

**Principal Beliefs, Experiences, and Barriers
to Involvement with Student Teachers
during the Practicum Component
of Initial Teacher Education Programs**

by

Carey Douglas Chute

M.Ed., Simon Fraser University, 1999

B.Ed., Simon Fraser University, 1992

Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

in the

Transformational Change Program
Faculty of Education

© Carey Douglas Chute 2017

SIMON FRASER UNIVERSITY

Summer 2017

All rights reserved.

However, in accordance with the *Copyright Act of Canada*, this work may be reproduced, without authorization, under the conditions for "Fair Dealing." Therefore, limited reproduction of this work for the purposes of private study, research, criticism, review and news reporting is likely to be in accordance with the law, particularly if cited appropriately.

Approval

Name: Carey Chute
Degree: Doctor of Education
Title: *Principal Beliefs, Experiences, and Barriers to Involvement with Student Teachers during the Practicum Component of Initial Teacher Education Programs*
Examining Committee: Chair: **Michelle Pidgeon**
Associate Professor

Daniel Laitsch
Senior Supervisor
Associate Professor

Bruce Beairsto
Co-Supervisor
Adjunct Professor

David Paterson
Internal Examiner
Senior Lecturer

Peter Grimmett
External Examiner
Professor
Department of Curriculum and
Pedagogy
Faculty of Education
The University of British Columbia

Date Defended/Approved: May 8, 2017

Ethics Statement



The author, whose name appears on the title page of this work, has obtained, for the research described in this work, either:

- a. human research ethics approval from the Simon Fraser University Office of Research Ethics

or

- b. advance approval of the animal care protocol from the University Animal Care Committee of Simon Fraser University

or has conducted the research

- c. as a co-investigator, collaborator, or research assistant in a research project approved in advance.

A copy of the approval letter has been filed with the Theses Office of the University Library at the time of submission of this thesis or project.

The original application for approval and letter of approval are filed with the relevant offices. Inquiries may be directed to those authorities.

Simon Fraser University Library
Burnaby, British Columbia, Canada

Update Spring 2016

Abstract

Numerous research studies have investigated the significance of Initial Teacher Education (ITE) programs and their practicum in preparing student teachers. The role played by the traditional triad of faculty associate, school associate and student teacher has been studied extensively. However, the principal's role in the student teacher's school-based practicum, is often neglected. This study fills that gap and provides Canadian-based data on principal beliefs, self-reported involvement and barriers encountered in their support of student-teacher learning.

Principals' beliefs regarding their role in supporting student-teacher learning during the school based practicum were studied, as well as principals self-reported practices to support student-teacher learning, the barriers they encountered and strategies they utilized to overcome these barriers.

A sequential explanatory mixed method design was used with initial data obtained through a survey of principals (N = 62) beliefs and practices in relation to the practicum. Results showed that the principals believed they could and should play a greater role, than is currently expected, but that they encountered various barriers to that involvement.

Six principals who saw themselves as having a duty and a unique opportunity to support student-teacher learning were selected for semi-structured interviews to further examine their beliefs, practices and barriers. Specifically, they felt that they could work more closely with members of the ITE triad to connect student teachers to others in the school community who could enhance their learning during the practicum, and believed that such experiences would also prepare student teachers for, and incline them towards, collaborative professional relationships that would support ongoing learning throughout their careers.

Based on these findings, advice is offered for school districts, university ITE programs, and principals to improve student-teacher learning experiences through more intentional and extensive involvement of principals in practicums.

Keywords: Initial teacher education; practicum; school principal; practicum supervision; principal leadership; communities of practice

*To my brother, Shawn Darren Chute.
I completed this dissertation
to honour your life and memory.
You are thought of and missed every day.*

Acknowledgements

I am indebted to the professors who have helped and guide me through this process. I wish to formally express my deep appreciation to Dr. Bruce Beairsto my co-supervisor for his expertise, wisdom and persistence in keeping me on track. Always the consummate professional who knew when to question, when to push and how to guide. Dr. Daniel Laitsch and Dr. Jean Warburton who provided valuable guidance during various phases of this work. I would also like to acknowledge my dissertation committee for their time and critical eye.

This research would not have been possible if not for the support of the principals and vice principals who participated in this study and provided their valued time to help better understand how education can be improved. I am always humbled by the dedication, knowledge and care with which my colleagues approach their work and give of their time.

To my wife, Heather, thank you for always believing in me and giving me the opportunity to chase this dream. You have always supported me, guided me, and taught me to believe in myself. My achievements are your achievements. To my children, Matthew and Hannah, your care and support kept me going through the difficult and challenging times. Remember to pursue your dreams and to not let others define you or limit what you pursue. To my parents, thank you for believing in your child who struggled in K-12 school and not seeing any limits on what I could achieve.

Table of Contents

Approval.....	ii
Ethics Statement.....	iii
Abstract.....	iv
Dedication.....	v
Acknowledgements.....	vi
Table of Contents.....	vii
List of Tables.....	xi
List of Figures.....	xi
List of Acronyms.....	xii
Chapter 1. Background and Purpose of Study.....	1
1.1. Introduction.....	1
1.2. Personal Context and Motivation.....	4
1.3. Purpose.....	8
1.4. Research Questions.....	8
1.5. Definition of Terms.....	10
1.6. Limitations and Delimitations of the Study.....	10
1.7. Potential Significance of the Study.....	12
1.8. Organization of the Dissertation.....	13
Chapter 2. Literature Review and Theoretical Framework.....	15
2.1. Introduction.....	15
2.2. The Importance of Principal Leadership.....	16
2.3. Initial Teacher Education Programs.....	17
2.3.1. Characterizing Initial Teacher Education.....	17
2.3.2. ITE Program Structure within Canada.....	17
2.3.3. Initial Teacher Education in British Columbia.....	18
2.3.4. Insight into Initial Teacher Education and the Need for Reform.....	21
2.3.5. Initial Teacher Education and the Practicum.....	23
2.3.6. Benefits and Challenges: Practicum Evolution.....	24
2.3.7. The Practicum.....	24
2.3.8. Expansion of the Tripartite (Triad) Relationship.....	27
2.3.9. Principal: Understanding of Role.....	28
2.3.10. Voice of the Student Teacher.....	30
2.4. Socialization and the Profession of Teaching.....	32
2.4.1. Induction Programs, Practice Shock and the Transitional Process.....	33
2.4.2. The Role of the Principal.....	34
2.4.3. Apprenticeship of Observation and Teaching.....	36
2.4.4. Further Influences of Socialization.....	37
2.4.5. Socialization within the BC Context.....	37
2.4.6. School Culture, Socialization, and the Student Teacher.....	39

2.5.	Theoretical Framework	40
2.5.1.	Four Ages of Professionalism and Professional Learning	41
	The Pre-Professional Age of Teaching	42
	The Rise of Autonomy	44
	The Age of Collegial Professionalism	45
	Post Modern Age.....	46
2.5.2.	School as Community.....	48
2.5.3.	Involving a Village: Sense of Belonging and Inclusion of the School Leader	49
2.6.	Contribution to Understanding	50
2.7.	Summary	51

Chapter 3. Personal and Professional Framework.....53

Chapter 4. Research Design62

4.1.	Introduction.....	62
4.2.	Research Questions	62
4.3.	Rationale for Method: Mixed Methods	63
4.4.	Study Design Overview	67
4.5.	Phase 1: Quantitative Data Collection (Questionnaire)	70
4.5.1.	Target Population and Quantitative Sampling Strategy.....	74
4.5.2.	Quantitative Data Collection Procedure	74
4.5.3.	Quantitative Data Analysis.....	76
4.6.	Phase 2: Qualitative Data Collection (Semi-Structured Interviews)	77
4.6.1.	Target Population and Qualitative Sampling Strategy	80
4.6.2.	Qualitative Data Collection Procedure	81
4.6.3.	Qualitative Data Analysis.....	83
	Becoming Familiar with the Data	84
	Generating Initial Codes	84
	Searching for Themes	85
	Reviewing Themes.....	86
	Defining and Naming Themes	86
	Producing the Report.....	86
4.7.	Challenges with Thematic Analysis.....	87
4.8.	Study Design Advantages and Limitations.....	87
4.9.	Ethical Considerations	88
4.10.	Bias Limitation	89
4.11.	Summary	90

Chapter 5. Presentation of Quantitative Data91

5.1.	Introduction.....	91
5.2.	Research Questions	91

5.3.	Mixed Method Study Design Overview	92
5.3.1.	Target Population and Quantitative Sampling Plan.....	92
5.3.2.	Response Rate.....	93
5.3.3.	Gender, Current Level and Educational Experience	93
5.3.4.	Amount of Principal Exposure to University ITE Programs	96
5.3.5.	Beliefs about the Role of the Principal in the Practicum Experience of Student Teachers	99
5.3.6.	Administrator Involvement in Supporting Student-Teacher Learning during the Practicum.....	100
5.3.7.	Barriers to Principal Involvement	103
5.4.	Summary of Quantitative Findings	104
Chapter 6. Qualitative Data Presentation		105
6.1.	Introduction.....	105
6.2.	Phase 2: Qualitative Data Presentation	105
6.2.1.	Profile of Principal Participants	105
6.2.2.	Wanting to Speak	107
6.2.3.	Organization and Presentation of Interview Data	108
6.2.4.	Principal's Relation to the Traditional Triad	111
	Welcoming.....	111
	Matching.....	115
	Fostering Relationships	118
	Establishing and Communicating Expectations	122
	Principal's Role in Modelling.....	126
6.2.5.	Position of the Principal: Global Perspective.....	129
6.2.6.	Beyond the Culture of the Classroom: Connecting to a Wider Audience	132
	Extending the Classroom.....	133
	Promoting Active Participation in the School Community.....	136
6.2.7.	Collective Responsibility: Using Collective Wisdom	138
	Principal as an Educational Leader	140
	Enriching Student Teacher Breadth of Knowledge.....	141
	Moving Beyond the School Staff.....	143
6.2.8.	Understanding the Professional Journey	147
6.2.9.	Principals' Views on Barriers to Involvement	150
6.2.10.	Further Findings of the Study.....	154
	Principal as a Student Teacher: Personal Experiences	154
	Open Versus Closed Systems.....	158
	Role Confusion.....	159
	Advice from the Principals	160
6.3.	Summary of Qualitative Findings	163

Chapter 7. Summary and Conclusions.....	166
7.1. Introduction.....	166
7.1.1. Purpose of the Study	166
7.1.2. The Research Questions	166
7.1.3. Research Methodology.....	167
7.1.4. The Interviews	168
7.2. Discussion	169
7.2.1. Research Questions	170
What beliefs do principals have regarding their role with student teachers?	170
What practices do principals engage in with student teachers during the student teacher’s school based practicum?	173
What practices do principals identify engaging in with school, district, or university staff and/or community supports to assist student teachers in their professional learning, during the student teacher’s school based practicum?	175
What barriers to involvement with student teachers have principals encountered and what strategies have they employed to overcome these barriers?	176
How can a principal become a more active participant in the practicum component of a student teacher’s Initial Teacher Education Program?	178
7.3. Implications Practice and Future Research.....	180
7.3.1. Implications for Practice.....	180
For Principals	180
For ITE Programs	183
For School Districts	185
7.3.2. Caveats	186
7.3.3. Further Research.....	187
7.4. Concluding Comments	189
 References.....	 192
 Appendix A. Survey Questionnaire.....	 204
Appendix B. School District 63’s Approval.....	218
Appendix C. Participant Cover Letter: Recruitment Email	219
Appendix D. Participant Consent Form (Phase 1)	220
Appendix E. Interview Questions.....	223
Appendix F. Phase 2 Consent Form	226

List of Tables

Table 4.1.	Survey Question Examples	72
Table 5.1.	Response Rates by Level	93
Table 5.2.	Total Target Population and Total Respondents	94
Table 5.3.	Respondent School Level	94
Table 5.4.	Respondent Experience during Career	94
Table 5.5.	Respondent Experience.....	95
Table 5.6.	Responses Weighted Towards “Sometimes”	101
Table 5.7.	Responses Skewed Towards “Rarely/Never”	102
Table 6.1.	Respondent Interview Shortlist Pool Level and Gender.....	105
Table 6.2.	Participant-Principal Pseudonyms and Their Level of School.....	107
Table 6.3.	Identified Interview Responses, Condensed Meaning, and Category	109
Table 6.4.	Organizing Categories into Over-Arching Themes	110

List of Figures

Figure 3.1.	Traditional triad to support student-teacher learning. Adapted from Varrati & Smith (2008) and Varrati et al. (2009).	54
Figure 3.2.	New conceptual model (M3) as proposed by Varrati, Lavine, and Turner (2009).	57
Figure 3.3.	Placement of the principal within the school community. The role of the principal within the village and the student teacher practicum is influenced by the principals’ beliefs. This in turn affects the relationship of the student teacher to the larger village and ultimately their interactions with the other villagers.....	60
Figure 5.1.	Overview of expectations provided by the faculty associate.	98

List of Acronyms

BC	British Columbia
BCCT	College of Teachers
BCTF	British Columbia Federation of Teachers
CAST	Autism Spectrum Team
CPI	Crisis Prevention Intervention
CUPE	Canadian Union of Public Employees
EA	educational assistant
EAL	English as an additional language
FA	faculty associate
IEP	individualized educational plans
ITE	initial teacher education
MCFD	Ministry of Children and Family Development
MyEdBC	ministry student software (http://myed73.sd73.bc.ca)
PAC	Parent Advisory Council
PLC	professional learning communities
RCMP	Royal Canadian Mounted Police
SA	school associate
SBT	school-based team
SEL	social emotional learning
SFU	Simon Fraser University
TOC	teacher-on-call
UBC	University of British Columbia
VP	vice-principal

Chapter 1.

Background and Purpose of Study

1.1. Introduction

Teaching is not what it was; nor is the professional learning required to become a teacher and improve as a teacher over time.

(Hargreaves, 2000, pp.152-153)

Many contend that the professional practices of teachers have not evolved at the same pace as the social, political and economic environment that determines the knowledge, skills and attitudes that students require to be personally successful and contributing members of society throughout their lives (Darling-Hammond,1997; Drago-Severson, 2007; Grimmer & D'Amico, 2008). Transforming teaching practices to reflect current and future student learning needs will require a professional educational environment that is committed to growth, change and continuous professional learning. Within this educational environment, the school principal is well positioned to provide support, guidance and resources to help teachers, schools, and school systems change to better reflect the new realities of learners. In particular, the principal has a critical role in developing and supporting learning environments in schools. Involvement in the on-going learning of teachers creates opportunities for principals to support them not only throughout their career but also during their pre-service training through their student teaching experience. Therefore, how principals define their role in relation to the professional learning of teachers will have a strong bearing on the quality of education that students experience.

Principals' influence on student achievement, which has been shown to be significant and second only to that of classroom instruction, occurs through the principal's interactions with other staff and the overall school organization (Orr, 2007). Over time, principals have attempted to move beyond the management of school operations and policies to assume a larger role as architects of collaborative learning communities and active participants in teachers' professional practices (Bredeson & Johansson, 2000; Brock & Grady, 2001; Drago-Severson, 2007; Roberson & Roberson, 2009). However, the transition into this new role has not been easy for many principals. Operational and policy demands often distract principals or even put them in direct conflict with staff they are trying to support in developing powerful teaching and learning (Orr, 2007). Principals must be focused and creative to find ways to effectively support teachers and establish school cultures that nurture powerful teaching and learning. This includes reconsidering when, how and with whom they can do this work; for example, working with student teachers (Drago-Severson, 2007; Montecinos, Walker, & Maldonado, 2015; Varrati, 2006; Varrati, Lavine, & Turner, 2009; Varrati & Smith, 2008).

The challenge for novice teachers of adapting to the teaching and learning environment in schools, and the profession's uncertain support for them has been linked to both retention concerns and the long-term professional learning of those teachers who remain (Blase & Blase, 2001; Bredeson & Johansson, 2000; Brock & Grady 2001; Cheng & Szeto, 2016). One specific issue is the need for teachers to change their self-image from that of "independent contractor" to that of collaborative professional. Both formal and informal supports that enhance the collegial environment and professional collaboration opportunities for teachers are important in creating a learning environment that supports teacher learning in all phases of their career (Fantilli & McDougall, 2009; Grimmer & D'Amico, 2008; Patrick, Elliot, Hulme, & McPhee, 2010). Research literature and educational practice reveal numerous ways that principals can become professional learning leaders and cultivate environments in which teachers receive the support necessary to continue learning and developing throughout the course of their career (Blase & Blase, 2001; Brock & Grady, 1998, 2001; Reiman & Edelfelt, 1990; Roberson & Roberson, 2009; Tickle, Chang, & Kim, 2010). Studies of programs in various countries designed to support novice and experienced teachers—including induction, mentoring, and professional learning communities—have shown that principals can play a critical role in supporting teachers through on-going professional learning. Therefore, helping

principals enhance their capacities as professional learning leaders offers considerable promise for strengthening the profession of teaching so that it is better able to face the challenges of rapid evolution to improve student learning (Drago-Severson, 2007).

While the importance of principal involvement in novice and experienced teacher professional learning has garnered considerable attention, an area of research and investigation that has often been neglected is the principal's role or involvement in the pre-service and early career stages of a teacher's development, most notably during the student teacher's initial teacher education (ITE) program, including the school-based practicum component (Montecinos, Walker, et al., 2015; Rideout & Windle, 2010; Varrati et al., 2009). Numerous research studies have investigated the significance that initial teacher education programs and their practicum play in preparing teachers for their roles and the foundation such programs can provide in developing these neophyte professionals as life-long learners (Kosnick & Beck, 2003; Kutcy & Schultz, 2006; Mau, 1997; Tardif et al., 2001; Tuli, 2009; Ussher, 2010). The role played by various partners within such programs (university staff, school-based teaching staff and the student teachers) has been studied extensively in regards to their impact and involvement in ITE programs (Beck & Kosnick, 2002; Duquette, 1994; Tsui, Lopez-Real, Law, Tang, & Shum, 2001). However, the involvement of the principal in this early phase of a teacher's development has only recently begun to garner attention (Albasheer, Khasawneh, Nabah, & Hailat, 2008; Kosnick & Beck, 2003; Montecinos, Cortez, & Walker, 2015; Ussher, 2010; Varrati et. al., 2009; Varrati & Smith, 2008). Whereas the role of the principal within the larger educational context has been studied extensively, principal support for student teachers through the development of school cultures that embrace student teachers as members of the larger educational community is not well understood. For example, do principals foresee a need to support student teachers as they grapple with the theory and practice connection or work to include student teachers in collaborative learning practices that include educational leaders within the school environment? The robust discourse about the importance of principal involvement with teacher professional learning throughout a teacher's career needs to be expanded to include a consideration of how principals view their role with student teachers and how they are engaged during the practicum component of the ITE program, because student teaching provides the foundation for a teacher's journey as a life-long professional learner.

1.2. Personal Context and Motivation

My interest in the understanding of principal involvement with student teachers arises from my experiences over a 20-year career within the British Columbia public educational system. While my current experience is as an assistant superintendent in a large K-12 school district within BC, for 20 years previously I held various teaching and administrative roles. Of those 20 years, 15 included working with student teachers from four different universities. The varied roles undertaken with student teachers during the student's Initial Teacher Education (ITE) Program practicum placement(s) were based on my position (school associate teacher, vice-principal and principal) within the school.

However, my experience with student teaching and ITE programs began not as a mentor, educational leader, or guide, but rather as a student teacher. The practicum component of my ITE program left me feeling ill-prepared, unsure and confused about my purpose and role within the classroom and larger educational community. I developed little understanding of a class as a community of learners and virtually no knowledge of how to create such an environment. Indeed, I had a limited understanding in all areas of the connection between education theory and practice, let alone how to apply it. A dichotomy of practice developed between the more "progressive" strategies encouraged by the university-based staff and the "traditional" methods of my school-based sponsor teacher (school associate). My exposure to other experienced teachers or university staff was limited, giving rise to an environment where much of the collegial dialogue occurred between cohort student teachers. There was little clarity about the principal's role in the practicum and few student teachers experienced more than a cursory visit or single observation by the principal.

Completion of student teaching and the awarding of a permanent teaching contract at another school within the same district did little to strengthen my practice or improve my understanding of my professional learning role. The struggle to adjust practices to this seemingly familiar, yet complex and fast changing environment was personally and professionally overwhelming. Without the small cohort of student teaching colleagues, upon whom I had relied so heavily to get through the challenges experienced in the ITE practicum, I began to turn inwards once I was employed. My reluctance to seek experienced teacher and/or principal support reflected a fear of being viewed as inadequate. I believed being a teacher meant that I was expected to know

how to deal with any situation and to have been given a sufficient grounding in pedagogy during my ITE, so that I would not have to seek advice or assistance.

Following an initial 6-month teaching contract, I became a teacher-on-call (TOC) within the same district. Although this might seem to be a backward step in terms of my career, my experience as a TOC was a constructive catalyst that caused me to change my approach to teaching and to reconsider my role within the larger educational and societal environment. Being a TOC provided an opportunity to experience a wide variety of educational environments and to be exposed to diverse educational practices. I came to realize that to excel in teaching I had to expand my experiences, not retreat within the walls of a classroom in the hope of survival. I gained an understanding or appreciation of on-going professional development, collegiality and the need for learning cultures that focused not just on adolescent students, but also adult learners. This new understanding led to engagement in numerous collaborative teaching experiences as well as the desire to interact with student teachers during their initial exposure to schools and the profession of teaching.

As a teacher who sought out the role of school associate overseeing student teachers during their short- and/or long-term practicum, I was confronted with many immediate tasks. Most significant was introducing the student teacher to the *real*-world environment of the classroom, guiding them in their application of theory to practice, assessing this progress in conjunction with the university-based faculty associate and creating an effective triad (student teacher, school associate, and faculty associate) working relationship. Role descriptions, in-service and consultation with university staff was provided to prepare me for this task. Regular meetings occurred with the student teacher, university staff, and peers. The role of the triad relationship was well defined and supported.

However, upon my transition to school-based administrator (vice-principal), the clarity I had gained as an educational leader with peers and student teachers vanished. My understanding of my position in the educational community had changed; however, the expectation that I would continue to take on a strong educational leadership role remained. Concurrently, a new Liberal government was elected and began a restructuring of the K-12 public educational system with greater emphasis on public accountability measures (Grimmett & D'Amico, 2008). One aspect was a push for

school principals to become more accountable for school-based learning that was implemented in a manner that tended to put teachers and administrators at odds with one another. The new challenges I confronted began to shift my energies from educational leadership to management of accountability contracts, overseer of School Planning Councils and implementer of new legislative class size and composition requirements (Bill 33 – 2006, *Education Statutes Amendment Act*). The cultural and economic restructuring of the school system, accelerating technological change and increased global competition was challenging pedagogical practices and requiring teachers to rapidly evolve their practices (Grimmett & D’Amico, 2008; Young & Boyd, 2010), while at the same time often placing school-based principals at odds with the very teachers whom they had a responsibility to support.

I discovered that many novice teachers were overwhelmed in these formative years. The upheaval of the educational environment in my district due to economic restructuring and enrolment decline resulted in yearly lay-offs of teachers with less than 3 to 4 years of teaching experience. Laid-off teachers found themselves spending these formative years changing schools every year and/or having to work numerous partial contracts at various schools. The challenges of being a novice teacher had intensified just as their ability to engage in the school culture and establish meaningful collaborative long-term supports was being challenged. Similarly, I found that more experienced teachers were spending more of their time consumed with managerial responsibilities and accountability initiatives. This included a need for more detailed field trip forms, Individualized Educational Programs for students with special needs, Annual Instructional Plans for students needing English language support, Provincial Foundations Skills Assessments, and Action Plans for Learning, to name but a few. While most of these requirements were not new, there was a heightened focus on documentation that both required more time and created more anxiety. Grimmett and D’Amico (2008) have described a rich culture of professional collaborative learning within the British Columbian public education system in the 1990s, but this culture came under siege in the early 2000s.

During this period of cultural and economic restructuring, the support from my District and from provincial organizations (such as the British Columbia Principals and Vice Principals Association) to understand my role as an educational leader (not just a

manager) was extremely strong. Numerous opportunities were provided for me to understand how to support teachers in their roles and to establish cultures that encouraged and fostered collaborative professional learning. However, these initiatives were often directed towards staff members who were in the employ of the District and failed to address or even acknowledge student teachers who were in the critical formative stages of their professional career. As a principal, I strove to set the tone for the learning that would occur for students and staff within the building. I worked to shape a culture of inclusion, collaborative learning, and relationship building that focused on the need for constant professional self-reflection and evolution. Yet, I often failed to actively engage student teachers in meaningful dialogue, or to include them in the culture of collaborative professional learning. Similarly, I did not discuss with principals the needs of these neophyte professionals. As a teacher in the position of school associate, my role seemed well-defined, but as the principal and educational leader, my responsibility and ability to work with these student teachers was unclear.

There is a moral and professional obligation for those within the educational system to support teachers' collaborative professional learning to evolve teaching practices that allow all students to reach their potential within the current and future societal context. Specifically, equipping the newest members of the teaching profession with a foundation in which to deal with these recent challenges is crucial. Rebecca Anhorn (2008) titled an article on the challenges of novice teachers, "The Profession that Eats Its Young." I would argue that the educational profession begins this process of "eating its young" well before teachers are hired as employees; rather, this process begins at the initial teacher education phase. Being sensitive to the needs of these young professionals, understanding their developmental needs and identifying the practices that principals can engage in to support them is crucial to the long-term development of the profession of teaching.

A multitude of experiences as a student, novice and experienced teacher, school associate, and school administrator have provided the frame for this research. This personal context has positioned me to appreciate the difficulty that teachers and administrators face in general terms and with specific reference to ITE programs. Furthermore, it has provided me with an understanding of the strategic position of principals within the educational community. With their ability to understand the

challenges and supports that novice and experienced teachers face, principals are in a position to support student teachers from the onset of their professional journey and to help lay a strong foundation for learning throughout the remainder of their professional career.

1.3. Purpose

Previous studies that examined principals' leadership role have identified a variety of ways to better support teachers (Drago-Severson, 2007). These have included formal induction programs, professional learning communities, mentoring, modelling, coaching, development of school culture, and professional development practices (Bredeson & Johansson, 2000; Brock & Grady, 2001; Danielson & McGreal, 2000; Drago-Severson, 2007; Fantilli & McDougall, 2009; Hadar & Brody, 2010; Rideout & Windle, 2010; Ussher, 2010). Recently, a few studies (Albasheer et al., 2008; Montecinos, Walker, et al., 2015; Varrati et al., 2009; Varrati & Smith, 2008) have begun to examine the specific role of the principal within the practicum component of ITE programs. The purpose of this study was to examine principals' beliefs and self-reported practices in supporting student-teacher learning during the practicum component of their ITE program. Additionally, given the challenging nature of the principalship, this study further examined barriers that principals encountered in providing support and strategies they employed to overcome these barriers. A list of promising practices was then developed that may help foster the development of student teachers as professional learners.

1.4. Research Questions

Three issues brought to light the need to explore principal involvement with student teachers: firstly, the largely unexamined role of school-based leadership and school culture in supporting student teachers' professional learning; secondly, the importance and complexity of the transition from student teacher to novice teacher; and finally the paucity of research in the area of principals' involvement in these initial stages of a teacher's career and how this affects a neophyte teacher's future professional learning.

Teacher training institutions within British Columbia and many other jurisdictions have transitioned over time putting greater emphasis on the school-based experience in initial teacher education. Post-secondary-based ITE programs have incorporated practicing teachers and the school-based practicum into their operations with the hopes of strengthening the real-world experience of the student teacher, and enhancing the theory to practice connection (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005; Gambhir, Broad, Evans, & Gaskell, 2008). Collaboration between faculty associate and school associate in supporting the student teacher strengthens this connection and models the collaborative practice that is essential to a professional learning culture. Where the ITE practicum and student teacher experience has been exiguous is in understanding the significant evolving role of the principal in supporting or hindering teacher learning and professionalism, including the initial stages of teacher professional learning (student teaching).

Examination of the principal's role with student teachers, within the practicum component of their ITE program, offers an opportunity to understand the dynamics and challenges of this relationship while highlighting important relational practices that could become embedded at this early stage of a teacher's learning journey.

The primary question for the investigation was:

- How can a principal become a more active participant in the practicum component of a student teacher's Initial Teacher Education Program?

The primary question was investigated through the following sub-questions:

1. What beliefs do principals have regarding their role with student teachers?
2. What practices do principals identify engaging in with student teachers during the student teacher's school-based practicum?
3. What practices do principals identify engaging in with school, district or university staff, and/or other community supports to assist student teachers in their professional learning, during the student teacher's school-based practicum?
4. What barriers to involvement with student teachers have principals encountered and what strategies have they employed to overcome these barriers?

1.5. Definition of Terms

For this study, the following definitions have been used.

- **Initial Teacher Education Program (ITE):** A post-secondary teacher training program that includes both university-based instruction and school-based practica
- **Student Teacher:** An individual enrolled in an ITE program
- **Practicum:** The component of the ITE program in which a student teacher is practicing in a K-12 school-based classroom. The practicum involves actual application of a student teachers' knowledge base and not just an observational experience. (This is sometimes referred to as student teaching placement, extended practicum, or internship.)
- **Novice Teacher:** A teacher in the early stages (1 to 5 years) of his or her teaching career.
- **School-based Administrator:** The principal who is responsible for overseeing the teaching and organizational operations of an elementary, middle or secondary school in a K-12 public school.
- **School Culture:** A set of beliefs, attitudes, and/or behaviours that characterize a school in terms of how people feel about and interact with each other; the extent to which those within the culture feel included and appreciated; and the opportunities reflecting the collaborations and collegiality of the staff (Peterson & Deal, 2009).
- **School Community:** The student teachers, school staff, and district support staff who work in the school and the university personnel who support ITE programs. In the context of this study the term "school community" does not include students or parents.
- **Professionalism:** For this study, professionalism refers to educators' desire and ability to improve the quality of their teaching, including the emotional dimensions of teacher's work (Hargreaves, 2000).
- **Professional Learning:** Activities that a teacher engages in to expand and broaden his or her knowledge, skills, and strategies in relation to the enterprise of teaching and teacher preparation.

1.6. Limitations and Delimitations of the Study

This study was delimited to the retrospective personal understandings that 62 school-based administrators shared through a questionnaire and six of those more extensively through semi-structured interviews focused on their role with student teachers during the practicum component of the student teacher's ITE program.

Principal participants were from a large urban school district in British Columbia, Canada. Through a questionnaire and selective follow-up semi-structured interview, the personal *lived* experience of K-12 principals within the practicum component of ITE programs was examined. The school administrators' beliefs about their role was analysed in conjunction with their self-reported practices with the student teacher, school staff, community members, and university personnel to better understand the barriers they faced to involvement with student teachers and the strategies they used to overcome these barriers. It was not the intent of this study to critique the roles of the other participants within the ITE programs or the design of the ITE programs.

This study was limited by the size of the sample chosen and the reliance on a single school district. Sixty-nine principals in the district were sent questionnaires. Of the 62 that responded, six were selected for semi-structured follow-up interviews based on their self-report of extensive involvement with student teachers during their practicum. The small single district sample precludes generalization of the results of this study to other districts.

The theoretical frameworks of professionalism, professional learning, and schools as learning communities were used to help with interpreting the data that was gathered. These theoretical frameworks are not meant to be fully inclusive and, therefore, the affiliated data are open to other interpretations based on the lens chosen.

Another limitation of the study was that school leaders were asked for their views of their involvement but no formal observations of the school leaders were conducted to confirm their self-reported levels of engagement in the ITE program. Neither the views of the teaching staff about educational leadership of these principals nor the views of university staff about the intended or actual role of the principal were investigated. The focus of this study was on the principals' beliefs about their role with student teachers, the self-reported practices they engaged in and how effective they believed these practices to be in supporting the student teacher in developing professional understandings, attitudes, and behaviours, as well as the barriers they encountered in providing support to student teachers during their practicum.

1.7. Potential Significance of the Study

Teachers today are preparing K-12 students for the complexities of a technologically advanced, entwined, and competitive global society; the days in which local and/or national borders defined our experiences and outlined our economic opportunities are gone (Brown, Halsey, Lauder, & Wells, 2007). As school leaders, principals have an important role to play in shaping school cultures to suit this new “global knowledge economy” (Drago-Severson, 2007). A key determinant of this school culture is the professional learning environment that is afforded the adults within the school community (Grimmett & D’Amico, 2008), as the need for teachers to adapt to this new and rapidly changing environment is crucial to the quality of student learning.

The principal is required to take on varied and diverse roles, and to find methods of support for teachers who are at different stages in their development. Professionalism, is not something that is fixed or that a teacher just has but, rather, it develops over the entire course of a career (Beijaard, Meijer, & Verloop, 2004; Feiman-Nemser, 2001; Grimmett & D’Amico, 2008). Once a teacher has completed initial teacher training, they do not have all the tools required to fully meet the need of all their students; much remains to be learned through experience, personal reflection, and training. Consequently, the challenges that confront novice teachers, even if they have been very successful in their ITE programs, are daunting. Schools need to continue to support novice teachers as they make a transition into the profession and enhance their understandings and competencies. Induction and mentoring programs can provide some of the support that is required to help retain these novice teachers and enable their ongoing development early in their professional careers. Principals should be key contributors to such programs, both directly and by establishing cultures that encourage and support teacher learning.

While novice teacher support initiatives are viewed as important in the learning journey of teachers, the need to understand the beginning point of a teacher’s learning journey before they are novice teachers is crucial. Mentoring and other collaborative practices might be more effective in supporting novice teachers if principals were involved with these teachers during the practicum. Initial Teacher Education could contribute to continuity and synergy between professional support in the student and novice phases of a teachers’ career by enhancing the role that the school-based

administrator plays in supporting student teachers during ITE. Administrators could benefit from an enhanced understanding of the role they can play in supporting student-teacher learning and the benefits these relational changes can bring their school learning culture.

Feiman-Nemser (2001) discusses the learning that occurs at each phase of teacher development (student, novice and experience teacher) and proposes further research about what is needed to shape a continuum of learning that provides a connective thread between these phases of a teacher's career. One stage builds on the next and providing a continuum rather than segregated stages of teacher learning will enable teachers to become active participants in needed school reform (Feiman-Nemser, 2001). The school-based administrator has a key role to play in creating a culture of professional learning that nurtures not only student and neophyte teachers but the entire staff with whom they work, and if there is to be a continuum of professional learning then the administrator must be involved at all stages.

The administrator is ideally placed to provide the thread or link between phases of a teacher's professional learning. While principal involvement in novice and experienced teacher learning is well documented and the benefits highlighted (Drago-Severson, 2007; Feiman-Nemser, 2001; Goddard, Neumerski, Goddard, Salloum, & Berebitsky, 2010; Heung-Ling, 2003; Macmillan, Meyer, & Sherman, 2001; Moir, 2009; Reiman & Edelfelt, 1990; Smith, 2004) little is known about their involvement with and influence on the learning of a student teacher. This study attempts to understand the beliefs and practices of principals in supporting student teachers through the principal's lived experience, and add to the knowledge base about principal and student teacher relations.

1.8. Organization of the Dissertation

This dissertation is a study of principal involvement with student teachers during the practicum component of the student teachers' ITE program. The study examines principal self-reported involvement, beliefs and barriers encountered in supporting student teachers during the practicum within a large urban school district in the province of British Columbia. Specifically, this study was focused on principals who hold strong

beliefs about their involvement with student teachers and who engaged in varied practices, practices which they believed supported the student teachers in their professional learning during the practicum component of their initial teacher education program.

This chapter has outlined the purpose of the study, provided background information about why this study is relevant and overviewed the researcher's personal context and motivation for conducting the study. Chapter 2 examines the scholarly literature that is relevant to the study and to the theoretical lens which helped guide the interpretation of the data collected. Chapter 3 provides an overview of the researcher's personal and professional framework grounded in previous research about principal involvement with student teachers during the practicum and the evolution of the principal's role in the practicum component of Initial Teacher Education. It also introduces the author's view of the desirable next step in that evolution, which is the theoretical foundation for the study. Chapter 4 describes the research methodology and data analysis that was used in this study. A sequential explanatory mixed method design was utilized to gather quantitative and qualitative data from school-based principals. The findings that emerged from the questionnaire are reported and discussed in Chapter 5. Chapter 6 provides an overview of the themes that emerged from the semi-structured interviews utilizing thematic analysis. Chapter 7 offers a summary of the results, provides a discussion in relation to the main question and the sub-questions, and recommendations for future research. It also makes recommendations that may assist principals in their work with student teachers and help universities in planning and managing ITE practicums.

Chapter 2.

Literature Review and Theoretical Framework

2.1. Introduction

The changing educational landscape creates multiple challenges for K-12 public educators as the educational system faces increased expectations to serve a more diverse population of students and to augment academic learning with social-emotional learning for all students (Banks et al., 2005). The quality of teaching is the single greatest determinant of student learning and thus of success in meeting these challenges (Darling-Hammond, 1997). Darling-Hammond (2003) states, “substantial research evidence suggests that well-prepared, capable teachers have the largest impact on student learning... [and] effective teachers constitute a valuable human resource for schools—one that needs to be treasured and supported” (p. 7).

The critical role that the principals play in the educational well-being and success of students through their direct involvement with teachers, has recently received wider attention (Bredeson & Johansson, 2000; DiPaola & Walther-Thomas, 2003; Drago-Severson, 2007; Leithwood & Jantzi, 2006; Sergiovanni, 2008; Varrati et al., 2009). Over time, the principal has assumed a larger role (DiPaola & Walther-Thomas, 2003; Drago-Severson, 2007), moving from building manager and student disciplinarian, to also being an educational leader and architect of the environment for professional learning (DiPaola & Walther-Thomas, 2003; Drago-Severson, 2007; Maskit & Orland-Barak, 2015; Montecinos, Cortez, et al., 2015; Sergiovanni, 2008; Varrati et al., 2009). Thus, the principal has an important role to play in the educational change that is required to prepare students to thrive in a rapidly changing world (Bredeson & Johansson, 2000; DiPaola & Walther-Thomas, 2003; Drago-Severson, 2007; Montecinos, Cortez, et al., 2015; Sergiovanni, 2008; Varrati et al., 2009).

2.2. The Importance of Principal Leadership

A school principal is in many cases uniquely positioned to address the challenges that confront the profession of teaching, and specifically to prepare effective teachers (Albasheer et al., 2008; DiPaola & Walther-Thomas, 2003; Drago-Severson, 2007; Roberson & Roberson, 2009; Sergiovanni, 2008). The Finnish National Board of Education (n.d.) in their 2011 report titled “The School of Opportunities” identified the principal as the individual within the educational environment who has overall responsibility for school operations and pedagogical leadership and thus for nurturing organizational expertise and empowering the organization (p. 26). Because of the principal’s central role within the school community and influence on school culture, it is important for him or her to be directly involved with teachers’ professional learning.

Goddard et al. (2010) state that with policy makers and educators focused on improving educational outcomes for all students, it will be crucial to understand ways in which principals can holistically influence the professional learning within their buildings (p. 336). Cooter’s (2003) review of research on improving reading instruction in urban school districts identified the importance of principal leadership in supporting experienced teachers in their professional development, which in turn enhanced school improvement and student learning. Studies have also investigated the involvement of the principal in helping to transition and support novice teachers (Rideout & Windle, 2010; Wood, 2005). These investigations have analysed the principal’s influence on novice teachers’ professional learning through formal induction programs, culture building, instructional leadership, coordinating and facilitating mentoring, and recruitment practices (Rideout & Windle, 2010; Tickle et al., 2010; Wood, 2005). Research has also revealed the influence of principals in retaining teachers within the profession through transitional support (Bang, Kern, Luft, & Roehrig, 2007; Barnes, Crowe & Schaefer, n.d.; Fantilli & McDougall, 2009; Tickle et al., 2010); as well as in shaping teachers’ learning throughout their career (Anhorn, 2008; Bredeson & Johansson, 2000; DiPaola & Walther-Thomas, 2003; Drago-Severson, 2007; Kutcy & Schultz, 2006). Educational research has shown that principal involvement in the professional learning of teachers at all stages of their development is important but, while considerable research has been conducted on principal involvement with novice and experienced teacher professional learning, little research has looked at the involvement of principals during a teacher’s

initial introduction to the teaching profession through the practicum component of their Initial Teacher Education (ITE) program.

2.3. Initial Teacher Education Programs

2.3.1. Characterizing Initial Teacher Education

The following section reviews initial teacher education within Canada and internationally. The examination of ITE programs both nationally and internationally, along with a review of British Columbia's ITE governance, provides a contextual background for this study.

2.3.2. ITE Program Structure within Canada

Teacher education programs take many shapes and forms depending on the jurisdiction in which they are located (Albasheer et al., 2008; Crocker & Dibbon, 2008; Foster, Wimmer, Winter, & Snart, 2010; Gambhir et al., 2008; Graham, 2006; Maskit & Orland-Barak, 2015). While many alternative routes into the teaching profession have developed over the last 2 decades in some educational jurisdictions (see Young, Hall, & Clarke, 2007), Canada has not experienced the same challenges as other jurisdictions, in attracting or retaining teachers (Gambhir et al., 2008) and therefore has generally not needed to fast-track individuals into the classroom. In fact, with the expansion of ITE programs in most provinces, there is now a shortage of positions for certified teachers in many provinces, including British Columbia. Yet, ITE programs continue to attract a large number of applicants for initial teacher education programs.

Within Canada, educational responsibility resides with the provincial government and this has resulted in numerous governance models and programs for initial teacher training (Crocker & Dibbon, 2008; Gambhir et al., 2008). Ontario certifies its teachers through a self-governing College of Teachers, whereas the remainder of the provinces provide this regulation and certification directly from the government or government-controlled regulatory bodies (Crocker & Dibbon, 2008; Gambhir et al., 2008; Young & Boyd, 2010). Crocker and Dibbon's (2008) baseline study of 56 Canadian ITE Programs showed that while certification is governed differently depending on the province, all ITE

programs were based within universities, usually through the establishment of university-based faculties and schools of education (Gambhir et al., 2008).

The most noticeable structural distinction that Crocker and Dibbon (2008) identified in these Initial Teacher Education programs is between concurrent and consecutive programs (p. 24). Concurrent programs take the form of 4- or 5-year undergraduate program models (Bachelor of Education degree or equivalent), offering a combination of K-12 school-based practical experience and university-based course work (Bowman & Ellis, 1994; Crocker & Dibbon, 2008; Gambhir et al., 2008; Young & Hall, 2004). These concurrent programs often do not offer university students entrance into initial teacher education programs until their second or third year of university study (Crocker & Dibbon, 2008). Consecutive programs follow a 1- or 2-year post-baccalaureate model that offers candidates intensive course work and practical teaching experiences (Bowman & Ellis, 1994; Crocker & Dibbon, 2008; Gambhir et al., 2008; Young & Hall, 2004). Crocker and Dibbon's (2008) key findings on program structure for ITE programs within Canada demonstrated that while programs differ markedly in structure and organization, little is known about the effects of such variations, variations which could have a significant influence on the experiences of the students who enrol in these very programs. This variation in program structure and organization has made it difficult to compare the features of ITE programs and thus makes it challenging to make cross-jurisdictional comparisons.

2.3.3. Initial Teacher Education in British Columbia

While this literature review is not meant to provide a comprehensive overview and evaluation of the forms of ITE program governance, it is important to acknowledge that governance of initial teacher education does vary between jurisdictions. Young's (2004) work has outlined the political nature of governance, and the impact this has on initial teacher education and certification. Young and other scholars have done extensive work to explain the BC political context, where the establishment of a college of teachers (BCCT) created a new regulatory authority, ushered in by the politically conservative provincial government of the time (Social Credit) through the *Teaching Profession Act* of 1987. The independent BCCT oversaw the certification, discipline and professional development of teachers. This professional regulatory body was governed by a 20-

person council, 15 of whom were teachers elected by their peers and the remaining five appointed by the government. This development was seen by some (see Sheehan & Fullan, 1995) as an attempt to wrestle power away from the teachers' union (British Columbia Federation of Teachers, BCTF), notwithstanding the fact that the desire for teaching to move towards increased professional regulation had previously been voiced by the BCTF and others (Young, 2004).

The BCCT found itself charged with the responsibility for approving all teacher education programs in the province (Bowman & Ellis, 1994) and for not only accrediting ITE programs that were university-based, but also co-operating with these same faculties of education in the design and evaluation of their ITE programs (Bowman & Ellis, 1994; p. 3), a move that shifted the universities de facto control over aspects of teacher education programs to the BCCT (Young, 2004, p. 10). Thus, the BCCT initiated a review of the three ITE programs being offered in 1990, with the report being released in 1991 (see Bowman, 1991). Numerous authors (Bowman & Ellis, 1994; Manley-Casimir, 2001; Young et al., 2007) have described the struggles between the universities and the BCCT in terms of their mandate and the reach of the new College's authority.

A 1994 request from Trinity Western University (a private post-secondary institution with religious affiliations) to establish its own teacher education program (see Manley-Casimir (2001) or Young (2004) for a detailed review of the outlined legal challenges) triggered considerable controversy (Young et al., 2007). Could the BCCT deny approval for an ITE program if the university's religious beliefs, and the requirement for its students to comply with those beliefs, created an environment which the BCCT deemed inherently discriminatory based on its perception of human rights? In 2001 the BCCT also found itself in conflict with the publicly-funded University of British Columbia (UBC) over whether the BCCT had the legal right to put conditions on the approval of a new teacher education program at UBC (Young et al., 2007). While these two cases were different on the surface (community standards and institutional autonomy; see Young, 2004), both cases rested on the question of how much reach the BCCT had in shaping ITE programs. Specifically, Manley-Casimir (2001) stated that the statutory responsibility and institutional discretion for how the approved programs were implemented fell within the statutory responsibility and institutional discretion of the

universities, while the BCCT's role was to scrutinize the content (or the *what*) of the program (p. 4).

While these court cases, initiated by the BCCT 1991 review of ITE programs, provided important clarity about the reach of the BCCT and the role of the universities in relation to ITE programs, an overlooked element of the report was in its most controversial element, the recommendations and statements that focused on the process of the ITE programs. Bowman and Ellis (1994) stated:

It became apparent that although there were important things to be said about the 'content' of teacher education programs, particularly as they related to social concerns in a changing society, the really important elements that made for dynamic programs were ones of process. And those were issues over which a certifying body could perhaps have influence, but little or no control. Nevertheless, the report made recommendations in these areas as the best method of highlighting their importance.... (p. 5)

These process recommendations were the foundation for a strong blueprint for the elements of exemplary ITE programs. Specifically, Bowman's (1991) report identified the following:

- the importance placed on the connection between theoretical work and the practical application of this work in real-life settings
- the importance placed on the practicum component, especially the long practicum as a vehicle for student teachers to merge their newfound professional knowledge with their existing academic qualifications while in a supervised environment
- the importance of those working with the student teachers within the ITE programs needing to be role models of quality teaching
- the importance of collaboration amongst the participants in an ITE program
- the need to treat student teachers as emerging professionals by replacing authoritarian structure with a collegial model.

While Bowman's (1991) report identified those working directly with student teachers as being crucial to the success of these programs, it was limited to tenured faculty, seconded practitioners (faculty associates), and sponsor teachers (school-based teachers or school associates)—the triad. Essentially, Bowman's report to the BCCT shone a light on the process of ITE programs within British Columbia and the need for research and dialogue on these process elements, including the roles of the actors

involved in ITE programs. While the report emphasized the importance of the process and the various actors involved, focusing on the traditional triad (school associate, faculty associate, student teacher) of an ITE program practicum it overlooked the principal as a role model and failed to consider the principal's role in shaping a collaborative school culture that would support new professionals and foster their sense of belonging within the profession of teaching.

On November 14, 2011, the BC Legislature gave royal assent to the *Teachers Act*, which dissolved the BCCT and created a new BC Teachers' Council to deal with issues of conduct, while the Ministry of Education handled all other functions, including approval of teacher education programs. The impact of this change on teacher education remains to be seen, but it does not change the cogency of Bowman's observations about teacher education. On the other hand, because this quickly led to the expansion of ITE programs in British Columbia from the initial three to nine throughout the province, it raises questions about how program quality and consistency will be assured.

