

The Multiple Faces of Internships

A Report of the
Working Party on Internships in Teacher Education



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This publication reports on a two year project of the Board of Teacher Registration to re-examine internships in today's professional learning contexts in order to inform future policy and guidelines.

Role of the Board of Teacher Registration

One of the roles of the Board of Teacher Registration (BTR) is to consult and collaborate with education interest groups in setting standards for teacher education programs for teacher registration purposes. The Board's professional standards for teacher education graduates and requirements for preservice programs are outlined in the 2002 *Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs*. These *Standards and Guidelines* are developed collaboratively and reviewed regularly in consultation with key interest groups and therefore represent shared understandings and an agreed position on teacher education requirements in Queensland. The *Standards and Guidelines* reflect the Board's ongoing support for, and interest in, internships as opportunities for extended professional experience arguing that they 'can provide a powerful learning experience in the final stages of a preservice program'.

At the time of preparing this report for publication, the Report of the Review of the Powers and Functions of the Board of Teacher Registration has just been released (McMeniman, November 2004), and this expresses strong support for internships in teacher education. The outcomes of this BTR project will be a valuable resource for the new Queensland teacher registration authority as it responds to the recommendations of the Review in the area of preservice teacher education.

The Inclusion of Internships in Australian Preservice Teacher Education

Active trialling of internship models in teacher education programs took place around Australia in the mid-1990s. For example, Jones et al (1995) described a pilot internship program conducted during 1994 at Griffith University Gold Coast in the Bachelor of Education (extension) program. A School Based Semester (SBS) was offered to students in the final year of the Bachelor of Education (Primary) program at Edith Cowan University from 1994 (Chadbourne, 1995; Campbell-Evans, 1995). An 'internship' in the first and third years of the three-year Bachelor of Teaching program at Southern Cross University was organised in which interns were 'paired' to work together in a weekly placement with a host class for a whole year (Young, 1995). An internship was trialled at a similar time by the Queensland University of Technology in the final year of its four-year Bachelor of Education (Primary) program (Millwater and Yarrow, 1997). The University of Sydney introduced a two-year graduate entry Master of Teaching program in 1996 which included an internship of 50 days, occurring at the end of the program in which interns taught a half-time load (Hatton, 1996).

As a result of these and other trials, internships became a permanent component of many teacher education programs in Queensland and other parts of Australia.

Internships and the Queensland 'Standards And Guidelines'

From as early as 1990, when its first guidelines, the *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes* were first published, it has been the Board's position that teacher education programs should include in the final year an expanded experience during which student teachers plan, implement and evaluate a teaching program under the supervision of their co-operating teachers. Internships, however, have been seen as fitting further along the developmental continuum of teacher preparation, more closely aligned with induction into the profession. Within this adopted view, the purpose of a period of internship is to offer high levels of independence wherein preservice teachers can develop more fully their 'teacher identity' by taking full responsibility for a class, while still in a supported environment and without having the extreme pressures of a full-time teaching load.

From 2000-2002, the Board engaged in a 'Fresh Look' at Queensland teacher education and teacher registration to ensure they were continuing to meet current and predicted future needs. 'Fresh Look' was a wide-ranging project involving extensive consultation. At this stage there were different understandings about what was meant by 'internship': however, there was general agreement that internships formed a valuable part of teacher preparation and should be supported.

The benefit of internships in linking preservice education and induction in the first year of teaching was recognised and there was general support for strengthening the continuity across practicum, internship and induction; however,

there was considerable divergence in the views about whether formal internships should be a required component of teacher education.

One outcome of the 'Fresh Look' project was the development of the Board's *Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs in 2002*. The *Standards and Guidelines* reflected the need to provide greater flexibility in the timing and location of the internship. Under the 2002 *Standards and Guidelines*, the internship placement and conditions are accepted through the program consultation process. An internship would be accepted if it met the agreed understanding of 'internship' as put forward by the *Standards and Guidelines* and for which the Board would be able to issue an authorisation.

The *Standards and Guidelines* require that preservice teachers complete a minimum of 80 days of supervised professional experiences that 'include the full range of responsibilities expected of a teacher'. Professional experiences are expected to 'represent a developmental continuum, allowing the preservice teacher to move from high levels of support to practice that is both autonomous and collaborative'. School experiences should be varied and offer preservice teachers diverse contexts in which they 'learn to work with a range of learners...of both genders and of varied ages, abilities, special needs, social and geographical circumstances and cultures'. Although internships are not compulsory in Queensland, the BTR *Standards and Guidelines* argue that they 'can provide a powerful learning experience in the final stages of a preservice program'.

Internship Models In Queensland

In 1995 as universities in Queensland began to explore ways of providing internship opportunities for their teacher education students, discussions took place involving employing authorities, teacher unions, the universities and the Board to deal with issues related to the status of interns in schools, a role different from that of a preservice teacher on supervised practicum. The negotiations formed the basis upon which an 'Internship Authorisation' was developed as the mechanism by which preservice teachers could assume the role of intern, with the desired levels of both autonomy and support. Under the *Education (Teacher Registration) Act 1988*, which remains current until new legislation is implemented as a result of the Report of the Review of the Powers and Functions of the BTR (McMeniman, 2004), it is a requirement that all persons engaged in teaching duties in schools in Queensland are registered or authorised to teach by the Board. It was decided that whilst internships could offer high levels of independence for the intern, the classroom teacher would retain overall responsibility for curriculum and assessment programs. The conditions negotiated for the authorisations recognised the importance of collegial support provided to the preservice teacher by a mentor; and the need for interns to have a reduced teaching load, normally limited to a half time load. The Board's current *Standards and Guidelines* state that internships generally occur after completion of necessary prior academic studies and a minimum of 80 days of supervised professional experiences. Faculties of Education are given the responsibility of meeting the spirit of the requirements of these guidelines as part of the program acceptance process.

The current conditions under which an Internship Authorisation is issued reflects the agreed position arrived at through those negotiations:

- that the Institution attests to each preservice teacher's fitness to undertake an internship with the support of a mentor teacher, i.e. that each preservice teacher is of good character and has successfully completed the necessary prior academic studies and practical experience of the preservice teacher education program;
- that each preservice teacher will teach in specified year level(s) or subject area(s) only;
- that the teachers whose classes are allocated to preservice teachers will retain responsibility for the oversight and management of their classes' curriculum and assessment programs;
- that the teaching program planned and implemented by each preservice teacher will be normally limited to an average of a half teaching load over the period of the relevant school experience; and
- that suitable arrangements have been made by the school principal and the Institution adviser for supporting and mentoring the work of each preservice teacher.

Most early internships were designed on a selective or elective basis. These internship models included placement of interns in urban as well as rural and remote communities and were warmly received by preservice teachers and the school communities in which they taught. In the last few years, as programs have been reviewed and new programs

developed, most universities in Queensland have begun to include an internship as part of their professional experience program. Different models of internship have developed, although all still fall within the parameters set by the agreed conditions of the internship authorisation process. These conditions, and indeed the Board's *Standards and Guidelines*, are reviewed in an ongoing way in consultation with stakeholders. The standards will be subject to a major review as an outcome of the 2004 Review of the Powers and Functions of the BTR. However, the Report of the Review (McMeniman, 2004) endorses internships as a valuable component of professional experience within preservice teacher education.

In some Queensland teacher education programs internships are still an elective whereas other universities have moved towards compulsory internships. The duration of the internship in teacher education programs across Queensland varies from four weeks to a full school term. In some cases the internship comprises the final few weeks of the program, in others it occurs in the first half of the final semester, allowing for post-internship reflection and on-campus work building on the internship experience. In some models, entry to the internship is on an individual basis, with preservice teachers progressing from a supervised practical experience to internship upon demonstration of a satisfactory level of competence. At this point, the preservice teacher assumes the role of intern and the supervising teacher becomes their mentor, with the appropriate shift in the working relationship between the two. In other models, the internship is designated as 'project-based' and the intern uses their time within the school to complete a relevant piece of work.

The summary table (Appendix Two) attempts to capture some of the key elements of the internships currently offered by Queensland teacher education institutions.

The Working Party

With the move towards more universal offering of internships in Queensland, early in 2003 the Board of Teacher Registration commenced a project to re-examine internships in today's professional learning contexts so as to inform future policy and guidelines. A working party was established with membership consisting of representatives of universities, teacher employers, teacher unions and the Board. In recognition that a range of internship models can add value to the professional preparation experience, the aim of the working party was to oversee a process of exploring and sharing the 'multiple faces' of internships. The Working Party addressed the areas of partnerships between universities and school communities; new models for the practicum and internship; and flexibility in regard to the timing and location of the practicum and internships.

Phase One: The Multiple Faces of Internships

The first phase of the project, during 2003, highlighted what the literature had to say, identified the key characteristics of Queensland teacher education internships, and provided a forum in which the views of the various stakeholders could be shared about the features of an internship framework. An annotated bibliography (Appendix Five) was commissioned by the BTR to inform the project. The 'Multiple Faces of Internships' forum, convened in May 2003 as a part of the first phase of the project, was designed to begin the development of a framework for the operation of internships in Queensland teacher education by bringing together the parties that have roles and responsibilities in relation to internships. These included representatives of Queensland teacher education institutions, teacher employing authorities, teacher unions, the Board of Teacher Registration, teachers who had engaged in internships, and mentors of interns. It focused on developing a definition of internship for the Queensland context, identifying the roles and responsibilities of the key partners, and identifying underpinning principles.

Phase Two: Internships: Moving into the Future

Early in 2004, The Working Party contacted all teacher education institutions in Queensland to request information about research that had been undertaken, was underway, or was proposed, in the area of internships. Universities were asked to provide details of research activities, including identifying the research questions and researchers, and indicating the time frame, approach, size and scope of the research. At that stage a forum to draw together researchers was flagged, with the idea that this would develop an overview of research evidence that existed and identify specific gaps or areas where further research would be beneficial.

Following consideration of the response to the request for information about research activities, it was decided to proceed with the proposed forum but to involve not only researchers but also others with an interest in internships. The focus of the phase two forum was responding to change and future directions in education.

A further activity of phase two of the project was the development of an article for the Board's Newsletter, 'Professional Exchange'. This included definition of terms used in internships and answers to commonly asked questions about internships (Appendix Three and Appendix Four).

Please refer to Section Four for details of the forums.

The importance of an extended practicum experience or internship towards the end of the preservice teacher preparation program has been highlighted in many major Australian reports (for example Australian Council of Deans of Education, 1998; Queensland Board of Teacher Registration, 1994, 1999; Schools Council National Board of Employment Education and Training, 1990). As long as 10 years ago, the leading recommendation in *Learning to Teach* (BTR, 1994), the report of a two year project of the BTR on practical experience, called for a substantial internship in which interns were provided with whole-school involvement in addition to classroom experience. An extended practicum experience/internship is conceptualised within a continuum of learning to teach as an ongoing process involving preservice teacher preparation, induction and mentoring of beginning teachers, and ongoing professional development (Cochran-Smith & Lytle, 1999; Darling-Hammond & Sykes, 1999; Day, 1999).

Induction into the Teaching Profession

A major argument for internships has been to assist the transition to teaching. Beginning teaching is 'a time of considerable challenge and vulnerability for beginning teachers' (Sellars, McNally, & Rowe, 1998:1). Graduates are often appointed to schools with inadequate resources for induction, for example in country and outer urban areas (Department of Employment Education and Training, 1992), and they are usually given substantial teaching loads from their first day of employment, especially as the trend to short term contracts for beginning teachers continues (Department of Education, Science and Training, 2003). Existing induction procedures in Australia are *ad hoc* in nature (Senate Employment Education and Training Reference Committee, 1998) and the first year of employment is often a time of considerable stress and burnout. Some beginning teachers resort to questionable tactics to survive the initial period of employment (Huling-Austin, 1990), and many potentially valuable members of the teaching profession resign and substantial teacher preparation resources are wasted (Hatton, Watson, Squires, & Soliman, 1991).

Koetsier & Wubbels (1995) and Brennan et al (1999) focus on the role of internships as a means of addressing and alleviating relatively high attrition rates of early-career teachers. Koetsier & Wubbels (1995) describe how 'long-arm' university supervision within the internship contributes to the creation of a realistic working situation while at the same time the mentoring provided by the classroom teacher helps to create a fruitful and guided learning situation, enabling interns to address issues and problems as they arise.

Partnerships

The importance of effective partnerships in preservice teacher education between schools and universities has long been advocated (Darling-Hammond, 1994; Mayer, 1999; Queensland Board of Teacher Registration, 1994, 1997; Zeichner & Miller, 1997). However, the teacher education link to schools and teaching has been problematic because the structural relationships of schools and universities have isolated the worlds of teachers and teacher education (Goodlad, 1994; Ramsey, 2000). Education faculties, schoolteachers and major employers have not always formed close relationships because there are different cultures, priorities and reward systems within each sector and consequently each follows separate agendas (Smith, 2002). Attempts to forge such partnerships are sometimes characterised by tension and cultural clashes (Lewison & Holliday, 1999).

In 1997, the Board of Teacher Registration undertook a major study of the notion of partnerships in teacher education, and this activity resulted in a report that summarized the current literature, presented a number of case studies, and documented the outcomes of a major survey. One of the most significant contributions of this report was the development of a well-reasoned iteration of the features of successful partnerships, as well as a concomitant list of inhibitors of success in partnerships. The identified features of successful partnerships were: collaboration; commitment to the partnership; effective ongoing planning, management and evaluation; effective communication; recognition of shared goals; and continuing active participation. The barriers to partnership identified in this report were: vague purpose; poor planning; ineffective communication; lack of commitment, negativity; inadequate resources; poor understanding of implementation processes; organizational mismatch; relationship difficulties; and criticism by other players in the field (BTR, 1997).

