



Secondary Student Teachers' Personal and Professional Values, and the Teaching as Inquiry Framework

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ABSTRACT

Teaching as Inquiry is a framework in the New Zealand Curriculum for guiding teachers' professional decision-making and actions (Ministry of Education, 2007). It has been included in initial teacher preparation courses to assist student teachers to practice in a way that focuses on their pupils' learning, and their own professional learning from the start of their careers. This article speaks to the influence of student teachers' personal and professional values on their perceptions of the Teaching as Inquiry framework, and the importance of self-knowledge for becoming inquiring. The data on which this article draws were collected as part of a qualitative Doctoral study exploring the role of student teachers' personal and professional values during their initial teacher preparation year. Findings from two student teachers in the sample are discussed in this article. Findings revealed the positive influence of their vocational values on their perceptions of Teaching as Inquiry. These values included being of service, pursuing social justice and being self-aware. Findings also showed how competing values in student teachers' contexts may reduce Teaching as Inquiry to an assignment, rather than a process for becoming an inquiring, emerging teacher.

THEORETICAL FRAMEWORK

The theoretical framework for this article assumes Teaching as Inquiry to be:

a cyclical process in which questions are posed, evidence is gathered, and decisions are made. The primary purpose of teaching as inquiry is to improve outcomes for students through purposeful assessment, planned action, strategic teaching and focused review. (Ministry of Education, 2011, p.1)

Learning to teach involves a transformation of understanding, agency and identity that shapes and is shaped by a reorganisation of one's personal values (Eraut, 2010; Rokeach, 1973). The theoretical framework of this article also understands that context influences people's expression of their values,

and that people seek to have personal values affirmed in challenging situations. Grube, Mayton & Ball-Rokeach (1994) explain that:

Values are cognitive representations of individual needs and desires, on one hand, and societal demands on the other. That is, they are translations of individual needs into a socially acceptable form that can be presented and defended publicly (p.155).

Personal values need attention in initial teacher preparation programmes since they determine the importance student teachers give to new concepts or practices they encounter, whether they will accept or reject these, and how they will choose to act in particular contexts (Day, Elliot & Kington, 2005). The teaching profession offers professional values, standards and frameworks but student teachers' personal values determine their professional values and subsequent choices. Shapiro and Gross (2013) found that student teachers in their study developed their own personal values codes for being professional and that this became the basis for the practices they decided that could live with, defend and justify.

Begley's (1999) Values Syntax in Figure 1 depicts the inner self. It complements the conceptual framework for this study by showing the relationship between one's personal values, attitudes and actions in context, and the underpinning assumptions, understandings and existential beliefs that are guiding one's values.



Fig. 1: Values syntax - Bringing secondary student teachers' personal and professional values into the Teaching as Inquiry framework

The theoretical framework acknowledges that student teachers' personal values are formed in their lives by experiences in families and communities. Their past experiences as secondary school pupils are strong socialising influences on their preferred teacher identity (Calderhead & Robson, 1991; Sugrue, 1997; Flores & Day, 2006; Day & Gu, 2007), and

influence their beliefs about the effectiveness of particular instructional approaches and strategies (Younger, Brindley, Pedder & Hagger, 2004). Since student teachers' personal and professional theories, beliefs and values strongly influence their emerging teacher identities, the theoretical framework for this article assumes that student teachers' self-knowledge should be made explicit and reconstructed through critical and reflective dialogue in communities of practice (Korthagen, Kessels, Lagerwerf & Wubbels, 2001; Korthagen & Vasalos, 2005), and not neglected as can happen when technical rational theoretical frameworks are used for professional courses (Schön, 1983; Zeichner, 1992). The theoretical approach for this article also assumes that the purpose of the Teaching as Inquiry framework is to guide knowledge building cycles about self, pupils, situations and systems in communities of practice (Timperley, 2011). Eraut (2010) elaborates on the self-knowledge available for critical reflection as:

- Personal understandings of people and situations
- Accumulated memories of cases and episodic events
- Self-knowledge, agency, attitudes, values, emotions, and reflection
- Other aspects of personal expertise, practical wisdom, and tacit knowledge (p.38)

This study draws attention to social learning theory (Lave, 1996). It assumes that reflexive and collaborative inquiry in communities of practice will enable student teachers to become conscious of personal and professional values underpinning their preferred teacher role, their pedagogical choices and how their decisions and actions affect the lives and learning of pupils and colleagues in their schools (Edwards, Ransom & Strain 2002; Flores, 2001; Day et al, 2005).

RELATED LITERATURE

Literature on using inquiring frameworks in initial teacher preparation programmes, consistently advocates that teacher educators prioritise and integrate processes for developing student teachers' self-understanding (Britzman, 2000; Korthagen & Vasalos, 2005; Timperley, 2013). Teachers at all stages of their careers benefit from being engaged in a process of learning about themselves and no less should be expected of student teachers than experienced teachers (Aitken, Sinnema & Meyer, 2013). In order to improve, all teachers need to understand why they interpret evidence the way they do, and why they make the choices and decisions they do. Learning communities benefit when student teachers become accustomed to uncovering their biases, assumptions and complacencies from the start of learning to teach, rather than leaving this self-knowledge development to chance during their careers (Day & Gu, 2007; Bishop, 2010).

The literature suggests that future secondary pupils have a greater chance of experiencing effective teaching in equitable educational systems, if emerging teachers are expected by teacher educators to develop an inquiring

spirit or mind-set or stance, rather than perceiving Teaching as Inquiry to be an assignment for a qualification (Cochran-Smith, Barnatt, Friedman & Pine 2012; Halbert & Kaser, 2012; Timperley, 2013). Cochran-Smith *et al* (2012) explain that:

The notion of inquiry as stance is distinct from the more common notion of inquiry as project, which treats inquiry as a time-bound project or activity within a teacher education programme or professional development workshop. In contrast inquiry as stance refers to a long term and consistent positioning or way of seeing rather than a single point in time of activity, (p.29).

For teaching to be perceived as inquiry, student teachers need school and university conditions that foster curiosity about what is possible, rather than replication of the status quo. Benade (2015) argues for the concept of Teacher as Inquirer. This approach underscores the importance of teachers becoming inquiring by being involved in critical and reflective communities of practice, rather than practicing privately, keeping personal knowledge and assumptions tacit and unavailable for critique. School and university mentors play an influential role in forming trusting communities of practice where student teachers can learn to be inquiring about their motives, decisions, actions and outcomes for pupils (Timperley, Kaser & Halbert, 2014). Professional learning may be enhanced further if mentors are inquiring themselves, since they are more likely to give student teachers the agency they need to seek evidence, adapt their practices and critically reflect on the outcomes (Winterbottom, *et al.*, 2008). Britzman (2000) concluded that self-knowledge can be difficult to face. Therefore initial teacher preparation courses need to “create conditions where it is safe” to question one’s own behaviours and underlying influential beliefs and values (Timperley *et al.*, p.15).

RESEARCH SITE

The initial teacher preparation course and degree that is the site for this study, requires student teachers to carry out written assignments using the Teaching as Inquiry framework. The Masters of Teaching and Learning degree prepares student teachers to become provisionally registered in New Zealand and is designed to be completed in one year. Student teachers in the degree are placed in two different schools during the year, and divide their time between school and university sites.

RESEARCH QUESTION AND DESIGN

This article discusses the question: How do personal and professional values of a sample of student teachers influence their perceptions of the Teaching as Inquiry framework? Findings discussed in this article are part of a larger body of findings from a Doctoral study exploring the role of the personal and professional values of six secondary student teachers in their initial teacher preparation year. Purposive sampling was used to select the participants for the

Doctoral study and data were gathered from each participant through four semi-structured interviews of approximately two hours in length, and from their written journal entries (Pascal & Ribbens, 1999). Data was analysed using the constant comparative method to find themes and patterns within and between cases (Maykut & Morehouse, 1994). The first interview at the start of the year probed student teachers' biographies, their family, community and schooling experiences, and preconceptions of their teacher role. The next three interviews probed critical experiences in their contexts, their motivations and understandings, and underpinning personal and professional values (Pascal & Ribbens, 1999).