2.3.4. Insight into Initial Teacher Education and the Need for Reform

ITE programs have received a lot of attention over the last 40 years. Within Canada and other jurisdictions (see Wang, Coleman, Coley, & Phelps, 2003 for a more comprehensive international review), ITE programs have been viewed as a first stage in a teacher's longer professional growth and understood in terms of a professional growth paradigm (Broad & Evans, 2006). Lortie's (1975) ground-breaking work introduced the concept of "apprenticeship of observation" (p. 61) and raised the awareness that training teachers is a complex and difficult task due to the years of prior observational experiences that teachers accumulate as students before entering the profession themselves. Lortie points out that their initial observations as students are superficial but that these are the foundation for a reflective process that places the observed actions of a teacher within a pedagogical framework. The challenge of ITE programs then is to not only train teachers in new practices, but also attempt to reconstruct assumptions and inclinations arising from prior observational experiences that provide insight into the knowledge and thought processes of the teacher they observed carrying them out.

Unfortunately, some believe that ITE programs cannot reframe this mental schema formed through the student experience, especially when novice teachers are faced with challenging or stressful situations that incline them to revert to default behaviours based on their first youthful experiences of teaching (Johnson, 1994).

Research in the 1980s on the effectiveness of ITE programs reinforced the challenges that Lortie's (1975) work highlights. Darling-Hammond et al. (2005) stated that research conducted in the 1980s showed many ITE programs were conceptually and structurally fragmented and defined by a loose collection of courses and experiences that provided a concept of teaching and learning that did little to support the development of new teachers (p. 391). Cole (2000) stated that, "in Canada, since the late 1980s, nearly every education reform document released by a provincial or territorial government has included a call for changes to teacher education" (p. 139). Furthermore, Cole stated that within North America, teacher education had remained relatively unchanged for generations. These challenges to the structure and processes of ITE programs and their inability to positively influence teacher behaviour within schools led to reform within university-based ITE programs (Brouwer & Korthagen, 2005; Darling-Hammond et al., 2005).

Internationally, and within Canada, ITE programs have been characterized by their diverse nature, depending on the context in which they are offered (National Research Council, 2000; Wang et al., 2003; Wideen & Holborn, 1986). However, these programs still tend to have several components in common; including a focus on academic or theoretical courses that are subject matter focused, a series of foundational and developmental courses and a sequence of practical experiences (National Research Council, 2000). The focus of ITE reform became trying to strengthen the connection between theory, research and practice (Darling-Hammond et al., 2005). Howey and Zimpher's (1989) study of teacher education identified elements of strong programs, which included the importance of a coherent focus on theory, practice and strong conceptual understandings of the role and nature of teaching. Consequently, a knowledge base of desired professional practices and standards for the teaching profession started to be amassed (Kitchen, 2009). This knowledge base needed to describe not only proficiencies to be developed during ITE but also skills and dispositions required for continuous adaptation and learning thereafter (Darling-

Hammond et al., 2005; Kitchen, 2009). Schulz (2005) points out that the term “teacher training” (p. 149) is a somewhat disrespectful term as it implies a teacher is a technician and teaching is a purely routine technical task rather than a highly complex and multifaceted intellectual and creative endeavour.

Consequently, the push for reforming ITE programs has shifted the focus from the what (structure), to the how (process) of making teacher education effective and the need to analyse the crucial link between the various components of ITE programs (Dillon, 2010). Goodlad (1990) went so far as to state that the disjointed components of ITE programs have resulted from the lack of connection between the various players who deliver the components of ITE programs. This lack of communication and collaboration between players has often led to a lack of a shared philosophy. Focus on a greater connection between the components of ITE programs resulted in the practicum component now garnering attention as a crucial way to develop the ability to apply what had been learned and then to refine it based on experience (National Research Council, 2000). Grimmett’s (2009) keynote address highlights the need for teacher education reform to occur in conjunction with policy development and research, as bringing the three elements together will not just prepare teachers for today’s teaching demands but will prepare teachers for the future that lies ahead.

2.3.5. Initial Teacher Education and the Practicum

Ussher (2010) views the practicum as the “opportunity for the student teacher to co-construct the skills and knowledge of teaching within a school environment” (pp. 103-104). However, the practicum is different from field experiences, in that field experiences normally consist solely of observations of actual teachers in a classroom setting, whereas the practicum is meant as an opportunity for the student teacher to engage in teaching within a real classroom and school setting (Wang et al., 2003). While ITE programs in Canada and internationally vary significantly, within Canada, all ITE programs include a practicum of some form (Ralph, Walker & Wimmer, 2008; Wideen & Holborn, 1986). Ralph et al.’s (2008) review of ITE programs in Canada, found that Faculties of Education referred to the practicum component of their ITE program by many different names: Internship, Extended Practicum, or Student Teaching. Wang et al.’s (2003) international review of ITE programs in eight international

jurisdictions showed that all countries surveyed required student teaching or other in-school practical experiences.

As with other components of ITE programs, the practicum has evolved differently depending on the jurisdiction in which the ITE program resides (Darling-Hammond et al., 2005; Mau, 1997; Schulz, 2005; Wideen & Holborn, 1986). The length, number of practical experiences, where the practicum(s) is situated within the ITE program, and placement school/teacher location of the practicum are extremely varied. For example, in Japan the practical experience of their ITE programs range from 3 to 4 weeks, whereas in the Netherlands, practical experiences last between 12 and 18 months (Wang et al., 2003). Within Canada, practicum durations are also varied, with some programs requiring as few as two 3-week practical placements (Wideen & Holborn, 1986). Within British Columbia, one of the requirements for an individual to receive his/her teaching certification is to have been enrolled in a teaching education program that includes classroom teaching experience; however, the duration, structure, or elements of the practicum experience are not well defined.

2.3.6. Benefits and Challenges: Practicum Evolution

Numerous studies have shown that student, novice and experienced teachers place a high value on the practicum component of their ITE program because they feel it prepares the student teacher for the real world of teaching (Goodlad, 1990; Gormley, Hammer, McDermott, & Rothenberg, 1993; Roulston, Legett, & Womack, 2005; Smith & Lev-Ari, 2005; Tuli, 2009). The following section will review research on the benefits and challenges in the design of quality practicum experiences.

2.3.7. The Practicum

The focus on the practicum as a crucial element in the development of student teachers began in the 1970s. The practicum provides the link between theory and practice and begins the immersion into the profession through a supervised and collaborative environment (Albasheer et al., 2008; Varrati et al., 2009). Graham (2006) and Albasheer et al. (2008) described the practicum experience as the opportunity for student teachers to learn to deal with diverse populations by acquiring appropriate skills,

knowledge and dispositions, thus making it a significant stage in a teacher's career. As previously stated, past research has also maintained that the habits of professional practice learned in the initial stages of a teacher's career can have a bearing on his or her future practices (Loughran, 2007).

Anderson, Walker, and Ralph's (2009) Canadian study of practicum student teachers engaged in a 16-week practicum experience, identified the elements that student teachers believed had been successful for them during their practicum. The study of 193 respondents found that the social relationships that student teachers formed during the practicum were central to their personal, cognitive, and professional growth (p. 168). Similarly, Ralph's (1994) study of student teachers during their practicum experiences of their ITE programs at the University of Saskatchewan found that, while many student teachers entered their practicum with concerns, by the end of their ITE program practicum experience most of those concerns had been alleviated. Cook and Duquette (1999) also found that student teachers identified the practicum as a key factor in their professional development and learning. Specifically, student teachers felt the practicum was fundamental in supporting their learning in the following four areas: curriculum planning and evaluation, discipline and classroom management, pupil and pupil-teacher interactions and development of professional knowledge.

Zeichner's (2002) review of literature on the student teaching practicum at various U.S. and International colleges found that one key element to a successful practicum was a safe and supportive environment that offered the opportunity for student teachers to engage in pedagogical risk taking and exploration. This environment was established through the quality of the human relationships that were developed. Selection of the classroom where the student would conduct the practicum, and the teacher in that classroom, also had a strong bearing on its benefits. School placements that encouraged inquiry and reflection by staff working in collaboration were associated with more beneficial practicum experiences for student teachers.

Internationally, studies have shown similar trends to the research conducted in North America. Smith and Lev-Ari's (2005) study of 480 student teachers in Israel, and Tuli's (2009) study of 24 student teachers in Ethiopia found that while student teachers viewed the theoretical component of their program as important, the practicum was perceived by students as providing the strongest preparation to become a teacher.

However, the researchers argued that it is the connection between theoretical knowledge and the opportunity to apply this knowledge through real-life practice that is crucial. The opportunity to master the skills of teaching (pedagogy and didactics), experience the diversity of student learners, begin socialization into a school culture and develop confidence as a professional were all beneficial factors associated with the practicum experience (Smith & Lev-Ari, 2005). Both authors also pointed out that the relational nature of the practicum component can have a strong bearing on the perceived value of the practicum.

The practicum component of professional training is not unique to the profession of teaching. The benefits of the practicum experience in the development of professionals has been documented across numerous disciplines. Ralph et al.'s (2008) research showed that while each profession they studied had various lengths and ways of incorporating the practicum into their programs, the true value resided in what occurred within each practicum. For example, the relationship formed between staff and student during the practical experiences was crucial to the development of the student. The belief in the value of providing an environment within the practicum, where relationships are modelled that support collaboration, inquiry, and reflection have been highlighted in ITE and other professional training practicum research, both within Canada and internationally.

While numerous Canadian and international studies have confirmed the benefits of the practicum and many within the educational community perceive the practicum to be an essential vehicle for the preparation of student teachers, other researchers (while supporting the good intent of the practicum) have raised questions about the practicum's purpose and delivery (Foster et al., 2010; Haigh & Ward, 2004; Maskit & Orland-Barak, 2015; Montecinos, Walker, et al., 2015). Concerns can be traced back to a review of research on the teaching practicum by Covert and Clifton (1983) in which the authors found limited empirical support for the importance of the extended practicum. While recent studies have challenged and even contradicted these findings (Ewart & Straw, 2005; Kosnick & Beck, 2003; Le Cornu, 2012; Ralph et al., 2008; Ussher, 2010; Volante, 2006), Covert and Clifton's (1983) research brought into question not the potential value of the practicum but rather the importance of the manner of delivery of the practicum and what activities or relationships the student teacher engaged in during this practical

experience in order to realize its potential benefits. Schulz (2005) has argued that while the practicum component has received substantially more attention in the last 30 years, a re-evaluation of the how or substance of the practicum delivery is still needed. Specifically, Schulz calls for the practicum to have a broader educative focus in which emphasis is placed on inquiry, risk-taking, critical evaluation and a collaborative approach. Similarly, Haigh and Ward (2004) argue that practicum placements should support the reflexive, possibility-thinking, risk-taking, and creative endeavours that student teachers must develop to be successful in today's educational environment and not just be a mechanism to link theory and practice (p 135). Similarly, Maskit and Orland-Barak (2015) argue that student teacher practicums need to align more closely with school practices through reciprocal collaborations and expanding partnerships. Practices that have been successful in the past in preparing student teachers for the complex educational environment are not necessarily models that will prepare student teachers moving forward. Central to this concern, is the notion that for practicums to be creative, supportive and collaborative environments, there needs to be a clear understanding of the roles of those within the practicum settings.

2.3.8. Expansion of the Tripartite (Triad) Relationship

The practicum component of ITE has traditionally involved a tripartite relationship between the student teacher, the school associate, and the faculty associate (triad). This traditional relationship among the members of the triad has been the focus of most of the research in studies of initial teacher education and the roles of those who influence student-teacher learning. Research has highlighted the importance of the understandings that each actor brings to the tripartite relationship in relation to their expectations, influences, and knowledge of role (Koerner, Rust, & Baumgartner, 2002). Relational trust between the participants is crucial to navigate the complexity of each role (Haigh & Ward, 2004; Koerner et al., 2002) and for this to develop the actors must become true partners working in collaboration (Haigh & Ward, 2004; Maskit & Orland-Barak, 2015; Tardif et al., 2001; Tsui et al., 2001). However, recent research has raised questions about this narrow focus on the tripartite relationship during the student teacher's practicum experience (Foster et al., 2010; Maskit & Orland-Barak, 2015; Varrati & Smith, 2008; Varrati et al., 2009; Zeichner, Payne, & Brayko, 2012). Most

notably, questions have been raised about the role and impact of the principal in working with the student teachers during the practicum component of the ITE program.

Vann's (1988) article initially highlighted the need for ITE programs to expand the ITE structure beyond the traditional triad and investigate the role of the school principal in the collaborative process of student teacher professional learning. Similarly, Montecinos, Walker, et al. (2015) study identified that a central problem during the student ITE practicum is the disconnect between the university and schools in regards to the practicum and the role that administrators can play in reducing this disconnect. As previously noted, principals can exert a powerful influence on the transitional and longer-term development of novice teachers. However, the principal's impact on the professional learning of teachers might be better served if principals were to become involved sooner in the development of teachers' professional learning (Varrati & Smith, 2008; Varrati et al., 2009).

2.3.9. Principal: Understanding of Role

Unless we take a broader perspective on the question of determining good student placements than we have to date, the enduring problems of student teaching will be with us for a long time to come.

(Zeichner, 2002, p. 63)

The role of the principal in the practicum component of the partnership between the universities and the school has not been clearly defined in the literature or within most ITE programs (Foster et al., 2010; Varrati & Smith, 2008). Recently research has begun to investigate the relationship between the principal and student teacher and to shed some light on the role of the school principal.

Pollard and Pollard's (2003) qualitative study of 19 principals involved in extended student teacher practicums highlighted the belief by principals that the practicum component of the ITE program was crucial to a positive socialization of the student teacher into the school. More importantly, the principals in the study identified the interactions during the practicum component of the student teacher's experience as important to the student teacher's current and future professional learning and success. A collaborative environment between the various members of the traditional triad and the principal was crucial. The ability of the principal to collaborate with the triad was

identified as a major challenge. When the principals were asked to identify core components of an ideal ITE program, one of those components identified was providing similar support (mentoring, professional development, and engagement in in-service programs) to student teachers as the school principal provided to novice teachers.

The importance placed on principal involvement with student teachers during the practicum component of the ITE program was further highlighted by the work of Varrati and Smith (2008) and Varrati et al. (2009). They looked at the role expectations and perceptions of principals in regards to their involvement with student teachers and compared those to the interactions reported by student teachers. The data gathered from principals reinforced Pollard and Pollard's (2003) findings that these school principals viewed their involvement with student teachers as important. Varrati and Smith (2008) broke the responses into four major themes for principal involvement: meeting the principal, expectations of the principal, role of the principal, and effects of the interactions with principal. The common understanding arising from data gathered from the 18 building principals was that while they perceived their involvement with student teachers to be important, they varied on the types of interactions that they viewed as important.

Varrati et al.'s (2009) follow-up study of the work completed by Varrati and Smith (2008) involved interviews of 10 principals to determine the levels and types of support provided to student teachers. From the interview data, the authors identified the support provided by principals as being purely supportive in nature and secondary to the role of the school associate and faculty associate. Essentially, while seeing themselves as crucial to the development of the student teachers, the participating principals did not identify themselves as equal partners or contributors in the professional learning of the student teacher. Furthermore, while the principals reported many different forms of involvement (conferencing, lesson observations, welcoming, in-servicing), their perceived secondary or peripheral status in this process resulted in their taking a back seat to the triad and needing to wait to be approached before possibly becoming involved. Varrati and Smith's (2008) study of student teacher involvement with principals during the practicum component of ITE programs showed that, while principals often perceived a strong need to be involved in student-teacher learning, the reality was that

student teachers perceived their involvement to be limited, or in many instances nonexistent.

2.3.10. Voice of the Student Teacher

To gain a more complete understanding of the role of the principal in the practicum, the perspective and lived experience of the student teacher needs to be understood. Numerous studies have confirmed that student teachers view the principal as an important participant in their professional learning during the practicum (Anderson et al., 2009; Oh, Anders, Llamas & Tomyoy, 2005; Ussher, 2010; Varrati & Smith, 2008). Anderson et al.'s (2009) study of 193 post-practicum teachers' experiences during their student teaching practicum highlighted the importance of the development of professional relationships through mentor-exemplars. The authors state that post practicum teachers saw school administrators (i.e., principals and vice-principals) as role models whom they wished to emulate; they spoke of the stability and collegial nature of the working relationships they provided (p. 162). These positive relationships with the principal and vice-principal seemed to add to their sense of self-efficacy. More specifically, Anderson et al. point out that, "the social relationships that interns construct during their practicums are critical for their personal, cognitive and professional growth" (p. 168), and those involved in mentoring student teachers (including principals and vice-principals) need to adapt their level of support to reflect the student teachers' confidence and competencies. Doing so has the potential to increase long-term benefits for teachers as they progress throughout their careers (p. 168).

While studies have shown that student teachers value involvement from principals and see this involvement as important to their development, the actual experience of many student teachers does not include the principal in any significant way. Varrati and Smith's (2008) study found that while principals identified numerous levels and types of involvement with student teachers, the survey and interview data from student teachers demonstrated that these interactions often did not occur for a variety of reasons. The comparative results were often a mirror or an inverse relationship; if approximately 80% of principals viewed an action as important, approximately 80% of student teachers stated their principal had not engaged in this action. The authors state that: "preservice teachers want interaction with principals...

[and] principals report recognizing the importance of fulfilling that need. However, this study indicates a wide gap between the perceptions of the principal's role with preservice teachers and their actual practice" (p. 5).

Moreover, perceptions of the principal are not always positive. Smith and Lev-Ari's (2005) study of 480 student teachers in Israel found that while the student teachers viewed the traditional partners of the tripartite relationship (student teacher, sponsor teacher, and faculty associate) as supportive, school principals were often perceived as not being supportive. Specifically, Smith and Lev-Ari found that only one quarter of student teachers found the principal as helpful and supportive during the practicum (p. 299). Albasheer et al.'s (2008) study of 128 student teachers in Jordan found similar results with respect to perceived supportiveness of the triad participants and principals. More specifically, the student teachers felt that principals treated them as aliens to the school environment and failed to support the student teachers in implementing their instructional practices. Of course, this research was done in a very different cultural and educational context, but it serves as a reminder that principals must take care to establish a healthy and desired relationship with student teachers. Involvement is not beneficial in and of itself, and could even be negative if care is not taken.

If the purpose of the practicum is to connect theory to practice in an environment that replicates the experiences of a teacher, the missing component of this structure is the formal active involvement of the principal (Maskit & Orland-Barak, 2015; Montecinos, Walker, et al., 2015; Varrati et al., 2009). Furthermore, while the members of the traditional triad were generally viewed as positive and supportive, the limited interaction and positive support between those outside of the triad (principal and other teaching staff) paints a picture of a school that is not collaboratively engaged in supporting the professional learning of student teachers (Albasheer et al., 2008; Foster et al., 2010; Smith & Lev-Ari, 2005). Smith and Lev-Ari (2005) have gone so far as to state that principals may not see work with student teachers during their practicum as part of their professional responsibility. However, Varrati et al.'s (2009) study showed that even when principals value professional involvement with student teachers, the real and/or perceived barriers that they encounter in engaging with student teachers—whether it be time demands, lack of role clarity and responsibilities, or managerial versus instructional demands—can hinder their involvement. Whether principals don't truly see supporting

the professional learning of student teachers as part of their professional responsibility or do not place a significant enough importance on this task, student teacher's professional learning is still negatively impacted (Ingersoll & Smith, 2004).

Varrati et al.'s (2009) investigation into the role of the principal in the practicum component of a student teachers' ITE program led the authors to suggest a new model of collaboration. The authors argue that the inclusion of the principal in the traditional triad relationship is crucial to maximize the learning of student teachers. Specifically, the authors' state that not only is the number of teachers entering the teaching profession of concern, but the quality of these neophyte professionals is also of growing concern. Moreover, the quality concern might be alleviated through the collaborative effort of the faculty associate, school associate and school administrator to prepare student teachers to be effective lifelong educators. Therefore, a re-evaluation of the role of the school principal with student teachers during their practicum needs to occur, with the intention of treating student teachers as members of the learning community and not merely as guests (Varrati & Smith, 2008).

2.4. Socialization and the Profession of Teaching

Socialization can be defined as the learning or selective acquisition of attitudes, behaviours, values, skills and knowledge—in other words, joining a culture (Brouwer & Korthagen, 2005; Lawson, 1988). With many professions, the socialization process begins during a person's undergraduate education in their chosen field (Varrati et al., 2009) and continues through their early years as a practicing professional. The socialization process therefore includes the acquisition of professional knowledge, as well as an understanding of the organizational structure (Brunton, 2007; Kelchtermans & Ballet, 2002). The importance of socialization into a profession has been highlighted by many researchers (Alhija & Fresko, 2010; Cherian & Daniel, 2008; Howe, 2006; Kelchtermans & Ballet, 2002). There are indications that the high attrition rate of teachers in some jurisdictions is a result of inaccurate socialization into the profession (Alhija & Fresko, 2010; Gross, 2009; Kelchtermans & Ballet, 2002).

2.4.1. Induction Programs, Practice Shock and the Transitional Process

Induction programs are provided by many educational jurisdictions to acculturate novice teachers and support them in their early years of practice (Alhija & Fresko, 2010; Howe, 2006; Serpell & Bozeman, 1999), which have historically been a difficult transition for student teachers (Cherubini, 2009).

The term 'practice shock' refers to a teacher's confrontation with the realities and responsibilities of being a classroom teacher upon entering the profession without sufficient preparation (Stokking, Leenders, De Jong, & Van Tartwijk, 2003). The culture that many novice teachers experience was described by Howe (2006) in his international review of induction programs as sink-or-swim, where many novice teachers learn by trial and error (p. 289). Huberman (1989) described this initial period of teaching as a time of survival, a period of "getting through." Feiman-Nemser (2001), in her article on the importance of developing a continuum of learning, argues that teacher learning is not composed of separate phases but rather is a continuum that extends from initial teacher preparation through induction and throughout a career. She states that this sink-or-swim culture encourages novice teachers to employ the practices that allow them to survive, whether or not these actions represent best practice. Induction programs attempt to counter this prevailing culture through more formalized socialization. Induction programs, while taking many forms, have the common goal of trying to better prepare novice teachers for the complexities of the transition from student teacher to teacher of students (Howe, 2006).

Research on induction programs has identified features of these programs that can improve the transition and lead to positive outcomes in teacher retention and novice teacher effectiveness (Alhija & Fresko, 2010; Howe, 2006; Ingersoll & Smith, 2004; Serpell & Bozeman, 1999). The importance of the ITE practicum as a vehicle for not only linking theory and practice but also allowing for professional and organizational socialization to begin, has been shown by research. Ingersoll and Strong's (2011) review of 15 empirical studies of induction programs found that a majority of the studies reviewed provided positive support for induction; specifically, that teacher instructional practices, teacher commitment/retention and student achievement were all positively affected if a teacher was engaged in an induction program. One study in their review

that was conducted by Glazeman, Bleeker, Johnson, Grinder, and Jacobus (2010) showed that when induction programs were of 2 years or more duration their impact increased significantly. The conclusions of Ingersoll and Strong's review, therefore, not only demonstrated that induction programs help novice teachers to develop their professional practices and organizational awareness, but also that longer is better.

2.4.2. The Role of the Principal

The successful transition of teachers into the profession can be enhanced through meaningful principal involvement in the socialization process, whether that be through the development of induction programs, mentoring relationships, or school cultural reforms that support collaborative learning (Brock & Grady, 1998; Cherian & Daniel, 2008; Kutsyuruba, Godden & Tregunna, (2013); Rideout & Windle, 2010; Wood, 2005). The principal is uniquely positioned to understand and influence the culture of the school. As an educational leader, the principal fosters and supports the learning environment for the all staff. Roberson and Roberson (2009) argue that the principal is a critical factor in the success of novice teachers as she/he has the authority and power to establish the connections, activities and supports that a novice teacher needs to be successful. Wood's (2005) study identified five ways in which principals can play a central role in induction of new teachers: culture builder, instructional leader, coordinator/facilitator of mentors, novice teacher recruiter, and novice teacher advocate (p. 39). A study conducted by Tickle et al. (2010) found that the principal can not only support novice teachers in their new roles, but that this support is the most significant predictor of a novice teacher's job satisfaction, even mediating the effect of teaching experience. Essentially, Tickle et al. found that the less experience a teacher had, the more likely they were to perceive administrator support favourably.

While the importance of the principal in the socialization and effectiveness of novice teachers has been established in the literature, the impact of principals not being involved with these neophyte learners has also been well documented. Lack of principal involvement has often been cited by novice teachers as a major frustration with their first years within the profession (Anhorn, 2008; Kutcy & Schultz, 2006). Johnson's (2004) extensive study of the challenges that novice teachers encounter found that

administrators often did not understand novice teachers' desire for collaborative work with others and their need for frequent supportive feedback on their work.

Kutcy and Schultz's (2006) Canadian study of novice middle and secondary school teachers identified a similar theme. The second-year teachers in their study felt unsupported by school-based administration and received little feedback on their actual teaching practices. Ultimately, these same teachers reported a sense of powerlessness to effect change within their school or the larger educational community. The authors proposed that administrators should be asking themselves the following questions: What are the structural and cultural elements that are in place? Are we a community of learners? Do we establish or encourage collaborative practices amongst the educators, where each can draw on the expertise of others? These questions highlight the need for school leaders to not only understand the importance of their role in shaping novice teachers but also for them to act on these understandings in a more holistic manner. For example, Roberson and Roberson (2009) discovered that when principals were engaged in novice teacher professional learning by acting as mentors, they can provide meaningful instructional feedback that supported these novices in dealing with the complexities of their professional roles.

Fantilli and McDougall's (2009) research on the experience of novice teachers in Ontario found that not only did they value a culture that supported professional collaboration, but:

having a school principal who promoted a collaborative school culture and resource model, was open to questions, and at the disposal of new teachers, was cited by participants as being among the most effective supports in their first years of teaching. (p. 823)

In Cherian and Daniel's (2008) study, novice teachers described supportive principals as those who are present in the daily lives of the school and the teachers who work there. Fantilli and McDougall (2009) also asked participants what supports would have mitigated the challenges they faced and found that they felt the need to re-frame ITE programs to increase exposure to the practical skills that novices find challenging. Similarly, Ussher (2010) and Le Cornu (2012) both highlight the importance of the administrator in contributing to creating conditions where the student teachers feel they are members of the wider staff during their practicum. Essentially, the respondents

called for meaningful administrator involvement in their professional learning prior to their employment as novice teachers.

The socialization process of novice teachers through formal or informal induction programs, mentoring, and school cultures that support inclusive and collaborative teaching practices has been recognized as a vehicle for helping to transition novice teachers into their challenging roles.

2.4.3. Apprenticeship of Observation and Teaching

The socialization process for teaching is different than many other professions. Unlike many other professions socialization into teaches does not begin during a teacher's undergraduate training, but rather at a much earlier stage (Varrati et al., 2009). As previously mentioned, Lortie's (1975) book coined the term "apprenticeship of observation" which highlighted the entrenched practices within the teaching profession that add complexity to the socialization of teachers. Michael Borg (2004) highlights this complexity by emphasizing that student teachers enter their initial training with thousands of hours observing and evaluating teaching professionals in action, which is in direct contrast to many other learning professions, such as lawyers or doctors (p. 274). These hours of observation that student teachers have internalized, place the student teacher in a position where they may not be as cognizant of their limits to their knowledge about the profession. Lortie (1975) went on to state that when faced with difficult situations, teachers are more likely to revert to their observations that they witnessed as students, rather than apply their new acquired beliefs of practice learned during their ITE program. Similarly, Russel (2009) emphasized that student teachers need to have these existing assumptions of teaching and learning challenged during their ITE programs through explicit approaches which create active learning experiences allowing them to build skills and understandings of teaching that are their own.

Zeichner and Tabachnick's (1981) article on the impact of ITE programs in providing a progressive foundation of teaching knowledge for student teachers further highlighted the challenges to effectively socializing student teachers, or perhaps it would be more accurate to say re-socializing them to values and norms that reflect a desired future rather than the past. Even if the university does a good job of beginning this process, Zeichner and Tabachnick's analysis of the literature showed that the school

placement or school influence on the occupational socialization of teachers can wash-out any progressive or more desirable teaching perspectives that student teachers may develop during the university-based component of their ITE program. Thus, the authors stressed that for reform to occur within the school-based component of teacher education, the role that universities play in this relationship between theory and practice needs to be investigated. Johnson's (1994) and Richards and Pennington's (1998) studies confirmed this power of socialization and apprenticeship of observation, showing that in many instances student teachers reverted to mental models of teaching they had internalized prior to entering their ITE program when confronted with stressful teaching situations.

2.4.4. Further Influences of Socialization

There is also evidence that school experience can wash-out progressive shifts in teaching perspectives during a teacher's first years of employment. The transition from student teacher to practicing professional which can lay the foundation for their future development, is very difficult for many teachers (Kelchtermans & Ballet, 2002). A paper presented by Richards, Levin, and Hammer (2011) highlighted the challenges that can occur during this transitional phase of a young teacher's career. Their study sought to understand why student teachers' practices of attending to a child's thinking began to diminish after the transition to novice teacher. The reports from novice teachers showed that their attempts to focus on reform-based practices were extremely challenging given the new demands of their job. Furthermore, the benefits received from a supportive environment within the ITE program, provided by the various supporting partners (faculty associate, university faculty, cooperative teacher, other school-based staff), was not as prevalent when they became new practicing professionals.

2.4.5. Socialization within the BC Context

Grimmett and D'Amico's (2008) study of 102 teachers and principals in four metropolitan BC school districts analysed the socialization that today's beginning teacher encounters. The authors report that recent policy and governance shifts, in conjunction with fiscal restraints, contributed to a different form of socialization for novice teachers as compared to that of experienced teachers when they entered the profession.

While the results of the study showed that professional learning through collaboration occurred for many teachers within their work context, deeper analysis showed some startling discrepancy between the types of collaboration, and relational patterns for novice and experienced teachers. While many teachers identified collaboration as offering an opportunity to improve their teaching, only one quarter of the respondents stated they felt comfortable collaborating on pedagogical matters. Similarly, of the collaborative professional learning experience occurring, many that transpired were through peripheral exchanges, rather than through deep collaborative practices that focused on pedagogical or instructional matters. For example, the authors found that few respondents engaged in team teaching as a strategy to enhance practice. The more peripheral collaborative practices often provide a sense of professional learning which masked the erosion of individualism occurring in the deeper professional collaborative learning opportunities.

While Grimmer and D'Amico (2008) found that both novice and experienced teachers recognized road-blocks to engaging in collaborative professional learning, experienced teachers expressed a frustration with these impediments while novice teachers seemed less concerned about limited collaborative professional learning opportunities. Furthermore, workload and time limitations made it difficult for teachers to engage in deeper collaboration that contained a joint purpose. These factors led to a heightened concern around socialization into collaborative learning norms for neophyte professionals. Grimmer and D'Amico's found that:

one thing that is very evident is that teachers report engaging less in professional collaboration during the first decade of the 21st century than was found by previous studies conducted during the 1990s. We think this important finding reflects the changing policy context in BC since 2001. (pp. 24-25)

While this cannot be taken to mean that all novice teachers are reverting to more individualistic practices with little collegial contact or collaborative professional learning, it does raise concerns about the effect of changes in policy within British Columbia and the transformations in the professional and work environment in which novice teachers now begin their professional careers. The authors point out that policy changes have begun to affect the view of professionalism that new teachers bring into the workforce,

which appears to be directly impacting the types of professional practice that many teachers employ.

2.4.6. School Culture, Socialization, and the Student Teacher

Gross (2009) discovered that student teachers were often not included in organizationally conducted processes of socialization. Consequently, student teachers were often left to fend for themselves through the micro-politics (culture) of each setting. Student teachers in Gross' study found that they were often not provided with background knowledge of the personnel, policies, procedures or culture of the school, leading to reduced feelings of acceptance within the learning community. The low level of connection between the student teachers and the school correlated with their sense of belonging and eventually their performance (p. 179). Student teacher survey results from Gross' study also showed that building principals contributed to their sense of professional and organizational socialization. Principals not only left most of the organizational socialization of student teachers to the cooperative teachers, but in many instances their interactions with the student teachers sent a disheartening message to prospective teachers that they were not valued. Gross states, "school principals possess the position and the clout to apply best practices to ground fledgling student teachers in an active and supporting experience that boosts their confidence and their ability to handle unpredictable exchanges with their charges" (p. 181). Furthermore, Gross argues that the lack of a structured and systematic approach with student teachers in the areas of professional and organizational socialization creates unnecessary problems for the student teachers and negatively influences their confidence and devotion to the profession.

Research literature on induction has shown similar findings in relation to the role of the principal in this transitional phase of socialization. Wood's (2005) study of induction programs demonstrated that principals play a critical role in the socialization of novice teachers. Brock and Grady (1998) identified the importance of the principal being aware of significant challenges that novice teachers experience in transitioning from student teacher to novice. The authors' survey of novice teachers and principals showed that while there was agreement on some issues (nature of novice teacher challenges, organizational orientation, and the importance of mentors), principals failed

to recognize the importance of their role in the induction process and the need for novice teachers to receive on-going professional and organization support throughout the year. The importance of the role of the principal was further highlighted by Cherian and Daniel's (2008) study of the impact of the assistance from the school in general. They not only identified the importance of the principal through direct involvement in the induction process but also identified the principal as the individual who was the architect for creating communities of practice. These communities of practice were important in creating a culture and a discourse that is responsive to the personal and professional needs of novice teachers.

2.5. Theoretical Framework

A theoretical framework supports the understanding of events by providing a lens through which to view them. Examining the involvement of a school principal in the professional development of a student teacher during the practicum component of the ITE program requires such a lens, not only to understand the actions of the principal, but also what the principal perceives as his/her role with student teachers and the larger school community. The framework also positions the principal within the larger community, recognizes the interplay between the numerous components that influence this community and provides a way to interpret the significant position of the principal in relation to the professional learning of all members of the teaching profession, including those at the inception of their professional journey, student teachers.

Through the literature review, a few common threads became apparent. First, the economic and social transformation occurring at national and global levels has impacted educational policy internationally and locally, causing a restructuring of the educational environment which has impacted teacher professionalism and professional learning (Grimmett & D'Amico, 2008; Hargreaves, 2000). Second, the foundational components of pre-service teacher learning (including the practicum component) can be a crucial developmental component for initially preparing teachers for the profession and laying a foundation for their long-term professional learning (Feiman-Nemser, 2001). Third, while the principal is widely considered to be essential in building and sustaining a school culture that promotes professional collaboration and professional learning for

teachers, the role of the principal in developing these activities and behaviours in student teachers is less recognized and less understood.

Two theories have formed the foundation of a theoretical lens to make connections between, and construct understanding about, the role of principals in their school community and their role in supporting student teachers in their professional learning. Understanding the socialization process and the role of the principal in this process reveals the significant impact that relations and events within the culture of the school have on the professional learning of student teachers.

Andy Hargreaves' (2000) "Four Ages of Professionalism and Professional Learning" provides insight into the evolution of professionalism and professional learning in the teaching profession in the context of the changing social and political fabric of society. Using the metaphor of a "village" as outlined by Ussher (2010) and the work of Horde (1997) and, DuFour and Eaker (1998) to see the school as a learning community reveals the need for schools to draw on the expertise of all within the organization to collaboratively pursue continuous improvement and helps to explain how the school culture can support continuous improvement in the quality of teaching practice. Together, these frameworks help situate the student teacher, teacher and principal within the professional context of the current educational environment and provide guidance to interpret and understand the practices, beliefs and perceptions of principals in their role with student teachers during their professional learning.

2.5.1. Four Ages of Professionalism and Professional Learning

Andy Hargreaves' (2000) conceptualization describes how professionalism and professional learning has and continues to evolve through pre-professional, autonomous, collegial and postmodern stages. These stages of development are impacted or influenced by the economic and cultural factors that affect both global and local policies, which in turn impact the professionalism and professional learning of teachers. They provide a broad perspective to understand the historical and changing position of the principal in relation to the professional culture and the significance of this culture in connection to teacher professional learning. More specifically, the theory provides a lens to interpret the position of the principal in relation to student teachers during the practicum component of their ITE program. The significance of including

these neophyte professionals in more collegial, collaborative environments and how the principal is positioned to respond to the professional learning needs of teachers by becoming involved sooner in their professional lives is paramount. Finally, this theory provides insight into the role of the principal in this struggle between forces and groups that are engaged in defining or redefining teacher professionalism and professional learning.

The Pre-Professional Age of Teaching

Hargreaves (2000) distinguishes professionalism from professionalization (attempts to improve status) and professional (how teachers feel they are seen by others in regards to status). He views professionalism as improving the quality and standards of the practice of teaching (p. 152) and the ongoing transformation of professionalism brings its own set of professional learning, whether identified through standards or practices. Hargreaves' phases or ages of professionalism and professional learning, while not universal, are historical phases that reflect the influence of, and struggles amongst, economic, political and societal factors. While Hargreaves argues that we are now entering the fourth phase of professionalism (post-professional or postmodern), the prior three phases have generated images and residual ideas/practices about professionalism and professional learning. The need for teacher professional learning to evolve is driven by the forces of globalization and technological advances, which have put pressure on the educational system to produce highly literate, creative individuals who can thrive in a competitive global economy.

The profession of teaching must prepare these students for this new competitive environment. Hargreaves states (2000) that this, "calls for new styles of teaching to produce these skills—meaning that more and more teachers are now having to teach in ways they were not themselves taught" (p. 151). While on the face of it, evolving the professional learning of teachers may not seem a daunting task, the internalized residue of earlier forms of professionalism have placed the profession of teaching at a crossroads as it enters a postmodern phase. "Teaching is not what it was; nor is the professional learning required to become a teacher and improve as a teacher over time" (p. 153). This implies the need to understand, not just the challenges that teachers face as they grow professionally once immersed in their profession, but to recognize that the

professional learning of those at the inception of their professional journey needs to be transformed to prepare them for the complexities of the teaching environment.

There was a time when teaching was viewed as a primarily technical pursuit in which the teacher is a technician and is not expected to co-construct or modify their pedagogy to suit students (Grimmett & D'Amico, 2008). During this pre-professional age, professional learning is reflected in the transmission of a set knowledge to carry out the technically simple requirements of teaching. Hargreaves (2000) states, "once you had learned to master it [teaching], you needed no more help after that point" (p. 155). This notion of *transmission teaching* in which professional knowledge and learning is accepted with little questioning on behalf of the novice teacher results in an acceptance of current practice. A student teacher at the initial stage of entrance to the profession of teaching would be paired with an experienced teacher to apprentice and learn the required skills of the craft. Tyack and Tobin (1994) have identified this as the time where a "grammar" of schooling (p. 454) began to form. The foundational elements of education become entrenched within the system and once established become highly stable and extremely slow to change. Rosenholtz (1989) has described this environment as being learning impoverished, as those teachers who operate or operated within this context see their own learning as complete once they had mastered the technically simple elements of teaching. Hargreaves (2000) points out that during this phase student teachers entering their chosen career as novice teachers will often revert to their initial transmission patterns of pedagogy with the unchallenged grammar of teaching leading to an individual and isolated approach to professional learning.

Principals who operate within this pre-professional view of teaching would see little need for professional learning involvement with student teachers and their permanent teaching staff, identifying a limited need for teacher training and/or on-going professional learning other than a few in-services or workshops that are connected to new government initiatives (Hargreaves, 2000). Teacher learning is not something that needs to occur beyond initial teacher education and student teachers gain their technical skills for their professional practice through the transmission of knowledge from the experience of the school associate. Upon fully entering the profession as novice teachers, learning occurs through trial and error, often in isolation and not requiring a principal to establish a collaborative professional culture.

Hargreaves (2000) pre-professional stage of professionalism and professional learning is alive and well in some schools, widely within society and often amongst policy makers who draw upon their childhood experience of the profession. In this view the principal is merely an overseer or manager of technicians who arrive at the school doors ready to teach having apprenticed within their ITE programs. They require little further training or professional learning and therefore an investment in time by school-based principals is not necessary either during their student teaching or in their early years as novice teachers.

The Rise of Autonomy

Significant political and economic change in the 1960s led to a transformation for many teachers in their professional learning and sense of professionalism (Hargreaves, 2000). Hargreaves argues that increased autonomy led to more involvement in curriculum development and experimentation that began to identify a student-centered approach in which technical skills acquired at the inception of the teacher's professional journey did not provide a sufficient skill set to enable the teacher to cope with the individual needs of learners. However, these initiatives were predominantly top-down directives and often failed to be incorporated into the routines of a teacher's practices (Fullan, 1993). As Hargreaves points out, this age of professionalism and professional learning did establish the connection between the terms "autonomy" and "professional" and led to an explosion of pedagogical struggles between various ideological views. These challenges to the status quo or grammar of schooling led to self-critique within ITE programs, often challenging current standards as well as the notion that the job or practices of the teacher could be easily passed down from a master teacher to a neophyte student teacher (Grimmett & D'Amico, 2008; Hargreaves, 2000).

Re-conceptualizing the professional learning of the teacher, including the practicum component of their student teaching, was necessary to support more progressive practices. The profession laid claim to pedagogical autonomy, but little was known about how to support new forms of professional learning required to enact that autonomy effectively. There were few supports or structures in place for teachers to move their learning and practice beyond an adoptive model of implementation (Hargreaves, 2000, p. 162), and thus very little autonomous practice permeated the system (Fullan, 2001). Within the practicum component of the ITE program, the

experiences of the student teacher failed to imitate the new ideological understanding of professionalism. Most pre-service teachers experienced an environment within their practicums that continued to force them to revert to prior conceptions of teaching and professional learning developed during their years as students.

The principal was not yet seen within this environment as a collaborator or supporter of teacher professional learning through collaboration and cultural evolution, but rather as director or overseer of workshop education that was to be integrated within a school culture that still revered isolationism and individualism (Hargreaves, 1980). School-based principals still found themselves cast in the role of manager of human or material resources, failing to initiate the culture required to support, ingrain, and acculturate innovative practices. The teacher was still seen as a technician who looked to the principal for administrative or managerial direction and failed to view them as a co-creator of practice or facilitator of teacher learning. The professional culture of the building was still individualistic. While teachers' professional learning in this stage can be labelled by what Dale (1988) referred to as "licensed autonomy," where teachers had more choice over their individual pedagogical classroom practices, the culture of learning was one of isolation and transmission within the individualistic setting, where little wider professional collaboration was offered or supported. The principal was still on the periphery of the professional learning culture and failed to establish or support a collaborative learning environment. The student teacher was still an apprentice to whom knowledge and the grammar of teaching was transmitted with the expectation of faithful adoption (Hargreaves, 2000). Student teachers operated in a culture that further reinforced the cyclical model of unquestioned apprenticeship as they entered the professional culture of a school as novices since, "teachers saw no more of their colleagues in the classroom, received no feedback on their own practice, and changed and improved mainly by trial and error, in their own isolated classes" (p. 156).

The Age of Collegial Professionalism

Experienced teachers struggled during the pre-professional and autonomous ages of professionalism and professional learning. Increased expectations and the consequent increase in the complexity of teaching rendered existing professional practices unable to meet the challenges that teachers encountered in their professional lives (Grimmett & D'Amico, 2008; Hargreaves, 2000). Increased collaboration amongst

professionals began to be viewed as crucial for teacher learning, implementation of successful change and improvements to student learning (Grimmett & D'Amico, 2008; Hargreaves, 2000). Thus, there was a move towards collaborative professional learning, learning that was more embedded within the school culture, where the community of professional learners operated as a larger unit to develop, support and challenge pedagogical practices with the intent of developing a more common purpose.

Hargreaves (2000) states that during this collegial professional age:

There are increasing efforts to build strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity, to respond effectively to rapid change and reform, to create a climate which values risk-taking and continuous improvement, to develop stronger senses of teacher efficacy, and to create ongoing professional learning cultures for teachers that replace patterns of staff development, which are individualized, episodic and weakly connected to the priorities of the school. (pp. 165-166)

The challenge of creating a collaborative professional culture that enhanced the learning of teachers through collective and collegial action, however, often overwhelmed and thus frustrated those pursuing it, causing a distrust of the intent. Principals who desire to create such cultures need to “build strong professional communities of teaching that are authentic, well supported, and include fundamental purposes that benefit teachers” (Hargreaves, 2000, p. 166). This kind of cultural reform takes time, persistence, and an understanding that teacher professionalism, and therefore professional learning, requires a deeper, more collaborative approach rooted in collegiality and authentic practices within environments not meant to exploit the very professionals who are intended to be fostered.

Post Modern Age

Change requires grappling with what Hargreaves (2000) refers to as nostalgic practices. Assumptions must be surfaced and reconsidered, perhaps to be overtly affirmed but often to be deconstructed and reconstructed. Both the public and profession need to understand the complexity of this process if they are to support it. School-based leaders need to understand their role as much more than a technical trainer and appreciate the larger context of a professional learning culture, including their own involvement at the initial stages of a teacher's professional learning journey. The notion that the transmission of a series of skills through an apprenticeship can prepare a

teacher for the rapid change and intricacies of today's global society fails to acknowledge the complexity and challenges of the educational environment. A postmodern environment requires the collegial, collaborative and collective efforts of educators and educational leaders to create environments which foster learning and continuous emergence at every stage of the professional journey.

In the postmodern age, many challenges confront the teaching profession, not the least being a redefinition of professionalism and professional learning.

As catalysts of successful knowledge societies [postmodern], teachers must be able to build a special kind of professionalism, this cannot be the professionalism of old, in which teachers had the autonomy to teach in the ways they wished or that were familiar to them.

(Hargreaves, 2003, p. 23)

The profession must create professional learning opportunities for teachers that: encourage deep cognitive learning; foster trust amongst all participants; use the collective wisdom to enhance practice; nurture collegial practice; and cultivate continuous learning that promotes new ways of teaching (p. 24). Through the establishment and support of collaborative professional communities, the principal is positioned to support a culture that moves professional learning towards an authentic and transparent environment. Collaborative practices of inquiry and learning need to become deeply embedded norms in the learning community and this must begin at the very earliest stages of a teacher's journey, initial teacher education and early career induction.

The Theory of Professionalism and Professional Learning (Hargreaves, 2000) and concepts rooted in the work of organizational theorists (Senge and Wenger) highlight the connection between conceptual understandings of a postmodern age and the practices within a school community that are required to develop professional learning for teachers confronted by a complex knowledge-society. With the emergence of Peter Senge's (1990) *The Fifth Discipline* and Etienne Wenger's (1998) *Communities of Practice (CoP)*, the notion of a place of work as a learning organization created a foundation on which the notion of the school as a community was conceptualized. Dufour and Eaker's (1998) conceptualization of learning organizations became specifically referred to as Professional Learning Communities (PLC). While there are

multiple models for PLCs and CoPs, both concepts and the varied models foster improvement through building collegial relationships and capacity within an organization.

2.5.2. School as Community

Little (1999) highlighted the challenges that confronted schools as they attempted to shape professional learning using learning communities, arguing that professional cultures within schools needed to have an orientation to practices that encourage change and improvement, not reinforce traditional practices through coordinated work. While learning communities have been defined and operationalized in multiple ways (DuFour & Eaker, 1998; Hord, 1997; Marzano, Waters, & McNulty, 2005; Wenger, 1998) at the heart of the concept is the notion of community. Wenger's (1998) notion of communities of practice provides that communities can be organic or intentionally formed, be homogenous or heterogeneous, and can be located within the organization or span across organizational boundaries. Westheimer (1999) identified five features that contemporary theorists viewed as being components of a community: (a) shared beliefs and understandings, (b) interaction, (c) interdependence, (d) inclusiveness of all members, and (e) meaningful relationships.

Within the school setting, communities have evolved to include many variations on the concept of learning communities. Le Cornu and Ewing (2008) point out that learning communities move the student teacher from an individualistic focus to a shared focus in which there is a reciprocal learning relationship and a deepening of participatory process in which student teachers have time and space to foster multiple relationships with a range of colleagues, school-based personnel, and community members (p. 1803). The central idea is the transition from a focus on an individual teacher's learning to professional learning within a community context—a notion of collective learning (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006, p. 225). Stoll et al. state that "the community focus emphasizes mutually supportive relationships and developing shared norms and values whereas the focus on professionals and professionalism is towards the acquisition of knowledge and skills, orientation to clients and professional autonomy" (p.225). While these concepts create a tension between notions of autonomy and community, eight community characteristics or features have been identified to harmonize these concepts: (a) shared visions and values, (b) collective responsibility, (c)

reflective professional inquiry, (d) collaboration, (e) promotion of learning, (f) mutual trust, (g) inclusive membership, and (h) extension of the community beyond the professional staff (Stoll et al., 2006; Wenger, 1998). Of the eight features, collective responsibility, collaboration, mutual trust, inclusive membership, and extension of the community beyond the professional staff are thought to be central to this study and understanding the community or village of the student teacher (Ussher, 2010).