The research on which the BTR 1997 partnerships report was based related mainly to university/industry or university/school partnerships, conducted largely by university researchers. There does seem to be an opportunity for research partnerships between school and university personnel in particular to explore the specifics of internships in similar terms (Hall, 2001). Such collaborative research might enable teachers' voices to be more prominent, and might focus more on the ways in which teachers' needs can be addressed. This is particularly relevant in trying to find ways of encouraging more teachers to become involved in internships activities as mentors for interns.

Some of the innovative ways in which universities are increasingly working with schools, engaging both school and university personnel in the partnership work associated with internships, can contribute to the development of relevant and focused learning communities, or communities of practice where groups of practitioners have a shared concern or issue, and interact on an on-going basis to deepen their knowledge and understanding of the shared area of interest (Wenger, McDermott, & Snyder, 2002). Such activities might contribute to both the development and the work of communities of practice based around the identification and promotion of best classroom practice.

Learning to Teach

The literature affirms the complexity of the learning process during school based experiences and stresses negotiation of these experiences by preservice teachers as being critical in learning to teach (Groundwater-Smith, Brennan, 2001; Mitchell, 1996). Learning to teach, particularly during the practicum, is a social process of negotiation rather than an individual problem of learned behaviours and the experience of being a 'student teacher' has its own dynamic with its own set of relationships, rules, intellectual and emotional responses, judgements and unpredictability (Britzman, 1991). Preservice teachers need to be able to manage their physical, emotional and intellectual resources as well as playing a crucial role in providing support for their peers as, increasingly, the emotional dimensions of teachers' work and learning to teach are being recognised (Hargreaves, 1998a, 1998b) as are the benefits of engaging in dialogue with peers and supporting each other throughout practicum experiences (Featherstone, Munby, & Russell, 1997; Hatton & Smith, 1995). Teacher education programs must look to providing a community of learners context (Cochran-Smith & Lytle, 1999; Little, 2002) wherein preservice teachers' professional growth is facilitated and nurtured.

School-based experiences based on an apprenticeship style and its assumption that one learns simply through role modelling and practice have received much criticism (Martinez, 1990; Smyth, 1989; Zeichner, 1986; 1987; 1990). Such a technicist view of what it means to learn to teach does little to capture the complexity of teaching and its intellectual nature. Similarly the discrepancy between a view of teachers as professionals who make professional judgements and interrogate their own practice and the view of teacher as technician focussing on expertise in teaching skills, has been highlighted as presenting significant obstacles to teacher learning (Zeichner, 1986; 1990; Zeichner & Miller, 1997). Internships provide the opportunity to conceptualise school experiences within an inquiry-oriented framework incorporating critical reflection (Australian Council of Deans of Education, 1998; Queensland Board of Teacher Registration, 1994; 1999).

Internships can be significant components within constructivist approaches to teacher education. Smith & Strahan (1997:48) confirm previous findings that learning to teach is a "negotiated" and "interactive" process in which personal and programmatic experiences are intertwined' and see internship as a valuable vehicle through which these relationships can surface and be examined. Benner & Judge (2000) provide the example of interns devising end of term 'capstone' experiences to reflect their individual and group learnings for the semester. Indeed, a focus on interns (and mentor-teachers) developing and refining their personal vision of teaching and their reflective skills is considered central to a number of internship models (Lyons, 1996; Darling-Hammond, 1998; Brennan et al, 1999; Verkler, 2000). Rodgers & Dunn (2000) investigate within an internship model the relationship between autonomy and learning for the intern, showing how a process of individual 'theory-building' can be used by an intern to address emerging questions and concerns. Levin (2002) describes a process whereby interns use dilemma-based

cases from critical incidents to resolve dilemmas which influence their perceptions of their roles and relationships in classrooms.

Beginning teachers need support and encouragement as they move into the profession if they are to continue any critical inquiry approach to their teaching (Carter & Francis, 2001; Fecho, 2000).

Mentoring

In the last decade, supervision/mentoring models have emerged which have placed emphasis on preservice teachers making sense of their learning about teaching through reflection and critical reflection (McIntyre, 1991; Smyth, 1993). The supervising/mentoring relationship involves a teaching/learning situation in which the preservice teachers are cognitively and affectively changed through the mentored experience (Elliott & Calderhead, 1994; Hawkey, 1998). Mentoring assists preservice teachers making sense of their learning about teaching through critical reflection and supports the development of their professional identities (Britzman, 1991; Lortie, 1975; McIntyre, 1991; Smyth, 1993). Preservice teachers bring multiple histories and understandings to their practicum experiences, and their perceptions about teachers' roles and relationships often conflict with the reality of schools and the pedagogical knowledge acquired during preservice teacher education. Therefore, while learning to teach, preservice teachers must negotiate contradictions between these previous conceptions of teaching and their present attempts to construct a provisional teaching identity. Thus supervisors and mentors play a significant role in helping preservice teachers define their teaching lives (Fairbanks, Freedman & Kahn, 2000). However, many supervising teachers/mentors draw on their own experiences when they were supervised as student teachers themselves (often many years ago) to construct their supervision practices as supervising teachers (Mayer & Austin, 1999).

There is clearly much importance placed by universities on attempting to ensure that interns have access to committed and well-prepared mentor-teachers during their internship (Brennan et al, 1999; Mewborn & Stanulis, 2000; Gimbert, 2001; Shiveley & Poetter, 2002). Mewborn and Stanulis (2000:20) make a clear distinction between classroom teachers who are simply 'co-operating' with the universities and those who are 'actively mentoring' the preservice teachers. While the specific roles of the mentor-teachers may vary from one model to the next, what remains common is a focus by teacher educators on developing mutually-beneficial professional relationships – between the university and the school, and between the intern, the mentor-teacher and the university staff assigned to the program (Ralph, 1994; Rodgers & Dunn, 2000; Verkler, 2000). Reciprocal mentoring during internships can be facilitated and enhanced through the use of learning materials which prepare both student-interns and teacher-mentors to maximise the effectiveness of the partnership (Ballantyne, Green, Yarrow, & Millwater, 1999). Internships are seen as a potential site of significant professional development for the mentor-teachers, and other staff members, in schools which host interns (Smart, 1998).

Use of ICTs

Practicum experiences are sometimes characterised by disconnection. Increasingly, ICT is being used to help preservice teachers maintain contact with their university tutors and with each other during practicum experiences (Carter, 1999; Sumsion, 1998; Thomas, Clift, & Sugimoto, 1996; Wentworth, Monroe, Orme, & Lynes, 1999). In many cases, it is being used as the medium through which preservice teachers' critical reflection can be promoted during the practicum (Bloomfield, 2000; Harrington & Hathaway, 1994; Selinger, 1998; Wu & Lee, 1999). The potential of ICT in learning to teach lies in broadening the dialogue from the traditional practicum supervision triad of one supervising teacher, one preservice teacher and one university supervisor, to include wider and richer sources of influences (Thomas et al., 1996), and the professional learning communities established with ICT provide unique opportunities for learning to teach and challenge traditional roles and relationships in the practicum (Mayer, 2002;

Mayer, Le Cornu, & White, 2001). The electronic learning space enables ongoing negotiation as preservice teachers grapple with their emerging teaching identities (Bloomfield, 2000).

Preparing Teachers for Work in Rural and Remote Areas

Internships designed to operate in rural and remote areas and Indigenous communities can help address teacher shortages in these locations by better preparing teachers to work within the school and local communities (Yarrow, Hansford, Herschell & Millwater, 1997; Yarrow, Ballantyne, Hansford, Herschell & Millwater, 1998). Calls have been made for all preservice teacher education programs to provide in-school experiences in a range of settings, including rural and remote communities (DEST, 2003).

Future Directions

The BTR *Standards and Guidelines* state that 'The challenge of teacher education in new times also necessitates that teacher educators engage in *communities of practice* which include those working in schools, those elsewhere within systems and those who support the professional growth of teachers (2002:4). Increasingly in Queensland, internships and other teacher education partnerships are involving the partners in working together in new ways which encourage a deepening of knowledge and expertise about teaching and learning, in context, for real purposes, and in the spirit of learning communities.

The Report of the Review of the Powers and Functions of the Board of Teacher Registration (McMenimen, 2004) will not lessen this emphasis as it includes strong references to the value of internships in preservice teacher education.

Phase One: The Multiple Faces of Internship

It was considered that a useful starting point in the process of exploring internships would be to bring together the parties that had roles and responsibilities in relation to internships. 'The Multiple Faces of Internships' forum was convened on 1 May 2003 as a vehicle through which to gain an understanding of the current Queensland situation, and to begin the development of a framework for the operation of internships in Queensland teacher education. The forum involved representatives of Queensland teacher education institutions, teacher employing authorities, teacher unions, the Board of Teacher Registration, teachers who had engaged in internships, and mentors of interns.

As part of the preparation for the forum, an annotated bibliography was commissioned by the Board. In addition, prior to the forum, each university was also asked to provide an overview of the internships they currently offered, or proposals for the future. These overviews highlighted the rationale, key features and expected outcomes of each internship. The annotated bibliography and the overviews of current internships were provided to forum participants as background reading to act as a framework within which informed discussion about internships could take place.

It was decided that the overall approach for the day should reflect a focus on criteria that underpin the 'worthwhileness' of internships in teacher education – the theoretical foundations, guiding principles, key concepts, beliefs and assumptions. The emphasis was on identification of possibilities for the future.

After the forum, details were provided to participants to share with their colleagues and feedback was sought to inform future strategies/activities. The intention was for outcomes from this phase of the project to be used as the springboard for further work in the area of internships.

Many forum participants expressed strong appreciation for the opportunity to meet together, explore the concept of internships, and raise issues of key importance about their place in teacher education. There was a sense that a good start had been made to the process of developing a framework for the future implementation of internships in Queensland.

Phase Two: Internships - Moving into the Future

A second forum, 'Internships: Moving into the Future', was convened in June 2004.

The purposes of this forum were:

- to explore the role and rationales for internships and innovative partnerships in teacher education in responding to current changes and future directions in education;
- to address key issues in the area of internships and partnerships;
- to explore creative opportunities for the future to ensure the sustainability of internships and other partnerships;
- to identify questions for future research in the area of internships; and
- to forge and enhance partnerships between and across universities, and with other stakeholders.

The day included brief presentations from representatives of each university addressing:

- the rationale for offering or not offering an internship;
- the importance of internships and partnerships for embedding teacher education in the workplace; and
- how programs are responding to change in preparing a professional teacher for the future.

Workshop and plenary sessions involved participants in discussions aimed at identifying ways forward and creative solutions to the issues, exploring how internships could contribute to meeting the future directions of education and identifying opportunities for future research in the area.

Defining Internships

During the forums, close consideration was given to how an internship in preservice teacher education might best be defined. The following comments encapsulate the major characteristics identified by forum participants:

Internships are extended, field-based and context-responsive professional learning experiences, negotiated collaboratively by stakeholders in the culminating phase of preservice teacher preparation. The structures and procedures encourage innovation and are informed by appropriate professional learning theory as well as current national and international policy initiatives. The intern is mentored and immersed in a broad range of teachers' professional work activities. The curriculum, the pedagogy and the assessment of internships should be negotiated and made explicit in each context to all participants.

Internships should be seen as part of a continuum of professional development, from preservice teacher to intern to beginning teacher. They aim to assist the transition to beginning teaching by providing an authentic workplace experience and opportunities for on-going development of a professional teaching identity. Internship provides for a sustained 'learning to be a teacher' experience. It involves a shift in status for the preservice teacher with increased opportunities for autonomy, responsibility and accountability, but with a 'safety net'. The classroom teacher's relationship with the intern moves from evaluative to collegial.

Following the forums and analysis of the literature, the Working Party defined an internship as:

'An advanced professional experience completed in addition to the required minimum days of supervised professional experience. This provides preservice teachers with the opportunity to contribute to a school community while providing them with a transition into the teaching profession through a reduced workload and the support of a mentor.'

(Appendix Four provides descriptions of the key terms used in Internships).

There was acknowledgment that 'the culminating phase' of a teacher preparation program did not necessarily mean the final activity of the preservice program. While it was considered important that interns had completed all core elements of their program prior to being given authorisation to work autonomously, there was also value seen in preservice teachers undertaking specific kinds of on-campus work after the internship that were designed to build on the internship experience.

Rationale for Internships

Despite the considerable variation in internship models, a high degree of consistency was apparent in the rationales for the internships that each university presented at the forum. All the rationales were clearly informed by the literature. All mentioned the importance of internships as part of the continuum of professional learning, and the benefits of internships for supporting a smooth transition to teaching.

Further, internships were considered to provide opportunities for interns to:

- take on the full range of roles and responsibilities of a teacher whilst supported by a mentor;
- link theory and practice;
- engage in autonomous decision-making;
- improve pedagogy and develop teaching competence and confidence;
- develop skills of critical reflection;
- enhance their ability to theorise and justify professional practice;
- develop understanding of the collaborative nature of teaching as an effective member of a school team;

- analyse and document their professional growth through development of a professional portfolio;
- gain insights into school life through immersion in sustained work experience in the school culture;
- become active citizens in schools and communities; and
- engage in action research.

The spirit of innovation fostered by internships, and the establishment of formal internship agreements were seen as positive outcomes of the experiences. Internships were seen to provide benefits to mentors and employers as well as interns. Benefits for mentors were noted as being the reduction of classroom contact time, the provision of mentor training, professional development opportunities, the promotion of reflective practice, and having an extra teacher in the classroom. Benefits to employers included providing a pool of talented graduate teachers. In addition, offering of internships in remote areas which could result in savings through determining the teacher's suitability for employment in such areas.

Underpinning Principles for Internships

The first forum, *'The Multiple Faces of Internships'*, provided four broad principles underpinning Internships.

1. Internships should be designed and delivered in partnership arrangements where costs, benefits, expectations and responsibilities are clearly-defined and sustained by all parties.

