

TEACHERS BECOMING ACTION RESEARCHERS: TOWARDS A MODEL OF INDUCTION

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Abstract: Towards the end of 2006, a group of secondary and primary teachers, in collaboration with university researchers based at the University of Waikato, began a two-year journey where they researched their own practice as teachers of literature in multicultural classrooms in Auckland, New Zealand. This presentation briefly outlines the Teaching and Learning Research Initiative (TLRI), which initially provided a vision of teachers, working in partnership with university researchers, researching their own practice with the aim of enhancing the practice of the teaching profession as a whole. Through the eyes of one of the university-based researchers, but drawing on the experiences of four of the teacher participants, this presentation reflects on factors that had a bearing on the successful (or otherwise) induction of these teachers as teacher-researchers in their own right.

Keywords: *Action research, teachers as researchers, teaching literature, multicultural education*

Chinese

[Translation Shek Kam Tse]

《教师成为行动研究员：另类教学模式》

摘要：

在2006年末，一群中学及小学教师与怀卡托大学（University of Waikato）的研讨员合作，在纽西兰的奥克兰内开始了一个两年的计划，研究自己作为多元文化教室的文学老师之工作实践。本文简介「教与学研究计划方案」（Teaching and Learning Research Initiative, TLRI），计划预先为教师订立一个目标，并与大学研究员合作，研究教师本身的行为实践，以提升教师本身的专业性。透过大学研究人员的观察以及四名参与教师的自身经验，本文阐述一些影响教师作为成功教师研究员的因素（及相反的因素）。

Dutch

[Translation Tanja Janssen]

TITEL. Docenten worden actie-onderzoekers; naar een inwijdingsmodel

SAMENVATTING. Tegen het eind van 2006 ondernam een groep docenten uit basis- en voortgezet onderwijs, samen met onderzoekers van de Universiteit van Waikato, een twee jaar durende reis waarbij zij hun eigen praktijk onderzochten als literatuurdocenten in multiculturele klassen in Auckland, Nieuw Zeeland. In dit artikel wordt het 'Teaching and Learning Research Initiative' (TIRI) kort beschreven. Binnen dit initiatief werden docenten aanvankelijk gezien als partners van wetenschappelijke onderzoekers, bij het onderzoek naar de eigen praktijk, met als doel de onderwijspraktijk als geheel te verbeteren. In dit artikel wordt, door de ogen van een van de wetenschappelijke onderzoekers, maar puttend uit de ervaringen van vier van de deelnemende docenten, gereflecteerd op factoren die meespeelden bij de succesvolle (of niet zo succesvolle) inwijding van deze docenten als docent-onderzoekers.

TREFWOORDEN: Actie-onderzoek, docenten als onderzoekers, literatuuronderwijs, multicultureel onderwijs

Finnish

[Translation Katri Sarmavuori]

TITTELI. OPETTAJISTA TOIMINTATUTKIJOITA: KOHTI INDUKTIOMALLIA

ABSTRAKTI. Kohti vuoden 2006 loppua ryhmä ylä- ja alakoulun opettajia yhdessä yliopiston tutkijoiden kanssa Waikaton yliopistosta aloitti kahden vuoden matkan, jolloin he tutkivat omaa kirjallisuuden opetuksensa käytäntöä monikulttuurisissa luokissa Aucklandissa Uudessa-Seelannissa. Tämä esitys käsittelee lyhyesti Teaching and Learning Research Initiativen (TLRI), joka tarjosi yhdessä yliopiston tutkijoiden kanssa työskentelevien opettajien vision, jossa oli tarkoitus tutkia heidän omaa käytäntöään ja laajentaa sitä opetuksen professioon kokonaisuudessaan. Yliopiston tutkijan silmien kautta neljän opettajaosallistujan kokemusten avulla esityksessä reflektoidaan tekijöitä, jotka olivat menestyksellisiä näiden opettajien opetustutkimuksen induktiossa.

AVAINSANAT: Toimintatutkimus, opettaja tutkijana, kirjallisuuden opetus, induktion monikulttuurinen kasvatusmalli

German

[Translation Ulrike Bohle, Irene Pieper]

TITEL. Lehrer werden Handlungsforscher: Entwicklung eines Ausbildungsmodells

ZUSAMMENFASSUNG. Ende 2006 begann eine Gruppe von Primarstufen- und Sekundarstufenlehrern und -lehrerinnen gemeinsam mit Forschern der Universität Waikato eine zweijährige Reise, bei der sie ihre eigene Unterrichtspraxis im Literaturunterricht in multikulturellen Klassen in Auckland, Neuseeland, erforschten. Dieser Artikel skizziert kurz die Grundzüge der Lehr- und Lernforschungsinitiative (Teaching and Learning Research Initiative, TLRI), auf die die Vision von Lehrern und Lehrerinnen, die in Zusammenarbeit mit Forschern ihre eigene Praxis untersuchen und die Lehrpraxis allgemein verbessern, zurückgeht. Ausgehend von den Erfahrungen von vier teilnehmenden Lehrern und Lehrerinnen, reflektiert der Artikel aus der Sicht eines Universitätsforschers Faktoren, die zu einer erfolgreichen (oder anderen) Ausbildung dieser Lehrenden zu eigenständigen Handlungsforschern führten.

SCHLAGWORTER: Handlungsforschung, Lehrer als Forscher, Literaturunterricht, multikulturelle Erziehung

Greek

[Translation by Panatoya Papoulia Tzelepi]

Τίτλος. Οι δάσκαλοι γίνονται ερευνητές της πράξης τους: προς ένα μοντέλο εισαγωγής.

Περίληψη. Προς το τέλος του 2006 μια ομάδα δασκάλων πρωτοβάθμιου και δευτεροβάθμιου σχολείου, σε συνεργασία με ερευνητές από το Πανεπιστήμιο του Waikato, άρχισαν ένα «ταξίδι» δύο χρόνων κατά το οποίο ερεύνησαν τις πρακτικές τους ως δασκάλων της λογοτεχνίας σε πολυπολιτισμικές τάξεις στο Auckland της Ν. Ζηλανδίας. Αυτή η παρουσίαση περιγράφει με συντομία την «Πρωτοβουλία Έρευνας Διδασκαλίας και Μάθησης» (TLKI) η οποία προβάλλει κατ' αρχήν ένα όραμα δασκάλων συνεργαζόμενων με πανεπιστημιακούς ερευνητές, οι οποίοι διερευνούν την πρακτική τους, με στόχο τη βελτίωση της πράξης των εκπαιδευτικών στην ολότητα τους. Μέσα από τα μάτια ενός από τους πανεπιστημιακούς ερευνητές, αλλά χρησιμοποιώντας και τις εμπειρίες τεσσάρων δασκάλων, αυτή η παρουσίαση εστιάζεται στους παράγοντες που επιδρούν στην επιτυχή (ή μη) εισαγωγή αυτών των δασκάλων στην ιδιότητα των δασκάλων-ερευνητών της ίδιας τους της πρακτικής.