In the final semi-structured interview at the end of their teacher preparation year, the six student teachers in the sample were each asked to respond reflectively to the question: What priority have you given Teaching as Inquiry during the year and why? Findings from the analysis of data from two participants, Henry and Matt, are discussed in this article. Purposive sampling was used to select these two participants for variations in age, nationality, teaching subjects, school and personal contexts (Yin, 2014). The findings reported here are supported by extracts from their narratives (Creswell, 2013). Narratives offer a cohesive way of showing student teachers' personal and professional values and experiences, and how they responded when they encountered the Teaching as Inquiry framework. Tables in the Appendix 1 and 2 show the full findings for the two cases discussed in this article, and findings of themes and patterns across the two cases are displayed in Appendix 3.

FINDINGS

Henry

An extract from Henry's case study that reveals his personal and professional values, their sources and his perceptions of Teaching as Inquiry:

Henry's grandparents were from Pacific nations and he was a second generation New Zealander. His extended family valued a New Zealand education and qualifications, so Henry had learned English at home from his parents who had been educated in New Zealand universities. At secondary school, Henry felt that his identity was assumed when teachers grouped him with recently immigrated Pasifika pupils, and frequently removed him from classes for pastoral care. Feeling misunderstood and insignificant due to being labelled, he wanted to be in the classroom with his teachers so he could learn and compete with class members for grades. His family expected him to fit into the New Zealand education system, succeed and join a profession. Henry had spoken three languages from a young age, could write effectively in English, and had a passion for the creative and performing arts. Accustomed to a close-knit and goal-oriented family life, he thrived on discussions and conversations in communities and wanted to make a positive difference to society.

Henry explored a career in law and then media before settling on becoming a secondary school teacher. He cared about pupils' wellbeing, noticed daily small injustices, and heard deficit theories about ethnic groups, but chose to remain silent. His core personal values included fitting in to

organisations and succeeding, so he put his time and energy into working out how to go about this in school contexts.

The Teaching as Inquiry assignment challenged Henry's preconceptions of teaching and learning. He was expected to carry out a Teaching as Inquiry assignment in a social science department, but met with many obstacles in that context such as a lack of time and strategies, mentor expectations, looming summative assessments and limited opportunities to get to know his pupils. To improve pupils' achievement in one senior class, he tried to "sight their work and sign it" which did not improve learning outcomes as planned. Next, he shifted himself to a junior Performing Arts class where his inquiry was focused on providing "a safe and inclusive environment" so all students could participate in a class performance and not just a talented few. In this context, he had time and no summative testing to carry out. He had a sense of agency and believed he could improve outcomes for pupils by adapting and being innovative with pedagogies he understood well. He had positive memories of being involved in drama during his own school days and for the assignment he read extensively about teaching effectively in this learning area.

Except for this experience with the junior Performing Arts class, Teaching as Inquiry seemed to Henry to complicate his envisaged teacher role in secondary learning areas. He could not see how using a Teaching as Inquiry framework could be beneficial for senior students who needed to pass NCEA social science achievement standard assessment tasks, or junior students who needed to pass junior school summative tests. Henry perceived the purpose of the secondary education system to be teacher-driven transmission of content to pupils for internal or external examination through writing and reading tasks, since this had been his own experience at secondary school. Henry also expected secondary pupils to be competent with reading and writing, and to be able to independently understand and produce texts for summative assessment. He had engaged with journal writing from a young age: "Because of my personal experience I thought, oh, surely everyone can write." Henry was unsure whether he would use Teaching as Inquiry again, but on reflection he realised that his context may have been an influencing factor, so he remained open-minded:

It think it will depend. It will definitely depend on the classes I have, and definitely on the students I have...and I think the subject as well. With the Arts inquiry it was quite fluid and open and I chose a topic that was all about intrinsic awareness such as feelings. Whereas I think in a History class, where it's purely about grades, and especially at a decile 10 school where it will purely just be academic and about how do we get kids to the extension level, I don't think I'd cope with it (Teaching as Inquiry).

