ADDITIONAL PROFESSIONAL INDUCTION STRATEGY (APIS): EDUCATION COMMONS, A STRATEGY TO SUPPORT TRANSITION TO THE WORLD OF WORK

Robyn Henderson

Karen Noble

Kathleen Cross

University of Southern Queensland

ABSTRACT

This paper describes a strategy, designed by a faculty of education in a regional Australian university, to induct pre-service educators into the education profession. It then focuses on one component of the strategy, an initiative called Education Commons. This initiative uses a model of critical reflection to engage pre-service educators in discussions about current and relevant educational topics. This aims to connect them into professional networks and to assist their induction into the education profession from the outset of their tertiary study. An analysis of a small data set – two small stories told by an early career teacher who had participated in Education Commons while at university – is investigated for evidence of the effect of the program. The analysis highlights the use of critical reflection and career development learning.

INTRODUCTION

Within the education sector, nationally and internationally, there has been a continued increase in the attrition rates of beginning teachers, with as many as 40% leaving or intending to leave the profession within the first five years of beginning their careers (Ewing & Manuel, 2005; Verstegen & Zhang, 2012). For beginning teachers in regional, rural and remote locations with limited social support, this percentage may be even higher. As a result, there has been a growing interest in the wellbeing of teachers across the entire education sector and various initiatives have been mounted in an attempt to redress these overwhelmingly negative statistics.

Over a six year period in a regional Australian university, a small group of academic and professional support staff have worked collaboratively to design, implement,

evaluate and refine various additional programs to support education students and to value-add to their formal study. These initiatives, which form the Faculty of Education's Additional Professional Induction Strategy (APIS), provide pre-service educators, including undergraduate and postgraduate diploma students, with opportunities to explore the development of personal and professional identities beyond the coursework study that they undertake as part of their degree or postgraduate diploma. The programs are seen as complementary to the formal curriculum and indeed, as we move into an ever increasing accredited and competitive higher education context, they become an essential tool in providing a level of distinctiveness within the student learning journey and within the marketplace.

This paper provides an overview of the Additional Professional Induction Strategy. It then introduces Education Commons, one of the programs that form part of the overall strategy. It locates that particular initiative within literature that refers to the construction of professional identities through professional learning, the enhancement of workforce capabilities, and career development learning. Through an analysis of two small stories from an early career teacher who had participated in the Education Commons program during her final years of Education study, the program is considered in terms of its effects in relation to career development learning and critical reflection. The paper concludes with a discussion of how the program seems to promote professional and personal learning that is potentially lifelong and lifewide.

INTRODUCING THE ADDITIONAL PROFESSIONAL INDUCTION STRATEGY (APIS)

Over the past six years, several initiatives have been established within the faculty of education at a regional Australian university to value-add to the formal study of pre-service educators. Each was developed by academic and professional support staff around what was perceived as a gap in students' formal study. While each initiative catered for a specific aspect of students' development as future educators, it became apparent that the approach was a disparate one and that there was a need to see how the initiatives fitted together and related to each other. Additionally, in these neoliberal times, there was a need to ensure that that the initiatives were being efficient in terms of the resources being used and that efforts were not being duplicated.

Meetings were held between those involved, and the aims and target audiences of each initiative were mapped. This resulted in the establishment of an overarching framework that was called the Additional Professional Induction Strategy (APIS). As shown in Figure 1, APIS provides support for pre-service educators within the university context and aims to build success in their study to become future educators. It also offers professional learning and development that help to induct pre-service educators into the education profession.

Figure 1. The components of the Additional Professional Induction Strategy (APIS)

The left-hand side of Figure 1 shows the additional support that is on offer for enhancing engagement and success in students' university study. The FYI (For Your Information) program offers support in relation to academic and information literacies. It focuses on "what to do when you don't know what to do" and provides connections to support services within the university and specific advice about doing assignments, locating information and how to be a successful student. The PD initiative provides workshops that develop students' overarching capabilities and actions (SOCA for short) and enables students to turn their developing academic knowledge into practical strategies for use in classrooms.

