

Tertiary Teaching Excellence Awards 2007

Nomination for:

Christine Rubie-Davies

School of Teaching, Learning and Development
Faculty of Education
The University of Auckland



**THE UNIVERSITY
OF AUCKLAND**

FACULTY OF EDUCATION

Te Kura Akoranga o Tāmaki Makaurau
Incorporating the Auckland College of Education

CONTENTS

1. INTRODUCTION	p.3
2. TEACHING PHILOSOPHY	p.4
3. TEACHING EXPERIENCE	p.6
4. DESIGN FOR LEARNING	p.10
5. EVALUATING TEACHING AND LEARNING	p.21
6. PROFESSIONAL LEADERSHIP	p.24
7. REFLECTION	p.28
APPENDIX ONE: Publications	p.29
APPENDIX TWO: References	p.32



1. INTRODUCTION

As I look back on my teaching life, I realise that I have always understood teaching is my passion; it was always my destiny. The privilege of teaching young people is the most wonderful opportunity that life has afforded me. I loved teaching when I lined my dolls up at three and taught them to read; I loved it when my younger brother and sister (twins) sat 'enraptured' as I taught them their basic facts; I loved it when all the neighbours' children were ordered to line up in straight lines outside my bedroom and to sit quietly on my mat in front of my blackboard. I loved every day I spent in a primary classroom; it was never a job, it was something I had always wanted; and now I have the honour and the pleasure of being able to endow other young people with my passion, enthusiasm, delight in making a difference in children's and young people's lives. Even more special at this point in my teaching career is that in educating the next generation of teachers I have the opportunity to influence the quality of education and learning for future generations; indeed a privilege.

I consistently receive excellent teaching evaluations at The University of Auckland and I have made a significant contribution to teacher education within the university environment through assuming leadership for the primary teacher education programmes and contributing to curriculum design and development. I also play a key role in mentoring other staff members' learning and teaching.

Teaching is an opportunity to inspire and empower. My aim for both undergraduate and graduate primary teacher education is to produce effective, quality teachers who are motivated and enthusiastic. By the time they leave my care, I hope I have made a positive difference in their lives and believe that they will do the same for their pupils.

2. TEACHING PHILOSOPHY

My teaching philosophy can be divided into two broad areas: teaching the student and teaching the subject.

a) Teaching the Student

Caring for students

I believe that successful teachers establish a caring relationship with their students. Creating a supportive classroom environment generates a climate in which students are motivated to learn. Caring is also about sharing students' successes and their failures, being there when they need support and showing excitement at their successes. Students respond genuinely to genuine responses. To be successful, teachers should be honest with their students and share a little of themselves. A classroom needs to be a place where students are respected and encouraged to take risks but it should also be a place where there is laughter and fun. Laughter goes a long way in fostering positive relationships with students.

Student self-esteem

The significance of success in enhancing students' self-esteem cannot be underestimated. Success is a great motivator and all students should be succeeding in their courses. Ideally all students would show personal growth from participating in one of my courses, and leave more confident and self-assured than when they arrived. Where students are less successful, a good teacher will look to their own practice to reflect on ways to alter their teaching practices so that students have every opportunity to learn. Hence it is important to listen closely to students and respond to their feedback.

Accounting for individual needs

Our society has become increasingly diverse. Therefore teacher education students should come from an increasing range of social and cultural backgrounds in order to cater for a varied student population. To teach effectively in a changing university environment, teaching styles must change from the traditional transmission approach. Students need a wider range of opportunities to learn. Cooperative approaches in lectures, tutorials and assignments can sit alongside the more conventional individualised approaches. Some students may need additional assistance to be successful and so it is important for the teacher to provide encouragement and to create a classroom environment where peer support and friendships are fostered and promoted.

Making learning exciting and enjoyable

Being a motivator is another important teaching role. I believe effective teachers are inspirational. Showing enthusiasm for teaching is infectious. I let students know that I am excited about teaching them and passionate about my subject. I want to promote curiosity, enhance excitement for teaching and inspire them to expand their intellectual horizons. I want them to love teaching as much as I do. Often I share amusing anecdotes from my primary teaching years to show students how much fun teaching can be.

b) Teaching the Subject

Understanding of content

The pastoral care of students contributes enormously to their academic success but achievement also requires content. The central goal of any teacher is to enhance student learning, to increase their knowledge. This may sound simplistic but content is my core business. There is a body of information that student teachers need in order to become successful. It is my job to ensure that all student teachers leave my courses understanding the content they require.

Linking theory and practice

Much of the content that students should understand comprises knowledge of theory and practice. Teacher educators have struggled to make the links clear and comprehensible to students. The best way to enhance student understanding of these links is to have a core evidence-based educational theory that underpins the course. The theory facilitates student reflection on teaching practice as students have data to analyse and reflect upon their practice. Practical application of theory provides students with a means to access and interpret beliefs about teaching, critique others' practice and analyse their own practice. To be meaningful, theory must permeate the programme: form a basis for courses, be included in practicum assignments and form the basis for students' self-assessment of their teaching practice. Integration across the whole programme is essential if the theory/practice divide in teaching is to be broached.

Being well-organised and well-prepared

Careful planning of lectures is the first step towards a successful learning experience for students. Each step of every lecture needs contemplating, musing over for possible pitfalls or aspects needing further consideration. Planning learning intentions and key questions for students provides a necessary framework for a successful lecture. I consider how I will present the lecture and how much will be me talking. I include a range of activities within each lecture to keep the lecture moving and because variety keeps students interested and offers them a range of learning opportunities. I run the lecture through my head several times before giving it, searching for ways to improve and then I feel positive about giving it. Many people think I am confident and self-assured. The opposite is actually the case but I'm a good actor! Rehearsal puts me at ease and ensures that the students are stress-free and ready to learn. I believe students learn best in a relaxed, comfortable environment.

Encouraging independence and curiosity

While it is central to present students with core knowledge and concepts, arguably a more significant role is continually to challenge student beliefs, perceptions and understandings. I believe that all students should be able to think critically and analyse their implicit beliefs. By challenging their understandings I encourage them to formulate questions, to think differently about issues and to critically analyse new concepts. My students become active learners engaging in lively debate and feeling confident in expressing their ideas.

Teaching has two prime facets: teaching the student and teaching the subject. Teachers must be passionate about both if they are to be successful.

3. TEACHING EXPERIENCE

a) General

My teaching career spans over thirty years. I started in 1974 at an intermediate school and rose to deputy principal in a large Auckland primary school. In 1986 I was offered the opportunity to work for one term in a South Auckland primary school. This opportunity changed my career. I loved it and adored the children's spontaneity and energy. Everything we did was exciting and new. They did not believe I travelled over the Harbour Bridge every day (only one of them had ever been to the North Shore – once) so I took them on an excursion there. Jonah Lomu was in my soccer team and we won every game that season. (I credit myself with teaching Jonah his skills!!!) When leaving to return to my 'safe haven' on the North Shore one of my pupils (a real little toughie) paid me the highest compliment: "*You know, Miss, when you came to our school I thought you was gonna be a right bitch but you turned out okay.*" I adored my time there and then stayed in such schools until I moved into The University of Auckland in 1998. In 1994 I formed a Maori Culture Group in my school and in 1996, with the help of lots of supporters I took the whole group to the International Children's Festival in Turkey. I repeated this trip in 1998 with another group and this time we also represented New Zealand at Gallipoli on Anzac Day attending the dawn service and the students performed with the New Zealand Defence Force group. In 1995 I was the first individual to win an NZEI Te Riu Roa Award for Educational Excellence. This award is usually only given to schools.

