
     establish dialogue at a pedagogical and a personal level with the
     trainee.

(3) Very few associates reported any attempts to discuss and identify
     the expectations of the trainee while on section. Without exception
     all trainees in the sub-sample were well aware of what they hoped to
     achieve during their six weeks posting; they were highly motivated.
     Associates are advised to build on and foster this intrinsic
     motivation found in all trainees in the sub-sample.

(4) Trainees respond particularly well to "co-operative" associate
     teaching. Those associates who were prepared to encourage trainees
     briefly to assume the role of associate teacher and were willing to
     work with the trainee as a fellow teacher earned most positive comments
     from trainees.

It would be foolish to suggest that these and other comparable
innovations should be implemented without a sound knowledge of underlying
theory. Indeed, an emergent theme in this report has been the need to
reconceptualise the role of the associate and whenever possible to precede
implementation with appropriate training, theoretical as well as practical.
The current willingness of associates to establish positive relationships
with the trainee should be supported by human relations training as well
as by job experience. Ways and means of ensuring independent professional

growth of trainees should be related to counselling psychology (though many effective strategies will have their origins in daily classroom experiences as well as from counselling theory).

The change of emphasis just outlined has both theoretical and practical implications. From theory, the associate will find explanations and models for his associate teaching behaviour. In practice he will change his emphases from one who gives advice and provides a model of classroom teaching, to one who uses skills of communicating and human relations to encourage joint participation and mutual professional growth. In short, the proposed change envisages associate teaching as collaborative, not didactic, and it reaffirms the adage: "There is nothing so practical as a good theory."

Recommendations

The case for change in associate teaching is a strong one. For example, associates who participated in this investigation have called for more and better training and for closer relations with the college. Research, scanty though it is, offers some replicated findings that have not yet found their way into associate teaching practice. And this investigation has revealed quite specific local inadequacies (from the perspective of both trainee and associate) as well as some broader conceptual concerns from which changes in associate teaching might be recommended.

It is not inappropriate therefore to recapitulate some results of this investigation as substantive proposals for change in associate teaching.

1. A New Conceptual Base

    The role of the associate teacher should be critically examined and re-shaped. This recommendation has already been discussed in some detail in this chapter.

2. Coursework for Associate Teachers

    Colleges should conduct induction courses for all teachers wishing to qualify for associate status. Regular continuing education courses in associate teaching should be offered by the colleges for Diploma in Teaching or Bachelor of Education credits. The teachers' colleges are a logical choice for establishing associate teaching courses since associates are responsible to the colleges for the practical training

component of pre-service teacher education. Staff for associate
teacher courses should be drawn from the inspectorate, the schools
and the universities, as well as from the colleges. Consideration
should be given to increasing the status of an associateship by making
its award conditional on completion of certain in-service requirements.

3. Research and Development

Research into the problems of associate teaching should be encouraged.
In this important area of teacher education, decisions are more often
intuitive and guesswork than based on research. For relatively little
expense, huge educational gains could be made as more is understood of
the difficulties of associates and trainees and the principles behind
the process of associate teaching. The expenditure of over a million
dollars each year on teaching practice is sufficient reason for
educationists to be better informed. Initially, research might well
be action orientated and focus on ways of linking educational theory
to classroom practice, overcoming difficulties of mis-matching associates
and trainee, co-ordinating the activities of the college and associate
schools, encouraging individuality and professional autonomy in trainees,
training associates for their wider role (discussed earlier). To date,
surprisingly few attempts have been made to find out how associates
influence trainees, despite the evidence pointing to the supreme
dominance of the former in teacher education. Hence research should be
conducted into the ways in which associate teacher behaviours are
reflected in trainee performance. Finally, before any of these
suggestions is acted upon, there might well be more baseline studies
of associate teaching and practical training, for we still know very
little about the nature of associate teaching in New Zealand schools.

4. Participation

Associate teachers should participate more fully and more effectively
in teacher education. They should be more strongly represented on
decision-making committees of the college and invited to contribute to
the college programme in courses other than practical training.
Briefing meetings for associates should be used to challenge and re-
define existing college protocols and associate teaching practices.
Senior trainees on section might well be given full classroom control,
thereby permitting associates to attend and contribute to college
courses.

5. Matching Associate and Trainee

Greater effort should be made to ensure compatibility between associate

and trainee during section. It appears that the perspective of each trainee and associate are of considerable importance in determining the effectiveness of teaching practice. Compulsive and anxious trainees respond differently to associate teaching styles from those less compulsive and less anxious. Some trainees for example appear to profit most from supportive, structured associate teaching. Others rebel when "mothered" by the associate. Neither of these extremes necessarily foreshadows a "bad" teacher. Accordingly, associate teaching should accommodate to the countless differences amongst trainees, recognising that these differences can be a source of strength in teaching, rather than an irksome irrelevance. In addition, the college might consider the value of becoming more fully informed about the specific strengths and weaknesses of individual associates, and the methods associates use to supervise trainees of varying perspectives. Associates as well as trainees would benefit from more careful matching of associate and trainee. This complex exercise would depend on information from field inspectors, school principals and from associates themselves as well as from college personnel.

