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Influential and intentional teacher education: Embodying a Conceptual Framework

Cathryn Bell, Karyn Robertson, and Bev Norsworthy
Bethlehem Tertiary Institute
New Zealand

Abstract

This paper emerges from the critical thinking, research, and evaluation which informed our most recent programme review during which we debated the question, "How do we educate people for quality teaching in the future?" Drawing on research, stakeholder feedback, and graduate voice, four key influential characteristics are identified. The paper explores some of the implications for the development of teachers who can be effective now and also into the future.

Firstly, it is important that the ITE programme is shaped by a research informed Conceptual Framework which is owned and 'lived' by teacher educators and student teachers. Secondly, a holistic developmental approach to teacher development will focus on how student teachers learn to be and become quality teachers. Critical to this reflexive and developmental approach is the disruption of a technicist view of learning and teaching and the development of an alternative image of teaching (Chang-Kredl & Kingsley, 2014; Norsworthy, 2008). Teaching is a most complex endeavour for which student teachers need to develop specific dispositions such as being gracious, being teachable, and being secure. Thirdly, it makes a difference to student teachers' thinking when their developmental journey is contextualised within hopes and realities that are 'bigger than me' and beyond the immediate. In New Zealand, this includes contributing to the aspirations and hopes captured within NZ Curriculum and Te Whāriki. A very influential component of ITE to increase the likelihood of this occurring is student teachers' development of a Passionate Creed (LaBoskey, 1994). When they clearly articulate the passion which inspires and motivates them then, through reflective practice, they will know how to nurture and sustain a sense of call, responsibility and commitment to the vocation of teaching through and beyond the specific challenges faced by beginning teachers (Agbenyega, 2012). Fourthly, teacher educators who contribute to development of quality teachers now and into the future do not just talk about the alternative image of teaching (Bell, 2010; Loughran, 2016). They nurture the student teachers' development through a progression where effective pedagogy and reflective practice are modelled and then required. Theory, practice, inquiry and reflection work together in an ever developing 'spiral of learning'. This approach helps student teachers know what they should know and how they should integrate skill and knowledge into practice, but also why each component is included (Biesta, 2009).

Wilf Malcolm Institute of Educational Research, Te Kura Toi Tangata Faculty of Education, University of Waikato, Hamilton, New Zealand
ISSN: 2382-0373
Contact details: Cathryn Bell C.Bell@bti.ac.nz
(pp. 75–85)

Keywords

Initial teacher education; reflective practice; lived practice; dispositions; Conceptual Framework

Introduction

Within Aotearoa New Zealand, the nature and effectiveness of initial teacher education continues to be in the spotlight. This is not a new phenomenon. Since 1996 the field of initial teacher education has withstood reviews and reports by government and its agencies or consultants on behalf of lobby groups (e.g., Education Review Office, 1996, 1999), New Zealand Teachers Council and Ministry of Education (Cameron & Baker, 2004; Kane, 2005), Partington (1997) on behalf of New Zealand Education Foundation: Education Workforce Advisory Group (2010)). Those working within initial teacher education (ITE) in Aotearoa New Zealand currently are faced with more change in the coming years. Despite the continual and repeated revisiting of the same issues (supply versus demand; theory versus practice; entrance versus exit standards, etc.) most attention remains on the specifics of programmes rather than the overarching purpose of ITE and the consequential need for programmes to be shaped by a coherent vision (Hoban, 2004; Kane, 2005; Norsworthy, 2008).

This article emanates from the critical thinking and evaluation which informed the most recent programme re-approval process for Bethlehem Tertiary Institute's three-year Bachelor of Education (Teaching) programmes. During this process, teacher educators debated the question, "How do we educate people for quality teaching in the future?" By 'the future', teacher educators had 2040 in mind. It draws on team members' doctoral, masters, and ongoing research, stakeholder feedback and graduate voice in terms of which aspects of their initial teacher education programme are influential in their beginning teacher practice.

Those involved in effective initial teacher education understand that the focus is not on the student collecting a bag of tricks and techniques. Rather, the focus is educative and formational; it is on education rather than schooling (Hansen, 2011). At Bethlehem Tertiary Institute (BTI) the purpose of ITE is intentionally and strategically captured in the programmes' Conceptual Framework. For the student teacher, the development of a clear sense of *what* a teacher does sits on a developing awareness of *who* the teacher is and *how* their beliefs, motivations, passions, and assumptions influence day-to-day choices (Palmer, 1998). This inspirational aspect of ITE is considered to be vital. It is the teacher's heart that opens itself to relationship and seeks to push past the comfort zone in order to find alternative pathways to understanding for the student who is not achieving.