2.5.3. Involving a Village: Sense of Belonging and Inclusion of the School Leader

Ussher's (2010) study of student teachers' sense of belonging in the practicum component of their ITE program calls upon the African proverb, "it takes a village to raise a child" and applies it to the experiences and community of the student teacher. This simple, yet profound, analogy equates the student teacher to the baby within the village. The use of the metaphor "baby" to position the student teacher within the village is not meant to characterize the student teacher as helpless or only a passive recipient of knowledge from others, but rather to reflect the position of the student teacher at the very beginning of the continuum of professional learning. The metaphor of a village represents those who provide support to the student teacher and create his or her professional community. Traditional ITE programs have looked at the school associate and faculty associate as the primary, or even the only, members of the village who provide support and nurture the student teacher in their professional learning. Ussher's article raises the question, who belongs in this village? He states that if the task of educating a student teacher is a crucial event, it should not be left in the hands of only a few members of the village. While Ussher's analogy and use of the African proverb creates a strong connection between the power of the collective efforts of a village and the concept of the school community; student teacher practicum communities or villages need to include more than just the triad if the potential benefits of a village are to be harnessed.

While Ussher's work effectively describes the metaphor of a village that supports student teachers, the question remains as to where the principal fits in this village and how does the principal influence the relationships within the village to enhance the professional learning of the student teacher? The principal is uniquely positioned within

the village to not only fully understand the specific environment in which the student teacher is engaged, but also to incline the larger school community towards support of his or her professional learning.

The traditional triad of the practicum limits the student teacher's professional learning community to two villagers—school associate and faculty associate. Ussher (2010) states, “with an increased size of a student teacher’s professional learning community, there is potential for more opportunities for interactions to have improved perceptions about learning teaching” (p. 110). Specific inclusion of the principal gives them an opportunity to engage with the student teacher at the inception of their professional learning journey, and develop a school culture that embraces the student teacher as a colleague within the teaching profession. The concept of community within the school setting and ultimately the student teacher practicum naturally gives the principal a role, as an important member of the village, in creating an environment and providing experiences and supports that will foster the short and long-term professional growth of student teachers. Le Cornu and Ewing (2008) state:

that a central factor in the ability of teachers to sustain their professional growth and implement ongoing reform is that their school context manifests features of professional learning communities... [and] it is therefore crucial that in pre-service teacher education... [student teachers] learn how to participate in such communities. (p. 1804)

2.6. Contribution to Understanding

This study examined the role of the principal in supporting the learning of the student teacher during the practicum component of the ITE program. Data were gathered on the self-reported or lived experiences of principals in regards to their beliefs, self-reported involvement, and experienced barriers to supporting student teachers’ professional learning. The theories of the “Four Ages of Professionalism and Professional Learning” as presented by Andy Hargreaves (2000) and the school as a professional learning community, as well as the metaphor of “village” as outlined by Ussher (2010), were used to create a theoretical lens for interpreting the data. Hargreaves’ (2000) work, specifically postmodern professionalism, offered insight into the culture that principals can help shape to support teacher learning, including student-teacher learning through collegial, collaborative and collective professional practices.

The metaphor of a village brought understanding to the notion that a principal has not only a place within the village but also a role in positioning the student teacher within the village and extending the number of members of the village who support the student teacher in the development of their professional learning. The role of the principal within the traditional triad was specifically interrogated as was the role that principals took in extending the learning opportunities of the student teacher by increasing their exposure to more members of the school community.

2.7. Summary

The evolution of society has required education to change in order to prepare students to be contributing and fulfilled members of society as it is and as it is becoming. Transforming teaching practices to reflect current and future student learning needs will require a professional educational environment that is committed to continuous professional learning. Teacher professional learning has sometimes been considered the exclusive domain of teachers; however, the role of the principal has latterly become more prominent in supporting the professional learning of teachers through direct involvement in mentoring or induction programs, as well as in helping to create professional learning communities within schools. How principals define their role in relation to the professional learning of teachers can have an influence on the quality of education that students experience.

Principal involvement at this foundational stage of development, the student teacher practicum, has often been overlooked as the responsibility has often been assigned exclusively to the school associate and the faculty associate. This chapter reviewed: (a) international and Canadian initial teacher education programs, (b) the need for initial teacher education reform, (c) the benefits and challenges of the practicum, (d) the traditional triad within the ITE program practicum and the expansion of the this tripartite relationship, (e) the role of the principal within the ITE program, (f) the effect of student teachers' practicum experience on their view of principals, (g) the influence of socialization on student teacher professional learning and the transition to novice teacher, and (h) the role of the principal in supporting socialization.

While the role of the principal in supporting the continuous learning of teachers during their career has now been acknowledged, the initial stages of a teacher's professional journey, student teaching, is still often overlooked. Consequently, the foundational and formative experience of the student teacher practicum has generally been left to the school associate and the faculty associate. However, the overall role of the principal has evolved from a focus on organizational management to educational leadership that fosters a school culture which emphasizes collaboration, collegiality and collective action and teachers' work which was previously seen in terms of the parallel efforts of individual professionals has come to be viewed in terms of a learning community, both in terms of student learning and the ongoing development of the teachers themselves. These fundamental shifts in understanding invites a reconsideration of initial teacher education in relation to the professional learning community in a school and the principal's role within it.

The challenges of the transition from student teacher to novice teacher are evident in the literature, with the historically individualistic nature of the profession exacerbating the problem and creating further challenges for the retention of novice teachers. The potential for principals to support student teachers indirectly through the development of community within the school and, more importantly for this study, directly through the induction of new teachers into that community during their initial teacher education and early career stage was discussed.

This study fills a gap in the literature in the area of principal involvement with student teachers during the practicum component of their ITE program. It provides Canadian-based data on principal beliefs, self-reported involvement and barriers encountered in their support of student-teacher learning. It also considers principal involvement with student-teacher learning that extends beyond the traditional triad, looking at how the mechanisms of support can be extended to include other members of the school community and what role the principal can play in this regard.

Chapter 3.

Personal and Professional Framework

As previously outlined, my interest in understanding the principal involvement with student teachers arises from over a 20-year career in K-12 public education as a teacher, school based administrator and assistant superintendent. My involvement in public education also includes my experience as a student teacher being exposed to the teaching profession through an ITE program and two K-12 public school practicum placements. My experiences as a student teacher and then as a teacher and school associate supporting student teachers, helped me to understand the importance of situating the student teacher within the classroom environment through collaborative support with other educators. While my role as a school associate and student teacher was well defined, there was often little reference to the role of the school administrator in regards to supporting the student teacher's professional learning. Similarly, in my experiences as a school based administration, I further found a lack of clarity in regards to the administrator's role in supporting student-teacher learning; However, these experiences as an administrator highlighted that I was uniquely positioned within the school community to provide support for student teacher and other triad members during their practicum placements. My desire, through this research, is to understand other school administrator beliefs and experiences in regards to their work with student teachers, determine if barriers exist to their desired involvement, and identify specific practices that enhance the learning opportunities of student teachers during the practicum through the expansion of the student teacher's support network.

Preparing teacher candidates for professional certification has generally been understood to be the responsibility of university-based Initial Teacher Education (ITE) Programs. Upon certification, these former student teachers enter the teaching work force with the expectation that they are fully prepared to assume the duties of a teacher. However, in Canada, and many other jurisdictions, teacher training based on a university-centered ITE model has been criticized for not adequately preparing teachers to deal with the complex, diverse and ever changing educational needs of students (Brouwer & Korthagen, 2005; Cole, 2000; Darling-Hammond et al., 2005; Korthagen,

2011). In the last 30 years, this criticism has led to changes in how some ITE programs are delivered. For example, while most ITE programs are university-based, school-based personnel have been included in many programs to more strongly link theory and practice. Most student teacher training programs also now incorporate one or two school-based practicums to provide opportunities for student teachers to apply their newly acquired theoretical knowledge in actual classroom settings under the direction of university faculty, seconded teachers (faculty associates), and school-based teachers (school associates).

These have led to the development of what Varrati and Smith (2008) refer to as the “traditional triad” of support, which is currently the cornerstone of most ITE programs. This traditional triad (as represented in Figure 3.1) is based on a collaborative working relationship between university-based faculty, seconded teachers serving as faculty associates, and practicing teachers serving as school associates, thus creating a strong link between the university and the school.

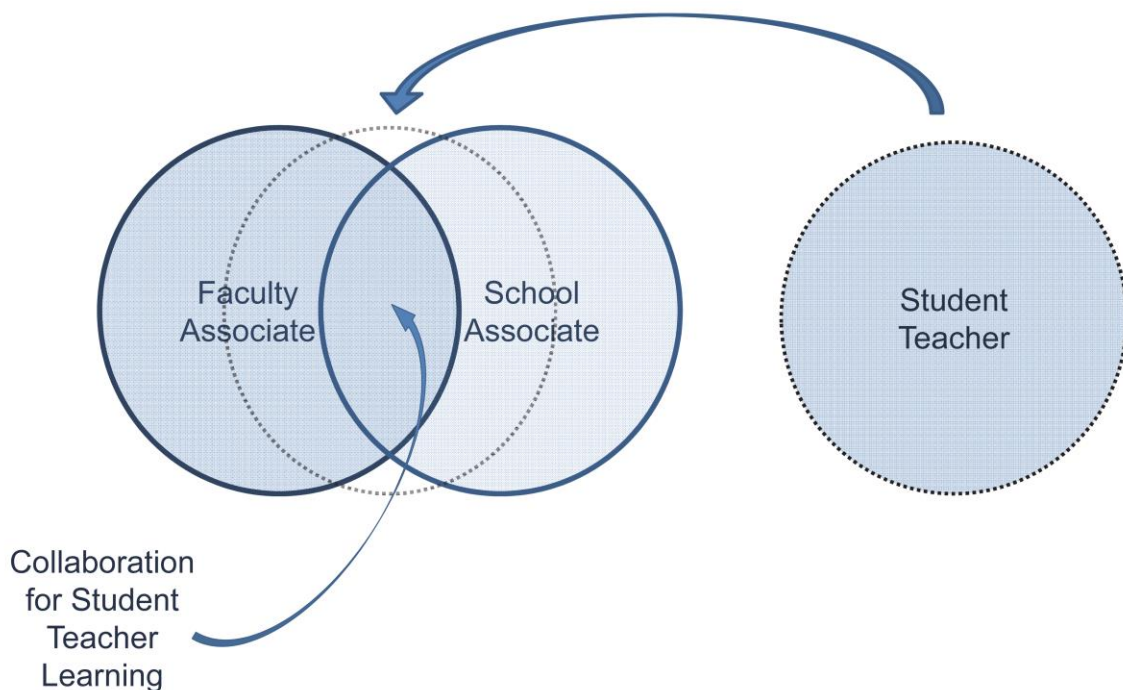


Figure 3.1. Traditional triad to support student-teacher learning. Adapted from Varrati & Smith (2008) and Varrati et al. (2009).

A key purpose of the traditional triad is to create a more collaborative working environment between its three key members. The experience and expertise of the

school-based teacher and the faculty associate provide a complementary mix of theoretical and practical knowledge to guide the student teacher in acquiring the knowledge and developing the skills and dispositions necessary for the student teacher to make the transition to a novice teacher. The practicum(s) provide the student teacher with an opportunity to apply newly acquired theoretical knowledge of teaching in a classroom under the guidance of experienced educators. This relationship is sometimes enhanced by the pairing or clustering of student teachers in school settings to further facilitate the supportive and collaborative qualities of the practicum experience.

Over time, ITE programs have evolved to provide a stronger theory/practice connection within a more collaborative triad relationship, but the recognition that teacher learning could not end upon graduation from their ITE program has also become more widespread. Upon entry into the work force, many novice teachers struggle to adjust to the demands of the profession. Consequently, many educational jurisdictions experience high levels of attrition amongst novice teachers, while those teachers who remain in the profession often struggle to evolve their practice (Alhija & Fresko, 2010; Howe, 2006; Ingersoll & Smith, 2004). The need for novice teachers to continue learning and developing to meet the ever-changing educational needs of students is well documented (Ingersoll & Strong, 2011). Thus, the naive assumption that a teacher could graduate from an ITE program and spend the next 35 years successfully supporting student learning while working in isolation, has given way to broader recognition of the inherent complexity of teaching, the increasing complexity of the modern classroom, and the need for teachers to learn throughout their careers. Consequently, mentoring programs for novice teachers have become quite common in school districts, including those in British Columbia.

This realization that teachers require continual support for their professional growth has not been limited to the novice teacher. More and more, experienced teachers also struggle to support the changes in curriculum, student characteristics and societal expectations. Thus, there is an increasing emphasis on professional development through professional learning communities for practicing teachers. While the profession of teaching has always advocated ongoing professional development and many teacher unions have fought to secure teacher professional development days in collective agreements, the understanding that *best practice* in relation to teacher

professional development includes collective action in addition to individual learning is relatively recent. Educational literature has increasingly highlighted the need for teacher professional development to expand from a purely individual endeavour to incorporate the benefits of group learning. Collective responsibility, collaboration, inclusive membership, mutual trust, and the extension of the community beyond the professional staff are cornerstones of the shift in culture to support the ongoing professional growth of all the professionals working in schools.

The important role of the principal in the development of a culture that fosters professional conduct, including continuous learning and improvement, cannot be overstated. One of a principal's primary duties is to support the professional development of staff, including both novice and experienced teachers. With a principal's support and guidance, teacher learning can be treated as an ongoing process best promoted through collaborative professional development. Teachers and principals alike are coming to the understanding that professional development cannot be effective as solitary events or activities completed in isolation from colleagues. With the guidance and support of principals, professional development increasingly connects teacher learning to longer term school improvement, which is directly related to students' educational achievement. Staffs now often attend professional development activities in larger groups and on many occasions as entire staffs. The focus for teacher professional growth has shifted from one-day events to longitudinal programs of learning that last for an entire year, or longer. Some principals have structured staff meetings to allow for the continuation of professional learning and adjusted weekly schedules to allow for teacher collaborative time. Districts constantly seek ways to allow more teacher collaboration in relation to their professional growth. Several districts locally have begun to reshape district level administrator meetings to explore ways to better support the professional learning of staff. This evolution in teacher learning highlights the positive influence that collaborative practices can have on moving teacher learning forward and the importance of the principal in nurturing a culture of collaborative learning that brings teachers together at various stages of their careers with the intent to support one another, not just in their individual professional journey but also their collective learning journey.

While these shifts to more collaborative practice have been occurring in various jurisdictions for many years, they are often not well connected to the school-based elements of ITE programs. Although there have been efforts to include a wider range of exposure for student teachers by creating learning cohorts at the university and school level, they have been more experimental than mainstream and limited to the traditional triad (as described in Figure 3.1). Seldom has this shift in ITE programming, including the practicum, involved either the school-based staff as a whole or the school administration.

Varrati, Lavine, and Turner (2009) have described a new conceptual model for student teacher training in which the principal is formally joined to the traditional triad, as illustrated in Figure 3.2.

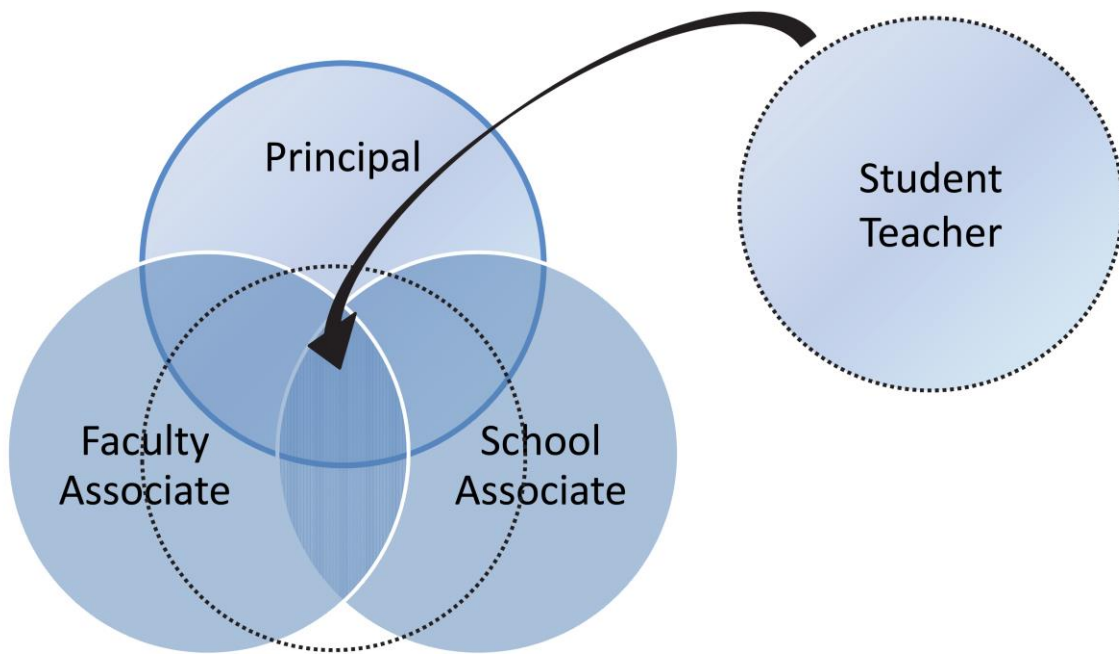


Figure 3.2. New conceptual model (M3) as proposed by Varrati, Lavine, and Turner (2009).

Inclusion of the principal in this model is intended to expand the community that collaborates with student teachers, thus enhancing their educational experience and helping to bridge the gap between the student and novice stages of their career. The role that the principal undertakes within the triad can be influenced by both the practices of the universities and the beliefs of the principal. Varrati et al. (2009) argue that the

principal's position within the school community enables him/her to help introduce student teachers to the culture of a school and, in the process, allows the student teacher to understand the role of the principal and therefore establish relational trust between student teachers—who are soon to become novice teachers—and the principal. However, limited knowledge of the nature and extent of principal involvement with student teachers during their practicum has led some researchers to focus on the effectiveness of the triad itself, excluding the involvement or role of the principal.

Research has generally focused on the influences and challenges that the school associate and faculty associate experience in supporting student teachers in their learning (Haigh & Ward, 2004; Richardson-Koehler, 1988; Rudney & Guillaume, 2003; Williams & Soares, 2002). While some have questioned the notion that the current triad provides the best support for student-teacher learning, the value of the school associate and faculty associate as key supports for the learning of student teachers has generally been the focus (Clarke, Triggs, & Nielsen, 2013; Rodgers & Keil, 2007; Wilson, 2006). The faculty associate and school associate have had a more clearly defined role in the traditional triad, including explicit expectations, while the role of the principal in the practicum has generally been excluded or given relatively scant attention. Role expectations for the principal have often been vague and undefined, leading to unclear expectations by various participants of the role of principal in supporting student teachers during their practicum. Lack of principal involvement with student teachers during the practicum has resulted in some student teachers developing a negative view of the principal or principalship (Albasheer et al., 2008; Swick & Ross, 2001; Varrati et al., 2009; Varrati & Smith, 2008). Some student teachers have not only been left confused about the role of the principal in the practicum, but also the role the principal should or would take with them when they become novice teachers, and ultimately unclear about the role of the principal in the larger school community. Thus, initial lack of involvement with the principal during the student teacher's practicum can impact not only his or her engagement within the larger school community during the practicum, but also when entering the profession as a novice teacher. While recent research has begun to examine principal engagement in the learning of student teachers during the practicum, this same research has also highlighted the need for further investigation of principal involvement at the initial stages of formal teacher training (Albasheer et al., 2008; Montecinos, Walker, et al., 2015; Varrati et al., 2009; Varrati & Smith, 2008).

The model proposed by Varrati et al. (2009) places the principal more purposefully within the ITE practicum community (the triad) and recognizes the significant role the principal can play in supporting the student teacher and shaping his or her understanding of the school culture, as well as the importance of collaborative relationships amongst staff and administration within the school. The traditional triad often limited the principal to an external role, perhaps merely selecting suitable school associates and then passing much of the responsibility to the faculty and school associate. Varrati et al. view the principal as having a significant role to play in introducing and connecting student teachers to the culture of the school and helping them to understand the specific cultural elements of the school, including the varied members of the larger school community. This new 4-way multi-dimensional collaborative model (Figure 3.2) is meant to not only expand the community of support for the student teacher through the purposeful addition of the principal, but also to recognize the importance of preparing him or her for membership in a learning community. The model also highlights the fact that experiences during the ITE practicum can impact student teacher attitudes towards and participation in future professional learning as their career progresses.

While Varrati et al.'s (2009) new conceptual model begins to acknowledge the importance of expanding support for the student teacher to include the principal, Ussher's (2010) article focusing on a student teacher's sense of belonging in the practicum component of their ITE program extends Varrati et al.'s (2009) work even further by introducing the metaphor of a village to represent the school and raising the question of where the principal fits in this village in relation to supporting the student teacher during the practicum and beyond.

In consideration of Ussher's (2010) metaphor of the village, Figure 3.3 situates the 4-part collaborative model presented by Varrati et al. (2009) in the larger context of a school, a district, a community and a profession. Seen through this lens, the principal's potential role can be understood more fully. The potential for expanding the opportunity for student teachers to connect with varied members of the larger community through the principal's support becomes clear. Moreover, a school is not a monolithic community; it contains multiple sub-communities that can interact in various ways depending on the cultural make-up. Within a school the principal is a key figure in

helping to establish and support not just individual communities but the interactions between them. Consequently, the principal is ideally situated to assist with the introduction of student teachers to the social and professional culture within and associated with a school. This may include novice and experienced teacher learning teams, school departments and committees, district level personnel and committees, community members or outside agencies, and parent advisory councils.

Village of Learning



Figure 3.3. Placement of the principal within the school community. The role of the principal within the village and the student teacher practicum is influenced by the principals' beliefs. This in turn affects the relationship of the student teacher to the larger village and ultimately their interactions with the other villagers.

While principals have a central role in creating and fostering professional learning communities within a school, they are also well positioned to create linkages between

the multitude of communities and community members that function within and around a school. This ideally situates the principal to connect the 4-way multi-dimensional collaborative ITE partnership, specifically the student teacher, to these resources. Thus, the principal can help to support the student teacher in not only understanding the school culture, but also in creating meaningful linkages to numerous communities. These connections can create a strong long-term foundation for continuous learning as the student teacher transitions to novice teacher and then to experienced teacher. Understanding the context of the ITE practicum in broader terms and the potential for the principal to facilitate integration of the ITE student teacher experience with the larger school community, creates the potential for a richer practicum experience and a smoother, more scaffolded transition from student teacher to novice teacher.

Student teachers must be prepared to enter the profession, ready not only to cope with their instructional role, but also to be active participants in the professional community of the school and the broader profession itself. Adding the principal as a support, in addition to the traditional triad, can be very beneficial in this regard, and that potential benefit can be amplified if the principal helps to situate the ITE triad members within the wider school community and connects the student teacher to members of the larger community so that she/he can begin to develop collaborative dispositions and competencies in addition to individual knowledge and skill. Active participation in the school community and in the profession, not only provides support for a novice teacher through the rigours of induction but also for the continuous growth that is required of a professional through-out his or her career.

This research study attempts to gain detailed knowledge of the role that administrators play in supporting student teachers through an understanding of how principals view their work with student teachers, other triad members, and those who are engaged in supporting the school from the wider community. My personal and professional experiences have led me to believe that the unique position of the administrator within the school community provides a novel knowledge of this school community that can enhance the connections and support, provided by the triad members, further benefiting the student teachers learning experience during the practicum.

Chapter 4.

Research Design

4.1. Introduction

This chapter describes the mixed method inquiry that was used to explore school-based principals' perceptions of their involvement with the professional learning of student teachers during the practicum component of their ITE program. This mixed methods approach is a method for collecting and analysing both quantitative and qualitative data within a single study for the purpose of understanding a research problem more completely (Creswell, 2012). Specifically, this sequential explanatory mixed methods approach relies on the survey method, utilizing a questionnaire to gather data from principals, followed by semi-structured interviews of a selected group of principals to provide deeper understanding of general trends that the survey suggests. This study contributes to the literature of student teacher preparation by expanding the scope of the traditional ITE community (triad) to include the role of the school principal in the practicum component of the student teacher's ITE program.

4.2. Research Questions

This study builds on the body of literature in regards to principal support of student-teacher learning during the practicum component of the ITE program through the investigation of the following primary question:

- How can a principal become a more active participant in the practicum component of a student teacher's Initial Teacher Education Program?

The primary question was considered through the following sub-questions:

1. What beliefs do principals have regarding their role with student teachers?
2. What practices do principals identify engaging in with student teachers during the student teacher's school-based practicum?

3. What practices do principals identify engaging in with school, district or university staff and/or other community supports to assist student teachers in their professional learning, during the student teacher's school-based practicum?
4. What barriers to involvement with student teachers have principals encountered and what strategies have they employed to overcome these barriers?

4.3. Rationale for Method: Mixed Methods

*For every complex problem, there is always a simple solution,
but it is invariably wrong. (Elliot, 2004)*

Historically, there have been differing opinions within the research community about the use of quantitative or qualitative methods (paradigms), with researchers generally situating themselves in one of the two camps, and only using strategies and techniques specific to that methodology (Brewer & Hunter, 2006). While Atkinson, Delamont, and Hammersley (1988) have outlined numerous approaches to qualitative research, the common element of all approaches is having an interest in life as it is lived in real situations. Therefore, qualitative researchers often prefer to engage in natural settings to gauge the complexity and variability of social life and its interactions (Babbie, 1986). Qualitative inquiry puts its emphasis on descriptive data in an attempt to capture the complexity and variability in those settings. Quantitative methods, on the other hand, place more emphasis on measurement of quantifiable indicators when collecting and analysing data with the intent of establishing objective knowledge of a specific phenomenon (Spratt, Walker & Robinson, 2004). Elliott (2004) brings to light the need to rethink the divide that exists in research as he contends that our business as educational researchers is ultimately to shed light upon the complexities of educational practice and understanding in order that learning may be enhanced, and thus engaging in methods that best achieve this end should take precedence over a philosophical commitment to "pure" research methods paradigms (p. 146).

Johnson and Onwuegbuzie (2004) have posited that the divide between the two research groups has in some instances become so entrenched that they support the "incompatibility thesis" (p. 14), which is that associated methods from either research paradigm should not and cannot be mixed. This has resulted in the creation of two

dominant research cultures with, “one professing the superiority of ‘deep, rich observational data (qualitative) and the other the virtues of ‘hard, generalizable’...data (quantitative)” (Sieber, 1973, p. 1335). However, numerous researchers (Creswell, 2012; Elliott, 2004; Johnson & Anthony, 2004; Larsson, 1993; Sander & Wagner, 2011) have argued that this compartmentalization or research paradigm entrenchment is not only unnecessary, but limits the quality of data collection and analysis that could be achieved.

While mixed method research has often been overshadowed by the debate between the individual methods available for data collection and analysis, which represent the two dominant research paradigms (quantitative and qualitative), many contend that the understanding of complex problems can be enhanced by employing a mixed method approach (Brewer & Hunter, 2006; Creswell, 2012; Tashakkori & Teddlie, 2010). Campbell and Fiske (1959) first called for a mixed method approach and since then hundreds of research articles have employed mixed methods approaches (Lapan & Quartaroli, 2009). The mixed method approach has not been limited to educational research, but has encompassed organizational management, health care, psychology, law, and leadership domains, to name a few. Teddlie and Tashakkori (2003) identified approximately 40 mixed methods research designs in the literature and Creswell, Plano Clark, Gutmann, and Hanson (2003) identified the six most commonly used designs, including three sequential and three concurrent designs, with the sequential explanatory mixed methods approach being one of the most popular.

Mixed method approaches have the potential to provide many benefits over a single method alone (Johnson & Onwugbuzie, 2004; Schutz, Nichols, & Rodgers, 2009). Schutz et al. (2009) identified benefits to the mixed method approach including: (a) greater adaptability, (b) expansion of understanding, (c) flexible responses to unexpected occurrences, (d) sampling being either purposeful or random, and (e) triangulation for validity of the measurement tool and/or more in-depth understanding of individuals/situations. Convergent triangulation relies on the two methods of research to establish overlapping or confirming evidence of the phenomenon being studied while divergent triangulation looks for contradictions or the differences between the phenomena being studied (Lapan & Quartaroli, 2009, pp. 248-249). Others have noted that mixed methods enhance a researcher’s ability to follow emerging questions during

inquiry into complex situations (Creswell & Clark, 2011; Strange, Craptree, & Miller, 2006). Strange et al. (2006) stated that mixed method research allows for the integration of quantitative and qualitative approaches, thus enhancing the strengths and transcending the weaknesses of each.

Many researchers considered the mixed method approach to be an enhancement that is distinct from the multi-method approach itself, where two or more data collection methods are used from within the same research paradigm (quantitative or qualitative). Therefore, the belief that all research falls only under a quantitative or qualitative approach for data collection and analysis, fails to acknowledge or understand the primary purpose of solving and/or gaining deeper insight into some problems or investigations. Schutz et al. (2009) makes the argument that the primary importance of research is to solve problems within a social historical context (p. 245) and debating the difference and/or similarities between the research paradigms is secondary. Consequently, this study utilizes a research method that draws from both the quantitative and qualitative paradigms in a manner that offers what Johnson and Onwuegbuzie (2004) refer to as a logical and practical alternative. The authors state that “mixed method research...is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers’ choices (i.e., it rejects dogmatism)” (p. 17). Elliott (2004) states that our business as educational researchers is ultimately to shed light upon the complexities of educational practice and understanding in order that learning may be enhanced (p. 146). Therefore, for the purposes of this study, the term mixed methods will be employed, and will encompass the notion of utilizing methods for data collection and analysis that are selected from both the qualitative and quantitative paradigms and mixed or used in combination that complement each other and provide for a more complete analysis (Greene, Caracelli, & Graham, 1989; Tashakkori & Teddlie, 2010).

In designing a mixed method study, researchers need to consider three issues, specifically: priority, implementation, and integration (Creswell et al., 2003; Ivankova, Creswell & Stick, 2006). Priority refers to the weighting or priority that is given to either the quantitative or qualitative aspect of the study. Creswell (2008) emphasizes that weighting is a difficult decision for researchers and can be based on numerous factors including: researcher interest, audience for the study, and/or what the researcher seeks

to emphasize. Implementation refers to the order or sequence of the quantitative and qualitative data collection and analysis. Specifically, does the one method follow the other or are the quantitative and qualitative aspects of the study conducted concurrently. Integration refers to which phase or phases of the process are the methods mixed or integrated. Teddlie and Tashakkori (2010) state that integration can occur during varying stages of the research and is not limited to the initial stages while the researcher is formulating the purpose and developing quantitative and qualitative research questions or to the interpretation stage.

Teddlie and Tashakkori (2003) point out that the tools chosen for mixed method design should be reciprocal, with the strengths of one method offsetting the weaknesses of the other. Within the quantitative methods paradigm, questionnaires and surveys have been a popular method for gathering and analysing data in education due to their ease of administration and flexibility (Babbie, 1986). In particular, self-administered questionnaires have been extremely popular for determining the characteristics of a large group. However, in the interpretation of the data from surveys and questionnaires, the researcher can often oversimplify complex phenomenon (Elliott, 2004). Babbie (1986) states that:

The requirement for standardization ... often seems to result in the fitting of round pegs into square holes. Standardized questionnaire items often represent the least common denominator in assessing people's attitudes, orientations, circumstances, and experiences. By designing questions that will be at least minimally appropriate to all respondents, you may miss what is most appropriate to many respondents. In this sense, surveys often appear superficial in their coverage of complex topics (p. 232).

Similarly, Elliott (2004) states, "at best [surveys or questionnaires] may provide incomplete understandings that fail to do justice to the subtleties involved; at worst, they may lead to practitioner action that is misconceived and misdirected" (p. 146). Utilizing a secondary method in conjunction, or sequentially, with an initial method can help reduce the bias or narrowness associated with each approach.

The qualitative interview method is a very popular research method for the collection of data (Lapan & Quartaroli, 2009). Kvale (2007) states that the intent of qualitative interviews is to gain an understanding of a phenomenon from the point of view of the individual engaged in the activity and in doing so the researcher is attempting

to uncover the meaning of their experiences. Semi-structured interviews through face-to-face interactions provide an opportunity to gather high-quality information and to clarify confusing questions by allowing the respondent to elaborate on his or her answers (Berends & Zottola, 2009; p. 93). Set themes and questions provide the interviewer with a direction of pursuit, while still allowing for flexibility, as the researcher can pursue topics that arise during the interview or seek more depth of clarity in each area. Elliott (2004) states that the use of detailed interviews beyond the quantitative questionnaire data allows researchers to probe more deeply and to gather illustrative examples from the participants' day-to-day lives.

Utilization of the mixed method approach employing both quantitative survey and qualitative interview methods has been shown to provide a breadth of investigation that can lead to a rich and deep understanding of a specific phenomenon. Varrati and Smith (2008) utilized a mixed method approach to examine perceptions of current principals regarding role expectations and involvement with pre-service activities. The researchers used surveys in their initial approach with principals and student teachers before engaging selected participants in interpretive qualitative research through in-depth interviews. The combination of survey data collection and follow-up interviews helped to avoid common problems encountered with survey data (Elliott, 2004; Greene et al., 1989; Johnson & Onwuegbuzie, 2004). Specifically, survey data does not provide insight into the context or setting in which respondents are situated, nor does it provide the direct voice of those surveyed in the same depth as qualitative interviews (Creswell and Clark, 2011). Similarly, Elliott's (2004) review of research literature on student achievement motivation demonstrated cultural factors are complex and embedded within broader socialization practices; however, the realities of these factors were best able to be understood through the mixed methods approach.

4.4. Study Design Overview

This study utilized a mixed methods approach (Teddlie & Tashakkori, 2003; Tashakkori & Teddlie, 2010) to gather information on principals' beliefs and involvement in supporting student teachers during their ITE practicum component. The overall design can be described as a sequential explanatory mixed method design. This 2-phase design (Creswell et al., 2003) consisted of two distinct phases (quantitative and

qualitative), beginning with the quantitative method (questionnaire) and followed by the qualitative method (semi-structured interviews). The sequential explanatory mixed method approach is one of the most popular mixed methods design utilized in educational research, with the intent being for a researcher to first gather and analyse the quantitative data and then complete the same process with the qualitative data gathering and analysis (Creswell et al., 2003). The data in the second phase is intended to build upon and/or elaborate on the data in the first phase (Ivankova et al., 2006). This study did use a variation of the explanatory design, the participant selection model, where the data from the quantitative phase is used to identify and purposefully select participants for the qualitative phase (semi-structured interviews) of the study (Creswell, 2012).

Traditionally, sequential explanatory mixed method approaches place the priority on the quantitative approach, as the quantitative data collection often comes first in the sequence and usually represents the majority of the data collection. However, Morgan (1998) states that a researcher can give priority to the qualitative data collection and analysis, or both (Ivankova et al., 2006, p. 9). For the purposes of this study, priority was placed on the qualitative method, as the quantitative component was placed at the first phase of the study sequence for the main purpose of identifying participants who had strong beliefs about student teacher engagement and strong self-reported engagement during a student teacher's ITE program and, secondly, to help in shaping the interview protocol for the qualitative phase of the study.

In the first phase of this sequential explanatory mixed methods design, quantitative, numeric data was gathered through a self-designed questionnaire. The questionnaire provided the opportunity to gather and analyse variables across a larger sample, with the intent of guiding the selection of a smaller sample of participants who were then engaged in more in-depth interviews. This follows the suggestion by Greene et al. (1989) that "a quantitative survey of program participants' educational aspirations could be used to identify a purposive sample for more in-depth interviews about these aspirations" (p. 260). The questionnaire allowed for a sampling of a broad spectrum of principals at various educational schooling levels and experiences, with the intent to develop an initial baseline of data for the main purpose of identifying a smaller cohort of principals to investigate in more detail through semi-structured interviews. As well, the

quantitative data provided a base on which to help develop the interview protocol for this smaller cohort of principals. Varrati and Smith (2008) utilized this technique in their development of a new 4-way multi-dimensional collaborative model for pre-service teacher education. Survey data gathered from questionnaires of principals and student teachers provided the themes for follow-up interviews. Greene et al. (1989) and Spratt et al. (2004) identify this as a mixed method study for developmental purposes, involving the sequential use of quantitative and qualitative methods, where the first stage informs the development of the second stage.

While survey methods are commonly used, they have inherent weaknesses (see Elliott, 2004) that can be balanced by supplementing or supporting them with another method that has offsetting strengths (Greene et al., 1989; Lapan & Quartaroli, 2009; Teddlie & Tashakkori, 2003). Elliott (2004) states, "I have noted that the seductiveness of the survey can result in a tendency to overlook complexities" (p.135). Elliott's analysis of research literature in the areas of "locus of control" and "achievement motivation" showed that when self-report questionnaires and surveys were utilized they were often unable to shed light on the complexities associated with "educational practice and understanding in order that learning may be enhanced" (p. 146). Elliott emphasizes that while the survey results in of themselves were often not inaccurate, the data by itself was unable to provide the full picture of what was occurring.

In the second phase of this study, a qualitative multiple case study design using semi-structured interviews was employed. While not the only qualitative method that could have been chosen to complement a questionnaire, it does provide a strong pairing. Elliott (2004), in referring to Hufton, Elliott, & Illushin (2002), points out that utilizing detailed interviews in a follow-up to survey data gathered from participants often contributes information that provides a rich illustrative account of the students' experiences which was not evident from the survey data alone. Similarly, Su's doctoral thesis (2007) utilized an explanatory sequential mixed method approach for the purpose of understanding in more detail the how and why of participant attitudes which could not be fully understood from the statistical data of the initial survey. Su stated that the qualitative data gathered through semi-structured interviews and subsequent explanations provided clear information that deepened understanding of the questions that guided his study (p. 49).

Seidman (2006) argues that the main purpose of semi-structured or in-depth interviews is to provide an understanding of the lived experience of individuals and the meaning they make from that experience (p. 9); in essence, an opportunity to gain a deeper understanding of their story. This author further states that while we may not be able to fully understand the other person, as doing so would place us in their consciousness, we can strive to gain a richer account of their actions. This insight is best achieved through qualitative interviewing. The use of one-on-one semi-structured interviews sequentially paired with a questionnaire, allows the researcher to: (a) select follow-up interview participants that fit the criteria desired for further investigation by the research, and (b) to utilize survey data to shape interview questions for flexibility and deeper probing during the interview. This enables individual stories to be just that, individual. A series of cross-cultural studies conducted by Elliott, Hufton, Hildreth, & Illushin, 1999 and Elliott, Hufton, Illushin, & Lauchlan, 2001 (as cited in Elliott, 2004) demonstrated that greater insights emerged when multiple methods were used. Elliott stated that by themselves, the surveys identified important similarities and differences in reported attitudes, values, and behaviours of their samples, but it was only when detailed open-ended interviews with children and teachers, and observation of actual practices, were added that more complex and beguiling realities became clear (Elliott, 2004). While the questionnaire helped in the generation of themes to be explored, only the semi-structured interviews themselves led to a deeper understanding of the complexities of these initial themes and their sub-themes. Therefore, the decision to use interviews in the second phase of data collection was based on the desire to seek deeper meaning and understanding of a select group of principals' first-hand accounts of their engagement with student teachers during the practicum component of their ITE program.

4.5. Phase 1: Quantitative Data Collection (Questionnaire)

The quantitative portion of this study examined principals' interactions with student teachers during the student teachers' practical experience while completing their initial teacher education training. The survey method (Appendix A) was used to gather primary data from a group of principals (Larsson, 1993; Varrati & Smith, 2008) using a self-developed and pilot-tested structured questionnaire that included a demographic

section to provide an overview of the principal respondents (Albasheer et al., 2008). Most questionnaire items were closed-ended to allow for quicker analysis of data. Specifically, the questionnaire was utilized to understand individual principal beliefs on their involvement with student teachers, gather insights into their self-reported past practices and identify barriers they encountered when trying to work with student teachers during their practicum. The survey was delivered through an on-line software program called Fluid Surveys which is a web based survey provider whose data is only hosted in Canada. The survey was delivered to respondents through e-mail with the survey link embedded in the text and accessed through a confidentiality. There are benefits to utilizing an on-line survey including cost, easy of design, ease of data analysis through automated coding of the data, and the ability to automate skip patterns which reduced the possibility of respondents answering the wrong question (Lapan & Quartaroli, 2009). A limitation of the on-line survey has been lower documented response rates in comparison to the mailed paper survey. However, on-line surveys have been documented to have higher response rates when the researcher utilizes a non-probability sample with a targeted group of respondents who have access to appropriate technology (Sue & Ritter, 2012). All respondents of this non-probability sample regularly utilize e-mail and completed on-line work surveys as part of their daily work activities.

The survey had four parts: Section 1, demographic information; Section 2, beliefs around the principal's role in the practicum experience of student teachers; Section 3, description of practices engaged in by principals to support student teachers; and Section 4, barriers encountered to involvement in supporting student-teacher learning. All questions utilized either a Likert scale or a categorical response. Some questions that utilized a categorical response structure included an "Other, please specify" response for participants to provide examples of experiences that may not be included in the category check boxes. Two types of Likert scale were used, with one based on a 4-point scale, ranging from Strongly Agree (4) to Strongly Disagree (1), a fifth column for Don't Know and a sixth column for respondents to indicate the question was Not Applicable. The other Likert scale was a 5-point scale ranging from always (5) to never (1), with a sixth column for Not Applicable. Neuman and Robson (2011) point out that a scale-size of 4 to 8 is ideal, as once the questionnaire is completed the researcher still

has the option to combine or collapse categories. Table 4.1 illustrates examples of interview questions from each section of the questionnaire.

Table 4.1. Survey Question Examples

Section	Sample Question
1	Levels of school you have worked at as a principal over your careers? (check all that apply) Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Secondary <input type="checkbox"/> Other <input type="checkbox"/> , please specify _____
2	I believe a principal should meet with the Faculty Associate Strongly Agree Agree Disagree Strongly Disagree Don't Know Not Applicable
3	I ensure that I meet yearly with the Faculty Associate to review my role within the practicum component of the ITE program? Yes <input type="checkbox"/> No <input type="checkbox"/> As a principal I am involved in the selection of the School Associates (SA)? Never Rarely Sometimes Often Always N/A
4	I have experienced the following barriers in my attempts as a principal in supporting student teachers in their learning. Time constraints of the school-based administrator: Never Rarely Sometimes Often Always N/A

The questions in the survey were developed after a review of the literature, especially in the following areas: (a) school principal involvement in initial teacher education, (b) student teacher beliefs of practicum experiences, (c) student teacher and novice teacher transitioning, (d) principal involvement in developing supportive school cultures, (e) principals as mentors, (f) socialization into the teaching profession, (g) collaborative professional communities, (h) principals as professional development leaders, and (i) teacher professional learning throughout a career.

Draft questions were piloted with a small group (three) of current and former K-12 administrators who were not participating in the study, as well as provided to my committee for feedback. Feedback from this pilot testing of items was used to refine the questions before the survey was administered. Pilot participants were met, provided the list of questions, asked to complete/review the questions, and then met again to review their responses. Gillham (2007) points out that piloting the questions is different than piloting the actual survey and allows for the researcher to clarify wording before the actual survey design is constructed. This phase of question development was explained to those participating in the evaluation of questions so that they were fully aware they were being asked to provide feedback on their understanding of the wording, meaning and intent of the questions (de Vaus, 2014; Gillham, 2007).

Phase 2 of the questionnaire development involved creating the layout and administering the questionnaire to a small group (five) of current and former K-12 administrators, who were not participants in the study. In this phase the respondents were not told the questionnaire was still in development (undeclared) (de Vaus, 2014). The piloted questionnaire involved more questions than the final version to allow for the elimination of individual questions and the restructuring of the overall questionnaire, if need be. De Vaus, points out that the intent of the analysis phase is to evaluate individual items and the questionnaire as a whole (p. 99). During the analyses, the researcher is looking for omitted or incomplete responses as well as patterns where questions are marked as N/A or responses are written in. Upon completion of the analysis by the researcher, respondents were contacted to invite their feedback. Feedback was gathered around individual questions to determine: (a) variation, the need for questions to have a range of answers; (b) meaning, ensuring that respondents understand the question and the researcher understands the respondent's answer; (c) redundancy, elimination of questions that essentially measure the same thing; and (d) non-response (de Vaus, 2014). Furthermore, respondents were asked to provide feedback on the general flow, timing and respondent interest of the overall questionnaire (de Vaus, 2014; Gillham, 2007).

The final phase of questionnaire development involves what de Vaus (2014) refers to as "polishing" the questionnaire based on the feedback provided. De Vaus and Gillham (2007) both emphasize that those selected to provide feedback in Phase 1 and Phase 2 of questionnaire piloting need to be representative of the final group to which the questionnaire will be administered. As was the case in this study, all of those who provided feedback on the questionnaire were current or former principals within K-12 public schools who were not part of the study. The questionnaire was completed in 17 to 23 minutes by each of the participants, reducing the initial concern around response fatigue, given the number of questions within the survey. Similarly, the final piloting involved the completion of the survey within the Fluid Survey format, allowing the researcher to ensure any glitches with the survey tool could also be identified and resolved.

4.5.1. Target Population and Quantitative Sampling Strategy

For Phase 1 of the sequential explanatory mixed methods study, K-12 public education principals were the target population. The intent was to engage principals who represented a range of building grade level configurations. As the Province of British Columbia does not provide a standard for school grade configurations, an urban district that offered principal leaders with elementary (K to Grade 5), middle (Grades 6 to 8) and secondary (Grades 9 to 12) level experience provided an opportunity to gather lived experiences from principals at various school levels. This purposive sample was selected as it allowed the researcher an opportunity to study the impact of school level on principal involvement, while the urban location of the school district further provided an opportunity to gain information from principals who had experience with student teacher placements from varying university ITE programs. Within this purposive sample, 69 principals who were school-based administrators were contacted with elementary (65%), middle (20%), and secondary (15%) school work placements. All schools had the opportunity to provide student teacher practicum placements, based on teacher willingness to take on a school associate role. The urban school district was also in driving proximity to four of the provinces post-secondary institutions that offered Initial Teacher Education programs.

4.5.2. Quantitative Data Collection Procedure

To begin the quantitative phase of this research, a search was done of the school district web site to gather the names, email addresses, and school phone numbers of the current principals in each of the school district's schools. Formal approval was received from the school district (Appendix B) and University Ethics Committee to contact principals concerning their involvement with student teachers during their practicum experiences. Permission was granted from both regulatory bodies to administer the questionnaire by email to each of the 69 principals. This email contact with the principals included a cover letter (Appendix C) that outlined the approval from both the School District Research Review Committee and the University Ethics Committee. The consent to participate letter (Appendix D) to participate in this research study was also attached to the email, inviting them to participate in the first phase of the study. The consent letter provided the title of the study, name of principal investigator, purpose of

the study, risks to involvement if any, that participation is voluntary, how identities will be protected (confidentiality), and storage of information. Furthermore, the letter provided the name of the faculty advisor overseeing the research, who participants could contact if they had complaints or concerns about the study, as well as information to contact the principal researcher. Lastly, the consent letter outlined the process of consent and that consent could be withdrawn at any time.

Individuals who chose to participate in the study accessed the questionnaire through the embedded link contained within the original email. Those who did not want to complete the survey electronically, but still wanted to participate, were provided with the option of having a paper questionnaire mailed to their school for completion. Upon accessing the on-line or paper questionnaire, participants were asked to confirm that they had read the consent form and were agreeing to participate, those potential participants who identified “no” automatically bypassed the questionnaire and were thanked for their time.