6. The Preparation of Trainees

Not all of the responsibility for teaching practice is in the hands of the associate. The college through its various courses should be grooming the trainee for classroom experiences. Some evidence in this investigation shows that the college could do more to prepare trainees for specific section postings. Associates complained that third year trainees lacked background in certain important curriculum areas. Trainees complained that they were not given enough time to come to terms with the pupils in their class before teaching them. Few of the trainees had a clear grasp of the programme of work covered by the associate immediately before section.

The college should therefore continue to explore ways of phasing in associate teaching and student teaching before the commencement of the teaching practice section. In addition, college staff and associates should work towards a closer integration of theory and practice in the college courses, particularly in the weeks before and after teaching practice.

7. Innovations in Associate Teaching

Hunkin (1974 a.) has already commented on the sameness of practical training throughout New Zealand. The colleges should be encouraged to examine other approaches to practical training, e.g. those in which

recent advances in educational practice and educational theory might
be co-ordinated. An obvious possibility is to train associates in
skills of micro teaching (with or without E.T.V. support) and encourage
them to inter-relate micro teaching experiences with classroom teaching.
Programmes need to be developed which explore relatively few teaching
skills in depth. In short, the current methods of associate teaching
"are crude and inefficient means by which to train students in the
practical skills of teaching." (Morrison and McIntyre, 1969, p.61).
Innovations in teaching practice which combine current pragmatism with
systematic considerations of major constituent skills and educational
theory are urgently needed. One such innovation already referred to
in this report was observed by the writer in the Santa Monica schools
(California). Associates, or co-operating teachers, were not accepted
by the "college" (U.C.L.A.) until they had completed appropriate post
graduate credits. Trainees began their teaching practice section by
nominating the "areas of development" they felt needed most attention.
These "areas", with appropriate theoretical underpinnings and clearly
specified in behavioural terms, were explained to the associate and
the college lecturer. Ways of achieving these behavioural goals were
negotiated and subsequently, this statement of goals and methods became
the working document for associate and trainee, both of whom contracted
to meet the stated requirements (McNeil, 1967).

8. Evaluation of Associate Teaching

Many associates and college staff consulted during this study would
like to know more about the effectiveness of associate teaching. But
evaluation, a complex task, is plagued by methodological and managerial
barriers. For example, the production of well-honed statements of
intent and a knowledge of the conceptual underpinnings of associate
teaching, both important preliminaries to evaluation, could in them-
selves prove to be insuperable hurdles. Moreover, the problems of
distortion by interference and by an inadequate evaluation design
must not be overlooked.

Evaluation demands a capacity to gather and process data representative
of an enormous range of behaviours. Hence, evaluators might well
consider the wisdom of examining a limited number of issues some of
which have been identified also as emergent hypotheses in the pre-
ceding chapters of this report.

Methodologies abound. For simplicity, that of Sundberg and Tyler
(1962) has merit. Stake (1967) and Stufflebeam et.al. (1971), have

suggested more detailed, more complex paradigms. Evaluation by illumination as expounded by Parlett, Hamilton and other educators in the United Kingdom is a further possibility. (e.g. Parlett and Hamilton, 1972). The choice will depend largely on resources available and on the purpose of the evaluation. Whatever the method it should take into account the sensitivities and the responsibilities of the associates and trainees, for ultimately the raison d'etre behind the evaluation of associate teaching is not simply the employment of skilled educational researchers, but more appropriately, to find reasons and scope for improving teaching practice.

To conclude: the process of associate teaching is intertwined with questions of human relationships and pedagogical competence. It is rather more complex a process than those who practice it might be prepared to admit. Associates and trainees have expressed dissatisfactions with current associate teaching patterns and practices. This report has described these and other aspects of associate teaching, and an attempt has been made in the preceding pages to propose some new directions for educational development. True, some educationists might argue for a total redesign of teacher education. This writer has contained himself to the notion of evolutionary change; not by tinkering with the system, but by purposeful, planned development in the light of appropriate educational research.

APPENDICES

APPENDIX I

<u>DEFINITIONS</u>

Appendix I   Definitions

1. <u>Trainee</u>   Any person undergoing training for primary or
   intermediate school teaching. He/she may have entered college
   direct from a secondary school, or from post secondary
   employment. Few trainees have had teaching experience other
   than the planned experiences built into the college training
   programme.

2. <u>Pre-service training</u>   That period of training in college and
   in schools given to all teachers before receiving a college
   diploma. For most teachers this period amounts to three years
   of college and school experiences. The phrase pre-service
   training should be distinguished from in-service training, the
   latter referring to training received after certification.

3. <u>Teaching Practice</u>   That portion of pre-service training in
   which trainees are provided with a block of time, ranging from
   one week to six weeks and longer, in schools for observation
   and practice of teaching and for other professional and para-
   professional experiences. Synonyms for teaching practice are
   "school practice" and "section".

4. <u>Associate teacher</u>   Any teacher with special responsibilities
   for supervision of a trainee. In New Zealand each college will
   make use of the skills of 400 or more associates in a year.
   During teaching practice a trainee will commonly share a class
   and a classroom with one associate. Synonyms for associate
   teacher are "co-operating teacher" and "supervising teacher".