In 1998 I accepted the position of Deputy Director, Primary Teacher Education at The University of Auckland because in this post I could still have contact with schools and children, and I could influence the next generation of teachers and imbue in them some of my philosophical tenets and the underlying beliefs I hold that have made me successful in some very difficult classrooms.

My initial euphoria at being able to exponentially influence multitudes of children, making classrooms safe, happy learning environments for all was soon overshadowed by the realities of the position. Moving into the University meant teaching very big people! Very big people might not overlook my weaknesses as children do and might think I was awful at lecturing. I related well to children but older beings might not be so accepting. Besides, lecturing wasn't teaching, or certainly not as I knew it. I began my first lectures with extreme trepidation. I wrote out almost every word I would say. I timed myself giving a lecture because I had no idea how much talk filled up two hours. I practised in front of the mirror and hoped that my face would not give away my nervousness.

As I relaxed, I realised that I could enjoy teaching just as much as I had in my schools. The students were responsive – some of them told me they enjoyed my lectures and some of them came to me with significant personal problems, showing they trusted me. My confidence grew and my teaching improved. I could present 'Christine', be honest with them and enjoy being myself with these delightful student teachers. I re-discovered the caring, respectful, supportive teacher that I thought so important in the primary classroom.



In 2001 I became Programme Coordinator for Primary Teacher Education and had oversight of three major flagship programmes in the School of Education: the Bachelor of Education (Teaching) (BEd(Tchg)), which is an undergraduate programme taught at the City and Manukau campuses; and the Diploma in Teaching (Primary) (DipTchg(Primary)) which was a graduate programme for students who have already completed an undergraduate degree. I was involved in the setting up of the University BEd(Tchg) programme delivered at Manukau Institute of Technology (MIT) and played a key role in the development of the teacher education programme both on that campus as well as in the city. I planned, developed and designed many of the papers for the BEd(Tchg) (City and MIT campuses), the BA/BEd(Tchg) conjoint degrees, the BMusEd and the DipTchg(Primary) (City campus). I also assumed an increasing teaching role and coordinated a number of courses offered in our teacher education programmes. Below is a list of those courses. Normally I have coordinated and taught around eight papers annually.

Diploma in Teaching (Primary) (Graduate Programme)

- Mathematics
- The Practicum*
- Health and Physical Education*
- Research*
- Reflective Professional Practice*
- EDPROF611 Health and Physical Education*
- EDPROF612 The Practicum*
- EDPROF614 Reflective Professional Practice*
- EDPROF601 Education Studies*
- EDPROF603 Language and Languages*
- EDPROF609 Learning and Teaching II*
- EDPROFST614 Raising Student Achievement

BEd(Tchg) (City/MIT); BA/BEd(Tchg); BMusEd (Undergraduate Programmes)

- 786.101 Professional Practice*
- 786.215 Health and Physical Well-Being*
- 786.101 Professional Practice*
- 786.201 Professional Practice*
- 786.301 Professional Practice*
- EDCURR215 Health and Physical Education*
- EDCURR101 Professional Practice*
- EDCURR201 Professional Practice*
- EDCURR301 Professional Practice*
- EDCURR210 English*
- EDPROF101 Professional Practice*
- EDUC311 Teaching in Diverse Urban Schools (Manukau campus only)
- EDUC283 Pedagogy (Also a BA paper)*
- EDUC383 Pedagogy (Also a BA paper)*
- EDPROF100 Professional Practice*
- EDUC141 Teaching for Diversity

*indicates papers both coordinated and taught

The professional practice courses all had a practicum component which meant the preparation each year of 22 separate practicum outlines to meet the needs of the various student groups when they were out in schools.

Because of my roles in the teacher education programmes at The University of Auckland since their inception, my teaching experience is very broad compared to that of my colleagues.

b) Research Supervision

Before commencing supervision, I needed to complete my own qualifications. I graduated MEd(Hons) in September 1999 and PhD in May 2004.

When I was first approached to supervise a student, I was excited at the prospect, but I did not feel competent in this area so I approached a colleague to jointly supervise the thesis. I enjoyed the collegiality and intellectual stimulation of having a supervision team. I plan to continue to work in this way at all supervision levels. This structure provides additional benefits for students as they enjoy two sets of expertise and personalities. In 2004 I completed the University's professional development programme on supervision of research students to equip me further for this new teaching venture.

This year I am teaching a Masters level paper in Educational Psychology. This is another challenge but one that I looked forward to.

Students supervised

PhD (in progress)

- Mizutani, S. *The effects of washback on the teaching of NCEA Japanese* (Jointly supervised with Prof John Hattie)
- Te Ava, A. *Mou Piritia Te Kōrero 'Ā Ō Tūpuna, Tāueuea: Developing a Culturally Responsive Pedagogical Model for Cook Island Secondary Schools Physical Education* (Jointly supervised with Dr Alan Ovens)

MA (completed)

- Mizutani, S. (2002). *Investigation of the effects of goal-setting on language learning motivation*. (Jointly supervised with Professor Cathie Elder).
- Craig, A. (2003). *Promoting peer friendship as a means of suicide prevention*. (Jointly supervised with Associate Professor Michael Townsend).
- Rio, N. (2005). *Factors that contribute to success for Pasifika students in teacher education* (Jointly supervised with Dr Maxine Stephenson before going on leave in 2004).

c) Teaching-Related Departmental Responsibilities

- Programme Coordinator Diploma in Teaching (Primary) 1998-2005
- Programme Coordinator BEd(Tchg) (MIT and City campuses) 2001-2005
- Programme Coordinator BA/BEd(Tchg); BMusEd 2001-2005
- Chair staff-student liaison committee, DipTchg 1998-2005
- Chair staff-student liaison committee, BEd, BA/BEd(Tchg), BMusEd 2001-2005

d) Teaching Related Committees

Committees related to the amalgamation of The University of Auckland and Auckland College of Education:

- Combined Group Teacher Education Development Committee, 2004 -2005
- Teacher Education Programme Development BEd Sub-Committee, 2004-2005
- Teacher Education Programme Development DipTchg Sub-Committee, 2004-2005
- Stakeholder Feedback Research Working Group, 2004-2005

Committees within the School of Education

- Chair, Primary Teacher Education Committee, 2001-2005
- Teacher Education Transition Feedback Committee, 2003-2004
- BEd Professional Practice Programme Development Committee, 2002-2004
- BEd Implementation Committee, 2001-2004
- BEd Review Committee, 2000-2002
- Board of Studies in Education Committee, Faculty of Arts, 2001-2005
- University of Auckland Manukau Institute of Technology Teacher Education Committee, 2001-2003
- University of Auckland/Manukau Institute of Technology Liaison Committee, 2001-2003
- Curriculum and Instruction Committee, 1999-2002

4. DESIGN FOR LEARNING

a) Overview

Courses and programmes within teacher education must adhere to the requirements of the University and meet the mandatory graduation standards of the New Zealand Teachers Council. A challenge in designing courses for primary teacher education is that all papers have a theoretical base and yet preservice teachers need practical experiences if they are to become effective. Unless carefully designed, the links between the theoretical and practical components are not easily made by student teachers. Graduating primary teachers need to be equipped to teach seven distinct curriculum areas and need sufficient content knowledge to teach in all areas effectively. Encouragingly, our graduates have been very successful in securing teacher positions when they have completed their programmes. Often I hear from former students, many of whom have secured management positions. One of my graduates became a principal in her third year of teaching! Many have come back to university to complete postgraduate study. Some have told me I inspired them to keep learning.