Λέξεις κλειδιά: Έρευν- δράση, δάσκαλοι ως ερευνητές, διδασκαλία λογοτεχνίας, πολυπολιτισμική εκπαίδευση

Italian

[Translation Manuela Delfino, Francesco Caviglia]

TITOLO. Insegnanti che diventano ricercatori-in-azione: verso un modello di crescita indotta

SINTESI. Verso la fine del 2006 un gruppo di insegnanti di scuola primaria e secondaria, in collaborazione con ricercatori universitari provenienti dall'Università di Waikato, iniziarono un percorso di lavoro della durata di due anni in cui indagarono sulle loro pratiche come insegnanti di letteratura in classi multiculturali a Auckland, Nuova Zelanda. Questa presentazione delinea brevemente l'Iniziativa di Ricerca su Insegnamento e Apprendimento (Teaching and Learning Research Initiative - TLRI), un'attività ispirata all'idea che un gruppo di insegnanti, in collaborazione con ricercatori universitari, indagassero sulle loro pratiche individuali con lo scopo di migliorare la pratica della professione dell'insegnante nel suo complesso. Attraverso gli occhi di uno dei ricercatori universitari, ma traendo spunto dalle esperienze di quattro tra gli insegnanti partecipanti, questa presentazione riflette sui fattori che hanno influito, positivamente o negativamente, sul percorso di crescita di questi insegnanti come insegnanti-ricercatori autonomi.

PAROLE CHIAVE: Ricerca-azione, insegnanti come ricercatori, insegnamento della letteratura, educazione multiculturale.

Polish

[Translation Elzbieta Awramiuk]

TITUŁ. Nauczyciele stający się badaczami: w kierunku modelu inicjacji

STRESZCZENIE. Pod koniec 2006 roku grupa nauczycieli szkół podstawowych i średnich we współpracy z naukowcami z uniwersytetu Waikato rozpoczęła dwuletnie badania swej własnej pracy jako nauczycieli literatury w wielokulturowych klasach w Auckland, w Nowej Zelandii. Niniejszy artykuł zwięźle przedstawia projekt badań nad nauczaniem i uczeniem się (the Teaching and Learning Research Initiative – TLRI), który w założeniu miał realizować wizję współpracujących z uniwersyteckimi badaczami nauczycieli, badających własne działania w celu poprawienia standardów kompleksowo ujmowanego zadania nauczyciela. W niniejszym artykule jeden z badaczy uniwersyteckich, bazując na doświadczeniach czterech uczestników nauczycieli, zastanawia się nad czynnikami, które przyczyniają się do udanego (lub nie) wprowadzania nauczycieli w rolę samodzielnych badaczy.

SŁOWA-KLUCZE: badanie działania, nauczyciele jako badacze, nauczanie literatury, edukacja wielokulturowa

Portuguese

[Translation Sara Leite]

TITULO. PROFESSORES QUE SE TORNAM INVESTIGADORES-ACTORES: PARA UM MODELO DE INDUÇÃO

RESUMO. No final de 2006, um grupo de professores do ensino primário e secundário, em colaboração com investigadores da Universidade de Waikato, iniciaram um percurso de dois anos em que investigaram a sua própria prática de ensino enquanto professores de literatura em classes multiculturais em Auckland, Nova Zelândia. Esta apresentação mostra as linhas gerais da Iniciativa de Investigação de Ensino e Aprendizagem (TLRI), que inicialmente forneceu uma visão de professores, trabalhando em articulação com investigadores, debruçados sobre o seu próprio desempenho profissional, com o objectivo de melho-

rar a prática do ensino em geral. Através dos olhos de um dos investigadores universitários, mas com base na experiência dos quatro professores participantes, esta apresentação reflecte sobre os factores relacionados com a indução (bem sucedida ou não) feita por estes profissionais enquanto professores-investigadores por direito.

PALAVRAS-CHAVE: Investigação-acção, professores investigadores, ensino da literatura, educação multicultural

Spanish

[Translation Ingrid Marquez]

TÍTULO. CUANDO LOS MAESTROS SE VUELVEN INVESTIGADORES EN ACCIÓN: HACIA UN MODELO DE INDUCCIÓN

RESUMEN. A finales del año 2006, un grupo de maestros de primaria y secundaria, en colaboración con algunos investigadores universitarios basados en la Universidad de Waikato, empezaron una aventura de dos años durante la cual investigaron sus propias prácticas didácticas como maestros de literatura en los salones multiculturales de Auckland, Nueva Zelanda. Esta presentación da un bosquejo breve de la Iniciativa de Investigación sobre la Enseñanza y el Aprendizaje (IIEA). Inicialmente, el proyecto mostraba una visión de los maestros, quienes trabajando junto con investigadores universitarios para analizar sus propias prácticas de enseñanza con el fin de mejorarlas de manera global. Esta presentación, a través de los ojos de uno de estos investigadores universitarios pero haciendo referencia a las experiencias de cuatro de los maestros que participaron, analiza algunos factores que influyeron en el éxito o fracaso de los docentes en el papel de maestros-investigadores.

PALABRAS CLAVE: Investigación en acción, maestros como investigadores, enseñanza de la literatura, educación multicultural

1. INTRODUCTION

The New Zealand Ministry of Education (MOE) established the Teaching and Learning Research Initiative (TLRI) in 2002 with the aim of supporting research “that will provide information that can be used in policies and practices to bring about improvements in outcomes for learners” (MOE, 2002, cited in Berger and Baker, 2008, p. 1). The New Zealand Council for Educational Research (NZCER) was appointed as programme co-ordinator for the grant, charged with the development of guidelines for applicants, managing the selection process and overseeing the conduct of the one-, two- and three-year projects of successful grantees. In its first five years of operating, the TLRI funded around 55 projects based in the early childhood, school or post-school sectors.

As originally conceived, the TLRI had three aims:

- to build a cumulative body of knowledge linking teaching and learning;
- to enhance the links between educational research and teaching practices – and researchers and teachers – across early childhood, school, and tertiary sectors;
- to grow research capability and capacity in the areas of teaching and learning (TLRI, 2003, revised 2008).

Prospective grantees were expected to justify their proposals by articulating clear strategic, research and practice values. Central to this vision was the notion of practitioners (in most cases teachers) as research partners. According to TLRI coordinators, Berger and Baker, this stipulation was meant “to lessen the commonplace occurrence of research that is done *on or to* practitioners rather than *with* practitioners” (2008, p. 3).