Postscript

Henry accepted a teaching position in the secondary sector in New Zealand but has long term plans to study additional curriculum papers and teach in the primary sector. There he envisages having more time, and more flexible learning environments where he can be innovative and adapt for pupils.

Matt

An extract from Matt's case study that reveals his personal values, their sources and his perceptions of Teaching as Inquiry:

From his first encounter with the New Zealand Curriculum at the start of the initial teacher preparation course, Matt looked forward to using Teaching as Inquiry to design and personalise learning for his pupils. He wanted all pupils to have success and believed he needed to provide meaningful and relevant experiences for them so this could happen. He believed he could change the thinking in schools that there were young people with limited ability who should be in learning areas that were not considered academic. He vividly remembered his parents questioning teachers who had low expectations of him when he was at school and struggling with aspects of literacy. He also vividly recalled one teacher who had high expectations of him, and devised successful ways to help him learn to write. After graduating from university with honours, Matt worked on community projects in developing countries where he became accustomed to adapting, solving problems and communicating with diverse people. He even took time to learn their languages.

For the Teaching as Inquiry assignment, Matt inquired into how to improve pupils' reading and writing, so they could have success with the written component of their technical projects. He rejected any labelling of pupils, and questioned school systems that fostered a fixed mind-set about pupils' prospects in life. He expected to put time and effort into planning and assisting pupils to take ownership of their projects as he assisted them with materials, technology, concepts and tasks, and he did. "That's my job," he reflected.

The limited amount of time available in a school day to carry out complex technology projects was a problem for pupils and for Matt. He decided to make himself available at lunchtimes so they could carry on with their projects in groups. He inquired into how to get more feedback into his classrooms and used peer assessment as a way of creating a supportive and motivating environment. He reassured them that when he formatively assessed their thinking and projects, it was to help him, to help them to achieve. Many pupils' self-confidence and competencies lifted in the short time Matt was teaching them, and they gained the prerequisites needed to be able to choose from a wider range of learning areas the following year. Matt also involved his colleagues in his inquiries for individuals, groups and whole classes. In free periods and after school he also made time to learn from them about new pedagogies for the technology learning area.

Matt thought a teacher needed to remain open and willing to change to get the best learning outcomes for pupils. In addition, he was aware of the importance of communicating effectively, and personally valued being perceived by his learning community as "approachable and friendly." During the year, Matt became increasingly aware of the importance of listening to what pupils were interested in and how they were feeling in the classroom. Positive learning-focused relationships with colleagues and pupils were central to his use of the Teaching as Inquiry framework.

Postscript

Matt is teaching in a public secondary school in New Zealand.

THEMES AND PATTERNS ACROSS THE CASES OF MATT AND HENRY

Significant experiences and relationships from their lives lived in their families and communities have shaped the two student teachers' personal and professional values, the teacher role each assumed and their different perceptions of the relevance of Teaching as Inquiry to their teacher role. Matt arrived in the course with personal vocational values of service, pursuing social justice and self-awareness which fostered his inquiring spirit, and therefore his motivation and effectiveness with the Teaching as Inquiry framework.

Henry became aware of the Teaching as Inquiry framework during the initial teacher preparation course, when he gained a sense of agency in the junior performing arts class. He relished the innovative opportunities that the Teaching as Inquiry framework offered, but finished the course without having had the opportunity to examine and reconstruct the images of secondary teaching he had absorbed through experiences in his own family and secondary schooling.