Student feedback:

- *“Thank you for the time and effort you put into us and the course. I have no doubt that your and your course’s good reputation for producing excellent teachers went a long way in securing my job.”*

b) Programme design: BEd(Tchg) City and Manukau Institute of Technology

When I first arrived at university I assumed responsibility for the graduate diploma. The next year (1999) we developed the BEd(Tchg) and the following year (2000), the BEd(Tchg) was introduced to the MIT campus. In developing the BEd(Tchg), I used the graduate diploma as a model. For example, in the diploma there is the equivalent of one professional practice paper. In the BEd(Tchg) there was one for each year. This allowed the luxury of providing more lectures across three years and enabled a firm focus for each year. The course was developed so that first year students concentrated on observing others’ practice. In the second year, students moved their attention to developing their own practice, and in the final year the lectures emphasised how their teaching impacts on children’s learning. In the final year of the degree the students could choose a stage three liberal arts paper. At MIT this optional paper was replaced by one entitled “Diverse Urban Schools” since the degree at MIT campus focused on developing teachers to work in schools with diverse communities.

It was important that students at MIT received as much support as those on the city campus and that they enjoyed similar facilities. A liaison committee was set up which met regularly so that any student concerns could be addressed. I attended these regularly and acted on any suggestions. For example, we purchased a large number of books for the MIT library and a set of gear for physical education. Staff were specifically appointed to the MIT campus to provide local support. Initially I appointed a Pacific Island colleague who could identify with the students and provide a positive role model. The majority of the

students are Pacific Island, Maori and Indian and while the students are enthusiastic and hard-working, bridging programmes in maths, science and English were needed for some. Students completing the degree at MIT perform at high levels and readily secure positions on completion. The degree has an enviable reputation and approximately 60 students enter the programme each year.

c) Course Design: Professional Practice Courses

Most of my teaching has been in educational psychology, professional practice, and health and physical education. Each has its challenges in course design but my preparation in professional practice (incorporating practicum) is illustrative.

Professional practice provides student teachers with core knowledge and understandings that are needed to become effective teachers. My aim in professional practice is that initially students will use a theoretical basis for understanding the values and assumptions they bring to their practice. Later they will use that theoretical framework to critique their own and others' practice through systematic collection and analysis of classroom data, so that ultimately they can analyse the impact of their teaching practice on student learning.



Most of my student teachers develop into excellent teachers and I think this has been achieved by using the theory of effective teaching (drawn from David Berliner's work) to underpin all components of the professional practice papers. The theory is easily understood by student teachers and readily applied by them to examine their own and others' practice. It facilitates data collection about teaching practice and provides a means for evidence-based reflection. Hence the elusive linking of theory and practice is achieved. Student teachers are introduced to the theory at the commencement of their course and they frequently return to it during reflective discussions in lectures to challenge and examine their own beliefs about teaching, and to critique teaching practice and its impact on student learning.

In simplistic terms, the theory states that for students to learn what they need to learn the teacher must ensure they have the opportunity to learn. For a learning incident to be an effective learning opportunity, there must be alignment between curriculum, learning outcomes and learning experiences; students must have sufficient time to learn what they are supposed to learn; students must be cognitively engaged; and they need to be successful.

Principals frequently comment on our graduates' advanced ability to reflect on their own practice and to continue improving. In designing the professional practice papers, a cohesion and consistency across the course has been extremely effective in producing quality teachers. The same theory forms the basis of assignments, is the foundation for practicum materials, facilitates student reflection on their practice, and was used to design and develop the practicum report.

In the professional practice papers, students begin their course being taught the theory in a lecture. This is followed by a video of a teacher and pupils during which the student teachers learn to use the theory to critique the teacher's practice. Students are asked questions relating the teaching to the theory, such as: "How did the teacher cognitively engage the students?"

Student feedback:

– *"it was helpful having examples like the videos, that actually put the theory into practice."*

Students then have a tutorial related to the theory and are tested on their grasp of the concepts before going out to schools. The first assignment asks students to observe their associate on practicum and then to interview the teacher to find out how s/he engaged the students and helped ensure they were successful. Feedback on the assignment is given in terms of understanding the teachers' practice through the theory.

As student teachers progress, the focus shifts from observing others' practice to monitoring their own and they use the theory to reflect on their own practice. The school mentors (senior staff members responsible for the student teachers while on practicum) complete a Masters level paper at the University, learning to provide feedback to students based on the theory of effective teaching. Again

this serves to integrate and align what student teachers are taught at university and what they learn about teaching in schools. For example, when providing feedback to student teachers, mentors might begin by asking, “Were the students successful in achieving your learning outcomes? How do you know?” Or, “Were your students cognitively engaged in their learning experiences? What is your evidence?” Finally, the student teacher’s practicum report contains the familiar language of the theory of effective teaching and provides an assessment of student’s development that is evidence based and understood by the student teacher.

d) Course design: Maori component

In designing my courses and the graduate and undergraduate programmes I was acutely aware of the need to include a Maori component across all curriculum areas. When I designed my health and physical education courses I included lectures related to te reo kori and hauora.

I designed an activity where students had to record how they were ensuring their own hauora (well-being) within the framework of te whare tapa wha: taha tinana (physical health), taha hinengaro (mental health), taha wairua (spiritual health), taha whanau (social health). We examined areas where they had not written anything, discussed what they might do and talked about how they would foster a holistic view of health with their students. One of the assessments in health and physical education related to how all aspects of hauora could be included in teaching across the curriculum. The Ministry of Education obtained my permission to use one such assignment to disseminate to other teacher education providers.

I also ensured a Maori component was part of other courses. For example, as part of the Language and Languages paper, a te reo component was included in both the graduate and undergraduate programmes. This was so successful that when our new BEd(Tchg) degree was developed, a complete paper in te reo and tikanga was included.

Student feedback:

- *“Te reo kori was fantastic.”*
- *“I really enjoyed the Maori part of the unit.”*

e) Teaching methods

Lectures

Almost all my lectures are delivered using Powerpoint. I prepare each lecture two weeks before it is to be given. I go over student feedback from the previous year to remind myself of any aspects I need to consider in re-crafting lectures and make notes to myself before I begin preparation. I like to prepare lectures well ahead of time for two main reasons: first, this allows time for the lecture to float about in my thoughts - often I will make changes during that period. Sometimes my best ideas drift in at 3.00am! I mentally prepare the lecture, thinking about timing, questions to ask, challenges to put to the students, and possible improved structuring. Second, I am by nature a person who likes to be

organised in advance. I simply could not countenance preparing the lecture only a short time beforehand. It would be stormy seas at 3.00am instead of a gentle float.

The Powerpoint of my lecture is available to students the day before the lecture. I plan my Powerpoint so it includes enticing statements or thought-provoking questions to encourage students to attend. The Powerpoint is tantalising, but students have to attend the lecture to get all the information. Making the Powerpoint available beforehand allows students to gain some idea of what will be discussed and most students will download it so that they can make additional notes. It gives students the choice of downloading it and making occasional notes or of simply reading it through and then making extensive notes. This caters for different learning styles. In particular, it assists overseas students by giving a broad outline of the lecture and an opportunity to familiarise themselves with new concepts, technical vocabulary and educational jargon. However, I want my students to engage in the lecture, to ask questions, to interact freely; I don't want them to be receptacles that I feed information. Having a skeletal form of the lecture generally reduces writing and increases engagement.