The right-hand side of Figure 1 shows the initiatives that aim to build professional identity and link to the workforce outside the university context. Education Commons helps pre-service educators build professional networks and to think critically about their educational practice and knowledges. The E² initiative is a program that operates on one of the university's campuses. It provides professional development activities that bring together educators from the community and pre-service educators and academics staff from the university. Sitting between the programs that work internally and those that link with the world outside university is the Transition to Teaching initiative, which plays a specific role in helping pre-service educators move from the university context into the workforce. Its focus includes the logistics of applying for jobs, preparing for interviews and becoming a registered teacher.

FOCUSING ON EDUCATION COMMONS

One of the initiatives, Education Commons, was established as a way of inducting pre-service educators into the education profession from the outset of their university study. It was based on the premise that high attrition rates of "new" educators in the education workforce might be ameliorated if pre-service educators were able to build a professional identity from the beginning of their study. Traditionally, induction into the education workforce has been understood as

something that occurs once pre-service educators are at the end of their university study and are ready to make the transition into work (Beauchamp & Thomas, 2009; Sachs, 2005). Whilst transition programs remain an essential part of what universities should offer, Education Commons has attempted to provide a much broader approach that focuses on personal and professional identity building and critical reflection on and about educational practice. The capacity building approach works to develop the capabilities of pre-service educators to "be" teachers, to understand themselves as belonging to the education profession, and to become educators who are able to cope with the dynamic nature of today's educational world.

In building these capacities, Education Commons complements the Transition into Teaching component of APIS. The difference is that Education Commons focuses on building professional identity and other capabilities that help pre-service educators feel part of the profession (Ewing & Manuel, 2005). As described elsewhere (see Noble & Henderson, in press), the program is based on a set of principles that regard the following as important:

- the building of a community of practice where participants meet to discuss important educational topics and enhance critically reflective skills. This engages them in dialogue (Wenger, 1998) and helps to build democratic professionalism (Sachs, 1999, 2005);
- an understanding of the process of "becoming a teacher" or "becoming an educator" as occurring over an extended period of time and as a lifelong and lifewide enterprise (Alsup, 2006; Noble & Henderson, 2011);
- the importance of privileging space and opportunity to develop personal and professional identities (Alsup, 2006);
- the situatedness of personal and professional identity development.

In building on these understandings, Education Commons has used a cyclical two-step process. Each cycle begins with a panel of educators who are able to come to the university campus and who represent a range of educational sectors, including early childhood, primary, middle and secondary schooling, and vocational and further education. The discussion that the educators engage in is presented live to an audience of on-campus pre-service educators and academics, and it is video-recorded so that the artifacts can be made available in an online environment for all pre-service educators, regardless of their location or mode of study. Each panel has a focus educational topic that is current and relevant to pre-service educators and to educators in the field. However, there is no set agenda for the panel discussion. It begins with the panelists introducing themselves and identifying their interest/s in the topic, then the interactive discussion goes wherever the panelists and the audience take it.

The second step of the Education Commons process is a pedagogical conversation that provides opportunities for pre-service educators to unpack the points and ideas raised in the panel discussion and critically reflect on what was said, on their

learnings, and on links to past, present and future experiences in education. The video-recordings from the panel discussions provide stimulus materials where required. For on-campus pre-service educators, the second step has been offered as a face-to-face session about two weeks after the panel discussion. However, the online Education Commons site with its inbuilt tools to foster discussion, including discussion forums and Wimba classrooms, is available to all pre-service educators, panelists and academic staff to continue the conversations that began during the panel discussions.

Twelve cycles of Education Commons usually occur during each academic year. All Education Commons events draw on a model of critical reflection (Macfarlane, Noble, Kilderry, & Nolan, 2005) that allows pre-service educators to think at a critical level. In particular, the model includes opportunities to think deeply about aspects of educational practice, to make links between theory and practice, and to think about other ways of "doing" educational practice. Macfarlane et al.'s four steps – confront, deconstruct, theorise, and think otherwise – have provided a useful framework for ensuring that pre-service educators move beyond the taken-for-granted and consider educational practice from multiple perspectives.