Both Henry and Matt formed informal communities of dialogue around themselves during the year. This meant they found trusted friends and family, and peers in the course to talk with in order to make sense of their roles, experiences and assignments in their contexts. These informal communities influenced their professional decisions. Matt and Henry had different perceptions of Teaching as Inquiry due to their contexts, which included their own personal and professional values, values in their informal communities, professional values of mentors, and organisational values at play in their schools. Findings or themes and patterns across the two cases are shown in Appendix 3.

DISCUSSION

Vocational values

Matt arrived with strong vocational values that fuelled his inquiring spirit (Halbert & Kaser, 2012), and capacity to engage deeply with the Teaching as Inquiry framework. Vocational values included pursuing social justice by believing in the educability of every child and young person (Aitken et al, 2013; Villegas, 2007). These values also included being self-aware (Aitken et al, 2013; Korthagen & Vasalos, 2005; Timperley et al, 2014;) and having an ethic of service (Bullough & Hall-Kenyon, 2011; Malm, 2009). Matt's vocational values had their roots in significant experiences with people in his family and communities, and were reinforced by roles he had held in volunteer and paid work before the course. He was conscious of his professional values and preferred teacher role, and noticed the extent to which these aligned with or did not align with his mentors' professional values and school organisational values. In any situation, he drew on his vocational values to maintain a sense of resilience, and commitment to improving his pupils' learning and lives. Fives and Buehl (2014) also found student teachers in their study who seemed to have strong vocational values. The authors creatively described these student teachers as having a "MacGyver Mentality," based on the television series in which a fictional scientist turned secret agent (MacGyver), routinely used everyday objects to solve complex problems in his environment (p. 445).

Matt was motivated to be inquiring about how to improve pupils' learning despite being unable to share the tasks and responsibilities involved with colleagues. Teaching in isolation isn't sustainable long term, since research found that if student teachers like Matt were left alone and unsupported, they tended to struggle to teach as they knew they could and experienced burn-out, or left the teaching profession (Bullough & Hall-Kenyon, 2011; Hong, 2012; Johnstone, et al., 2014).

To what extent was Matt's existing inquiring spirit understood and developed in his encounters with the Teaching as Inquiry framework during his initial teacher preparation year? Findings suggested that Matt experienced little or no new learning in relation to becoming inquiring. He came with an inquiring spirit and problem-solving capacity, and left with these largely undeveloped. Findings suggested that he could have been expected to initiate small spirals of inquiry with colleagues and lead these informally (Timperley et al, 2014). He had attempted to do this unprompted when he noticed the effects of school systems on diverse secondary pupils. He had the positive interpersonal qualities needed to easily involve his mentors and colleagues collaboratively to consider changes. He would put his "hunches on the table" and justifying these publicly (Timperley et al, 2014, p. 9).

It seems important to reflect on what it was about the expectations of the initial teacher preparation course (Timperley, 2013), the school and university context (Samuel & Stephens, 2000), or the Teaching as Inquiry framework (Benade, 2015), or all of the above, that meant Matt did not get the opportunity to develop his inquiring spirit. Gu & Day (2007) ask us to consider the concept of school and university learning cultures striving to be "expansive" rather than "restrictive" when it comes to student teachers' learning, and this idea may have promise when using the Teaching as Inquiry framework (p. 440).