5. <u>Associate teaching</u>   The process during which an associate
   interacts with, supervises, supports and generally looks after a
   trainee while he/she is on section. Associate teaching requires
   the teacher to combine the tasks of classroom teaching with
   various teacher training activities.

APPENDIX II

APPLICATION FOR APPOINTMENT AS ASSOCIATE TEACHER

DEPARTMENTAL NOTICE ON ASSOCIATE TEACHING

PRIMARY SCHOOL SERVICE

Application for Appointment as Associate Teacher

The General-Manager,
Education Board,

....

....

I wish to apply for appointment as associate teacher in accordance with the conditions as set out on the back of this form.

1. Mr/Mrs/Miss ....
        Surname   Christian names

2. School: .... Position: ....

3. Postal address: ....

   ....

4. Period for which appointment is sought: Full year 19 ...., or 1st/2nd/3rd term 19 ....
             (Delete those periods which do not apply)

5. Class taught at present: ....

6. Class likely to be taught during period for which appointment is sought: ....

7. Date of certification: ..../............/............

8. Teaching experience during last 5 years:

Infants	.... years
S1–2	.... years
S3–4	.... years
FI–II	.... years
Sole or 2-teacher school head teacher	.... years

   (a) Indicate any interests in particular subjects or teaching methods: ....

   ....

   ....

   (b) Other qualifications: ....

   ....

9. Extent and nature of previous experience as a paid associate teacher (state length of time and classes taught): ....

   ....

   ....

   Signature of applicant:.. Date ..../........../..........

Comments by District Senior Inspector: ....

....

....

Recommended/Deferred/Not Recommended: ....

- -
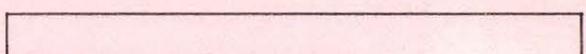
(Section to be detached)

APPLICATION FOR APPOINTMENT AS ASSOCIATE TEACHER

ADVICE NOTE

Name and postal address
(to be filled in by applicant)

Your application for the appointment as associate teacher in the
the .... School has been:
Successful/Deferred/Unsuccessful

CONDITIONS OF APPOINTMENT

An associate teacher is required:

(a) To be in full charge of a class in order to qualify as an associate teacher.

(b) To attend meetings, as required, with inspectors and teachers' college staff outside school hours, to consider matters relating to the practical training of students by associate teachers.

(c) To provide each student attached to his class with a satisfactory programme of observation and practice in all aspects of teaching, including both short- and long-term planning, preparation, marking, and evaluation.

(d) To co-operate with teachers' college staff in guiding students in their practical training and study programmes.

(e) To provide the teachers' college with reports on students along lines required by the principal.

Notification

Teachers who receive notice that their application has been successful will be notified in due course by the teachers' college of details of student sections, dates when they will receive students and the requirements of the college.

Payment

This will be at the current rate per student week for the period the teacher undertakes associate teacher duties.

Student Week

A student week is defined as one student on either 4 or 5 days of a normal school week. Where arrangements are made for students to be on section for less than 4 days in any 1 week two or more students must be combined to assess the total student weeks payable.

ASSOCIATE TEACHERS IN PRIMARY AND INTERMEDIATE SCHOOLS

Teachers in areas in which teachers' colleges are located may apply for appointment as associate teachers to their local education board. Applications should be made on form E. 2/126 (available from education boards). Applications are open to all teachers and principals who engage in full-time class teaching.

In general, appointments will be for a full year and teachers will be expected to have students in their rooms for up to 24 student weeks. Teachers may, however, apply for employment as associate teachers for 1 or 2 terms and in these cases will be required to have students in their rooms for up to 8 student weeks.

Associate teachers are paid at the rate of $7.77 for every student week. Their duties consist of:

1. Having teachers' college students in their classroom for up to 24 student weeks during a year or up to 8 student weeks during a term. (A student week is a week of 4 or 5 days spent in the teacher's classroom by one student.) An associate teacher will have one or two students posted to his classroom. Consideration will also be given to the appointment of a limited number of associate teachers employed, not in the usual manner, but throughout a term or year to supervise students coming into the teacher's class singly or in groups and for broken periods to carry out teaching practice in a special way. Approval for such a scheme may be given only where the district senior inspector of schools considers that the responsibilities placed on the teacher are substantially equivalent to those of other associate teachers having students under the normal pattern.

2. Attending occasional meetings (normally up to three a year) with inspectors and teachers' college staff outside school hours to consider matters relating to the training of students by associate teachers.

3. Providing each student attached to their classes with a satisfactory programme comprising observation of all aspects of class teaching and practice in teaching (including preparation of class work, marking and evaluation of pupils' work).

4. Co-operating with teachers' college staff in guiding students in their practical training and study programme.

5. Providing the teachers' college with reports on students along the lines required by the principal.

It should be noted that some teachers who have not applied to become associate teachers may be required by the district senior inspector to assist in the training of students on section from teachers' colleges. Positions in schools in this category are marked with the symbol ‡ in *Education Gazette* advertisements.