When participants engage in collaborative critical reflection, they are able to customise and individualise their learning journeys (Noble & Henderson, in press) and achieve what Ryan (2011) refers to as "purposeful reflection" which enables "deep, active learning" (p. 101). According to Ryan (2012), the practice of critical reflection can be achieved at two levels: "making sense of experience" and "reimagining future experience" (p. 208). Like the theorise and think otherwise components of Macfarlane et al.'s (2005) model, Ryan's (2012) second level aims to promote critical, more abstract, academic or professional reflection. Not only are participants "understanding the context of learning and the particular issues that might arise," they understand "their own contribution to that context, including past experiences, values/philosophies and knowledge" and draw "on other evidence or explanation from the literature or relevant theories" (Ryan, 2012, p. 209).

The use of critical reflection in Education Commons has been a useful strategy for ensuring that pre-service educators have space and opportunities to think about, reflect on, and make their own connections to educational topics. This approach to learning is a transformative one (Kalantzis & Cope, 2008). It is not about knowledge transmission; rather, it promotes active learning, whereby participants engage in discussions focused on "improving learning and professional practice" (Ryan, 2012, p. 209). Such discussions go beyond acceptance and maintenance of the status quo (Gur-Ze'ev, Masschelein, & Blake, 2001), encouraging participants to deconstruct and analyse issues (deconstruct and confront), to link theory and practice (theorise), and to think about multiple possibilities for practice (think otherwise) (Macfarlane et al., 2005).

Additionally, Education Commons recognises that "becoming" an educator involves a learning journey that is complex and dynamic in nature (Alsup, 2006; Chong, Low,

& Goh, 2011; Temmerman, Noble, & Danaher, 2010). Within the community of practice (Wenger, 1998) of Education Commons, professional networks can develop as pre-service educators engage with educators from the field. Furthermore, there are opportunities to "engage in the complex integration of personal self, and the taking on of a culturally scripted, often narrowly defined professional role while maintaining individuality" (Alsup, 2006, p. 4).

Critical reflection also allows participants to "become more in tune with their sense of self and with a deep understanding of how this self fits into a larger context which involves others" (Beauchamp & Thomas, 2009, p. 182). In taking up issues related to what it means to be an educator, Education Commons introduces key aspects of professional identity development. These include notions of *being* an educator, such as understanding the theory-practice nexus, considering rhetoric and reality, and building knowledge of perspectives and context; *developing a sense of belonging* to the profession, such as building networks, understanding a holistic perspective, and accepting the dynamic nature of education; and *becoming* an educator, with knowledge and experience of relevant and current issues and topics.

A previous investigation into Education Commons and its development of professional identity identified collective agency as an important outcome of the program (Noble & Henderson, in press). It was found – through building relationships with other participants, exercising choice, networking, gaining a sense of belonging and connectedness, and connecting personally and professionally to educational practice and knowledge – that pre-service educators developed understandings about how to be, know and do (Gee, 1996) in the education profession. This suggested that the initiative was helping to build the capacity of pre-service educators and was preparing a workforce that was "flexible, sustainable, critically reflective and informed" (Noble & Henderson, in press). It also seemed that these qualities would be useful in times when "the future is fundamentally 'unknowable'" (Jasman & McIlveen, 2011, p. 118).

These findings suggest that there may be links with the field of career development learning, which "relates to learning about the content and process of career development or life/career management" (McMahon, Patton, & Tatham, 2003, p. 6). An examination of the principles of career development learning that were identified by Smith, Brooks, Lichtenberg, McIlveen, Torjul and Tyler (2009) indicated a similarity with the way Education Commons operates. For example, both rely on flexible partnerships, workplace experiences and a student-centred approach (Smith et al., 2009, p. 13). Additionally, the ability of Education Commons to draw on personal and professional dimensions of experience (Noble & Henderson, in press) reflects the efforts of career development learning to work "across all aspects of students' lives" and for students to "systematically reflect … and articulate the acquired skills and experience" (Smith et al., 2009, p. 13).