This idea was strongly supported by all participants in the forum. It was considered important for the entire profession to take ownership of internships, and for genuine partnerships to be formed in which there was mutual benefit for all stakeholders. The necessity for adequate resourcing and support for internships was an issue highlighted by most groups. Other identified areas of importance included the preparation of mentors; the development of clear channels of communication among the internship partners; the need to provide recognition and reward for the contributions of all stakeholders to internship programs; and the importance of separating mentoring and assessing roles, particularly selection rating processes used for employment purposes. The notion of 'nurturing the profession' was identified as a strength of internships.

2. Internships should be fully-integrated into the preservice teacher preparation program and provide opportunities for sustained teaching and immersion in the full range of teachers' professional roles in the school community.

An internship should reflect the integrity of the whole program of which it is a component and provide professional learning communities as contexts for learning to teach. The internship should provide an opportunity for participants to engage with the educational theories encountered in the on-campus components of the teacher preparation program, within a workplace context. Internships must involve a balance of teaching and non-teaching activities to reflect the entire professional role of the teacher.

3. Any framework for internships must be flexible in order to accommodate different models which can be contextualised for particular situations.

There should be room for flexibility and variety in the range of internship models offered by teacher education institutions so that interns experience the broadest possible range of teachers' professional work. An agreed framework for internships should be sufficiently flexible to suit different systems and sectors (eg, primary/secondary, government/non-government, urban/rural). There would be a need to acknowledge, through different models, the multi-faceted nature of internships. Internships provide opportunities for interns to be fully immersed in the whole school and its community. Comments from former interns and university personnel pointed to the importance of giving students choice in negotiating their internship arrangements, including an option for part-time participation.

4. *Internships should involve the preservice teacher in a collegial professional relationship with a designated mentor.*

The internship as a mentored, rather than supervised, teaching experience involves a different relationship between preservice teacher and classroom teacher than that encouraged during supervised practicum experiences. The shift in status to intern provides opportunities for both collaborative and autonomous practices. Former interns highlighted the importance of having some autonomy and control over their professional work during a continuous period of time so that they could explore teaching and the teaching profession within an environment where they are well supported by mentors. They spoke of being valued in the school community as an intern, and of the value of experiencing the entire range of teaching responsibilities in a supportive context. Participants acknowledged the value to interns of taking on the range of a teacher's professional responsibilities whilst benefiting from a significantly reduced classroom teaching load. Several groups highlighted the need to recognise mentoring as a highly-skilled process requiring focused preparation, ongoing support and formal recognition of its role.

Key Roles and Responsibilities within Internships

While the difference in duration, structure and focus of internships in each institution was acknowledged, the 'Multiple Faces of Internships' forum provided an opportunity for various stakeholder groups to identify the key roles and responsibilities of those involved in internships.

Interns

'The internship experience provided insight into the reality of a teacher's life and the responsibilities that a teacher has in the classroom and within the wider school community' (Intern reflection).

Interns are active learners managing their own professional growth. They have a responsibility to gain experience in independent teaching and accept all responsibilities of a teacher. Their role is to be that of a proactive and collaborative member of the education community, willing to become involved in the total life of a school community at a deeper level than that of a preservice teacher during a supervised practicum. Identified responsibilities included approaching the internship as an authentic work task and actively negotiating with mentors; committing to the school community and to ongoing personal and professional development; and going beyond a demonstration of capacity to an acceptance of collegiality.

Mentors

'We developed a close professional relationship as well as becoming good friends. We learnt a lot from each other's styles of teaching and also could work as an effective team when necessary' (Mentor reflection)

The mentor role was seen as one of collegiality and collaboration. Mentors were described as the crucial link in nurturing the interns' professionalism and ongoing professional learning. Their responsibilities were to model, co-teach, encourage, guide and collaborate; to encourage reflective practice; to learn from interns; to safeguard the welfare and learning of the school students; and to engage in ongoing dialogue with university staff. Mentors have a responsibility to school students, interns, parents and community, university and school.

Universities

Universities have the role of partner and facilitator in the implementation of internships. Responsibilities include actively negotiating with stakeholders; preparing interns and mentors; supporting interns, mentors and school administrators in schools; clarification of roles, and legal and insurance aspects; supporting professional development within the school community; assessing interns; and providing quality assurance within the internship process. There should be recognition for staff running the program, credit for work as a university advisor and rewards for mentors. Universities should support the need for research in the area.

School communities

The role of the school is to provide a location for the internship. School communities have a responsibility to prepare and support interns, provide induction into the school community, and to showcase the work of interns. School communities also have responsibilities in relation to preparing mentors and other members of the school community for their roles in the internship.

Board of Teacher Registration

The role of the BTR was seen by universities as publicly showing support for internship programs; ensuring equity and consistency across internship programs; and adopting a realistic approach to the acceptance of preservice teacher education programs which included internships. It was suggested that the BTR should support research in the area of internships.

Unions

Unions were identified as a stakeholder group, as it was noted that some roles and responsibilities of various stakeholders were implicit in the set of industrial principles underpinning current internship agreements in Queensland. Unions are able to provide a form of membership for interns. It was also considered important that unions should support research in the area of internships.

Teacher Employers

The roles and responsibilities of teacher employers were identified as encouraging schools to participate in internship programs, and to provide quality assurance to meet and protect the needs of school students. Teacher employers have a responsibility to ensure neither mentors nor interns are used as relief teachers. They should acknowledge the work of mentors and support research on internships.

Areas of Agreement and Dilemma

One of the outcomes of the forums was the identification of a number of clear areas of agreement regarding internships in Queensland preservice teacher education. These include the following:

- internships provide a valuable ‘learning to teach’ experience for prospective teachers;
- internships provide a realistic transition to teaching;
- internships in rural and remote areas provide orientation and induction to teaching in those areas;
- mentoring promotes preservice teachers’ critical reflection and development of teacher identity;
- increased autonomy and responsibility confer a different status on interns from that achieved during a supervised experience;
- internships provide opportunities for extended teaching and experience of all the roles of a teacher;
- interns benefit from participation as a member of a learning community;
- to ensure optimal professional learning for the preservice teacher, internships should occur during the culminating stages of a preservice program;
- there must be mentoring and support for the intern;
- ICT provides another form of support for preservice teachers;
- the framework for internships must be flexible to enable internships to be contextualised for particular situations;
- since internships are a shared investment in developing a high quality teaching workforce all stakeholders should be encouraged to provide support for the interns’ involvement; and

- there is a need for more research into the long term effects of internships on beginning teaching competence, ongoing professional development and teacher retention.

A number of dilemmas requiring further consideration were also identified. These included:

- whether internships should be voluntary or mandated components of preservice programs;
- the relationship between internships and induction;
- equity and social justice issues associated with compulsory internships;
- how all partners can work collaboratively to provide adequate funding and support;
- assessment processes (including the negotiation of assessment tasks, decisions about who should be responsible for assessment, and the use of the internship experience as an employment selection mechanism);
- the specific roles and responsibilities of the various stakeholders; and
- administrative/structural arrangements for internships (such as internship agreements and authorisations).

It is apparent that both the areas of agreement and the dilemmas identified for further consideration point to the need for continued work in the area of internships.

The BTR Project sought information about research on Internships from nine institutions that offered preservice teacher education in Queensland during 2004. It was not restricted to university staff and information was also sought from postgraduate students and others involved in relevant research.

Responses were received from four of the six universities that offer internships and reported on thirteen research activities. It was acknowledged that some research may have been missed through the approach taken. For example, at one university a person who had been very active in writing in the area of internships had left the institution and no information was able to be provided. Nevertheless, the amount of available information was not high and confirmed the original view that there was little hard data about the effectiveness of internships in Queensland teacher education.

Research questions from completed research, or which are the focus of commenced or ongoing research, address areas such as differences between internship and practicum; the effectiveness of different models of teacher education; the value of internship to interns and school communities; the effect on the transition to teaching and roles undertaken; and internship in Indigenous communities.

Proposals for future research included a longitudinal study of the outcomes of different models of teacher education; a longitudinal study of the effectiveness of internships for preparation to teach during the induction phase and later years; the effect of the internship on preservice teachers' learning; and the effect of a different structure and timing of academic and practical experience components.

Completed and Ongoing Research

James Cook University provided details of two research projects, one complete, one ongoing. The first was a review of the transition of secondary graduates from preservice to inservice following an internship. This included case studies of 9 secondary interns and interviews with the beginning teacher coordinator in the school in which they were employed. The research questions focused on:

- How does an internship experience compare to an experience within the regular practicum?
- How does the internship experience influence transition to beginning teacher status?
- What position do former interns take up within the school community in their early years of teaching?

The second research project at James Cook University was a review of the experience of 9 interns placed in remote Indigenous communities. The research asked the question, how does an internship in a remote community influence decisions in relation to seeking employment in remote/Indigenous communities?

The internship at Griffith University Gold Coast has been evaluated each year since 1996. Data were collected from approximately 80 interns and 80 mentor teachers each year using a short answer questionnaire. The focus of the research is on teaching internships and the learning community. It asks the question, 'Internships: Are they for all?' and seeks to identify the importance of internships to the learning community, the significance of internships to teacher education and the value interns and mentor teachers place on the internship.

A comparative study of the Bachelor of Learning Management (BLM) and Bachelor of Education (BEd) programs at Central Queensland University was completed in 2003. A Likert Scale Survey and interviews with all BLM and BEd students in 2003 (1200 students) and their practicum supervisors (1200 teachers) was the method of data collection for this research project. Interviews were also conducted with 84 BLM and BEd supervisors. With the internship as a component of the BLM they asked the question, 'Does a change in the content, rationale and delivery of a teacher education program, delivered as a partnership with the teaching industry, deliver different outcomes in comparison to conventional teacher education programs?'.

Proposed Research

A number of institutions were able to provide information on proposed research into internships.

Central Queensland University intended to commence a longitudinal study into the BLM and its component parts in late 2004. A Likert Scale Survey and interviews with all BLM / BEd graduates in 2003 (1200 beginning teachers) and their school-based supervisors (1200 teachers) would focus on identifying if a change in the content rationale and delivery of a teacher program, delivered as a partnership with the teaching industry delivered different outcomes compared with conventional teacher education programs over time. Interviews with a stratified sample of BLM and BEd supervisors and graduates would also be conducted.

An Australian Research Council (ARC) Linkage Grant was proposed by Queensland University of Technology (QUT). The research would examine internships offered by 2 rural and 2 metropolitan universities in Queensland and how the 'learning' (gaining of professional knowledges) of preservice teachers within these is facilitated, and whether these acquisitions prepare them better for the work of teaching during induction and successive years. A longitudinal, qualitative, case study approach from 2005 to 2007 was to be utilized.

Through a Large Teaching and Learning Grant, QUT would also examine their internship model and how the 'learning' (gaining of professional knowledges) of students in internship is facilitated through preparing associate teachers and mentor teachers in different ways. The research would involve working with partner schools and teachers and the aim was to complete the research during 2005 and 2006.

Other research projects proposed by QUT included a project entitled, 'Learning to teach: from practice teaching to internship', which would focus on the teaching/learning experiences of a volunteer cohort of secondary preservice teachers during two professional teaching experiences, the final practicum experience and the internship. A critical realist methodology would be used, incorporating case studies.

QUT would also trial a variation in the final semester of the Bachelor of Education (Primary) program, to explore the effects of varying the timing of the units of the program to facilitate concentrated learning within a 13 week period.

Areas for Future Research

One of the major purposes of the second forum, *Internships: Moving into the Future*, was to consider the research in the area of internships that had been undertaken or was underway, in order to identify 'gaps' or areas that would benefit from research. The following areas were among those identified as likely to benefit from future research:

- The differences between two groups of beginning teachers – those who completed internships and those who did not.
- The effect of internships and induction on transition to teaching.
- The dynamics of the partnership.
- The impact of a mentored experience on beginning teacher confidence and long term performance.
- The impact of internships on retention and career progression.
- The relationships between different models of internships and outcomes.
- Development of a longitudinal perspective on the attitudes of former interns, compared with those who did not complete an internship, after two or three years of teaching.
- Learning within the internship and whether this is sustained into a person's teaching career.
- Community and parent perceptions of internships.

Links to Other Work

It is important to note that the Board's Internship Project was not undertaken in isolation. A key question raised during phase one of the project was 'Does an internship make a difference to the teaching competence and performance of a preservice teacher education student?' and it was felt that this had yet to be verified through large-scale longitudinal investigations.

A significant outcome of phase one of the project was that the Queensland Deans of Education Forum supported the need for research. It was suggested that a team of university personnel be established to develop an Australian Research Council (ARC) linkage grant application. The focus of the proposed research should be on demonstrating the effectiveness of internships for preparing graduates for beginning teaching, the benefits of internships in the transition from student to teacher and the longer term effects on teacher performance, retention and career progression. It was also proposed that the application should be supported by teacher employers, teacher unions and the BTR.

The challenges faced by all institutions offering internships were identified at the two forums as being similar. Finding sufficient school placements for preservice teachers, for both professional experience and internships, remains a problem. Schools differ in their position with regards to supporting practical experience, with some deciding not to take interns, others preferring interns, and some accepting interns on the proviso that they have completed a prior practicum at the school. The implementation of internships which are over and above the required minimum amount of supervised experience has increased the demand for placements and this would be exacerbated by moves to universal internships. Universities reported that some schools were excellent in their commitment to teacher education; others did not see succession-planning and fostering the profession as a priority. Another factor affecting schools' decisions to accept interns has been resistance from school communities. For example, parents may be reluctant to have their students, particularly those in senior years, taught by interns.

Other ongoing issues relate to concerns about equity for preservice teachers. Given that increasing numbers of such students have family responsibilities and require income from part time jobs, it is difficult for them to commit a sustained period of time to participate in an internship.