Competing personal values

Henry engaged with Teaching as Inquiry as much as he needed in order to submit an assignment that showed he had improved learning outcomes for pupils. He moved himself into the performing arts area with a junior class for the assignment in order to side step problems using Teaching as Inquiry in a senior secondary context. His disengagement with the Teaching as Inquiry framework in social science secondary classes was deeply rooted in his "apprenticeship of observation" (Flores & Day, 2006; Lortie, 2002). As a teenage secondary pupil in a New Zealand secondary school, he had spent hours observing and experiencing teaching and learning characterised by high stakes assessments, and few personalised learning opportunities. Therefore, his image of his secondary teacher role was to transmit knowledge, particularly when tests, exams and credits were at stake. He believed it was the pupils' responsibility to individually interpret and produce their understanding for summative assessment. Formative assessment was a new concept to Henry that he had not included in his envisaged secondary teacher role because it made no sense according to his understanding of the relationship between knowledge and assessment (Winterbottom et al., 2009). Using formative assessment processes and clear success criteria are pivotal to teachers' effective implementation of the Teaching as Inquiry framework (Timperley et al, 2014), and Henry had yet to develop this understanding.

While Henry had positive experiences with the Teaching as Inquiry framework, he had avoided confronting what it meant to be inquiring in senior and junior secondary social science learning areas. The Teaching as Inquiry assignment in the Performing Arts context heightened his awareness of the framework, but did not challenge his everyday theories about knowledge, assessment and using the Teaching as Inquiry framework in the secondary context in other learning areas (Timperley, 2013; Fenstermacher, 1994).

Laframboise and Shea (2009) concurred that student teachers in their study did not fully process exemplary practices due to the “perseverance of (their) unexamined beliefs” about their teacher role (p.107). Reaching beyond concerns of survival, planning, behaviour management, and routines of classroom organisation was difficult for them. These findings concurred with Henry’s reaction to practicing Teaching as Inquiry, but he was also distracted by his personal value of fitting in with the school culture since this had been an on-going concern for him. Research into values confrontation concluded that “attaining one value often means blocking another” (Grube et al, 1994, p.156), and Henry’s personal values of survival and professional values around assessment, meant he was not proactive about becoming inquiring in his teacher role (Mutton, Burn & Hagger, 2007).

How could Henry’s initial teacher preparation course have challenged him to understand what it meant to be inquiring in secondary learning area contexts where summative assessments were involved? Henry finished the initial teacher preparation course, but at the end revealed that he had not felt effective as a teacher in the secondary sector, so planned to move to the primary sector where he felt that he could make a difference. Jones and Vesilind (1996) found that unexpected interactions and events with pupils could change student teachers’ personal and professional beliefs, vision, values and practices where other learning processes did not. Henry attributed his success with the junior class to be the age of the students and the Performing Arts learning area, rather than his use of the Teaching as Inquiry framework. Unless he unpacks his notions of assessment and his teacher role, Henry’s capacity to become inquiring in other learning areas may be restricted.

Inquiring communities of practice

Findings showed that both student teachers in the sample organised their own communities of dialogue where they could talk and reflect on their professional experiences. Matt spoke informally with available teachers in his school department and staffroom, and Henry had a group of four fellow student teachers with whom he met regularly. Soini, Pietarinen, Toom, & Pyhältö, (2015) had a similar finding in their study about student teachers’ learning. To what extent were student teachers’ self-organised, informal communities of dialogue an adequate substitution for participating in formal communities of practice focused on spirals of inquiry about better learning outcomes? When student teachers rely on their informal communities of dialogue for sense-making, their learning is left to chance. Literature is conclusive that when learning to become inquiring teachers, critical communities of practice in learning communities with moral purpose are important (Darling-Hammond, 2012; Timperley et al, 2014). In communities of practice, student teachers can be guided to examine their personal, vocational and professional values, how they consciously or unconsciously participate in marginalising some students,

and how power imbalances can be altered by a change in pedagogy (Bishop, 2010). They can examine role models from their school and family lives, and their influence (Britzman, 1986). They can reflect on their developing understanding of self, pupils and situations and what enables and constrains their inquiring spirits and why (Halbert & Kaser, 2012).