As highlighted in the *Australian blueprint for career development* (Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA],

2010), career development skills are essential for encouraging "learning by linking it to … hopes and dreams for the future" and enabling successful transition "between learning and work roles" (p. 9). According to McIlveen, Brooks, Lichtenberg, Smith, Torjul and Tyler (2011), the benefits of career development learning can include "reflecting upon past academic and workplace learning and assimilating new experiences into a burgeoning sense of professional identity" and facilitating "an individual's accommodation of learning experiences that challenged previously held beliefs" (p. 151). These descriptions suggest that Education Commons might foster career development learning and this warrants further investigation.

THE RESEARCH

To investigate the idea that career development learning might indeed be a relevant way of conceptualising Education Commons and its effect on pre-service educators, we reviewed the data that have been collected as part of several research projects. Whilst we have previously looked broadly at the data (e.g., Noble & Henderson, in press), generally in relation to evaluating the program for learning and teaching purposes, we have decided to focus here on two small pieces of data. These were collected from an early career teacher who participated in Education Commons during the final years of her Education study as a pre-service educator. She returned to the university to participate in an Education Commons session after she had joined the teaching profession, and the data were generated as she talked with pre-service educators about her experiences as a beginning teacher and how Education Commons had given her ways of coping with difficult or challenging situations.

From the data that were generated, we have extracted two small stories (Bamberg, 2004). Each tells a story of ongoing and past events (Bamberg & Georgakopoulou, 2008) that occurred during the early career teacher's first weeks of being a teacher. It is widely recognised that narratives are used by people to represent their world, to explain the experiences they have had, and to position themselves in that world and in relation to others. In taking a sociocultural perspective, we recognise stories as evidence of a person's discursive construction of "meaningful selves, identities, and realities" and as an attempt to make "sense of personal experiences" (Chase, 2011, p. 422).

We analyse the two small stories using two analytical frames. The first is the four-stage learning taxonomy presented in the *Australian blueprint for career development* (MCEECDYA, 2010). This provides a conceptual framework for examining the developmental stages through which learners move as they engage in career development learning. The four stages involve:

1. acquiring and understanding knowledge;
2. applying this knowledge;
3. personalising learning, and
4. acting creatively on that learning (MCEECDYA, 2010, p. 25)

The taxonomy includes information about what learners might be asked to do at each of the four levels, along with examples of performance indicators for each level. Some examples of these are provided in Table 1. With its framing as a developmental learning taxonomy, the *Blueprint* document highlights that "learners may not move through all four stages of the learning taxonomy. How far they progress will depend on their motivation and the context in which they use the skill, knowledge or attitude they have developed" (p. 26).

The second analytical frame comes from Macfarlane, Noble, Kilderry and Nolan's (2005) model of critical reflection. The four steps – deconstruct, confront, theorise, and think otherwise – provide a framework for examining the early career teacher's stories. Because Education Commons had been conceptualised as drawing on the model of critical reflection, we were keen to investigate whether there was evidence in the two small stories of the model in use. In order to conduct the analysis, we adapted and designed a set of questions that could identify evidence of critical reflection (see Henderson, 2012, pp. 275-276; Macfarlane et al., 2005, p. 16). These questions are shown in Table 2.

Table 1: The four-stage learning taxonomy from the *Australian blueprint for career development* (extracted from MCEECDYA, 2010, pp. 25-26)

Stage		Possible performance indicators	Learner actions
1	Acquire	Understand how individual characteristics contribute to achieving personal, social, educational and professional goals	Classify information about people or things Codify new information Crosscheck information Explain new concepts Give examples to illustrate concepts Gather pertinent information Interview people Locate information Research a topic
2	Apply	Adopt behaviours and attitudes conducive to reaching personal, social, educational and professional goals	Apply acquired knowledge Develop a project Fix things Generalise acquired knowledge Learn about themselves Perform a task Plan using acquired knowledge Practise new skills Prepare a project Simulate a situation Solve a problem Try a new idea
3	Personalise	Assess personal characteristics and capitalise on those that contribute positively to the achievement of personal, educational, social and professional goals	Analyse situations Be assertive Choose for themselves Comment on subjects and situations Decide for themselves Examine their decisions or reactions