The issues associated with assessment of the internship also appear to be matters of ongoing debate – whether the internship should be assessed, if so by whom, and how. In some models, the mentor is responsible for assessment which, others argue, works against the mentor support role and the provision of opportunities for working collaboratively. Other models provide for collaborative assessment through a triad arrangement involving school personnel, the intern, and university personnel. There is general agreement that assessment of the internship should focus on whether the desired outcomes are achieved, and approaches include use of professional portfolios, reflective journals and action research projects.

The assessment of preservice teachers prior to internship was seen to assume greater importance with moves to universal internships. There was general agreement that preservice teachers must have attained a required level of competence before progressing to the internship, and that alternatives should be in place where necessary, such as additional supervised practicum, or opportunity to repeat courses. Issues raised included the need for supervising teachers to take greater responsibility for more stringent assessment on earlier practicums, including failing students where necessary. A positive suggestion was that supervising teachers be better prepared to operate within adult learning principles, including assessment.

A characteristic of internship partnerships that is easily overlooked is the actual location of the partnership arrangements. Very often, the partnership exists at the 'institutional' level. That is, it is seen to be an arrangement agreed to between the university and the school, or between the education faculty and the school. It is much rarer for the partnership to be seen to be between teachers and university-based teacher educators. This institutional location can lead to a lack of communication and understanding on the part of the actual practitioners on whom the internship relies, and makes the tasks of planning and monitoring difficult. On the other hand, partnerships that visibly and explicitly include the individual teachers working closely with university personnel provide opportunities for the development of shared goals, commitment, and true collaboration.

True partnership can be hindered by the existence of asymmetries of power and influence. In the types of partnerships we are discussing here, the school teachers may be portrayed, if only by themselves, as the 'minor partners' in the activity. This imbalance can be addressed by ensuring real and meaningful roles for all participants,

including the teachers and the interns. The teachers are more likely to be enthusiastic partners when they feel assured that the learning of their students is enhanced, or at the very least not threatened, by the internship arrangements and their own place in them.

In a number of internship partnerships, there have been a variety of approaches and some of these issues have been addressed. Some university faculties have involved mentor teachers in learnings relating to the role of mentor, the relationship between interns' learning and their own, and opportunities for organized inquiry (research) provided by the internship arrangement. Others have engaged the mentor teachers as 'adjunct staff' of the faculty, providing them with status and purpose in their teacher educator roles. This adjunct status can be utilized by providing opportunities for mentor teachers to participate in the university's programs, for example by undertaking on-campus lecturing / teaching / tutoring of teacher education students, or participating in on-campus staff activities such as research seminars, colloquia etc.

A major emphasis of the ‘Multiple Faces of Internships’ Project was to address key issues and explore creative opportunities for the future to ensure the sustainability of internships and other partnerships between universities and schools.

Seven key areas for action were identified: focusing on quality; promoting and defining internships; developing diverse models of internships; promoting strong partnerships; focusing on the mentoring role; improving access to placements; and strengthening the links between internships and induction. The main points for each are included below.

Focusing on Quality

- Ensure the internship provides a different experience from supervised professional experience.
- Ensure involvement/close relationship of academic staff.
- Acknowledge and reward the contribution of school-based personnel.
- Define the internship curriculum and explore the pedagogy of the internship.
- Develop learning communities involving universities and schools.

Promoting and Defining Internships

- Identify and publicise core features of internships and interpret elements such as the 50 percent load for the information of mentors, employers, principals and other partners.
- Clarify expectations of partnerships, agreements and roles, including working with employers to address financial problems for interns.
- Gather data that internships do make a difference.
- Develop common elements of support for internships– eg mentor training, recognition for mentor teachers, embedded PD, research possibilities, definition of terms, expectations and roles of partners.
- Provide some consistency for schools by greater consistency in the philosophical basis for internship.

Developing Diverse Models of Internship

- A range of internship models can best accommodate different student needs and situations. Some current variations include pairing of interns, team-based internships, project-based internships, and a three-day per week model.
- In the context of moves to compulsory internship, the entire program of practical experiences might need to be re-considered.

Promoting Strong Partnerships

As part of the discussion about how to address the sustainability of the internship, it was decided that ‘partnership’ and what this entails in relation to internships would be one focus. Many of the points raised centre on developing and sustaining strong partnerships, reflecting those identified in the literature about partnerships:

- The development of strong partnerships needs some commonalities. Currently, different universities may

have different definitions of internships and different requirements.

- There cannot be partnerships without relationships.
- Liaison and good communication are essential. It must be ensured this communication reaches the mentor.
- Development of partnerships requires time.
- Partnerships foster complementary skills and mutual awareness of roles.
- Partnerships are a catalyst for change across the board involving both schools and universities.
- Schools should genuinely wish to be involved in partnerships - partnerships are usually university-driven.
- Sometimes 'partnership' exists only at the institutional level and does not filter down to individual mentors.
- To be true partnerships, benefits for all parties must be defined and ensured. For example mentors must have some discretion in choosing use of their 50 percent time release. Problems associated with an unequal power relationship, such as using interns or mentors as relief teachers, should not arise in true partnerships.

Focusing on the Mentoring Role

- Provide mentoring programs that assist teachers to make the shift from supervisor to mentor and develop skills of working with adults and working collegially.
- Embed generic mentoring skills within preservice teacher education.
- Recognise mentoring and participation in mentoring programs as professional activities for purposes of ongoing registration and career progression.
- Provide on-line mentor programs at no cost, with the support of employers.

Improving Access to Placements

- Promote a shift in culture where mentoring preservice teachers is part of every teacher's professional responsibility.
- Employers to target schools not accepting preservice teachers to promote professional experiences and internships and address problems with parent /community support.
- Universities to make a contribution to schools through involvement with school-based research.
- Engage the support of parents and school communities for preservice teachers and interns.
- Focus efforts on communication with and preparation of school coordinators.
- Build relationships with all partners – principals, mentors, the whole school and also the District Office etc.

Strengthening the Links between Internships and Induction

- Strengthen the links between preservice and beginning teaching in acknowledgement that this transition still relies on good induction as well as completion of an internship.
- Work with schools on how to accept beginning teachers into the profession.
- Include a focus in preservice on building resilience so graduates can cope with different contexts.

The evidence obtained through the project indicates that internships are beneficial for the preparation of new members of the teaching profession and that they offer a support mechanism that bridges the university/employment transition. They sit at the nexus of a series of block periods of practice teaching and the uncompromising, full time workload of a beginning teacher. The internship allows interns to teach with more autonomy and less scrutiny from others while under the guidance and support of a mentor. It also provides a chance for the intern to reflect critically on practice.

The role of the BTR project has been to facilitate means by which the partners in teacher education can explore, shape and more clearly understand internships as a feature of effective teacher preparation. It is now apparent that almost all universities in Queensland are moving towards including internships within their programs. This makes it all the more important to promote research on internships as a component of preservice teacher preparation and to address ongoing issues which impact on the area. It is hoped that future models of internship will be developed and informed by the Board's project and other research in the area.

One key purpose of the BTR project has been to develop a common framework for internships that promotes opportunities for innovation and diversity. It certainly does not appear that setting some parameters for the implementation of internships has constrained the development of an exciting and innovative range of internship models. Activities to date have been valuable in developing common understandings of internships.

The BTR (or the new authority to be established as a result of the 2004 Review of the BTR) looks forward to continuing its role as a 'broker' for the work involved in both strengthening partnerships in teacher education and developing diverse and innovative models of internship. The concept of establishing a collaboratively-designed framework within which teacher education internships can operate, ensuring consistency in the quality of the internship experience, is both challenging and worthwhile. Further research in the area will substantially enhance the work already undertaken and should assist in clarifying a role for internships as part of an integrated approach to teacher education.

The work of the BTR Working Party on Internships in Teacher Education reflected in this report will assist with informing policy decisions and development of a new authority, in response to the recommendations outlined in the Report of the Review of the Powers and Functions of the Board of Teacher Registration (McMeniman, 2004).

INTERNSHIPS: SOME VIGNETTES OF CURRENT PRACTICE

Each university which currently offered an internship within its preservice teacher education program was invited to describe the operation of their internships and how they differed from supervised professional experience, focusing on the aims, strengths and benefits to participants. Mentors and interns involved in the various university internship programs were also asked to respond in similar areas. All participants were invited to conclude their comments with some 'words of advice' for the future. The comments received are presented in this section as a series of vignettes of different internship models, illustrated by quotes from mentors and interns. As the benefits identified by participants were similar across programs these are listed in a section together. The final section presents perspectives from a number of Principals of schools in which there were recent graduates of teacher education programs that had included an internship.

CENTRAL QUEENSLAND UNIVERSITY

Central Queensland University's (CQU) internship is viewed as a workable partnership between schools, students and the university and a valuable experience based on practical application of pedagogical rhetoric. It provides preservice teachers with an opportunity to explore 'teaching options' in a safe supportive environment whilst building confidence and self belief.

The internship aims include:

- to provide life-like opportunities for students to develop further and refine their workplace readiness skills;
- to offer opportunities for students to explore the possibilities of a 'futures orientation' to the design and delivery of learning experiences;
- to foster positive relationships amongst schools, students and university programs (matching the reality with the rhetoric); and
- to provide an opportunity for the students to address any weaknesses/areas of concern in a mentored environment.

Students became very competent in what a real teacher does – individual differences; group work; worthwhile assessment; being part of a staff. This was achieved by living and breathing it.
(MENTOR)

I feel I was able to become workplace ready because I was able to perform duties equivalent to my future practice with full support from the school and university.
(INTERN)

Immersion in classroom practice gave me the opportunity to trial micro skills, develop new behaviour management strategies and overall allow me to become a confident Learning Manager.
(INTERN)

The internship offers students greater opportunities for decision making about the design and implementation of the curriculum for the whole term. They can take a unit and make it their own as well as having to incorporate practical considerations such as classroom management, contact with parents and resources.

When the responsibility for learning design and implementation is passed to the preservice teacher, rather than working under the supervision and direction of the teacher, they respond positively and demonstrate a commitment to the internship.

CQU Interns establish rapport with a supervising teacher by working with them one day a week throughout the year, in the classroom environment. These single days lead into a block practicum in semester one and they then return to this classroom for the internship. The length of time students are in

the classroom allows for relationships to develop and confidence to be fostered.

An excellent relationship was built up by having regular reflections that were sometimes brutally honest! All manner of things were discussed openly and we felt extremely comfortable with our professional demands.
(MENTOR)

During the internship the supervising teacher assumes a mentoring role and may assist in the classroom in a teacher-aide capacity. Generally the classroom teacher is encouraged to engage in activities outside of the classroom, while ensuring time is available for reflection and discussion with the intern outside class time.

In preparation for the internship preservice teachers complete learning or 'portal tasks' that prepare them for the classroom work during internship. Support during the internship is provided through school based 'learning managers' and the University based 'teaching schools co-ordinators'.

***I** participate in the internship to gain the latest and greatest ideas; as well as to be able to access professional development opportunities. The internship also gives me a choice to pursue school-based opportunities and continue working on projects that I had undertaken. (MENTOR)*

***T**eaching is not an easy job and offers many different opportunities so it's important that students are aware of these things. Also I always learn a lot from the students I've had, they are so full of ideas and enthusiasm and sometimes I feel I need that encouragement. (MENTOR)*

SOME WORDS OF ADVICE ...

From Interns:

- *Get involved in all aspects of the school.*
- *View yourself as another teacher.*
- *Form professional relationships with all staff members. Use and access the experience and knowledge of those around you.*

From Mentors:

- *Don't be afraid to make mistakes and ask for help! These are all learning experiences.*
- *Establish above all else an open relationship based on honest reflection.*
- *Be willing to give total control to the intern so that they can try things out, without someone judging and always watching.*

From University-Based Teacher Educators:

- *See this phase of the university journey as 'putting it all together'.*
- *Emphasise to students the importance of interpersonal relationships.*
- *Use the internship as a time of professional development for the whole staff.*
- *Maximise the opportunities presented to come across as a professional with much to offer the school.*

The internship at Christian Heritage College (CHC) provides an opportunity for preservice teachers to experience teaching in a manner which approximates the world of 'full-time' teaching for a sustained period, in a context which provides support and mentoring, as well as independence and responsibility.

The aim of the CHC internship program is that preservice teachers will experience closely the day-to-day running of a classroom, with appropriate supervision and support from a mentor and the college. This extended experience is designed to be a 'capstone' to the BEd program, providing the opportunity to develop skills, attitudes and understandings developed by students in the prior four practicums, and to reflect maturely on the preceding studies. The program assists the student to develop self-confidence, professionalism, maturity and teacher presence, in ways and to an extent that is not possible in a shorter supervised practicum. The internship provides students with an authentic experience of teaching, within the constraints of the needs for supervision and appropriate load.

An internship requires more responsibility and initiative by the intern than a supervised professional experience. There is opportunity to personalise the classroom, participate in school-based activities and professional development, and implement various teaching strategies and behaviour management strategies over an extended period of time.
(INTERN)

An internship provides opportunities to have a holistic view of the teaching profession.
(INTERN)

During the 8-week internship period (in Term 3) preservice teachers start by observing the mentor and the class, and are provided with an induction into the culture of the school. There is a gradual process of increasing the intern's responsibility for the broad range of teaching responsibilities, including planning, implementation and assessment until they are taking over a significant part of the teaching load, as well as the other day-to-day responsibilities of a class teacher. In most cases the intern is involved quite closely in the assessment and reporting processes, working alongside the mentor.

***A**n internship brings a freshness to the class which is contagious for both the students and the supervisor. It allows the supervisor to not only encourage the intern but to examine their own practice.* (MENTOR)

At all times the intern is under the supervision of the mentor. The mentor provides a more 'distant' supervision than in a practicum, physically and psychologically, by spending more time out of the classroom (although still monitoring and within reach as the need arises).

The internship program thus has the benefit of confirming to most students a sense of calling to the profession, and of increasing their confidence in themselves that they are 'teachers'.