APPENDIX III

QUESTIONNAIRES

1. Pre-section Teaching Practice Survey to all trainees in the sub-sample.

2. Post-section Teaching Practice Survey to all trainees in the sub-sample.

3. Questionnaire to Associate Teachers.

PALMERSTON NORTH TEACHERS COLLEGE

PRE-SERVICE TEACHING PRACTICE SURVEY

NAME _____   BOX NUMBER _____

1. Teaching is substantially an individual matter, each of us having
    his own particular strengths and weaknesses in the classroom. List
    your main teaching strengths that you have noticed while on teaching
    practice (i.e. over the last two years).

(a) Planning and preparation strengths:

    _____

    _____

(b) Classroom methods strengths:

    _____

    _____

(c) Control/management strengths:

    _____

    _____

(d) Human relationships strengths:

    _____

    _____

2. List the main weaknesses in your teaching that you have noticed to
    date (i.e. over the last two years).

(a) Planning and preparation weaknesses:

    _____

    _____

(b) Classroom methods weaknesses:

    _____

    _____

(c) Control/management weaknesses:

    _____

    _____

(d) Human relationships weaknesses:

    _____

    _____

3. Where would you place yourself as a teacher on the 5-point scale
    below? (Circle the appropriate number).

        1   2   3   4   5
    very able   able   average   below average   unsatisfactory

4. What particular progress do <u>you</u> hope to make in your teaching while on section this term?

(a) _____

(b) _____

(c) _____

(d) _____

_____

_____

5. How do you hope your associate teacher will influence your progress in teaching?

_____

_____

_____

_____

_____

6. How important is the associate teacher's knowledge and understanding of the teachers' college course i.e. for adequate supervision of your teaching practice?   (Circle the appropriate number).

    1.   exceptionally important

    2.   very important

    3.   important

    4.   marginally important

    5.   unimportant

Comments (if any) _____

_____

_____

_____

TEACHING PRACTICE SURVEY

NAME
_____

1. <u>The value of teaching practice</u>. Please rank each of the following comments by <u>circling the appropriate number</u>.

   (a) I learnt a lot from this section.

lowest				highest
1	2	3	4	5

   comment (if any) _____

   (b) Pupil response to my teaching was encouraging.

lowest				highest
1	2	3	4	5

   comment (if any) _____

   (c) I felt that I was able to make a contribution to the progress of the school.

lowest				highest
1	2	3	4	5

   comment (if any) _____

   (d) During this section I was provided with adequate opportunities to teach the class.

lowest				highest
1	2	3	4	5

   comment (if any) _____

   (e) I now feel ready to begin teaching in February of next year.

lowest				highest
1	2	3	4	5

   comment (if any) _____

   (f) I consider that the associate teacher had a major part to play in the success of my section.

lowest				highest
1	2	3	4	5

   comment (if any) _____

(g) My associate was prepared to share the responsibilities of
    teaching with me most generously.

    lowest   highest

    1   2   3   4   5

comment (if any)
_____

(h) My associate insisted on high standards from me in most
    aspects of my section.

    lowest   highest

    1   2   3   4   5

    comment (if any)   -
_____

II Aspects of Teaching Practice

    The weighting or priority given to each aspect of teaching practice
    differs from one teacher to another. To which aspects of teaching
    practice did you give highest priority while on section?

    Key: 1. Generally not important

          2. Limited importance

          3. Generally important

          4. Very important

          5. Exceptionally important

    Circle the appropriate number for each of the following six items:

    (a) Classroom control/discipline

        1   2   3   4   5

    (b) Personal aspects (e.g. speech, dress, deportment)

        1   2   3   4   5

    (c) Developing a range of teaching methods

        1   2   3   4   5

    (d) Making use of aspects of the college course

        1   2   3   4   5

    (e) Relating well with children

        1   2   3   4   5

    (f) Planning lessons and lesson sequences

        1   2   3   4   5

III Time Devoted to Teaching Practice

    (a) Do you consider that a sufficient proportion of the college
        course is given to teaching practice? (20 weeks of the
        three year programme is devoted to teaching practice)

                    YES   NO

Comment _____

_____

(b) Was the last teaching section of six weeks:

    1. too short   2. adequate length   3. too long

IV   Progress Made While On Section

(a) What particular progress do you feel that you have made while
on teaching practice this term?

    (i) _____

_____

    (ii) _____

_____

    (iii) _____

_____

(b) Comment on the main ways in which your associate teacher
influenced your progress during teaching practice? If possible
link to (a) above.

    (i) _____

_____

    (ii) _____

_____

    (iii) _____

_____

(c) How would you rate yourself as a teacher on the five point
scale below now that you have completed your last teaching
practice section?

    1   2   3   4   5

    very able   able   average   below average   unsatisfactory

(d) How do you feel that your associate would rate your teaching
on a five point scale?

    1   2   3   4   5

    very able   able   average   below average   unsatisfactory

V   Associate Teacher

Each associate teacher has his own strengths to offer. What
characteristics behaviours have you looked for in an associate
teacher to best help you in practical training?