			Evaluate the impact of personal decisions on themselves or others
			Express their ideas/feelings
			Give their opinion
			Internalise experiences
			Question information and decisions
			Visualise options for themselves
4	Act	Improve self-concept in order to contribute positively to life, learning and work	Adapt products, concepts or scenarios
			Advise people
			Conceptualise ideas or projects
			Design new products or programs
			Edit a book or an article
			Elaborate new ideas or projects
			Facilitate transitions
			Guide or mentor others
			Innovate
			Invent new things
			Transfer skills, knowledges and attitudes to modify and/or create
			Transform behaviours and attitudes

Table 2: Questions for locating examples of critical reflection

Steps	Questions
Deconstruct	Have these questions been considered?: What am I doing? How am I doing it? Has (classroom) practice been considered or analysed? Have aspects of (classroom) practice been identified as "normal" or "proper," or as needing to be reconceptualised? Have aspects been identified as worthy of consideration to ensure more effective practice?
Confront	Have these questions been considered?: What is working? What is not working? What might I need to change? Has a specific focus for further consideration been identified? Have weaknesses or areas for change been considered? Has a problem or issue been identified? Has there been a decision that an aspect of practice needs to be modified or changed?
Theorise	Have these questions been considered?: How might I theorise this? How might I research this? What theories, research and evidence might I draw on? Has there been an attempt to locate further information? Have links been made between theory and practice? Have theories/research evidence been identified? Has there been an attempt to draw in ideas from elsewhere to inform thinking about the problem/issue?

	Has there been an attempt to consider multiple perspectives or solutions to the identified problem or issue?
Think otherwise	Have these questions been considered?: What could I do differently? What aspects of my practice should I change? Has there been an attempt to re-think practice? Have multiple perspectives informed thinking? Has change been implemented?

TWO SMALL STORIES, CRITICAL REFLECTION AND CAREER DEVELOPMENT LEARNING

In this section, we present the two small stories with our analysis and discussion of the evidence we found of the use of the model of critical reflection and characteristics of career development learning. We recognise that we begin with data that represent Education Commons positively. Indeed, the early career teacher prefaced her stories with the statement that "It's only through … my notes and the discussions and skills that I've acquired through Education Commons that I've been able to deal with the many, many challenges I've had in my first term [of teaching]."

In small story 1, the early career teacher described an experience on her second or third day of teaching.

Small story 1

> Where shall I start? Okay for example, second or third day I had a parent come in and tell me how pathetic I was. I was a useless teacher, I was unable to do my job properly, I should be doing this, I should be doing that. I shouldn't be doing this and if it continued she'd be pulling her child out of my class.

> This is my second or third day of school. It's just as bad for me so I spent most of the morning in my principal's office crying.

> It's those sorts of things that just hit you and it's not until you use things that we discuss in Education Commons that go, well no. It's given me the confidence. I've done the four year degree. It's like I'm going through my head, hello woman you know nothing. I'm the teacher.

> And that's what you end up explaining to her in a term that I'm the teacher; if you're not happy with the way I do things, come and tell me, come and tell my principal. But this is how I've started the term and this is how I intend to do things in my classroom, because you are the boss of your classroom. Your parents are part of your classroom

but they aren't in charge of it and it's those sorts of things – those strategies – that helped me get through this first term.

The steps of the model of critical reflection are evident in small story 1. In telling about how she had to deal with a complaint from a parent, the early career teacher moved from being upset – "I spent most of the morning in my principal's office crying" – to making a decision about how to manage the situation. Her initial actions meant that she had to confront the problem, which related to criticism from a parent that she was "unable to do [her] job properly." Although we do not hear too many details about the deconstructing process that occurred, it was evident that the teacher made sense of the cause-effect demands made by the parent – "If it continued she'd be putting her child out of my class" – and she thought about how to manage the issue in ways other than crying and seeking support.

The theorising step of critical reflection involved revisiting the processes of Education Commons and this resulted in the teacher reassuring herself that she could respond confidently as a teacher: "I'm the teacher" who has a "four year degree." In revisiting her experiences of Education Commons and the confidence she had developed, she was able to find a way of managing the situation. In thinking otherwise, she resolved that she could say "I'm the teacher" and "this is how I intend to do things in my classroom." However, she also left the way open for the parent to express an opinion and to be able to raise issues with her or with the principal.

