

# CoMAP to navigate the complexities of out of field teaching for pre-service and early-career teachers

**Dr Susan Caldis**

Macquarie School of Education, Macquarie University, Wallumattagal Campus; [susan.caldis@mq.edu.au](mailto:susan.caldis@mq.edu.au)

Agenda for the Belt and Road Exchange Project on Integrated Training of Teachers before and after Service; 17 October 2023; Shanghai



# Acknowledgement of Country



*This material is provided to you as a Macquarie University student for your individual research and study purposes only. **You cannot share this material publicly online without permission.** Macquarie University is the copyright owner of (or has licence to use) the intellectual property in this material. Legal and/or disciplinary actions may be taken if this material is shared without the University's written permission.*

# Overview of presentation

CoMAP to navigate the complexities of out-of-field teaching for pre-service and early-career teachers

---



1. **Imagine yourself in a crowded room...**
2. **A problem and a reality**
3. **Project: Purpose and research questions**
4. **Solution: CoMAP as an innovative solution**
5. **Next steps**

*This material is provided to you as a Macquarie University student for your individual research and study purposes only. You cannot share this material publicly online without permission. Macquarie University is the copyright owner of (or has licence to use) the intellectual property in this material. Legal and/or disciplinary actions may be taken if this material is shared without the University's written permission.*

# 1. Imagine yourself in a crowded room...



*This material is provided to you as a Macquarie University student for your individual research and study purposes only. **You cannot share this material publicly online without permission.** Macquarie University is the copyright owner of (or has licence to use) the intellectual property in this material. Legal and/or disciplinary actions may be taken if this material is shared without the University's written permission.*

## 2. A problem within New South Wales, Australia



### Out-Of-Field Teaching



**Extent: 1 in 6 teachers in NSW secondary schools**



**Reason:** Teacher shortage; Policy; Funding models



**Impact:** **An uncompetitive workforce.** Decline in student learning outcomes, teacher wellbeing & subject integrity. **Increase** in attrition

## 2. A problematic reality of teaching



**Trainee teachers and  
graduate teachers**



**Lack of support structures**



**Affects the most adaptive  
yet least equipped**

*This material is provided to you as a Macquarie University student for your individual research and study purposes only. You cannot share this material publicly online without permission. Macquarie University is the copyright owner of (or has licence to use) the intellectual property in this material. Legal and/or disciplinary actions may be taken if this material is shared without the University's written permission.*

# 2. A national problem and a reality


National report released to Ministers and key education stakeholder groups



This material is provided to you as a Macquarie University student for your individual res owner of (or has licence to use) the intellectual property in this material. Legal and/or dis

<https://oofas-collective.org/toofsummit>

# And a small-scale project was born...



## Teaching geography beyond specialisation: a pre-service teacher experience

*This research is funded through the MQ ECR Enabling Scheme and the Faculty of Arts ECR Fellowship; it also provides a voluntary research-training opportunity for two Merit Scholars.*

This material is provided to you as a Macquarie University student for your individual research and study purposes only. **You cannot share this material publicly online without permission.** Macquarie University is the copyright owner of (or has licence to use) the intellectual property in this material. Legal and/or disciplinary actions may be taken if this material is shared without the University's written permission.



# 3. Project: Purpose and research questions

Project: Teaching geography beyond specialisation - A pre-service teacher experience

## Initial Teacher Education

To develop a strategy **led by and suitable for** initial teacher education providers to adopt and adapt to support pre-service teachers who will be teaching out-of-field, and be teaching Geography as an out-of-field subject (see Caldis, 2022; Campbell et al., 2019; Hobbs et al., 2022)

## Social labs

To progress understanding about the role of **social labs as a support structure** for pre-service teachers during a time of transition into the teaching profession (see Caldis, 2022; Caldis et al., 2022; Kriewaldt & Lee, 2022)

## GEOGStandards

To ascertain the suitability and influence of the *Professional Standards for the Accomplished Teaching of School Geography* (GEOGStandards) with out-of-field teachers (see Caldis et al., 2022)

This material is provided to you as a Macquarie University student for your individual research and study purposes only. **You cannot share this material publicly online without permission.** Macquarie University is the copyright owner of (or has licence to use) the intellectual property in this material. Legal and/or disciplinary actions may be taken if this material is shared without the University's written permission.

# 3. Project: Purpose and research questions

Project: Teaching geography beyond specialisation - A pre-service teacher experience

---

1. What are the emergent conditions which lead to pre-service teachers being required to teach out of field during professional experience?