(a) for lesson planning _____

_____

(b) for control and managing a class _____

_____

_____

(c) for establishing good relationships with pupils _____

_____

_____

(d) for improving teaching methods _____

_____

_____

(e) for relating educational theory to classroom practice _____

_____

_____

(f) comment on any difficulties (if any) that you experienced
while on section _____

_____

_____

VI Knowledge of College Courses

How would you assess your associate teacher's knowledge of the college
courses (circle the appropriate number).

(a) Education courses: Language curriculum and curriculum theory

1   2   3

very knowledgeable   knowledgeable   some knowledge

4   5

little knowledge   no knowledge

Comments (if any) _____

_____

(b) Curriculum courses

1   2   3

very knowledgeable   knowledgeable   some knowledge

4   5

little knowledge   no knowledge

Comments (if any)

_____

ASPECTS OF STUDENT TEACHING
FILL-IN SHEETS

(Questionnaire to Associate Teachers)

Note: You do not need to put your name on these sheets. Confidentiality of all details is safeguarded. Permission to conduct this project has been given by the Education Board and the Joint Committee on Research in Schools.

1. I expect that you farewelled a third year student teacher a week or two ago after six weeks of teaching practice. What particular progress was made by that student teacher during his/her teaching practice section?

   (a) in planning and preparation

   _____

   _____

   (b) in classroom teaching

   _____

   _____

   (c) in control and management of the class

   _____

   _____

   (d) in relationships with children

   _____

   _____

   Comment on the main ways in which you as Associate Teacher were able to influence the progress of your student teacher during section.

   _____

   _____

   _____

2. Where would you place the above student teacher on a five point scale for overall teacher competence?

1	2	3	4	5
very able	able	average	below average	unsatisfactory

3. To which aspects of teacher education do you give highest priority when working with student teachers, particularly third year trainees? (Circle the appropriate number for each item.)

(a) classroom control/discipline

    Highest   Lowest

    1   2   3   4   5

(b) planning of lessons and lesson sequences

    Highest   Lowest

    1   2   3   4   5

(c) developing a range of teaching methods

    Highest   Lowest

    1   2   3   4   5

(d) developing links with the college course

    Highest   Lowest

    1   2   3   4   5

(e) relating well with children

    Highest   Lowest

    1   2   3   4   5

(f) personal aspects (speech, dress, deportment, etc.)

    Highest   Lowest

    1   2   3   4   5

4. Briefly, list any

(a) In-service courses that you have been able to attend in the last three years.

    _____

    _____

    _____

(b) Any university papers you have completed in the last three years.

    _____

    _____

    _____

(c) Courses or teacher training sessions that you have attended at the teachers college in the last three years.

    _____

    _____

    _____

(d) Diploma in Teaching papers that you have completed in the last three years.

    _____

    _____

    _____

5. What are your reactions to the suggestion that more courses be
   provided for Associate Teachers focussing on supervision and
   evaluation of student teaching?

   _____

   _____

   _____

6. What aspects of your work as Associate Teacher do you find most
   demanding?

   _____

   _____

   _____

7. What aspects of your work as Associate Teacher do you find most
   interesting?

   _____

   _____

   _____

8. In which aspects of your work as Associate Teacher do you find you
   can effect most progress (generally speaking) in student teachers?

   _____

   _____

   _____

9. Do you have any other comments to offer on the joys and sorrows of
   working with student teachers on section?

   _____

   _____

   _____

10. In which aspects of your work as Associate Teacher do you consider
    that you would like help (if any)?
    (a) From the college.

    _____

    _____

    (b) Other sources.

    _____

    _____

11. Do you consider that a sufficient proportion of the college course
    is given to teaching practice? <u>Note</u>: Currently 20 weeks of the
    three-year college course is devoted to teaching practice.

                    YES   NO

    <u>Comments</u> _____

    _____

12. What training for the responsibilities of Associate Teaching have
    you had?

    _____

    _____

    If you wish to be kept informed about the nature and findings of this
    research project please add your name and address:

    Name   _____

    Adress _____

           _____

.APPENDIX IV

NOTES TO STUDENTS

THIRD YEAR STUDENTS POSTING

General aims of this posting:-

1. During this posting you should participate in the general classroom
    work by supervising, helping and teaching individual children, small
    groups, and the class wherever this is practical and appropriate.

2. You should discuss with your associate teacher the planning and teaching
    of lessons and units in work related to curriculum 5, 6 and 9. Though
    practical work is not set by all departments in curriculum 5, and 6, it is
    expected that students will use this opportunity to gain teaching
    experience in these subject areas.

3. You should arrange with your associate teachers to take as active a part
    as possible in planning for and teaching groups in mathematics and reading.

4. Relate all these activities to your educational theories and use them as a
    basis for your planning of a programme which you will teach   for at least
    one week when you will assume control of the class.

Specific Objectives in Practical Training:-

    The emphasis in this posting is on your own initiative to identify:-

    (a) Areas of strength and teach to them, problem areas which

    (b) may be overcome by more attention on your part to practice opportunities
         on this section.

    (c) ideas, and units which will be useful to you for your teaching
         career but with particular emphasis on the beginning phase next year

    (d) particular areas which you, with college assistance need to strengthen
         during the rest of the year.