As a contribution to the discussion about effective ITE, this article presents four characteristics which the authors believe are critical if ITE is going to be influential for developing quality teachers, ready to teach now and into the (unknown) future. These include the importance of 'living' the programme's coherent Conceptual Framework; ITE understood as a developmental process where student teachers *be* and *become* quality teachers, with a focus on prerequisite dispositions; ITE contextualised within a vision of education which is larger than any one teacher and which extends beyond the existential moment together; and teacher educators who nurture the student teachers' development through progressions of modelling, scaffolding, reflecting and refining. Effective ITE keeps in mind the student teacher, their students, graduates and, in keeping with the idea of education as articulated by authors such as Postman (1995) and Biesta (2009), the formation of citizens for Aotearoa New Zealand and beyond. Each of these key characteristics will now be discussed.

Firstly, it is important that the ITE programme is shaped by a research informed Conceptual Framework, which is owned and 'lived' by teacher educators and student teachers. Teacher education literature notes that a shared characteristic of effective ITE programmes is that they are shaped and sustained by a research informed and coherent Conceptual Framework (Bjatnager et al., 2016; Hoban, 2005; Wideen, Mayer-Smith, & Moon, 1998). However, it is not enough to have such a document which purely sits on the shelf. Critical to the intentionality and influence of ITE is that the

programme's Conceptual Framework is owned and 'lived' by teacher educators and increasingly becomes embraced and embodied by student teachers. "A person who really knows and believes something understands it and lives by it" (Hansen, 2001, p. 56). One way to think about a programme's Conceptual Framework is through the metaphor of an interpretive lens. It becomes part of the way we view the world and specifically the nature and role of education within that world.

The Conceptual Framework statement itself captures the 'big ideas' which shape the ITE programme. BTI's Bachelor of Education (Teaching) programmes' Conceptual Framework is captured in the following cognitive portable statement:

> We seek to develop 'wise' educators, who are 'gracious, secure 'and teachable' and whose teaching practice is 'relational, responsive' and 'transformative'.

It clearly indicates that the initial focus is on the person who is the educator and then the nature of the desired professional practice. The argument would be that the second outcome (i.e., the desired professional practice) is dependent on the first (the development of particular dispositions or ways of being). For example, teaching is a most complex endeavour for which student teachers need to develop specific dispositions, allowing them to identify practice 'puzzles' or dilemmas as well as quality practice which improves learning, choosing to then explore and learn from them. In the programmes' Conceptual Framework such dispositions are described as *being gracious, being secure* and *being teachable.*

The focus on the development of wise educators signals both a commitment to wisdom and education in comparison to knowledge and training. 'Wisdom', as well as being fundamental to a Christian worldview, is highly valued in many cultures. In tikanga Māori, mātauranga and whakaaronui are revered, and in Tonga, anga-fakapotopoto is highly valued (Tharman, 2006). We believe that wisdom is relational, responsive, and transformative and is expressed in dispositions, which can be described as gracious, secure, and teachable. Each of the capitalised words in the above portable statement has been succinctly defined through collaborative dialogue and, at times, debate. The definitions are provided throughout this article to demonstrate how they do not remain a 'big idea' on paper, but are influential, inhabited, and embodied in professional practice. For example, the valuing of 'relational' practice reflects the fact that no teaching or learning experience occurs in isolation but rather in multifaceted and complex contexts. In BTI's Bachelor of Education (Teaching) Conceptual Framework (Norsworthy, 2015) we read that relational is understood to "… mean a person who seeks patterns of relationships where love for God, neighbour and self is nurtured and where integrity, respect, teachability, reconciled relationships and servant-leadership is the norm" (p. 8). As would be quickly appreciated it is not sufficient to just talk about this desired outcome. Student teachers have many opportunities to explore its implications for practice and to identify it in their ITE experiences and within the professional practice of teacher educators.

It is the authors' belief that continual engagement by staff and students with the aspirations that underpin the Conceptual Framework is an important contributing factor in the development of wise educators, who will sustain their call and responsibility to teach; who can weather the complex and ever changing nature of education and, consequently, be in it for the long haul. A constant commitment to the word *education* signals that teaching is understood to be more than schooling or training. This point is developed further as the third key influence.