I always arrive at the lecture theatre early and take time to pack up after a lecture. This allows me to interact with my students, ask how they are going in their course and if they need any help. This forms a relationship with each individual, making them feel comfortable approaching me and creates a warm socioemotional environment. Often one or more students will accompany me back to my office to engage further with points from the lecture, to ask questions or to seek some form of advice.

Student feedback:

- *“I have found your lectures well-planned, logically laid out and presented at a good pace.”*
- *“Very organised with your lecture notes. It was great to have them available on Cecil and as lecture handouts.”*
- *“You exude not only confidence in what you teach but a willingness to learn and listen to your students. You have modelled a good relationship between students and teacher.”*
- *“I like the idea that nobody has made a “wrong” comment. It makes you want to participate when that fear is removed.”*
- *“Lots of question and answer time. She would always answer people’s questions.... Intelligent responses to questions.”*
- *“Continued opportunities to put across information to students, i.e. good follow-up and ways of displaying information in more than one way. Opportunities to learn were plenty.”*

My lectures have a core format but never include exactly the same methods of teaching. I introduce every lecture with the learning intentions. At the end of each lecture I question students and/or have them tell a fellow student what they have learned. This shows whether or not they have had sufficient opportunity to learn. I like to have a very clear format for lectures and frequently check student

understanding. I make it clear that every answer and question will be accepted and respected.

My lectures include a variety of teaching methods: sometimes I talk, asking lots of questions and challenging my students. I frequently check students' understanding, and there are many opportunities for interaction in my lectures. I include group discussions, class discussions, group presentations and activities, guest speakers, introductions to quality teaching resources, DVDs and videos, role play, website use, whiteboard explanations, and use of mind maps. The list continues to grow.

I include a range of presentations to cater for students from a wide variety of cultural groups and backgrounds. I like to give all my students plenty of opportunities to learn. Research shows students from many non-western cultures prefer to work in cooperative groups rather than independently and so I include both group and individual activities. These activities include group discussions and presentations where each group member presents one aspect. There are other reasons to vary the presentation. I want lectures to be exciting, interesting, stimulating; I don't expect students to listen to me droning on – a vivid memory from my undergraduate days. I try to make lectures fast-paced, frequently moving from one activity to another so that students are engaged right to the end of each lecture.



Group activities are particularly useful to stimulate discussion. For example, in a lecture focused on teacher beliefs, I have students discuss their implicit beliefs about teaching and learning and then the class discusses how such beliefs would transfer into the classroom and the implications for children's learning. A commonly held western belief, for instance, is that intelligence is fixed rather than malleable. This implies that when children fail to learn a concept, the teacher gives up easily, reflecting that the child did not learn because s/he was incapable of grasping the concept. A teacher believing ability is incremental is more likely to persist, to analyse his/her teaching to find innovative ways of assisting the child to learn. In the first scenario, this child is responsible for not

learning; in the second, the teacher accepts responsibility for the child not learning.

Group activities help to build rapport among the class and provide peer support. At times I deliberately place individuals who do not mix well in specific groups to foster their inclusion. University can be a lonely place for those who are reticent about beginning friendships. Moreover teaching is a profession that relies significantly on collegial support and friendship.

Most of the lectures are two hours long and I always have a mid-lecture break but often throw out a question beforehand, something to consider over the break. That begins the second part of each lecture with lively debate and maintains student engagement and enthusiasm.

Another feature of my lectures is providing students with anecdotes from my teaching experiences. These anecdotes illustrate practice related to a theory or concept I am presenting or epitomise a possible answer to a student question. For example, when asked about the efficacy of using ‘time out’ as a behaviour management technique I tell the students how I used time out in a different way from most of my colleagues. During ‘time out’ the child always remained in the classroom and s/he decided when s/he was ready rejoin the rest of us. This made the child responsible for engagement and acceptance that their behaviour must change if they wanted to participate. Children inevitably rejoined straight away. This was fine – their behaviour was acceptable now.

Student feedback:

- *“The lectures covered all the points/areas intended and this gave the idea of the whole thing. I found your lectures very organised and comprehensive and I liked it that way, coming from overseas.”*
- *“I love to attend your lectures and I enjoyed them so much I never realised it’s finished.”*
- *“Every lecture has been thought provoking and very interesting. Great sense of humour.”*
- *“This has been one of the more enjoyable series of lectures given. The information has always been concise, accurate and with plenty of practical examples. This has helped to relate the theory back to practice.”*

Assessment

All assessments are linked to teaching. Mostly I use assignments, essays, short answer tests and weekly tests. Some papers have an examination. Assignments and essays require students to critically analyse practice in relation to theory. All assessments begin with requirements for the assignment. I provide marking criteria so that students understand what is required and how they will be marked. Providing students with comprehensible criteria provides them with clarity about how the assignment will be marked. Students are encouraged to come and see me if they need further help and some always do.

Students are asked to link theory with their own or their associate teacher’s practice. Each student’s practical component is unique and therefore difficult to

fabricate or copy. Sometimes I require sign off by the mentor. One example is where a student takes a lesson, is provided with feedback from the mentor and then reflects on their lesson in relation to the theory of effective teaching. When preparing assignments, however, I encourage students to explore ideas together, to have meaningful discussion about concepts and to debate beliefs and assumptions about teaching. This interaction enhances their understanding and leads to higher level learning.

I also use short answer tests as they enable me to assess student understanding of concepts presented in lectures. Two weeks before the actual test, I give students a take home sample test. This will include 2-3 questions around each topic that is to be tested. This helps students direct their studies and leaves another week to clarify misunderstandings before the actual test.

A few years ago I introduced short weekly tests in health and physical education. Most teacher education students are women and some are apprehensive about physical education. In the past I had found it difficult to get some students along to the lectures, particularly the practical sessions. I love physical education; I love teaching it, children mostly enjoy it, and I wanted students to see it as fun too. Initially I introduced the weekly tests to encourage attendance at lectures. Although only worth 2-3% each, immediately I had a full house at every lecture!

Student feedback about the tests was very positive as they felt the tests provided a focus for learning. An added bonus was that once students joined in the practical sessions many learned to enjoy physical education and enthused about teaching it.

Student feedback:

- *“Very approachable...although I had trouble in (sic) Vygotsky you were willing to sit and talk it through with me so that I understood everything.”*
- *“Really good feedback on assignments and tests. I really appreciate the time you take to write comments that help me improve.”*
- *“The practice test was a great help...I admired your unbiased marking. At first I did not like it but it has helped me a lot.”*
- *“I think you have done a fantastic job of making these lectures interesting and engaging, and the tests each week make everyone turn up!”*
- *“I found the in-class tests helpful for learning. Not only did they ensure I reflected on the lecture material, they also provided me with feedback on whether I had understood the main ideas.”*
- *“Before this course started I probably wouldn’t have done much PE with my class... You have changed the way I perceive this curriculum. It is one of the areas I feel most confident about teaching.”*

f) Teaching materials

I normally provide a course booklet. These consist of a description of the paper, specific learning outcomes for the course, an outline of lecture topics, a list of accompanying readings, a copy of assignments with marking criteria and dates for tests. Some booklets include course readings. For physical education and health, I have written two booklets that I hand out to students. One relates to planning and assessment in physical education and the other to ideas for teaching physical skills at the primary and intermediate levels, i.e. warm-ups and relays, fitness, small/large ball skills, aquatics, gymnastics, athletics, wet weather activities. These booklets are particularly well received by students and have been requested by schools..