CONCLUSIONS AND FUTURE DIRECTIONS

Although the study is suggestive rather than definitive, some conclusions and questions may be worthy of exploration for teacher educators and mentors in secondary initial teacher preparation courses. Findings have suggested that context may enable or constrain student teachers' perspective and use of the Teaching as Inquiry framework. The study concludes that understanding assessment for learning is critical for implementing Teaching as Inquiry effectively, that student teachers benefit from critical reflective dialogue, and that those with strong vocational values and interpersonal qualities could be learning to lead spirals of inquiry in school communities of practice.

When faced with the challenge of designing initial learning to teach courses, the following questions may assist teacher educators:

- How can student teachers be encouraged and supported to examine their personal, professional and vocational values as part of the Teaching as Inquiry framework?
- To what extent are we teacher educators and mentors curious about how student teachers can learn to become collaborative, inquiring teachers during their initial teacher preparation course?

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APPENDIX 1.

Provisional categories and broader thematic categories emerging from the analysis of Henry's data.

Broader thematic categories from axial coding	Axial coding: Provisional categories from preliminary opening coding of Henry's personal and professional values and context
Personal values	
Becoming qualified to enter a profession	<ul style="list-style-type: none"> • Managing time effectively • Writing and talking reflectively about his experiences • Wanting to pass assignments
Being respected by others	<ul style="list-style-type: none"> • Not being subject to assumptions due to statistics or beliefs about his ethnicity, his religion, or sexual orientation • Wanting to make a difference
Participating in creative communities	<ul style="list-style-type: none"> • Participating in arts events in schools and local communities
Living according to his faith beliefs and practices	<ul style="list-style-type: none"> • Practicing 'mindfulness' in line with his religion • Noticing and sometimes acting when encountering excluded or humiliated individuals • Being calm and self-contained at all times • Appreciating what is positive about the world
Participating in his ethnic and family communities	<ul style="list-style-type: none"> • Tutoring at a secondary students' homework centre in the city • Maintaining his 3 languages • Keeping close contact with his immediate and extended family • Being an assistant teacher in an island school • spending time with elders in his extended family
Having a trusted, close community	<ul style="list-style-type: none"> • Talking with family and friends to gain their perspective on his life plans and dilemmas • Caring for others and being cared for by others • Having a close group of trusted friends in the initial teacher preparation course
Being organised and reliable	<ul style="list-style-type: none"> • Keeping a daily appointment diary and being punctual
Professional values	
Using his personal talents and strengths in his teacher role	<ul style="list-style-type: none"> • Teaching the performing Arts curriculum • Using Te Reo • Fostering students' personal expression of their identity • Writing reflectively about his teaching experiences • Being innovative with pedagogies in the performing arts
Wanting time for professional conversations with mentors	<ul style="list-style-type: none"> • Perceiving feedback as learning rather than a sign of failure
Getting good results with students	<ul style="list-style-type: none"> • Using pedagogies that have worked in the past for himself and other achieving students
Being safe	<ul style="list-style-type: none"> • Being emotionally and physically safe in school settings, particularly with social media • Moving away from professional situations when feeling vulnerable • Providing an emotionally safe learning environment for in depth discussion
Fostering his students' sense of social justice	<ul style="list-style-type: none"> • Fostering discussion with students who have varied perspectives • Seeking students' voices about their learning • Not withdrawing students from the classroom • Modeling care and fairness
Communicating effectively with students' families	<ul style="list-style-type: none"> • Wanting to work in partnership with students' families if possible

Caring for students' wellbeing	<ul style="list-style-type: none"> • Supplying small stationery items to students who need them • Noticing students who were cold or hungry or upset and making inquiries about possible help.
Fitting in with Western school culture, systems and mentor's expectations	<ul style="list-style-type: none"> • Wanting to belong in learning communities as a secondary student, as a student teacher and as an emerging teacher • Being compliance with mentors' expectations about what pedagogical approaches should be used • Lowering or raising his expectations of students' achievement in line with mentors' perspectives • Being silent when disagreeing with professional priorities, professional values, systems and practices
Having time with students to get to know their individual contexts	<ul style="list-style-type: none"> • Wanting more time to get to know students in order to design more effective learning opportunities for them

APPENDIX 2.