In a 2008 paper reflecting on the projects undertaken since TLRI's inception, Berger and Baker identified two key "archetypes of practitioner/researcher partnerships" (p. 3):

"Practitioner as research assistant": In this model, the researcher's knowledge and expertise is central and practitioners are relegated to a kind of helper role. Major research tasks such as the determination of research questions and the research design are the prerogative of the researcher, who also takes responsibility for data analysis. While practitioners are valued as informants, their role in the actual research process is likely to be a minor one, for example, restricted to certain kinds of data collection.

"Researcher and practitioner as associates": In this model, researchers and teachers work in collaboration, drawing on the mutual expertise of both groups at all stages of the research process (2008, p. 4).

While Berger and Baker identify strengths and limitations in both models, they effectively concur with the recommendations of an independent review of TLRI (Gilmore, 2007) which suggested that the second model had serious drawbacks in practice – reflected in perceived inadequacies in relation to scope, research design and links to academic literature. While teachers might learn a lot in this model, researchers often learnt little.

As a consequence of this review process, TLRI guidelines have changed – a change reflected in the tenor of the following paragraph:

They are to be led or co-led by an experienced principal investigator and be designed in a way that explicitly offers opportunities for emerging researchers to develop their skills (so that in time they might develop the expertise required of a principal investigator). Researcher–practitioner partnerships are to be integral to the design of the project. The partnership, however, is to guide the research question(s) but not drive the project. To this end there is to be a focus on the individuals in the team using their *collective* expertise rather than on explicitly developing the research skills of the practitioner members of the project team. It is, however, pivotal that all team members have the opportunity to learn. In this collaboration, practitioners might take the role of advisory board, data gatherers, informants, etc. and not necessarily be integral to *all* aspects of the thinking inside the partnership. It is, of course, necessary that the researchers have clear and consistent regard for practice and practitioners and that the practitioners have clear and consistent regard for research and researchers (TLRI, 2009, p. 6)

It is clear that a different tightrope is being walked in 2009 than was being walked in 2003.

2. MANAGING THE TRANSITION FROM TEACHER TO RESEARCHER

In a seminal article, Lytle and Cochran-Smith (1992, see also 1993) challenged the epistemological assumptions of university-based research and set out through developing a "typology of teacher research that acknowledges a wide range of teachers' writing as research" (p. 45) to legitimate teacher research/inquiry as a way of knowing and to champion teacher inquiry as a powerful means for teachers to redefine the relationship to received knowledge. However, the question of how teachers actually make the transition from teacher to researcher is not addressed.

Couched in an action research framework, Fischer (2001) certainly does address what is required for teachers to make this transition. His initial focus is on the kind

of teacher interest that might impel a teacher in a research direction. He then moves to discuss a range of strategies that might assist a novice teacher-researcher select a topic and develop a series of research questions. He concludes the body of his chapter by addressing research planning – which he calls a “dynamic process”. Rather than provide a step-by-step account of the process, he identifies the types of tasks (“elements”) that need to be undertaken but emphasises their recursiveness (p. 43). Of the literature reviewed here, Fischer’s approach is closest to the kind of model I discuss below, which also avoids a step-by-step approach to research, but rather views the process of teacher-researcher identity formation as the recursive engagement with certain tasks.

Evans, Lomax and Morgan (2000) also operate out of an action research model, asserting its legitimacy as based in the production of “transferable” rather than “generalisable” knowledge and free “from the over-prescriptive rules of traditional research” (p. 407). These authors argue a case for research partnerships between schools and universities, highlighting (as does Conway, 2000), the role action research programmes at various levels can play in empowering teachers. Typically, this work does not systemically address issues of transition or induction, preferring to focus on particular *aspects* of the induction that appear to enhance the process. For example, Evans et al. (2000) draw attention to the way in which story-telling in group situations has a facilitative value in research topic identification and also the overall value to the inductive process of various non-hierarchical partnership arrangements. Also operating out of an action research frame, Miller (2006) similarly focuses on just one aspect of the induction process – the acceptance by teacher-researchers of the importance of theory.

Based in an ethnographic research paradigm, Merritt’s (2004) focus is on data analysis. Starting from a view “that analysis can be the most daunting part of the research process for novice researchers” (p. 406), she describes three broad strategies for inducting teacher-researchers in the process of analysis: uncovering assumptions, challenging perceptions and articulating theoretical and research frameworks. Merritt’s view on the place of analysis in novice researcher induction is that analytical activities should be engaged in throughout the research process (p. 407) and she describes a number of activities, including ones that are less concerned with analysis proper, than with enabling prospective researchers to identify the discursive positions they occupy.

Esposito and Smith (2006), draw on a range of (mostly reflective journal) data to narrate aspects of the latter’s journey “toward” action research, beginning with her involvement in an action research course and culminating in a successful intervention addressing the literacy needs of her Grade 3 students. This case study narrative identifies a number of key induction strategies, for example, the collection of benchmark data on student subjects, intervention design and the need to make data collection relevant and contained. However, there are gaps and limitations in this account – the focus on one teacher, the nature of the action research model employed and a lack of emphasis on writing.

In contrast, writing is the focus of Smiles and Short’s (2006) study of the transition process with their acknowledgement that “the journey from writing to actual publication is a daunting one” (p. 135). Their emphasis is very much on a potential

final product of the process of transition – an article of sufficient standard to run the gauntlet of the academic or professional journal peer-review process. I use the word “potential” here, because these authors adopt the position that “Teacher research does not have to be published to be a quality piece of teacher research”, a position I would concur with as long as it does not de-emphasise the centrality of *writing to know* as integral to the research process. At the heart of this article is the identification of eight writing strategies, some of which relate to our own experience of facilitating the teacher-to-researcher transition.

3. TEACHING LITERATURE IN THE MULTICULTURAL CLASSROOM

The project referred to in this article commenced in December, 2006 and was to occupy two years. Funding was applied for under the old TLRI dispensation, and in retrospect, those of us classified as university-based researchers (though all of us had taught in schools) would have seen ourselves as subscribing to the second researcher/practitioner model described previously. That is, we aspired to the development of a non-hierarchical arrangement, which would be reflected in a collaborative and respectful relationship between university and school-based researchers, all of whom were viewed as bringing to the project complementary knowledges.

Seven teachers from seven schools with culturally diverse populations, four secondary, two intermediate and one primary in South and West Auckland were involved in the project, which was coordinated by researchers (including the writer) from the Arts and Language Education Department at the University of Waikato. From the start, we referred to these colleagues as “teacher-researchers”. The project set itself the following research questions¹:

What discourses currently shape teacher understandings of “literature teaching” and “cultural and linguistic inclusiveness”? How do these discourses relate to each other and to the larger context of the national policy environment?

What features characterise the successful classroom practices/processes of a sample of teachers engaging students in activities aimed at fostering their ability to engage in the reading and composition of literary texts?