Student feedback:

- *“The handouts and resources were extremely useful and relevant. These helped me develop activities on my practicum.”*
- *“They (the booklets) were very useful. I actually used the Rainy Days handouts for my last practicum and it was very useful and my Associate Teacher was impressed so thank you very much for that.”*

g) Engaging learners

Fortuitously I have been endowed with a strong teacher voice. Through participation in dramatic productions and speech contests at school, I learnt to pace my delivery, to pause to assess audience response and to eliminate ‘ums, ahs’. I have taped myself occasionally to check clarity and pacing.

I have an open door policy and students feel free to come and see me at any time. Students find me approachable and helpful. I leave a note on my door if I am out so students know when I will be back. I emphasise that I am easily contactable by email and that I respond the same day – even at 11.00pm on Christmas Eve! Sometimes I follow up an email contact with an appointment.

I take a personal interest in my students, greeting them and chatting wherever I meet them. These spontaneous interactions show students I care about them. Students feel comfortable with me and often talk to me about serious personal issues. Sometimes I refer students to counselling services but often they just want someone to talk to.

A prime motivator for student engagement is the enthusiasm of the lecturer. Enthusiasm can be ‘caught’ but only if it is genuine. By making lectures interesting and enjoyable students become motivated to achieve.

Aligned with enthusiasm is modelling. I strive to be a good role model for my students. Teacher educators are in a unique position within the university as teachers teaching students to become teachers. Modelling teaching practices that our students should acquire fosters credibility in one’s own teaching ability.

I am always honest with my students, true to myself. Students appreciate this open, straightforward approach.

Student feedback:

- *“I particularly enjoy and like the tone of your voice. A lecturer can come with prepared material but then we find it hard to hear her and get us convinced. With your voice it’s stimulating because you know what you are talking about and carry it through with your ‘booming’ voice. Great!”*
- *“You are always very responsive to students and I could always get in touch with you via email and get a very quick and thorough response.”*
- *“You are very approachable and provide help and guidance when asked. You are accommodating to our needs and responsive.”*
- *“Christine was really enthusiastic in the subjects she was teaching which aided my interest and learning in (sic) the content material.”*
- *“Highly professional and motivated, meant that we have high standards we have to achieve – makes us want to work harder.”*
- *“...this teacher modelled effective teaching with us as her students (e.g. assignments were assessed in a meaningful way; feedback was constructive and useful).”*
- *“You are personable, down-to-earth and transparent about your values. I always have a sense of who you are which is supportive of who I am.”*

h) Research-based teaching

The theory of effective teaching underpins my courses, but I use New Zealand classroom-based research to emphasise its principles. A book by Professors Helen Timperley and John Hattie is the basis for my Learning and Teaching course, and I use some of Professor Viviane Robinson’s work to teach students how to gather and analyse evidence from their teaching practice and its effects on student learning.

I often incorporate my own research into my professional practice and educational psychology lectures. The publication list (see Appendix One) indicates that my own work is included in my teaching. My research is focussed on the implications of teachers’ beliefs and expectations for students’ academic achievement and social development. I have investigated both the significance of the classroom instructional environment for student learning and the importance of the socioemotional environment. The salience of the socioemotional environment for children and their learning is a relatively new area for educational research as is my focus on classroom level expectations rather than expectations for individuals. This has resulted in several book chapters for international publications. Two of these books are being written for undergraduate teacher education students and will contribute to teacher education in New Zealand, the US, the UK, Canada and Australia.

My research areas touch on many other areas of educational and social psychology. I am constantly reading the literature related to areas such as teacher efficacy, goal-orientation, student self-perception, and motivation. As I read and absorb the latest findings I am constantly reflecting on how this research applies to my teaching and my students.

Because of my research and earlier teaching experience, I am acutely aware of the impact of forming student expectations too quickly and of the implicit beliefs underlying instructional practices. Both influence students' opportunities to learn. In the search to improve my own teaching, I constantly challenge my own implicit assumptions to assess their credence in research. When I was primary teaching I became known for taming the 'hard nuts'. It wasn't that difficult. Often these children had been labelled by previous teachers and then developed a reputation that preceded them. I felt that teachers then treated them in ways that encouraged bad behaviour. I gave every child a fresh start regardless of previous 'crimes'. I told them how much I valued having them in my classroom and that I knew we were going to do some exciting learning together. But I made them responsible for their behaviour. I did not spend time trying to control them. I had many successes with students who suddenly behaved in the playground and left my class turned onto learning. These challenging students sparked my research interest and enabled me to influence student teacher perspectives on class management.

I encourage education students to apply for summer scholarships to enhance their research skills. Last summer while I was working in the asTTle project (Assessment Tools for Teaching and Learning) I supervised one student who analysed and coded overseas testlets. This summer I had one student searching literature for asTTle and another conducting focus groups and preparing a questionnaire for another research project. By encouraging them to engage in research, I hope they will be inspired to pursue graduate study later.

Some of my supervised students have begun to regularly attend conferences. One in particular (Satomi Mizutani) has presented at two New Zealand conferences and was invited to submit a paper for the proceedings at the second conference. She has recently submitted an extended abstract for a prestigious European conference this year. Satomi won a Saskawa Scholarship to help complete her PhD, due to the high standard of her masters thesis (which I also supervised). Aue Te Ava has had an article accepted by an international peer reviewed journal subject to revision.

Recently Satomi commented:

– *“I have no doubt she is one of the best supervisors any tertiary students can hope to have...She worked well with my other supervisor. Her feedback was always thorough... I found her motivating, knowledgeable, hard working and enthusiastic about my work... I have now got to know her at a personal level more. I found her well rounded as a person, too. She is honest and caring, which I believe are excellent qualities that any excellent educators must have. She cares about not only my academic progress, but also my mental well-being. She is always willing to spend her time to help me when I really need advice on my study or even on personal issues... I believe she is committed to guide her students through and maximize their potential. I respect her very much as a fine academic researcher and as a person...I am sure that future students will also benefit from her supervision.”*

5. EVALUATING TEACHING AND LEARNING

a) Student Feedback and Evaluation

I evaluate all my courses each year towards the end of lectures using forms from the Centre for Professional Development. Normally I conduct a course evaluation one year and a teaching evaluation the next year. These are quantitative evaluations. Occasionally I also conduct qualitative evaluations. An important part of evaluations is that students know that their comments are valued and acted upon. I provide feedback to the students about the changes I will make to the course and my lecturing style the following year.

The quantitative evaluations provide useful comparative data for individuals across faculties and departments. Time is set aside in the lecture so that students have time to make considered responses rather than rushing. I explain the importance of providing honest feedback and I provide examples of how feedback from former students influenced their course. Students are encouraged to complete the qualitative components of these assessments. A colleague collects the forms and places them in a prepared envelope or alternatively students hand their forms to the class representative. In this way I ensure that students can give honest feedback as they realise that it is anonymous.