Secondly, a holistic developmental approach to teacher development will focus on how student teachers learn to *be* and *become* teachers. Such development can be 'transformative' whereby "we mean a person who is committed to a view of learning from a whole person perspective noting the influence of affective, relational, cognitive, behavioural and spiritual factors in that process" (Norsworthy, 2015, p. 9).

Typically, student teachers embark upon their ITE experience with naïve and simplistic views of teaching. These images of teaching have been developed by their apprenticeship of observation (Lortie, 1975) and apprenticeship of participation (Norsworthy, 2005). They act as interpretive lenses for their expectations of their ITE programme (Norsworthy, 2008). Consequently, intentional and

influential teacher education employs a holistic developmental approach to teacher development. Critical to this reflexive and developmental approach is the disruption of a technicist view of learning and teaching and the development of an alternative image of teaching (Chang-Kredl & Kingsley, 2014; Norsworthy, 2008). This need for disruption is borne out in Brandernburg and Gervasoni's (2016) research with 181 first-year student teachers where "the portrayal of the teacher as the transmitter of knowledge" (p. 126) was a dominant discourse.

When teaching is understood as an autobiographical endeavour (Groundwater-Smith, Ewing, & LeCornu, 2015; McDrury & Alterio, 2002), 'who I am in my teaching' really matters (Kelchtermans, 2009; Palmer, 1998; Yeung, Craven, & Kaur, 2014). Development of the person who is the teacher and their consequential professional identity is critical to effective teacher education (Beauchamp & Thomas, 2009; Brandenburg & Gervasoni, 2016; Walkington, 2005). Within the literature there are those who argue that teacher education does not give enough attention to the impact personal biography and images of teaching have on student teachers' developmental journey (Beauchamp & Thomas, 2009; Moore, 2004; Yeung et al., 2014). Self-awareness is important for agency as well as connection with students (Brandenburg & Gervasoni, 2016; Palmer, 1998).

Student teachers are often surprised and even frustrated by this initial focus, as they want ideas for what to do (Bell, 2010; Norsworthy, 2008; Wideen et al., 1998). However, as reported by the following graduate participant in Bell's 2010 research, most come to value this as "the best preparation for teaching" (Participant 6, Bell, 2010, p. 62). Another graduate participant who had been teaching for more than two years, noted,

> An often-heard slogan throughout my three years at BTI was 'you teach out of who you are'. This slogan has provoked significant personal reflection … allowing for deep and sometimes painful soul searching. Coming 'out the other end' I can conclude that through this process of intense self-reflection, my pre-suppositions have surfaced more clearly than ever before enabling me to gain a deeper insight in my personal beliefs that underpin my daily decisions and actions… (Bell, 2010, p. 62)

The Conceptual Framework's (Norsworthy, 2015) declaration that "development of the person who is the teacher is critical to effective teacher education" (p. 6) is influential throughout the initial interview, reselection processes at the end of the first year and pedagogical approaches where the emphasis is on Personal Integration and Professional Inquiry (PIPI). This approach scaffolds, supports, and requires student teachers to "undertake reflection and consideration of presuppositions and assumptions which shape their thinking and practice" (Norsworthy, 2015, p. 19) through all papers—not just Professional Practice papers. About this aspect of their ITE programme a graduate noted that they had been "forced to think about, and then required to put into words what sort of teacher/leader I am and how I view teaching" (Bell, 2010, p. 69).

This self-knowing should not be understood as isolated introspection with little connection to developing as a quality teacher. It is critical to both developing an owned, personalised vision for teaching but as importantly, to developing an inquiry stance that enables the graduated teacher to approach their day-to-day teaching with humility and a commitment to ongoing learning. Bell (2010) summarises the graduate voice within her research, "Knowing the self that teaches therefore provided the context for continuing self-discovery and an on-going willingness and conviction to confidently challenge the self to continued learning and growth" (p. 87). This is one reason why it is important that graduating teachers are 'secure'.

> By secure we mean a person who has a strong sense of belonging, design and purpose. They are 'self-aware', know their strengths and weaknesses and understand how these influence or shape their teaching. A secure person is well grounded in professional knowledge and has a vision of how their contribution as teacher makes a difference in the lives of individual students. (Norsworthy, 2015, p. 11)

Effective ITE motivates and equips student teachers to develop as learners. This entails becoming one who is characterised by the knowledge, skills and dispositions inherent in "an inquiry stance"

(Cochran-Smith & Lytle 2001, p. 50). Teachers who will be intentional and influential in the future need to be teachable.