In particular, what aspects of pedagogy have been successful in developing a culturally and linguistically inclusive classroom for the teaching and learning of literature? (These aspects may include programme design, resourcing, activity design and formative assessment.)

In what ways can ICTs be integrated productively in a culturally and linguistically inclusive classroom for the teaching and learning of literature?

The TLRI review process discussed previously led to a view of the research design as paramount and the researcher-practitioner relationship as a subordinate consideration. Looking back, it was clear to me that as university-based researchers, we made

¹ *The findings have been reported variously in Locke et al., 2008; Cleary, 2008; Sturgess & Locke, 2009; Locke, 2009.*

the researcher-practitioner relationship central to design considerations, as I will explain. On the face of it, we were skirting with danger, if the retrospective wisdom of the TLRI review was anything to go on. That is, we were courting the possibility of the success of the project in terms of scope, findings, generalisability and dissemination being jeopardized by our according our “teacher researchers” too strong a voice. However, from this later vantage point, I would contend that five of our participating teachers performed successfully as researchers of their own practice. (And, it would appear, our NZCER overseers were pleased with us.²)

Our final report (Locke et al., 2008) has a lot to say about what we learnt *through* our teacher-researchers about effective teaching practices around literary study. However, my focus in this article is what we learnt during the course of the project about what it takes to transform classroom teachers into research-savvy practitioners. These learnings are, if you will, unanticipated and unrelated to the above research questions. The administration of a questionnaire to a sample of participating teachers at the conclusion of the project was a means of investigating their perceptions of the process they, themselves, had undergone. These questionnaire data complement our own perception of the process and various records and documents we generated along the way. However, it is appropriate at this point for a brief overview of the methodology adopted to address the original research questions.

4. METHODOLOGY

Our view of the researcher-practitioner relationship had a bearing on research design, which was framed broadly in action research terms because of its adaptive, tentative and evolutionary nature. As Burns (1994) states:

Action-research is a total process in which a “problem situation” is diagnosed, remedial action planned and implemented, and its effect monitored, if improvements are to get underway. It is both an approach to problem solving and a problem-solving process (p. 294).

Consistent with action-research methodology, the project adopted two successive cycles or phases of problem definition, data collection, reflective analysis and planning, monitored action and reflection. This was suited to our expectation that for each teacher, the specific nature of their interventions and the learning objectives attached to them would be a matter of negotiation.

As long ago as 1988, Kemmis and McTaggart (1988) were highlighting the collaborative aspect of action research, distinguishing three types of changes in relation to the work of individual teachers and the culture of groups.

² Among other things, Senior NZCER Researcher, Sue McDowall, had this to say about the project after reading its final report. “The report says some things about the place of literature in New Zealand classrooms, and about English teaching, learning, and assessment more generally, that need to be said. Including both primary and secondary teachers in this project made it possible to notice and to say some of these things. There are clear implications for policy and teacher education and I hope these will be acted on. Your suggestion that the study of literary texts be seen as a vehicle for building key competencies is strategic.”

- 1) Changes in discourse: ways in which teachers “word” or “story” their identities, knowledges and pedagogical practices;
- 2) Changes in “activities and practices”: what teachers actually do in their work and continuing learning;
- 3) Changes in “social relationships and organizations”: the ways in which teachers relate with students, parents and the wider community, and with colleagues at a departmental, school and general professional level (pp. 14-15).

The adoption of an action-research framework was consonant with a desire to enhance teacher professionalism by according participating teachers the role of reflective and collaborative generators of their own professional knowledge. According to Jean McNiff (2002), “Action research is an enquiry by the self into the self, undertaken in company with others acting as research participants and critical learning partners” (p. 15). Self-study was a key ingredient in this project (Loughran, 1999) with a key feature being the continual interrogation by all participants of the discursive assumptions that shape (support and/or constrain) one’s practices as a teacher and researcher.

Within this action research framework, we were effectively setting up a series of case studies. Case studies allow for an in depth investigation into *specific* instances with a view to developing or illustrating *general* instances (Yin, 1989). In the case of this project, the specific instances were particular teachers working with particular classes. There was also the potential for these case studies to have an ethnographic aspect. As Fetterman argues (1998), “...ethnographic study allows multiple interpretations of reality and alternative interpretations of data through the study. The ethnographer is interested in understanding and describing a social and cultural scene from the emic, or insider’s, perspective. The ethnographer is both storyteller and scientist...” (p. 2). Fetterman’s reference to insiders is pertinent here, in that the project aimed at collaboration among university staff, teachers and children in ways that collapsed the insider/outsider distinction that characterises “them/us” research. The overall theme of this research, in fact, invited an ethnographic focus.

Finally, critical discourse analysis as research method was applied by both university-based researchers and teacher-researchers involved in this project. Put simply, critical discourse analysis sets out to identify taken-for-granted stories about (or constructions of) reality that circulate in society and which invite one to “take positions” on things (Locke, 2004). One of the aims of this project was to identify and if need be contest some taken-for-granted assumptions about what literature is and how it is best taught.

5. METHODOLOGICAL INDUCTION

Given our commitment to a model of teachers as researchers, those of us designated university-based researchers were charged with the task of methodological induction. At the start of the project, we had a limited sense of what this entailed, but as work progressed we found ourselves generating resources and activities in response

to what we were defining as induction-related tasks or problems. We identified these as follows:

- Task 1: Committing to a change of role
- Task 2: Developing professional self-reflexivity
- Task 3: Thinking of my students as research subjects
- Task 4: Developing a rationale for a change in practice
- Task 5: Designing an intervention
- Task 6: Deciding on and determining data to be collected
- Task 7: Analysing data
- Task 8: Writing up the research story.

The neatness of this list, written retrospectively, belies the extent to which those of us leading the project were making up things as we went along. However, they do match my current sense of the major tasks involved in the induction process. In what follows, I reflect on each of these in turn and discuss some of the strategies used to address the specific demands of the task. To protect the identities of the four secondary teachers (all Heads of Department) involved in the project, I will be referring to them as Teachers 1, 2, 3 and 4.

5.1 *Committing to a change of role*

This initial stage of induction might be compared to the building-of-belief stage in a process drama.³ At this early stage of the process, teachers were offered a role, that of researcher, even while the full implications of the choice to accept were yet to be teased out. For participants in this project, this began with the decision to be involved, motivated very much by an interest in the topic rather than an understanding of what the role of researcher entailed (cf Fischer, 2001, pp. 33-37). A quotation from the project's full proposal reflects this initial disposition: "[Teacher 1] comes to this project with an interest in how we can improve students' enjoyment and success in the study of literature written in English and also how we can incorporate students' mother tongues in this" (Full proposal document). Teachers were initially drawn to the project because they saw themselves as benefiting professionally from it and would be thus better able to meet the needs of their students.