I introduced qualitative evaluations when my quantitative evaluations showed a couple of areas consistently lower than others and yet students made no comment about these. The qualitative data provided me with more meaningful data and as a result my quantitative assessments improved.

Summary of teaching evaluation scores (the most recent teaching evaluations were done in 2005 as I was working full time on the asTTle project in 2006):

Overall, the lecturer was an effective teacher (/10)		
2005	EDPROF 609	9.5
2005	EDPROF 100	9.17
2003	EDCURR 611	8.75
2003	EDCURR 301	9.37
2001	EDPROF 100	9.34
2001	EDCURR 215	9.12
1999	780.611	6 out of 7

b) Teaching development

After each lecture and/or at the end of a course, I make a note of any component that was not as successful as it might have been to ensure that this changes in the next year. I have often altered assignments or instructions to assignment details as a result of such notes and feedback from students.

I take student feedback seriously and below are some examples of changes made as a result of student comments:

1) I was extremely nervous when I was first teaching. I shivered and shook throughout each lecture and was very business-like in my approach to hide my fear. Some of the students interpreted this as a lack of warmth and caring for them. I was quite shocked since creating a personable atmosphere is at the heart of my teaching philosophy. I decided to relax; I realised that I had nothing to be afraid of, they weren't going to rebel! Despite my anxiety, the students were receptive to my lectures and told me how much they enjoyed my teaching. Once I relaxed I found the students did too. As I became more amiable so did they and I soon enjoyed the same congenial atmosphere at university as I did in a primary classroom.

Through this experience, I learnt to empathise with my students when they felt nervous on practicum. I fell very naturally into primary teaching and was never nervous; I only ever felt excited and thrilled to be living my dream. But through my lecturing I realised that teaching could be quite daunting. This understanding enabled me to support students and help them feel more confident.

2) One student commented that while the weekly tests helped her pay attention she thought it unfair if a student lost marks through missing a lecture due to unforeseen circumstances. She suggested a "get out of jail free" card for one lecture. Although I had aggregated marks if students were ill and could not attend I changed the assessment so that students could miss one lecture without penalty.

3) One student suggested forming discussion groups outside lecture times for students who wanted to talk further about the lecture content. We had a large room with tea and coffee making facilities. Other colleagues and I lobbied to have this turned into an area for students. The students could often be found there having their own lively debates. Another response was that through being Chair of the Equity Committee I arranged a grant for a Tuakana network. This provided additional peer support for struggling students. When approached for help Tuakana mentors often met students in their 'discussion room.'

4) Students need a high standard of English for primary teaching. Some schools and some lecturers were not tolerant of grammatical errors made by students with English as a second language. I set up a course with the Student Learning Centre (which still exists) which helps students achieve native fluency.

5) When I took over coordination of the conjoint BA/BEd(Tchg) programme I found that the students' timetable meant that they couldn't attend lectures while on practicum. For all courses, I set up additional times when they could come as a group and I would give them the lecture material they had missed.

Student feedback:

– *“It's fantastic that you make allowances for conjoint students by, for example, providing an extra lesson when we missed last week's because of practicum.”*

Further feedback is gained through a student liaison group for each programme. I had at least two student representatives for each programme (undergraduate, graduate and conjoint degrees) who met with me regularly and discussed any concerns from the student body. These discussions could be sobering at times, but I always acted on the students' suggestions. They were always reasonable requests. Through these groups students had a voice and knew their ideas were important. Issues tended to relate to the wider organisation of the courses and programmes rather than specifically to my own teaching. For example, representatives across all programmes complained that a particular lecturer could not provide them with practical examples that they could use in their own teaching. I approached the lecturer and suggested that one of my colleagues could help her. She was thankful as she recognised her weakness. Once the students had practical illustrations of her theory the classes were far more positively received. Such meetings were very encouraging, as well. I ensured that students made full use of the Student Union facilities and funds for social functions which promoted fun and relaxation, further enhancing the interpersonal relationships so important in teaching.

6. PROFESSIONAL LEADERSHIP

a) Staff leadership and mentoring

Staff leadership was one of my primary responsibilities in teacher education. All members of the primary team were teachers who did not have more than an undergraduate degree when entering the programmes. Two now have doctorates, three have completed masters and one will complete a masters this year.

Building a team who can work together towards agreed goals is paramount. I believe every member has much to offer and do not advocate a top-down model of leadership. Team cohesion is achieved through clear communication between staff members. I chaired a weekly meeting of the teacher education staff which had a very open agenda. Any issues could be discussed: students of concern were highlighted and support planned, high achieving students were recommended for commendation, any ideas for programme improvement were discussed, staff were kept up to date with forthcoming events, staff could introduce new ideas and their achievements could be hailed. All contributions were valued.

I enjoy mentoring staff. Sometimes this involves being an ear at a personal level. At other times I assist staff in developing their research capacity or in improving their teaching (observing and providing feedback at their request). I develop the organisational and management skills of staff by delegating responsibility for papers or aspects of the programmes. For example, a colleague was dissatisfied with the student response to her lectures. Like me, she was very nervous, but had not overcome her apprehension and her teaching had suffered. At her request I attended a few of her lectures. She was quite tentative in her approach (evidenced by lots of ahs and ums) and frequently apologised for perfectly acceptable practices. As a result of this process, her confidence increased and students evaluated her teaching much more positively.

The comments below are from my core teacher education staff. I requested anonymous feedback at the beginning of last year but they chose to send named versions. I leave their comments as testimony to my mentoring and support of staff.

Staff comments:

- **Pam Millward:** *I would like to thank you for the support you showed me as I got my academic career underway. I have learnt a great deal from your leadership of the BEd programme. You are an excellent organiser and have an amazing work ethic. You can make the tough calls when you need to yet at the same time you are thoroughly professional and extremely caring of the staff working with you. I particularly appreciate your ability to deal with difficult situations and move on.*
- **Nane Rio:** *Thank you for your professional leadership, support and guidance as a fellow colleague. I have watched over the three years or more your commitment to ensuring your goals as a student continued to be met which was truly inspirational. You gave me the courage to take on study myself and continue with other commitments in truly 'christine fashion' as I know it to be. I have always been thankful that my first introduction to the tertiary environment... was led by you. Your professional leadership has been paramount for myself in terms of settling and establishing my own boundaries within the university environment. I have viewed your exceptional leadership through several lenses as a mentor, colleague, student, leader and academic.... You are a hard worker, fair and always appreciate the differences your colleagues have brought to the programme. You were always clear about the expectations of your team and decisive when required. You were always happy to 'lend an ear', to demonstrate a commitment to ensuring our positions within the university were respected and kept safe. You valued and respected the contributions of all of us and consistently fostered a real sense of collegiality. I can not help but say once again you have been an immense inspiration to me.*
- **Aimee Richer:** *During my time as a member of the teacher education team she managed, Christine demonstrated her leadership expertise with every task presented, both professionally and personally. Her strong commitment to academic excellence and equity has been powerfully motivating over the years. In leading by example, Christine does not simply seek out the best in others – she inspires it. Christine's professional leadership extends far beyond that of a typical academic. She takes great care in developing strong relationships with her colleagues and gives freely of her time and support as a means to encourage others to achieve their professional goals. Her willingness to mentor new academics and junior staff makes her an instrumental part of growing and strengthening the professional and academic networks within the university.*
- **Brad Irwin:** *Christine has a relaxed management style and is able to get things done quickly and without fuss. Christine is a person that I feel I can go to for help and assistance when it comes to further developing my career at The University of Auckland. Christine has been instrumental in building a great team which has worked together for many years.*
- **Fiona Ell:** *Christine is a strong leader. She is able to make decisions quickly, based on evidence and advice. She is a clear thinker who can summarise and give people direction through complex issues. Christine is very good at 'looking after the team'. She takes an interest in people and makes time to get to know them. In particular she encourages her staff in their research endeavours and shares her considerable expertise freely.*

b) Programme Coordination and Curriculum Design

As Programme Coordinator for Primary Teacher Education I had responsibility for all aspects of the undergraduate and graduate programmes. This meant that I was ultimately responsible for over 2500 students (around 450 students each year once the programmes grew). This involved:

- Interviewing and selecting students
- Providing support and mentoring for students
- Holding regular student liaison meetings with student representatives
- Coordinating several papers (see above in Section 3)
- Developing several papers (EDPROF611 Health and Physical Education, EDPROF612 The Practicum; EDPROF614 Reflective Professional Practice, EDPROF609 Learning and Teaching II; EDCURR215 Health and Physical Education; EDCURR101, EDCURR201, EDCURR301 Professional Practice; EDUC283, EDUC383 Pedagogy; EDPROF100 Professional Practice)
- Ensuring there were sufficient primary staff and mentors to teach on all curriculum papers
- Ensuring there were sufficient academics to teach on all education papers
- Writing advertisements and job descriptions for staff
- Interviewing and selecting staff for the primary teacher education programmes
- Timetabling all lectures across all programmes
- Organising practicum materials
- Visiting students on practicum
- Organising regular meetings for mentors and associates
- Ensuring cohesion across all papers
- Ensuring all papers had a strong research base and supported our model of effective teaching
- Ensuring a Maori component was included in the curriculum and theory papers
- Coordinating details of the programme with the Head of School and dealing with issues emanating from his office regarding the primary teacher education programmes, students and courses.
- Chairing and/or sitting on a number of committees related to teacher education (see section 3)

Further:

- Played a leading role in developing the BEd(Tchg) programme on the city and Manukau campuses.
- Played a leadership role in reviewing EDCURR101, 201 and 301 papers and developing them into more theoretically coherent and sound courses.
- Lead writer for EDPROFST614 Raising Student Achievement

c) Contributions to the Education Community

- Invited to become a keynote speaker at the Team Tamatea Literary Conference in Napier in August, 2007.
- Invited to speak at local schools about my research (on-going).
- One of my PE assignments used by MOE as an exemplar for other tertiary education providers.

- 2004 Member PEPE Conference Organising Committee (Practicum Experiences in Professional Education) attended by more than 2000 participants in 2006.
- Member Senior Academic Women’s Leadership Group.
- 2004 member of Future Heads programme. Led my group project to recommend an on-line teaching portfolio for the university.
- Member LEOTC (Learning Experiences Outside the Classroom) Reference Group for the Maritime Museum.
- Member LEOTC Reference Group for the Zoo.
- Trustee Millennium Festival of the Children held in Wellington, 2000.
- Spent my leave (2004-2005) at the Institute of Education at the University of London’s School of Psychology and Human Development. Initiated strong links between Professor Peter Blatchford, Dr Ed Baines, Professor Judy Ireson and Dr Jane Hurry and our university.
- Continued to collaborate on a large scale research project (SPRinG) with Peter Blatchford and Ed Baines since returning. Presented our findings at three conferences thus far, had a paper published in Journal of Educational Psychology, November 2006, and have another in preparation.
- Invited to present two seminars at IOE, one for School of Psychology and Human Development, the other for School of Early Childhood and Primary.
- 2006, Senior Researcher, Project asTTle. Developed a student progress report for use with the new on-line version.

Professional Affiliations

I am an active member of the following associations: American Psychological Association, New Zealand Association for Research in Education, American Education Research Association, Australian Association for Research in Education, British Education Research Association, European Education Research Association, Teacher Education Forum of Aotearoa New Zealand.

Reviewer for Refereed Journals

I am a reviewer for the following journals:

- Member of Review Board, International Journal of Teaching and Learning in Higher Education (IJTLHE)
- British Journal of Educational Psychology (BJEP)
- Review of Education Research (RER)
- Journal of Child, Adolescent and Mental Health (JCAMH)

I enjoy reading the latest research in education and guiding new researchers to improve their work. The editor of BJEP declared that my reviews were exemplary. When articles are particularly good I use them in my teaching. For example an article I reviewed for IJTLHE used a model of transactional teaching (for tertiary teachers). It provides questions for teachers to reflect on during and immediately following their teaching. I plan to use this model in my own teaching and present it to my colleagues in the Faculty of Education. This particular journal is highly relevant to teaching in a tertiary environment so I keep my colleagues informed of the articles in each issue and actively promote the associated conference.

7. REFLECTION

I began this portfolio by presenting a dichotomy of teaching: teaching the student and teaching the subject. While it can be said that teachers at tertiary level know their subject, what sets apart the excellent teachers is the care they show for their students.

Excellent teachers listen to students, take heed of what they are saying and make changes, because they seek to grow their pedagogy. Excellent teachers pour energy into preparation, organisation and clarity of presentation because they want every student to learn and be successful. Excellent teachers provide students with clear guidelines and feedback on assignments because they want them to understand and grow academically. Excellent teachers show enthusiasm and humour because they want students to enjoy learning. Excellent teachers are creative and inspiring because they love learning too.

What are the qualities of a caring teacher? Enjoy your students; be honest with them; don't be afraid to show them that you care; show them respect; listen to them; and laugh with them!



APPENDIX ONE: PUBLICATIONS

Books and book chapters:

Rubie, C. M. (2003). *Planning for learning: Instructional decisions that impact on opportunities to learn*. In D. Fraser & R. Openshaw (Eds.) *Informing our practice: Special volume*. Palmerston North: Kanuka Grove Press.

Rubie-Davies, C. M. (in press). *Teacher expectations and labeling*. In L. Saha & A. Dworkin (Eds.) *The New International Handbook of Teachers and Teaching*. New York: Springer

Rubie-Davies, C. M., Hattie, J. A. C., Townsend, M. A. R., & Hamilton, R. J. (in press). *Meeting the challenge: Expecting the best for all students*. Nova Publishers.

Rubie-Davies (in preparation). *Teacher expectations*. In T. Good, C. Ames, D. Berliner, J. Brophy, L. Corno, & M. McCaslin, M (Eds.). *21st Century education*.

Theses:

Rubie, C. M. (2004). *Expecting the best: instructional practices, teacher beliefs and student outcomes*. Unpublished doctoral thesis. University of Auckland, Auckland.

Rubie, C. M. (1999). *The effect of a Maori culture group experience on children's self-esteem, locus of control and academic performance*. Unpublished Master of Education thesis. University of Auckland, Auckland.

Refereed Journals:

Rubie-Davies, C. M. & Townsend, M. A. R. (2007). Fractures in New Zealand elementary school settings. *Journal of School Health, 77*, 36-40.

Rubie-Davies, C.M (2006). Great expectations: Academic and social outcomes for students. *SET: Research Information for Teachers, (3)*, 29-33.

Rubie-Davies, C. M. (2006). Great expectations: Pedagogical beliefs and instructional practices. *SET: Research Information for Teachers (3)*, 34-38.