> By teachable we mean a person who has both the disposition and skill to seek and receive both internal and external feedback through critical reflection, revelation, professional inquiry, dialogue and reading. They are not set in 'a' way, but are committed to continual and on-going personal and professional growth for the purpose of growing in wisdom. (Norsworthy, 2015, p. 11)

Research with beginning teachers who remain in teaching beyond the initial provisional two years demonstrates that "vision was key to these teachers' self-efficacy as literacy teachers, and ultimately their sense of self as teacher and desire to remain as classroom teachers" (Adoniou, 2015, p. 102). Kosnik and Beck (2011), reporting on their longitudinal study with beginning teachers, found that their participants "gave a high priority to having a 'vision' for teaching" (p. 147); one participant noting it "… is more important than any learning activity they taught me" (Sophia, p. 107), and the development of a realistic philosophy was what "… we needed to make our way through our first year" (Tanya, p. 108). However, such a vision cannot be shaped by the technicist, naïve or simplistic images of teaching that student teachers typically bring to ITE. It must be "robust, articulable and realizable in their practice" (Loughran, 2016, p. 258). Initial teacher education is sometimes criticised for the fact that beginning teachers bring with them an idealistic view of teaching. So often, this idealistic vision of teaching leads to disillusionment and a reduction of self-efficacy. It is critical that these powerful articulations acknowledge the complexity of teaching and the making of a contribution to society that is informed and realistic yet aspirational and hopeful.

Thirdly, it makes a difference to student teachers' thinking and professional resilience when their developmental journey "nurtures a sense of vocation" (Bamber & Bullivant, 2017, p. 134) and is situated in a context that is 'bigger than me' and beyond the immediate. Relational, responsive and transformative teaching necessitates teachers who have a sense of call and passion for education and its possible contribution to shalom (Plantinga, 2002; Shortt, 2017); that is to people's well-being, social justice and ability to participate and contribute as citizens (Biesta, 2009; Boylan & Woolsey, 2015; Hooks, 2003; James, 2007; Sandretto, Lang, Schon, & Whyte, 2003). In New Zealand, this includes contributing to the aspirations and hopes captured within *The New Zealand Curriculum* (NZC) and *Te Whāriki*.

A very influential component of ITE to increase the likelihood of resilience within their vocational, professional call is student teachers' development of a Passionate Creed (LaBoskey, 1994). When they clearly articulate the passion, which inspires and motivates them, then through reflective practice they will know how to nurture and sustain their own sense of call, responsibility and commitment to the vocation of teaching through and beyond the specific challenges faced by beginning teachers (Agbenyega, 2012; Adoniou, 2015; Bamber & Bullivant, 2017; Kosnik & Beck, 2011). The likelihood of this occurring is increased if, throughout their initial teacher education, they are consistently asked how their understanding, beliefs, values, expectations and hopes within that Passionate Creed "influence my choices, my actions, the way I view and interact with others?" (James, 2007, p. 165). Associate teachers and visiting teacher educators can invite student teachers to justify and critique their practice in its light to identify how these commitments are represented in their professional practice. For example, student teachers often justify their call to teach because they want 'each child to reach their potential', or they want 'to make a difference'. The development of a Passionate Creed requires such a rationale to be interrogated for the underlying beliefs and complexities which lurk within, and to identify what this means for day-to-day professional practice. When a student teacher is invited to critique their practice in the light of such a sense of call, what initially seemed straight forward, e.g., 'children reaching their potential', becomes complex and challenging. The process of articulating, examining, critiquing and refining a Passionate Creed over time can produce resilience as it develops "the capacity to manage on-going and multiple challenges over time, while continuing to grow and thrive professionally" (Mansfield, Beltman, Weatherby-Fell, & Broadley, 2016, p. 212). It can be a sustaining factor within the typical beginning teacher phases from excitement, shock, survival

and possible disillusionment and doubt (Harfitt, 2015). It enables the teacher to be comfortable in chaos but not distracted from the end purpose.

Despite being highly reluctant to enter into this vulnerable activity at the beginning of their ITE programme, six of the graduates within Bell's (2010) study acknowledged its importance. The following participant quote is representative of their comments:

> Being forced to think about what we were reading, watching, practising and writing all the time, and this coupled with being given a vision for 'who' BTI graduates were characterised as being, helped us to set goals for our own personal character development and to view the challenges in our thinking in light of a bigger perspective. (p. 69)

Fourthly, teacher educators who contribute to development of quality teachers now and into the future do not just talk about an alternative image of teaching (Bell, 2010; Loughran, 2016). They nurture the student teachers' development through a progression where effective pedagogy and reflective practice are modelled and then required. Theory, practice, inquiry and reflection work together in an ever developing 'spiral of learning' to inform and improve future professional practice. This approach helps student teachers to not only know *what* they should know, *how* they should integrate skill and knowledge into practice but also to have an understanding of *why* each component is included (Biesta, 2009).