For faculty, the internship provides an avenue for professional and personal development that cannot take place within the remote environment of the university classroom, or in a short practicum. For students, the program allows an experience that is very close to that of full-time teaching, it fosters development in many areas which otherwise would not take place until the first years of teaching. The fact that a small amount of coursework remains after internships means that considered and guided reflection on the lessons learned through an internship is fostered, leading to better learning and developmental outcomes.

An internship provided me with the opportunity to put theory into practice. I experienced day-to-day issues that cannot be taught, only experienced. I viewed different ways of organising a classroom and often had to 'think on my feet'. (INTERN)

Academic staff at CHC act as consultants to the school, the mentor and the intern, providing support and advice on a range of issues when needed. This involves regular telephone or email contact, and at least one half-day visit during the period of internship. The College regards the welfare of the school students as of prime importance, and so the intern's progress is monitored to ensure that it is adequate, and that the school students' welfare is maintained.

The school's internship coordinator completes a detailed internship evaluation report at two points, the halfway point and the conclusion of the internship. The final report is forwarded to the College, and the College consultant adds a written comment to the report.

The opportunities and experiences during this program extended my knowledge and abilities. As a result I feel prepared, experienced and 'ready' to be a full-time teacher. (INTERN)

A great strength is the building of relationships with schools over a period of time, and making new connections with new schools. Students find it an extremely rewarding experience and a great 'bridge' between their studies and employment in the profession. It gives them the opportunity to 'feel' like 'real' teachers.

My mentor and I had mutual respect and this provided us with the opportunity to build rapport and a close friendship. My mentor considered me to be a colleague and thus gave me the opportunity to experience what it truly means to be a 'real' teacher. Advice was given in a supportive environment and I was willing to take on the advice in order to improve my teaching practice. (INTERN)

Some Words of Advice ...

From Interns:

- *Take every opportunity to be involved in the extra-curricular activities, professional development and general running of the school.*
- *Take the opportunity to learn as much as possible and learn from your mistakes.*

From Mentors:

- *Build a strong rapport with them. This will allow for anything that needs to be said from either party to be received.*

From University-Based Teacher Educators:

- *Interns need to be prepared to work hard, both in preparation and in day-to-day teaching. They need to keep other commitments (such as part-time work) to a minimum, so that attention is appropriately given to the demands of the internship.*
- *Interns need to be aware that their performance is being observed and evaluated by many interested parties, including college faculty, school staff and potential employers, parents and students. It is important for interns to develop and maintain a very professional attitude and manner to every aspect of the internship.*
- *See the internship as a chance for real professional growth.*

The internship is the final and vital phase of the Griffith University (Gold Coast campus) teacher education program. It is seen as a means of improving the quality of teacher education through the development of stronger links between professional experiences and academic studies. The internship enables this by providing students with sustained teaching experience extending over a full school term. It is undertaken during the third term of the school year and involves significant partnerships between the university, mentor teachers and school coordinators.

The internship exposed me to new ideas, philosophies and strategies. It enabled me to reflect and assess my own teaching strategies and results. It gave me time to prepare and implement new programs. (MENTOR)

The internship aims to provide opportunities to:

- experience a whole range of teaching roles within a supportive school environment;
- experience undertaking the responsibilities of the classroom teacher within the classroom and the wider school community;
- enhance the professional growth of everyone undertaking the internship; and
- critically reflect on practice.

During the supervised experience the preservice teacher is predominantly under the guidance and direction of the mentor teacher for a duration of 3 or 4 weeks. During the internship the intern (or co-teacher) is deemed suitable to be able to take the class unsupervised. The Internship is school based with co-teachers attending their assigned schools for the first four days of the school year as well as 3-4 days per week for the ten weeks of the school term. It is also a requirement that co-teachers and mentors attend cluster meetings to enable them to share their experiences with the university coordinator and for the mentor teachers to continue to develop as mentors.

Stage 1 of the internship (weeks 1-4), focuses on the co-teacher's ability to achieve minimum competency levels against assessment criteria and an interim report is completed. Stage 2 (weeks 5-10) provides co-teachers with the opportunity to teach co-operatively as a member of a teaching team. During this period co-teachers will assume the role of a beginning teacher with preparation requirements in accordance with school policy for beginning teachers.

Ixperienced things in the internship that I didn't get from a few weeks of prac. I gained experience in whole term planning, assessing students during a term and I was able to observe students' growth and development. (INTERN)

Iwish I'd had this experience as a beginning teacher. It is such a practical consolidation of all the theory. (MENTOR)

Ihave enjoyed working cooperatively with another teaching professional. Great for both parties, in my case, as our philosophies are similar and we had strengths in varying areas. So both of us were able to learn from each other. (MENTOR)

Mentors are those who have been identified by school administrators as exemplifying best practice. The supervising teacher evaluates the student throughout the supervised practicum, while the mentor provides mentoring to the intern through the internship and only evaluates their competency in the final stages of the program. Mentors are also offered professional development in the form of 'Mentoring Workshops'.

The strengths of the Griffith University Internship program include:

- professional growth for both co-teacher and mentor;
- co-teacher gains insight into school life through immersion in sustained practical work experience;
- enhances the connection between theory and practice;
- the mentor enhances their own personal professional development through interactions with co-teacher about current trends in education;
- provides the school with new ideas and different perspectives on teaching and learning;
- schools have a pool of talented and prepared graduate teachers eligible for employment;
- immersion for the co-teacher is not only within the school culture but also the wider community;
- provides interns with autonomy and ability to try new things with support; and
- strengthening links and providing networking opportunities, such as through the Establishing Teacher's Network.

My internship has been a time of tremendous learning but incredibly fulfilling as well. I feel in some ways like I have climbed Mt Everest: lots of hard work, blood, sweat and tears, but what a thing to have achieved! I could not have done it without [my mentor's] support and encouragement, modelling and guidance. It has been a real team effort and I am thankful that [my mentor] chose to share this journey with me. (INTERN)

Griffith University has also established an Internship Management Committee which meets to discuss issues and policies concerning the internship and provide feedback about the program.

My growth has been continuous throughout the internship. Everyday has increased my self-confidence and self esteem. Growth in my teaching abilities has given me a positive outlook towards the teaching profession. (INTERN)

Some Words of Advice ...

From Interns:

- *Be sure to get involved in the whole community of the school not just the classroom environment.*
- *The internship can be a very rewarding experience so make the most of it.*

From Mentors:

- *Attend cluster meeting to have peer support during the internship.*

From University-Based Teacher Educators:

- *Build strong relationships with school coordinators.*
- *Universities need to provide full support to interns and mentors when difficulties arise.*
- *Make sure the participant is fully prepared for the internship as it is very demanding once it starts.*
- *Make a great impression as the school may consider the intern for future employment.*

JAMES COOK UNIVERSITY

At James Cook University (JCU) the internship program requires preservice teachers to work as part of a professional learning community. The intern works alongside a mentor on a project that has been identified as supporting the future direction of the school. In addition, the intern shares the teaching load (up to 50 percent) with the mentor. The duration of the internship is 4 weeks.

The main aims of the internship are:

- the development of stronger partnerships between the university, schools, employing authorities, unions and registration bodies;
- the professional growth and development of interns and mentors through the application of theoretical and research-based knowledge and practices in a range of school contexts, but particularly as they relate to future school directions and initiatives;
- the professional growth of mentors, including the development of skills in mentoring, and support of a school's future direction;
- a more seamless transition from the preservice to the beginning teacher phase of teaching;
- the development of collaborative relationships between prospective and experienced teachers; and
- the development of preservice teachers' understanding of teacher identity within a professional network.

All teachers praised the Akit – production of the resources and the effectiveness of the activities. Numerous activities were tried and tested by the early childhood teachers, the learning support teachers and the visiting speech pathologist with positive results and feedback. (INTERN)

The internship program places preservice teachers in a school to participate in a project that will contribute to the future direction of the school. It generates a wealth of practical experience for the preservice teacher and gives further insight into the inner workings of a school. In this project I worked on a 'Locking in Literacy' program that focussed on year one and doing some intensive literacy intervention with year 1 students to get them set up for year 2. (INTERN)

The intern worked with year 2 students to develop individual websites to express their cultural identity. I found the internship very exciting. Working with the intern has been a great experience for me as well as my students. They found the work rewarding and each student attained some form of success. (MENTOR)

The key differences of this Internship model include:

- no formal assessment by the school of the intern's work – the assessment is part of University requirements;
- the requirement for schools to release a mentor teacher for a 3 hour preparatory workshop; and
- the need for the intern to work across the whole school community in addition to classroom based work.

Internship projects are initiated each year by schools or by student suggestion. Preservice teachers then apply to the schools to be accepted as an intern or have their project accepted by a school. The internships are available in Indigenous communities and local schools. Interns and mentors are required to attend a preparatory meeting together or, in the case of remote communities, a preparatory cross-cultural workshop and telephone meeting with school personnel. The school is required to provide the intern with a statement of service at the end of the 4 weeks. Interns are required to present their learning as part of the Futures in Education conference at the end of the year.

Every intern is supported. In the school, each intern will be allocated a mentor or, in the case of the intern working with a project team, a key mentor. In addition, interns and mentors are supported through the use of electronic discussion boards. Interns may also be visited by staff from the JCU School of Education.

The internship program has been operating in Townsville for 3 years. The strengths are the voluntary nature of the program – schools and preservice teachers volunteer to participate. All projects completed to date have been highly regarded by the school and proudly completed by the interns. The opportunity for the interns to teach unsupervised, and to work as a member of the school community in a different way to the practicum, is considered highly valuable by the interns.

The uni provided excellent support by briefing us for the various things that we might experience while we were on the internship, and also provided ongoing support whilst we were in the school. (INTERN)

It's a confidence boost to feel the affirmation that yes, you do have the skills to survive in the classroom alone! Instead of being an extra 'thing' for a teacher, the intern is seen as an 'other' that can add to the mentor teacher's and department's productivity. (INTERN)

Some Words of Advice ...

From Interns:

- Approach teachers other than your mentor for help; this is part of your networking! Listen to what other teachers have to say. I have learnt so much from listening to staff and taking on board their ideas and advice.
- Be prepared and organised with your university subjects as you will not feel like doing assignments after school or even on weekends between school.
- Be prepared to take work from school home and do not assume that all schools are well resourced. Make sure all your assignments are done and your course work is up to date.

From Mentors:

- Interns need to see themselves as members of the staff and become involved with other members of the school learning community.
- Develop a good working relationship with your mentor. Ensure you both have respect for each other and what the expectations are whilst working together.

From University-Based Teacher Educators:

- Make sure you are interested in the project, and prepared to work in different ways to practicum; different relationships with school personnel is the key difference.

Queensland University of Technology (QUT) describes its internship as ‘the experience that bridges preservice teaching and beginning teaching. The Primary Professional Internship differs from the practice sessions of field studies conducted earlier in that the internship provides an enriched and entirely authentic set of learning experiences for the preservice teacher, and for teachers and other personnel at the internship site. Supported by an ‘associate teacher–teacher mentor’ partnership, the internship offers a quality learning experience which extends to the development of life-long, professional learning as a teacher. Within the ‘associate teacher-teacher mentor’ partnership, preservice teachers will become professionally empowered as they explore and experience the highly complex roles and responsibilities of a teacher in a context of enhanced responsibility.’

Interestingly, I discovered that certain theories, especially those related to inclusion and classroom management, have finally become so ingrained that I practice them without recognising that I am. (INTERN)

The aim of the internship is to extend the knowledges and learning of the preservice teacher to the synthesis stage of teaching. The learning for interns is broadly defined as:

- demonstrate a knowledge and appreciation of the totality of teachers’ work within a school community;
- manage, implement and assess quality teaching and learning of all individuals;
- make decisions autonomously and interdependently;
- consider own and others’ practice thereby enabling a greater blending of intellectual enquiry and professional practice;
- collaborate and partner with school and systemic peers in continued professional learning; and
- transit from the preservice to induction phase of beginning teaching through planned learning outcomes.

Currently, the internship program at QUT is an elective where interns are selected, based on their academic achievements and performance during supervised practicums, to partake in the experience.

I found that in my practicum placements I was directed towards specific outcomes that I was to aim for, whereas for the internship I was given the opportunity to work cooperatively with my mentor to decide the outcomes we would work towards. The main difference between prac and internship for me was the degree of autonomy I was accorded during the internship for deciding what outcomes my students’ would work towards. (INTERN)

During the final year supervised practicum, students are encouraged to develop a relationship with their supervisors and seek to be invited back to complete an internship during the last 6 weeks of the school year. A partnership between the mentor and the intern is fostered when an invitation to complete an internship is issued, providing the intern with a 6 week supervised practicum and a 6 week internship strengthening their context knowledge.

Interns may also be requested by schools to assist with a particular project or in an area of need.

As a teacher’s work extends from the domain of the classroom and school to the community and profession, problem-based learning is encouraged and can be situated in any of these domains, promoting partnerships with schools and the building of ‘learning communities’.

In the internship, supervision is replaced by mentoring enabling learning to be reciprocated between the mentor and intern. Mentors are not paid, but are given 50 percent time release for professional development of their choosing. Interns are given associate teacher status and are able to teach children without the direct supervision of a teacher. The mentoring relationship, however, is the mainstay of an internship which can be based in a classroom, at a school level or in community of learners. The mentor and intern collaborate to achieve the agreed learning and to write the report which evaluates the planned learning outcomes.