In terms of career development learning, the teacher's story suggested that she was able to demonstrate many of the attributes that are identified in the four-stage learning taxonomy that is shown in Table 1 (MCEECDYA, 2010). She realised that four years in a teacher education program had allowed her to acquire knowledge that enabled her to do the job of a teacher (stage 1) and that she could apply that knowledge to the situation (stage 2). In particular, her application of that knowledge involved developing a plan, learning about herself, solving a problem, and trying a new idea.

The teacher also demonstrated aspects of stage 3 of the four-stage model of career development learning, because she was able to personalise her learning. She analysed the situation and was assertive in her approach ("I'm the teacher"). She was able to comment on the situation, examine her reactions and her decision about how to resolve the situation, express her feelings and visualise options for herself. There was also some evidence that she was able to transfer skills and knowledge (stage 4) from her experiences of Education Commons to a problem that arose as part of her work as a teacher. In other words, the small story indicated that the teacher was demonstrating elements of all four stages of the learning taxonomy, with particular strengths in stages 2 and 3 because she was applying her knowledge and personalising her learning to the situation at hand.

Small story 2

In small story 2, the early career teacher focused on a particular child in her class and her attempts to convince the child's mother that the child was demonstrating behaviours that required attention.

> Like I have a little boy who's showing alarming signs of autism; he has pica which is putting particular textures into his mouth, so paper, thumb tacks, I've had all sorts of things come out of his mouth, and rocking. He'll sit on the floor when we're having group time and he will just sit there and rock. I will be saying something and he will repeat it over and over again which is all alarming signs of autism.

> But mum's not up for a discussion yet, she's just like, no there's nothing wrong with my child, he's only in prep. I'm like, if he's seen to, and gets the help and assistance and support he needs now, he will be much better off.

> But it's through dealing with, it's like there's a section in Education Commons – I think both years I did it – where we looked at dealing with that scenario. So by sitting back and not pushing the parents, I'm taking constant observations on all the things that he does so that when the time comes, we can go, well look, this is the evidence that we have. We really need to get him to see a paediatrician.

In small story 2, the early career teacher identified a particular issue in her class that she wanted to address. One of the children in the class had a pica, a compulsive eating of nonfood items, and the "mum's not up for discussion yet." The teacher's description framed the issue in terms of the model of critical reflection. She began by deconstructing classroom observations: "putting particular textures into his mouth … rocking … he will repeat it over and over again." She identified the child's behaviours as "alarming signs of autism," but realised that the child's mother had not accepted that there might be something wrong with her child: "she's just like, no there's nothing wrong with my child." In theorising an approach and coming up with an alternate plan (thinking otherwise), the teacher returned to her learnings about good teaching and research practices and found a way forward: "constant observations," collecting and documenting evidence, while "not pushing the parents" until that evidence was collected.

Aspects of the four-stage taxonomy of career development learning were also evident in small story 2. The teacher's acquisition of knowledge (stage 1) was evident in her discussion of autism and her understanding about how to work with the parent of the child she was concerned about. She had gathered relevant information and could give examples to illustrate her understandings. She showed that she could apply that knowledge to the situation (stage 2), by developing a plan

of action, practising her skills of observation and documentation, and finding a way that might persuade the parent that medical advice was required.

The story also illustrated the teacher's ability to personalise her learning (stage 3). This was evident in her analysis of the situation, her reflection on her decision, and her ability to evaluate the impact of her decisions on her actions in the classroom and on the parent. In acting on her concern for the child's future, the teacher also demonstrated that she could act as a teacher in a responsible fashion (stage 4).

CONCLUSION

The two small stories told by the early career teacher as part of her discussion about the effect of Education Commons on her practice as a teacher demonstrated that she was using the model of critical reflection (Macfarlane et al., 2005) as a way of thinking through significant events and her responses to those events. In drawing on the model and its steps of deconstruct, confront, theorise and think otherwise, she was able to find a way forward when trying to manage challenging circumstances. While we cannot say that the teacher's actions were a direct result of her participation in Education Commons, she attributed the program with giving her skills and confidence to cope with the unexpected.