Within New Zealand all ITE programmes are required to have graduate profiles which describe how graduates of a programme will be characterised. Often these are captured in terms of dispositions, competencies and knowledge. Authors such as Loughran (2016) and Hoban (2005) call other teacher educators to model quality teaching in ways which enable student teachers to experience these desired characteristics within their ITE programmes.

> Teacher educators … must consistently model not just good teaching, but illustrate how that teaching is conceptualized, structured, implemented and reviewed. In that way, the complex and sophisticated nature of teaching can be made clear to students of teaching as they experience it. (Loughran, 2016, pp. 257–258)

Critical to intentional quality ITE are teacher educators who embody the characteristics and pedagogies they want to cultivate in the next generation of teachers. "Teacher educators matter: they critically influence how students of teaching learn about, and come to understand, teaching" (Loughran, 2016, p. 255). For example, student teachers are challenged to think about teaching as developing a safe but challenging place where others (students, family/whānau, colleagues) can be nurtured. This is also a strong concept for the teacher educators who seek to do likewise—both in face-to-face and/or online learning environments. This space is also where one is able to be gracious, secure and teachable—thus enabling courageous conversations about dispositions, commitments to learners' wellbeing, personhood and quality professional practice. Addressing the beliefs which shape student teachers' expectations for their ITE programmes is critical as these influence "their ability to access the professional learning within initial teacher education programs" (Norsworthy, 2009, p. 100). This requires the teacher educator(s) to develop their learning spaces as both safe and challenging. Over time and in a range of studies and stakeholder feedback, students and graduates indicate that this safe and challenging space is where

- they can be real and access authentic accounts of life as teacher from teacher educators;
- there is time to talk, connect and develop trust;
- students not only participate but also are recognised for making valuable contributions;
- scaffolding and support are available such that learning can be maximised in moments of disequilibrium;
- there is room for creative and imaginative engagement; and

- responsive teaching is modelled, in that teacher educators engage with what students say to scaffold students in thinking and critique of their own words and the beliefs about teaching, learning and people that those words describe.

Another example of the importance of teacher educators who model what is taught was highlighted in Bell's (2010) study of BTI graduates. Relationship was valued by teachers as a key to effective teaching and learning and the "foundation of success" (Education Review Office, 2014, p. 9). Student teachers engage with this idea in a myriad of ways each year—whether that is in relationship to learning theories, differentiation, positive behaviour guidance, bicultural or multicultural education. With reference to the graduate participants, Bell (2010) reported that many referred to the positive influence of the relational approach to teaching which they had experienced. For example, one participant acknowledged that they had been modelled "the importance of loving students and what this actually looked like" (p. 77). As a result of participating in a relational, responsive and transformative model of learning and teaching, participants claimed that they were consequently motivated to build a similar relationship with their own students; being committed to their holistic development and growth (Bell, 2010). In other words, it is the lived experience which shapes their teaching vision and consequential practice.

For a wide range of reasons, some form of reflective practice is heralded as critical to the ITE endeavour (East, 2014; Jarvis, Dickerson, Thomas, & Graham, 2014; Korthagen, 2004; LaBoskey, 1994). Often reflective practice is focused on what went wrong? Or what can I do better? To respond to these questions one needs a clear understanding of the goal of teaching and learning—beyond the existential moment of learning—to correctly write a report or display statistical information in a pie chart. However, what is proposed here is that those things that went well should be equally considered for the degree to which they contribute to the development of "lifelong learners who are confident and creative, connected and actively involved" (Ministry of Education, 2007, p. 4) as citizens in Aotearoa New Zealand.