2. How do pre-service teachers manage the circumstance of teaching out of field?

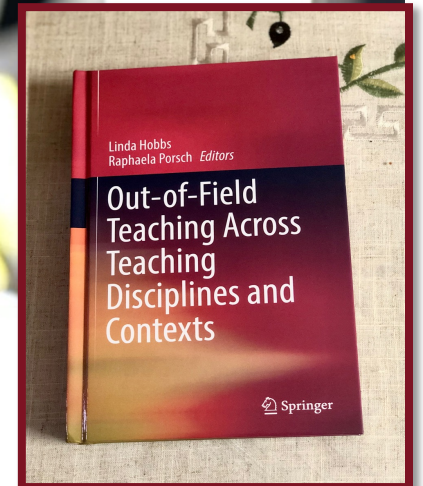
3. What are the implications for initial teacher education providers?

# They can imagine themselves in a crowded room

## Teaching a subject they know something about



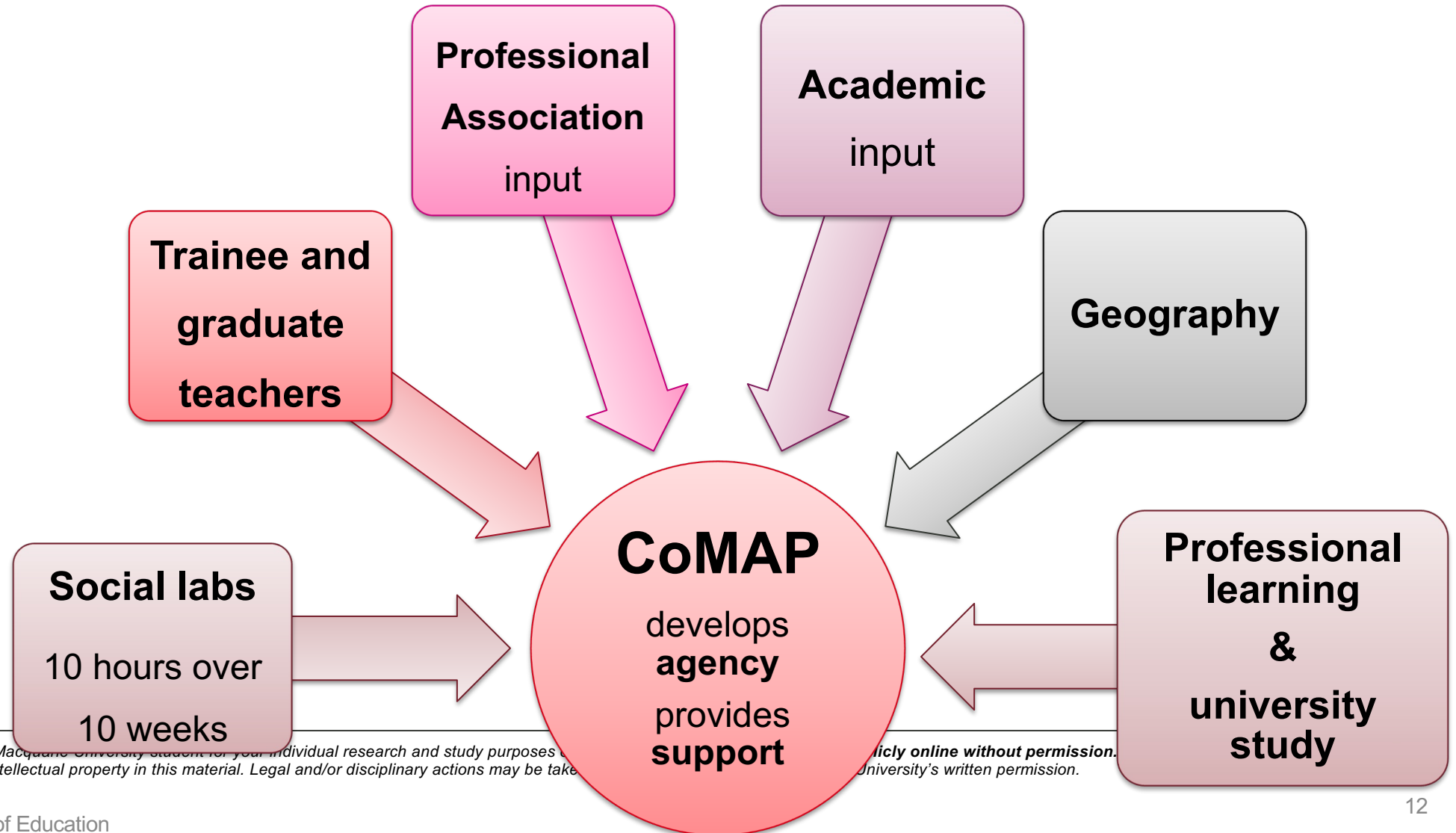
*“I have not taught a Geo lesson yet but will soon ... honestly looking forward to this social lab because I need the reassurance and support” Cleo*