In examining the teacher's small stories for evidence of career development learning, we found attributes that seemed to align with all four stages of MCEECDYA's (2010) learning taxonomy. The teacher demonstrated that she had acquired knowledge (stage 1) and was able to apply that knowledge (stage 2) to particular situations. She personalised her understandings (stage 3) in a way that enabled her to assess her personal characteristics and draw on her past experiences and learnings. She transferred skills and knowledge (stage 4) from those previous learnings to find positive ways of addressing the issues that had presented. While the taxonomy indicates developmental stages and suggests that not all learners will achieve all stages, depending "on their motivation and the context in which they use the skill, knowledge or attitude they have developed" (MCEECDYA, 2010, p. 26), we regard Education Commons as facilitating an iterative process that can enable learners to acquire, apply, personalise and act.

From the small data set that we have presented, we make no claims about the effect of Education Commons on all students who participate in the program. However, for the teacher who volunteered to share her experiences of the first few weeks of being a teacher, Education Commons seemed to play a significant role in her explanation of being able to cope with new situations and challenges. The teacher regarded as important the ability to reflect on practice, to identify potential solutions to identified problems or issues, and to be able to adapt and refine her actions and practice. We see these as developing a capacity for lifelong and lifewide learning, with learning continuing as new situations and contexts are encountered, and facilitating the transfer of learning from one situation and context to another. These are particularly important attributes for teachers in rural and remote areas, where

opportunities for professional development and even talking with others working in a similar field can be limited.

If we return to our initial discussion about APIS, the Additional Professional Induction Strategy, used in our faculty, we posit that the use of a model of critical reflection and a career development learning framework can provide all stakeholders with ways of understanding educational discourses and a process for problem-solving situations that arise on a daily basis. These also promote professional learning that is both lifelong and lifewide, thus assisting transition to the world of work. In engaging pre-service educators in induction to the education profession during the course of their tertiary study, the strategy offers the potential to retain early career educators in the profession, by enabling them to see themselves as teachers and to think like teachers well before they move into the education workforce.

ACKNOWLEDGEMENT

REFERENCES

Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Mahwah, NJ: Lawrence Erlbaum.

Bamberg, M. (2004). Talk, small stories, and adolescent identities. *Human Development, 47*(6), 366-369.

Bamberg, M., & Georgakopoulou, A. (2008). Small stories as a new perspective in narrative and identity? *Text and Talk, 28*, 377-396.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 39*(2), 175-189.

Chase, S. E. (2011). Narrative inquiry: Still a field in the making. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 415-434). Thousand Oaks, CA: Sage.

Ewing, R., & Manuel, J. (2005). Retaining quality early career teachers in the profession: New teacher narratives. *Change: Transformations in Education, 8*(1), 1-16.

Gee, J. P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd ed.). London: Falmer Press.

Gur-Ze'ev, I., Masschelein, J., & Blake, N. (2001). Reflectivity, reflection, and counter-education. *Studies in Philosophy and Education, 20*(2), 93-106.

Henderson, R. (2012). Teaching literacies: Pedagogical possibilities. In R. Henderson (Ed.), *Teaching literacies in the middle years: Pedagogies and diversity* (pp. 269-278). South Melbourne, Vic.: Oxford University Press.

Jasman, A., & McIlveen, P. (2011). Educating for the future and complexity. *On the Horizon, 19*(2), 118-126.

Kalantzis, M., & Cope, B. (2008). *New learning: Elements of a science of education*. Cambridge: Cambridge University Press.

Macfarlane, K., Noble, K., Kilderry, A., & Nolan, A. (2005). Developing skills of thinking otherwise and critical reflection. In K. Noble, K. Macfarlane & J. Cartmel (Eds.), *Circles of change: Challenging orthodoxy in practitioner supervision* (pp. 11-20). Frenchs Forest, NSW: Pearson.

McIlveen, P., Brooks, S., Lichtenberg, A., Smith, M., Torjul, P., & Tyler, J. (2011). Career development learning frameworks for work-integrated learning. In S. Billett & A. Henderson (Eds.), *Developing learning professionals: Integrating experiences in university and practice settings* (pp. 149-165). Dordrecht, Netherlands: Springer.