For this quantitative phase, the questionnaire was emailed to principals during the month of October 2014. This group of principals included elementary, middle and secondary schools within the district, both permanent principals and principals who were in an acting role at the time of the survey. To increase the response rate, respondents were sent a follow-up email 10 days after the initial email that included: the survey link, reminder message, and consent letter (Appendix D). Included in this message was the closure date for the study and a thank you for considering participation. As the researcher recently changed jobs and was now a supervisor for some of the participants, it was determined that more than one reminder email might make the potential participants feel pressured into participating and the researcher was cognizant of the power differential based on employment (this issue is discussed more fully in section 4.10). Of the 69 principals contacted by email, 61 responded to the survey through the electronic process and one principal requested and received a paper version, which they completed and returned to the researcher. Consequently, 62 respondents (90%) contacted responded and participated in the survey. All participants who responded to the request to participate in the questionnaire had the opportunity to identify themselves as willing to be selected for a follow-up interview. Of the 62 respondents, 56 (90%) identified a willingness to be involved in a follow-up interview.

4.5.3. Quantitative Data Analysis

The 62 respondents' who agreed to a follow-up interview had their responses ranked in regards to their beliefs, self-report involvement, and barrier questions within the survey. The intent of the analysis was to identify principals for follow-up interviews. The scores were calculated as follows for each of the three main categories (beliefs, self-reported involvement and barriers) to allow for ranking and deal with missing scores: (a) responses were adjusted by subtracting off the mean across all subjects, finding the average across all subjects and subtracting the average from each participant's response; (b) taking the mean of each adjusted variable to obtain a score for each of the three categories; (c) missing values were dealt with by centering the variables before the mean was identified; and (d) to finally interpret the scores, a score of zero meant the respondent fell on the average for aggregate score for each of the categories among all of the respondents within each of the three categories. Therefore, scores of less than zero meant the respondent was below the average and scores greater than zero meant the respondent scored above the average. However, scores are still skewed marginally from the normal distribution, resulting in the mean not being exactly zero, leading to a slight bias due to missing values. Based on this, each of the respondents was then given a ranking from 1 (lowest) to 62 (highest) for each of the three categories. As the Likert scale for each of the three survey categories was consistent (beliefs utilized a 4-point scale and self-reported involvement and barriers survey categories utilized a 5-point scale), the difference in the Likert scale does not impact each respondent within the categories.

Principals who scored in the top 10 for strong beliefs and self-reported involvement were identified for further review. Teddlie & Tashakkori (2003) recommend such an approach; conducting a quantitative descriptive analysis and then identifying a portion of the population for secondary data collection and analysis through qualitative methods with the intent to better understand the data. Of these 10 respondents (no respondents who declined to be interviewed fell within the top 10), six were selected based on their demographic data (current school level, years of experience, gender diversity), as well as based on a mix of their rankings for barriers encountered. The remaining four respondents were ordered and logged for follow-up if any of the original

six participants changed their desire to participate in the interviews or further investigation was required.

While the main goal of the quantitative phase was to stratify respondents based on beliefs, identified involvement and barriers, and then to identify respondents for a follow-up interview, a second purpose of the survey data was to gain a summary of lived experiences of principal engagement with student teachers from a larger principal target population. The survey data was summarized using simple descriptive statistics (frequencies, means, modes and standard deviations) for the secondary purpose of making comparisons, as well as ranking preferences. This data analysis further supported the shaping and development of questions and themes (the interview protocol) for further investigation through semi-structured interviews.

4.6. Phase 2: Qualitative Data Collection (Semi-Structured Interviews)

This phase of the study addressed the qualitative data collection and analysis using a phenomenological approach. The phenomenological inquiry approach seeks to collect the insights and perceptions of the lived experiences of an individual or a group of individuals, through an inductive, semi-structured interview protocol (Creswell, 2007). The use of semi-structured interviews is best employed when preceded by another form of investigation to allow the researcher the opportunity to obtain a general understanding of the topic of interest which will then help create the semi-structured interview questions (Teddlie & Tashakkori, 2003).

From the initial 62 survey respondents, six principals participated in semi-structured face to face interviews. The researcher reached saturation with six interviews given the relatively homogenous population and narrow objectives of the study (Guest, Bunce, & Johnson, 2006). Furthermore, the researcher conducted the interviews with a series of predetermined response categories and questions (Appendix E), but participants could respond in their own manner (open ended), and the researcher deviated from the questions when necessary to pursue issues that arose in a participant's response. This further follows Guest et al.'s view that interviews that were more structured in nature reduced the number of interview participants required to reach

saturation. Cohen and Crabtree (2008) state that the creation of the interview questions prior to the interview is one of the strengths of this method as it supports the interviewer in engaging in a research conversation and increases the credibility and comparability of the qualitative data. While the interview protocol increases the credibility, and facilitates the ability to compare across multiple participants, being flexible through a semi-structured approach is meant to facilitate a more natural dialogue that allows the participant a greater opportunity to express their experiences (Kvale, 2007). This flexibility is achieved by changing the order of the questions and/or following a line of questions not contained within the interview guide, that arise due to the response of the interviewee. The decision to deviate from the interview protocol occurred when the researcher felt that the participant answers warranted clarification or further investigation.

The questions utilized in the interview protocol were developed through the information gathered from a review of literature as well as the data garnered from the Phase 1 questionnaires. David and Sutton (2011) recommend that qualitative interviews be designed around reflections, which can include previous literature reviews or prior data collection and analysis for the purpose of developing an outline of what you are seeking to investigate. These reflections allow the researcher to develop key themes for creating the structure of the interview, which in turn help to guide the development of the specific questions that will allow the researcher to probe those themes in more detail. The initial questions were refined through input provided by one current and one former K-12 administrator who initially read through the interview protocol focusing on wording and meaning of the questions, as well as feedback provided by the researcher's supervisor. The research then pilot tested the interview protocol with two administrators who were not part of study. Kvale (2007) states that the pilot test will help the interviewer in determining flaws, limitations or weaknesses within the interview design, and provide the interviewer with the opportunity to adjust the design before the study is implemented. To pilot test the interview protocol a retrospective interview approach was used where the test conditions were replicated with the pilot respondents. The interviewer kept track of how the interviewee was responding and if they asked for clarification or hesitated in their responses (Turner, 2010). Upon completion of the interview, the respondents were debriefed to gain their feedback on their responses,

hesitations, requests for clarification and understanding. This information was used to revise the interview protocol, including timeframe, order of questions, and prompts.

The semi-structured interview provided the interviewer with the greatest possible opportunity to maximize the data collected from each interview participant. Follow-up questions were determined by the interviewer based on the interview protocol and the prompts within the protocol. Creswell (2007) stated that the questions and prompts allow the researcher to keep the interviewee on focus and help to ensure that misunderstandings of the questions are reduced through the main questions, follow-up questions and prompts that are pre-established. However, the semi-structured format also allowed the researchers the opportunity to follow lines of questioning that deviated from the interview protocol, when the interviewee responses warranted further investigation. Setting the stage for the interview is important as the intent of the interview is to have the interviewee share or describe their view on their lived experience (Kvale, 2007). This is best achieved through developing a rapport with the interviewee and a conversational style.

Participants for the second phase were contacted through e-mail, which included the Phase 2 informed consent form (see Appendix F). The e-mail included the information that they had been identified for a follow-up interview from the Phase 1 questionnaire and if they were still interested in participating in a one-on-one interview to contact the principal investigator. The Phase 2 consent form outlined the purpose of the study; the benefits and risks to the participant; what the participants will be asked to do (including approximate length of the interview); that it would be tape recorded, transcribed and they would be requested to review the transcription for clarity; and that participation was voluntary and they could withdraw at any time during the study. Of the initial principals who were contacted for follow-up interviews, all six responded through e-mail or phone call, and that they were still willing to participant in follow-up interviews.

A field journal was kept by the researcher with the intent of identifying the researcher's personal thoughts, feelings and reflections during each individual interview for the purpose of recognizing that the researcher is interpreting the data through his/her own values, beliefs and perspectives (Merriam, 1998). After transcription and interviewee review of the transcribed interviews, the interviewer reviewed the field journal with his supervisor.

4.6.1. Target Population and Qualitative Sampling Strategy

The sequential nature of the explanatory mixed methods design was particularly helpful in identifying the target population for the Phase 2 semi-structured interviews. This purposeful sample was derived from the responses provided by the participants in the original questionnaire to better understand, explain and elaborate on the quantitative findings. Lapan and Quartaroli (2009) state that purposeful sampling allows, “The researcher to examine a specific phenomenon very effectively” (p. 254), as the data and analysis from the Phase 1 quantitative questionnaire helped to identify principals with strong beliefs and practices in their participation with student teachers for the Phase 2 qualitative semi-structured interviews. Similarly, de Vaus (2014) states that this form of non-probability sampling provides the opportunity to access information about an identified group without having to rely on the costs of accessing the larger more widely dispersed population. However, one cannot expect a purposive sample to be representative of the larger group of principals nationally or internationally. Chambliss and Schutt (2006) state that while a purposive sample cannot represent some larger population it can provide what is needed with a defined or relatively limited group (p. 101). Purposeful sampling was appropriate for this study as the researcher’s intent was to gain a deeper understanding of the identified population and specific cases within this population, not to generalize the results beyond this study population.

Principals whom the questionnaire showed to have supportive beliefs and to be actively involved in supporting student teachers were identified as candidates for the subsequent interviews. Neuman and Robson (2011) state that researchers can use purposive sampling in their research to identify cases that are informative and then select these specific cases for further investigation. Of the six selected for one-on-one semi-structured interviews, they represented each of the three levels of schooling, and represented both genders and varied ranges of experience as K-12 school administrators in relation to years, and overall levels of school experience as a school-based administrator. The initial six principals contacted agreed to participate in the second phase (semi-structured one-on-one interviews).

4.6.2. Qualitative Data Collection Procedure

Sixty-two of the 69 principals contacted via e-mail responded to the first phase of the study. To be considered for the second phase, principal participants were required to identify themselves as willing to participate in a follow-up interview during the first phase of the study and from the 56 willing participants the six top participants in relation to their beliefs and self-reported involvement were selected. All six top participants were in the top quartile for their questionnaire responses in relation to beliefs of principal involvement with student teachers during the student teachers' practicum and their self-reported involvement with student teachers during the practicum. Of the six principals interviewed, two identified few barriers in their engagement with student teachers during the practicum, while four reported often encountering barriers to supporting student teachers in their learning during the ITE practicum.

All principals interviewed were contacted through email to determine that they were still interested in participating in a one-on-one semi-structured interview with the primary researcher. All participants identified their willingness to be interviewed. The researcher sent each participant a copy of the Phase 2 informed consent form (Appendix F), as well as a copy of their completed questionnaire for review. To facilitate the interview process, each participant was asked to identify a time that was beneficial for them to complete the interview. All interviews occurred in July and August of 2015. Interviewees, were offered choices for interview location, but were also asked if they had a preferred location. Of the six interviews, four were conducted in the principal investigator's office, while two occurred in the interviewees' offices at their schools. Confirmation of interview times and locations were confirmed through e-mail.

All interviews began with the interviewer providing a second copy of the informed consent form, which was reviewed and then signed by each participant. During this review, the researcher reminded the participants that the interview would be recorded, transcribed and emailed to them upon completion of transcription for their feedback. Participants were also reminded that at any time during the interview they could terminate their involvement in the study without any repercussions.

During each interview, the interview protocol was followed; however, as interviews were semi-structured, the researcher could follow-up interviewee statements or responses with clarifying questions or questions of inquiry that were not on the

original protocol. The researcher was also aware of the sensitive nature of some of the information provided by the participants and each participant was informed that any names used during the interview would be removed during the transcription and replaced with a generic label. All participants were supportive of the removal of names. Field notes were kept in addition to digital audio recordings of the interviews. The field notes provided observational data that could not be identified through audio recordings.

Upon completion of each interview, tape recorded data and field notes were promptly transcribed and returned to the participant for their responses. For audio recorded data, transcription followed what Davidson (2009) referred to as denaturalized transcription, where laughter, mumbling, and involuntary sounds are not transcribed. Participants were asked to check the transcription for accuracy and authenticity of what was said, clarification of content, and to provide any follow-up comments. Field notes were also shared with the respondents when they reviewed the interview transcripts for clarification, confirmation and or adjustment. Interview and field note transcripts were used in the data analysis portion of this study. Mero-Jaffe (2011) states that the transcript review by the participants is, "intended to validate the transcripts, to preserve research ethics, and to empower the interviewees by allowing them control of what was written" (p. 231). All six participants for this study reviewed the transcript of their audio recorded interview and field notes and responded by correcting language and providing additional meaning clarification to the transcribed words.

While transcript review is a validated method of fact-checking and ensuring the written word reflects the participants intended meaning, Mero-Jaffe's (2011) identified four dilemmas that can arise from this process. Firstly, a participant's desire to remove items originally stated for varied reasons; secondly, interviewees rephrasing of large sections of text; thirdly, changes in the power relations between interviewer and interviewee becoming asymmetrical towards the interviewee; and lastly that not all interviewees will respond to the request to review the transcript. Within this study, the researcher believes these dilemmas were eliminated or at least minimized as all participants were involved in the transcript review, none of the six participants requested the removal of any transcribed information (other than agreeing to the removal of actual persons names that were replaced with generic positional titles), and in cases where interviewees clarified sections of written text, this was done through added written

comments and verbal clarification rather than re-writing or re-wording large sections of the transcription. Lastly, interviewees appeared to be extremely comfortable discussing the dialogue, even language choices they utilized and identified as being awkward or embarrassing. The researcher believes that the intent of empowering the participants through inclusion in a review of the transcripts maintained the symmetry of the balance of power between interviewer and interviewee.

4.6.3. Qualitative Data Analysis

The qualitative data analysis procedure utilized coding and analysis for themes through an iterative cyclical process which continued until saturation (Lapan & Quartaroli, 2009). Specifically, thematic analysis was employed, as set-out by Braun and Clarke (2006). Thematic analysis was chosen as it is not attached to a specific theoretical or epistemological position and provides a flexible and useful research tool capable of providing a rich and detailed account of a researcher's data. Similarly, Braun and Clarke state that thematic analysis is appropriate for first time researchers, as it provides a straight forward approach to qualitative analysis that does not require the technical knowledge that other forms of qualitative analysis require, such as content analysis or discourse analysis. However, Braun and Clarke warn that thematic analysis has been poorly demarcated and is rarely acknowledged in the research literature, which has created much uncertainty about the approach and given rise to numerous manifestations of the method. To overcome this challenge, they identify the need for researchers who utilized thematic analysis to provide detailed steps of their approach to define the process for others. For this research study, Braun and Clarke's 6-phase guide to conducting thematic analysis was utilized as outlined in their 2006 paper.

The six phases utilized were as follows:

1. Familiarizing yourself with your data—transcription of verbal data
2. Generating initial codes from transcribed data
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

Becoming Familiar with the Data

Thematic analysis with interviews involved the researcher working immediately with the data through the interview process and then through transcription of the data. Transcription of interviews was conducted by the researcher and occurred upon the completion of each interview and followed a process of orthographic transcription which provides a verbatim account of all spoken words. For the purposes of this research study, non-verbal utterances were not included in the transcription. However, the transcriptions of the verbal accounts are believed to be true to the original nature. This initial stage of 'familiarizing yourself with the data' allows the researcher to engage in the data and begins to develop the early stages of analysis (Braun & Clarke, 2006).

Generating Initial Codes

Phase 2 of thematic analysis began with the reading and re-reading of the transcribed interviews. During this reading and re-reading the researcher developed ideas and understandings about the data that were believed to be interesting. These ideas were recorded in a journal to help with the development of codes. Through this process of interacting with the data the researcher next began to develop codes and apply these codes to the data set (interviews). The researchers followed an inductive, bottom-up process, where codes arose out of the data collected and were not fit into pre-existing codes or coding frames (Braun & Clarke, 2006). Rather, codes developed during the reading and rereading of the data, allowing codes to emerge over time. Similarly, codes that were developed were open to revision during the multiple readings of the transcribed data. The coding of the data was done by assigning a word or phrase to a grouping of words or section of text which was then used to categorize, sort, compile, organize and compare data (Lapan & Quartaroli, 2009). However, Braun and Clarke (2006) emphasize that a researcher cannot be fully free from a theoretical bias and epistemological commitments and therefore coding always contains some researcher subjectivity. As this study involved multiple interviews, the researcher performed analysis within each interview, as well as across the multiple interviews, comparing codes between interview transcriptions and revising as needed. Therefore, the data was identified, organized, sorted and compared using codes. While this approach has the tendency to develop a large number of codes, axial coding (Strauss & Corbin, 1998) was utilized to reduce the codes into more manageable groupings or

categories. Lapan and Quartaroli (2009) refer to this as coding the codes. To help with coding the data, notes were kept on the actual text of the interview transcriptions along with numbers that represented the codes themselves. As with many other forms of data analysis, thematic analysis is an iterative process in which there is an ongoing cycle where the researcher repeats the review of the data until satisfied they have explored all the data in a complete and thorough manner (saturation) (Lapan & Quartaroli, 2009). Within this research, the iterative nature of analysis refers to the repetitive reading and coding of the transcribed data recordings.

Searching for Themes

Phase 3 of the data analysis began upon reaching saturation with coding the data set. Developing themes involved a process of looking for similarities or patterns across the codes and combining the codes into categories or themes. During this phase, codes were compared by looking for similarities, and similar codes were then placed in larger groupings. Upon the initial development of larger groupings or categories, descriptions for each grouping were created and then reviewed against the coded data sets to further align information. Titles to codes were developed and refined as the code groupings became more clear, leading to a constant adjustment to theme names. As relationships between the codes became clearer, sub-themes were also developed under each theme. Initially coded data was reviewed and itemized under each theme and sub-theme. Coded data that did not fit under the themes or sub-themes was reviewed and set aside if it could not be logically re-grouped with other coded data extracts to create new themes or sub-themes. To facilitate the coding process, coloured pens were used to highlight the dialogue and then group the dialogue based on the larger themes and sub-themes. These coloured themed and sub-themed data extracts were physically organized together and read through to ensure a coherent pattern. For the purposes of this research, themes and sub-themes were generated based on what Braun and Clarke (2006) refer to as a semantic level. Specifically, the transcribed data is viewed based on its surface or the explicit meaning of what the participant has stated. Similarly, theme development is not a quantitative process where the increased volume of coded data extracts necessarily means an increased level of importance of the theme. While the data was gathered based on a semi-structured interview protocol, the analysis occurred as if the interviews were one data set and theme development was not based

or organized based on the interview protocol questions. Braun and Clarke (2006) point out that themes should arise from the data as it is analysed and not be required to fit under the research questions which participants responded to during their interview.

Reviewing Themes

Once a set of themes was developed, the researcher began the process of reviewing the themes and sub-themes. The reviewing of themes occurred at two levels. First, the coded data extracts were reviewed under each sub-theme and theme to determine if they supported the themes developed. In this approach, eight original themes were reduced to six themes, with a regrouping of some of the sub-themes. The themes were again reviewed based on the coded data extracts under the newly created six themes. In the second phase, the themes and the sub-themes were reviewed to determine if they were reflective of the entire data set. During this process, any further data was coded or recoded to represent the new themes and sub-themes.

Defining and Naming Themes

During this process, the researcher worked on defining the essence of each theme with the intent of working toward theme names which were reflective of the overall data set. The intent of the researcher was for each theme to tell a story that was representative of the data set and to find data extracts that support this story. During this process, the researcher was mindful of the original overarching research questions, but was cognizant of the need to include data that was identified as meaningful but may be outside the original research questions. Similarly, Braun and Clarke (2006) point out that a researcher needs to include data within themes that may be counter to the direction or point that a researcher is trying to convey. The researcher finished the data analysis portion with six main themes, with some themes having sub-themes that were meant to give structure to the larger theme.

Producing the Report

The sixth phase of thematic analysis involved translating the major themes and the sub-themes into a story utilizing the data extracts. Braun and Clarke (2006) state:

extracts need to be embedded within an analytic narrative that compelling[ly] illustrates the story that you are telling about your data, and your analytic narrative needs to go beyond description of the data, and make an argument in relation to your research question. (p. 23)

Therefore, while the analytic claims are grounded in the data and provide a semantic level of analysis, the researcher needs to ensure a deeper, richer analysis which tries to understand the story within and between the themes.

4.7. Challenges with Thematic Analysis

Thematic analysis, while being considered one of the more straight-forward approaches to utilize, still provides challenges that the researcher needs to address (Braun & Clarke, 2006). First, researchers often make the mistake of not analysing the data but rather present the data merely as information extracts. To go beyond merely presenting the data, the researcher analysed the data within each interview data set and across the data set to ensure themes were reflective of both the breadth and depth of the interview data. Second, themes were developed from the data (bottom-up approach) allowing themes to develop over time through on-going (iterative) analysis. Similarly, themes were not developed based on the structure of the interview questions, rather interview questions were guides for exploration into the 'lived' experiences of each interview participant and themes arose out of cross-question and cross-interview analysis. To ensure further rich development of themes, the researcher followed a process where themes were organized and reorganized to reduce overlap between themes and numerous data extracts were used to provide a rich and detailed account of the theme based on the stories provided by the interviewees. To assist in the reading of the report, smoothing of the data extracts or phrases was used to remove messy human speech. Lastly, as thematic research has often been, "poorly demarcated and rarely-acknowledged, yet widely-used qualitative analytic method within and beyond psychology" (Braun & Clarke, 2006, p. 4), this research was closely patterned on the step-by-step guide to conducting thematic analysis highlighted by Braun and Clarke (2006).

4.8. Study Design Advantages and Limitations

Sequential mixed methods research has been a research methodology that has been gaining acceptance and utilized by researchers representing a wider range of disciplines (Creswell, 2008; Creswell & Plano Clark, 2007; Johnson & Onwuegbuzie,

2004). As identified by Creswell (2008), sequential explanatory mixed method designs: (a) allow flexibility in their development with multiple configurations; (b) allow the researcher to combined the strength of both a quantitative and qualitative, reducing the limitations of to a single design; (c) allow the researcher to conduct initial researcher and utilize this information to help design (development) the secondary data collection instrument; (d) enable researchers to address a wide and a more defined range of research questions since they are not confined to one approach (Yin, 2006); (e) increase validity due to the variation in data collection; (f) reduce the opportunity for a researcher's pre-existing assumptions to influence results; and (g) allow a researcher to follow-up on patterns or trends with complex issues through a more in-depth analysis which is facilitated by the first phase guiding the second phase (triangulation).

Creswell (2008) however states that a sequential explanatory mixed method approach has limitations including: (a) time required if utilizing a sequential approach, (b) resources required to analyse the volume of data that can arise out of multiple data sets that arise through multiple methods, (c) utilizing quantitative data in the initial phase may result in no significant differences amongst respondents to help in the selection of follow-up respondents, and (d) effectively blending the quantitative methodology and the qualitative methodology in a manner the matches the strengths and weaknesses of each approach.

4.9. Ethical Considerations

Ethical issues were considered throughout the design and implementation of this study. Ethics approval was sought through the Office of Research Ethics, Simon Fraser University and Ethics Approval, and "the district". Simon Fraser University granted approval for the study on August 28, 2014 and "the district" granted approval for the study on May 9, 2014. All informed consents, interview protocols, and instruments were submitted as part of the ethics approval process. All data collection during the research was collected confidentially but was not anonymous to the researcher. All participants were provided a code when responding to questionnaire data and interviewees were assigned a different numerical code. All respondents were aware that confidentiality would be maintained throughout the study, codes used to mask participant identifications

and all data destroyed after a set amount of time. Similarly, participants were made aware that no names or identifiers would be used that could link them in the final report.

4.10. Bias Limitation

As the researcher was a colleague and supervisor to the participants, constant assurances that participation was voluntary and that participants could withdraw from the study at any time were given throughout the study. Furthermore, initial contact occurred through email and only one follow-up email was sent if a participant did not respond. All participants in the first phase of the study (questionnaire) were asked if they were willing to participate in a follow-up interview even though only those who answered yes on the questionnaire were considered for the follow-up interview. The interview was structured in a manner similar to a professional discussion and therefore was comparable in nature to the professional work that principals regularly carry out. Participants were given the opportunity to review results, documents and information related to the study. In addition, interview transcripts and field notes were sent to the interview participants for their feedback and afforded the opportunity to add, delete or query about the meaning of any of the information.

Finally, multiple sources of data were utilized through the quantitative and qualitative approaches including scores, audio recordings, transcripts, field notes and code books to substantiate the claims made within this study. An interview journal was also kept throughout the interviews and the researcher constantly reflected on the comfort level of each of the participants. The journal was shared and discussed with the researcher's dissertation supervisor with the intent of helping to monitor potential researcher bias. However, no concern was identified by the researcher about participants' feeling coerced or reacting differently based on the employment power differential that existed between interviewer and interviewee. Nonetheless, these aspects of the study do introduce the possibility of bias and the subjective interpretation of the behavioural phenomenon being studied in spite of the steps taken to reduce the bias.

4.11. Summary

This chapter outlined the methodological design used to answer the primary and secondary research questions. A sequential explanatory mixed method design was utilized by Phase 1 of the study: (a) to gather initial data on principals' beliefs, actions and barriers to actions through a quantitative questionnaire; and (b) to identify suitable participants for the second qualitative follow-up interviews. The second phase of the study, qualitative semi-structured interviews, was utilized to further explore principal lived experiences in working with student teachers, by gathering rich in-depth data that expanded on the more general quantitative findings.

Included in this chapter was an overview of the mixed method research design, quantitative and qualitative research data collection procedures, target population and sampling approach, data analysis techniques for both phases of the study, as well as the benefits and limitations experienced in conducting this research study. The data sets generated and analysed during both phases of the study developed an understanding of the role that principals believe they should play in supporting student teachers during the practicum component of their ITE program, as well their self-reported involvement, barriers they encountered, and how they are able to overcome some of the barriers encountered. The next chapters present and discuss the data, findings and next directions in detail.

Chapter 5.

Presentation of Quantitative Data

5.1. Introduction

The purpose of this study was to explore the role of the principal in supporting student-teacher learning during the practicum component of an Initial Teacher Education (ITE) program by examining: (a) principals' beliefs about their potential role in supporting student teachers, (b) principal self-reported involvement with student teachers, and (c) the barriers to involvement that they encounter and how they overcome these barriers. The study asked a large group of principals about their individual practices through survey questions and then a smaller group of principals were interviewed using semi-structured interviews to gain a more detailed understanding of the lived experience of those principals who were most engaged in supporting student-teacher learning. Specifically, what practices or strategies were principals utilizing to support student teachers in their learning and why. The purpose of this chapter will be to provide an overview of the quantitative data gathered through the questionnaire administered to 69 principals in a large urban school district.

5.2. Research Questions

This study builds on the body of literature about principal and student-teacher relations through the investigation of the following primary question:

- How can a principal become a more active participant in the practicum component of a student teacher's Initial Teacher Education Program?

The primary question was approached through the following sub-questions:

1. What beliefs do principals have regarding their role with student teachers?
2. What practices do principals engage in with student teachers during the student teacher's school-based practicum?

3. What practices do principals identify engaging in with school, district or university staff and/or other community supports to assist student teachers in their professional learning, during the student teacher's school-based practicum?
4. What barriers to involvement with student teachers have principals encountered and what strategies have they employed to overcome these barriers?

5.3. Mixed Method Study Design Overview

This study utilized a sequential explanatory mixed-method design (Creswell, 2012) consisting of a quantitative survey method followed by qualitative semi-structure interviews. The purpose of the quantitative phase of the study was to: (a) gather numeric data from a large group of principals for initial analysis, (b) stratify participants based on responses to help facilitate selection of participants (participant selection model) for Phase 2, and (c) inform the design of the interview protocol for the semi-structured interviews of Phase 2. In the first phase, quantitative data were collected utilizing a 4-part on-line questionnaire designed by the researcher. Data was analysed and respondents were ranked based on their responses to questions, with principals who ranked high on their belief in involvement with student teachers and their self-reported engagement with student teachers being chosen for a follow-up interview.

5.3.1. Target Population and Quantitative Sampling Plan

The target population for this study included 69 principals from a K-12 urban school district within the province of British Columbia. The District offered a combination of elementary (K to Grade 5), middle (Grades 6 to 8) and secondary school (Grades 10 to 12) configurations to gather data. The principals were contacted in October 2014 through email requesting their involvement in the study and providing a link to the survey as well as a consent form, which overviewed the purpose of the study, identified both university and school district ethics consent, and provided information on next steps. Principals who did not respond were sent a second email requesting their involvement and providing the survey link as well as another consent form. In total, principals were given 14 days from initial contact to respond to the survey before they received the

follow-up email requesting that if they still wanted to participate to please complete the survey within the next 7 days.

5.3.2. Response Rate

An initial invitational email garnered response from 53 principals (37 elementary, nine middle school and seven secondary school principals) representing a response rate of 77%. After non-respondents were contacted through a follow-up email and given a further 7 days to reply, the response rate improved to 90%, including 39 elementary principals, 14 middle school principals and nine secondary principals representing a total of 62 of the initial 69 respondents completing the survey (see Table 5.1).

Table 5.1. Response Rates by Level

Level	Initial Response	Final Response
Elementary	37 (82%)	39 (87%)
Middle	9 (64%)	14 (100%)
Secondary	7 (70%)	9 (90%)
Total	53 (77%)	62 (90%)

5.3.3. Gender, Current Level and Educational Experience

The final tally of principals who responded to the survey included 37 (60%) male respondents and 25 (40%) female respondents (see Table 5.2). Of the 62 principals who responded, 39 (63%) were current elementary principals, 14 (23%) were current middle school principals, and 9 (14%) were secondary school principals (Table 5.3). Within the respondent group, 52 (84%) of the principals had experience as elementary principals at some point within their career, 21 (34%) had been middle school principals, 11 (18%) had or currently were secondary school principals, while 4 (7%) of the respondents had experience as a principal in distributed learning, alternate, or adult education context (Table 5.4).

Table 5.2. Total Target Population and Total Respondents

Gender	Total	Percentage
Male	37	53.6%
Female	32	46.3%
Total Target Population	69	100.0%

Gender	Frequency	Percentage
Male	37	59.7%
Female	25	40.3%
Total Respondents	62	100.0%

Table 5.3. Respondent School Level

School Type	Response (#)	Percentage	Total Population	Respondents vs. Total Population (%)
Elementary	39	62.9%	45	86.7 %
Middle	14	22.6%	14	100.0%
Secondary	9	14.5%	10	90.0%
Total Respondents	62	100.0%	69	89.9%

Table 5.4. Respondent Experience during Career

School Type	Frequency	Percentage
Elementary	52	83.9%
Middle	21	33.9%
Secondary	4	17.7%
Other	4	6.5%

Respondents were also asked how long they had been the principal in their current building. Twelve principals were in their first year as principal in their current school while two had been in their current school for more than 10 years as principal. The majority reported being in their fourth or fifth year (18 respondents) or sixth to ninth year (19 respondents). Principals were also requested to provide their total number of years' experience within the role of principal (see Table 5.5 for a breakdown of

respondents in relation to years in current building and as a principal overall). Respondent overall experience as a principal in any building is shown in Table 5.5.

Table 5.5. Respondent Experience

Timeframe at Current School	Response (#)	Percentage
1 st year	12	19.4%
1 to 2 years	11	17.7%
3 to 4 years	18	29.0%
5 to 9 years	19	30.7%
10 years and greater	2	3.2%
Total respondents	62	100.0%
Total Years as Principal		
1 st year	6	9.7%
1 to 2 years	6	9.7%
3 to 4 years	17	27.4%
5 to 9 years	31	50.0%
10 years and greater	2	3.2%
Total respondents	62	100.0%

All respondents had experience as vice-principals; however, this experience varied from less than 1 year for three principals, to 9 or 10 years for another three. The remainder reported 1 or 2 years (31%), 3 or 4 years (24%), 5 or 6 years (27%), and 7 or 8 years (8%). Similarly, all administrators reported having at least 5 years of teaching experience before becoming an administrator, with 28 (45%) reporting 10 to 15 years, 20 (32%) reporting 5 to 9 years, eight (13%) reporting 16 to 20 years and six (10%) reporting over 20 years of teaching experience.

Thirty-eight respondents (61%) were the only administrator in the school, while 24 (39%) worked in school settings where there were at least two administrators (i.e., with at least one vice-principal). Of the 24 principals working in a multiple administrator site, 18 (75%) delegated some of the responsibility for student-teacher learning and practicum support to a vice-principal. Similarly, while all 62 respondents reported having had vice-principal experience before becoming a principal, only 42 (75%) reported working with student-teachers in this role. Overall, 33 (53%) of the principals reported that their role in supporting student teachers as a vice-principal was similar to their role

as a principal. However, 29 (47%) reported that the role they played with student teachers as a vice-principal was different because of the influence of their principal. When asked about the nature of that difference the majority reported a different amount rather than a different type of support. Specifically, seven principals (11%) indicated they had more responsibility when a vice-principal while 22 (35%) identified having more responsibility as a principal. While 29 (47%) principals identified a difference based on their role, 23 (37%) principals identified that their experience as a vice-principal was impacted by the following two factors: (a) shortness of length in vice-principal role, and (b) expectations of the principal they worked with.

5.3.4. Amount of Principal Exposure to University ITE Programs

All respondents reported working with student teachers in the practicum component of the ITE program to some degree in their experience as administrators, with a significant number, 61 (98%) of principals, reporting experience with student teachers from more than one university ITE program. However, their experience was predominately limited to three universities (Simon Fraser University, University of British Columbia, and University of Victoria), with 61 (98%) of the respondents reporting having worked with student teachers from both SFU and UBC, while 15 (24%) of the respondents reported working with the University of Victoria. In total, respondents reported working with seven different ITE programs representing all the post-secondary institutions in the province. For the 2014-2015 school year, 47 principals (76%) anticipated having student teachers in their school, while 15 (24%) felt that they were unlikely to have any student teachers that year. Of the 15 respondents who were not anticipating student teachers, 13 were elementary principals, one was from a middle school, and one from a secondary alternate school. Only three (5%) of 62 principals who participated in this study felt that they were likely to receive more student teachers than they have historically received, while 12 (19%) anticipated fewer student teachers and seven (11%) were unsure of the number of student teachers in their school during the previous year.

Principals were also asked about their involvement with Faculty Associates from the universities that placed student teachers at their schools while they were building administrators. Of the 62 respondents, 38 (61%) stated they had on at least one

previous occasion discussed with the faculty associate the principal's responsibilities with the student teacher during the practicum component of the ITE program. Amongst these 38 principals, 32 (84%) had conversations with faculty associates from more than one university. However, only six (16%) of the 38 principals met yearly with the faculty associate(s) to review their involvement in supporting the student teacher. Similarly, in the 2013-2014 school year, 18 (39%) of these 38 principals had met with the faculty associate(s) overseeing student teachers at their school.

Principals were also asked, using a 5-point Likert scale (1 = Never and 5 = Always) if they have ever been given an overview of expectations for their involvement in the student teaching practicum by the Faculty Associate, and, if so, whether each of following areas were included in that overview: practicum goals, student teacher, school associate role, school-based administrator role, school teaching faculty, and non-teaching school staff expectations. The results are reported in Figure 5.1.

Further analysis of Figure 5.1 shows that the number of principals who reported never or rarely being provided with expectations ranged from a low of 20 (32%) for the student teachers' activities to a high of 55 (89%) for their interaction with non-teaching staff. Similarly, in regards to non-teaching staff, expectations for the role of the non-school associate teaching staff with student teachers was rarely, or never, outlined for 48 (77%) of the principals. The data suggests that principals are often not provided with information about the roles of individuals within the school community, including themselves, in working with student teachers during the practicum component of ITE programs. However, the roles of members of the traditional triad (student teacher, school associate) are quite regularly discussed. For example, student teacher expectations had the strongest mean score of 3.1, demonstrating the greatest leaning towards the often/always rating. Similarly, the school associate role had the second highest mean score at 3.0. However, mean scores for roles not considered part of the traditional triad were: school-based admin 2.3, teaching faculty 1.8, and non-teaching school staff of 1.5, leaning more towards Disagree/Strongly Disagree, further highlighting that those outside of the traditional triad had the lowest identified role expectations provided.

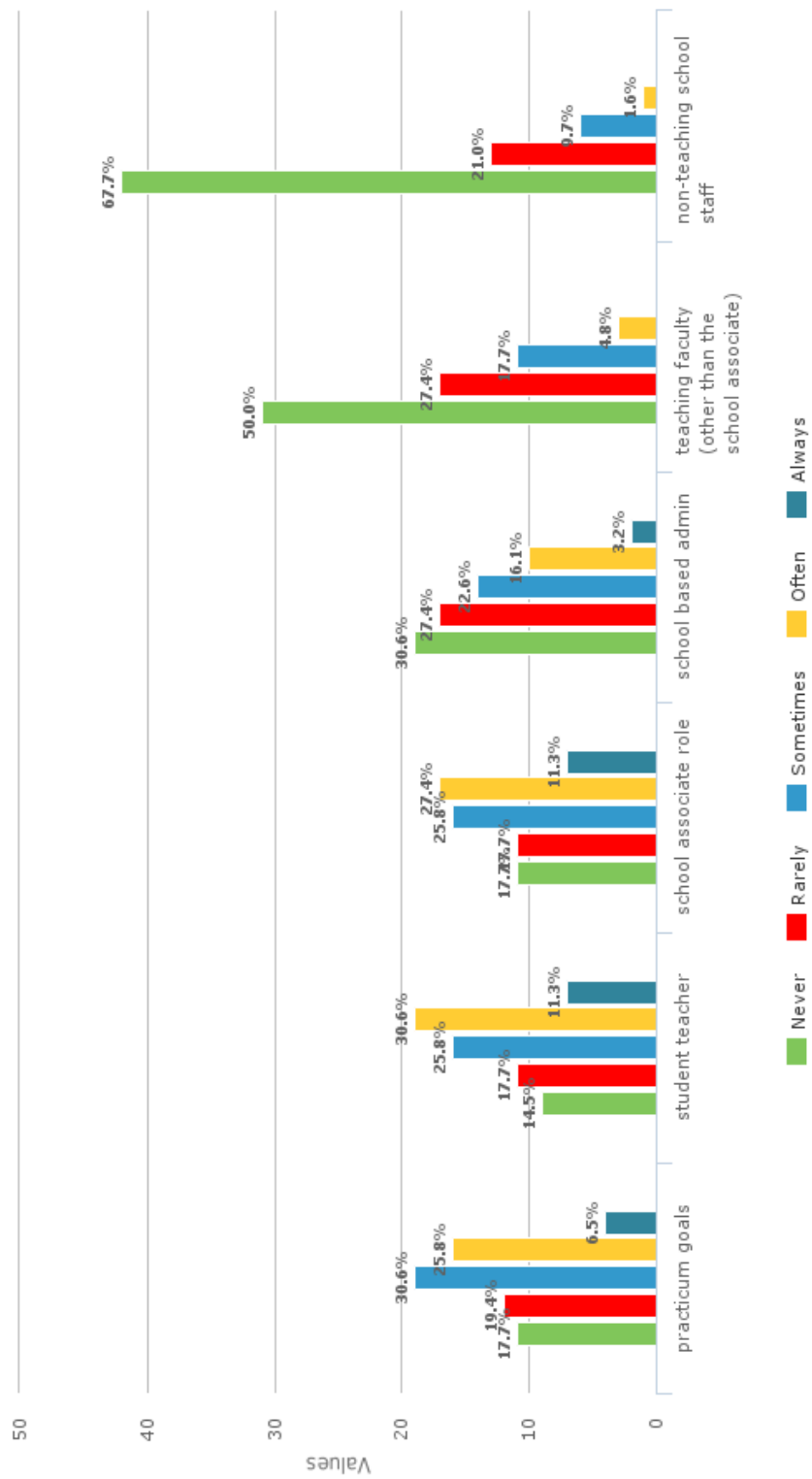


Figure 5.1. Overview of expectations provided by the faculty associate.

Figure 5.1. Overview of expectations provided by the faculty associate.

Overall, 53 (86%) of principals reported having had a high degree of involvement with student teachers prior to becoming an administrator. A significant number, 52 (84%) reported involvement as a school associate, directly supervising at least one student teacher during the practicum component of the ITE program. Only nine (15%) reported no involvement with student teachers during their time as a practicing teacher. However, even given this high rate of involvement in their previous role as teachers, only three (5%) principals identified taking on the role of either a Faculty Associates or University Faculty member in their careers.

5.3.5. Beliefs about the Role of the Principal in the Practicum Experience of Student Teachers

The second section of the survey asked about beliefs regarding the role of the principal in the practicum experience of student teachers. Principals were asked a series of questions about their beliefs that began with the statement “I believe a member of the school administration should,” which was followed by 23 completing phrases such as, “meet with the SA, FA and ST before the practicum begins.” Responses indicated level of agreement with each of the 23 statements based on a 4-point Likert-type scale (1 = Strongly Agree and 4 = Strongly Disagree) that also included Don’t Know and Not Applicable options.

Respondents strongly agreed with most statements about a principal’s involvement with student teachers during the practicum component of the ITE program. Of the 23 questions related to principal beliefs about involvement, only one question showed a stronger level of Disagree/Strongly Disagree than Agree/Strongly Agree. Specifically, 28 (45%) of principals believed that they should not demonstrate a lesson for the student teacher(s), while 20 (32%) of respondents agreed/strongly agreed with this statement and 13 (21%) were undecided (responded Don’t Know). The only other question for which the level of agreement (Agree/Strongly Agree) was not at least 69%, related to principals contacting district support staff to work with student teacher(s). In this instance, 24 (39%) of principals agreed/strongly agreed with the statement, while 21 (34%) disagreed/strongly disagreed and a relatively high number 16 (26%) of respondents were uncertain (Don’t Know). While these two questions had the highest level of Disagree/Strongly Disagree for principal involvement with student teachers, they

also had the highest level of Don't Know responses. However, when asked whether they "discuss with school staff the need to treat student teacher(s) as a member of the professional community" or connect student teachers to staff (other than the school associate) that could support the student teacher's learning", 58 (94%) and 60 (97%) of principals responded Strongly Agree/Agree respectively. Demonstrating that principals viewed inclusion within the professional community and connecting the student teacher to the wider community strongly. In both cases, only two (3.2%) principals disagreed/strongly disagreed with these statements.

As previously mentioned survey results demonstrated a strong belief by principals in administrator involvement with student teachers on specific tasks; with Agree/Strongly Agree results for 21 of 23 statements ranged from 69% to 100%. For example, 100% agreed/strongly agreed with the statements that; student teachers should be included in staff meetings, student teachers should be included in school wide professional development opportunities, and principals should be involved in informal observations of the student teacher during the practicum. For all 23 questions the average Agree/Strongly Agree response rate for principals was 85.2% demonstrating a high degree of belief around principal involvement in these specific areas.

5.3.6. Administrator Involvement in Supporting Student-Teacher Learning during the Practicum

Section 3 of the survey asked principals to rate their self-reported involvement with student teachers during the practicum component of the ITE program while they have been in an administrative role. A series of questions about their involvement began with the stem "As a school-based administrator I," which was followed by 26 completing phrases such as, "Introduce the Student Teacher(s) to the staff." Principals were asked to identify their level of agreement with the 26 statements using a 5-point Likert scale (1 = Never and 5 = Always), that also included a Not Applicable option. Principal responses in this section of the survey demonstrated that principals were often involved in various actions to support student teachers. Of the 26 questions in this section, general overall mean scores skewed towards the often/always side of the continuum on 12 questions. These identified behaviours, their percentage based on often/always percentage and the mean score \bar{X} , were as follows:

- Include the student teacher(s) in school wide professional development opportunities and/or activities (97%, $\bar{X} = 4.9$)
- Include the student teacher(s) in staff meetings (97%, $\bar{X} = 4.9$)
- Introduce the student teacher(s) to the staff (89%, $\bar{X} = 4.6$)
- Involve the vice-principal(s) in supporting the student teachers (86%, $\bar{X} = 4.4$)
- Am involved in informal observations of the student teacher (80%, $\bar{X} = 4.3$)
- Give the student teacher(s) a tour of the building (70%, $\bar{X} = 4.0$)
- Discuss with the staff the arrival of the student teacher(s) (65%, $\bar{X} = 3.9$)
- Complete at least one formal observation of a student teacher during their practicum (69%, $\bar{X} = 3.9$)
- Review with student teacher(s) school expectations including: student demographics, school culture and school personnel (52%, $\bar{X} = 3.8$)
- Connect student teacher(s) to staff (other than the school associate) that could support the student teacher's learning (50%, $\bar{X} = 3.7$)
- Discuss with the school staff the need to treat student teacher (s) as a member of the professional learning community (56%, $\bar{X} = 3.6$)
- Review with the student teacher(s) district expectations including: student code of conduct, relevant policies and procedures (51%, $\bar{X} = 3.6$)

The responses on self-reported administrator involvement demonstrated administrator experiences that were more weighted towards the sometimes engaging in response (Table 5.6).

Table 5.6. Responses Weighted Towards "Sometimes"

Question	Respon- dents	Mean	Mode	Standard Deviation
Discuss with staff expectations for the student teacher(s)	62	3.27	4.00	1.31
Am involved in the selection of the school associate (s)	62	3.22	3.00	1.40
Meet with the student teacher before the practicum begins	62	3.24	3.00	1.12
Meet with the school associate before the practicum begins	62	3.24	4.00	1.02
Meet with the school associate to discuss the progress of the student teacher	62	3.25	3.00	1.22

These results indicate that the principals surveyed generally had a desire to support student teachers during their practicum placement. In relation to supporting student

teachers through direct learning support, principals were more likely to engage in informal observations with student teachers (80% often/always), but were still active (69% often/always) engaging in formal observations of student teacher lessons. In relation to providing formal and informal observations, only three respondents reported never completing a formal observation and no principals identified never completing an informal observation. While principals appeared willing to engage in informal and formal observations, findings showed that principals' formal and informal observations often did not lead to discussing the progress of the student teacher with the school associate at the same level they engaged in observations. Only 24 (39%) of the principals reported that they often or always met to discuss student teacher progress. However, 19 (31%) of the respondents reported sometimes meeting with the school associates to discuss progress, which indicates that, while not consistent, most principals were willing to discuss student-teacher learning with the school associate if opportunities were provided.

Table 5.7 presents the eight questions in relation to their self-reported actions for which principals' median score responses were skewed towards rarely/never.

Table 5.7. Responses Skewed Towards "Rarely/Never"

Questions skewed towards rarely/never	Respon- dents	Mean	Mode	Standard Deviation
Meet with another representative from the university other than the Faculty Associate or School Associate	62	1.54	1.00	0.75
Ask district support staff to work with the student teacher	62	1.64	1.00	0.72
Meet with the School Associate, Faculty Associate and the student teacher together before the practicum begins	62	1.83	1.00	1.00
Demonstrate a lesson for a Student Teacher during the practicum	62	1.87	1.00	1.01
Am involved in collaborating with the Faculty Associate to match the student teacher to the school associate	62	2.00	1.00	1.08
Have denied a request from a teacher to be a School Associate	62	2.14	3.00	0.93
Schedule topical meetings for Student Teacher(s) such as classroom management, curriculum development, or field trip logistics to name a few	62	2.42	2.00	1.18
Conduct an exit interview with the Student Teacher	62	2.90	3.00	1.20

5.3.7. Barriers to Principal Involvement

Section 4 of the survey asked principals about the barriers they encountered to their work with student teachers during the practicum. A series of statements were presented about barriers they might encounter, beginning with the stem, “The following are barriers to my work with student teachers during the practicum” followed by 22 completing phrases such as, “unclear expectations on the school-based administrator’s role with the student teacher.” Principals were asked to identify their level of agreement on the 22 statements using a 5-point Likert scale (1 = Never and 5 = Always), that also included a Not Applicable option. Overall, responses on this section of the survey which identified time as a component of the barrier scored highest.

The barrier that principals reported encountering most often (as indicated by the mean Likert score of 4.0) was time constraint of the school-based administrator; 45 (74%) principals often or always encountered this barrier, while 13 (21%) sometimes encountered it. No principals reported never experiencing time constraints, but in fairness one could reasonably speculate that time-constraint would be a fundamental challenge across all dimensions of a principal's role and is not unique to this issue. Principals also identified time constraints of the school associate as the second most common barrier to their work with student teachers. Twenty-six (42%) respondents often or always encountered this challenge when trying to support student teachers, while 21 (34%) sometimes encountered it. Only two principals (3.2%) reported never finding time constraints of the school associate to be a barrier.