In the first project round-table meeting, teachers were introduced to their researcher role in two main ways. Firstly, their prospective role as a teacher researcher was legitimised through reference to the academic literature which *endorsed* this role. For instance, they were introduced to Lytle and Cochran-Smith's (1992) definition of teacher research as "systematic, intentional inquiry by teachers about their own school and classroom work":

"By *systematic* we refer primarily to ordered ways of gathering and recording information, documenting experiences inside and outside of classrooms, and making some kind of written record";

³ *Norah Morgan and Juliana Saxton (1987) offer a taxonomy of personal engagement for the drama-in-education situation. In ascending order they suggest: interest, engaging, committing, internalizing, interpreting and evaluating (p. 22).*

“By *intentional* we signal that teacher research is an activity that is planned rather than spontaneous...”

“By *inquiry*, we suggest that teacher research stems from or generates questions and reflects teachers’ desires to make sense of their experiences – to adapt a learning stance or openness toward classroom life” (p. 450).

Table 1. Questions, methods, relevant data, roles and responsibilities

| Research question | Method | Relevant data | Roles and responsibilities |
|---|---|---|---|
| What discourses currently shape teacher understandings of “literature teaching” and “cultural and linguistic inclusiveness”? How do these discourses relate to each other and to the larger context of the national policy environment? | Self-study Critical discourse analysis | Reflective journals questionnaires interviews policy documents, school schemes, teaching resources, assessment technologies | Teacher-researchers (TRs) and university researchers (URs) reflect in a collegial way on current and developing views (discourses) relevant to the topic. TRs collaborate with URs in analyzing school-based documents. URs focus on national documentation. |
| What features characterise the successful classroom practices/processes of a sample of teachers engaging students in activities aimed at fostering their ability to engage in the reading and composition of literary texts? | Case study research | questionnaires semi-structured group interviews or focus groups classroom observations student work samples test results | TRs and URs work collaboratively in questionnaire design and the design of interventions. URs and TRs can conduct group processes as appropriate. Classroom observations are conducted by URs by invitation and optionally by colleagues in support. Test design may be collaborative or individual. The development of evaluative criteria is a task for URs and TRs collectively and can be thought of as an intervention in itself. Systems of check-making will be developed collaboratively, optionally with colleagues in support. TRs and URs work collaboratively in analyzing data and in developing specific timeframes for data collection and analysis within the broad timeframe of the project. |

While such documentation played its part in the induction of teacher researchers, it also forced university researchers to clarify their own thinking on a range of methodological design issues.

5.2 *Developing critical self-reflexivity*

According to Bridget Somekh (2009), “the reflexivity which lies at the heart of the action research process is...not only a means of deepening self-understanding and raising sensitivity to the nuances of professional experience – a process of self-education – but a crucial means of increasing the power of action research to have developmental impact” (p. 371). By *critical* self-reflexivity, I mean an “awareness of the ideological imperatives and epistemological presuppositions that inform [one’s] research as well as [one’s] own subjective, intersubjective, and normative reference claims” (Kinchelov & McLaren, 1994, 140), something viewed by Merritt (2004) as indispensable to subsequent acts of data analysis. There are two prongs to critical self-reflexivity in research settings. First, researchers need to acknowledge the social constructedness of their research method, including a preparedness to view the “common sense” meanings of the very terms used as discursively constructed (McLaughlin, 1995). Second, researchers need to acknowledge the provisionality of their findings.

These ideas of discursive constructedness (Locke, 2004) and provisionality were introduced to teacher participants during the first round-table meeting. As part of the programme, the term “literature” was offered as an example of discursive contestation, and focus groups took place where primary, secondary and tertiary participants explored aspects of their understanding of the concept.⁴ In the initial stages of the project, focus groups were used to explore participant understandings of both literature and cultural diversity/inclusiveness, with follow-up discussion in the project Wiki. However, the most important strategy used for the development of critical self-reflexivity was the reflective profile.

All participants, including university-based researchers, completed a reflective profile as a baseline data component. Teachers were offered a detailed template with a number of specific prompts under the following headings:

- Me and my students
- My view of English as a subject/how do I see such fundamental processes as “reading” and “writing”?
- Choosing “texts” for reading/viewing/listening
- The place of writing
- Pedagogy
- Classroom discourse or talk
- The place of technology

⁴ *Twelve months into the project, the team agreed upon a definition of literature that served as a common, pragmatic understanding rather than final, absolute truth.*

For the second of these, teachers were offered an heuristic map of subject English developed by Locke (2007) which offered a four-model view of the subject: cultural heritage, personal growth, textual and sub-textual skills and critical literacy. Teachers developed substantial documents in response to the template prompts. Here is just one extract from Teacher 1. It is a single paragraph from a dense, 13-page document:

What aspects of a critical literacy view of English/literacy am I sympathetic to?

I want students to be prepared to understand what is really happening in the world and that written and spoken words always come from a power-base. I want them to be able to make intelligent judgments from reading whatever they are presented with – the weather, body language, propaganda, etc. And then to be able to articulate with integrity and with control. I'd like to think that students leave school with the competence to understand what is presented to them and to be understood. Sometimes I tell students that reading is a life-skill because it involves reading more than just print. (Teacher 1: Profile)

Summing up the importance of the reflective profile to their transition to researchers, Teacher 2's statement below typifies the sentiments of the group:

Completing the teacher profile was a crucial step I believe in me moving from being a teacher to one of a teacher researcher. This task required me to reflect on my practices and philosophy of teaching and this is something although I believe it is important, I struggle to find the time to make a priority. I do reflect on particular task's effectiveness and ask my students to complete and end of unit/task evaluation but the wider and more personal in depth reflection that we were encouraged to do in our teacher profile asked me to dig deeper as a teacher. I felt it an immensely rewarding yet demanding experience having to question what sort of teacher I am, my approach to teaching reading and writing, why I choose certain texts, what my prior knowledge of my students were and how I knew this and questioning whether I was making a difference to my students' learning. (Teacher 2: Reflection on research)

5.3 Thinking of my students as research subjects

During the first two phases of the project, the team began a collaborative literature review and addressed issues of baseline data collection.⁵ The form of the literature review was a cumulative annotated bibliography that was hosted as an "article" on the project Wiki⁶ that all members could contribute to. (To this end, teacher participants were introduced to APA referencing at the first round-table meeting.) In the early stages of the project, those of us leading it developed a detailed research template with the following components:

- Step 1: What kind of teacher am I and how could I be different?
- Step 2: Who are my students?

⁵ It needs to be emphasised that these timetabled research phases are only indirectly related to the induction tasks identified in this article. My position is that the development of "task competence" is a recursive process and not linear.