McMahon, M., Patton, W., & Tatham, P. (2003). *Managing life, learning and work: Issues informing the design of an Australian blueprint for career development*. Perth, WA: Miles Morgan Australia.

Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA]. (2010). *Australian blueprint for career development*. Canberra: Australian Government, Department of Education, Employment and Workplace Relations.

Noble, K., & Henderson, R. (2011). The promotion of "character" and its relationship to retention in higher education. *Australian Journal of Teacher Education, 36*(3), Article 4.

Noble, K., & Henderson, R. (in press). What is capacity building and why does it matter?: Developing a model of workforce capacity building through the case of Education Commons. In P. A. Danaher, L. De George-Walker, R. Henderson, K. J. Matthews, W. Midgley, K. Noble, M. A. Tyler & C. Arden (Eds.), *Constructing capacities: Building capacity through learning and engagement*. Cambridge: Cambridge Scholars Publishing.

Ryan, M. (2011). Improving reflective writing in higher education: A social semiotic perspective. *Teaching in Higher Education, 16*(1), 99-111.

Ryan, M. (2012). Conceptualising and teaching discursive and performative reflection in higher education. *Studies in Continuing Education, 34*(2), 207-223.

Sachs, J. (1999). *Teacher professional identity: Competing discourses, competing outcomes.* Paper presented at the Australian Association for Research in Education, Melbourne, Vic., Nov. 28-Dec 2.

Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo & M. Kompf (Eds.), *Connecting policy and practice: Challenges for teaching and learning in schools and universities* (pp. 5-21). Oxford: Routledge.

Smith, M., Brooks, S., Lichtenberg, A., McIlveen, P., Torjul, P., & Tyler, J. (2009). *Career development learning: Maximising the contribution of work-integrated learning to the student experience*. [Australian Learning and Teaching Council Final Project Report]. Woolongong, NSW: University of Woolongong, Careers Central, Academic Services Division.

Verstegen, D., & Zhang, Z. (2012). Retaining American K-12 teachers in public education: Findings from an analysis of longitudinal national data using structural equation modeling [Electronic Version]. *Academic Leadership: The Online Journal, 10(1)*, from http://www.academicleadership.org

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.

Richards, L. (2009). *Handling qualitative data: A practical guide* (2nd ed). London: Sage publications.

Ryan, J., Jones, M., Buchanan, M., Morris, P. Nuttall, M., & Smith, C. (2011). Effective preservice teacher education 'At a distance': An investigation of the multimodal delivery of a secondary preservice teacher education program-perceptions of preservice teachers, teachers and university lecturers. In MacTeer, C. *Distance Education* (pp. 149-166). New York: Nova Publications.

Saba, F. (2005). Critical issues in distance education: A report from the United States. *Distance Education, 26* (2), 255-272.

Schulz, R. (2005). The practicum: More than practice. *Canadian Journal of Education 28* 1 & 2, 147-167

Tynan, B., Dunne, K., & Smyth, R. (2007). *Collaboration to support small courses/subjects.* Final Report on Carrick Forum May 17-8 downloaded from, http://www.altc.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/grants_report_smallcourses_feb08.pdf

Ure, C. (2009). *Practicum partnerships: exploring models of practicum organisation in teacher education for a standards-based profession*. Parkville, Vic: University of Melbourne.

White, S. (2008). Placing teachers? Sustaining rural schooling through place-consciousness in teacher education. *Journal of Research in Rural Education, 23*(7). Downloaded from, http://jrre.psu.edu/articles/23-7.pdf.

Willis, S., & Reid, I. (2006). *Supporting learning at a distance. The challenge of bringing it altogether*. Presentation at the Supporting Learning and Teaching at a Distance Forum, University of Southern Queensland, Nov. 9-10. http://www.altc.edu.au/carrick/webdav/site/carricksite/users/siteadmin/public/grants_competitive_eidosforum_willsandreid_presentation_nov06.pdf

Zeichner, K. (2002). Beyond traditional structures of student teaching. *Teacher Education Quarterly,* Spring, 59-64.