While time constraints on the student teacher were not ranked as high, nine (15%) principals often and 17 (27%) sometimes encountered this barrier in trying to provide support. Finally, in regards to time barriers, 12 (19%) principals reported rarely/never encountering time constraints of district staff as a barrier, 13 (21%) sometimes found it to be a barrier, and 15 (24%) often/always encountered district staff time constraints.

Questions about district staff involvement all had a high percentage of N/A ratings by principals, ranging from a high of 39% to a low of 32%, which raised the question whether principals do not see district staff as being an important resource to support student teachers during their practicum, or possibly whether they simply do not interact frequently with them in relation to student teachers.

5.4. Summary of Quantitative Findings

This chapter presented the questionnaire data as described in Chapter 3. A total of 69 public school principals from a single large urban school district were invited to complete a survey about their beliefs and involvement during the practicum component of a student teacher's ITE program. Sixty-two (90%) of the principals invited to participate responded to the survey, representing a varied group of principals including: all three school levels (elementary, middle, and secondary), genders, levels and years of administrative experience, as well as years of teaching experience. The group also had a wide range of exposure with various universities during their administrative careers (principal and vice-principal) in hosting student teachers in their schools, as well as a high degree of involvement with student teachers during their teaching careers before moving into an administrative position.

The survey showed that a clear majority of principals believed that the principal has a role to play in supporting student-teacher learning through various direct and indirect support strategies. However, questionnaire results also showed that many principals did not actually engage in supportive activities, whether direct or indirect, in alignment with the role they believed that a principal could have in the process of ITE. As the support moved away from the traditional triad members, levels of involvement decreased demonstrating that principals were not able to engage members outside of the traditional triad successfully.

Chapter 6.

Qualitative Data Presentation

6.1. Introduction

In this chapter, data from phase two of the sequential explanatory mixed design are presented. A phenomenological approach was used to collect data through one-on-one semi-structured interviews with a subset of principals selected from the original sample of 62 questionnaire participants. These transcribed interviews were examined for themes to gain insight into principals lived experiences with student-teacher learning during the practicum component of the ITE program. The quantitative data gathered through the survey provided a general picture of the research problem and identified which participants to select for further in-depth qualitative follow-up, while the qualitative semi-structure interviews allowed the research to explore the quantitative data in more substantial depth.

6.2. Phase 2: Qualitative Data Presentation

6.2.1. Profile of Principal Participants

The 10 principals, of the 62 respondents, with the highest weighted scores expressing strong beliefs about the value of interaction with student teachers and the greatest self-reported involvement with them formed a pool of candidates for the semi-structured interviews. The 10 respondents that were identified for possible follow-up interviews were distributed amongst the 3 levels of school and gender (Table 5.8).

Table 6.1. Respondent Interview Shortlist Pool Level and Gender

Gender/Level	Elementary	Middle	Secondary	Total
Male	2	2	1	5
Female	2	1	2	5
Total	4	3	3	10

Interviews started with the principal with the highest weighted scores on the survey and proceeded through the list. Interviews were concluded after the sixth interview because information began to become repetitive and it appeared that interviewing the remaining four possible candidates would not yield further insight. These six principals represented the three district school levels, both genders, as well as various levels and lengths of teaching and administrative experience (Table 5.9). Two principals represented each of the three levels of school within this large urban school district. Three were female and three were male. Three had administrative experience at only one level of school, while two had worked at three different school levels as an administrator. Length of tenure as principal at their current school ranged from 3 to 8 years, while overall time as a principal ranged from 3 years to more than 10 years. All principals interviewed identified having experience as a vice-principal and 5 years or more experience as a teacher. In relation to their teaching experience, four identifying 5 to 9 years teaching, with one having 10 to 15 years and one administrator identifying they taught for between 16 to 20 years before moving on to being an administrator. Of the six participants, four currently had a vice-principal and all stated that they delegated some responsibilities for working with student teachers to their vice-principal(s). While in their role as vice-principals, five of the interview participants reported having some responsibilities for supporting student teachers delegated to them, with four reported that the role they played as vice-principal was different than the role they currently undertake as a principal in supporting student teachers.

Five of the principals identified experience as a school associate while they were a teacher and one principal had no experience with ITE programs while teaching. Since becoming school-based administrators, all had worked with student teachers during the practicum component of the ITE program, with five of the principals having exposure to at least two different university ITE programs and one principal had experience with student teachers from three local university ITE programs. Only one of the schools did not anticipate having student teachers for the current school year, while one principal was anticipating one to two student teachers, two were anticipating three to four student teachers, and two were expecting five to six student teachers. In their roles as principals, all six participants stated that they felt greater responsibility in supporting

student teachers since taking on the role of principal. Table 5.9 presents the pseudonyms used to identify the principal statements throughout the study.

Table 6.2. Participant-Principal Pseudonyms and Their Level of School

Principal Pseudonym	Level of School
P1 Samantha	Secondary School
P2 David	Secondary School
P3 Hannah	Elementary School
P4 Matthew	Middle School
P5 Robert	Elementary School
P6 Marlene	Middle School

6.2.2. Wanting to Speak

Participants in this study all expressed their appreciation for being provided the opportunity to speak on their involvement in supporting student-teacher learning, as they had never been previously asked about their views on this topic. Hannah stated, “I am really glad you asked about this because I don’t think anybody has every asked to talk about this in our district ever and I think it could change future involvement and attitude.” David outlined that speaking about this topic for him will hopefully lead to further “dialogue” as principals should be supported in doing a better job in working with student teachers, as “principals often operate in a vacuum”. Similarly, principals outlined their beliefs in the importance they attached to their work with student teachers. Specifically, Matthew said:

I know it is your research but I feel very strongly that if some student teachers didn’t have a connection with me, they would not have the same experience and the ones that made a point of connecting with me have a much better experience.

Principals all shared, not only their beliefs and self-reported involvement with student teachers, but they willingly shared their personal experiences as student teachers and the impact these experiences had on their own professional learning. Principal comments were consistent in their view that the supports they provide can have longer term impacts on student teachers’ professional learning including the

transition to novice and experienced teaching. While the sample of principals selected for the interviews were chosen for their strong beliefs and self-reported involvement with student teachers, their collective comments highlight their appreciation to speak about this topic as well as share personal and private experiences. Lastly, the principals desire to speak was further reinforced by their collective desire to see further discussions take place, in regards to this topic, at the district, university, and provincial levels.

6.2.3. Organization and Presentation of Interview Data

I used a thematic data analysis approach (Braun & Clarke, 2006) to identify initial codes through an inductive (bottom-up) approach, with the code development occurring at a semantic level. Codes were words or phrases that arose out of the interview statements, my interview notes and journal, as related to the descriptive language used by the interviewers or the topics of their statements. I created a list of the codes along with a short description for each in an analysis journal. Throughout the coding process, I compared, sorted and organized the data into categories that reflected similar meanings across participant statements or phrases. While interviews were conducted individually, analysis occurred across the entire data set, with codes and ultimately themes representing the collective voice of the six respondents. In many instances, as the interviews were read and re-read, initial codes were applied, changed, split or refined to reflect the alignment that developed between and within interviewer data. Similarly, interview statements or phrases did not require the category label to be utilized in the statement or phrase but rather required the condensed meaning to be reflective of the category. However, most code names arose out of the direct language of the interview participant statements. Table 5.10 demonstrated how the researcher moved from raw interview data to category.

The first reading of the interview data produced 138 initial codes which were reduced to 69 codes through further rereading and comparison of code labels and phrases. These 69 code applications were ultimately grouped into 6 overarching themes that comprised 21 sub-themes. Theme development was achieved through the grouping of categories. For example, the categories of professional awareness, collateral, professional capacity building, role diversity, professional integrity, hiring, functional support, theory to practice, and future preparation were all grouped under the theme of

Understanding the Professional Journey. Table 5.11 provides an overview of the 6 main themes (and outliers), and the categories that were combined to generate these overarching themes.

Table 6.3. Identified Interview Responses, Condensed Meaning, and Category

Identified Response	Condensed Meaning	Category
It might give them [student teacher] a big sigh of relief that principals are human and they can approach them. This principal is not just running the school, they're an educational leader. I can access them and they've got a ton of knowledge and ability to be able to support us, so I am going to establish a relationship early with that person.	Principals can be viewed as more than just managers and can provide direct support to student-teacher learning.	Educational Leader
You won't want to have people [student teachers] just come to school and be in their own box or in their own department, you want them to be able to know how everything else works in a school and who does what to help service kids.	Ensure that student teachers experiences are not limited to a single classroom and teacher.	Extending Experiences
As a principal, in every school I think that the student teacher should meet with the Principal and I think they should get a schedule like everyone else. I think they should get everything that the teachers are getting.	Student teachers should be treated like regular staff and the principal can help facilitate this.	Professional Membership
I think it's very important that the principal or vice principal meets with the student teachers when they first come into the building to give them a little overview, an introduction, say hello, give them a welcome, to learn a little about the school.	Principal indicates the importance of the principal welcoming the student teacher to the building.	Relationship Investment
I think it's important that student teachers learn when they are student teachers that it's important for teachers to work with administrators and administrators to work with teachers. So that's why I've always played a role in working with the student teachers because that would be the expectation that would continue.	Principal is setting the expectation in regards to administrator and teacher relations.	Expectation Development

To facilitate this grouping of categories, I visually organized the data by colour coding, grouping and creating pictorial displays of the information pulled from the principal statements. Themes were then analyzed against the data to determine the strength of the themes and any gaps between the themes and the data. As many of the themes were too large to be represented by a single concept, sub-themes emerged that focused on specific elements of the theme. For example, the theme Principal's Relation to the Traditional Triad is represented by the following five sub-themes; welcoming, matching, developing and fostering relationships, establishing and communicating

expectations, and principal's role in modelling. While, all sub-themes are organized under the umbrella concept of how principals interact with the members of the triad, each sub-theme is focused on a specific element of principal and triad member interaction.

Table 6.4. Organizing Categories into Over-Arching Themes

Themes	Category Association
Principal's Relation to the Traditional Triad	Advice, Understanding the Role, Conversations with Triad Members, Relationship Building – within the Triad, Direct Support, Observations, Minimal Involvement, Expectation Development, Communication, Modelling, Formal/Informal Role, Placement, Student Teacher Wants, Mentoring, Triad Support, Relationship Investment, Limited Involvement, Educational Leadership, Matching, Exclusion
Position of the Principal: Global Perspective	Principal Experience, Principal Knowledge of Community, Principal knowledge of School, Visibility, Change Agent
Beyond the Culture of the Classroom: Connecting to the Wider Audience	Relationship Building, Part of the Culture, Connecting, School Culture/Understanding, Challenges of Connections, Professional Membership, Learning Community, Inclusion, Limiting Exposure, Collaboration, Collegiality
Collective Responsibility: Using the Collective Wisdom	Power to Influence, Position Control, Knowledge/Staff Strengths, Knowledge Sharing, Diversity of Support, Family, Building Capacity, Parental Involvement, Community Involvement, Outreach
Understanding the Professional Journey	Professional Awareness, Collateral, Professional Capacity Building, Role Diversity, Professional Integrity, Hiring, Functional Support, From Theory to, Practice, Future Preparation
Principals Views on Barriers to Involvement	Operational Awareness, Time, Roadblocks, Overcoming Barriers, Priority, Setting, Barrier Risk, Active Resistance
Outliers	Principal Personal Experience, Open System, Closed System, University Role, Role Confusion/Exclusion

Therefore, this chapter is thematically organized around the following six overarching themes: (a) principals' relation to the traditional triad; (b) position of the principal, global perspective; (c) beyond the culture of the classroom: connecting to a wider audience; (d) collective responsibility: using the collective wisdom; (e) understanding the professional journey; (f) principals' views on barriers to involvement. Lastly, further findings from the study that did not fit in the above themes but were still determined to be important are shared.

6.2.4. Principal's Relation to the Traditional Triad

Data gathered from principals who participated in the interview component of this study supported the findings in the initial survey which highlighted the importance of principal involvement with the traditional practicum triad (student teacher, school associate, and faculty associate) and this involvement being a key support for student-teacher learning during the practicum. While principals did not articulate a formally defined role for their involvement within the traditional triad, they did express the importance of working with the members of the traditional triad and engaging in certain behaviours that they believe helped support student-teacher learning. Principals had a strong view that student teachers benefited from school-based principal support and consequently should be involved with the triad members. For example, Matthew stated that “I think there needs to be an understanding that the school principal has to be involved in that triad.” Hannah outlined the importance of this principal involvement with triad members as this involvement “could change future involvement and attitudes if we invested in these [student teachers] who are coming into our profession, as opposed to making it a rite of passage for them.” The data demonstrated that all interview participants viewed the principal as playing a significant role with the traditional triad partners. Significant incidents of engagement with triad members were identified as important by the principals, specifically the following sub-themes were developed: (a) welcoming, (b) matching, (c) fostering relationships, (d) establishing and communicating expectations, and (e) principal’s role in modelling.

Welcoming

As identified in previous research (Varrati et al., 2008) involvement with members of the traditional triad was considered an important aspect of a principal's support for student teachers during their practicum. A key feature of this involvement was an initial meeting or what principals referred to as the importance of the welcoming. The notion of welcoming is central to understanding the significance that principals place on establishing a connection early on with individuals who are new to their school communities. Welcoming was seen by principals as the initial contact with student teachers that provided a foundation for supporting working opportunities and relationships moving forward. All principals identified a desire to ensure that welcoming occurred in their buildings as, “a good welcome is a great start” (Hannah) and “you want

them [student teachers] to feel...a part of the school fabric and culture as soon as possible and that produces a comfort level and allows them to perform better” (David). Welcoming student teachers was seen by principals as the first step in introducing them to the principal and the school, and helping to facilitate strong professional relationships and connections. Principals acknowledged their role in welcoming these new members to their school community. Marlene commented:

It’s important for us to take the first step to make them [student teachers] feel welcome because even [regular] teachers don’t sometimes feel comfortable coming to the administrator so imagine...a student teacher. They definitely need us to come to them in a friendly way and make sure that they know that [they are welcome].

Furthermore, Marlene felt that the initial welcoming of a student teacher was emotionally significant and attached importance to, “the fact that the student teacher knows the principal and [the principal] know[s] who they are, what their name is, what they are doing and that the [principal] is appreciative of what they bring to the school”. Samantha highlighted that while some student teachers may approach the principal on their own, facilitating the welcoming process without principal involvement, may result in some student teachers missing this opportunity. She stated “some of them [student teachers] make a significant point of coming in and introducing themselves and meeting and having a little chat and some don’t...I would say they should all make a point of meeting the principal”.

The importance of this *welcoming* was something that principals felt could not be left to chance. Hannah highlighted the need for the principal to attend the first meeting with the student teacher and school associate by, “welcoming them [student teacher] to our school” and making the student teacher feel, “valuable and important.” Hannah went on to further clarify that welcoming is like “bringing them into the fold—a good welcome is a great start.” Similarly, Samantha indicated that while there is no formal expectation to meet with the student teacher, “I make sure on the very first day when they come in I’m at least there for them.”

Principals viewed the welcoming of the student teacher as more than a principal and student teacher interaction, rather it included ensuring the welcoming of the student teacher extended to involving the entire staff.

I introduce [student teachers] to all the office staff first off, as you know, the secretaries are key to running the school. And then I take them to their school associate and the department that person is typically in. Next... we ask the school associate to take the [student teacher] around to the rest of the staff. We send emails up to the staff. "We have someone new, welcome them" and we go out of our way to introduce and recognize them formally at staff meetings. So, we always make sure people know they're here and they're in the school.
(David)

Hannah felt that "introducing them as the student-teacher is going to acknowledge their presence and make them feel like they are an important part, because they are going to be working with us and minimizing their importance isn't going to help."

When asked about the impact of student teachers not being explicitly welcomed to the school community, principals expressed a concern that there could be a disconnect between the principal and or staff and the student teacher which could result in instances where student teachers do not utilize the principal or staff as a resource. For example, Samantha reflected on the challenge that student teachers experienced during job action. Hannah stated that student teachers in her building who had an initial welcoming from the principal sought guidance or support from her more often. In these instances, the principal believed these student teachers felt, "more comfortable having that conversation [with the principal]," while student teachers who did not have that initial introduction often did not seek guidance from the principal. Similarly, Matthew stated that welcoming:

Might give them [student teacher] a big sigh of relief that principals are human and they can approach them. It might give them a huge sense of, I need this person. This principal is not just running the school, they are there as an educational leader, I can access them and they have a ton of knowledge and ability to be able to support us.

Principals felt that this initial welcoming created a positive experience that helped the student teacher be included in the culture and this impacted performance.

Specifically, David noted:

In a big school, you don't know someone until you see the person for a week ... so you want them to feel like ... a part of the school fabric and culture as soon as possible and that produces a comfort level and allows them to better perform.

Welcoming helped facilitate this experience for student teachers and reduce the experiences, "that makes you feel like you're an outsider" (David). Principals viewed their welcoming efforts as possibly setting a tone within a building about how others should respond, "it would be really helpful if the work that you [principals] are doing could make a difference so that more people are welcoming for student teachers" (Marlene). Principals saw welcoming as important in creating a connection between themselves and the student teachers, introducing them to members of the larger community and making the student teacher feel comfortable and at ease in their new environment.

Similarly, principals viewed welcoming as a significant ritual for the other external member of the triad. The welcoming of the faculty associate was also identified as important by the principals interviewed. For example, in instances where the faculty associate was new to the school and/or principal at the school, principals felt disconnected if there was not a welcoming before the faculty associate began working in the school. Principals felt that whether they initiated this welcoming or the faculty associate initiated an introduction, failure to have a welcoming was problematic. One principal viewed this lack of an introduction as surprising, stating "I didn't even know he was a faculty advisor and he didn't come and talk to me, which surprised me" (Samantha). Another principal highlighted how a failure to be able to welcome the faculty associate to the school upon their initial arrival can strain the relationship, as you do not want the first interaction to be negative. Hannah outlined how a faculty associate appeared to be avoiding meeting with her and she found it, "quite frustrating" as she had to "wait outside in the parking lot to chat with him" and this made their first interaction conflict based.

While the principals interviewed did not receive any direction or request from ITE program personnel to welcome the faculty associate or the student teacher, all of them

attempted to *welcome* student teachers and faculty associates to their building and to the community and saw it as an essential piece to supporting student teachers transition into their new role.

Matching

As noted by Varrati and Smith (2008) and Maskit and Orland-Barak (2015), a beneficial method of principal involvement in ITE programs is through engagement in collaborative practices with the school associate and the faculty associate. The principals' interview statements highlighted a need to continue to develop and strengthen these collaborative practices between the school associate, faculty associate and principal. This was most evident in relation to the selection of the school associates and placement of a student teacher.

Principals described this process as matching and all principals voiced their belief it was an important process and their desire to be involved as the principal of the school. Hannah indicated that the school associate and student teacher matching was "absolutely" crucial because "if we want to really blossom that program and encourage great teaching we have to make sure the student-teacher...get[s] the best experience and matching the student teacher with the correct school associate is an important part of ensuring this best experience." Similarly, Robert commented that principal collaboration with both the faculty associate and the school associate to "best match and balance the placements" within the school is "number one" and these discussions around matching, including the principal, are "important" and the "student teacher shouldn't be placed without...a conversation with the principal as to whether or not this is a suitable environment for the student teacher." David discussed the need to improve the matching process, "I think that we could probably do better jobs in supporting student teachers...so we can match them, to maximize who they are learning with" and referred to the process having the same level of importance as is placed on class building for students at the start of September.

Throughout the interviews there were numerous instances where principals shared information they believed they could provide to help facilitate the matching of student teachers. Professional knowledge of the teachers within the school was identified by the principals as the most significant component that they could provide to the collaborative discussion. Hannah articulated that within their buildings principals are

aware of the “strengths of a teacher” and they can help facilitate the dialogue around the matching with the student teachers. Samantha discussed being in the position where she had numerous school associates to choose from, and that discussions between the principal, faculty associate and school associates would determine best matches, including school associates maybe not having a student teacher if a match was not beneficial for both parties.

Principals identified that their professional knowledge of the teachers in their school could be beneficial to not only the student teacher but also the school associate. For example, principals identified a professional benefit to aligning a student teacher with a school associate and this alignment leading to what Matthew referred to as a “symbiotic relationship.” Specifically:

I have found in a couple of situations a teacher who asks for a student teacher [and] they [school associate] are honing their own practice, they’re trying to be on for the student teacher and I think that’s valuable because some teachers get somewhat static and they become a little to consistent and I have had student teachers come in who have brought excitement and change which impacted the school associates’ practice.

Hannah took the importance of matching professional strengths or practices even further by stating that while it is important to match the professional knowledge or strengths of the teacher and the student teacher, one must also be cognizant of the common interests of the school associate and student teacher. She argued that common interests help to further cement a positive working relationship given the short timeframe of the practicum. Hannah went on to state “I’m not saying you [student teacher] have to be a mere image, but they should have some sense of commonality of interest [with the school associate] and I think the principal has a crucial role in this [matching].”

While all principals identified the importance of working with the faculty associate and the school associate in relation to matching the student teacher and the school associate, three principals also identified the challenges encountered when they were not included in the matching process. Samantha discussed the challenges she encountered when the principal is not part of the matching process.

When I got here teachers connected with universities themselves. They [universities] just made the call and arranged it all. So, the student teachers just came willy-nilly and there was no meeting or anything... [we need] to be selective, pick teachers that are actually going to teach these student teachers how to teach and be enthusiastic and energetic.

Samantha stated that on numerous occasions, this lack of principal involvement in matching for the practicum placement resulted in the student teachers having “a horrible experience” and the school associate should have never been given a student teacher, but there was no formalized process for selecting school associates and matching student teachers and the principal was sometimes even unaware the student teachers were coming for their practicum. Similarly, Marlene shared a story of a placement that failed because it did not include the kind of principal collaboration and input that could better facilitate matching teachers with student teachers.

I am thinking about the teacher who struggled in his own practice, it wouldn't be very helpful to have a top notch keener go-getter student teacher coming in there ... that is not going to be a good fit, I think in this case...it was too late to do anything because the person had already been assigned.

Robert commented that this failure to include the principal in the matching discussion puts the principal in a difficult position that, “I would rather not be in.” Robert stated that given the importance of this matching to supporting a positive practicum experience the principal “would have to...have that conversation with the teacher” and let them know that this was not a good match and “they [school associate] would not be getting a student teacher at this time”.

When approached by faculty associates about student teacher placements, principals identified the need to have conversations with their teachers to better understand their desire for a student teacher and to be provided the characteristics of the student teachers who would be entering their building. Principals felt that these bios or this background information about the student teachers would further help with the matching process. Similarly, principals felt that universities should not just rely on willing teachers, but have a more robust discussion to determine a best fit or match. Hannah went as far to state:

I would like to see that the universities are required by their code of ethics to actually approach the principal with who they want and not send out a blank email to teachers saying, “who wants a student-teacher?” but rather can you [principal] give us a name, or four names or six names... because right now when they send it out to everybody [and] it becomes very difficult.

Lastly, to facilitate this matching, principals identified the need to connect early with the faculty associate and to have open dialogue with the teachers within their building. Principals’ comments were consistent in their belief that the matching of the student teacher and school associate was important in supporting a student teacher during their practicum and furthermore that they viewed this process as collaborative. While three principals were comfortable with a more informal process, three principals felt that a formalized process was warranted.

Fostering Relationships

Principals identified the importance of their involvement with matching student teachers to school associates and how collaboration with the faculty associate and school associate can enhance the matching process. Principal comments throughout the interview data also highlighted the importance that the principals can have in fostering relationships with members of the triad. While initial comments demonstrated principals’ belief in the importance of meeting student teachers and faculty associates in advance, and knowing who the school associates within their school would be, further questioning revealed a strong belief that principals were central to fostering the relationships between the triad members. Marlene commented that “it is part of the administrator’s role to help the student teacher and others around the table, the faculty associate and the school associate...as [relationships] just doesn’t happen automatically without effort.”

Principals identified the importance of having discussions with all members of the triad in their effort to foster relationships between the triad members. David stated:

I have had many discussions with... faculty associates around the interactions with the school associates and the student teacher and what that relationship and role should be. I’ve also had the same conversation with school associates and how they see things with the faculty associate.

Matthew argued that the principal can provide guidance and feedback to each of the triad members in regards to their relational roles to better enhance the learning opportunities of the student teacher. Marlene described her role as “become[ing] an intermediary between them [triad members]...so I think there’s a relationship piece there that...a principal should be able to offer.” Hannah viewed the faculty associate and school associate as the most important persons to support the student teacher and wanted to ensure that a productive relationship existed between these members and viewed it has her role to foster these relationships. Robert stated that in fostering relationships with triad members:

If you are an average student teacher with a struggling relationship with either your faculty associate or in particular your school associate, your practicum is going to be greatly impacted. So, if you [the principal] try and save that relationship by pointing out some things that need to be said, then that is something I can do.

Principals identified the need to begin fostering the triad relationships early in the student teacher’s practicum as this enhances the future relationships and ultimately the student-teacher learning experience. When asked to identify strategies used to support the student teacher, Samantha suggested, “drawing on your collateral that you have through relationships.” Similarly, three principals (Samantha, Robert, and Marlene) identified the importance of fostering relationships to not only support the faculty associate and school associate in the work they did with each other, but to also increase the likelihood that during times of questioning, stress or disagreement the student teacher could turn to another of the triad members or the principal themselves to discuss matters. Samantha stated how fostering early relationships with student teachers, during the year of teacher job action allowed student teachers to seek out the principal for direction during a stressful time.

I think back to when I make a connection, I am thinking back to the job action... some of the student teachers had made a real connection with me already, I think they felt comfortable having that conversation, then student teachers that had made no connection.

Principals further commented that strong relationships fostered between triad members and the student teacher also allowed principals to have difficult discussions

and know that student teacher have others to turn to. When asked about providing advice that conflicts with that coming from the school or faculty associate, Robert highlighted that when he knew he had strong relationships with the triad members and that there were strong relationships between the triad members, he felt more comfortable given difficult advice to members of the triad.

While principals viewed the fostering of relationships with all the members of the triad as important, comments demonstrated that they were particularly concerned about developing strong relationships directly with the student teachers. Robert's advice on establishing relationships with the student teacher was to "just be involved, get to know them and just build the relationship of trust with them. Let them know that if they are struggling, it's okay to come and talk to the principal." Matthew emphasized the benefits of the strong relationship with the student teacher by "create a relationship where student teachers feel comfortable advocating for themselves to the principal" and this will only help strength their learning experiences. Specifically, principals saw this fostering of a relationship with the student teacher as not only having the immediate benefit of supporting the student-teacher learning during the practicum but also further benefiting the student teacher upon their transition to the teaching profession as a certified teacher.

While all principals identified the need to foster relationships with and between the traditional triad members, principal's comments highlighted the stresses felt in trying to achieve this. Stressors arose from varied factors but the most identifiable were in the lack of a formal role for principals in relation to the triad members. The principal statement below indicates the stresses principals encounter from their lack of a formal role.

I don't know that it's formally a role. I think that's why it can be where you don't ever get to know them... and I think that's my fault but I think formally there isn't a role, do you know what I mean, there isn't a formal relationship established by any of the universities... I generally have good relationships with the people I work with so you are kind of pulling in favours... but maybe if it was more formalized you wouldn't have to pull in all the favours... [and] I think they would be more apt to have a relationship with the principal. (Samantha)

Because there is no formal relational role, Samantha found herself occasionally not connecting with the student teachers. She noted:

We have a girl here; she was just here one semester and I made no connection with her. I kind of tried but its funny when we said goodbye to her at the end of the year I thought to myself, “Holy macaroni, I had two conversations with her. Why?... She’s a young brand new teacher and I just thought that’s kind of weird.

Similarly, principals were aware of the danger of straining relationships with other members of the triad.

I don’t want to come between the student teacher and the faculty associates because I do have a number of student teachers who have said they want to do this and were told they couldn’t. And so, if I, for example, have the dialogue with the faculty associate and simply said “no, this person wants to do this or I think they should be allowed to do this,” then I am putting that person in a conflict. (David)

Lastly, Samantha identified the long-term impact of a lack of a relationship with a student teacher and the possible impact on her future hiring.

Didn’t you [Samantha is referring to a student teacher] even kind of want to get to know me because I might have something to do with getting you back here and I know she wants back here but I don’t know her history. I wonder what it was? Maybe she never had a connection with me, I don’t know.

In the view of all the principals interviewed, a principal’s role was central to helping foster relationships within the triad partners and between themselves and the triad partners. Such relationships supported the learning of student teachers during their practicum. The principal statements show that developing and fostering relationships with the student teachers was an important activity for principals to engage in and involved more than just casual interactions. Principal comments further reflected concerns, in regards to instances, where they did not establish a relationship with student teachers. Furthermore, principal interview data highlighted that principal initiated relationship building allowed student teachers to feel comfortable advocating for themselves and engage with the principal, behaviours which spilled over into their experiences as novice teachers.

Establishing and Communicating Expectations

Establishing and communicating expectations was a continuous theme that arose throughout the principals' interview statements. Principal comments referenced three significant types of expectations: (a) expectation of the principal involvement, (b) principal expectations of the triad members, and (c) challenges in regards to communicating expectations.

All principals interviewed articulated a desire to be included with the triad partners in supporting student teacher's professional learning during the practicum and saw communicating expectations as a key component of their involvement. Principal comments were unanimous in regards to all members of the triad needing to be informed of the expectation that principals will work with all members of the triad in supporting student-teacher learning. Matthew voiced a concern that not all principals clearly communicate this and there is a need for a "formula or system for which the principal is brought into the conversation" in regards to principal involvement with members of the triad and "it needs to be clear that this is the expectation that the principal is part of student teacher [learning] in this school." Matthew highlighted cases where he failed to articulate this expectation with the faculty associates and the faculty associates never contacted him in regards to the progress of the student teacher or the supports that may be available to support the student teacher's learning. Matthew felt that this was a missed opportunity to "engage the principal" in valuable supports; However, by articulating his expectations early he could avoid this lost opportunity.

In regards to the school associate, interview participants outlined the need for principals to communicate expectations through regular ongoing communication with staff. For example, principals commented on the importance of communicating expectations in regards to identified best practice for staff with student teachers. David commented that this should be communicated to individual school associates and the entire staff on a regular basis and not left until the student teachers practicum is underway. Samantha explained that she provided a power point to her staff that communicated the expectations she and the university programs had of any staff member wanting to become a school associate. She stated that, "as part of staff meetings we outline what the recent requirements of a student teacher are...we show them that if you want to have a student teacher here's what you have to do...and what

they would do to promote learning for...a student teacher.” Furthermore, principals commented on the importance of informing staff that student teachers are to be included in all school activities. Robert stated that “basically they [student teachers] do whatever teachers do. The only thing they can not attend is [union meetings]. Other than that, they should be at every single thing that a teacher is at.” The principals’ consensus was that student teachers should have similar expectations placed on them as are placed on the regular certified teachers within the school community and this expectation needs to be communicated to all triad members.

Principals identified the need for timely contact with the faculty associates to begin communicating expectations. Principals felt it was important to articulate to faculty associates the culture of their school. Informing the faculty associate of the culture of the school facilitated the coordinating supports with the school associate and principal to better support student-teacher learning. Similarly, principals commented on the need for ITE programs (through the faculty associates) to clearly articulate ITE program requirements with the school associate and principal to ensure coordinate delivery of programming and alignment of resources. Principals felt strongly that in some instances, principal feedback should be sought in regards to program expectations. For example, Matthew reflected on the importance of the principal or vice principal conducting an observation of the student teacher and “the faculty associates should be pushing for that in every practicum situation” but the expectation does not currently exist within the ITE program expectations.

Principals viewed communicating expectations with student teachers as a cornerstone to supporting their work with student teachers. Hannah stated “when you first take a student-teacher in the building tell him clearly what your expectations are.” Principal comments highlighted the importance of communicating expectations in regards to many important topics including; professionalism, relationships, co-curricular activities, lesson planning, professional development, collaboration, school and district goals, and values. While principals stated that the school associate and faculty associate had an important role in communicating expectations in regards to the above topics, principals felt that they could support the triad members in these areas. In many instances, principals would wait to discuss expectations with student teachers in many of the above areas until they observed a student teacher’s actions were not in alignment

with the principal's understanding of the expectation. Matthew commented in regards to expectations of teacher professional development:

I think there's student teacher coming in to the profession that maybe don't necessary have a good idea of what professional development is, they take their courses at school, they don't understand that professional development is continuous. The educators [school associate] can get flat and we need to continue to be learning and growing together... that team approach, being able to say, our school goal, our school approach to social emotional learning is this and you should look at these articles and here's what we've done. I think that is a hugely valuable for their own growth, it gives them an idea of how to approach professional development as they move forward as educators.

The comment highlights how principals not only clarify expectations but to also provide supports to the student teacher. In instances where student teachers were expected to attend meetings or events and failed to do so Samantha stated she would "talk to them and ask them why" or "encourage them to do [what was expected], or explain what the proper protocol was in those instances where they appear to have a conflict with the expectation.

While principals saw the importance of supporting faculty associate and school associate communication in regards to expectations, they voiced their belief that the principal is uniquely positioned within the community to highlight expectations that other triad members lack knowledge in or are not in the position to communicate to student teachers. Marlene discussed the administrator being in a position to "talk about district goals and initiative" or ministry directives or "where we are in our school goals" and communicate the expectations to student teachers in these areas. Similarly, Marlene discussed the importance of communicating principal involvement in working with the teachers as that would be the expectation when the student teacher transitions to a novice teacher.

I think it's important that a student teacher learns when they are a student teacher that it's important for teachers to work with administrators and administrators to work with teachers. So, that's why I've always played a role in working with the student teachers because that would be the expectation that would continue.

Principals' consensus was that student teachers should have similar expectations placed on them as are placed on the regular teachers within the school community and these expectations needed to be articulated to all triad members.

While principals consistently emphasized the importance of communicating expectations to triad members, they identified challenges to communicating expectations. Specifically, four principals identified principal involvement with the triad partners as being ill-defined, which often resulted in inconsistent expectations about the involvement of the principal with the triad members. Given the number of faculty associates and student teacher from various universities, and the possible number of school associates, principals referenced the challenge that a lack of formal expectations created in their work with triad members and a desire for expectations to be more clearly articulated.

While principal comments on establishing and communicating expectations, often revolved around the role that principals can play in this process, three principals identified the desire for universities (through the faculty associates) to clearly articulate to the student teachers' expectations in regards to principal involvement and how to engage the principal to ensure this support. Principals used words such as surprised or shocked to describe student teachers' reactions when the principals approached them about principal involvement in the practicum. Matthew's comments reflect on the desire for universities to clearly articulate these expectations to student teachers while in their university based program.

I think there should be something in their [universities] work with the student teachers... that gives the student teachers some help and some feedback in how they can approach an administrator, how they should engage, ideas about what would benefit. I find that I go in and I'll talk to a student teacher[s] and say you should really have myself or the vp coming in and observe the lesson you're doing, just let me know and we'll set it up and they go "oh really?" You know they're surprised that I would be willing to do that. There should be no surprise, it should be just a given and it won't always happen but between a principal and vice-principal, to have one of the administrators do even one observation is valuable. And so, the faculty associate should be pushing for that.

Clearly articulated expectations of principal involvement with student teachers was viewed as important in the principal's ability to support student-teacher learning. However, principal also articulated that it would be beneficial for universities (through the faculty associate) to clearly outline university expectations of student teacher practicums and principal involvement. David stated, "I'd like to know what universities are expecting."

Communicating expectations for all members of the triad was important to principals who participated in this survey. While expectations were not formalized, all principals engaged in communicating expectations for members of the triad and valued when others clearly articulated expectations between triad members and with the principal. While principal comments did not support a cohesive approach to the expectations communicated by principals to the triad members, principal comments were most strongly reflected in three significant types of expectations: (a) expectation of the principal's role with the triad members, (b) principals' expectations for the triad members, and (c) expectations of the student teacher with the principal.

Principal's Role in Modelling

In working with student teachers, principals identified many direct and indirect forms of support, ranging from observing a lesson to providing resources to support the student teachers' lessons, working directly with the student teacher on lesson development, teaching a lesson and/or debriefing student teacher activities. While articulating all the above was viewed as important, principals placed importance on the modelling of expected behaviours. Their comments emphasized both the power of modelling and their own role in that regard. Hannah commented that principals owe it to the profession to model what they want to see from student teachers in their professional practices. Principals identified the importance of student teachers being modelled by all members of the school community (including the triad members) and how the principal influenced this culture:

From a professional standpoint, they see other teachers engaged in developing their practice on an ongoing basis. In any school, you want to have a culture of a professional learning community... you [the principal] need to model that. How do people move from being good to great or take things to the next level... they need the modelling and

experience of this work-ethic. Student teachers need to know what professional is.

The principal was viewed as central to modelling practices that supported learning communities through the inclusion of members of the triad with other members of the school community.

Principals also felt that modelling specific strategies to student teachers regarding their classroom instruction was essentially to supporting the learning of student teachers. Hannah gave the example of being able to model a lesson for student teachers. She felt that through modelling she could demonstrate changing gears in the lesson as behaviour issues arose and that seeing this being done was much more effective for the student teacher than simply being told how. Hannah framed the discussion with the student teacher as follows:

“You know, if you want to watch me teach a lesson... why don’t you come into the gym because I’m doing a social responsibility lesson.” And the thankfulness that student teacher showed—she had no idea what she hadn’t been doing and to tell her would have been—it was too much, but she could just view and she was thoughtful, she was really reflective and I told her at the time what I was going to do, what I hoped would happen, we had a behaviour issue—it didn’t work out, she saw what happened and then she saw me change gears. So, she knew what I was going to do, but it didn’t work out and I think that also allows for some reflection on her part... “it didn’t work out for her and she’s a principal.” So, it’s not an all-knowing person, it’s like “yeah this didn’t work out, wow!” We had to change gears but look what happened and that was okay. And modelling that and staying positive and not getting frustrated and not sending the kid to the office and just redirecting... it is an art when you’re a great teacher, and I don’t think it was the greatest day, but it was a great way for her to see what happened and how that child actually came back into the fold of the class.

Similarly, principal comments included the importance of student teachers experiencing modeling by principals and teachers, practices that reflect the relational and collaborative nature of teaching.

If student teachers are able to see the administrators working directly with teachers and others to build culture and collaboration, to create

an educational environment that is supportive then that's valuable. Student teachers won't be as afraid... to approach the administrator and say I need this or can I try that. It's a team approach and you need to be A: open to doing that for the development of the teacher and B: let them see that teaming and the collaborative environment in education is hugely valuable. It's modelling. (Matthew)

Hannah sees collaboration with others as a mechanism allowing her to model behaviours that the student teacher might otherwise miss.

Maybe they want to shadow me while I do my teaching or maybe they would like to join me while I'm doing an assembly. To see the background that goes into setting up for our sports day or setting up for a music concert or talking to parents about discipline in a school-based team meeting with the school associate, in a way that's positive and redirects the student behaviour to a better place. I think by watching us do it—there's no magic wand a principal waves and says, "You're going to be this way." But I think it's that constant exposure—it's like learning to bake, barbecue or golf. It's that constant reinforcement of modelling and modelling, and we don't always get it right.

While principals focused on the positive influence that modelling could have on student-teacher learning, their comments also identified situations where modelling had a negative effect. David stated that when talking about modelling and collaborative practices, "you wouldn't want to model that all you do is work in your box and that's it, so therefore, why would we not show the student teacher this is part of the profession right from the start." Matthew stated:

Unfortunately, we see all too often that if what [the school associates] are modelling is, we're islands within our classroom... that's how they're going to be when they come out [graduate]. And it's again, this is my opinion, it's growth, we do establish a culture of connectedness and collaboration and it is not about islands... I find this all the time where student teachers were latching on to their sponsor teacher and they would be photocopying lots of resources and they fall in line with what they're being modelled.

Principals were also quick to identify the role they play in being positive role models for student teachers. Principals interviewed highlighted the importance of

modelling expectations for all members of the triad, with the main intent of supporting the student teachers learning. Furthermore, principals held the belief that viewing best practice was a powerful mechanism to support student-teacher learning and the principal had an important role in modelling these practices. Learning to deal with the complexity of each learning context and to adjust practice in the face of an ever-changing learning environment was best achieved through direct observation not only of pedagogy but also of collaborative professional relationships within the school.

6.2.5. Position of the Principal: Global Perspective

The principal is a member of the school community and is generally seen as a central figure in shaping the culture of the school community (Le Cornu, 2012; Peterson & Deal, 2009). Throughout the interviews, principals reflected on their unique position within the school community in comparison to the other members of the community and commented that their position provided them with a global perspective. Specifically, interview participants identified their role as providing a breadth and depth of interaction through understanding of both the school culture overall and the individual members of the community to a greater degree than others who worked in the school. Principals viewed this perspective and influence as being relevant to the learning of all members within the school community, including student teachers. Those interviewed believed that their global perspective on the school community, gained through their unique opportunity to observe and interact with all school staff and community members, allowed them to identify challenges and opportunities to the student teacher's learning that were different or broader than the school associate and faculty associate, and unique to those in the role of principal. David's comment below highlights the diverse background that the principalship can provide and how this knowledge can enhance the experience of the student teacher.

As a principal, I have a diverse background of education and teaching and see some things that maybe a teacher wouldn't and I want to see that and offer that to a student teacher... so depending on the teacher they [student teacher] work with they may or may not be as versed in all aspects of pedagogy... and as a principal you should know your staff well enough to say "I am going to direct the student teacher here,

here, and here for other things that they can gain from the experiences”

Marlene commented “that the classroom teacher is narrowly focused [with] their lens more specific and your [principal] lens is broader.”

All principals commented on the diverse involvement and connections that the role of principal has provided them. Principals’ work often brought them into contact with all members of the school community, as well members of the wider community who provide support to the school in regards to students. They discussed working with police, health care professionals, personnel from various government ministries and how these experiences provided them with a breadth of knowledge that some teachers may not possess. Principals observed how complex services are in supporting pupils and include, school based resources, district level resources and community resources. They commented that in some instances teachers are not familiar with all the complexities beyond the classroom and that the principal’s breadth of knowledge and experience gained through involvement with all the services and agencies associated with school operations can be valuable to support both the teacher and student teacher. Matthew emphasized the importance of the principal’s breadth of experience:

The principal sheds a big picture approach to education and learning and not all teachers necessarily have that approach for good or bad and so ... it’s good to have that, for student teachers to see the high level of overseeing of school and culture and education... coming from the principal... not just one teachers specifically talking about their class, it’s a principal talking about culture and kids and community.

Matthew further explained how his knowledge of special education, developed through his work with the special education departments as an administrator and how many teachers did not have the advantage of this background and this shaped his view on student-teacher learning.

I believe that student services teachers should be able to have practicum students. I feel very strongly about that and they never do [Matthew made reference to student services teachers not being allowed to have student teachers for practicums]. It’s not an enrolling class but I’ve always... said, you [student teacher] will work a couple of days with our student services personnel so that you understand about

IEPs and about differentiating learning, co-planning and working in classrooms, inclusive learning. Depending on who the sponsor teacher is, they don't always get that perspective.

Robert viewed the principalship as providing unique knowledge that is solely limited to the role of the school based administrator but could be beneficial for the student teacher:

Many teachers at school don't know about facilities and plant operations and things and the day-to-day of the office interactions and those are little things that the principals can provide the student teachers to give them a leg up when they're going to their first school or as a teacher on call, hugely valuable if they get some school perspectives versus just classroom perspectives.

David highlighted that even though student teachers can receive varied experiences through their work with an exceptional school associate, the principal can often offer additional supports based on their knowledge of the learning situation.

I think that even though a student teacher will be given varied experiences through a short and long practicum, university course work, varied SA and FA exposures there is still a perspective that administrators can give a student teacher... from a building principals standpoint, you see people who are at different stages in their careers... and it's important to press upon new student teachers for example, what they are seeing with an experienced teacher, is not always the best way or something that won't work until they have been doing things for a long time.

Robert described the challenges that school associates and faculty associates can sometimes experience in providing support and how the principal just brings "another set of eyes" that provides more breadth.

The faculty associate and the school associate have been working with [the student teacher] on certain things. And I think sometimes [the FA and SA] get so focused on certain aspects. [They] may not necessarily look at some other things or other points. [The principal] can come in... and point some things out... without those tinted glasses that have been focused on a particularly area and it can help redirect.

When asked about the advantage of the school administrator having a greater breadth than the faculty associate or school associate in regards to the school environment, Robert stated “nothing scares me more than a student teacher who is in the perfect classroom where there are no real behaviour issues, there are no significant learning issues, or no parental issues”. Robert went on to comment that there are also many instances where a student teacher’s practicum placement is situated in a classroom that is extremely challenging; however, the student teacher “needs to see what a more normal class looks like...they need to understand that it’s not always about putting out fires.” Robert highlighted that it is the global perspective of the principal that allows them to identify these situations and expand the student teacher’s experience “because at the end of the day it’s our responsibility to ensure that [student teachers] have appropriate learning”.

Interview participants viewed this breadth of knowledge as unique to their position as principal. Their comments highlighted their exposure to varied and diverse staff members, classrooms and community agencies which provides the principal within a more global framework than others in the school community. This global perspective allows principals to view the student teacher experiences broadly. The principal, through broad knowledge of the school community and its varied community members, can understand individual staff strengths and weaknesses and thus suggest valuable additions to the types and levels of exposure that the student teacher experiences. Principals viewed this global perspective as unique to the position of the school based administrator, especially the principal.

6.2.6. Beyond the Culture of the Classroom: Connecting to a Wider Audience

Just as principal comments highlight how the position of the principal within the school community allowed him or her to develop a global perspective, the comments also emphasized the importance of the principal providing the student teacher him or herself with exposure to learning opportunities that occur outside of the classroom. Principals’ voiced a desire to support student teachers’ opportunities to experience learning in multiple settings, with multiple educational partners. They were concerned that exposure in the practicum can often be limited to a single classroom environment

and felt that they had a role to play in providing student teachers with a broader array of professional learning experiences. Marlene pointed out that the principal is positioned to help the student teacher see the wider community and show them what exists, as it's not just the classroom that they are to be focused on as a school teacher because "there's so much more to be aware of and involved in than only the 25 students in your classroom," and it is the principal's role in "helping them to see that much wider focus." Principals therefore saw themselves as uniquely positioned within the community in a manner that allowed them to support student teachers in connecting to this wider reality. While principals expressed beliefs, and identified practices that reflected the importance of their involvement in supporting student teacher professional learning within the SAs classroom environment, they also believed that the principal was a central figure in helping to extend the learning of the student teachers beyond the classroom to members of the wider school community. This extension beyond the classroom was identified through two sub-themes: (a) extending the classroom; and (b) promoting active participation in the school community.

Extending the Classroom

The interview data showed that principals believed they could support student teachers in developing a perspective that was broader than what they would experience through an exclusive focus on the school associate's classroom. Principals commented that while student teachers were often provided with rich experiences through that association the support of the faculty associate and school associate, this experience was structurally limited in its scope. Hannah said that "its layers...it is not just the student-teacher and the teacher." Samantha commented that, "depending on the teacher they work with they may or may not be as versed in all aspects of pedagogy." Matthew explained how he could expand the experience of the student teacher based on his knowledge and make a connection that enhanced the learning experience.

One of my team leaders did socio-grams, it was [a] Grade 8 teacher, and the student teacher was a Grade 6-7 student teacher and the sponsor teacher they were working with didn't do [socio-grams], so they were able to get this really cool idea about how to set up their class... it's just making connections with different teachers.

Matthew emphasized that even when the practices being modelled by the school associate are best practices, the breadth of the experience can be limited due to the relationship that develops.

There are certain teachers that can offer certain things to student teachers and it could be very good pedagogy but it might not expand them as much as they could be expanded. It's very simple and I find this all the time where the student teachers were latched on to their sponsor teacher... they fall in line with what they're being modelled and sometime it's good and okay to be able to look at a different process.

Matthew explained how he further connected a student teacher to another teacher and helped fill gaps in the student teacher's learning experience.

I'll give you an example of a school I was at, the sponsor teacher was a gifted educator, very creative, very out there doing wild and crazy stuff, classroom management, she was able to get away with it because she's an established teacher, the student teacher was not learning classroom management from this teacher so, down the hall [was a] Grade 3 teacher, master of classroom management.