As teachers were grappling with the issues of outcomes and outcomes based reporting, I felt it my responsibility, as a new graduate, to share my understandings. Although aware of being tactful (nobody likes a young upstart!), I discussed during staff meetings and moderation my understanding of these issues. This was willingly accepted by other teachers, who in turn mentored me on the finer points of classroom management and lesson planning. Although much of this discussion took place on an informal basis, I believe that I could readily offer my viewpoint on such issues, as a beginning teacher, in return for guidance from other teachers. My greatest satisfaction during the internship was that my experienced mentors took on many of my ideas in their own classrooms, to a great degree of success, and so I now have the confidence to share my understandings with others. (INTERN)

The internship is a growing exercise in partnerships with schools in the professional development of preservice and in-service teachers. It is an evolving model whose principles and practices are responding to the demands of the teaching profession and how teachers can be initiated into the workforce. QUT's program is being shaped to directly respond to the needs of beginning teachers and employers, to provide an easier transition to the induction phase of their career. It is viewed as a capstone experience where each facet of the teacher education program is integrated and synthesised into a 'real teaching' experience.

The most important understanding gained from the internship period is that in order to be an effective teacher, I cannot do it on my own. Professional partnerships are vital to my growth as a teacher and my ability to collaborate with colleagues will greatly influence my capacity to develop into the kind of teacher I desire to become. ... I have proven my willingness and ability to learn from the experience of my mentor throughout my internship, and I intend to continue this type of learning as a beginning teacher. (INTERN)

Some Words of Advice ...

From Mentors:

- *Use this time to extend your own professional learning.*
- *Be positive, hardworking and accept that your mentor wants to learn from you, too.*

From University-Based Teacher Educators:

- *Balance facilitation of your intern's abilities and capacities with challenges and problem solving processes.*
- *Build your intern/ mentor relationship wisely- it will be your greatest asset.*
- *As an independent and lifelong learner this experience enables you to be involved in real teaching. Get real - take on the responsibility- work hard.*
- *Enhance the collegiality and supportive climate in your school for your teachers. This can make or break a beginning teacher.*
- *Work with universities to provide internships which are authentic transitional learning experiences. Treat the intern like a new member of staff and include them in all activities.*
- *Give feedback to universities on learning, processes and outcomes.*

At The University of Queensland (UQ), the internship is embedded in the advanced professional practice component. It allows the preservice teacher to take a teaching load without direct in-class supervision. The program is designed to provide through an extended period of practicum a smooth transition to full time teaching.

The internship provided a real sense of what it is to be a teacher – 27 students and me. Students began to treat me like a teacher rather than a ‘student teacher’, other teachers treated me as a peer rather than a student. (INTERN)

The aims of the internship are to:

- provide an opportunity for the intern to experience all aspects of teachers’ work and participate in all aspects of the role;
- provide increased opportunities for autonomous decision making;
- develop the intern’s professional knowledge and skills;
- establish effective networks with UQ and schools; and
- foster collaboration and enhance the professional growth of all involved, interns, school staff and UQ staff.

All preservice teachers in the B Ed (Secondary) program undertake 14 weeks of supervised practicum in their professional year and a period of Advanced Professional practice in their final year. This involves a further period of supervised practice (3 or 4 weeks). At the end of that period the preservice teachers are rated as eligible (or not) to continue on to a period of internship, generally 6 weeks. The intern is expected to teach 50 percent of a normal teaching load at the school. The supervising teacher adopts the role of mentor and agrees to maintain a close relationship with the intern. In schools where teaching is normally shared or groupings are charged with changing units of work, the normal practice of the school is followed. The mentor is able to undertake other professional activities during the time. Assessment at the end of the internship is undertaken by a group including UQ staff, school staff and the intern. The intern is assessed as competent/not competent as a beginning teacher.

The internship gave me the opportunity to truly experience life in a classroom and bring more of my personality and style to my teaching. (INTERN)

Our Course Bulletin Board on WEBCT was the most supportive, to read of other’s ups and downs was really good. I could empathise with other students having a tough time and realised I wasn’t the only one and I could feel envious of those with dream classes – this was by far the most supportive instrument. (INTERN)

Contact between UQ and the school is through a facilitator who visits the school at least twice during the practicum/internship. Support is available at the request of school or intern at any stage of the internship.

Any period of supervised practicum is seen as a way station on the road to teaching independence. It is hoped that in the last period of supervised practicum before graduation the ‘supervision’ is becoming less obvious and the preservice teacher is given opportunities for ‘independent’ work.

This is generally achieved in planning aspects and in most aspects of classroom management. However, because the

preservice teacher cannot be given independent supervision of students, both preservice teacher and supervising teacher are conscious of the need for overview even if this is done at a discreet distance. This does mean that participation in the general life of the school can be somewhat restricted. By contrast, when the preservice teacher becomes an intern, under the Internship Authorisation, the requirement for direct supervision is removed. The preservice teacher has a greater opportunity to exercise independent decision-making over an extended period of time. The relationship of intern and mentor more closely reflects the professional relationship of a beginning teacher and more experienced colleagues than is generally possible in a preservice teacher/supervising teacher relationship. The intern can experience the

wider role of the teacher within the whole school setting because of the 'sole' responsibility for the class groups taught.

The internship is seen by interns as conferring a real difference in status, (though an observer may see little actual change in practice). Groups become 'my class' and work becomes 'my unit'. Opportunities to take groups on co-curricular activities open up. In most cases, especially in those where the intern is very familiar with the school from past practice, the intern is accepted as part of the teaching team of the school. Generally the intern will continue with the classes taken for the prior period of supervised practicum. The intern develops, or helps to develop, the unit of work and plans the teaching approach for the term. This continuity is very important and this adds to the feeling of ownership, 'my class doing my work'. In many cases a close collegial mentor/intern relationship is reported.

The biggest difference for me was the lack of an immediate 'safety net'. When my supervising teacher is in the room there is always that knowledge that they're there for back-up. During the internship I had to make decisions regarding behaviour, assignment extensions, activities etc. I felt I could relax more away from the observation of my supervising teacher and felt this assisted my teaching greatly. (INTERN)

My mentor was fabulous! We debriefed after most lessons. After a tough lesson my mentor would always find something great to say to pick me back up. My mentor was always on my side, giving constructive feedback and celebrating successes. (INTERN)

The chance to teach without being observed meant I began to relax and enjoy the experience. (INTERN)

The period of supervised practicum/internship occupies all of term 1 of a school year. Since, in most cases, the prospective intern is required to be at school prior to the start of the year during the student free days; the intern is often regarded, by staff as well as students, as another new staff member. The intern is given an opportunity to observe the induction of new students and staff to the school and gain a better understanding of the organisational structures and strategies of a school.

I feel I am now more prepared to walk into a class on my first day of teaching and be an effective teacher. There will still be many hurdles but I feel I have now begun the journey rather than just being in the starting blocks (yes it's Melbourne Cup week!). (INTERN)

Some Words of Advice ...

From Interns:

- *Enjoy the experience, learn from it, it's still not your own class but it's great preparation for when you do have your own class. Keep in touch with other students and share the highs and lows.*

From University-Based Teacher Educators:

- *Ensure that any personal commitments, work etc are so arranged that realistic time is available during the internship.*
- *Take advantage of an opportunity outside scheduled teaching time to visit all areas of the school and to see teaching/learning strategies across the whole school curriculum.*

BENEFITS

The mentors, interns and university-based teacher educators who contributed to the vignettes identified numerous benefits for internship participants. While these benefits may vary depending on the internship program, the intern, the mentor and the school community, there are some commonalities. The list below is not intended to be a definitive list of the benefits of internships, it simply presents the views of a range of internship participants about common benefits across internship programs currently offered in Queensland.

Benefits for Interns:

The benefits for interns include:

- the opportunity to design and deliver learning experiences in a supportive, non threatening environment;
- enhancement of the connection between theory and practice;
- development of 'point of impact' pedagogical curriculum skills;
- immersion in sustained practical work experience;
- the opportunity to develop in areas such as routines, knowledge of students needs, behaviour management, planning and modifying;
- the opportunity to experience working in a whole school community, offering a real look at schools in action;
- opportunities to develop a collaborative network;
- confirmation of a sense of 'calling' to the profession, and of increasing their confidence in themselves that they are 'teachers';
- valuable experience and potential opportunities to gain employment; and
- an 'induction' into the profession.

The internship experience provided insight into the reality of a teacher's life and the responsibilities that a teacher has in the classroom and within the wider school community. The program also encouraged involvement in the wider school which developed an understanding and appreciation for all teaching and support staff and the roles they play within the school. (INTERN)

The internship has instilled in me the passion for teaching and I am very pleased I decided to embark on the teaching journey. (INTERN)

The internship kept me abreast of current trends/ideas. It enabled me to work cooperatively with another professional educator. (MENTOR)

As a mentor teacher I was able to grow and learn during the internship. It was a rewarding experience. (MENTOR)

Benefits for Mentors:

The benefits for mentors include:

- sharing of workload and release from up to 50 percent of their teaching load;
- an opportunity to explore and share new ideas with the intern;
- an opportunity to develop coaching and mentoring skills;
- an opportunity to reflect on and discuss their own practice;
- enhancement of own personal professional development through interactions with interns and the current trends in education taught at university; and
- an opportunity for formal professional development during the internship period.

Benefits for School Communities:

The benefits for school communities include:

- opportunities for networking and building of relationships and partnerships;
- an opportunity for more effective professional development of the mentor;
- an opportunity for program development;
- an opportunity to use the skills and knowledge of the intern for mutual benefit;
- an opportunity to support the development of a beginning teacher in a less stressed environment than that normally available at the start of the school year;
- provision of new ideas and different perspectives on teaching and learning for the school;
- opportunities to share the learnings of the intern; and
- active contribution to the professional preparation of beginning teachers.

A workable partnership between schools, students and university – very successful, enjoyed and embraced by all involved. (UNIVERSITY-BASED TEACHER EDUCATOR)

The internship showcased what a learning community looks like, sharing of expertise across several members of our school community. (MENTOR)

I like the way the intern and I are encouraged to think wider than just the classroom – to involve other colleagues, the admin, the teacher aides, the parents, the community groups that work at the school is so important. (MENTOR)

Benefits for Universities:

The benefits for universities include:

- enabling preservice teachers to have experiences and to foster development in many areas which otherwise would not take place until the first years of teaching;
- an opportunity to obtain feedback, evaluate and modify on-campus components and programs of professional practice leading to the internship in light of authentic informed feedback;
- an opportunity to enhance the collaboration with schools and to build effective partnerships;
- an opportunity for university staff to develop skills of co-mentoring and supervision;
- provision of opportunities for considered and guided reflection on the lessons learned through an internship, leading to better learning and developmental outcomes for preservice teachers;
- collaboration through the university /school partnership in building community/ professional projects and relationships; and
- providing employers with a pool of talented and prepared graduate teachers.

PRINCIPALS' PERSPECTIVES

Principals of schools associated with the professional experience programs of Central Queensland University, Griffith University, James Cook University and Queensland University of Technology were invited to comment on the strengths of beginning teachers in their schools who had completed an internship as part of their preservice teacher education program. Responses were received from seven principals, identifying the following strengths:

- a greater sense of confidence and teacher presence;
- an ability to establish their own classroom;
- a sense of being much more 'everyday' prepared;
- extensive practical knowledge and skills;
- a greater awareness and understanding of the continuous nature of teaching and the continuity of the curriculum;
- advanced planning and curriculum development skills;
- enhanced behaviour management skills;
- experience in developing relationships with students;
- ability to effectively solve problems that arise with limited assistance;
- examination and reflection of their own coping mechanisms;
- a more seamless transition into teaching due to the mentoring strategy which is an integral part of the internship;
- an ability to interact with colleagues as a professional;
- a broad understanding of the role and expectations of the teacher in the school community; and
- a deeper understanding of the purpose and vision of a school.

The internship provides the opportunity to really taste the responsibility of looking after a whole group of children and working out the balances and checks required in the usual classroom day. Their confidence grows dramatically when they have been intimately involved in the planning and become a member of the staff. They are well and truly ready by the time they take up a permanent position. (PRINCIPAL)

Interns are more willing to be risk takers and to explore themselves, topics, pedagogy and curriculum deficits that they may have not explored as a student teacher, as they are not being rated. They use the internship as an authentic learning tool for the future. (PRINCIPAL)

In reference to one of the elective internship programs, a Principal commented that 'generally the preservice teachers who volunteer to be an intern have already developed very good skills and [the internship] gives them an opportunity to practice the skills in a supported but not directly supervised situation'.

One principal chose to clarify, however, that she felt that the internship had 'no direct correlation to [the intern's] ability to be employed'.

believe that the internships benefit both the preservice teacher and the school and enjoy seeing the motivation and enthusiasm harnessed into projects that are worthwhile for the school. (PRINCIPAL)

Principals also commented on the benefits of internships in terms of beginning teachers' preparedness to teach and their understanding of the school community and the teacher's role. Their responses included the following benefits:

The full time responsibility of a class plays out the dynamics associated with the students and parents and community. The interaction between these parties now becomes a reality. Up to the internship this dynamic could never be explored by the student teacher. (PRINCIPAL)

- preparation for teaching due to the practical experience gained;
- an authentic understanding of the role of the teacher in a school and as a staff member;
- a greater appreciation of the extent and number of personnel that they must communicate with in order to achieve the desired outcomes;
- an understanding of the importance of working with parents and the wider community;
- an appreciation of the support networks available to them;
- an increased level of independence;
- well developed organisational skills and knowledge of school routines; and
- the intern is a contributing member of the school team.