⁶ http://education.waikato.ac.nz/contracts/english/wiki/tiki-read_article.php?articleId=2

- Step 3: What are my students good at? Where are there gaps? (Use performance data).
- Step 4: Identify some specific learning objectives that emerge from the preceding steps.
- Step 5: Ascertain diagnostically what my students can do in relation to my chosen objectives
- Step 6: Designing learning tasks or activities to support objectives
- Step 7: Identify and collect data that would indicate that the nominated learning is occurring and in what degree.
- Step 8: Analysing my data

Each step was accompanied by a set of instructions and space for the insertion of data and write-up material.

All teachers in the project were familiar with such pedagogical principles as *assessment for learning*. However, the intense discussion that took place on such topics as cultural diversity sharpened their awareness of the need to know their students as “research subjects”. Even before the project commenced, they had addressed ethical issues related to their role as researchers. Now they began work collaboratively on designing data collection instruments that would enable them to ascertain such things as the literature-related practices and dispositions of their students and their abilities across a range of skills and understandings. Survey materials on such factors as ethnicity and ICT usage were designed and shared by the teachers themselves (see Appendix A). Teacher 2 wrote in relation to this task:

Participating in this research project gave me the opportunity to question and really drill down into what made my students tick when it came to reading. It became clear that certain assumptions teachers and educators make may not always hold true. I thought I knew my students well but there were elements of data I collected that certainly challenged some of my assumptions around their reading outside of school. (Teacher 2: Reflection on research)

One of the issues teachers had to grapple with in this early stage of the project were the limitations of nationally designed, diagnostic testing instruments currently in use in New Zealand.⁷ They found themselves developing or adapting diagnostic assessment tools that reflected the skills and understandings they specifically wanted to encourage and which would reflect the way they planned to teach.⁸

5.4 *Developing a rationale for a change in practice*

The third phase of the project might be thought of as a link between the collection of baseline data and the design of what we (perhaps loosely) termed classroom “interventions”. On the basis of collaborative analysis of a range of baseline data, teachers

⁷ For example, *AsTTle*, which is a system of diagnostic testing for a range of competencies, including reading comprehension.

⁸ See Whitehead, 2007 on ecological validity in respect of testing.

developed a rationale for a change (not necessarily radical) in classroom practice. An example of a rationale is provided by Teacher 4, who had done a novel unit with her Year 9 class on *The Fatman* by Maurice Gee.⁹ It was student critique of the “Fatman” character as stereotype and, in particular, a female student’s review comment that it was “dangerous to stereotype fat people in such a way” that led to her decision to develop a unit of work investigating stereotyping in fairy tales, through both actual fairy tales from a variety of cultural settings and through the film, *Shrek* (Adamson, 2001).

Put simply, interventions were justified in terms of the teacher-researcher’s reflective profile (including theoretical positions embedded therein, see Miller, 2006), and an analysis of a range of student-related data (including performance data). They provided the kind of central focus viewed by Smiles and Short (2006) as a key task in the teacher-researcher’s transformative journey. At the core of this phase was the articulation of sets of learning objectives, which were linked to the discursive mapping of subject English referred to earlier. Here is an example of a set of objectives, developed by Teacher 2 for an elaborate unit aimed at developing her students’ enjoyment of literary texts:

- 1) Students are willing to reflect on their personal reading practices – what motivates them and what barriers they face in reading and enjoying texts.
- 2) Students are prepared to compare their own viewpoints towards ideas in texts to that of other young people from different cultural and religious settings.
- 3) Students can identify, discuss and support with evidence, the point of view and purpose of an author or director and their targeted audience.
- 4) Students are able to appreciate that there are issues and challenges characters in a text face; and enjoy writing a personal response around one of these issues using supporting evidence from the text.
- 5) Students are willing to reflect on personal responses to texts and discuss these with others orally or electronically.
- 6) Students are able to appreciate texts position readers/viewers to see things in a particular way.

As can be seen, these objectives position Teacher 2 as mainly working out of a “personal growth” frame, but also drawing on new critical and critical literacy discourses.

5.5 *Designing an intervention*

In terms of the project, an intervention was thought of as a coherent set of tasks or activities aimed at meeting one or more objectives (as per Step 6 of the research template) and in some respects representing a departure from the teacher’s usual

⁹ *Maurice Gee is one of New Zealand most distinguished novelists and a writer of both adult and children’s fiction. The fatman won a major award after its publication, but was also attacked in the media for addressing “adult” themes in a book aimed at young adult readers. See <http://www.nzbookcouncil.org.nz/writers/geem.html>.*

classroom practice. Practically, the focus was on the planning of one or more units of work, with more substantial units planned for the second year of the project.¹⁰ An example of a task can be found in Teacher 3's intervention. She wanted her Year 12 students to be able to use one or both of a print journal and Web2.0 technologies to develop a personal and critical response to a complex fictional narrative (the film *Run Lola run* and the novel *5 people you meet in Heaven*), and reflect electronically through a shared class space, on their dreams and ambitions, how they may change over the year and what barriers they face to their fulfillment (Cleary, 2008).

While teachers were responsible for the design of their interventions and writing them up in their research templates, a good deal of collaborative discussion occurred, both at round-table project meetings and informally via telephone and email. Teacher 2 recalled this aspect of the research process in her questionnaire reflection:

Working as a group designing interventions to meet the objectives we planned was another really important step in the process for me. It was the discussion I had with [Teacher 3] over her use of ICT that really encouraged me to go develop the on-line forum intervention. I did feel more confident on how to write a clear objective and what sort of strategies might be implemented to achieve this when working collaboratively. This discussion and sharing time was always positive and kept us focused. (Teacher 2: Reflection on research)

Teacher 2's intervention in the second year of the project was influenced by the work undertaken by Teacher 3 the previous year. Table 2 is a one-row excerpt from Teacher 2's unit overview grid, showing links between tasks, justification and objectives.

Table 2. Teacher 2: Unit planning excerpt

| Sequence | Tasks/activities | Reason | Relevant objective(s) |
|-------------------------------------|---|---|-----------------------|
| Weeks 1 -10 x 1 period a week | Encouraging wide reading and response Students given a collection of reading texts in hard copy and on electronic shared space to choose from Online/intranet class forum to discuss and respond to texts read Students keep log and summary | I hoped by tapping into technology I might be able to motivate students to read, reflect and be willing to share their own ideas and understand the ideas of others about texts. I wanted to incorporate time to read into this year's programme to reinforce its value since SSR is no longer timetabled. | [Objs 1, 2] |

¹⁰ *Our use of the concept of task was influenced by its use in second-language teaching. Corson (2001), for example, regards "a task is one activity set in the real world of the students that leads to some outcome that gives the task, and the language it involves, a meaning or significance in the world of the learner" (p. 139).*

5.5.1 Deciding on and determining data to be collected

As Table 1 indicates, teachers were introduced to the concept of “data” at the first project round-table meeting, when the range of potential data – questionnaires, semi-structured group interviews or focus groups, classroom observations, student work samples and test results – was indicated. Over the course of the project, university-based researchers worked closely with their classroom-based colleagues planning types of data to be collected and how much. In particular, we discussed the twin dangers of too much and too little data. Teacher 2 recalled: “We were able to swap surveys and questionnaires we had designed, offer advice on how to fine tune them and more importantly we had a chance to bounce ideas off each other and compare findings once we had implemented them with our students.” (Appendix B is an example of a post-intervention questionnaire designed by Teacher 3.)