    (e) The co-operative basis of the teaching experience, and work with
         your associate as a colleague in accepting responsibility for
         providing the best programme possible within existing limitation.

    (f) Build on the practical understandings gained in the time at college.

The following is a reference check list intended as a guideline to direct you
to important aspects of classrom management. Most of the points will be familiar
to you from previous postings:

    (a) Get to know the children - identify groups and individuals through
         classroom records, by labels, or plans of the classroom.

    (b) Get to know the programme quickly by:-

         (i)   consultation with your associate

         (ii) becoming familiar with the timetable

         (iii) joining in planning sessions.

    (c) Identify the routines that have been established.

    (d) Discussing with your associate appropriate management techniques for
         this class.

    (e) Looking for guidance on planning and methods.

    (f) Finding out the resources available to you in the school.

    (g) Establishing clearly your areas of responsibility for planned and
         informal teaching.

    (h) Preparing useful samples for next year.

Set Assignment

One of the areas of concern for young teachers is the use of progress and achievement
registers.   This assignment is designed to familiarize you with some of the
important aspects of this official record.

Those in primer classes will need to adapt the record to suit the particular
level. Work on this should start immediately and be compiled from day to day.

1. Read the notes on the use of the register thoroughly particularly
   the section on the use of the five point scale and the understanding of what
   is meant by <u>one hundred representative children</u>.

2. <u>CLEARLY LABEL THE REGISTER</u> with <u>PALMERSTON NORTH TEACHERS COLLEGE</u> and your
   <u>NAME</u> to distinguish it from your associate's similar register. (If P4 - F2).
   Look after it carefully. Do not leave it around for children to find.

3. Record in the register, P.I. the <u>first</u> names of the children in your class.

4. From the progress record cards, attendance register, or progress and
   achievement register of your associate record their chronological age,
   (1st Jan.) and time since entering school, plus the present class details.
   Note in the remarks column page 2.particular strengths and weaknesses in
   subject areas or problems pertaining to progress.

5. <u>Subject Topics</u>: Write a comment and 1 - 5 assessment on a cross section or
   group each time. It is expected your curriculum 9 topic will be in some
   detail perhaps with the whole class.
   Page 3. Heading: <u>LANGUAGE ORAL</u>
   What do you think are important criteria?
   Communication? Clarity? Listening Skills? e.g.

   | Susan presents ideas well, "th" difficulty, enjoys reporting to whole class, listens with comprehension. | 2 |

6. P4. Heading <u>LANGUAGE WRITTEN</u>

   What do you consider worth recording? Fluency? Grammatical correctness?
   Originality? Ideas? In which forms? Prose? Poetry? Reports? Imaginative
   writing?
   Record your comments and assessment with either the same or a different
   cross section of children.

7. P5. <u>READING</u>

   Rule a column and record P.A.T. test results or Burt/Schonell test levels
   or present reading levels. Then comment on important aspects on reading,
   can the children use context? Have they attack skills? Fluency?
   Understanding of content? Take a reading group you are associated with.
   Make an assessment 1 - 5.

8. Heading:<u>SPELLING AND WRITING/PRINTING</u>

   How would you record progress in spelling Arvidson levels? Accuracy in
   written work? In writing you could comment in terms of legibility, speed,
   form.

9. P7. <u>MATHS</u>

   Record progress with the M.S.M. chapters or M.I.C. levels making comments on
   understanding, knowledge and skills, and application. See P4. syllabus
   and p.269 M.I.C.

10. P8. <u>SOCIAL STUDIES</u>

    What would you record here?
    Attitude? Presentation of material? Understanding? Knowledge?
    Experience?

11. P9. <u>SCIENCE</u>

    Interest? Understanding? Knowledge? Attack on problems ?

12. P10. Record information on particular strengths and weaknesses in other
    subject areas. i.e. art/music/phys.ed.

13. On page 11 record comments on the personal characteristics of children.
    Try to accurately describe the personality of children you know well.

14. On page 12 under Head Teachers First General Report <u>describe</u> briefly
    the <u>progress</u> of each group of children with whom you have taken regular
    responsibility during the six weeks and consider further lines of teaching
    approaches you would employ if you were to continue with them.

15. Refer to page 1 of the register. In the first survey column record your assessment (1 - 5) of some of the children you have worked with and know well according to the subjects listed.

16. Page 2. From the criteria on the blue card rate the children A - E on stability, co-operation, independence and perseverance.

17. Discuss your findings with your associate. Remember – reports are based on this on-going working document and the next step (July) for the teacher is to prepare these for parents.

18. This completed register is to be handed in to the Practical Training Department by July 11th.

Folder - (organise this with an index and easily identifiable sections)

The following are the materials which you need to have filed in your folder. On your return to college these will be collected by the various departments.

(i) Units of work - lesson plans and evaluations

    (a)   for curriculum 5 and 6
    (b)   for curriculum 9
    (c)   for language assignment
    (d)   full planning and evaluations of lessons for your week of control
    (e)   preparation for mathematics teaching
    (f)   progress and achievement register.