Provisional categories and broader thematic categories emerging from the analysis of Matt's data

Broader thematic categories from axial coding	Axial coding: provisional categories from preliminary opening coding for Matt's personal and professional values and context
Personal values	
Being self aware	<ul style="list-style-type: none"> • Articulating his own personal values and vision for self and society • Being committed in his community roles • Having integrity • Noticing the impact he is having on others
Problem solving	<ul style="list-style-type: none"> • Being innovative and persevering • Examining the context of a problem • Reflecting critically in action and adapting on the spot
Having empathy	<ul style="list-style-type: none"> • Relating to students' and parents' situations and feelings
Being approachable and friendly	<ul style="list-style-type: none"> • Having body language, voice and facial expression that are welcoming, relaxed and appropriately reserved • Being available to people
Being organised	<ul style="list-style-type: none"> • Planning in detail a week ahead at least and having well developed but flexible long- term plans.
Serving others	<ul style="list-style-type: none"> • Pursuing voluntary and paid roles that improve the lives and future options of people in communities • Performing effectively in his various community roles
Being responsible and honest	<ul style="list-style-type: none"> • Placing no limits on others, and being open and generous with time and ideas
Professional values	
Making ethical decisions	<ul style="list-style-type: none"> • Acting in the best interest of young people and considering their future options
Fostering educational justice	<ul style="list-style-type: none"> • Practicing Teaching as Inquiry • Rejecting labels put on students • Assessing formatively • Seeking evidence, particularly students' perspectives about their experiences • Examining school systems • Generating hope • Having high and achievable expectations of students
Personalising learning experiences	<ul style="list-style-type: none"> • Adapting approaches • Noticing how students feel • Listening empathetically • Designing specific experiences • Taking time with students • Involving parents in learning plans

	<ul style="list-style-type: none"> • Being organised with resourcing and equipment
Developing positive relationships	<ul style="list-style-type: none"> • Building trust so students will take risks with new experiences • Learning students' languages • Being congenial in the staffroom
Needing time	<ul style="list-style-type: none"> • Making extra time for students during the school day • Going out of his way for students
Directing own professional learning	<ul style="list-style-type: none"> • Finding own mentors • Updating technical projects for students • Organising his own on site learning with specific school mentors
Participating in a community of practice	<ul style="list-style-type: none"> • Making time to meet and talk with mentors about students' learning and his own learning

APPENDIX 3.

Selective coding of themes and patterns across the cases of Matt and Henry

Overarching category	Sub-category	Properties of subcategories	Propositional statement
Self	Personal values	<p>Joining a profession</p> <p>Having a purposeful role in communities and making a difference</p> <p>Being approachable, friendly and fitting in</p> <p>Being creative and problem solving</p> <p>Being organised</p> <p>Being empathetic</p> <p>Referring to religious or social principles as a guide</p>	<p>Both student teachers' personal values have a substructure of vocational values with roots in significant experiences and relationships in family life and are often nurtured in their chosen roles .Vocational values are associated with aligning personal values or are interrupted by personal values that are in conflict.</p>
	Vocational values	<p>Pursuing social justice in various contexts</p> <p>Being of service to others in communities</p> <p>Being self-aware</p>	
Students and situation	Professional values	<p>Practicing Teaching as Inquiry as an event or way of teaching</p> <p>Maintaining the status quo for school students or being transformative</p> <p>Creating a community of dialogue for reflective discussion and to get others' perspectives</p> <p>Caring for students wellbeing or learning or both</p>	<p>Student teachers' professional values are personal values that they choose to act on in educational contexts.</p> <p>Student teachers benefit from reflexive dialogue in a community of practice where they can make sense of their situation and justify their choice of practice.</p>

		<p>Being proactive or reactive with own learning about inquiries</p> <p>Seeking more time with students</p> <p>Being organised</p> <p>Having positive relationships</p>	
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