While principals felt that student-teacher learning could be constrained when limited to a single classroom, they also believed that it could be limited or skewed by exclusive association with a single teacher. For example, in dealing with the creative teacher mentioned above as "doing wild and crazy stuff," Matthew was "able to make that suggestion and make that connection" to other teachers in the school community who could provide a learning environment where the student teacher could work on experiences that were not present in the current placement. Hannah referred to this ability to provide exposure to the staff in the wider community as the principal being the "conduit to the connecting of experiences." David's comment further illustrates this belief:

I think the principal or designated vice-principals are the people that can do that. I mean if the teachers are... in their own box, as a principal you should know your staff well enough to say, "I'm going to direct the student-teacher here, here and here for other things that they can gain from their [student teaching] experience." I think if you don't tie them into all these other aspects, then part of the stuff that they studied in

school has no real practical application... and that's part of the reason why a good principal should connect them with all these other people.

Matthew explained that he doesn't wait until the student teacher is well into his or her practicum before he begins to inform the student teacher about connections beyond his or her classroom placement. "Student teachers come in to my school and I say, you'll work a couple days with our student services person" (Matthew). Similarly, Robert talked about his strategy to connect student teachers more broadly and how he begins the discussions of connecting during the student teacher's short practicum.

Depending on the practicum, like the short practicum, I will always try to get as many possible different spots and different classes just for even if it's an hour here, an hour there. You throw them [student teacher] in the room that has the three identified kids with an EA in there so at the very least they have the opportunity to see it and watch what the teacher does... and at least give them some exposure.

Robert further stated that even when there are pedagogically strong teachers, it is important for the student teacher to see how other teachers work.

You have four or five teachers and classes are similar, so it's also important for them to have a chance to watch another strong teacher and how they deal with things and how they present information and how they deal with issues when they arise. Just to give them as much exposure as possible because sometimes you have the SA and the student-teacher, they really click and become best friends for life and they see things eye to eye.

Principals interviewed expressed a desire to expand the student teacher's learning experiences beyond the walls of the school associate's classroom by connecting the student teacher with other teachers who could provide a varied perspective. Principals identified this need to connect to a wider audience as important even when the student teacher was placed with a highly skilled school associate. While principals did not view this work of providing broader teaching experiences as the sole responsibility of the principal, as they identified the work needing to occur in conjunction with the faculty associate and school associate, they did view the school administrator as important in helping to identify and connect the student teacher with other teaching opportunities.

Promoting Active Participation in the School Community

Principal comments reflected the importance they placed on ensuring that student teachers were fully included within the school community, as advocated by Ussher (2010), and Le Cornu and Ewing (2012), and expressed the belief that the principal had a significant role to play in promoting this inclusion. Principals viewed inclusion of student teachers as important across all aspects of the school community, to immerse them within the culture of the school and to ensure they were made to feel like regular members of the school staff through what Stoll et al. (2006) referred to as creating an inclusive membership. Comments from the six principals interviewed reflected their belief about, and actions towards, the development of team within their school cultures and the inclusion of the student teacher as an active member. David stated that “we ask them [student teachers] to be a part of staff meetings. We ask them to be part of professional development. So, that’s just some of the formal pieces of you are part of the school, that’s just a small part of it.” Further, principal comments expanded on the depth to which they went to include the student teacher in the core fabric of the school community. Matthew discussed the importance of including the student teachers in professional development.

We had four student teachers in our building when our school decided we’re going to take... a group of teachers down to the middle school conference in Portland and we paid for and supported, [we] subsidized those student teachers to come down with us and learn. So, they came down, all four of them and they had an incredible time... those four student teachers, they got a whole other opportunity... it was a great cultural piece for them. That’s the principal being able to say, yeah, they’re part of our staff, they want to go and I’m going to make it happen, I think that’s crucial.

Matthew further explained that student teachers need to be informed and understand the value of these opportunities and this inclusion is part of the culture.

This is our culture piece, this is our district, this is what we do, these focus days are hugely valuable so, it is nudging them [student teachers] in those directions, and help them to make good decisions around professional development when they’re with you.

Hannah commented that she included student teachers in the staff meetings and emphasized the importance of being part of the staff.

I always make the point of saying this to student-teachers—you need to attend the staff meets because you're quote on our staff for the next 3 months and if you can't make it I need to know—I treat them like a teacher.

Hannah also saw the opportunity to extend the inclusive practices beyond staff meetings to include other formal meetings that teachers would regularly attend.

If they have never attended the school-based team meeting—they [student teachers] don't know what one is, and they look different at every school, it can be quite informal sometimes. And then there's the school-based team meetings that I call them, teacher meetings. They need to be at those as well.

Matthew identified his inclusion of student teachers even beyond the period of their formal practicum.

Say we're doing a school wide read, either the student who are going to read a book or whether we have introduced a book or two to our staff for a book club, even if it's past the date [of the student teacher's practicum]. I have often bought them that book or sent them away with that book to stay connected to what our culture is about at the time and give them an opportunity to stay connected with the learning that we've done over the time they're here. You know, trying to give them exactly what the staff is getting through professional development or the school is getting through culture.

Furthermore, principals recognized the complexity of the school community and how failure to connect the student teacher to the larger school environment often impacted the student teacher experience.

I mean in a big school you don't know someone until you see the person for a week... you know it [is] hard to sometime[s] know who they are... and if someone says "Oh, who are you, what are you doing here", that makes you feel like you're an outsider. So, you want them to feel like a part of the school fabric and culture as soon as possible and that produces a comfort level and allows them to perform better.
(David)

Hannah explained how her experience as a student teacher created frustration for her when she was excluded from what she viewed as teacher work.

I never attended a school-based team meeting when I was in my practicum ever, I didn't know what a school-based team meeting was when I started teaching, and I had great practicums, but never got invited because it was considered not part of my business. And that was very frustrating.

Promoting active participation through inclusion within the school community was also seen by principals as important in that they wanted student teachers to view the principal as someone who is there to support the teachers and is approachable. Including the student teacher in the culture of the building reinforced this view of the role of the principal as an approachable leader in the professional learning community. Matthew commented "they [student teachers] have learned early on that principals are resources, they're not just a person that's there to deal with behaviour kids. They are there to have educational conversations with you as a new teacher."

Four principals (Samantha, Hannah, Robert, & Marlene) commented that as a student teacher they were not included in the school community and one stated, "I would have really appreciated it. I wasn't included in staff meetings for instance. I was told that don't bother coming because it doesn't pertain to you" (Marlene).

While principals valued the work that the school associates engaged in with student teachers during their practicum, they felt that the classroom placement alone did not sufficiently engage the student teacher in the wider community. They felt they had a significant role to play in ensuring that student teachers were included as full members of the school community. Specifically, principals were responsible for creating the inclusive culture that treats and promotes student teachers as members of the professional community by ensuring that those within the culture of the school approached the student teacher as a full member of the community by providing them with the opportunity for active participation.

6.2.7. Collective Responsibility: Using Collective Wisdom

Principal comments consistently demonstrated that they viewed responsibility for supporting student-teacher learning as not being limited to the members of the traditional

triad. While principals viewed the school associate and faculty associate as the primary providers of direct learning support for the student teacher, there were frequent comments that all members of the school community could provide important support for student-teacher learning, even beyond the other classroom teachers. Principals viewed support for a student teacher as the collective responsibility of the entire staff. For example, Matthew highlighted the importance of using multiple members of the school community to support the student teacher:

I always just find that the more people that can be there as a wrap-around support for those new [student teachers], coming into the profession, the more chance to have a success, I mean it's kind of a no brainer... it's always about exposure and about making connections to different people to help understand the complexities of the job.

Hannah viewed the school as “an extended family” and saw value with student teachers experiencing the experience and wisdom of those within this family:

I think understanding the real roles of specialist teachers, and counsellors in regards to what they can and cannot tell you [student teacher]. One attribute of an ethics course is not enough to truly understand confidentiality. I mean the BCTF is fine, but knowing what the counsellor may be able to share, what they may not be able to share, is important.

Principals felt that increasing a student teacher's exposure to a wider audience would “bring value to the profession” (David) and was important as there are “many different avenues of support, differing people in the building who have their differing roles” (Samantha). Robert declared, “you try and expose as many people as you possibly can [to the student teacher], but it's about letting them know what the different levels of resources are.” Robert referred to support within a school being diverse and student teachers needing to be exposed to the various levels to gain wisdom.

So, you have the immediate cohorts like teaching and then I guess the next level would be your support network of student services, EAL... and then that third community or more district resource[s], and then lastly, if needed a community-based resource.

There were three areas that principals identified within the larger theme of using collective wisdom to support the student teacher during the practicum; these being: (a)

introducing them to the principal's role as an educational leader, (b) enriching student teachers' breadth of knowledge, and (c) moving beyond the school staff.

Principal as an Educational Leader

All principals identified an essential aspect of their role as being an educational leader. Hannah outlined this belief as follows:

Principals are expected and should be educational leaders in the schools and so they need to stay connected with all their staff and when students [teachers] come in to the school it's important they feel connected to the staff and the culture... administration is responsible for establishing the culture with the rest of the staff.

Principal comments highlighted the belief that their role as educational leaders included the responsibility for student teacher exposure to experiences expanded beyond the walls of the classroom and that the mandate for the school associate has been, historically, more narrowly defined.

The role of the teacher historically, the sponsored teacher has been to help that student teacher, learn and develop as a teacher in the classroom. There hasn't been a mandate for that teacher to expand outside into the school culture, outside of the school and into the community and that's where the principal, the person who oversees that big picture stuff, is the one that can be an access point. (Matthew)

While all principals commented on the importance of varied teaching exposure beyond the school associate's classroom, they felt that as educational leaders they needed to ensure that student teachers were exposed to other school staff and other community members who could provide a varied perspective. This included the responsibility of working with triad members and other staff to understand the value of the collective knowledge of the many professionals who can support student-teacher learning. Marlene commented that "part of the administrator's role is to help the student teacher and others around the table, including the faculty associate and the school associate to see that there's more than just the classroom."

Similarly, principals viewed distributing educational leadership within their buildings as important, especially in regards to the sharing of collective staff knowledge. However, as educational leaders, principals still saw it as their role to monitor the variety

of student teachers' experience and be willing to step in to expand those learning experiences beyond the classroom walls to the wider staff and community. Matthew highlighted how he provides support in the background, even when he has shared the responsibility with his staff.

Distributive leadership suggests that your teacher who is taking on a student teacher is going to do that. They're part of your team, they're going to expose that new teacher or the student teacher to as many different opportunities in your building and the principal is that person that's in the background, that's able to say, yeah, I can help you with that, or did you know about this... touching in... [to see] how they're doing.

The fact that most principals have had varied teaching and administrative experiences, in numerous buildings, have observed and interacted with many different school and district staff, and have engaged with the many community members who support schools, naturally expands the notion of educational leadership for administrators in regards to student teachers and harnessing the collective wisdom of others. However, one principal noted that when new to a building, a principal's knowledge of the individuals who carry out the varied roles may still be developing and this can hinder his or her ability to access the collective wisdom of others.

Enriching Student Teacher Breadth of Knowledge

Principals also identified the importance of utilizing more than just the traditional members of the triad to support the learning of the student teacher to provide a range of perspectives and experiences. Principal comments emphasized that student-teacher learning required access to other professionals to provide varied experiences beyond that of a classroom teacher. The professional roles within the building that interviewed principals identified connecting student teachers to include: (a) educational assistants, (b) secretaries, (c) counsellors, (d) learning assistant teachers, (e) skill development teachers, (f) other specialty teachers, and (g) subject specialist teachers.

David highlighted how he encouraged his support departments to have sessions for student teachers "so they know where to access IEPs, they know how to support student learning and they know how to...lean on them [support staff] for helping students who are struggling." The following quotes further highlight these connections:

I think you give a bunch of different eyes to somebody... teachers have their own way of doing things that works for them and a lot of time that is built up over time... you see people who are at different stages of their careers, different credibility's with people and it is important to press upon new student teachers for example, what they are seeing with maybe an experienced teacher is not always maybe the best way or something that won't work until they've been doing things for a long time... it gives them more breadth of skill set to see what's out there, it gives others voice to them... [and] therefore you might want to have them touch base with those other people so they can see that in action or ask questions. (David)

Try to make him [student teacher] realize that you have your skill development [teacher], your resource teacher, your classroom teacher, counsellor, you have sort of your immediate support and in the case of something more engaging or needing then we can bring in [District support personnel] because we are struggling. (Robert)

Just making that connection with that role like that's another role just like the EA [educational assistant] and the custodian and when you become a teacher these are all the people that you work with and including the principal where I like to make that positive connection as that's somebody you need to know. (Samantha)

When asked about these connections, Samantha outlined a scenario where the educational assistant had a better understanding of the needs of a student. Samantha stated "I remember the EA sort of pointing out [to the student teacher], she was giving her a scenario about what his [student] brain was thinking and then later I remember the student teacher said, 'Yeah I didn't really realize that'." Samantha commented that these connections are important enough to consider formally involving the principal with the student teacher's learning for this purpose.

Making those connections... maybe that's the formalization, like the principal encourages them... to make a connection with the counsellor, you need to if your kids have IEPs [individualized educational plans]... meet their case manager... Make sure before the end of your practicum you have met with and talked to at least one parent... and one counsellor, head secretary, like you could put that to every single student teacher.

All principals noted the importance of student teachers being exposed to the work of a counsellor. Marlene highlighted how she has brought in the counsellor to sit

down with both the school associate and student teacher to complete a class review so that that the student teacher could experience the knowledge behind class building and resource allocation within the classroom setting. Robert commented that the counsellor helps the student teacher to “realize of just how many different avenues of support different people in building have and their roles” but that in his role as principal he was often required to establish this connection. The need for student teachers to understand and experience this work that often occurs outside of the practicum timeline was identified as crucial to student-teacher learning, which further illustrates the benefits and importance of the collective wisdom of the staff.

Principals identified the need to expand the knowledge of the student teacher to understand the other roles that teachers and support staff provide. Matthew commented that connecting the student teacher to teachers and other staff with multiple roles helps them not only understand the role but possibly become more engaged in the school. Matthew provided the following example, “it’s just making connections with different teachers, you know the athletic director, a very simple one, you want to coach, go to athletic directors and see what you can do, you want to go to a club, talk to our youth worker.” Principals believed that increasing the student teacher’s knowledge of the multiple roles of others would benefit student teachers during their practicum and into the future.

Connections to the wider school staff were important because of the complexity and diversity of the role of a classroom teacher. Principal comments identified the value in student teachers gaining knowledge of the other school based professionals and how they support the learning of the pupils. Breadth of experience, in the view of principals interviewed, was not limited to teaching staff within the building but included all members of the extended staff, including itinerant teachers and district staff. Similarly, principals identified value in student teachers gaining understanding of the varied or multiple roles of those within the school community and how this knowledge can dramatically benefit student-teacher learning.

Moving Beyond the School Staff

Principals were asked to identify specific connections they felt would be valuable for student teachers that were beyond the school-based professional staff. Within this

group, principal comments focused on district level supports (i.e., psychologists, occupational therapists, speech language pathologists) and affiliated community professionals (e.g., RCMP, mental health agencies). David stated that these connections include “some of the outside services like mental health and student teachers honestly aren’t generally prepared for that and they don’t really know about the synergy or the overlapping service between school and community services that goes into supporting some of our more vulnerable kids.” Hannah identified the need to include the student teacher in all aspects of the school operations as, “its layers, it’s not just when you become a student-teacher, it is not just the student-teacher and the teacher, it’s the student-teacher in the building with...you know the MyEdBC [ministry student software] trainer.” Further examples of principal comments that reflect the connections they identify with the wider community are:

Well I think it depends on your school but if you are for instance working with the family that is in crisis... they do need to have those community school agency contacts, for sure MCFD [Ministry of Children and Family Development]... I think if the police are involved and they are at a meeting and the school-based team involves a liaison officer... I also make sure they get the handouts that we have and they get the community agencies information... If they have an aboriginal education student... that should be part of who they meet as that is key... you wouldn’t go to Sears and say I didn’t know we sell fridges, I mean you have to know the community and so it is a huge job.
(Hannah)

We’ve had student teachers sit in [case management meetings], we’ve asked families if it’s okay for student teachers to sit on a case management planning meeting, so you have the ministry of children and family development, you have support services and those are extremely valuable... consultants, behavioral, educational consultants. CPI [Crisis Prevention Institute] consultants who were autism [trained]... who provide consulting... as a new teacher, understanding ABA [Applied Behaviour Analysis] approach versus different approaches to how to deal with autism. I have teachers who have been teaching for 15 years who don’t have a clue how to make a safety call to the Ministry... those are all valuable experiences and an opportunity new teachers should have. (Matthew)

Some of it is dependent on who the student-teacher is in terms of their abilities, who they have in the classroom, who do they have to work with, who do we need to bring in regardless and who they just simply

need to know about. Sometimes we have [teachers] who need student services [support] who don't really know that themselves. [F]or the child that is struggling with autism, I can contact CAST [Autism Spectrum Support Team]... or you have 50% ELL [English Language Learners], you don't know what the hell to do, you have got Levels 1 through 5, let's bring in [District teacher's name]. And [District teacher's name] can come and help out and get some ideas... If I need to bring in [District person's name] because we have a need for an OT [occupational therapist].

Marlene and Robert both identified the importance of connecting student teachers to their Parent Advisory Council to experience formally organized parent engagement in the school community. Both principals viewed this connection as important to build understanding for the future. Similarly, when principals were asked about connections they had not thought of making but which might be valuable, four principals identified taking student teachers to the Parent Advisory Council (PAC). The principals commented that while they had not done this, they would see value in the student teacher understanding the role of the PAC within the school community.

I have never thought of this and I have never done it but why wouldn't they come to a PAC meeting, meet the PAC? I mean I know what a secondary school is maybe not as important, like in elementary or middle school, I know the PAC is more involved right? And to sit down and talk to their head secretary and find out what they do and they have actual meetings... you also might eliminate the parent's angst about the student teachers if you increase the connection. (Samantha)

Principals offered suggestions for supporting these connections to the wider community. Hannah states:

beginning a tour of staff meetings with people who work at staff development and learning services. And I would in my world... have a day or a half-day tour of the district... and maybe after 2 weeks when your [student teacher] brain is saturated you have a day of touring the district with your group of student-teachers to see the various departments and supports.

Robert felt that involving district staff and programs "to do a presentation...just give them little snippets of these...as this is what we do, this is what we offer." David believed that creating connections for student teachers needed to be done at every

opportunity possible including informal and formal workshops, with individual connections to specialized roles and community members. Principal comments did acknowledge some concerns about possible complications that might limit engagement of student teachers with those beyond the traditional triad members and immediate school staff. However, their overall view was that this was important to consider and that they were willing and able to help.

Hannah viewed the school as an extended family, equating it to a tree with many branches and each branch is a person whose support lends to the culture and whose involvement supports the learning of the teachers and pupils. Principals saw the education of the student teachers as the responsibility of the entire learning community (school staff and wider community). This exposure provided the student teacher with experiences beyond the classroom which provided a deeper understanding of the breadth of the role of a classroom teacher. Similarly, principals believed that extending these experiences beyond the professional staff within the building would enrich the understanding of the student teacher to include the wider school community, which is part of the cultural fabric of the school. Principal comments demonstrated that they saw their position within the community as unique, allowing them to connect student teachers with not just other school staff members but also district staff and community members. The primary concern was that failure to provide this support would dramatically reduce the student teacher's ability to benefit from collective wisdom. One principal referred to connecting student teachers to the wider community as the principal doing:

our due diligence to our profession, I don't think there is any other way because if we [student teachers] have bitter, limited, insular experiences, that's then what they say teaching is and that's not a healthy perspective nor is it correct. (Hannah)

Principals had concerns that many practicum placements don't by themselves provided the breadth of experience that is reflective of pupil needs and the supports available. The challenge of introducing student teachers to the 'layers' of support became more difficult as one moved further from the practicum placement classroom. Principals felt it was important to highlight the diversity that exists within schools and work to connect student teachers to the district and community layers of support that the student teacher is least likely to encounter during their practicum. The data indicated

that connections beyond the school staff was important to providing a foundation for student-teacher learning, that the principal was central to supporting these experiences and more needed to be done to extend student-teacher learning beyond the school staff.

6.2.8. Understanding the Professional Journey

Principal comments showed that they viewed learning to teach as an educational journey that continues over a teacher's career, a journey that is far from complete upon fulfillment of ITE program requirements and certification as a teacher. Cherubini (2009) found that the transition from student teacher to novice teacher has historically been a difficult progression due to the complex nature of teaching. When principals were questioned on the impact that they believed their work with student teachers provided, they commented on: (a) the immediate impact of their involvement on the student teacher's learning during the practicum, and (b) the longer-term benefits that student teachers would experience upon their formal entrance into the profession as novice teachers. Principals' comments revealed a belief that student teaching provides a foundation on which the remainder of their career would be built. Experiences they encountered during their student teaching, positively or negatively, would shape teachers' experiences and professional learning as novice and experienced teachers. David discussed the "long-term professional benefits" that can be achieved through a student teacher being included in the professional learning culture.

First of all, if they [the student teacher] are someone who is used to engaging in these conversations, that's learning. If they are used to saying well, you know, 'part of being in a school is being involved in the school culture'... they will advance through the profession that way. But the other part of that too is teaching performance, if they're engaged in open school practices and that's how they see their profession as being, then they become a positive trigger to a school culture and will improve whatever school they're going to be at. If they go into a place as a student teacher and their school has closed school practices, then they will take that with them. Therefore, we need to make sure when we teach them as student teachers.

Hannah referred to the beginnings of student teaching as foundation upon which practices going forward are built and which shapes how the teacher will respond in the later stages of his or her professional journey. She described student teachers as

“young professionals” whose experiences during student teaching can help them be more “self-sufficient” and “build the repertoire of understanding...that makes them more flexible as they go forward in their career” and these experiences need to be built-in early or we are failing the student teachers at the beginning of their careers.

David emphasized that the future experience of a student teacher, even in regards to their extra curricular involvement, could be impacted by their experience during the practicum. Specifically, David highlighted the importance of engaging each student teacher in an extra-curricular activity, as doing so provides them with an understanding about the value of giving back to the school community and the professional value that comes from such participation. David referred to those that were not engaged in these co-curricular activities as being “compromised” in their future professional journey as they fail to gain an early understanding of being part of the school culture.

Other comments reflected the concern on the part of principals that a negative interaction with the principal during the practicum could impact the willingness for novice teachers to approach the principal for support:

I think it's important that a student teacher learns, when they are a student teacher, that it's important for teachers to work with administrators and administrators to work with teachers. So, that's why I've always played a role in working with the student teachers because that would be the expectation that would continue. I think it's helping them to see the complexities in our position as educators...you want to instill in the student teacher that it is a team of people working. (Marlene)

Robert viewed the establishment of a strong relationship with the student teacher during the practicum as important because upon becoming a novice teacher:

I need them to be able to come to me and say what the hell do I do with this kid? And know that we are going to work on a plan because that's what they see the role of the principal as.

Principals pointed out that if there is a lack of engagement between the student teacher and principal it can lead to a disconnect which can carry over into their novice years of teaching.

This disconnect between teacher and principal is out there and administrators are always seen as busy... there is still this disconnect and teachers as well, new teachers specifically... so it's breaking down those barriers and helping the student teacher's feel comfortable because principals... regardless of how long they've been in the game, they're a wealth of resources from a different level than a teacher and they need to be accessed... so [teachers] in their first year of teaching, they go in reluctant or they don't know how to access the administrator. (Hannah)

Principals felt quite strongly that working to connect student teachers to the wider community and to introduce them to professional development activities would establish these types of interactions as professional expectations. When asked about how the practicum experience could affect a student teacher's long-term professional journal, Matthew commented:

I think that there's student teachers coming into the profession that maybe don't necessarily have a good idea of what professional development is, they take their courses at school, they don't understand that professional development is continuous. The educator can get flat and we need to continue to be learning and growing together so that gain, that team approach, being able to say, our school goal, our school approach to social emotional learning is this and you should look at these articles and here's what we've done. I think that's hugely valuable for their own growth, it gives them an idea of how to approach professional development as they move forward as educators.

Marlene felt that the expectations of the teacher role needed to be established early in the student teaching practicum so that upon entering the profession as a novice teacher they were aware of the full extent of a teacher's role and carry out those practices.

Trying to set that precedent early that you would do that, that an effective teacher would... come to staff meetings [and] school-based team meetings, attend PAC meetings, sometimes we have them come to PAC meetings as well and get introduced and say a little bit about themselves there. But that's part of the expectation of being a good teacher is that you are doing things outside of your classroom.

Matthew commented that practices learned during student teaching can provide future challenges if the student teacher's experience is not broad enough due to limited exposure and connections to others.

If you're used to just going in your classroom and planning your lessons and you might be very good at it then you might have great relations with the kids but what if something goes wrong? And you haven't learned to access those other people outside of your [practicum class], regardless of how great you are... there's the biggest mistake right there with student teaching... you stay so close within your own classroom that you don't feel comfortable asking for help from anyone.

Matthew went on to state that when these practices are learned during their practicum "there is a certain level of comfort" and "that they will go and seek it out, instead of just closing the door and working" when they make the transition to being a novice teacher and this will result in a "constant expanding of their circle of support" as they progress through their career.

Principal comments highlighted their belief that student teaching is the beginning of a teacher's professional journey and practices encountered and learned during student teaching would continue with those young professionals into their professional journey as a novice and experienced teacher. Principals were particularly concerned about the level of isolation that can develop during the practicum if student teachers are not connected to a wide range of experiences and other professionals, with this isolation continuing upon their transition to novice teacher. Similarly, viewing the principal as an educational leader who can and should be approached for support was viewed as crucial in ensuring student teachers would access the principal as a resource moving forward in their career.

6.2.9. Principals' Views on Barriers to Involvement

When principals were asked to comment on barriers encountered in their support of student-teacher learning during the ITE practicum, their comments reinforced past research (Montecinos, Cortez, et al., 2015; Varrati & Smith, 2008; Varrati et al., 2009). While the barriers encountered were different for each principal interviewed, all principals identified time constraints as the main barrier they encountered.

Time constraints on a principal were identified by all those interviewed as the biggest challenge in their support of student-teacher learning. Principal comments that reflected the time challenges encountered included: “It’s not energy. It’s not will. It’s not skill set. It’s not resources in the school...It’s only time. Time is the biggest challenge out there as there is so much to do” (David) and “I think [principal] time was the biggest barrier for sure” (Hannah). Matthew commented that:

Time, just time and busyness, time and busyness... it’s all about time, so we’re expecting to be instructional leaders in our buildings and more and more the biggest barrier is time and it’s killing us as administrators...We’re finding ourselves trapped in some of the chaos that is, the small things that turn into big things.

Samantha described how the structure of the school day created a time constraint in her work.

There’s a problem with this job... that 99% of everything happens between 8 and 4 [8:00 and 4:00]. Every parent only wants to meet with you between 8 and 4 and every teacher wants 8 and 4 and every kid wants 8 and 4 and then every faculty advisor and every pissed community member because they think you only work [between] 8 and 4. And so I would love it if a lot of those people would like to meet at 8 o’clock at night. I know how ridiculous that sounds but if we could just [do everything] after 4 o’clock.

Principals also said that the time constraints they experienced as administrators may have prevented other members of the traditional triad from approaching the principal around the supports they could provide the student teacher. David’s statement reflects this challenge:

I love working with new [student] teachers, I think I have a ton to offer personally, and I think that many of my colleagues have a ton to offer but I can see on any given day how those student teachers would not even want to come close to my door because they see how busy I am or see how overwhelmed it seems in the office.

Samantha talked about how student teachers would likely not approach her due to the challenges they may see other student teachers encounter when approaching the principal for support.

The reality is there's times when... I remember one student teacher I really wanted to see and I did not get to see [them] until near the end. I actually had to cancel three observations with him because there are things that happened that just blow up your day and that's just the nature of being an administrator.

To deal with the time challenges, all respondents identified a need to make their work with student teachers a priority so that it would not get overlooked or pushed to the side. Principals used words such as "must do it," "priority" and "importance" to reflect that time cannot stop the principal's work with student teachers. The following comment reflect this view.

You just have to drop what you're doing and make it important. I mean some things you can't but you just have to make it important and when it doesn't happen for a student teacher I would blame me, I would blame the principal not the student teacher... I think you have to make time, it's that important... you just have to make the time to go and connect...you do it, you make it happen... try to find the time, it's important. (Samantha)

David talked about setting priorities and not treating things that occur in a building in a similar manner. He acknowledged that some significant issues can arise in a school environment which must take precedents but that others can be prioritized.

It has to do with priority setting... obviously, somethings happen; [such as] a student makes a disclosure of suicide [and] a lot of things stop when we deal with that. But there's other things we simply say I'll do things later. As a principal, I try to take care of all my paperwork stuff before school starts or after all the kids were gone so that the day was as much open as possible to be working with people [student teachers]....so I think that's one way [to make time] is the time management that you have.

While principals identified the need to prioritize, sometimes the challenges in a building created an environment where time, had to not only be prioritized, but required principals to multi-task. Hannah highlighted the demands on her and how she had to be flexible.

You start your day [and]... you are going to get a lot done and then a parent shows up or there is a fight or... the heating doesn't work. It's some of the things you haven't planned for [that] you can't control... if

you didn't have a student teacher you could probably deal with all those balls in the air, but then the student teacher wants 25 minutes or you plan for a 30-minute meeting or 25- to 30-minute meeting. Sometimes it's a walk-and-talk meeting and I will take them with me. Maybe that is not always ideal but you can walk during supervision and debrief... You have to be flexible.

Further comments and references within the interview data demonstrated that some principals also felt that time challenges for the student teacher, faculty associate and school associate were barriers to including the principal in the practicum. Matthew referenced student teachers being overwhelmed by their practicum experiences and the expectations of the demands of the program including, "planning the perfect lesson...photocopying...trying to gather resources, which are all very important but consum[e] their time" and limit the opportunities to connect with the principal, as interactions with the principal are not being factored in to the student teacher time equation. Robert highlighted the challenges placed on the FA position and the little time available to even meet the minimum requirements of their role in the triad, let alone meeting with the principal with any regularity. Robert further commented that if when the FA had sufficient time in his school, they were very welcoming to the involvement of the principal in supporting the student teacher.

Further comments from principals, highlighted minor barriers beyond time. Specifically, Samantha, David, Robert, and Marlene all commented on encountering an FA or SA who was not welcoming to the involvement of a principal and while this was a barrier, it was not seen as a significant issue if the principal was persistent in supporting the student teacher. Similarly, all principals commented on having to work with an FA or SA who they felt were not prepared or qualified for this role. While they saw this as concerning, they did not identify this as a significant barrier to their work but rather saw it as another reason for principal involvement and the time for them to be involved.

Within this theme, principals were cognizant that their role as building administrator currently has, and will probably always, include events that make their time precious and often difficult to schedule. They viewed time as a barrier that is on-going and felt it was unrealistic to assume this would change soon. However, they believed that a primary role for principals is to work with supporting student-teacher learning and by identifying this work as important, the time barrier could be overcome.

6.2.10. Further Findings of the Study

The following section outlines stories from interviews that are considered significant but didn't necessarily fit within the original six themes identified during data analysis. Principal comments, which ranged outside of the anticipated domain of the interviews, provide further insight into the principals lived experiences and are expressed in the following four areas: (a) principal as a student teacher, personal experiences, (b) an open versus closed system, (c) role confusion, and (d) advice from the principals.

Principal as a Student Teacher: Personal Experiences

In Albasheer et al.'s (2008) study, student teachers reported being treated like aliens within the school community by the principal and felt that principals failed to support them in their professional learning as the principal's involvement was limited or non-existent (Varrati, 2006). Throughout the interviews, principals reflected on their practicum experiences as student teachers. Four of the six principals interviewed related a negative experience during their practicum as a student teacher in terms of their interactions with the school principal and their lack of inclusion in the school community. Comments from a principal highlighted this experience as a student teacher.

I thought... they [principal] didn't care... and I never met that principal and the teacher I had was a department head and he was very smart and distinguished, he was a very good school associate and I remember I said to him at the time, "the only thing I wonder about is who the principal is." They [principal] didn't care that I was teaching their kids and that I worked in their school teaching their kids and they didn't ever meet me. I don't even know if he knew I was there... [and] I don't even know if it's a he or a she, I don't even know who it is.
(Samantha)

Similarly, when asked to respond to the question about why she supports student-teacher learning, Hannah stated that:

I think because I experienced it where I never met the principal and I thought that was strange. I remember thinking I don't even know who the principal is, if he walked down the hall I wouldn't have a clue who it was.

This experience of not meeting the principal during her practicum was so impactful for Hannah that she further stated “ever since then, when I was a teacher and I had student teachers, I made sure that they met the principal.”

In response to this same question, Robert stated that his first practicum was very challenging and the troubles with the practicum were partially created through the principal’s unilateral actions.

Let’s say it started with the principal pulling the EA from my classroom because in her mind the sponsor teacher was going to be the second adult in the classroom and would deal with the two students who were used to having an EA in the classroom. I didn’t see the principal once in the classroom. I barely interacted with the principal and had nothing to do with her. My sponsor teacher felt it wasn’t her role to function as an EA.

When asked if this is why he felt it so important for the principal to be involved in supporting the learning of student teachers during the practicum, Robert stated “very much so. I know what it feels like to get completely screwed; I know what it feels like to get no support.” In relation to this same question, Marlene stated:

Well, I think because I’m a reflective person and I sort of make decisions on what I do and how I feel and how people around me feel and I just remember what that felt like [referring to her negative experience and lack of principal involvement in Practicum 1] ... you are so young as a student teacher and so kind of vulnerable and you don’t really know what’s going on. The way... the second school [Marlene’s second practicum] embraced me being there, it felt like it was something that I want to take forward.

Hannah reflected on her lack of involvement within the school community and how the principal did not include the student teachers in the school-based team meetings because the principal did not see it as a part of the student teacher’s role.

I never attended a school-based team meeting when I was in my practicum ever, I didn’t know what a school-based team was when I started teaching... never got invited because it was considered not part of my business. That was very frustrating.

Hannah went on to further explain the impact this had on her when she became a teacher:

I think [there is an importance to] understanding the real roles of specialist teachers, and counsellors... [and] the first time I was asked to come to a school-based team meeting [as a new teacher], I didn't understand the seriousness of it—the formality, I didn't understand how you work at that table, I was shocked that there was a speech language pathologist because I had never seen that... and I was really impressed. I remember walking out of that meeting just being wowed, but I was confused as to why I didn't know about it.

This negative experience of exclusion from the community was further highlighted when Hannah was asked why she thought it was important to include the student teachers in the school community and what the impact was of not being included.

Because it's a community and we make them [student teachers] feel that they are joining a wonderful group of people. If it becomes—this staffroom and you sit there, but you don't dare sit at that chair, that's the principal's chair or that's a teacher's chair, he has always sat there or that's her seat. I was at a school where I was not allowed to have goodies when I was a student-teacher because I wasn't part of the staff... and there were four student-teachers and we were not allowed, and we were told, but you're not really staff and yet we wanted to be staff... you want to be included.

While four of the six principals reflected on the effect of a lack of interaction with the principal, three principals highlighted their own positive experience of involvement with the principal during one of their practicums. Robert outlined how the principal guided him through the evaluation process.

When I first started teaching, my first practicum, and the principal of the school... modelled that for me and he took me through formal evaluations. He walked me through what it would look like when I am a first-year teacher getting my first observation and he sort of modelled that for me and... that was my inspiration.

Marlene reflected on how there was a difference between her two practicums based on her sense of inclusion within the community and how in her first practicum the lack of principal involvement affected her.

I just kind of went there and then went into the classroom. I did what I was told to do in the classroom kind of thing and then kind of went away... the short practicum it was, I didn't feel like a good fit and I was glad it was a short one... and it wasn't a happy kind of experience. I didn't really feel known or included there.

When reflecting on her second practicum where the principal was very involved Marlene stated:

But in the second one, the long one was an amazing practicum and that's where I felt like I real learned so much and was just ready for my first job... I was invited to the staff meetings so I could I see how they work and the parent teacher nights and the parent teacher interviews and helped with report cards and those kinds of things so I did feel included.

Prior research has shown that many student teachers experienced limited interactions with the principal during their practicum which resulted in student teachers reporting that they did not feel as if they were members of the teaching staff (Anderson et al., 2009; Gross, 2009). Similarly, other research has highlighted how a lack of involvement by the principal resulted in student teachers feeling: (a) schools are not collaboratively engaged in supporting professional learning (Smith & Lev-Ari, 2005), (b) principals' treatment of student teachers had in many instances led them to feel like aliens within the school community (Albasheer et al., 2008), and (c) there was a lack of an inclusive membership (Stoll et al., 2006). Four of the six principals identified personal experiences as student teachers that aligned with the outcomes identified by student teachers in their schools. Furthermore, these four principals emphasized that their involvement with student teachers and the reason they see working with student teachers as important was directly related to their personal experience and the emotions created by these experiences. While principals related these personal experiences, the connection between their actions and their personal experience cannot be guaranteed to be a conscious decision as Marlene outlined, "it's funny, I didn't really think that my experience as a student teacher had this much impact until we started talking about it, until you asked me to say it out loud, that's kind of funny."

Open Versus Closed Systems

Principals identified the challenges that were encountered in relation to what three principals referred to as schools being either an open or closed system. Hannah defined a closed system as an environment that is “very individualistic with limited professional interactions” whereas an open system “invites people in to the system and people work collectively and collaboratively”. Matthew referred to the closed system as creating a culture where “you stay so closed within your own classroom that you don’t feel comfortable asking for help.” Principals identified building cultures as demonstrating traits that reflected either an open or a closed system and felt that these elements of the culture can impact the level of principal involvement in supporting student-teacher learning. David commented that while the role of the school associate may be to supervise the student teacher and to support their ability to teach and maintain an effective learning environment within the class.

There’s other aspects to the school. You know there’s an emotional and cultural support within the school. If we take a look at a lot of people who are going to be unhappy or stressed, ultimately when someone’s feeling isolated and alone they don’t do as well. So, I think that engagement with individuals outside of the SA relationship is important. And it’s always important that they actually touch or connect with someone who’s not their SA. Those things sort of happen organically just being in that school, you know, that’s open. I mean, we talk about open and closed schools. An open school will naturally have people go out of the way to do that [help]. If it was a closed type of school, I think then you have to do... more formal stuff yourself and try and make it happen.

Principal comments reflected the belief that they needed to be aware of their school culture as an open or a closed system and adjust their support to student-teacher learning based on that awareness. Principals who identified their school culture as being more closed should spend more time working to connect student teachers to other staff members for the purpose of collaboration, whereas in a more open system these connections are going to occur more naturally. Failure by principals to understand their culture may put the student teacher in a position of being isolated. Principal comments demonstrated that they believed their job is to ensure teachers and student teachers are connected to others and, in a closed system, student teachers will more likely

experience isolation as their exposure will be limited to their practicum classroom. In regards to the outcome of a principal not working to create connections for a student teacher within a closed system, Matthew stated:

we're [student teachers] islands within our classroom and that's how they're going to be when they come out. And it's again, this is my opinion, its growth, we do establish a culture of connectedness and collaboration and it is not about islands.

Therefore, a principal's role is to work with the staff to establish a culture, all schools do not provide an open system and principals need to be aware of this and adjust their support for student teachers based on the assessment of where their current school culture rests.

Role Confusion

Principal comments reflect their sensitivity to roles within a student teacher's practicum experience. Specifically, principals identified the role of the SA and the FA as the most important in supporting the student teacher's learning and viewed other members of the school community as having important but ancillary roles to play in supporting student teachers' professional learning. David stated that, "the reality is that the most important people for that student teacher in that triad would be their FA and SA, without question." Similarly, principals felt that the school associate and faculty associate had roles that were more defined and understood; while principal comments reflected the importance and the defined nature of the role for the SA and FA, their comments demonstrated that in contrast the role of the principal in working with student teachers was confusing or ill defined. When asked to define the role of the principal in supporting the student teacher Samantha stated:

I don't know that it's a formal role... there isn't a role, do you know what I mean, there isn't a formal relationship established in any of the universities...I think maybe the universities need to formalize that the principal needs to be a little bit more involved.

While principals identified the lack of a formal role, all could describe a role that they believed the principal should take in supporting student teachers. Principals described their role and identified that they often communicated their views to the faculty associate and/or the school associate. David and Robert described the many

discussions they had with the school and faculty associates in clarifying what involvement they would take with the student teacher. Hannah explained that the need to ensure that the principal respected the roles of the faculty and school associate by stating that they are always “checking with the teacher and making sure they’re okay with it” when referring to what role they will play with the student teacher during the practicum. Matthew went further and stated that:

there is a certain part [referring to the principal’s role] that needs to be defined to make sure that principals are not taking over the role of sponsor teachers, there needs to be a defined role and it needs to be a beneficial role.

Principal comments highlight the fact that while there was no formal role defined for the principal, they worked to establish an agreed upon role with the members of the triad. However, the absence of a defined role was viewed as creating challenges in principal involvement and more formal definition would be beneficial. Marlene identified the need to more clearly define the principal’s involvement as the role of the principal is already so complex and leaving it as relatively undefined relied on the intuitive nature of the principal to navigate the uncertainty.

Advice from the Principals

Interview participants all stated their belief that involvement in supporting student-teacher learning was an important element in the work that principals carry out as building administrators. However, their comments highlighted that more could be done. Anything that could be done to enrich the preparation of student teachers during their practicum will only benefit the system as a whole. Specifically, principals identified the importance of a collaborative approach to provide the best learning environment for student teachers as their school benefited, their district benefited, and the system benefited from it.

While principals identified numerous opportunities that they have been, or could be, involved in to support student-teacher learning, they advised that more needed to be done to avoid significant risk to the system. David stated that, “I think that we could probably do a better job in supporting student teachers...introducing them to professional practice and open school professional learning communities” and a failure to support student teacher’s in their learning will result in “garbage-in equals garbage-

out...so we need good student teachers to become good teachers and I think we need to really work with our staff to really engage them...and the standards need to be high.” Matthew stated that principals need to “get in there, make sure you are making this a priority, and make sure to at least give those student teachers the opportunity to know that you’re there.” Robert commented that principals need to “just be involved, get to know them [student teacher] and just build the relationship of trust with them.” Hannah referred to her involvement as having the ability to:

change future involvement and attitude if we invested in these people [student teacher] who are coming into our profession as opposed to making it a rite of passage for them, you have to... make them feel valuable and important and that this is a profession that is well worth their time and investment... and if we don’t do that we are not going to get out of it what we need.

While all principals had a strong belief that their involvement with student teachers during the practicum enriches the student teacher’s learning during this early phase of their career, they also felt that it had a long-term impact on professional learning and relationships as the student teacher transitioned into a novice teacher. While principals felt that more needed to be done, there was no agreed upon approach to achieve this involvement. David expressed that “it would be in our best interest as a district to have principals share their thoughts about this because I cannot say that every principal looks at it the same way.”

Hannah felt that communication through establishment of small hubs and “a committee that organizes hubs of learning or this is the year for the family of schools for this zone to have all student teachers” would allow for a more focused approach. Some principals felt that universities needed to provide more support and communication around principal involvement.

There should be something in their work with student teachers or their work in their class, in their course work, a couple of universities that... give the student teachers some help and some feedback in how they can approach an administrator, how they should engage, ideas that would benefit. I find that I go in and I’ll talk to a student teacher and say “you should really have myself or the VP coming in and observe a lesson you’re doing, just let me know, we’ll set it up” and they go, “oh really?” Like they’re surprised that I would be willing to do

that. There should be no surprise there. It should be just a given. There should be principals asked to speak in their course work... they should be released so they can go speak at university classes...The more that universities are connected with public schools' settings and with the day-to-day, the better off they're going to be in training the teachers that are coming in and in accommodating teachers, getting connected with schools, there has always been a disconnect. (Matthew)

David felt that increased communication from the universities that provided a better understanding of who the student teachers are through detailed bios would help with matching student teachers to school associates.

The one thing that would be interesting would be if they had the time before we actually specifically assign one [student teacher to a school associate] ... is a bit of a bio on the student teacher and just what their subject area is... a little more personal bio... which could probably predict greater or lesser success based on personality match.

Similarly, Robert felt that increased communication would support the relational nature of the traditional triad and help with placement of student teachers through universities seeking detailed lists of potential school associates. Samantha stated that "maybe the universities need to formalize that the principal needs to be a little bit more involved although I would think they'd want them to be." Marlene wanted to increase communication with those overseeing university ITE program to better share characteristics of her school and how they approach supporting student-teacher learning from a team approach. Marlene felt that this increased communication would further allow principals to share their role as principal to groups of student teachers, as she did not believe universities were the best ones to outline to student teachers what the administrators' overall role within the school community is. Similarly, Marlene felt that her knowledge of what occurs within the ITE portion of training at the universities was limited.

I would like to know a bit more about the required courses and like I don't know what student teachers are learning around SEL [social emotional learning] right now. I have no idea if there are certain requirements that students needed to have coming out. I don't know, are there specific courses around lesson design...I was thinking more like is there an understanding, sometimes it seems a little bit but when

we start talking about SEL, neuroplasticity, this sort of thing that the student teacher doesn't really know. And I get it that that's fairly new, but it seems more like the sponsor teacher is teaching even the basics on that. So, I would like to know more about what's offered, what the student teacher has taken before they come... but if you don't know what they've come in with, I don't want to ask them a whole bunch of questions about what's your background, like it's an interview or something... and if they prepared that coming in that would be preferable to me asking for it.

While all principals had suggestions for the universities on how they could further support principals in their work with student teachers during the practicum and these suggestions were varied, principals' primary concern revolved around increased and improved levels of communication between school principals, the traditional triad members, the district and the universities. Principals were very concerned to ensure that their university suggestions were not meant to reduce the roles of the traditional triad members or to interfere with universities authority in the delivery of ITE program, but rather ways to better enhance the learning experience of the student teacher through a more defined and coordinated role for the school-based principal.

6.3. Summary of Qualitative Findings

This chapter presented the interview data as described in Chapter 3. The purpose of this sequential explanatory mixed-method study was to utilize questionnaire data to identify a smaller group of principals for further study through in-depth semi-structured interviews. The questionnaire data was also used to highlight trends using descriptive data from the questionnaire. The intention of the interviews was to examine in more detail the lived experiences of principals in relation to their beliefs, actions and barriers in regards to their support of student teachers during the practicum component of the Initial Teacher Education Program. Principals selected for these follow-up interviews were identified by their strong beliefs and actions in principal involvement with student teachers.

Interview data was analysed utilizing a thematic approach. The data from this thematic analysis illustrated that: (a) principals saw a key role within the traditional triad, (b) the principal has a key position within the professional learning community in which

to support student-teacher learning, (c) student teacher experiences require connection to those beyond the traditional triad, (d) principals understood the journey of teacher development which they viewed as beginning before novice teaching, and (e) barriers encountered were seen as possible to overcome if principals prioritized student-teacher learning.

All principals who were interviewed identified the principal as being an important figure in supporting student-teacher learning, with the triad and in helping to connect the student teacher to a wider community. In relation to the triad, principal comments highlight their belief that placement of student teachers was a significant determinant of a successful practicum experience and they saw a role for the principal within this process that was collaborative. While principals were consistent in their comments in regards to the importance of principal involvement with student teacher placement, they differed in the reasons for the challenges in regards to placement of student teachers. Two principals identifying resistance from the faculty associates as the challenge to student teacher placement, while four principals identified the lack of principal involvement in school associate selection as the main challenge. While all principals identified the need to be involved in the selection of school associates as important, one principal felt that denying a teacher the opportunity to be a school associate may be harmful to the teacher – principal relationship.

Principals also viewed their role in setting expectations within the school community. Setting staff expectations through inclusion shaped by cultural practices that included all members of the school community was a main role for the principal. Similarly, connecting student teachers, fostering relationships, and modelling collaborative practices were all activities that principals reported engaging in with regards to student-teacher learning. Data analysis of principal comments indicated that they viewed the placement of the principalship within the professional learning community as providing them with a unique perspective to connect the student teacher to the wider school community.

In summary, the data analysis indicated that the principals interviewed believe they have an important role to play in supporting student-teacher learning and that this role is very significant to the work that they do as principals. Principal comments reflected their desire to work collaborative to further develop strategies to support

student teachers' learning as they see the initial stage of professional learning as a foundation for future interactions and development as a teacher moves through their career.