(ii) You could have

    (a)   plan of classroom
    (b)   timetables, classroom organisation and groupings
    (c)   copies of school reports, school planning guides
    (d)   samples of work
    (e)   hints and ideas for teaching in various subjects
    (f)   lists of books, films, filmstrips, and apparatus you found useful and interesting during your posting

(iii) Ideas for teaching your class in 1976.

Your associate teacher will be critically assessing your lesson plans and will be asked to evaluate the subsequent lessons.

SUMMARY OF TEACHING TASKS

SECTION A.   EDUCATION FOR ALL STUDENTS

1.   MATHEMATICS CURRICULUM

Make arrangements to be involved in the teaching of mathematics on each day of the school practice.

In the weeks 1, 2, 3, and 4 the teaching may be undertaken with a group of at least 10 children from the class. In weeks 5 and 6 however you should undertake your mathematics teaching with the whole class.

Arrange your unit and lesson topics by negotiation with your associate teacher. The teaching approaches that you plan and use should involve the children in as much practical activity as possible. An involvement with evaluating the mathematics learning of the children, (and possibly some diagnostic and remedial work) is anticipated.

No special form of 'writing up' of the planning is prescribed. However thorough planning and preparation is expected for all the work undertaken.

All details of unit and lesson planning(including your evaluation of the work undertaken) are to be included in your folder.

2. LANGUAGE CURRICULUM

There will be three tasks on this posting:

1. Planning and teaching of reading
2. Noting aspects of listening and oral language
3. Noting aspects of written language and associated skills

A. Planning and Teaching of Reading

The objectives of this exercise are

1. To enable you to relate your course work to the practical situation
2. To give you opportunity to develop your skills as a teacher of reading
3. To give you some guidelines for planning and teaching reading next year

The Task

You will be required to take responsibility in reading for a group of children for a period of 3 weeks. This will involve assessing their reading behaviours, planning a programme, teaching and evaluating the children's progress and the programme. At the end of this time, it is hoped you will have the opportunity to work with and organise more than one group for the remainder of the posting.

Since the three week teaching part of the task is assessable (work 10% of the total course) you are advised to keep full notes of the work you do.

Some suggestions

1. **Assessing children's reading behaviours**

   Your associate will have prepared the programme for the first week of your posting, but you will start working with your selected group from the beginning.

   During this week.

   - consult the teacher's records for information about reading ages, P.A.T. results, test results, comments on strengths, weaknesses.
   - note <u>details</u> of each individual's reading behaviours e.g. attitudes amount of success, amount of challenge; word recognition skills, dictionary skills, study skills, (refer to your skills progression handouts for details of these); how each child copes in the group situation; the extent of vocabulary and experiential background; their interests
   - discuss the strengths and weaknesses of the children with your associate. He/she also has a fund of knowledge of the children's reading behaviours.

2. **Planning a programme for your group**

   For the next two weeks, the reading programme for this group will be your responsibility. Your planning may be done for the fortnight or for a week at a time.

   As a result of the information you now have about the children, and your knowledge of the reading process, you can decide what they need most help with.

   What will be your specific objectives?
   What will be the most effective way of carrying these out?

   Are the appropriate materials available to do this?

   Remember that you are taking these children as a group, but you could try to find ways of individualising instruction within the group situation.
   Consult with your associate concerning your plans.

3. **Teaching**

   Indicate daily what preparation is necessary, teaching points to be covered, reading materials to be used and activities to be undertaken.

Also evaluation.

4. Evaluation

There are two aspects:

(a) Evaluation of the progress of each pupil.
(b) Evaluation of the programme you have organised.

The first part is a daily, on-going activity. It will be more effective if you include details of each child's progress, and should reveal your growing awareness of the child's capabilities e.g. Jack had difficulties with tr blend, Mary confusing 'of' and 'for', Tim coping easily with all aspects and needing greater challenge etc.

It is from evaluation of this sort that you decide on your specific objectives and teaching points in following lessons.

The second part asks you to take a look at the effectiveness of your programme and your own teaching techniques.

Were my objectives worthwhile ones?
Did I choose the most effective methods to achieve them?
What problems were encountered? How might these be overcome?

In answering these questions it is important to give precise descriptions of children's behaviour and ensure that your evaluation (i.e. value judgements) follows from the descriptive data.

Note: The notes that you compile and the records of the work you do with this group over the first three weeks should be put together and handed in to your seminar leader on your first Thursday after the posting.

Over the remaining three weeks, get as much experience as you can in handling more than one group at a time. Study your associate's methods of organising all the reading groups.

Tasks 2 and 3

Most of the remainder of the language course will be concerned with the other three language arts - listening, speaking and writing (together with spelling and handwriting).

Observe these and participate in them as much as you can. Think critically about what is being done. Discuss the programme with your associate and find out why he/she is doing this particular thing in this particular way. Find out what skills are being developed and what others need to be developed.

No particular written work is required for these tasks, other than the normal lesson plan requirements, but what you discover will provide the necessary experience for the rest of the course.

SECTION B. TASKS RELATED TO CURRICULUMS 5, 6 and 9.