Blatchford, P., Baines, E., Rubie-Davies, C., Bassett, P., & Chowne, A. (2006). The effect of a new approach to group-work on pupil-pupil and teacher-pupil interactions. *Journal of Educational Psychology, 98*, 750-765.

Rubie-Davies, C. M. (2006). Teacher expectations and student self-perceptions: Exploring relationships. *Psychology in the Schools, 43*, 537-552.

Rubie-Davies, C. M., Hattie, J. A. C., & Hamilton, R. J. (2006). Expecting the best for New Zealand students: Teacher expectations and academic outcomes. *British Journal of Educational Psychology, 76*, 429-444.

Rubie, C. M., Townsend, M. A. R., & Moore, D. W. (2004). Motivational and academic effects of cultural experiences for indigenous minority students in New Zealand. *Educational Psychology, 24*, 143-160.

Rubie, C. & Townsend, M. A. R. (2001) Great expectations: Enhancing the opportunities for students to learn. *English in Aotearoa, 44*, 25-53.

Papers in Press:

Rubie-Davies, C. M. (in press). Classroom interactions: Exploring the practices of high and low expectation teachers. *British Journal of Educational Psychology*

Technical Reports:

Rubie, C. M. & Townsend, M. A. R. (2004). *An investigation into the causes of fractures in children while at school*. Auckland: Uniservices Ltd., University of Auckland.

Rubie, C. M. and Townsend, M. A. R. (2003). *Measuring children's fitness levels: A collaborative study*. Auckland: Uniservices Ltd., University of Auckland.

Samu, T., Peddie, R. and Rubie, C. (1999). *Social Studies Curriculum Statement: School Readiness*. Auckland: Uniservices Ltd., University of Auckland.

Timperley, H., Black, J., Rubie, C., Stavert, M. and Taylor-Patel, C. (1999). *What Happens in the Practicum: the Contribution of School-based Mentors to Teacher Education*. Auckland: Uniservices Ltd., University of Auckland.

Conference Papers and Invited Presentations:

Rubie-Davies, C. M (July, 2006). Expecting the best for our children: Exploring contributory factors. *Seminar presented to the Faculty of Education, University of Auckland*.

Blatchford, P., Baines, E., Rubie-Davies, C., Bassett, P., & Chowne, A. (April, 2006). Improving the Effectiveness of Pupil Groupwork: Effects on Pupil-Pupil Interactions, Teacher-Pupil Interactions, and Classroom Engagement. *Paper presented at the American Educational Research Association Annual Meeting, San Francisco*.

Rubie-Davies, C. M. (April, 2006). Class-Level Teacher Expectations: Patterns and Outcomes. *Paper presented at the American Educational Research Association Annual Meeting, San Francisco*.

Rubie-Davies, C. M. (December, 2005). Exploring class level teacher expectations and pedagogical beliefs. *Refereed paper presented at the NZARE conference, Dunedin*.

Rubie-Davies, C. M., Baines, E., & Blatchford, P. (December, 2005). The SPRinG programme: a social pedagogical approach to group work. *Refereed paper presented at the NZARE conference, Dunedin*.

Rubie-Davies, C. M. (February, 2005). Teacher instructional practices, classroom climate and student self-perceptions: Exploring the relationships with teacher expectations. *Seminar presented to the School of Early Childhood and Primary, Institute of Education, University of London, London*.

Baines, E., Rubie-Davies, C. & Blatchford, P. (February, 2005). Systematic observation of classroom interaction: Contemporary applications of video and on-the-spot schedules to collect quantitative data for the TLRP SPRinG project. *Paper presented at the Methods and Methodologies in Teaching and Learning Research Conference, Cardiff*.

Davies, J. I. & Rubie-Davies, C. M. (February, 2005). Making use of computer technology to increase speed and accuracy of data collection and entry. *Paper presented at the Methods and Methodologies in Teaching and Learning Research Conference, Cardiff*.

Rubie-Davies, C. M. (October, 2004). Exploring the relationships between teachers' pedagogical beliefs and their expectations for student learning. *Seminar presented to the School of Psychology and Human Development, Institute of Education, University of London, London*.

Rubie-Davies, C. M., & Hattie, J. A. (September, 2004). Expecting the best for our students: Relationships with instructional practices and student outcomes. *Paper presented at the European Conference on Educational Research, Crete*.

Rubie-Davies, C. M., Hattie, J. A., Townsend, M. A. R., & Hamilton, R. J. (September, 2004). Expectations and beliefs about teaching: Is there a relationship? *Paper presented at the British Educational Research Association Conference, Manchester*.

Rubie-Davies, C. M., Hattie, J. A. & Hamilton, R. J. (December, 2003). Great Expectations: Implications for New Zealand Students. *Refereed paper presented at the AARE/NZARE Conference, Auckland*.

Rubie-Davies, C. M. (October, 2003). Teacher expectations and student self-perceptions. *Seminar presented to School of Education, University of Auckland, Auckland.*

Rubie-Davies, C. M. (May, 2003). Classroom interactions and teacher expectations. *Seminar presented to School of Education, University of Auckland, Auckland.*

Rubie, C. (December, 2002). Does Pygmalion live in our classrooms: Expectations and individual difference. *Refereed paper presented at the NZARE conference, Hamilton.*

Rubie, C. (August, 2002). Planning for learning: Instructional decisions that impact on opportunities to learn. *Refereed paper presented at the TEFANZ Conference, Christchurch.*

Rubie, C. (June, 2002). Teacher beliefs and teacher expectations. *Seminar presented to School of Education, University of Auckland, Auckland.*

Rubie, C. & Davies, J. (December, 2001). Smarter data: Bringing data collection and entry into the twenty-first century. *Paper presented at the NZARE Conference, Christchurch.*

Rubie, C. (September, 2001). Great Expectations: Enhancing the opportunities for students to learn. *Seminar presented to the University of Auckland Principals' Centre, Auckland.*

Rubie, C. (July, 2001). Great expectations: Enhancing the opportunities provided for students to learn. *Paper presented at the New Zealand Association for Teachers of English Conference, Auckland.*

Rubie, C. & Davies, J. (July, 2001). Researching the influences of teacher expectations on the opportunities provided for learning : Discovering an innovative time-saving approach to data collection and storage. *Seminar presented to the School of Education, University of Auckland, Auckland.*

Rubie, C. (February, 2001). The Effect of Individual Differences on Teacher Expectations: What Impact Globalisation. *Paper presented at the Association of Pacific Rim Universities Annual Doctoral Students Conference, Auckland.*

Rubie, C. (December, 2000). Teacher Expectations and Opportunities to Learn: Exploring the Interactions with Student Performance. *Paper presented at the NZARE Conference, Hamilton.*

Rubie, C., Wilkinson, I., Parr, J. & Townsend, M. (September, 2000). Sizing up and organising for instruction in the first weeks of school. *Paper presented at the International Reading Association Conference, Auckland.*

Rubie, C. (August, 2000). Does Pygmalion live in our Classrooms? *Paper presented at the TEFANZ Conference, Christchurch.*

Rubie, C. (December, 1999). Kia Kaha: Improving Classroom Performance through Developing Cultural Awareness. *Paper presented at the AARE Conference, Melbourne.*

Rubie, C. (October, 1999). Learning Outside the Classroom: An Innovative Experience in Cultural Learning. *Seminar presented to The University of Auckland Principals' Centre, Auckland.*