This material is provided to you as a Macquarie University student for your individual research and study purposes only. You cannot share this material publicly online without permission. Macquarie University is the copyright owner of (or has licence to use) the intellectual property in this material. Legal and/or disciplinary actions may be taken if this material is shared without the University's written permission.

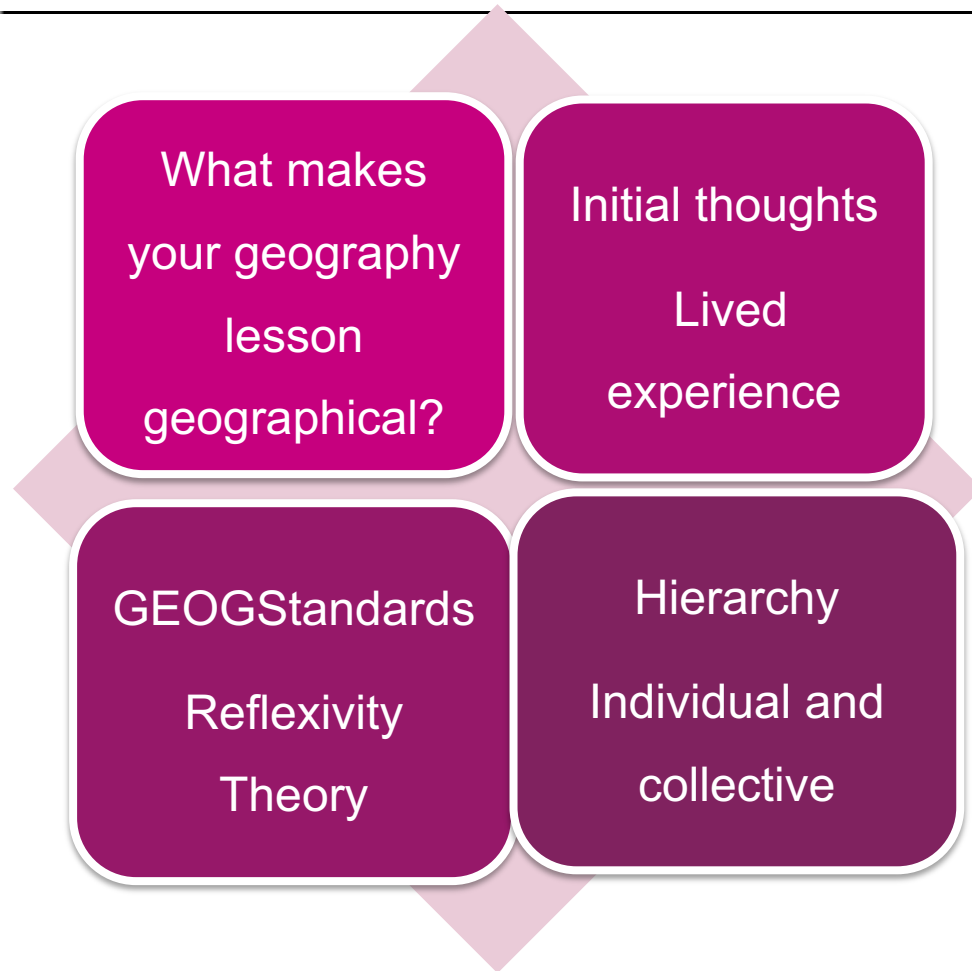
# 4. Solution: CoMAP as an innovative solution

## Co-designed Micro-credential and Advising Program



## 4. Solution: CoMAP as an innovative solution

Social labs – solving a complex problem from within the participant group



1. Modelling how to teach geography
2. Fishbowl and peer review
3. GEOGStandards and Reflexivity Theory
4. Setting, enacting, reflecting on and adjusting goals for teaching geography as an out-of-field subject

# 4. Solution: CoMAP as an innovative solution

## GEOGStandards

(Hutchinson & Kriewaldt, 2010; Kriewaldt & Mulcahy, 2010)