It is my experience that interns are more prepared and have a greater, realistic understanding of the role and expectations they face in the first few months of teaching, compared to those employees not exposed to an internship. They also have a better understanding of the support personnel and mechanisms in a school. (PRINCIPAL)

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SUMMARY TABLE OF INTERNSHIPS IN QUEENSLAND PRESERVICE TEACHER EDUCATION PROGRAMS (2002 – 2004)

Institutions Offering Internships	Initial Year	Internship Period	Compulsory /Elective	Number of Interns			Prior Preparation	Identified Features of the Internship
				2002	2003	2004		
Central Queensland University	2003	5-6 weeks (in a 10 week block)	Compulsory	n/a	246	312	<ul style="list-style-type: none"> Inducted into site policies and procedures as per new staff Matched with mentor by Term 2 Mentor bought into university during internship for inservice 	<ul style="list-style-type: none"> Attend hub meetings where possible to review progress in internship program and discuss issues Placement is negotiated & customised to suit individual interns' needs No assessment by mentor/teacher required Compile a Show Folio University/Learning Coordinator liaises with mentor and intern during internship
		Term 3 (school year) in final year						
Christian Heritage College (1)	Trial: 1993 Introduced 1996 Final Cohort 2003	10 weeks Term 2 of the final year	Compulsory	16	16	n/a	<ul style="list-style-type: none"> 2 coursework units during Term One Preparatory Workshops Students assigned lecturer 	<ul style="list-style-type: none"> Interns visit sites prior to the internship for orientation to classes, teaching expectations Programs negotiated between site and CHC Field Studies Coordinator to reflect individual school context College Consultants liaise with School Internship Coordinator, mentor and intern-phone contact made in Week 2, onsite visit in Weeks 5/6, available for advice throughout internship Assessment made by School Internship Coordinator in consultation with mentor and CHC Field Studies Coordinator - interim report after 5 weeks and summative report
		10 weeks Term 3 of the final year		n/a	n/a	23		
Christian Heritage College (2)	First cohort in 2004	10 weeks Term 3 of the final year	Compulsory				<ul style="list-style-type: none"> Full coursework load in Sem1 Preparatory Workshops 2 capstone units in Term 4 Students assigned lecturer 	<ul style="list-style-type: none"> The internship management committee meets throughout the school year to discuss issues related to the internship Mentor teachers selected by the internship management committee An induction meeting is held for all new mentors prior to the internship Interns are required to complete a piece of assessment for Assessing Student Learning that is based on their internship experience Interim report after 4 weeks Separate cluster meetings held throughout the internship for mentor teachers and interns A celebration ceremony follows successful internship
		10 weeks (4 days are spent in the school at the beginning of the year)		201	197	184		
Griffith University Gold Coast Campus	Trial: 1994 Introduced 1997	10 weeks (4 days are spent in the school at the beginning of the year)	Compulsory				<ul style="list-style-type: none"> Matching process identifies appropriate school, mentor and year level 	

Institutions Offering Internships	Initial Year	Internship Period	Compulsory /Elective	Number of Interns			Prior Preparation	Identified Features of the Internship
				2002	2003	2004		
Griffith University Mt Gravatt and Logan Campuses	2001	Term 4 40 to 50 days	Elective	1	41	39	<ul style="list-style-type: none"> • Whole group introductory meeting and 2 additional meetings with course convenors at beginning of semester • Students assigned lecturer 	<ul style="list-style-type: none"> • No assessment by mentor teacher required • Student complete 2000 word assignment (action research study) during internship - negotiated with supervising lecturer • Teacher mentor and university lecturer will be involved in designing and monitoring the student's program • No observation by university lecturer during internship
							<ul style="list-style-type: none"> • Compulsory preparatory workshops for mentors and interns • Final semester education subjects 	<ul style="list-style-type: none"> • Electronic communication for students during internship via Blackboard • Culminates in a presentation to school community and university • Project-based internship
James Cook University Townsville	Pilot: 2001	4 weeks in Term 4 of final year	Elective	21	51	54		
				8	7	9	<ul style="list-style-type: none"> • Internship seminar • PD workshops offered to participating mentor teachers as well as interns 	<ul style="list-style-type: none"> • Electronic communication for students during internship via JCU Learn • Culminates in a presentation to school community and university • Project-based internship submitted by schools and matched at interview with suitable interns • Exit presentations to school and uni audience
Queensland University of Technology (1)	1997	Final 6 weeks of Term 4	Elective	70	59	54	<ul style="list-style-type: none"> • University provides mentor preparation program • On-campus preparation for associate teacher • Preservice teachers are encouraged to secure an invitation to become an associate teacher from the final practice school/mentor 	<ul style="list-style-type: none"> • No assessment by mentor teacher required • The associate teacher and mentor teacher collaborate to produce a report on reflection on learning during internship (criteria supplied) • University liaison staff communicate at mid-point to check the development of the relationships for learning • Communicate with university partners and peers through PracLink
				n/a	n/a	n/a		<ul style="list-style-type: none"> • This 4 level model is compulsory but only two levels are internship (negotiated)
Queensland University of Technology (2)	2006 (Trials: 2003/2004)	4 weeks	Compulsory					
The University of Queensland	2000	Up to 6 weeks during a 10 week block final semester	Compulsory	67	90	136	<ul style="list-style-type: none"> • Programs to prepare interns, mentors and coordinators 	<ul style="list-style-type: none"> • Compile a Professional Portfolio to facilitate reflection • Meeting held towards end of internship between intern, mentor, school internship coordinator and UQ advisor. • Debriefing session offered by university

The information below was published in 'Professional Exchange for Queensland Registered Teachers', Issue 15, November 2004.

The professional experience program is a core component of all preservice teacher education programs. It provides opportunities for preservice teachers to develop and demonstrate their competencies in a practical setting, complementing their academic knowledge. These experiences are structured to support preservice teachers through the transition from early experiences requiring high levels of support to those that enable them to demonstrate collaborative and independent practices.

Many universities have introduced an advanced professional experience component to their programs to assist preservice teachers in meeting some of the challenges faced by beginning teachers. This advanced professional practice is referred to as an internship and can take on many forms depending on the focus of the university's program.

Below are some of the commonly asked questions about internships.

What is an Internship and how is it different from a supervised professional experience?

Supervised professional experience / practicum is a structured, in-schools experience providing preservice teachers with classroom teaching experience under the guidance of a supervising teacher. This includes opportunities for planning, assessment and reflection.

Internship is an advanced professional experience within the preservice program, completed in addition to 80 days of supervised professional experience. This provides preservice teachers with a transition into the teaching profession through a reduced workload and the support of a mentor.

How is an internship different from a supervised professional experience? An internship builds on supervised professional experiences by providing preservice teachers with the opportunity to experience all facets of a teacher's work. This occurs through increased autonomy and responsibility for the tasks and duties performed in the classroom, school and community while the preservice teacher is being mentored through the process.

To be eligible for an internship, preservice teachers must have successfully completed a minimum of 80 days of supervised practicum, thereby ensuring this is an additional experience providing greater opportunities for linking theory and practice. It also assists the transition between preservice and beginning teaching.

The relationship between the mentor and intern is different from that of a supervising teacher and preservice teacher. It is one of collaboration between colleagues, sharing responsibility for the delivery of the curriculum.

How are internships organised?

The duration, structure and focus of an internship differs in each university. Internships are compulsory in some programs and elective in others. The duration of internships varies from four weeks to a full school term. Some internships are conducted in the final weeks of the preservice program whilst others occur in the first half of the final semester, facilitating post-internship reflection and on-campus work building on the internship experience.

At some institutions, eligibility to become an intern is based on the demonstration of satisfactory levels of competence during a supervised practicum. Upon the granting of an 'Internship Authorisation' by the Board of Teacher Registration, the preservice teacher assumes the roles and responsibilities of an intern and the supervising teacher accepts those of a mentor.

Internship programs are usually governed by an Internship Agreement negotiated between the institution, the employing authorities, the teacher unions and the Board of Teacher Registration. The agreement outlines the roles and responsibilities of all the participants for the particular context in which the internship will operate.

What is an ‘Internship Authorisation’?

It is an authorisation granted by the Board of Teacher Registration for those preservice teachers who have successfully completed the required academic studies and a minimum of 80 days of supervised practicum and who are deemed eligible. It provides interns with the opportunity to teach up to a 50 percent teaching load without direct in-class supervision. The ‘Internship Authorisation’ is granted only for the period of the internship and is not a form of teacher registration.

What are the benefits of an internship?

Preservice teachers, mentors and employers have found internships to be mutually beneficial and to provide many opportunities for reciprocal learning. The inclusion of interns within the school community brings a renewed sense of enthusiasm. The release from teaching responsibilities provides mentors with the opportunity to engage in professional activities, such as curriculum development, research and professional development, while developing skills in supervision and mentoring. Interns, through their up to date knowledge of curriculum and pedagogy issues are able to actively contribute to the school community.

What support will the University provide?

Each university is responsible for the organisation and negotiation of its internship program with school communities. The majority of universities offer information sessions to outline the roles and responsibilities of the participants, and to clarify how these are different from those within a supervised practicum.

The level of support provided to schools and mentors depends on the nature of the internship program and the university obligations are outlined in the Internship Agreement.

Can an intern or mentor act as a relief teacher?

One of the conditions of the ‘Internship Authorisation’ is that interns and mentors must not be used as relief teachers.

When can interns be employed?

Interns are not eligible for teacher registration or employment until they have completed all of their university requirements. Some internships are conducted in the final weeks of the preservice program; others occur earlier followed by on-campus work building on the internship experience.

The information below was published in 'Professional Exchange for Queensland Registered Teachers', Issue 15, November 2004.

Preservice Teacher:

A student undertaking studies within an initial teacher preparation program. Preservice teachers may also be referred to as student teachers.

Intern:

A preservice teacher who has successfully completed a minimum of 80 days of supervised practicum and for whom an 'Internship Authorisation' has been granted by the Board of Teacher Registration enabling them to take on up to a 50 percent teaching load without direct in-class supervision or to complete a research project as negotiated with their school. They may also be referred to as Co-Teacher or Associate Teacher.

Mentor/Mentor Teacher:

A school based teacher who provides scaffolding to the intern through collaboration, and gives opportunities for autonomous decision-making. The mentor retains overall responsibility for the class curriculum and its assessment program. The importance of the role of mentors is reflected in a reduced teaching load, enabling them to provide mentoring support as well as pursuing other professional activities.

School- Based Teacher Educator:

A person employed within a school who also works for the university in supporting elements of the preservice program. This encompasses many roles including those of supervising teacher, mentor, school coordinator, lecturer and tutor.

University- Based Teacher Educator:

A person employed by the university to facilitate the professional experience program, the aim of which is to provide seamless linking of theory and practice through supervision, liaison and collaboration. They may be referred to in other terms such as University Supervisors, Teaching Schools Coordinators or Liaison Tutors.

During a supervised professional experience, the focus of the university based teacher educator is on supporting the development of preservice teacher skills and providing a link between on campus requirements and school based experiences. Throughout the internship, the role of the university-based teacher educator is to foster positive relationships between the intern and the mentor while providing support to mentors and other school personnel to facilitate the development of the Intern.

This Annotated Bibliography was prepared for the Board of Teacher Registration by Lynn Burnett Educational Consultants in April 2003.

Introduction

This Annotated Bibliography was developed for the Board of Teacher Registration in preparation for their Internships Forum (1 May 2003), The Multiples Faces of Internships. Current literature in the area of education internships in Australia, The United Kingdom, Canada and The United States was collated and divided into the following theme areas -

- Examples of Australian Based Internship Programs
- Examples of American Based Internship Programs
- Student Teacher Identified Internship Issues

While this list is not exhaustive of the entire collection of literature in this area it is certainly current and representative.

Identifying the Gaps

There is no literature focusing on community and parent attitudes, beliefs and feedback regarding internship programs and the potential these programs have –

1. to increase the confidence and competence of new teachers;
2. to increase new teacher experience with diversity issues such as race, English as a second language, Indigenous issues, socio-economic diversity, etc; and
3. attract new teachers to rural and remote locations and break down stereotypes and myths which surround country service.

The need to recognise and increase awareness that Internship programs should be multi faceted and need not all look the same across all Australian Universities and Education Departments. Instead they should meet the needs of the clientele they service, that is, Undergraduate and Graduate Diploma student cohort, University staff, school sites, community and parent groups, and State Education Departments.

Literature focusing on preservice teacher experiences, issues and needs regarding the practicum component of their study is limited and requires more intense, rich descriptive data and research.

Examples of Australian Based Internship Programs

1. **Ballantyne, R., Green, A., Yarrow, A., & Millwater, J. (1999). Reciprocal mentoring: Preparatory learning materials for teacher development.** *Teacher Development*, 3(1), 79 – 94.

A mentoring model was utilised in the 1997 study discussed in this paper as a means of contributing to knowledge and understanding about educational internships. Learning materials such as video and workbooks were developed and utilised as a means of understanding and evaluating participant's experiences during their internship program.

2. **Cameron, R. B. (2001). Identifying the developmental phases encountered by beginning teachers during an internship.** *Australian Association for Research in Education (AARE) Conference*, 2 – 6 December, 2001. Fremantle, Western Australia.

A series of developmental phases experienced by beginning teachers in an internship program conducted by the Education Faculty at the University of Western Sydney over a five year period is presented and discussed. Each internship program was 10 weeks in length. Qualitative data collection techniques including focus group

interviews, reflective journals, semi-structured interviews and field notes were used to confirm, describe and highlight the patterns and relationships of the identified developmental phases experienced by the preservice teachers involved in the internship program. It is recognised that these phases are intermingled and overlapping and not a simple, continuous or sequential skill collection process.

3. **Cameron, R., & Hayden, J. (1995). Practicum supervision, training strategies, and teacher/mentor perceptions.** *Australian Association for Research in Education (AARE) Conference, 27 – 30 November, 1995. Hobart.*

With a focus on building collegial relationships between experienced and beginning practitioners, the University of Western Sydney (Nepean) designed a project examining an internship program for final fourth year Bachelor of Education students. A move away from traditional supervisory practice to one of shared responsibility is described. Qualities for experienced and beginning teachers are identified and explored in relation to the mentoring process.

4. **Carter, M., & Francis, R. (2001). Mentoring and beginning teachers' workplace learning.** *Asia-Pacific Journal of Teacher Education, 29(3), 249 – 262.*

Literature on mentoring is presented in conjunction with a research study conducted in 1998 in a series of NSW government school sites focusing on the experiences of 220 beginning teachers and 245 supervisors and mentors. Data for the study was collected and analysed by a series of qualitative and quantitative research techniques. Key practices, issues, conditions and interactions are provided as a means of highlighting the importance of mentoring methods and strategies for new teachers.