Table 3. Teacher 4’s data collection scheme (excerpt)

| Overall activity and specific tasks | Data: When to be collected (date)? How? By whom? etc. | Relevant objective |
|---|---|--------------------|
| Chapter/story writing, based on Chapter X (new assessment created) Students have been experimenting with writing all year and have been collecting writing: essays, column writing, stories, etc. One writing day per week was established for a term as well as homework time. Finished writing activities have been collected. | Produce an extended piece of writing in a selected style. NCEA Level 3. One student used her experimental writing as a basis for a Level 3 Achievement Standard. We adapted NZQA tasks to create one for writing a chapter from a different perspective within the text. The writing experimentation was very worthwhile and students agonized over some styles before finding what they liked to do and what they did best. Eventually there were a range of writing styles produced: Two students opted to try writing from a different perspective, using <i>The kite runner</i> , three wrote short stories, one a beginning chapter using a news story as a trigger and four wrote columns. No grouping was confined to gender or culture. All students finished at least two pieces of writing before settling on assessment work and all of them experimented with different writing styles. Three students gained Excellence, four Merit and three Achieved. | 4 |

Teachers were encouraged to schematize the relationship between data collection and relevant objective – a key activity in limiting data collection (see Smiles & Short, 2006, p. 141). Table 3 is a row-excerpt from Teacher 4’s tabular 2008 data-

collection overview of her intervention, which included and developed out of a critical study of Khaled Hosseini's novel *The kite runner* (2004). The particular objective referred to in the third column was "Students can develop narratives based on a different point of view from the text" and was related to the critical literacy focus of the unit, which invited students to contest texts by developing their own parallel or counter versions.

6. ANALYSING DATA

Overall, teachers found data analysis (Phase 5) the most challenging task in their journey towards becoming researchers in their own right (cf Merritt, 2004). It was not a task that tended to take place collaboratively in the context of whole-group meetings. Rather, it occurred in dialogue between teachers and university researchers. Often the dialogue involved working together with the data; other times it involved the sharing back and forth (via email) of progressively refined versions of the analyses that were being conducted, both qualitative and quantitative.

The type of analysis undertaken depended on the nature of the data. Where students were asked open questions, for example, in a questionnaire, the resulting data were subjected to "theoretical" thematic analysis (Braun & Clarke, 2006, p. 84). Where results were quantifiable, or if thematic analysis provided a degree of prevalence, simple statistical operations were employed, mostly to generate percentages and identify ranges. Modeling by university-based researchers was integral to the implementation of this task. Sometimes, the process led to supplementary data-gathering.

7. WRITING UP THE RESEARCH STORY

At the beginning of this project, we had a sense that the ability of participating teachers to make the transition to teacher-researchers would stand or fall on their willingness to engage in the process as writers of their own research stories. Teachers of English/literacy are, of course, expected to be effective teachers and practitioners of writing. However, in New Zealand, as in other Anglophonic settings, the situation rather mocks this expectation. Writing lags behind reading in national test scores (Ministry of Education, 2007), writing often takes a back seat to reading in classroom programmes¹¹ and teachers themselves are often reluctant writers lacking in confidence.

From the start, teachers were encouraged to write in all sorts of settings: posting messages on the project Wiki; developing their reflective profiles; and engaging in the constant business of adding to and refining their research templates. At the beginning of 2008, we made it clear to participating teachers that we would like them all to produce a final report (Phase 6) and that we would help them in any way we could. Again, in order to facilitate this process we offered them a final report-writing

¹¹ *The project report, significantly, indicated that the range of interventions trialed was heavily weighted towards reading. Teacher 4 was the only teacher that might be described as having a balanced reading/writing programme.*

template, loosely modeled on the typical structure of a research article but with narrative elements. The headings were as follows:

- 1) Introduction
- 2) Reflecting on my own practice
- 3) The teaching and learning context or My class
- 4) Trying something new
- 5) What emerged? or Findings
- 6) Discussion and conclusion

By the end of the project, all secondary teachers and one primary teacher had produced final reports ranging in length from 14 to 59 pages (including appendices). The other two primary teachers had fed material in chunks to university-based colleagues, who then worked it into the final report project. The project produced a substantial report (Locke et al., 2008), which truly was a “multi-vocal” account, even though as project director I took overall responsibility for the chorale. In a section of the final report dealing with “Contribution to building research and practice capability”, the report itself is described as follows:

It is a stitching together (or bricolage) and refining of a large number of text extracts written by all members of the project team, sometimes sitting together in front of computer screens, sometimes via the passing to and fro of email attachments that went through countless versions before settling as “final” individual teacher accounts, or as self-contained texts for inclusion in this report. In a true sense, this report is multi-authorial (Locke et al., 2008, p. 193).

In this fashion, I would like to think, the final report (as text), together with the teachers’ own reports, were vehicles for self-representation and not agencies through which teachers, yet again, became spoken for (cf Goodson, 1999).

8. CONCLUSION

In the questionnaire given to secondary teacher-researchers after the conclusion of the project they were asked to tick the statement from the following group that best described how they felt about themselves as transitioning from teacher to researcher:

- I feel I have made the transition from teacher to teacher researcher
- I feel I have made excellent progress in making the transition from teacher to teacher researcher
- I feel I have made good progress in making the transition from teacher to teacher researcher
- I feel I have made some progress in making the transition from teacher to teacher researcher
- I feel I have made no progress in making the transition from teacher to teacher researcher

Three felt that they had made excellent progress and one felt their progress had been good. Of the three, one had completed a thesis at Masters level as part of the project and another had started Masters study and is currently looking ahead to the undertaking of a thesis. (The other two both had Masters degrees.)

In the same questionnaire, secondary teachers were asked to tick their description of how helpful a particular aspect of the research induction process was in respect of their making the transition from teacher to teacher-researcher. Table 4 maps the results:

Table 4. Helpful aspects in the transition from teacher to teacher-researcher

| Aspect | Vital | Very helpful | Quite helpful | A little helpful | Not really helpful |
|---|-------|--------------|---------------|------------------|--------------------|
| The research overview documents given out on the first day | 2 | | 2 | | |
| Completing the teacher profile | 1 | 2 | 1 | | |
| Engaging in focus groups | 2 | 2 | | | |
| Being able to work with a research template | 3 | | 1 | | |
| Working collaboratively to design interventions in relation to objectives | 1 | 3 | | | |
| Planning together ways of collecting data and relevance of data collected | 2 | 2 | | | |
| Working with Terry or other members of the team on analyzing data | 3 | 1 | | | |
| Being given a template for writing a final report | 2 | 2 | | | |
| Actually having to write a final report | 1 | 1 | 1 | 1 | |

This was a small project in terms of the number of personnel involved. Nevertheless, the responses here in broad terms match my observations and to some extent mirror our intentions and practices as project leaders.