<https://www.agta.asn.au/Resources/ProfessionalStandards/index.php>

Item	Summary of the professional standards for geography
1	Knowing geography and the curriculum
2	Fostering inquiry and fieldwork
3	Geographical thinking and communication
4	Understanding students and their communities
5	Establishing a safe learning environment
6	Understanding geography teaching
7	Planning, assessing, and reporting
8	Professional growth and development
9	Learning and working collegially

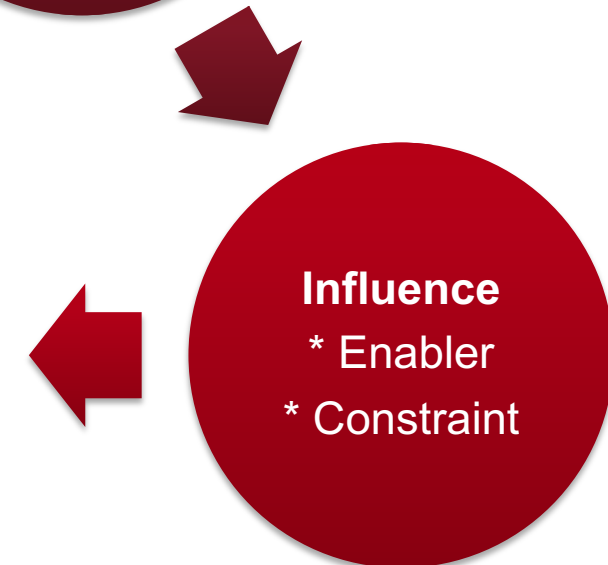
## Reflexivity theory (a structure-agent problem)

(Archer, 2010, 2012, 2013)