5. **Dobbins, R., & Mitchell, J. (1995). The extended practicum program: A learning journey.** *Australian Association for Research in Education (AARE) Conference, 27 – 30 November, 1995. Hobart.*

A joint project between Charles Sturt University, the New South Wales Department of School Education, and the New South Wales Teachers' Federation is presented. A ten week internship for final year Bachelor of Education students was studied to identify issues which facilitate or hinder preservice teacher learning and their progress into first year teaching. These issues include, but are not limited to, learning about professional knowledge, professional relationships and the process of change.

6. **Goody, A. (2001). Preparing postgraduate students as future university teachers: The UWA teaching internship scheme.** In A. Herrmann and M., M. Kulski (Eds.), *Expanding horizons in teaching and learning. Proceedings of the 10th Annual Teaching Learning Forum, 7 – 9 February 2001. Perth: Curtin University of Technology.*

While this paper does not focus specifically on preservice education teachers, but rather on providing teaching practice and experience for potential university educators, it does offer some insight into other examples of existing internship schemes in an Australian context. Feedback from the participants is presented as well as budgetary considerations. Key points include need to provide teaching experience, professional development, facilitate networks, communication and reflection with other university teachers about classroom based issues, problems and experiences, and address administration issues.

7. **Gore, J. M., Griffiths, T., & Ladwig, G. (2001). Productive pedagogy as a framework for teacher education: Towards better teaching.** *Australian Association for Research in Education (AARE) Conference, 2 – 6 December, 2001. Fremantle, Western Australia.*

Notions of productive pedagogy are discussed and analysed in relation to the potential for enhancing preservice teacher training and subsequent quality within school sites once preservice teachers graduate. A pilot study is presented where final year education students involved in an internship program integrate the principles of productive pedagogy into their everyday teaching practice.

8. **Hatton, E. (1996). The state of field experience in Australia.** *Australian Association for Research in Education (AARE) Conference, 25 - 29 November 1996. Singapore.*

The state of school based field experience are discussed in relation to trends in teacher education in Australia. And links are made with experiences currently occurring in other educational institutions overseas. Most importantly, it is recognised that school sites and universities are often treated as two distinct and unrelated entities which ultimately causes a disjuncture that is detrimental to the success of the internship program.

9. **Hatton, N. (1996). Changing initial teacher education - limitations to innovation in the United States, Australia and the United Kingdom.** *Australian Journal of Teacher Education, 21(2), 35 - 42.*

The internship program described in this paper was conducted at the University of Sydney in 1996 as part of a two year course for a Master of Teaching degree. The internship program was implemented after the candidates had met all practicum and course requirements. Comparisons are made between this program and internship programs conducted in the United States and the United Kingdom.

10. **McCormack, A. (1997). Impacting on the socialisation of beginning teachers of physical education and health education through collaboration.** *Australian Association for Research in Education (AARE) Conference, 30 November – 4 December, 1997. Brisbane.*

The study discussed in this paper focuses on a group of 54 final year physical and health education students in a final internship program at the University of Newcastle. Data collected from qualitative and quantitative questionnaires and implications for future preservice training and practicum experience is presented. Some issues include the identification of preservice influences such as the impact of their own physical and health education teachers whilst at school, the personal significance and importance of outdoor and fitness activities, and their desire to work with children. This internship program also provided the opportunity to challenge gender socialisation through a reflection component which examined the structure and purpose of physical and health education in a male dominated society.

11. **Matters, P. N. (2001). Beginning teacher partnerships, telementoring and ICT – newfangled or new ways? Journeys of discovery.** *Australian Association for Research in Education (AARE) Conference, 2 – 6 December, 2001. Fremantle, Western Australia.*

This paper presents an internship program conducted at James Cook University in 2001. The integration of internet and computer assisted communication into the internship program along with issues of distance, rurality, isolation, low socio-economic positioning, Indigenous and multi-cultural environments are discussed in relation to the impact they have on beginning teachers.

12. **Mayer, D. (2002). An electronic lifeline: Information and communication technologies in a teacher education internship.** *Asia-Pacific Journal of Teacher Education, 30(2), 181 – 195.*

This paper recognises the importance of face to face interaction of university liaison personal with preservice teachers during school site practicums. The research undertaken in Australia in connection with this paper focused on the creation and use of electronic discussion groups with university staff and preservice teachers engaged in an internship program towards the end of their studies. The pros and cons of the project are discussed in relation to the creation of new learning spaces and the promotion of reflective practice within school sites.

13. **Mayer, D. (2000). Using information and communication technologies in a teacher education internship.** *Australian Association for Research in Education (AARE) Conference, 4 – 7 December, 2000. Sydney: University of Sydney.*

The use of information and communications technologies are utilized as a means of bridging the gap between school based practicums and the university context for a group of preservice teachers in an internship

program at the end of their study. In this study an electronic bulletin board discussion group was created as a means of enhancing communication.

14. Mayer, D. (1999). Preparing secondary teachers: Building professional identity within the context of school/university/community partnerships. UltiBASE.

The focus of the study discussed in this paper is the building of strong school/university partnerships in secondary school sites. The aim is to increase preservice teacher's competence and confidence in the school context using web based material and computer managed communication. The study was conducted at a new campus in Queensland which has had no previous university presence. Extensive literature in the area of learning to teach with a focus on social agency is presented and analysed.

15. Mitchell, J., Murry, S., & Dobbins, R. (1996). The extended practicum experience at Charles Sturt University. Australian Association for Research in Education (AARE) Conference, 25 - 29 November 1996. Singapore.

Changes to school based fieldwork for final year education students at Charles Sturt University as a result of the length of the course changing from three to four years is discussed. Final year students are placed for 10 weeks in one school site. Preservice teachers are expected to be solely responsible for the class during this time and as a result release the supervising teacher for 8 weeks to engage in a professional interest project. Data in the form of field notes, interviews with participants, final reports and evaluations are presented.

16. Yarrow, A., Ballantyne, R., Hansford, B., Herschell, P., & Millwater, J. (1998). Teacher/intern partnerships in isolated areas: A project overview. Education in Rural Australia, 8(1), 29-31.

The focus for this paper was the improvement of preservice education preparation for rural and remote schools through the use of an internship program in the final year of study. The internship program used a mentor/intern model and ran for a period of 6 weeks over a total of three years. The program enabled the interns and mentors to work together to develop and improve understanding, communication and relationships with the school students and the wider community.

17. Yarrow, A., Hansford, B., Herschell, P., & Millwater, J. (1997). Let me have my own pigeon hole and copying number: Developing partnerships in rural and remote schools. Australian Association for Research in Education (AARE) Conference, 30 November - 4 December, 1997. Brisbane.

This paper addresses four questions related to teacher education programs in Australia. The focus is on rural, remote and isolated school sites in relation to preparation, professional development and identifying needs and issues of school staff in these sites. Data is drawn from a ARC funded project using a mentor/internship model designed to investigate and improve the overall quality of teaching and learning in remote and isolated areas within Australia.

Examples of Overseas Based Internship Programs

1. Basinger, J. (2000). Teacher education extends its reach. The Chronicle of Higher Education, May, 18-19.

This short article describes the reflections of a teacher in her first year at an elementary school in an aggressive area of Los Angeles and her subsequent work with the University of California at Santa Cruz to provide support for new teachers during their first two years of employment.

2. Fogg, P. (2002). Carnegie Corporation suggests residencies in teacher education. The Chronicle of Higher Education, 49(6), 16.

Findings from a larger report, *Teaching as a Clinical Profession: A New Challenge for Education*, are described. A focus on the creation of sustained long-term relationships between beginning and experienced teachers is called for along with an integrated approach for understanding and developing the theory and practice of teaching. Time, money, politics, public opinion and bureaucratic inertia are identified as major barriers.

3. **Kennedy Manzo, K. (2002). Kansas city turns classrooms over to interns.** *Across the Nation*, October, 5.

The experiences of nine student teachers in a pilot intern program in the Kansas City, Missouri, public school system is described. Several incentives are provided for the new teachers in the form of full time pay for the two year program as well as rent free accommodation in an apartment building. Two new teachers are paired with one experienced teacher in a mentor style arrangement.

4. **Kennedy, W., & Doyle, C. (1995). Perceptions of internship evaluation.** *Journal of Teaching Practice*, 15(1), 40 - 54.

This paper distinguishes between the two broad categories which the practical components of an education preparation courses implement. That is, an apprenticeship model or an internship model. An internship model integrates theory and practice and facilitates the ability to critically analyse and implement change. The internship program described in this paper was established at Memorial University, Canada in 1966.

5. **Kramer Schlosser, L., & Blazano, B. (2002). Making or breaking new teachers.** *Principal Leadership*, September, 36 - 39.

An internship program being run out of the State University of New York at Brockport over a five year period is presented. Master of Education students are required to teach 15 hours per week in a classroom with a mentoring teacher and undertake an action research project as part of their study requirements. Findings and issues are discussed.

6. **Lovingfoss, D., Eddy Molloy, D., Harris, K. R., & Graham, S. (2001). Preparation, practice, and program reform: Crafting the university of Maryland's five-year, multicategorical undergraduate program in special education.** *The Journal of Special Education*, 35(2), 105 - 114.

The move from a 4 year program to a 5 year Special Education program at the University of Maryland is presented. Reflections and a list of recommendations from a graduate during her first year in the classroom are used to illustrate key issues. These issues include the how, where and why of collaboration and coordination between general and special education as well as issues surrounding the effective development of educational communities. Several features which make this program unique are also discussed, for instance, selective admissions, three year intensive school placement and internship alongside coursework and the opportunity to earn graduate credit whilst completing the undergraduate program. This is an enjoyable and insightful article to read.

7. **McCormick, K. M., & Brennan, S. (2001). Mentoring the new professional in interdisciplinary early childhood education: The Kentucky teacher internship program.** *Topics In Early Childhood Special Education*, 21(3), 131 - 149.

An internship program being run out of Kentucky for first year Early Childhood teachers is described. This program has a two fold effect, firstly as a support for new teachers in the development of their professional identities and secondly for the mentors involved as a means of honing their analytical skills. The overall design of the internship program is to reduce the number of Early Childhood Special educators who leave in their first year. Challenges are identified and suggestions made for future directions. A sample of an observation instrument and portfolio review form is provided in an appendix at the end of the article.

8. **Murphy, S. P. (2001). Improving two-year college teacher preparation: Graduate student internship.** *TETYC, March*, 259 - 264.

While aimed at the preparation of new academics or university teaching staff this article still has much to offer in terms of needs and goals. The paper challenges the one world notion of academic culture or higher education notion and lack of training for graduate students who move onto teach in university settings through the development of an internship program. Many of the universities involved in this particular internship program offered their students academic credit for undertaking the program and one even offered to cover commuting expenses for their interns. Issues, needs, outcomes and goals are identified and discussed. For example, the need and desire for a diverse student teacher population and increased exposure and understanding of multicultural education, the recognition of the importance of providing multiple opportunities to discuss and reflect upon experiences, and the need for mentors and sessions which explore pedagogical issues.

9. **Seidl, B., & Friend, G. (2002). Leaving authority at the door: equal-status community-based experiences and the preparation of teachers for diverse classrooms.** *Teaching and Teaching Education*, 18(4), 421 - 433.

This paper raises important issues about the ever expanding socio-cultural diverse school clientele and a teaching profession made up largely of white, mono-culturally influenced female personal. The internship program discussed in this paper has been run for a period of three years and explores the influences of a cross-cultural, equal-status internship on prospective teachers' emerging socio-cultural perspectives and raced identities.

10. **Singh, A., Doyle, C., Rose, A., Kennedy, W. (1997). Reflective internship and the phobia of classroom management.** *Australian Journal of Education*, 41(2), 105 - 118.

The Memorial University, Canada, examine preservice teacher's fear of classroom management through a reflective and critical internship model. They explore how universities and teacher educators can move preservice teachers beyond mere technical skills and towards more reflective and analytical processes. Qualitative data from interviews and reflection sessions is used to explore and unpack preservice teacher's fear of classroom management within the context of an internship model.

Student Teacher Identified Internship Issues

1. **Leiminer, M. J., & Mayer, D. (2001). Preservice teachers negotiating competing versions of 'the good intern' in a virtual professional learning community.** *Australian Association for Research in Education (AARE) Conference, 2 – 6 December, 2001. Fremantle, Western Australia.*

A postmodern approach is used to examine how secondary preservice teachers and their university advisors develop and analyse notions of what it means to be a good intern using information and communication based technologies. Data suggests that preservice teachers swing between a teacher educator version of a good intern based on critical reflection and knowledge of social justice issues and a teacher based understanding informed by the practicalities of teaching. The information and communication based technologies have provided a space which allows the invisible work preservice teachers engage in during their practicums to be examined and analysed.

2. **Sharplin, E. (2001). Having their cake and eating it too: Preservice teachers' perspectives of internships.** *Australian Association for Research in Education (AARE) Conference, 2 – 6 December, 2001. Fremantle, Western Australia.*

Issues derived from preservice secondary teachers engaged in a 10 week internship program are examined using qualitative research methods. Overall the findings were positive however the heavy demands of competing university and school-based workloads were highlighted. Findings support the notion that internship programs

are more than just apprenticeships.

3. Topolka Jorissen, K. (2002). Retaining alternate route teachers: The power of professional integration in teacher preparation and induction. *The High School Journal*, October/November, 45 - 56.

The study described in this paper identifies factors which contribute to the support and overall satisfaction of 7 graduates engaged in an alternate route program in the United States. The study follows them from their initial preparation and involvement in an internship program through to their first two years of teaching. The findings are presented in case study format and highlight the importance of both formal and informal structures which seek to promote professional integration and retention.

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