Influenced by Korthagen's (1985) ALACT model, reflection is understood as a process which enables the student teacher to 'unpack a situation' while remaining somewhat distanced but fully committed. This process, referred to by Schön (1983) as 'reframing', involves the student teacher stepping back and reflecting with the intention to improve practice. It is not for the fainthearted. It requires an inquiry stance, a strong sense of purpose as well as the critical thinking skills to attend to the assumptions, which inform and sustain practice (Brookfield, 1995; Norsworthy, 2009). It also requires willingness to evaluate both the assumptions and the practice as being most likely to lead to learning. Rather than saying, what did I do wrong? Or, I'm terrible at this, the more helpful question is, what is happening here and what can I do to increase the students' learning or flourishing? The idea of improvement is actually meaningless without a clear articulation of the teacher's purpose for teaching. This understanding emphasises the importance of the critical characteristic as outlined in the preceding section.

The commitment to support 'responsive' teaching is critical when we consider the relationship between theory, practice and reflection. BTI's Bachelor of Education (Teaching) Conceptual Framework (Norsworthy, 2015) indicates that teaching which is responsive requires

> … a person who engages in a connected, critical and considerate manner with the multiple sets of beliefs, values, assumptions and structures which influence the learning moment without acquiescence to the status quo, but rather motivated by a strong sense of responsibility for all students and their whānau and equipped with sound knowledge and skill seeks to demonstrate commitment to the well-being and 'unwrapping' of each student's gifts (capabilities) and talents. (p. 8)

Within such an understanding, reflection is not a technicist tick-box task but rather deliberate, systematic and sustained critical inquiry about one's practice for the purpose of improving learners' well-being for which quality learning is fundamental. Being critical is "less about a declaration than a disposition toward scholarship … The process is both reflexive and recursive" (Ladson-Billings, 2000,

p. 261). As has been established, iterative, critical reflection requires the student to have an inquiry stance, integral to which are dispositions such as being gracious, secure and teachable. These are an essential part of ITE and teaching so that naïve or problematic conceptions about teaching and learning are transformed into those more conducive to pedagogical thinking.

According to Bell (2010), "the commitment to the need and benefit of on-going reflective engagement appears in a sense as the 'lubricant' keeping the irreducibly complex process of learning and teaching functioning in a healthy and developmental way" (p. 88). It both requires and develops a gracious disposition whereby "we mean a person who is 'other' centred, worldview aware; being able to genuinely engage empathetically with multiple perspectives without compromising a commitment to their own beliefs" (Norsworthy, 2015, p. 10).

Supporting student teachers to develop both the inquiry stance and the commitment to responsive teaching makes it more likely that they will be able to distinguish between "regulatory performance cultures" that favour teacher as "technician and compliant professional" and those which favour "teacher autonomy and change agency" (Mockler & Groundwater-Smith, 2015, p. 607). It is ITE which takes seriously the need to equip student teachers with the tools and knowledge to think critically and systematically about their person, philosophy and practice.

For student teachers who are going to be responsive teachers, thinking critically is focused on assumptions and presuppositions—particularly about oneself and one's own beliefs as well as recognising dominant ideologies—from multiple viewpoints (Agbenyega, 2012; Brookfield, 1995; Ryan, 2011; Sandretto et al., 2003). In this sense, being critical is to "stand apart from the prevailing order of the world and ask how that order came about" (Cox, 1980, p. 129). Student teachers are equipped and supported to first identify and seek to understand assumptions which sustain practice and then to question and evaluate or consider these assumptions and practices in the light of their developing educational philosophy. They are consistently, individually or collaboratively required in course work and assignments to identify, challenge and transform practices, policies or structures, which are inadequate or unjust so that this becomes their intrinsic and dispositional way of being, knowing and doing (Ministry of Education, 2009, Noble & McIlveen, 2012).

Conclusions

Intentional and influential ITE, which prepares beginning teachers for the unknown complexity of teaching, "will not be developed by concentrating on an approach to ITE which seeks to accumulate knowledge and provide opportunities in which to apply it. It is much more than this" (Norsworthy, 2015, p. 9). Rather, as claimed by Palmer (1998), it is an issue of the heart—in the ancient sense as "the place where intellect and emotion and spirit and will converge in the human self" (p. 11). It is here that the motivation to make a difference, for and with others, will be nourished and refined. In fact, as noted by Groundwater-Smith et al. (2015), a transformative education "nurtures a human flourishing, building on both the desirable features of the past that has provided us with a rich legacy, and an openness to the future in which young people can be active and imaginative agents" (pp. 3–4). If, according to Loughran (2016), "teacher education must primarily be a site in which practice is opened up for scrutiny, exploration and research" (p. 257) then the environment in which this occurs will be characterised by the four characteristics outlined here. Influential and intentional ITE for the future embodies a Conceptual Framework that prioritises the holistic and dispositional development of student teachers.

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