**Structure** –  
professional  
experience

**Agent** –  
preservice  
teacher

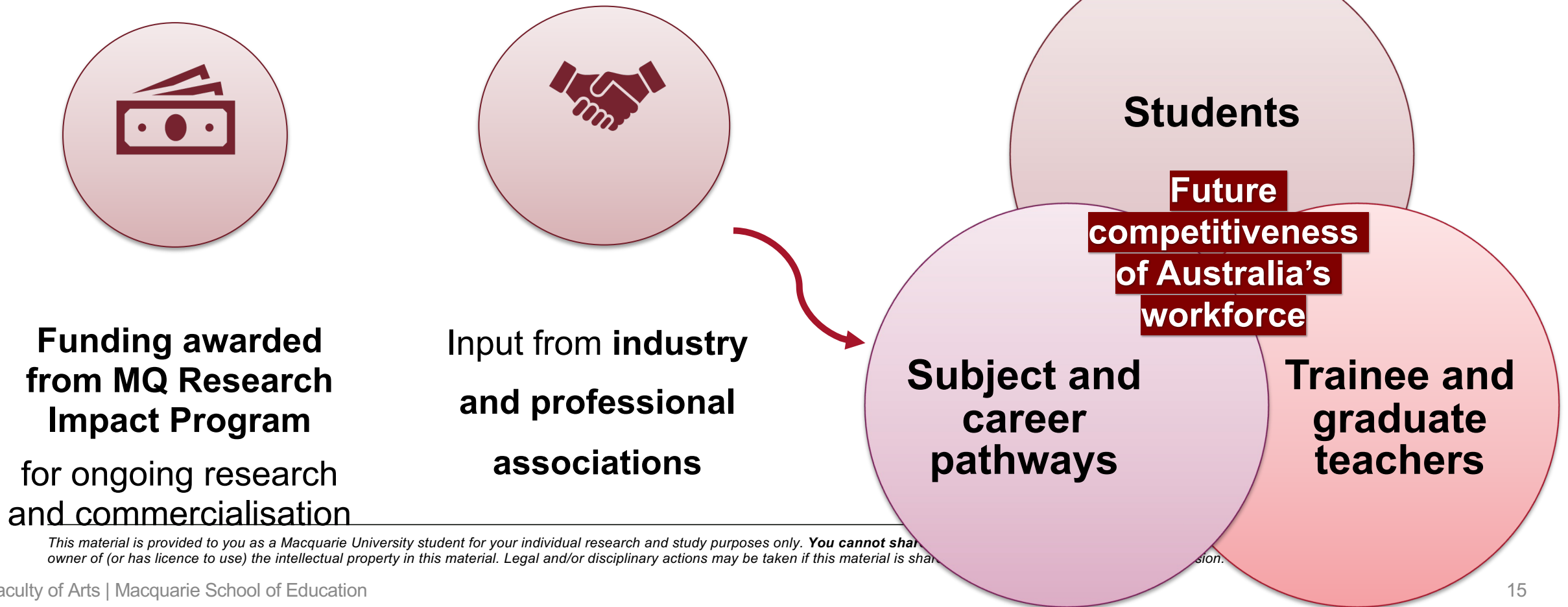
**Problem** –  
teaching out of  
field



# 5. Next steps

## Making CoMAP a reality

### An investment



# Key references

- 
- Archer, M. S. (2010). Routine, reflexivity, and realism. *Sociological Theory*, 28(3), 272–303. <https://www.jstor.org/stable/25746229>
  - Archer, M. S. (2012). *The reflexive imperative in late modernity*. Cambridge University Press.
  - Archer, M. S. (2013). *Social origins of educational systems*. Routledge.
  - Caldis, S., (2021). *Transition into the teaching profession and transformation of pedagogical practice in the secondary geography classroom*. Macquarie University. Doctoral Thesis. <https://doi.org/10.25949/21099010.v1>
  - Caldis, S. (2022). Transitioning into the profession with an out-of-field teaching load. In Hobbs, L., and Porsch, R. (Eds) *Out-of-field Teaching Across Teaching Disciplines and Contexts*. Springer. [https://doi.org/10.1007/978-981-16-9328-1\\_13](https://doi.org/10.1007/978-981-16-9328-1_13)
  - Caldis, S., Cavanagh, M., & Ryan, M. (2022). Know the subject and how to teach it: Using the GEOGStandards to develop pedagogical practice amongst pre-service teachers before and during professional experience. *Geographical Education*, 35, 33 - 45. <https://agta.au/wp-content/uploads/2023/05/Geographical-Education-Vol-35-2022.pdf#page=33>
  - Campbell, C., Porsch, R., & Hobbs L. (2019). Initial teacher education: Roles and possibilities for preparing capable teachers. In L. Hobbs & G. Torner (Eds.), *Examining the phenomenon of 'teaching out-of-field'* (pp. 342–374). Springer. [https://doi.org/10.1007/978-981-13-3366-8\\_10](https://doi.org/10.1007/978-981-13-3366-8_10)
  - Du Plessis, A. E. (2015). Effective education: Conceptualising the meaning of out-of-field teaching practices for teachers, teacher quality and school leaders. *International Journal of Educational Research*, 72, 89–102. <http://dx.doi.org/10.1016/j.ijer.2015.05.005>
  - Du Plessis, A.E. & Sunde, E. (2017). The workplace experiences of beginning teachers in three countries: A message for initial teacher education from the field. *Journal of Education for Teaching: International Research and Pedagogy*, 43(2), 132–15.
  - Hobbs, L., Du Plessis, A.E., Oates, G., Caldis, S., McKnight, L., Vale, C., O'Connor, M., Rochette, E., Watt, H., Weldon, P., Richardson, P., & Bateup, C. (2022). *Australian National Summit on Teaching Out-of-Field: Synthesis and Recommendations for Policy, Practice and Research*. Deakin University. <https://ooftas-collective.squarespace.com/s/TOOF-National-Summit-Report.doc>; <https://ooftas-collective.org/toofsummit>
  - McKenzie, F. (2015). The system shift initiative: The story of a social lab seeking better outcomes for Australian children. Australian Futures Project hosted by La Trobe University. <http://www.fionamckenzie.com.au/wp-content/uploads/2013/09/AFP-Early-ChildhoodDevelopment-Story-of-a-Social-Lab-150731.pdf>
  - Kriewaldt, J., and Lee, S-J. (2022). Tracking the extent of out-of-field teachers in geography. *Geographical Education*, 35, 46 – 51 <https://agta.au/wp-content/uploads/2023/05/Geographical-Education-Vol-35-2022.pdf#page=46>
  - National Committee for Geographical Sciences. (2018). *Geography: Shaping Australia's Future*. Australian Academy of Science <https://www.science.org.au/files/userfiles/support/reports-and-plans/2018/geography-decadal-plan.pdf>
  - Nixon, R. S., Luft, J. A., & Ross, R. (2017). Prevalence and predictors of out-of-field teaching in the first five years. *Journal of Research in Science Teaching*, 54(9), 1197–1218. <http://dx.doi.org/10.1002/tea.21402>



# CoMAP to navigate the complexities of out of field teaching for pre-service and early-career teachers

**Dr Susan Caldis**

Macquarie School of Education, Macquarie University, Wallumattagal Campus; [susan.caldis@mq.edu.au](mailto:susan.caldis@mq.edu.au)

Agenda for the Belt and Road Exchange Project on Integrated Training of Teachers before and after Service; 17 October 2023; Shanghai