ART CURRICULUM 9

Extend the work begun at college by developing an Art activity which integrates with other curriculum areas, or is based on the themes developed from children's interests. Plan in consultation with your associate so you can complete the unit within the six weeks. This is also to provide further materials for the statement which is due in July .

TEACHING OF ENGLISH CURRICULUM 9

Six week section task - children's writing.

Arrange with your associate teacher to develop a series of lessons with the class, (or a mixed ability group of at least ten children), from which the final outcome is children's writing.

You should be concerned to motivate the children so that they see meaning and purpose and a need for the writing. To this end you may wish to utilise other curriculum areas.

You will be prepared to develop children's writing skills and should therefore apply a parallel series of lessons for remedial work when required either individually or in groups.

Records

Planning preparation and teaching aids should be carefully kept.

Your criteria for judging and assessing children's writing should be recorded and your method of assessment noted.

Your method for teaching specific skills of writing should be carefully described and evaluated.

You should keep a record of samples of children's writing for future reference.

Finally write about what teachers can generally expect from children of this age group in their efforts to write.

TEACHING OF A SECOND LANGUAGE

CURRICULUM 9

Arrange if possible with your associate teacher to teach a series of French or Maori lessons appropriate to the level of your class.

This would preferably be a series of half-hour lessons although some ten-minute lessons could be included if necessary.

Whether these be introductory lessons in French or Maori or part of the normal pro-gramme of the class the lessons should form a carefully constructed unit.

Lesson plans for the unit and your evaluation of the lessons are to be handed in on Thursday, July 10.

MATHEMATICS CURRICULUM 9

Administering of tests related to Enrichment Evaluation.

MUSIC CURRICULUM 5 & 6.

Plan at least 2 song teaching lessons in which you teach 2 constrasting songs. Use the instrumental skills you have acquired to accompany the songs and provide in your lessons for other musical responses associated with the songs e.g. movement, clapping etc., music reading, the playing of instruments.

MUSIC CURRICULUM 9.

In consultation with your associate, plan and teach a series of lessons (8-10 at least) based on the strengthening of important concepts in some areas of rhythm or melody. Other concepts relative to dynamics, tone colour, tempo etc may also be included.

You should select a small area and work on it thoroughly introducing variety and interest through the inclusion of as wide a range of musical responses as possible and through the use of an interesting repertoire. Responses and repertoire should be chosen carefully to provide the experience necessary for reinforcing the ideas you select to teach.
Objectives should give direction to the total programme and focus to your going evaluation of the children's learning. Lesson plans and details of repertoire used throughout the series should be submitted after the posting for evaluation.

Plans should include
- (a) Long term objectives
- (b) Specific objectives for each lesson expressed in terms of childrens' behaviour.
- (c) Materials required for the lesson.
- (d) The lesson processes concisely and logically stated.
- (e) Evaluation processes.

PHYSICAL EDUCATION CURRICULUM 9

1. Seek permission to prepare and take physical education for the entire section after consultation with your associate teacher.

2. Within the experience prepare and carry out 2 sample lessons in task teaching, reciprocal teaching, or problem solving.

3. Prepare an individual programme for 1 week in an area appropriate to the class level.

4. Evaluate the experience carefully. Request opinion from your associate as to its effectiveness.

   - Hand in all material 2nd week following return to campus.

SOCIAL STUDIES CURRICULUM 9

Student is to prepare a social studies unit along the lines and in the detail required in the Curriculum 9 course. The time span is the 6 weeks of the posting. Note that a full six weeks unit is to be designed, even if circumstances do not make it possible to teach the whole unit on this posting.

Student is to teach this unit to the extent which circumstances permit but it is expected that real and extended responsibility will be borne, and that a coherent sequence rather than isolated steps will be undertaken.

The unit is to be handed to tutors during the first week of return to college.

SCIENCE CURRICULUM 5

Arrange with your associate to prepare and teach a unit of about three lessons, appropriate to your class or group and which involves the children in some first hand experience of the accessible biological or physical environment. Records of your teaching should be handed in as already arranged with Mr Paintin.

CURRICULUM 6

You are asked to arrange with your associate to plan and teach three science lessons. These lessons should be part of a sequential theme which involves the child in direct inquiry about the accessible environment.

Records of your teaching should be handed in as already arranged with Mr Gaskin.

CURRICULUM 9

Students are asked to arrange with their associate teachers to be responsible for the planning and teaching of the science programme in their classes during the last five weeks of the posting period.

As part of this science programme, further development of questioning skills is expected, and also the provision of activities for children which would promote the process skills of inferring, predicting, and for children of S4 and above, formulating hypotheses.

Planning, records, and if possible photos, samples of children's work and sound tapes resulting from this teaching should be handed to J.A. Peart's office during the first week of return to college.

SECTION C   WEEK OF CONTROL

As this is really your only chance to have a dress rehearsal before being posted as a year 1 teacher you should arrange with your associate teacher to assume the responsibility of planning for and teaching the class for at least one week. Your planning should be very specific and filed in your section folder.

During the week of control (week 6) you will not be required to attend college on the Wednesday but will remain in school to participate in the complete programme for the week.

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