Chapter 7.

Summary and Conclusions

This final chapter begins with a review of the purpose, theoretical frameworks, research methods used in the research and a summary of research findings. Implications for practice and future research are also suggested.

7.1. Introduction

Within this study, 62 principals reflected on their individual beliefs and practices through survey questions and from this initial group of respondents six principals were chosen for semi-structured interviews to clarify trends within the survey and to gain a more detailed understanding of the lived experiences of those principals who were engaged in various practices to support student-teacher learning.

7.1.1. Purpose of the Study

The purpose of this study was to explore the role of the principal in supporting student-teacher learning during the practicum component of a student teacher's initial teacher education program by examining: (a) principal beliefs about their role in supporting student teachers, (b) their self-reported involvement with student teachers, (c) with whom they engage as they support student teachers during the practicum component, and (d) barriers they encounter to their involvement and how they overcome these barriers. From the understanding gained in the research, promising practices are identified and recommendations are presented for principal involvement with student teachers.

7.1.2. The Research Questions

The primary question for the investigation was:

- How can a principal become a more active participant in the practicum component of a student teacher's Initial Teacher Education Program?

The primary question was undertaken through the following sub-questions:

1. What beliefs do principals have regarding their role with student teachers?
2. What practices do principals identify engaging in with student teachers during the student teacher's school based practicum?
3. What practices do principals identify engaging in with school, district or university staff, and/or other community supports to assist student teachers in their professional learning, during the student teacher's school based practicum?
4. What barriers to involvement with student teachers have principals encountered and what strategies have they employed to overcome these barriers?

Past research on principal leadership has identified numerous ways for principals to support teacher learning (Drago-Severson, 2007), including induction programs, professional learning communities, mentoring, modelling, coaching, development of school culture, and professional development practices (Bradson & Johansson, 2000; Brock & Grady, 2001; Dragon-Severson, 2007; Danielson & McGreal, 2000; Fantilli & McDougall, 2009; Hadar & Brody, 2010; Montecinos, Walker, et al., 2015; Rideout & Windle, 2010; Usher 2010). These studies often identified the principal as a key player in supporting teachers in their professional practice. Most of the research has focused on principal involvement with teachers during their early careers as newly hired novice teachers. However, only a few studies (Albasheer et al., 2008; Maskit and Orland-Barak, 2015; Montecinos, Cortez, et al., 2015; Varrati et al., 2009; Varrati & Smith, 2008) have examined the role of the principal in supporting teachers at the outset of their professional journey as student teachers before they officially join a school staff. Numerous studies have examined the benefits of a strong working relationship between the student teacher and the faculty associate and/or school associate, but few researchers have studied the involvement or impact of a principal on this initial stage (student teaching) of a teacher's journey.

7.1.3. Research Methodology

In the examination of the research questions a mixed method sequential explanatory approach was utilized. A variation of the explanatory design, the participant selection model, was used, in which the data from the quantitative phase helps to

identify and purposefully select participants for the qualitative phase (semi-structured interviews) of the study (Creswell, 2012). Both the survey and interview involved current school-based administrators who all had experience in public education administration. Sixty-nine principals from a large urban K-12 public school district were contacted about their involvement in the initial survey. Sixty-two of the 69 principals contacted by email responded to the survey. Of the 62 who completed the survey, 56 stated they would be willing to be involved in a follow-up interview. Responses to the survey were used to identify principals most appropriate for further follow-up investigation, as well as to inform the development of the interview protocol.

Six principals were chosen from the group for follow-up interviews. Of these six principals two were currently elementary, two middle and two secondary principals. The six were chosen because they had a strong belief that that they should be involved with supporting student teachers, and self-reported high levels of involvement in doing so. The six interviewees all encountered varying degrees of barriers to their involvement in supporting student teachers during their practicum, but managed to overcome many of them. Interviews were conducted in person by the researcher, recorded and transcribed personally by the researcher immediately after the interviews were conducted. A bottom-up, iterative, thematic coding strategy was used to analyse the transcriptions and participants were asked to confirm the themes extracted from their interview.

7.1.4. The Interviews

The purpose of the interviews was to gain insight into the lived experiences of principals who support student teachers during the practicum component of their ITE program. Specifically, why do principals believe they have a role to play in supporting student teachers, what strategies do they utilize to support the student teacher in their development and how do they overcome the barriers to providing this support?

Research on student-teacher learning during the practicum component of their ITE program has mainly focused on the traditional members of the triad (student teacher, school associate, & faculty associate) and how support could be provided to better prepare student teachers for their professional lives (Duquette, 1994; Heung-Ling, 2003; Korthagen, 2011; Kosnick & Beck, 2003; Patrick, Elliot, Hulme, & McPhee, 2010; Rodgers & Keil 2007; Smith 2004; Tsui et al., 2001; Volante, 2006). The importance of

relationship development, increasing the network of support, and the long-term influence of the student teacher experience are common themes within the literature. However, the involvement of the principal in student-teacher learning was examined in only a small number of studies (Bredeson & Johansson, 2000; Brock & Grady, 1998; Maskit & Orland-Barak, 2015; Montecinos, Walker, et al., 2015; Swick & Ross, 2001; Varrati, 2006; Varrati & Smith, 2008; Varrati et al., 2009). Research into the role of the principal within the practicum component of the ITE program has been particularly limited.

I entered this study with the belief that the support a student teacher receives during their practicum was important to not just his or her immediate development as a student teacher, but also to longer term professional development as a novice teacher. Personal experience during my own student teaching practicum shaped my belief that the principal was a key figure in supporting the learning of the student teacher. Similarly, I felt that lack of involvement could have negatively shaped my view of professional learning and the role of the principal in relation to it. My subsequent experiences as a teacher, school associate and principal, reinforced my view that there is a need for a diversity of support that extends beyond the traditional triad members to include the principal and to also involve the student teacher with the wider educational community of the school. While I believed the school associate and faculty associate had a significant role to play, I also felt that the principal had both a responsibility and unique opportunity to support the learning of the student teacher in collaboration with the traditional triad. I also believed that the principalship was well positioned to facilitate connections beyond this traditional triad. However, the literature on principal beliefs, actions and barriers to action in supporting student-teacher learning was limited, particularly in the Canadian context and so I decided to develop a research plan to begin to address that gap.

7.2. Discussion

In this section the primary question as well as the four sub-questions will be addressed. I entered this study believing that the principal had a role to play in supporting student-teacher learning during the practicum component of the student teacher's ITE program. However, I did not know if other principals held the same belief in the value of their involvement in supporting student teachers, if they had found or created a role for themselves in this process, and if so what types of support they were

providing. Through a primarily closed-ended questionnaire, I could better understand principals' beliefs about and self-reported involvement in supporting student teachers, as well as the barriers they encountered in doing so. This questionnaire also helped to identify principals who were actively involved supporting student teachers for follow-up semi-structured one-on-one interviews to discuss their practices, beliefs, and barriers encountered in supporting student-teacher learning in more detail.

7.2.1. Research Questions

What beliefs do principals have regarding their role with student teachers?

Principal questionnaire results showed that a majority of the principals believed they had a significant role to play with student teachers during the practicum component of their student teaching. Overall, principals reported a strong belief in the importance and value of their involvement in a variety of ways.

Questionnaire results further showed that principals felt that both direct and indirect means of support were important to the development of student-teacher learning. This perspective was consistent across grade levels and other demographic variables. Principal beliefs were numerous but the strongest beliefs concerned: (a) the importance of principal involvement with the traditional triad members, (b) including the student teacher in the professional community, (c) developing student teachers' understanding of the school culture, (d) including student teachers in school professional development activities, (e) connecting student teachers to other staff and community members, and (f) communicating expectations to school staff and student teachers. The only area where principals did not hold consistently strong beliefs in regards to their involvement with student teachers was in relation to completing a formal observation of the student teacher, as most principals believed this was not an activity which needed to be carried out with student teachers.

Follow-up interviews with six principals explored their beliefs regarding their role with student teachers in more depth. One of the criteria utilized in the selection of principals for follow-up interviews was based on the principal holding strong beliefs about his or her involvement with student teachers during the practicum. Interview responses that extended or elaborated on questionnaire data in relation to principal

beliefs about their involvement with student-teacher learning were prevalent in the following areas: (a) welcoming of the student teacher, (b) matching of the student teacher to the school associate, (c) developing and fostering relationships with the student teacher, (d) modelling professional attitudes and behaviours, and (e) extending student teacher connections within and outside the school community.

Welcoming of the student teacher was identified by interview comments as a significant event that principals believed was important to supporting student-teacher learning. All principals interviewed expressed a strong belief that principals needed to actively welcome the student teacher to the school and extend this expectation of welcoming the student teacher to the other members of the school community. Principals believed that welcoming helped to build initial relationships between the principal and the student teacher, introduced the student teacher to the culture, and supported integration into the school community through the establishment and development of professional connections with staff.

Matching of the student teacher to the school associate was also confirmed by principal interview narratives. When asked during the interviews about their beliefs regarding their role with the triad members, principals support the view that the placement of the student teacher with the school associate was a significant factor in the student teacher's learning and success. The success of the practicum placement was viewed as being dependent on strong communication between the faculty associate, the principal and the school associate. All principals commented that matching a student teacher to the school associate required a principal's professional knowledge of the school associate and the student teacher. Furthermore, principals believed that communication was needed before student teachers arrived for their placement and student teachers should not be placed without principal involvement, as principal knowledge of the school associates and classroom composition could help enhance the student teacher's practicum experience.

Overall questionnaire data and interview statements by principals highlighted that the fostering of relationships between the student teacher, the triad participants and other members of the school community was also identified as an area in which principals had an important role to play. Interview comments demonstrated that relationship building began, as previously mentioned with welcoming, but extended

throughout the practicum. Beliefs about fostering relationships included: (a) beginning the establishment of relationships early, (b) meeting with all members of the triad, (c) connecting directly with the student teacher, (d) not just relying on formalized strategies, and (e) supporting connections throughout the practicum.

Four of the six principals interviewed identified that establishing a supportive professional relationship not only helped during the practicum but also continued beyond the practicum to have a positive influence on teacher learning upon entry into the profession.

Modelling of best practice was identified as important in supporting student teacher development. Principals' comments emphasized the importance of student teachers being exposed to best practice by all members of the school community through modelling. However, the most frequently articulated beliefs in regards to modelling centred on the modelling of the principal. Principals viewed themselves as instructional leaders and felt it was important for student teachers to understand that principals were actively involved in the school's instructional program and in the professional community of the school. Their comments during interviews demonstrated that while they viewed the modelling of best teaching practices within the classroom as important, they also recognized the importance of their own modelling of the expectations of members of a professional learning community. Principals believed the breadth and depth of their experience and knowledge of those within the community allowed them to model these experiences that would add to the learning the student teacher was receiving from their school associate, faculty associate, and school staff.

Lastly, principal support in extending student teacher connections within and outside the school community was highlighted by interview comments. These interview comments supported and added depth to principals' beliefs revealed by the preliminary questionnaire. Specifically, interview participants commented on the importance of connecting student teachers to those whom they believed could extend the student teachers' learning experiences. Principals believed their knowledge of the school associate, and those within the community provided them with a breadth and depth of knowledge of others which could identify others to help to fill any gaps in the student teachers' practicum learning experiences. Interview statements by principals highlighted that principals viewed this support beyond the traditional triad as important to student

teacher success during their practicum and moving forward in their career. All six principals interviewed expressed a strong belief in being well positioned within the school community to connect the student teacher to others who could support their learning, and that the principal should look beyond the triad and school staff in making these connections for the student teacher. Examples included district staff, community agency staff, parents and other governmental agencies. In conclusion, all principals that participated in the semi-structured interviews commented on their belief that the role of principal placed them in a unique position within the school community that allowed them to: (a) work with the triad members and provide a differing perspective on the developmental gaps within the student teacher's learning, (b) understand the skills and practices of the wider members of the school community, (c) appreciate the diversity and composition of the classroom placement, (d) establish and maintain relationships with these members of the wider community that support learning within the school, and (e) using this knowledge and the relationships to connect student teachers to individuals and learning opportunities that would expand their experiences and support networking beyond the traditional triad members and the practicum classroom. Interviewees believed their position as principal best placed them to support the student teacher and triad members in this wider connection.

What practices do principals engage in with student teachers during the student teacher's school based practicum?

Principal questionnaire and interview data showed that principals are often directly engaged with student teachers during their practicum. Questionnaire data indicated that principals engaged in a variety of practices with the student teachers; however, data from the questionnaire also showed that many principals, while believing direct support of the student teacher was important, were often limited in how often they could engage in the support. Many principals reported a low level of engagement in relation to meeting, planning, and coordinating with student teachers and the triad members. Similarly, many reported a challenge in collaborating with the school associate and faculty associate in the placement of the student teacher, even though they strongly believed this was a valuable role for them to play. However, most of the 62 principals who completed the questionnaire identified a higher level of success in engaging in activities that were meant to socialize the student teachers into the school community through experiences that introduced them to the operational culture of the

building. Activities such as welcoming, tours of the building, and inclusion in staff meetings and professional development activities were strategies that principals utilized to familiarize student teachers with the operations of the building.

Interview data confirmed that while principals viewed the direct instructional role with the student teacher as primarily the responsibility of the school and faculty associate, they did in some instances engage in direct instructional support themselves, especially if requested by the triad members or if the principal identified gaps in the student teacher's learning. This direct instructional support ranged from demonstrating lessons to meeting with the student teacher to review unit/lesson design or developing strategies to deal with classroom management issues. Principal narratives gathered through the interviews highlighted that principals engaged in activities with the student teachers that were based on: (a) developing and fostering relationships, (b) connecting student teachers to others, and (c) modelling professional attitudes and behaviours.

Principals worked to establish professional relationships with the student teachers that allowed them to feel connected to the school community and directly with the principal. Principals engaged the student teachers personally upon their arrival at the school and introduced them to the staff and school community through staff meetings and other informal opportunities. Principals who were interviewed said that treating the student teacher as a member of the professional community was important from the outset. They ensured student teachers were included in all school based activities for regular teachers because they felt this was an important aspect of inclusive membership.

Principals felt that modelling was an important way to support student-teacher learning. They sometimes directly modelled lessons for student teachers and provided connections to other staff that could provide valuable modelling. Principals saw one of their primary roles as understanding the student teachers' learning environment and those who are directly supporting the student teacher within this environment so that they could provide additional support themselves or connect the student teacher with others who could provide support when that would be beneficial. Therefore, it was important for the principal to develop a good working relationship with the student teacher from the outset. Complementing the support provided by the school and faculty associates was felt to be part of their responsibility as educational leaders in the school.

Principal questionnaire and interview data showed that principals worked to connect the student teacher to the whole school community in addition to ensuring a close working relationship with the members of the triad. Principals themselves treated the student teacher as a member of the professional staff and felt it important to ensure that other staff members did so, first by saying so and then by including student teachers in staff meetings, professional development opportunities and other work-related meetings or tasks. Interview comments revealed the principals' desire to ensure that student teachers were provided with experiences and opportunities that were as close as possible to those they would have when they began their career.

Principal comments during the interviews were very cognizant and respectful of the central role and responsibility of the triad. They saw their work with student teachers as being complementary to that. However, they did think it necessary to take a lead in establishing their connection to the triad and to take the initiative to participate in the practicum if opportunity were not forthcoming spontaneously.

What practices do principals identify engaging in with school, district, or university staff and/or community supports to assist student teachers in their professional learning, during the student teacher's school based practicum?

Principal questionnaire data showed that the faculty associate was the main contact with the university and the principal rarely had contact with other university based personnel in relation to the student teacher practicum. The data did show that many principals took an active role in connecting student teachers to other staff in the school but often were unable to utilize district level support staff to work with the student teacher. Similarly, questionnaire data showed that as the support became more distant (i.e. further from classroom), principals were less likely to believe they were responsible to connect the student teacher and those that believed the principal had a responsibility were less successful in making the connection. Follow-up interview comments showed that within the school principals worked to involve student teachers in all the work that a regular teacher would do. For example, all felt it important that student teachers experience school-based team meetings in which pupil needs were discussed as they wanted student teachers to be exposed to outside supports to gain an understanding of these roles and responsibilities. Specifically, they mentioned inclusion in Parent Advisory Council meetings and introductions to police liaison officers, occupational

therapists, physiotherapists, psychologists, learning specialists, educational assistants and members of community groups who supported the school. While the roles that each principal identified as having connected the student teacher to varied, their intention to provide this expanded connection beyond the triad and the classroom was identified as critical.

Principals commented on the need to understand the complexity of the student teacher's practicum and provide experiences which extended this experience. The principals' knowledge of the various actors who support the student teacher, the complexity of the placement classroom and the future challenges that could confront a teacher, allowed them to identify others who could contribute to the student teacher's learning. Interview comments from principals highlighted that the practicum experience can be limited in its ability to expose student teachers to a breadth of experiences. Principals were a conduit to broader experience with any person the principal believed would expand the student teachers' practicum experience and better prepare them for the transition into a teaching career. Principals did not identify a formula for these attachments to others but rather viewed this work as specific to each student teacher. However, principal comments consistently indicated that the practicum should not be isolated from the overall community and this community was more extensive than just the traditional triad members and the school staff. Participants generally believed that it was important to facilitate interactions with members of the wider community to extend the experience of the student teacher beyond the classroom practicum and thus better approximate the experiences that regular teachers encounter during their careers. Ussher (2010) used the proverb of "it takes village to raise a child" and interview comments from principals support this belief that the wider community was advantageous in preparing the student teacher and that the principal was a key member of the village in identifying and connecting to other villagers.

What barriers to involvement with student teachers have principals encountered and what strategies have they employed to overcome these barriers?

Questionnaire and interview data demonstrated that time constraints of triad members, school staff and district staff were the most common barriers encountered by principals in their attempts to support and enrich student teachers' experience. Questionnaire data identified time constraints on all community members, while principal

comments during the interviews revolved primarily around the time constraints on the principal themselves. However, all six principals interviewed stated that while time was a challenge in supporting student-teacher learning, it was a barrier that could be overcome with proper planning and by making student-teacher learning a significant priority within their work. They felt that it was too easy to allow the work in supporting student teachers to fall to the bottom of their work list and felt many principals were likely not placing enough priority on this work. Comments from principals suggested that creating a more formalized role for principals (which no principals articulated in detail) would encourage more principals to place greater priority on this work. Similarly, by elevating the importance and defining the role of principal involvement, principals would be in a better position to “flex” their time-availability to better align with the time-availability of other community members.

Information gathered from principals also showed that they experienced little resistance from members of the triad in supporting student teachers. Specifically, interview comments indicated that in most instances members of the triad were open to principal involvement in supporting the student teacher’s learning during the practicum and were receptive to principal input and engagement, even though no formal role had been defined for principals. While role definition was identified as problematic by principals interviewed and they wanted more discussions about and definition of their role, they did not let this lack of clarity interfere with their engagement to enrich student teachers’ experience during the practicum.

Communication was an area that interviewed principals felt could be modified and improved upon. Specifically, they often experienced a lack of initial communication from the university or faculty associate to the principal in regards to identifying teachers who could serve as school associates. Principals saw this as significant because: (a) a principal may not consider a teacher who volunteers as a school associate to be prepared for this role, and/or (b) a teacher’s classroom may not provide the best placement given the composition or complexity of the students within the classroom. All six of the principals interviewed reported instances where they were not consulted about selection of school associates and how this created practicum placements that were not ideal. While one principal interviewed felt that denying a teacher an opportunity to be a school associate could create conflict with the staff member, she felt that ensuring a

good placement was worth the risk. In regards to this oversight in communication before school associates are selected, principals also wanted to know more about the characteristics of the student teacher. Principals felt that more direct communication with the university or faculty associate in this regard would help with the matching of the student teacher and the school associate and with arranging connections within the immediate and larger community that might best support the development of the student teacher.

How can a principal become a more active participant in the practicum component of a student teacher's Initial Teacher Education Program?

Principal questionnaire data, taken in conjunction with the follow-up interview comments showed that principals viewed their involvement with student-teacher learning as being multifaceted. First, principals wanted to engage with the members of the traditional triad. While the principals did not have a defined role in regards to their work with student teachers in the same manner as the school associate and faculty associate, they still felt strongly that they needed to be actively involved in supporting the learning of the student teacher. However, they did not want to take over the role of the school and/or faculty associates, but rather to engage in activities that complemented them by connecting with the triad members, fostering relationships and working collaboratively to place and support student teachers. Principals saw their interactions with triad members as being dependent on the person who filled the role of school and faculty associate and were prepared to adjust their approach as necessary. This was most emphatic for the position of faculty associate, which is consistent with research conducted by Montecinos, Walker, et al. (2015), who found that principals wanted a greater presence of the faculty associate within their building and felt that a lack of presence was the main obstacle to the school's involvement in the practicum. In this study, principals reported that sometimes they were engaged by the faculty associate to meet and exchange information, and other times they were required to actively pursue the faculty associate to establish contact and participate in planning. While frustrated by this lack of engagement from some faculty associates, principals' comments highlighted their persistence in trying to ensure that they established relationships, were conduits of communication, welcomed those members from outside the school community, collaborated to ensure successful placements, and adjusted their support to complement the triad.

Secondly, principals wanted to ensure that they understood and respected the roles of the school and faculty associates. They wanted to focus on activities which built on the support provided by the traditional triad members and saw this involvement as not being limited to any individual task or activity. Even informal observations provide them with a foundation to gain a better understanding of the student teacher experiences which then allowed them to foster relational trust, provide feedback to the student teacher and further use this information to make connections to others within the community that may benefit the student teacher.

Thirdly, the principal felt they could take on a more active role as an instructional leader in relation to the student teacher. Opportunities for principals to be instructional leaders can occur through direct or indirect activities with the student teacher. Principals in the study reported a variety of opportunities to observe or model lessons for the student teacher to help improve his or her instructional practices.

Lastly, treating student teachers as members of the staff through inclusion in all staff based activities, allowed principals to harness their work with other teachers and community members to support the development of the student teacher. Specifically, principals were conduits of connection for student teachers and through these connections the principals reported that they could harness the expertise of others to increase the breadth of experiences for the student teacher. By fostering relationship with the triad members, the principals were better positioned to understand the student-teacher learning experience during the practicum and utilize their knowledge of others within the school community to extend the supports available to the student teacher. Similarly, by extending the experience of the student teacher beyond the practicum classroom experience, the principals felt they could become a more active participant in the support of the student teacher. Consequently, by being inclusive of the student teacher, principals felt they could partially address the main barrier that was identified in their engagement with student-teacher learning, which was time and including student teachers in the day-to-day activities created efficiency for principals.

There is no doubt that principals found their work with student teachers to be time consuming and often in conflict with other tasks. While recent research has suggested that some do not view teacher education as part of the principal or school's mission (Montecinos, Cortez, et al., 2015), principal comments from this study

disagreed. Specifically, the principals interviewed emphatically stated that student-teacher learning during the practicum experience is part of principal and school district responsibility. They felt that principal time, school organizational time and district resources need to be focused on supporting student-teacher learning as school districts are ultimately the ones who will benefit from this enhanced support. Failure to recognize this role and responsibility makes it easy for principals to focus their attention and effort in other areas within the school day. Participants in this study felt that highlighting this responsibility and working to better define the role of principal would help to increase the active participation of principals in regards to student-teacher learning during the ITE practicum component.

7.3. Implications Practice and Future Research

The next sections of this chapter will discuss how the results from this study are related to practice and future research.

7.3.1. Implications for Practice

This study provides insight into the role that principals can play in supporting student-teacher learning through the example of six principals who are active participants in the practicum component of the ITE program and the strategies they utilized to support student teacher professional learning. It looked at the principals' beliefs and engagement with the traditional members of the triad but also at their beliefs and self-reported strategies in connecting the student teacher to other members of the wider school community. Interviews revealed the "how" and "why" of the principals' efforts to make those connections for the student teacher. Lastly, the study examined the barriers that principals encountered in this work and their strategies to overcome these barriers.

For Principals

Principals saw a teacher's learning journey as beginning during the student teacher practicum and consequently believed that practicum experiences can have a significant impact on long-term professional learning. Unfortunately, four of the six principals interviewed reported a lack of principal involvement during their own student

teaching practicum. They felt this should change because a principal has both the duty and the opportunity to enrich the practicum experience in a variety of ways.

Suggestions for principals are as follows: (a) communicate and engage with members of the triad to offer support to student teachers, (b) foster relationships with student teachers and welcome them into the school community, (c) support the faculty associate and school associate in the matching of student teachers to their school associate and practicum classroom, (d) outline for staff members their collective responsibility for supporting student-teacher learning, (e) include the student teacher as a member of the professional community through inclusive membership in all activities of the school, (f) model professional collaborative practices, and (g) extend support for student teachers beyond the immediate school staff to include district level staff and people in the community who support the school's students.

Principals are educational leaders within the school community. Taking an active role with the triad not only increases the support structure for student-teacher learning, but also demonstrates the role of the principal in the school learning community for student teachers. This awareness of principals as educational leaders, who support the professional learning of teachers directly or through establishing and supporting collaborative practices, provides a foundation of understanding for student teachers when they begin their career as novice teachers.

Many might see student teachers as future members of the school community. However, principals interviewed saw student teachers as current members of their staff who deserved support in their learning in the same manner as the regular staff. Principals who foster relationships with student teachers and work to welcome them into the school community begin their socialization into the profession and help them to better understand the role of the principal within the school community.

While principals can become more directly involved with student teachers, it is also important that they have a strong working relationship with the school and faculty associate. This relationship begins with the initial communications around selecting school associates and matching the school associate with a student teacher. Failure on the part of the faculty associate, school associate and principal to work collectively in this matching process was seen as limiting the practicum placement for student teachers. Principal knowledge of the school staff and classroom context can be of benefit to this

process. Similarly, information about student teacher characteristics is important to enhance the matching process. Principals felt they held a significant amount of staff and school community knowledge that would benefit the connection between student teacher and school associate. Active ongoing discussion with the triad members helps the principal to identify further possible professional connections which could enhance the student teacher's learning.

Seeing the support of student-teacher learning as solely a role for traditional triad members was considered by principals to limit the breadth of experiences needed to best prepare student teachers. While the triad members were viewed as a core nucleus of support for the student teacher, the involvement of the principal was believed to enhance the professional support system. Direct work with the triad members was viewed as a crucial role by principals and the extension of support beyond the triad was believed to be an additional benefit that principals provided student teachers during their practicum experience. The degree of discussion that reflected the need for principals to establish the expectations with all staff members the collective responsibility to support student teachers was evident. Principals can also ensure that staff members realize that student teachers are to be treated as full members of the staff and future professional colleagues despite their apprentice-like status. Ensuring that the community is aware of the inclusive membership that includes the student teacher was a message that principals felt was important in establishing. Failure to be actively inclusive of student teachers limits their learning opportunities and could have long-term implications in terms of their attitudes and dispositions as well. Student teachers should see themselves as setting out on a life-long journey of learning as part of a professional community in which collaborative inquiry is the norm, not as merely completing a discrete process of certification.

Principals are important models for student teachers of the desired attitudes and behaviours. Thus, they should ensure that student teachers see them not only as managers but also as educators and leaders through: (a) their pedagogical support, (b) their relationship building, and (c) their active professional engagement in the school and community. They should also be active in connecting student teachers to significant role models within and beyond the school. Failure to directly model behaviour and to connect student teachers to appropriate models leaves them vulnerable to isolation and less

likely to understand the elements that make for a strong professional learning community.

A principal's understanding of professional and learning progress of a student teacher requires regular and ongoing communications and involvement with the triad members. Limiting the principal's involvement with the triad members impacts the strength of their role in supporting student-teacher learning. Extending the support of the student teacher beyond the triad members to include other staff members is a value that principals can provide given their knowledge of the community members. This extension can go beyond the professional staff within the building to involve district staff and outside agencies, professionals or groups. Given the breadth of the principals' relationships, they can help to facilitate the support for the student teacher beyond the school staff to more adequately reflect the supports that teachers seek out or engage with to support the students within their classroom.

Principals need to place a higher priority on active involvement with student teachers to prevent this involvement from slipping under the intense time pressures that are characteristic of the role. They should also be active in expressing their beliefs and desires to district and university officials to encourage systemic change that will validate this priority and perhaps increase support for and reduce barriers to their involvement in the practicum.

Changes need to be made in how the larger educational system views the contribution principals can make in the development of student teachers and the long-term value such involvement can provide the professional learning of teachers and professional learning communities. Principals can begin this process by increasing the priority they place on it. Their views need to be communicated to universities and school districts to help them appreciate and thus better define the principal's role and realign work priorities and resources.

For ITE Programs

This research also has implications for university ITE programs, university graduate leadership programs and school district administrator training programs, all of which need to better understand the importance and positive potential for more active principal involvement with student teachers. While ITE programs have well-defined roles

for the school associate and faculty associate, further work should be conducted to better understand and communicate how principals can participate within the traditional triad and how all members can better participate more with other community members. Principal comments demonstrated that they believed principals had a role to play in extending the learning of the student teacher beyond the traditional triad members due to the position of the principal within the school community. Based on the breadth and depth of their knowledge and relationships, principals are provided with a capacity to connect student teachers to others and this ability to connect to the wider community was unique to the role of principal. University ITE programs, in working with partners to define a way for principals to collaborate with the triad, could take advantage of the unique position that the principal holds within the educational community to enrich student teachers' practicum experience and better prepare them for the transition to their professional role.

This study also helps to inform university ITE programs in regards to the challenges principals face in their work with student teachers during the practicum. Specifically, principals placed significant importance on their involvement with the matching of student teachers and school associates. Principals felt that matching should be viewed as a collaborative practice that involved ongoing and timely communication between the educational partners. However, they reported instances where they had been excluded from the matching of student teachers with school associates through a lack of communication or even what one principal referred to as an "end around" in which school associates were directly contacted by the universities and selected without any input from the principal. Principals' knowledge of the school associate could be very helpful in a collaborative approach to matching them with student teachers if they were directly involved and provided with information about the characteristics of the students.

Lastly, principals want to better understand the expectations of the university program and the learning student teachers engage in through their course work. Principal comments reflected a desire to help in the coordination or connection of their school goals in relation to the university-based courses that student teachers are involved in. They felt that an improved understanding of the overall ITE program would help them to align student teacher experiences with university program experiences during the practicum and to connect student teachers with community members who

would not only support student teacher course work but could fill gaps in the student teachers' understanding of their professional role in the school and in the broader educational community.

For School Districts

Recognition by principals that coordination of principal involvement with student-teacher learning would provide a more system wide support approach during the student teacher practicum raises the question of what role the school district should play in this regard. The report by principals, either based on their own personal experience as a student teacher or on conversations with colleagues, that principals are not always involved in student-teacher learning strongly suggests that some district involvement would be beneficial. Student teachers form the pool of qualified individuals that school districts hire from to fill their teaching ranks. Highly qualified and prepared student teachers are a great benefit to school districts. School districts direct resources to support novice teachers and develop professional learning communities that are inclusive and collaborative, but they do little to promote principal involvement with student-teacher learning. The lack of involvement by the school district in working with educational partners or in setting directions for principals in their engagement with student-teacher learning was shown to cause some principals to believe that school districts do not value this stage of professional learning and do not expect them to be involved in it.

School Districts could work with principals and universities to create a more defined role for principal engagement with student teachers. Role definition would help to guide principals and set expectations system wide and school district involvement would also highlight the importance of this stage of professional development. Similarly, school district involvement could help to align principal workload with the intention of mitigating the main barrier to their involvement, which is time. As school districts are the main beneficiaries of student teacher preparedness, helping to balance or align principal workloads, and identifying the work of principals in the practicum as important, would help to support and shape principal involvement with student teachers during the practicum. School District resource allocation, human and financial, is under the direct control of school districts and their involvement in shaping principal role expectations in regards to student-teacher learning is only in their own best interest.

7.3.2. Caveats

The purpose of this research was to gather information on principals' beliefs and involvement in supporting student teachers during their ITE practicum component. The study was limited by the research design chosen, a sequential explanatory mixed method approach that utilized a design consisting of two phases (quantitative and qualitative). The sample size was limited to 69 principals purposely selected from a single school district, 62 of whom responded during the quantitative phase. In the second phase, six principals were purposely selected to participate in-depth semi-structured interviews. These factors limit the generalizations that can be made from the findings in this study.

First, the results of this study should be interpreted with caution as participants self-reported their involvement with student teachers during the practicum so responses may not reflect actual practice. Further, participants may be vulnerable to what Babbie (1986) refers to as the social desirability bias—the tendency of subjects to give answers that are believed to be socially desirable rather than those that truly reflect the participant beliefs or actions. Quality of involvement claims were not verified by any other sources other than the six follow-up interviews with chosen participants. Similarly, the participants were all directly or in-directly supervised by myself, the primary researcher, and may have been influenced by this power differential to provide answers that they thought I wanted to hear.

Second, the scope of this study was restricted to questionnaire and in-depth interview analysis of principal beliefs and self-reported involvement with student teachers learning during the practicum. There are many other participants who could have added to the depth of understanding of principal involvement with student-teacher learning including, but not limited to, faculty associates, school associates, student teachers, students, vice principals and district staff. If I were to repeat this study, I would expand those participating to include at least school associates, faculty associates and student teachers to gain their perspectives on principal involvement during the practicum.

Third, the study was also limited to a single large school district that was in an urban environment close to major universities. School districts can be unique entities and a large urban district reflecting a specific grade configuration may be very different

from a rural or small urban school district. Specifically, resources available to principals in regards to supporting practice may differ as might the barriers encountered. However, this should not prevent researchers and readers from drawing their own conclusions. Specifically, the study was designed to identify a small group of principals who self-reported a high level of involvement with student teachers and to understand the lived experience of these principals and the practices they engaged in. The data collection methods, member checking, and triangulation should increase the trustworthiness and credibility of the findings in this study.

7.3.3. Further Research

This study contributes to the modest body of research that exists in the area of principal involvement supporting student-teacher learning. With few exceptions, the 62 principals who responded to the questionnaire identified a belief in the importance of participating in the learning of student teachers during their practicum and viewed this participation as not just limited to direct involvement with the traditional triad. The six principals identified for further in-depth semi-structured interviews provided descriptions of their engagement to expand the learning opportunities of student teachers. However, this research sample was limited to a single large urban public school district with a small sample size and findings warrant further investigation in larger and more diverse school districts.

Expansion of the study would, of course, allow for affirmation and elaboration of the themes it suggests, and specifically the effect of direct involvement with the principal and how that effect varies according to the nature of the interaction. Further research could also include participants beyond the traditional triad and the principal, such as support and district staff, as well as looking at the value that student teachers themselves attach to these connections beyond the traditional triad.

A longitudinal study that follows student teachers through their practicum, novice teaching, and transition into master teacher, based on their interaction with the principal during their student teaching practicum, could add to understanding of the long-term effect, if any, on teacher learning and engagement in professional learning communities.

In relation to the primary researcher's negative experience during the practicum component of student teaching, four of the six principals also identified personal experiences during their student teaching practicum where the principal's lack of involvement was memorable enough to comment. The four principal narratives showed how this lack of involvement from the principal during their student teaching practicum impacted not only how they viewed the principal, but also how it negatively impacted their personal feelings of inclusion within the larger school community. For example, one principal highlighted the experiences of her interactions as a student teacher at two separate schools where her interactions with the principals were very distinct and how this impacted her differently (one principal was highly engaged and welcoming to the student teacher, whereas one principal had limited and sometimes negative contact with the student teacher). Further exploration of the impact that varied principal engagement with student teachers can have on a student teacher's personal and professional development would be warranted.

One major implication in this research is the lack of clarity about the role of the principal in supporting student-teacher learning during the practicum. While one principal stated they didn't know if the principal's role working with student teachers needed to be formally structured, comments from all principals demonstrated that the lack of clarity did create some distress in principals as they were frustrated by the lack of communication that occurred around student-teacher learning but did not want to overstep their bounds. Thus, there could be further research into principals' understandings and attitudes towards involvement with student teachers to understand what sort of policy and/or training might be helpful.

The notion of 'Village of Learning' was used to describe the linkages between the multitude of community members who function within and around the school. Principal questionnaire data showed that many principals believe they are positioned within the community to create and take advantage of the linkages to support student-teacher learning. Principals who were interviewed consistently expressed a belief that they could and should foster the linkages through behaviours that emphasized; inclusive membership, extension of the community beyond the professional staff, collaboration, creating mutual trust and establishing collective responsibility amongst the staff. Further research would be required to determine whether the views of this selected group of

principals is reflective of the views of principals in general, and why this select group of principals viewed these practices within a school community as beneficial for supporting student-teacher learning and if they see their learning organizations differently than principals who did not shape student teaching professional learning through these practices.

Lastly, four of the six principals who were identified and selected for in-depth follow-up interviews identified negative personal experiences during their student teaching practicums and the motivation this may have created for their work with student teachers throughout their careers needs to be explored in more detail to determine if these experiences that occurred during their own student teaching influenced their involvement with student teachers as a teacher or administrator.

7.4. Concluding Comments

While research has provided a robust understanding of the role of the school associate and faculty associate in the support and development of a student teacher's professional learning, it has until recently been fairly silent on the role of the principal in supporting the student teacher. A few research studies have suggested that a lack of principal involvement during a student teacher's practicum may negatively impact student-teacher learning, which in turn could negatively influence professional learning as a novice teacher and even throughout a career (Anderson et al., 2009; Brock & Grady, 1998; Kutsyuruba et al., 2013; Levin & Hammer, 2011; Richards and Pennington, 1998). Some researchers (Montecinos, Cortez, et al., 2015; Varrati et al., 2009; Varrati & Smith, 2008) have surveyed principals on their involvement with the members of the traditional triad (student teacher, school associate, & faculty associate) and presented a new conceptual model with the principal as a member of the traditional triad. This research has attempted to extend that model by better understanding how principals can not only attempt to work within the traditional triad but also how they can connect the student teacher with other members of the wider school community to enrich their learning and better prepare them for ongoing learning throughout their career.

The results of this study confirm the importance that principals place on supporting the professional learning of student teachers. Survey data and interview

comments showed that principals recognize and generally engage in a direct role with the traditional triad members as well as that some also take initiative to expand the learning support of the student teacher beyond the members of the traditional triad and include them in the broader school community. Principals viewed their support as supportive towards the Triad members and central to expanding the learning community of the student teacher to the wider community.

Andy Hargreaves (2000) discussed the need for teacher education to evolve in a postmodern environment. Evolution of teacher learning requires the collegial, collaborative and collective efforts of educators. As educational leaders, principals have a role to play in fostering school cultures that encourage deep cognitive learning of both student teachers and experienced teachers through harnessing the collective wisdom, exploring the common questions and sharing the experiences of all members of the community. This research highlighted the unique opportunity for the principal to work with the traditional members of the triad to connect the student teacher to other members of the school community beyond the traditional triad. Principals viewed the student teacher's community as being too narrowly focused when the student teacher's connections were limited to the school and faculty associate. Ussher's (2010) metaphor of the school community as a village which could expand the experiences of a student teacher was echoed by the narratives provided by principals in this research. Principals viewed their position within the village as unique when compared to other members of the community, and this allowed them to directly support the student teacher in regards to their triad experience, while at the same time using their knowledge of the student teacher and wider community members to support relationships and experiences that extend the student teachers community during the practicum. Principals viewed their schools as learning communities and believed that student teachers should be supported through inclusive practices within these communities.

Interviewed principals' beliefs and actions demonstrated that they worked to support the student teacher's professional and organizational socialization into the school learning community and believed that such work created a foundation upon which novice and experienced teachers could build. While most principals within this study demonstrated strong beliefs that building and sustaining a school culture that promotes professional collaboration and learning for student teachers was important, many

struggled to support student teachers in joining and participating in this community during their practicum. Similarly, interviewed principals felt they could draw on the expertise of the wider community to support student teachers learning through utilizing their professional context with the educational environment. Lortie (1975) noted that teachers begin developing their beliefs in regards to practice earlier than many other professions through the 'apprenticeship of observation' that is unique to teaching. This study described how a principal can be used to help support learning that is built through their own experiences and understandings, yet are embed in collaborative school cultures that harness the collective wisdom of the village. Grimmett (2009) states that a postmodern world requires a renewed commitment to teacher learning, research and policy development. The stories from principals within this study demonstrates that many principals have a passion to help shape this teacher professional learning earlier in their careers with the intent of preparing teachers for working in the complex and challenging postmodern world.

The principal position is unique within the educational community, with one foot in the teaching world and the other in the managerial world. It provides the principal with the opportunity to obtain a global perspective of the school and the members of its learning community and thus to understand the effects of school culture on the efficacy and professional fulfillment experienced by a teacher. This understanding, combined with the principal's position and freedom of action can complement the work of the traditional triad to provide student teachers with broader experience and a richer understanding of the possibilities and responsibilities that come with their membership in the school community beyond the walls of their classroom. Such a perspective can be a great benefit to them and, ultimately, to their students.

References

- Albasheer, A., Khasawneh, S., Nabah, A. A., & Hailat, S. (2008). Perceptions of student teachers towards the effectiveness of co-operating teachers, school principal and university supervisors participating in the teacher education in Jordan. *International Journal of Lifelong Education, 27*(6), 693-705.
- Alhija, F. N., & Fresko, B. (2010). Socialization of new teachers: Does induction matter? *Teaching and Teacher Education, 26*(8), 1592-1597.
- Anderson, K., Walker, K., & Ralph, E. (2009). Practicum teachers' perceptions of success in relation to self-efficacy (perceived competence). *Alberta Journal of Educational Research, 55*(2), 157-170.
- Anhorn, R. (2008). The profession that eats its young. *Delta Kappa Gamma Bulletin, 74*(3), 15-24.
- Atkinson, P., Delamont, S., & Hammersley, M. (1988). Qualitative research traditions: A British response to Jacob. *Review of Educational Research, 58*(2), 231-250.
- Babbie, E. (1986). *The practice of social research* (4th ed.). Belmont, CA: Wadsworth Publishing Co.
- Bang, E., Kern, A. L., Luft, J. A., & Roehrig, G. H. (2007). First-year secondary science teachers. *School Science and Mathematics, 107*(6), 258-262.
- Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., . . . & McDonald, M. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 232-274). San Francisco, CA: Jossey-Bass.
- Barnes, G., Crowe, E., & Schaefer, B. (n.d.). *The cost of turnover in five school districts: Executive summary*. Dallas, TX: National Commission of Teaching and America's Future. Retrieved from <http://nctaf.org/wp-content/uploads/CTTExecutiveSummaryfinal.pdf>
- Beck, C., & Kosnik, C. (2002). The importance of the university campus program in preservice teacher education: A Canadian case study. *Journal of Teacher Education, 53*(5), 420-432.
- Beijaard, D., Meijer, C. P., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*(2), 107-128.
- Berends, M., & Zottola, G. (2009). A primer of survey methods. In S. D. Lapan & M. T. Quartaroli (Eds.), *Research essentials: An introduction to designs and practices* (pp. 79-101). San Francisco, CA: Jossey-Bass.
- Bill 33 – 2006. Education (Learning Enhancement) Statutes Amendment Act, 2006. Retrieved from <http://www.bclaws.ca/civix/document/id/lc/billsprevious/2nd38th:gov33-2>
- Blase, J., & Blase, J. (2001). *Empowering teachers: What successful principals do* (2nd ed.). Thousand Oaks, CA: Corwin Press.

- Borg, M. (2004). The apprenticeship of observation. *ELT Journal*, 58(3), 274-276.
doi:10.1093/elt/58.3.274
- Bowman, J. (1991). *A report to the college of teachers on teacher education in British Columbia*. Vancouver, British Columbia, Canada: BC College of Teachers.
- Bowman, J., & Ellis, P. (1994). Review of teacher education in British Columbia. *Journal of Education for Teaching*, 20(1), 9-21. Available from
<http://www.tandfonline.com/doi/abs/10.1080/0260747940200103>
- Bredeson, P. V., & Johansson, O. (2000). The school principal's role in teacher professional development. *Journal of In-Service Education*, 26(2), 385-401.
- Brewer, J., & Hunter, A. (2006). *Foundations of multimethod research: Synthesizing styles*. Thousand Oaks, CA: Sage Publications.
- Broad, K., & Evans, M. (2006, October). *A review of literature on professional development content and delivery modes for experienced teachers*. Toronto, Ontario, Canada: University of Toronto, Ontario Institute for Studies in Education (OISE). Retrieved from
<https://www.oise.utoronto.ca/ite/UserFiles/File/AReviewofLiteratureonPD.pdf>
- Brock, B. L., & Grady, M. L. (1998). Beginning teacher induction programs: The role of the principal. *The Clearing House*, 71(3), 179-183.
- Brock, B. L., & Grady, M. L. (2001). *From first-year to first-rate principals guiding beginning teachers* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- Brouwer, N., & Korthagen, F. (2005). Can teacher education make a difference? *American Educational Research Journal*, 42, 153-223.
- Brown, P., Halsey, A. H., Lauder, H., & Wells, A. S. (2007). The transformation of education and society: An introduction. In A. H. Halsey, H. Lauder, P. Brown, & A. S. Wells (Eds.), *Education culture, economy, and society* (pp. 1-44). Toronto, Ontario, Canada: Oxford University Press.
- Brunton, K. (2007). *Beginning teachers and their reality of teaching: Negotiating the micro-political world*. Paper presented at the Bi-Annual Conference of the Inter National Study Association on Teachers and Teaching (ISATT), Brock University, St. Catherines, Ontario, Canada.
- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105.
- Chambliss, D. F., & Schutt, R. K. (2006). *Making sense of the social world: Methods of investigation* (2nd ed.). London, England: Pine Forge Press.
- Cheng, A. Y. N., & Szeto, E. (2016). Teacher leadership development and principal facilitation: Novice teachers' perspectives. *Teaching and Teacher Education*, 58, 140-148.
- Cherian, F., & Daniel, Y. (2008). Principal leadership in new teacher induction: Becoming agents of change. *International Journal of Education Policy and Leadership*, 3(2), 1-11.
- Cherubini, L. (2009). New teachers' perceptions of induction: Insights into principled practices. *Alberta Journal of Educational Research*, 33(2), 185-198.

- Clarke, A., Triggs, V., & Nielsen, W. (2013). Cooperative teacher participation in teacher education: A review of the literature. *Review of Educational Research, 84*(2), 163-202.
- Cohen, D., & Crabtree, B. (2008). Qualitative Research Guidelines Project. Somerset, NJ: Robert Wood Johnson Foundation. Retrieved from <http://www.qualres.org/HomeInte-3595.html>
- Cole, A. L. (2000). Toward a preliminary understanding of teacher education reform in Anglophone Canada. *McGill Journal of Education, 35*(2), 139-154. Retrieved from <http://mje.mcgill.ca/article/download/8523/6456>
- Cook, S. A., & Duquette, C. (1999). Professional development schools: Preservice candidates' learning and sources of knowledge. *Alberta Journal of Educational Research, 45*(2), 198-207.
- Cooter, R. B. (2003). Teacher "capacity building" helps urban children succeed in reading. *Reading Teacher, 57*(2), 198-205.
- Covert, J. R., & Clifton, R. A. (1983). An examination of the effects of extending the practicum on the professional dispositions of student teachers. *Alberta Journal of Educational Research, 29*(4), 297-307.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Toronto, Ontario, Canada: Pearson.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., Plano Clark, V. L., Guttman, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Sage handbook of mixed methods in social and behavioral research* (pp. 209-240). Thousand Oaks, CA: Sage.
- Crocker, B., & Dibbon, D. (2008). *Teacher education in Canada: A baseline study* (No. LB1719.C3C762008). Kelowna, British Columbia, Canada: Society for the Advancement of Excellence in Education (SAEE). Retrieved from http://s3.amazonaws.com/zanran_storage/www.saeec.ca/ContentPages/42969797.pdf
- Dale, R. (1988). Implications for progressivism of recent changes in the control and direction of education policy. In A. Green & S. J. Ball (Eds.), *Progress and inequality in comprehensive education* (pp. 305-318). London, England: Routledge.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation: To enhance professional practice* (1st ed.). Alexandria, VA: Association of Supervision and Curriculum Development.

- Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching*. New York, NY: National Commission on Teaching and America's Future. Retrieved from <http://nctaf.org/wp-content/uploads/DoingWhatMattersMost.pdf>
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters. *Educational Leadership*, 60(8), 6-13.
- Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world* (1st ed., pp. 390-441). San Francisco, CA: Jossey-Bass.
- David, M., & Sutton, C. D. (2011). *Social research: An introduction* (2nd ed.). Los Angeles, CA: Sage.
- de Vaus, D. A. (2014). *Surveys in social research* (6th ed.). Crows Nest NSW, Australia: Allen and Unwin.
- Dillon, D. (2010, May 30). *Building from teaching experience: Factors that make teacher education effective*. Keynote address presented for the Canadian Association for Teacher Education to the annual conference of the Canadian Society for Studies in Education, McGill University, Montreal, Quebec, Canada. Retrieved from <https://sites.google.com/site/cssecate/summary-of-key-note/david-dillon-2010>
- DiPaola, M. F., & Walther-Thomas, C. (2003). *Principals and special education: The critical role of school leaders* (COPPSE Document No. IB-7). Gainesville, FL: University of Florida, Centre of Personnel Studies in Special Education.
- Drago-Severson, E. (2007). Helping teachers learn: Principals as professional development leaders. *Teachers College Record*, 109(1), 70-125.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Duquette, C. (1994). The role of the cooperating teacher in a school-based teacher education program: Benefits and concerns. *Teaching and Teacher Education*, 10(3), 345-353.
- Elliott, J. (2004). Multimethod approaches in educational research. *International Journal of Disability, Development and Education*, 51(2), 135-149.
- Ewart, G., & Straw, S. B. (2005) A seven-month practicum: Collaborating teachers' response. *Canadian Journal of Education*, 28(1), 185-202.
- Fantilli, R. D., & McDougall, D. E. (2009). A study of novice teachers: Challenges and supporters in the first years. *Teaching and Teacher Education*, 25, 814-825.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teacher College Record*, 103(6), 1013-1055.
- Finnish National Board of Education. (n.d.). The School of opportunities; Towards every learner's full potential. Retrieved from http://www.oph.fi/download/134584_the_school_of_opportunities.pdf

- Foster, R., Wimmer, R., Winter, N., & Snart, F. (2010). Field experiences in teacher education: What is and what could be? A case study of the University of Alberta. In T. Falkenberg & H. H. Smits (Eds.), *Field experiences in context of reform of Canadian teacher education programs* (Vol. 2, pp. 187-224). Winnipeg, Manitoba: University of Manitoba, Faculty of Education. Retrieved from [https://home.cc.umanitoba.ca/~falkenbe/Publications/Falkenberg_&_Smits_\(2010\)_vol.2\).pdf](https://home.cc.umanitoba.ca/~falkenbe/Publications/Falkenberg_&_Smits_(2010)_vol.2).pdf)
- Fullan, M. (1993). *Change forces: Probing the depths of educational reform* (Vol. 10). New York, NY: Psychology Press.
- Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York, NY: Teachers College Press.
- Gambhir, M., Broad, K., Evans, M., & Gaskell, J. (2008). *Initial teacher education program: Characterizing initial teacher education in Canada: Themes and issues*. Toronto, Ontario, Canada: University of Toronto, Ontario Institute of Studies in Education (OISE). Retrieved from <https://www.oise.utoronto.ca/ite/UserFiles/File/CharacterizingITE.pdf>
- Glazeman, S., Bleeker, M., Johnson, A., Grinder, M., & Jacobus, M. (2010). *Impacts of comprehensive teacher induction: Final results from a randomized controlled study* (No. NCEE 2010-4027). Washington, DC: US Department of Education.
- Goddard, Y. L., Neumerski, C. M., Goddard, R. D., Salloum, S. J., & Berebitsky, D. (2010). A multilevel exploratory study of the relationship between teachers' perceptions of principals' instructional support and group norms for instruction in elementary schools. *The Elementary School Journal, 111*(2), 336-357.
- Goodlad, J. (1990). *Teachers for our nation's schools*. San Francisco, CA: Jossey-Bass.
- Gormley, K., Hammer, J., McDermott, P., & Rothenberg, J. (1993). *An investigation into the influence of classroom practica experiences on student teachers' thoughts about teaching* (ED366559). Retrieved from ERIC at <http://files.eric.ed.gov/fulltext/ED366559.pdf>
- Graham, B. (2006). Conditions for successful field experiences: Perceptions of cooperating teachers. *Teaching and teacher education, 22*(8), 1118-1129.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis, 11*(3), 255-274. Retrieved from <http://www.alnap.org/pool/files/greene1989.pdf>
- Grimmett, P. P. (2009). CATE / ACFE 2007 keynote address: The best lack all conviction, while the worst are full of passionate intensity. In A. Pitt (Ed.), *Key notes in teacher education: CATE invited addresses 2004-2008* (pp. 55-77). Ottawa, Ontario, Canada: Canadian Association for Teacher Education (CATE).
- Grimmett, P. P., & D'Amico, L. (2008). Do British Columbia's recent education policy changes enhance professionalism among teachers? *Canadian Journal of Educational Administration and Policy, 78*, 1-35.
- Gross, P. A. (2009). Socializing secondary-level student teacher: Is this happening in your school? *The Clearing House, 82*(4), 177-181.

- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82.
- Hadar, L., & Brody, B. (2010). From isolation to symphonic harmony: Building a professional development community among teacher educators. *Teaching and Teacher Education*, 26, 1641-1651.
- Haigh, M., & Ward, G. (2004). Problematising practicum relationships: Questioning taken for granted. *Australian Journal of Education*, 48(2), 134-148.
- Hargreaves, A. (1980). The occupational culture of teaching. In P. Woods (Ed.), *Teacher strategies* (pp. 125-148). London, England: Croom Helm.
- Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: History and Practice*, 6(2), 151-182.
- Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurity*. New York, NY: Teachers College.
- Heung-Ling, Y. (2003). Mentoring student-teacher case studies. *Early Child Development and Care*, 173(1), 33-41.
- Horde, S. M. (1997). Professional learning communities: What are they and why are they important? (rev. ed.) *Issues about Change*, 6(1), 1-8. Retrieved from http://www.sedl.org/change/issues/issues61/Issues_Vol6_No1_1997.pdf
- Howe, E., R. (2006). Exemplary teacher induction: An international review. *Educational Philosophy and Theory*, 38(3), 287-297.
- Howey, K. R., & Zimpher, N. L. (1989). *Profiles of preservice teacher education: Inquiry into the nature of programs*. Albany, NY: State University of New York Press.
- Huberman, M. (1989). The professional life cycle of teachers. *Teachers College Record*, 91(1), 31-57.
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40.
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1), 3-20. doi:10.1177/1525822X05282260
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Johnson, S. M., (2004). The Project on the Next Generation of Teachers. *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco: Jossey-Bass.
- Kelchtermans, G., & Ballet, K. (2002). The micro-politics of teacher induction. A narrative-biographical study on teacher socialization. *Teaching and Teacher Education*, 18(1), 105-120.

- Kitchen, J. (2009). Advancing teacher education through faculty development. *Brock Education Journal*, 19(1), 3-19.
- Koerner, M., Rust, F. O., & Baumgartner, F. (2002). Exploring roles in student teaching placements. *Teacher Education Quarterly*, 29(2), 35-58.
- Korthagen, F. (2011). Making teacher education relevant for practice: The pedagogy of realistic teacher education. *Orbis Scholae*, 5(2), 31-50.
- Kosnick, C., & Beck, B. (2003). The internship component of a teacher education program: Opportunities for learning. *The Teacher Educator*, 39(1), 18-34. doi:10.1080/08878730309555327
- Kutcy, C. B., & Schultz, R. (2006). Why are beginning teachers frustrated with the teaching profession? *McGill Journal of Education*, 41(1), 77-89.
- Kutsyruba, B., Godden, L., & Tregunna, L. (2013). *Early-career teacher attrition and retention: A pan-Canadian document analysis study of teacher induction and mentorship programs*. Retrieved from <http://educ.queensu.ca/sites/webpublish.queensu.ca.educwww/files/files/People/Faculty/Kutsyruba%20-%20Pan-Canadian%20Document%20Analysis.pdf>
- Kvale, S. (2007). *Doing interviews*. Thousand Oaks, CA: Sage Publications.
- Lapan, S. D., & Quartaroli, M. T. (Eds.). (2009). *Research essentials: An introduction to designs and practices*. San Francisco, CA: Josey-Bass.
- Larsson, R. (1993). Case survey methodology: Quantitative analysis of patterns across case studies. *Academy of Management Journal*, 36(6), 1515-1546.
- Lawson, H. (1988). Occupational socialization, culture studies, and the physical education curriculum. *Journal of Teaching in Physical Education*, 7, 265-288.
- Le Cornu, R. J. (2012). School co-ordinators: Leaders of learning in professional experience. *Australian Journal of Teacher Education*, 37(3), 18-33.
- Le Cornu, R. L., & Ewing, R. (2008). Reconceptualising professional experiences in pre-service teacher education...Reconstructing the past to embrace the future (EJ805997). *Teaching and Teacher Education*, 24, 1799-1812. Retrieved from ERIC at <https://eric.ed.gov/?id=EJ805997>
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227.
- Little, J. W. (1999). *Teachers professional development in the context of high school reform: Findings from a three-year study of restructuring schools* (Research No. RD97124001). Washington, DC: Office of Educational Research and Improvement.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.
- Loughran, J. (2007). Developing a pedagogy of teacher education. *British Journal of Educational Technology*, 38, 381. doi:10.1111/j.1467-8535.2007.00689_12.x

- Macmillan, R. B., Meyer, M. J., & Sherman, A. (2001, May 22-23). *The evolving role of educational administrators*. Paper presented at the "Teacher Education/Educator Training: Current Trends and Future Directions" Pan-Canadian Education Research Agenda Symposium (p. 22), Laval University, Quebec City, Quebec, Canada. (Catalogue No. 81-593-XIE). Abstract retrieved from <http://publications.gc.ca/Collection/Statcan/81-593-X/81-593-XIE2001001.pdf>
- Manley-Casimir, M. E. (2001). The college of teachers and the university: Role, reach and the regulation of teacher preparation. *Orbit*, 32(2), 56-59. Retrieved from <https://ia801300.us.archive.org/19/items/orbit2001v32i2oise/orbit2001v32i2oise.pdf>
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maskit, D., & Orland-Barak, L. (2015). University-school partnerships: Student teachers' evaluations across nine partnerships in Israel. *Journal of Education for Teaching*, 41(3), 285-306.
- Mau, R. Y. (1997). Concerns of student teachers: Implications for improving the practicum. *Asian-Pacific Journal of Teacher Education*, 25(1) 53-65.
- Moir, E. (2009, October). Accelerating teacher effectiveness: Lessons learned from two decades of new teacher induction. *Phi Delta Kapan*, 91(2), 14-21. Retrieved from http://www.ode.state.or.us/opportunities/grants/nclb/title_ii/a_teacherquality/accelerating-teacher-effectiveness.pdf
- Montecinos, C., Cortez, M., & Walker, H. (2015). School administrators' understandings and management of barriers for the school's involvement in the practicum component of initial teacher education in Chile. *International Journal of Educational Development*, 43, 100-108.
- Montecinos, C., Walker, H., & Maldonado, F. (2015). School administrators and university practicum supervisors as boundary brokers for initial teacher education in Chile. *Teaching and Teacher Education*, 49(1), 1-10.
- National Research Council (Ed.). (2000). *How people learn: Brain, mind, experience, and school* (Expanded ed.). Washington, DC: National Academies Press. Retrieved from <https://www.nap.edu/read/9853/chapter/1>
- Neuman, L. W., & Robson, K. (2011). *Basics of social research: Qualitative and quantitative approaches* (2nd ed.). Toronto, Ontario, Canada: Pearson Canada.
- Oh, D. M., Anders, A. M., Llamas, J. M., & Tomyoy, C. (2005). Impact of pre-service student teaching experience on urban school teachers. *Journal of Instructional Psychology*, 31(1), 82-98.
- Orr, M. T. (2007, April 9-13). *How preparation influences school leaders and their school improvement: Comparing exemplary and conventionally prepared principals*. Paper presented to the annual meeting of the American Educational Research Association, Chicago, IL. Available from ERIC <https://eric.ed.gov/?id=ED533669>

- Patrick, F., Elliot, D., Hulme, M., & McPhee, A. (2010). The importance of collegiality and reciprocal learning in the professional development of beginning teachers. *Journal of Education for Teaching, 36*(3), 277-289.
doi:10.1080/020747.2010.497373
- Peterson, K. D., & Deal, T. E. (2009). *The shaping school culture fieldbook* (2nd ed.). San Francisco, CA: John Wiley & Sons.
- Pollard, R. R., & Pollard, C. J. (2003). Principal perceptions of extended teacher internships. *Education, 124*(2), 151-156.
- Ralph, E. (1994). Enhancing the supervision of beginning teachers: A Canadian initiative. *Teaching & Teacher Education, 19*(2), 185-203.
- Ralph, E. G., Walker, K., & Wimmer, R. (2008). The clinical/practicum experience in professional preparation: Preliminary findings. *McGill Journal of Education, 43*(2), 157-172.
- Reiman, A. J., & Edelfelt, R. A. (1990). *School-based mentoring programs: Untangling the tensions between theory and practice* (Research/Technical No. ED 329 520). Chapel Hill, NC: University of North Carolina.
- Richards, J. C., Levin, D. M., & Hammer, D. (2011). *Supporting preservice teachers' reform-based practices: The importance of intellectual and emotional support in a community*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Richards, J. C., & Pennington, M. (1998). The first year of teaching. In J. C. Richards (Ed.), *Beyond training* (pp. 173-190). New York, NY: Cambridge University Press, New York.
- Richardson-Koehler, V. (1988). Barriers to the effective supervision of student teaching: A field study. *Journal of Teacher Education, 39*(2), 28-34.
- Rideout, G., & Windle, S. (2010). Beginning teachers' pupil control ideologies: An empirical examination of the impact of beliefs about education, mentorship, induction, and principal leadership style. *Canadian Journal of Educational Administration and Policy, 104*, 1-48.
- Roberson, S., & Roberson, R. (2009). The role and practice of the principal in developing novice first-year teachers. *The Clearing House, 82*(9), 113-118.
- Rodgers, A., & Keil, V. L. (2007). Restructuring a traditional student teacher supervision model: Fostering enhanced professional development and mentoring within a professional development school context. *Teaching and Teacher Education, 23*(1), 63-80.
- Rosenholtz, S.J. (1989). *Teachers' workplace: The social organization of schools*. New York, NY: Longman.
- Roulston, K., Legett, R., & Womack, S. T. (2005). Beginning music teachers' perceptions of the transition from university to teaching in schools. *Music Education Research, 7*(1), 59-82.
- Rudney, G. L., & Guillaume, A. M. (2003). *Maximizing mentoring: An action guide for teacher trainers and cooperating teachers*. Thousand Oaks, CA: Corwin Press.

- Russell, T. (2009). CATE / ACFE 2005 keynote address: Is teacher education reform possible? In A. Pitt (Ed.), *Key notes in teacher education: CATE invited addresses 2004-2008* (pp. 25-35). Ottawa, Ontario, Canada: Canadian Association for Teacher Education (CATE).
- Schutz, P. A., Nichols, S. L., & Rodgers, K. A. (2009). Using multiple methods approaches. In S. D. Lapan & M. T. Quartaroli (Eds.), *Research essentials: An introduction to designs and practices* (pp. 243-258). San Francisco, CA: Jossey-Bass.
- Schulz, R. (2005). The practicum: More than practice. *Canadian Journal of Educational Administration and Policy*, 28(1 & 2), 147-167.
- Senge, P. (1990). *The fifth discipline: The art and practice of learning organization*. New York, NY: Currency Doubleday.
- Sergiovanni, T. J. (2008). *The principalship: A reflective practice perspective* (6th ed.). Boston, MA: Pearson Education.
- Serpell, Z., & Bozeman, L. A. (1999). *Beginning teacher induction: A report on beginning teacher effectiveness and retention* (ED 448153). Retrieved from ERIC at <https://eric.ed.gov/?id=ED448153>
- Sheehan, N., & Fullan, M. (1995). Teacher education in Canada: A case study of British Columbia and Ontario. In M. F. Wideen & P. P. Grimmett (Eds.), *Changing times in teacher education: Restructuring or reconceptualizing?* (pp. 89-102). London, England: Falmer Press.
- Smith, D. (2004). Staff-wide mentoring of pre-service teachers: Benefits and barriers. *Brock Education Journal*, 14(1), 36-53.
- Smith, K., & Lev-Ari, L. (2005). The place of the practicum in pre-service teacher education: The voice of the students. *Asia-Pacific Journal of Teacher Education*, 33(3), 289-302.
- Spratt, C., Walker, R., & Robinson, B. (2004). *Practitioner research and evaluation skills training in open and distance learning: Mixed research methods module A5*. Retrieved from <http://www.vussc.info/practitioner-research-and-evaluation-skills-training>
- Stokking, K., Leenders, F., & De Jong, J. & Van Tartwijk, J. (2003). From student to teacher: Reducing practice shock and early dropout in the teacher profession. *European Journal of Teacher Education*, 26(3), 329-350.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(2), 211-258.
- Strange, K. C., Crabtree, B. F., & Miller, W. L. (2006). Publishing multimethod research. *Annals of Family Medicine*, 4(4), 292-294.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Grounded theory procedures and technique* (2nd ed.). Thousand Oaks, CA: Sage.
- Su, C. (2009). An explanatory mixed methods study of Taiwanese junior college learners' attitudes toward their participation in literature circles (Unpublished doctoral dissertation). Texas A & M University, Kingsville, TX.

- Sue, V. M., & Ritter, L. A. (2012). *Conducting on-line surveys* (2nd ed.). San Francisco, CA: Sage.
- Swick, K. J., & Ross, C. (2001). Student teachers' perceptions of two urban school principals. *Education*, 93(3), 277-281.
- Tardif, M., Gérin-Lajoie, D., Anderson, S., Lessard, C., Karsenti, T., Gathier, C., ... Lenoir, Y. (2001, May 22-23). Pre-service teacher training programs: Outcomes of recent reforms and new trends towards effective professional training (Issue Brief). Paper presented at the "Teacher Education/Educator Training: Current Trends and Future Directions" Pan-Canadian Education Research Agenda Symposium (p. 17), Laval University, Quebec City, Quebec, Canada. (Catalogue No. 81-593-XIE). Abstract retrieved from <http://publications.gc.ca/Collection/Statcan/81-593-X/81-593-XIE2001001.pdf>
- Tashakkori, A., & Teddlie, C. (Eds.). (2010). *Sage handbook of mixed methods in social and behavioral research* (2nd ed.). Thousand Oaks, CA: Sage.
- Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 3-50). Thousand Oaks, CA: Sage.
- Teaching Profession Act (SBC 1987) Chapter 19. Retrieved from <http://www.bclaws.ca/civix/document/id/93consol17/93consol17/87019>
- Tickle, B. R., Chang, M., & Kim, S. (2010). Administrative support and its mediating effect on US public school teachers. *Teaching and Teacher Education*, 27(2), 342-349.
- Tsui, A. B. M., Lopez-Real, F., Law, Y. K., Tang, R., & Shum, M. S. K. (2001). Roles and relationships in tripartite supervisory conferencing processes. *Journal of Curriculum and Supervision*, 16(4), 322-344.
- Tuli, F. (2009). Understanding undergraduate students' practicum experience: A qualitative case study of Jimma University. *Ethiopian Journal of Education and Science*, 5(1), 37-61.
- Tyack, D., & Tobin, W. (1994). The grammar of schooling: Why has it been so hard to change? *American Educational Research Journal*, 31(3), 453-480.
- Ussher, B. (2010). Involving a village: Student teachers' sense of belonging in their school-based placement. *Asia-Pacific Journal of Teacher Education*, 38(2), 103-116.
- Vann, A. S. (1988). Student teachers and the building principals...the missing link. *Action in Teacher Education*, 10(4), 59-62.
- Varrati, A. M. (2006). Beyond meet and greet: 10 things principals should do with preservice teachers. *Pennsylvania Educational Leadership*, 25(2), 35-40.
- Varrati, A., & Smith, A. (2008). Principals as mentors in teacher education: How preservice teachers' voices informed practice. *Academic Leadership the Online Journal*, 6(4). Available at https://www.researchgate.net/publication/286178335_Principals_as_mentors_in_teacher_education_How_preservice_teachers'_voices_informed_practice

- Varrati, A., Lavine, M. E., & Turner, S. L. (2009). A new conceptual model for principal involvement and professional collaboration in teacher education. *Teachers College Record*, 111(2), 480-510.
- Volante, L. (2006). Essential elements in teacher education: Preservice student perspectives. *The Alberta Journal of Educational Research*, 52(2), 167-180.
- Wang, A. H., Coleman, A. B., Coley, R. S., & Phelps, R. P. (2003). *Preparing teachers around the world* (Report No. ED479903). Princeton, NJ: Educational Testing Services.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, England: Cambridge University Press.
- Westheimer, J. (1999). Communities and consequences: An inquiry into ideology and practice in teacher's professional work. *Educational Administration Quarterly*, 35(1), 71-105.
- Wideen, M. F., & Holborn, P. (1986). Research in Canadian teacher education: Promises and problems. *Canadian Journal of Education*, 11(4), 557-583.
- Wood, L. A. (2005). The importance of principals: Site administrators' roles in novice teacher induction. *American Secondary Education*, 33(2), 39-62.
- Young, J. (2004). Systems of educating teachers: Case studies in the governance of initial teacher education. *Canadian Journal of Educational Administration and Policy*, 32. Retrieve from https://umanitoba.ca/publications/cjeap/pdf_files/young.pdf
- Young, J., & Boyd, K. (2010). More than servants of the state?: The governance of initial teacher preparation in Canada in an era of school reform. *The Alberta Journal of Educational Research*, 56(1), 1-18.
- Young, J., & Hall, C. (2004, July). Introduction: Oceans apart? Teaching and teacher preparation in Canada and the United Kingdom. *Canadian Journal of Educational Administration and Policy*, 32. Retrieved from <http://www.umanitoba.ca/publications/cjeap/articles/noma/intro.young.hall.html>
- Young, J., Hall, C., & Clarke, T. (2007). Challenges to university autonomy in initial teacher education programmes: The cases of England, Manitoba and British Columbia. *Teaching and Teacher Education*, 23, 81-93. doi:10.1016/j.tate.2006.04.008
- Zeichner K. (2002). Beyond traditional structures of student teaching. *Teacher Education Quarterly*, 29(2), 59-64
- Zeichner, K. M., & Tabachnick, B. R. (1981). Are the effects of university teacher education 'washed out' by school experience? *Journal of Teacher Education*, 32(3), 7-11.
- Zeichner, K., Payne, K., & Brayko, K. (2012, January). *Democratizing knowledge in university teacher education through practice-based methods teaching and mediated field experience in schools and communities*. Retrieved from <http://www.ccte.org/wp-content/pdfs-conferences/ccte-conf-2012-fall-zeichner-democratizing-knowledge.pdf>

Appendix A.

Survey Questionnaire

2014 S0112

Principal Beliefs, Experiences and Barriers to Involvement with Student Teachers during the Practicum Component of Initial Teacher Education Programmes

This questionnaire asks about the involvement of principals during the practicum component of an Initial Teacher Education (ITE) programme. For the purposes of this questionnaire that includes either the short and/or long practicum component of ITE programmes. The questionnaire has four parts: (1) demographic information, (2) beliefs about your role in supporting student teachers, (3) practices that you engage in to support student teachers during the practicum component and (4) barriers that you have encountered to providing support during the practicum. When a question refers to your experience as a school based administrator, please consider both your principal and vice principal experience. All information will be kept confidential.

**Attached to the initial contact e-mail was an informed consent form.
By checking yes, you are stating that you have read the informed consent form.**

- Yes
- No

Contained within the initial contact email was a code that you are asked to use in place of your name. Please place that code on the line below. If you did not receive a code, please contact Carey Chute at [REDACTED] before beginning the survey.

CODE

Section One: Demographic Information

Please check the answer that represents your response to the question(s).

Gender

- Male
- Female

Current level of school at which you are a principal?

- Elementary
- Middle
- Secondary

**Level(s) of school(s) you have worked at as a principal over your career?
(check all that apply)**

- Elementary
- Middle
- Secondary
- Other, please specify... _____

**Years as a principal at your current school?
(if more than 1/2 year round up, if less round down)**

- Less than 1
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- Greater than 10

**Total years of experience as a principal?
(if more than 1/2 year round up, if less round down)**

- Less than 1
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- Other, please specify... _____

**Years of experience as a vice principal?
(if more than 1/2 year round up, if less round down).**

- Less than 1
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- Greater than 10

Level(s) of school(s) you have worked at as a vice principal over your career? (check all that apply).

- Elementary
- Middle
- Secondary
- Other, please specify... _____

Number of years teaching prior to becoming a school based administrator?

- Less than 1 year
- 1-4 years
- 5-9 years
- 10-15 years
- 16-20 years
- Over 20 years

Current number of student teachers anticipated for the 2014-2015 school year at your school?

- no student teachers
- 1-2 student teachers
- 3-4 student teachers
- 5-6 student teachers
- 7-8 student teachers
- 9 or more
- Other, please specify... _____

Is your answer to the number of anticipated student teachers for the 2014-2015 school year typical of the number of student teachers at your school in previous years?

- Yes
- No, we usually have more
- No, we usually have less
- It varies from year to year
- I am not aware of the previous number of student teachers at my current school.

Please identify the number of different universities that you have had practicum students from in your school(s) over your career as a principal or vice principal?

- 0
- 1
- 2
- 3
- 4
- 5 or more

Please indicate your involvement with Initial Teacher Education Programmes while you worked as a teacher (check all that apply).

- School Associate (school-based teacher directly supervising at least 1 student teacher)
- Faculty Associate (seconded teacher working directly with the university to support student teachers in their ITE programmes, including both the theory and practicum components).
- University Faculty Member (university employee working directly with ITE programmes)
- Other, please specify... _____
- No previous involvement

Please check the universities that you have had practicum student(s) from in your career as a principal or vice-principal.

- University of British Columbia
- Simon Fraser University
- University of Victoria
- Trinity Western University
- University of the Fraser Valley
- University of Northern British Columbia
- Vancouver Island University
- Thompson Rivers University
- University of British Columbia - Okanagan
- Other, please specify... _____
- I have never had a practicum student at my school in my career as a principal or vice-principal

Do you currently have a vice principal(s) at your current school?

- Yes
- No

Do you delegate any of the responsibility of student teacher learning and practicum support to your vice principal(s)?

- Yes
- No

Please briefly describe why you delegate some of the responsibility of student teacher learning and practicum support to your vice principal(s).

Please briefly explain why you do not delegate any of the responsibility of student teacher learning and practicum support with your vice principal(s).

In your role(s) as vice principal did you support student teacher(s) during their practicum?

- Yes
- No

Was your involvement as a vice principal with student teachers similar to your involvement as a principal?

- Yes
- No
- It varied depending on the school I was vice principal at.

Please describe how this role is different for you, between vice principal and principal, in working with student teachers? (please check all that apply)

- I had more responsibilities working with student teachers when I was a vice principal
- I have more responsibilities working with student teachers since becoming a principal
- My involvement as a vice principal changed depending on the principal I worked with
- Other, please specify... _____

Section Two:

Your responses to the following statements/questions are based on what beliefs you have regarding the role of the school administration in the practicum experience of student teachers. Please indicate your responses to the statements in the following charts by checking the appropriate box: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know, Not Applicable. The following questions concern your **BELIEFS** about what the role of the school administration should be with student teachers during the practicum, not the actual involvement.

I believe a member of the school administration should:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
demonstrate a lesson for the Student Teachers(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
schedule topical meetings(s) for Student Teacher(s) such as classroom management, curriculum development, or field trip logistics to name a few	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meeting with the School Associate to discuss the progress of the Student Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
include the Student Teacher(s) in staff meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
include the Student Teacher(s) in school wide professional development opportunities and/or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
introduce the Student Teacher(s) to the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
give the Student Teacher(s) a tour of the building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
review with the Student Teacher(s) expectations such as student code of conduct, relevant policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe a member of the school administration should:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
review with the Student Teacher(s) school factors such as student demographics, school culture and school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be involved in an informal observation of the Student Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complete at least 1 formal observation of the Student Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with the faculty associate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be involved in the selection of the School Associate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help the Faculty Associate 'match' the School Associate and student teacher for the practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with the School Associate and Student Teacher before the practicum begins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with the School Associate, Faculty Associate, and Student Teacher before the practicum begins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discuss with staff the arrival of the Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discuss with school staff expectations for Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discuss with school staff the need to treat Student Teacher(s) as a member of the professional community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
connect Student Teachers(s) to staff (other than the School Associate) that could support the Student Teacher(s) learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe a member of the school administration should:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
conduct an exit interview with Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involve the vice principal(s) in supporting Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contact district support staff to work with Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Three: The following questions concern your current historical involvement as a school based administrator. Your responses should REFLECT YOUR ACTUAL practices. When the term school based administrator is used, please consider your experiences both as a principal and as a vice principal.

During my career as a school based administrator, I have on at least one occasion discussed the principal's responsibilities within the practicum component of the Initial Teacher Education programme with a Faculty Associate representing a university?

- Yes
- No

I meet yearly with the Faculty Associate to review and/or clarify my role within the practicum component of the Initial Teacher Education programme?

- Yes
- No
- It varies from year to year

I have met or discussed my role within the practicum component of the Initial Teacher Education programme with Faculty Associates from 1 or more universities?

- Yes
- No

Please identify the number of universities in which you have discussed the role of principal in relation to the practicum component of the Initial Teacher Education programme.

- 1
- 2
- 3
- Other, please specify... _____

Specifically, during the 2013-2014 school year, I discussed with the Faculty Associate overseeing student teacher(s) in my school, my role with the student teacher practicum?

- Yes
- No

In your time as a school based administrator, when meeting with the Faculty Associate, were you given an overview of expectations for:

	Never	Rarely	Sometimes	Often	Always
practicum goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
student teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
school associate role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
school based admin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teaching faculty (other than the school associate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
non-teaching school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the following section, please use N/A if you do not feel your experiences, either previously as a vice principal or currently as a principal, are not sufficient for you to respond. As a school based administrator I:

	Never	Rarely	Sometimes	Often	Always	N/A
am involved in the selection of the School Associate(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
am involved in collaborating with the Faculty Associate to match the Student Teacher to the School Associate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a school based administrator I:

	Never	Rarely	Sometimes	Often	Always	N/A
meet with the Student Teacher before the practicum begins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ask district support staff to work with the Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with the School Associate(s) before the practicum begins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with another representative from the university other than the Faculty Associate or School Associate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have denied a request from a teacher to be a School Associate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with the School Associate, Faculty Associate and Student Teacher together before the practicum begins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discuss with the staff the arrival of the Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
introduce the Student Teacher(s) to the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
give the Student Teacher(s) a tour of the building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
review with the Student Teacher(s) district expectations including: student code of conduct, relevant policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
review with Student Teacher(s) school expectations including: student demographics, school culture and school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
am involved in informal observations of the Student Teacher(s) during their practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a school based administrator I:

	Never	Rarely	Sometimes	Often	Always	N/A
complete at least 1 formal observation of a Student Teacher during their practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate a lesson for a Student Teacher during the practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
schedule topical meetings for Student Teacher(s) such as classroom management, curriculum development, or field trip logistics to name a few	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with the School Associate to discuss the progress of the Student Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
include the Student Teacher(s) in staff meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
include the Student Teacher(s) in school wide professional development opportunities and/or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discuss with school staff expectations for the Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discuss with school staff the need to treat Student Teacher(s) as a member of the professional learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
connect Student Teacher(s) to staff (other than the School Associate) that could support the Student Teacher(s) learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conduct an exit interview with the Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involve the vice principal(s) in supporting the Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ask district support staff to work with the Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Four: Your responses to the following statements or questions are based on barriers that you have encountered, as a school based administrator, in trying to support student teachers during their practicum.

The following are barriers to my work with Student Teachers during the practicum:

	Never	Rarely	Sometimes	Often	Always	N/A
time constraints of the school based administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
time constraints of the School Associate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
time constraints of the Student Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
unclear expectations on the school based administrator's role with the Student Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
challenges in coordinating with the School Associate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
challenges in coordinating with Faculty Associate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reluctance of the School Associate for school based administrator involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reluctance of the Faculty Associate for school based administrator involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reluctance of the student teacher for school based administrator involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
school staff uncertainty on the involvement of student teachers in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reluctance of school staff to include the student teacher(s) in staff activities (e.g. staff meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following are barriers to my work with Student Teachers during the practicum:

	Never	Rarely	Sometimes	Often	Always	N/A
reluctance of school staff to include the student teacher(s) in professional learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
district staff reluctance on the involvement of student teacher(s) in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reluctance of district staff to work with Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
time constraints that prevent district staff from working with Student Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
concerns from parents about having a Student Teacher in their child's classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the Faculty Associate limits the involvement of the Student Teacher in school activities (e.g. staff meetings, professional development days, or extra-curricular events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the guidelines of the university limit the involvement of the student teacher in school activities (i.e. staff meetings, professional development days, or extra-curricular events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the short length of the practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the amount of time the student teacher is not in the classroom teaching (e.g. attending university meetings or classes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reluctance from the School Associate to have the school based administrator in the classroom during the practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
resistance from the Student Teacher in having the school based administrator in the classroom during the practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If there are barriers to your involvement in supporting Student Teachers during the practicum that have not be identified in the previous list, please describe them below.

I would be willing to meet for a follow-up interview?

- Yes
- No

Thank you for offering to participate in a follow-up interview. You will be contacted by e-mail in the next month if you are selected for the follow-up interview.

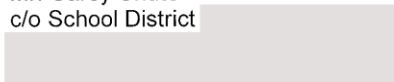
Appendix B.

School District 63's Approval



May 9, 2014

Mr. Carey Chute
c/o School District



Email:



Dear Carey:

This is to acknowledge receipt of your research application, "Principal Beliefs, Experiences and Barriers to Involvement with Student teachers during the practicum component of initial Teacher Education Programmes."

Please remember to ensure your research adheres to School District Guidelines for Conducting Research Studies as outlined in the School District research application.

Upon completion of the SFU Ethics application, please provide a copy of the Ethics approval before proceeding with your research

You have district approval to conduct the study in and I wish you much success in your research.

Sincerely,



Assistant Superintendent



Appendix C.

Participant Cover Letter: Recruitment Email

Dear _____:

I am inviting you to take part in a questionnaire around Principal engagement with student teachers. This questionnaire is being conducted as part of my studies at Simon Fraser University.

Please read the attached letter outlining the conditions of your informed consent. Once you have completed reviewing the consent form and if you decide to engage in the survey, the survey can be accessed through the following link <http://fluidsurveys.com/s/principalfedback/>

Please use the following code on your survey to identify yourself: .

This code, which is used to ensure the anonymity of your response, will be the only way that I will be able to follow-up the survey to clarify questions or to engage you for a follow-up interview, should you agree to such an interview.

Please complete the survey by Friday October 10, 2014. The survey should take between 6 to 10 minutes.

The study (including the questionnaire and possible follow-up interview) has been approved by the [REDACTED] School District and the Simon Fraser University Ethics committee.

Thank you for considering participating in this questionnaire.

Carey

Appendix D.

Participant Consent Form (Phase 1)

2014s0112

Faculty of Education, Simon Fraser University
8888 University Drive, Burnaby, BC. Canada V5A 1S6

INFORMED CONSENT FORM On-line Survey

*Principal Beliefs, Experiences, and Barriers to Involvement with Student Teachers
during the Practicum Component of Initial Teacher Education Programmes*

Who is conducting the study?

Principal Investigator: Carey Chute, Faculty of Education, Simon Fraser
University

Phone [REDACTED]; email [REDACTED]

This research is being conducted as part of a thesis, which will be a public document.

The Simon Fraser University Research Ethics Board and School District [REDACTED] have approved this research study. The Simon Fraser University Research Ethics Board “aims to protect the rights and welfare of human research participants.”

This consent form explains the purpose of the research and what your participation will involve. If you would like more information, please feel free to contact the principal investigator.

Purpose of the study?

The purpose of this research is to understand the role of the school based administrator with student teachers during the practicum component of an Initial Teacher Education (ITE) Programme. This includes understanding administrator beliefs about what the role of the principal should be with student teachers during the ITE practicum, current and historical involvement of school-based administrators in the practicum, and any barriers that have been encountered in trying to support student teachers during their ITE practicum.

You are being invited to take part in this research study because you are a practicing principal within the [REDACTED] School District.

Information will be gathered initially through an on-line survey. Of those who respond to the survey, four to six respondents will be invited to participate in a follow-up interview lasting 1 to 1.5 hours.

Your participation is voluntary

Your participation in this study is voluntary. You have the right to decline. If you decide to participate, you may still choose to withdraw from the study at any time and are not required to provide a reason. Withdrawal at any time will be without negative consequences of any kind. Upon your withdrawal, all your data will be immediately destroyed.

What will I be asked to do?

If you agree to participate in the on-line survey, upon completion of this consent form, please follow the link to the survey. The survey will take approximately 10 to 20 minutes to complete.

If you agree to participate in a follow-up interview, you will be contacted by the principal investigator by email to set a time and location that is convenient for you. The interview will be audio-recorded and transcribed, after which the recording will be erased. No others will have access to the audio recordings and the principal investigator will transcribe all audio-recordings personally. All transcribed materials will be coded with a participant ID that can only be cross referenced by the principal investigator. The interview will occur in a single session lasting 1 to 1.5 hours.

What are the risks to being involved in this study?

The study is designed to avoid any risk to participants. However, because you will be asked questions about your professional beliefs and actions, you may feel uncomfortable and/or have concerns about your privacy because the principal investigator is a supervisor. Please remember that you can choose what information you are comfortable revealing. As previously mentioned, all data is coded to mask your identity. If you participate in the face-to-face interview component of this study your identity will be known only by the principal investigator.

How will your identity be protected and your privacy maintained?

Survey data will be stored on a server located within Canada and is encrypted and include using SSL security. The only personally identifying information will be your name and that will be limited to the principal investigator. **Upon submission of your on-line survey, your name will be removed and the survey will be coded with a participant ID that can only be identified with a cross reference code sheet kept in a locked filing cabinet.** On-line survey information will be kept for 2 years and then erased.

Audio-taped interviews will be labeled with an anonymous participant ID known only to the principal investigator and transcribed. Until transcription, audio-tapes will be stored in a locked filing cabinet stored in the investigator's office. Upon completion of the transcription, all audio tapes will be erased. All written materials will be kept secure for 2 years and then destroyed.

Participants will not be identified by name or other information that may make them identifiable, in any reports or completed studies.

What happens to the information I provide?

The results of this study will be included in a graduate thesis and may also be published in journal articles and books. Only group information will be summarized and reported.

Who can you contact if you have questions about the study?

If you have questions or inquiries about the study concerning the procedures, please do not hesitate to contact Carey Chute at [REDACTED] or [REDACTED].

Who can you contact if you have complaints or concerns about the study?

If you have any concerns about your rights as a research participant and/or your experiences while participating in this study, you may contact Dr. Jeffrey Toward, Director, Office of Research Ethics at [REDACTED] or [REDACTED].

Acceptance of this Form:

Taking part in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to pull out of the study at any time without giving a reason and without any negative impact on your employment.

By submitting this questionnaire you are consenting to the use of the information it contains in this research study. If you agree to be interviewed, you will be required to sign a further consent form prior to the interview.

Appendix E.

Interview Questions

2014S0112

Interview Protocol Interview Protocol Form

Interviewee Identifier: _____ Interviewer: _____

School Level: _____

Introductory Protocol

Thank you for completing the questionnaire and agreeing to this follow-up interview. This interview will last approximately 60 to 90 minutes. The questions during the interview will expand on the questions asked in the questionnaire. If you are unsure of any question asked, please stop me and ask for clarification.

To facilitate note-taking, I would like to audio record our interview today. Only the Principal Investigator will be privy to the identity of your recording and upon transcription the recordings will be destroyed. You, the participant, have been asked to review and sign a consent form that meets Ethics requirements for participants. A consent form was emailed to you, however another is provided for you now. This document outlines that: (a) participation is voluntary, (b) you can opt out of any questions or end the interview at any time, and (c) all information is will be held confidential.

Please read over and sign the consent form. Thank you for agreeing to participate in this interview.

Introduction

You have been selected for this interview based on the responses you provided to a questionnaire you completed in October/November of 2014. One of your responses indicated your willingness to be involved in a follow-up interview. You were contacted by email to determine if you were still willing to be involved in a follow up interview. Upon further agreement, you were provided the questionnaire and your responses for review.

You have been selected to further share your insights regarding Principal involvement with student teachers during the practicum component of the Initial Teacher Education programme. Your initial survey responses indicate that you had a great deal to share about your involvement with student teachers and the barriers encountered in relation to your involvement. This study is not intended to evaluate ITE programmes or your involvement in them, but rather is seeking to better understand principal interactions with student teachers and how barriers to this interaction are overcome.

A. Principal Beliefs and Self-Reported Involvement

1. You agreed on many of the questions contained within the questionnaire that principals should be involved with and support student teachers in their learning during the practicum component of their ITE programme? Can you tell me why you believe principals are an important support for student-teacher learning?
 - 1.1. Follow-up: How do you believe the student teacher benefits from principal involvement in their professional training? Prompts: How do you believe this supports student-teacher learning? Do you believe there are long-term benefits?
 - 1.2. Follow-up: Are there instances of principal involvement or practices with the student teacher that you see as more important? Prompt: Why?
 - 1.3. Follow-up: Are there any types of involvement by the principal with the student teacher not included in the questionnaire that you believe are important? Prompt: Can you describe them? Why do you believe this involvement is important?

2. On the questionnaire you identified that it was important for the principal to meet and work with others in supporting student-teacher learning. Can you tell me why you believe this to be important?
 - 2.1. Follow-up: What do you see as the role for the principal in the traditional triad (SA/FA and Student Teachers)? Prompts: How were you included in this Triad? Can you give examples?
 - 2.2. Follow-up: Would you have liked to been more involved with the Triad in supporting the student teacher in their learning? Prompt: Why? Can you describe what this involvement might look like? What information from the FA and/or SA would have helped in this process?
 - 2.3. Follow-up: Specifically, can you identify involvement with the FA that would help support your work with student teachers? Why do you feel this would be beneficial?
 - 2.4. Follow-up: How do you balance your role between supporting the student teacher and allowing the FA and SA to fulfill their roles?
 - 2.5. Follow-up: Would you identify any other persons for the principal to be involved with that would be beneficial in supporting student-teacher learning? Prompt: Are there individuals from outside the direct school community? Why do you see these individuals as important in supporting student-teacher learning?
 - 2.6. Follow-up: How do you connect the student teacher to this person(s)? Why do you see this connection as important?
 - 2.7. Follow-up: Do you believe that some school staff involvement with student teachers is more important than others? Why? What do you hope to achieve by involving these school staff members with student teachers during the practicum?
 - 2.8. Follow-up: Can you tell me about strategies you have used to support student teachers through engagement with school staff? Which strategies do you believe were most effective and why?

- 2.9. Follow-up: Are there other individuals that you believe you or the student teacher should be connected with that you believe are important to support the student teacher? Prompt: Can you describe the connections? What is the purpose of this connection and what benefit do you think it provides the student teacher?

3. The engagement of the student teacher in school based activities (including staff meetings and professional development) was identified as important to support student-teacher learning. As a principal, what is your role in connecting student teachers to the school community? Prompt:
 - 3.1. Follow-up: How do you see the engagement of student teachers in school based activities generally supports their professional learning?
 - 3.2. Follow-up: Are there others strategies not mentioned in the questionnaire that you have utilized in including student teachers in the school community that you believe are important? Prompt: How do you believe this supports the student-teacher learning?
 - 3.3. Follow-up: What barriers have you encountered in trying to connect the student teacher to the learning community? Have you been able to overcome the barriers? How?

B. Barriers to Involvement

4. You identified barriers to your work with student teachers and those who support student teachers. Can you tell me about the barriers? Prompt: How do the barriers impact your work in supporting student-teacher learning?
 - 4.1. Follow-up: What do you see as the most difficult barriers to overcome?
 - 4.2. Follow-up: What strategies have you used to overcome the barriers? Prompt: What was the outcome?
 - 4.3. Follow-up: Are there any barriers you have not been able to overcome? Prompt: Can you describe? What would help you overcome these barriers?
 - 4.4. Follow-up: What would be the one change that you feel would make the greatest difference in reducing barriers to your supporting student teachers?

C. Reflections and Suggestions

5. What advice would you give to other principals about working with student teachers?

6. What further information would you like to see from the universities (communicated through the FA) to better help you support student-teacher learning? Prompt: Do you see any benefit to expanding the role of principals working with student teachers during their ITE programme?

7. Is there anything else you feel I need to know about principal involvement in supporting student-teacher learning?

Appendix F.

Phase 2 Consent Form

2014s0112

Faculty of Education, Simon Fraser University
8888 University Drive, Burnaby, BC. Canada V5A 1S6

INFORMED CONSENT FORM **Interview**

Principal Beliefs, Experiences, and Barriers to Involvement with Student Teachers during the Practicum Component of Initial Teacher Education Programmes

Who is conducting the study?

Principal Investigator: Carey Chute, Faculty of Education, Simon Fraser University

Phone [REDACTED]; email [REDACTED]

This research is being conducted as part of a thesis, which will be a public document.

The Simon Fraser University Research Ethics Board and SD [REDACTED] have approved this research study. The Simon Fraser University Research Ethics Board “aims to protect the rights and welfare of human participants.”

This consent form, a copy of which will be made available to you, explains the purpose of the research and what your participation will involve. If you would like more information, please feel free to contact the principal investigator.

Purpose of the study?

The purpose of this research is to understand the role of the school based administrator with student teachers during the practicum component of an Initial Teacher Education (ITE) Programme. This includes understanding administrator beliefs about what the role of the principal should be with student teachers during the ITE practicum, current and historical involvement of school-based administrators in the practicum, and any barriers that have been encountered in trying to support student teachers during their ITE practicum.

You are being invited to take part in this research study because you are a practicing principal within the [REDACTED] School District.

Information will be gathered initially through an on-line survey. Of those who respond to the survey, four to six respondents will be invited to participate in a follow-up interview lasting 1 to 1.5 hours.

Your participation is voluntary

Your participation in this study is voluntary. You have the right to decline. If you decide to participate, you may still choose to withdraw from the study at any time and are not required to provide a reason. Withdrawal at any time will be without negative consequences of any kind.

What will I be asked to do?

The interview will occur in a single session lasting 1 to 1.5 hours. The interview will be audio-recorded and transcribed, after which the recording will be erased. No others will have access to the audio-recordings and the principal investigator will transcribe all audio recordings personally. All transcribed materials will be labeled coded with a participant ID that can only be cross referenced by the principal investigator.

What are the risks to being involved in this study?

The study is designed to avoid any risk to participants. However, because you will be asked questions about your professional beliefs and actions, you may feel uncomfortable and/or have concerns about your privacy because the principal investigator is a supervisor. Please remember that you can choose what information you are comfortable revealing. All data is coded to mask your identity which will be known only to the principal investigator.

How will your identity be protected and your privacy maintained?

Audio-taped interviews will be coded with a participant ID known only to the principal investigator and transcribed. Until transcription, audio-tapes will be stored in a locked filing cabinet. Upon completion of the transcription, all audio tapes will be erased. All written materials will be kept secure for 2 years and then destroyed.

Participants will not be identified by name or other information that may make them identifiable.

What happens to the information I provide?

The results of this study will be included in a graduate thesis and may also be published in journal articles and books. Only group information will be summarized and reported.

Who can you contact if you have questions about the study?

If you have questions or inquiries about the study concerning the procedures, please do not hesitate to contact Carey Chute at [REDACTED] or [REDACTED].

Who can you contact if you have complaints or concerns about the study?

If you have any concerns about your rights as a research participant and/or your experiences while participating in this study, you may contact Dr. Jeffrey Toward, Director, Office of Research Ethics at [REDACTED] or 778-782-6593

Acceptance of this Form:

Taking part in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to pull out of the study at any

time without giving a reason and without negative consequences. If you choose to withdraw from this study, all data gathered (survey and interview) will be destroyed immediately upon your withdrawal.

Your signature below indicates that you identified on the questionnaire the desire to be interviewed and consent to participate in an interview and to having the interview audio recorded.

Participant Signature

Date (yyyy/mm/dd)

Print Name of Participant signing above