In an earlier note, I suggested a parallel between the transition to a role of teacher researcher and Morgan and Saxton's (1987) taxonomy of personal engagement for participants in the drama-in-education situation – interest, engagement, commitment, internalization, interpretation and evaluation (p. 22). I can speculate that the research overview given at the first round-table meeting generated interest, but that engagement needed something far more involving, such as completing the teacher profiles and engaging in process groups. The general endorsement of these

as at least “very helpful” was a moderate surprise to me. However, I suspect that the way these were set up formally communicated to teachers the strong sense of being research participants. Only one teacher found the use of the research template as less than vital to the induction process. (She commented on her somewhat lukewarm response: “You know what I am like trying to follow a plan!!!!”)

The next three aspects of the process – all based in some form of collaboration – were positively endorsed by these teachers. Many comments made by them retrospectively emphasised the way they valued the chance to engage intensely and purposefully in focused and professional dialogue. It was clearly something they missed in their workaday lives.

The writing template was also strongly endorsed. As someone who worked intensely with these teachers over two years, however, I was fascinated by the spread of responses to the expectation that they write a final report. As I see it, the response to this question is an indicator of the extent to which the role of teacher-researcher has indeed become internalized. It is, I think, possible for a teacher to be committed to the role of researcher without this internalisation. Those of us who are researchers know how hard the writing process is and yet how central it is to the process of turning our data into compelling, coherent and trustworthy explicatory stories. The attitude to writing, as I reflect on all of this, was the key indicator that a transition was being made. It was in this act of writing that teachers found their voices as teacher-researchers, and this step had to be taken before they could move up the taxonomical scale and become interpreters of their research in their own right. In this respect, I find myself concurring with the teachers’ own view of their journey. Three, I think, actually made the transition (though they chose to call this “excellent progress”) while one remained at the level of commitment for the duration of the project.

This article began with a discussion of a change in policy in TLRI, which occurred in response to evidence that the scheme, as first proposed, underestimated what it takes for teachers to become researchers in their own right. In this article, I have reflected on the factors that I believe contributed positively to the induction of the majority of the project’s participating teachers as teacher-researchers. Most teachers, at least among secondary participants, made the transition – and knew they had done so. I would like to leave the final word to Teacher 2, who expressed this awareness in these words:

Being involved in this intervention project meant I needed to make time to survey closely a particular group of students on their reading and learning styles (not just the usual diagnostic data we collect as a department), develop and experiment with new teaching strategies and closely reflect on own my teaching practice. I have always considered myself to be a fairly reflective teacher, knowledgeable about my students’ backgrounds and willing to try new things. The TLRI project, however, made me realise that in recent years I have not always made these aspects a priority in my teaching practice. As an HOD there never seems to be enough time in the day as NCEA requirements, curriculum changes, administration and managing staff have tended to take over. Working on the project has reminded me how valuable these tools can be when attempting to motivate and improve student learning. (Teacher 2: Final report)

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APPENDIX A: TEACHER-DEVELOPED ETHNICITY QUESTIONNAIRE

Name

Baseline data questionnaire

Please tick the ethnic backgrounds you identify with. You can pick more than one.

| | |
|--|-------------|
| Samoan | Tongan |
| Niuean | Cook Island |
| Maori | Fijian |
| European | Indian |
| Chinese | |
| Other (<i>please write what other</i>) | |

Now rank these (1 being the ethnicity that you most identify with)

- 1.
- 2.
- 3.

Write down what languages are spoken at home by your **family** members.

Write down what languages **you** can speak fluently.

Write down the languages **you** also feel confident in reading and writing.

Write down what languages **you** can understand but not speak.

Write down what languages **you** can understand a few words of.

Thank you for your time

APPENDIX B

13 Popular Culture: Student Survey

Name (optional)

This is the first time we have offered this course at Kiwi College. I'd like some feedback on course content and delivery. Please answer honestly.

Theme 1: Discrimination

1. In this question I would like to find out what you thought of the texts we studied for this theme. For each of the texts listed, tick the column that BEST shows your opinion.

| Name of text | Really enjoyed it. Choice! | It was quite good. | I didn't mind it. | Didn't especially like it. | I really disliked it. |
|----------------------|-------------------------------|--------------------|-------------------|----------------------------|-----------------------|
| North Country | | | | | |
| The Hurricane | | | | | |
| Brotown | | | | | |
| (script and TV) | | | | | |
| White Comedy | | | | | |
| The Hurricane (song) | | | | | |

For one of the text you really enjoyed, give TWO reasons:

First:

Second:

Theme 2: Technology – playing God?

2. In this question I would like to find out what you thought of the texts we studied this year. For each of the texts listed, tick the column that BEST shows your opinion.

| Name of text | Really enjoyed it. Choice! | It was quite good. | I didn't mind it. | Didn't especially like it. | I really disliked it. |
|-------------------------|-------------------------------|--------------------|-------------------|----------------------------|-----------------------|
| Frankenstein (1984) | | | | | |
| The Island | | | | | |
| Frankenstein (extracts) | | | | | |

Pig Heart Boy (Novel)
 Cellular Memory (article)
 Te Manawa
 (The Heart)

For one of the text you really enjoyed, give TWO reasons:

First:

Second:

3. In this question I would like to find out what class activities you enjoyed doing in the course. For each of the activities listed, tick the column that BEST shows your opinion.

| Teaching /Learning Task | Really enjoyed it. Choice! | It was quite good | I didn't mind it | Didn't especially like it | I really disliked it |
|--|-------------------------------|-------------------|------------------|---------------------------|----------------------|
| Teacher directed eg notes | | | | | |
| Co-operative learning activities | | | | | |
| Individual inquiry research tasks eg Theme Study | | | | | |
| ICT activities eg powerpoint presentation | | | | | |
| Group discussion | | | | | |
| Oral presentations | | | | | |

4. 6 of you chose the optional assessment 'Oral Presentation'. Please state why or why not you chose to do this extra assessment task.

5. How would you view your overall progress and achievement in English this year?

7. What does a critical literacy approach mean to you?

8. What sorts of things do you learn by approaching texts the "crit lit" (short for critical literacy) way?

9. Have you enjoyed using a "crit lit" approach when studying various texts? Say why or why not?