Perceptions of Four Fourth-Year Pre-Service Teachers in Regards to their Preparation to Domestic Violence and its Associated Trauma

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CERTIFICATION

Statement of Original Authorship

I declare that the work contained in this thesis has not been submitted previously for a degree or diploma at this institution, an Australian or overseas university or any other institution of higher education. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made.

Signed *Bianka Costigan*

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ABSTRACT

Current statistics detail the prevalence and rising issue of domestic violence in Australia. The ripple effects of this national issue reach into the school system, with domestic violence and its associated trauma impacting students emotionally, behaviourally, physically, and reducing cognitive processing in the classroom. Recent literature details the way in which teachers and educators stand on the front lines for combating this issue. The daily and continual proximity between students and teachers allows for a space of identification and support for students exposed to or victims of domestic violence and its associated trauma. The aim of this research project was to investigate the way in which pre-service teachers from one faith-based university are prepared to identify and effectively engage with students exposed or victim to domestic violence. Guided by inside/outside researcher methodology (Dwyer & Buckle, 2009; Amstrong and de Plessis, 1998), this study explored this issue acknowledging the multivocality present when the researcher has experienced the phenomena in focus. Employing mixed methods of data collection, including survey, semi-structured interviews, document analysis and reflective journaling, this research presents multiple perspectives of pre-service teachers regarding their understanding of domestic violence and its associated trauma. The results of the study concluded that pre-service teachers are already encountering issues related to domestic violence and its associated trauma during their undergraduate practicums; however, they did not feel prepared to effectively engage or support these students. Pre-service teachers also documented encounters of normalisation by educators and education institutions; also detailing that they felt their faith-based university was not preparing them to cope with the issue in the classroom. Pre-service teachers in this investigative study expressed a desire to be given the skills to recognise, effectively engage and provide support for students exposed to domestic violence and its associated trauma.

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ABBREVIATIONS

ABS: Australian Bureau of Statistics
AIC: Australian Institute of Criminology
AITSL: Australian Institute of Teachers and Student Leadership
APA: American Psychological Association
APDF: Australian Performance and Development Framework
APRVWC: Advisory Panel for Reducing Violence against Women and their Children
BOSTES: Board Of Studies, Training and Educational Studies
COAG: Coalition Of Australian Governments
CWU: Child Well-being Unit
NAPCAN: National Association for the Prevention of Child Abuse and Neglect
NGO: Non-Government Organisation
Our WATCh: Our Women And Their Children
PDHPE: Personal Development, Health and Physical Education
TCF: Tara Costigan Foundation
WHO: World Health Organisation

CHAPTER ONE: INTRODUCTION

Aim

The overarching aim of this investigation is to provide a voice for those who stand to champion the fight against domestic violence in the lives of students across Australia. As explicitly shared in Appendix A, my preface to this research is founded upon my own experience with domestic violence and its associated trauma. Educators and school staff in regular contact with students experiencing domestic violence and its associated trauma are arguably the first line of defense against an issue that currently daily places thousands of students in volatile and dangerous situations. The focus question for this research project is:

What are the Perceptions of Four Fourth-Year Pre-Service Teachers at one Faith-Based University regarding their Preparation to Domestic Violence and its Associated Trauma?

Community Services and the New South Wales Government defines domestic violence as "violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person" (Community Services – Domestic and family violence, 2016). The definition goes on further to delineate that domestic violence can include physical, sexual, emotional, verbal, mental, financial and social abuse between partners or former partners.

Domestic and family violence world-wide is at an all-time high (World Health Organisation, 2012). In particular, statistics reporting violence against women are increasing world-wide and, in Australia, they seem to remain in dramatically high numbers (Phillips, 2014). The Australian Bureau of Statistics (ABS) documented in 2014 that twice as many women were violently assaulted than men; 19, 488 women victim to domestic violence compared to 9261 men (Australia Bureau of Statistics, 2015). These numbers, however, portray only the number of reported crimes in a twelve month period, and do not account for the numbers of victims who do not report to their local law enforcement. In a bid to begin to reduce these alarming statistics, the Australian Government designed goal-oriented plans to identify, effectively report and reduce the number of Australians affected by domestic violence (Australian Bureau of Statistics, 2013). In order to reduce numbers,

however, they articulated that Australia needed greater coverage of reporting and support for persons affected.

In 2013 it was stated, "The development of robust family, domestic and sexual violence statistics requires support and commitment from a range of institutions…" (Australian Bureau of Statistics, 2013). Teachers and educators are part of the community that could enable a more accurate recording of statistics, which in turn will lead to children affected by domestic violence (and the trauma associated) receiving greater support and access to healing. In order for teachers to possess the skills to adequately support and report domestic violence issues, educators must have a clear understanding of what domestic and family violence is and how to effectively respond to it in future classrooms. This is paramount to creating safe learning environments.

It stands to reason that these definitive descriptions of what constitutes violence and an expected process of duty-of-care related to domestic violence need to be available to teachers during their training, as pre-service teachers. Knowing how to create and support a secure learning environment is a key standard enforced by the Australian Institute of Teaching and School Leadership (Australian Institute of Teachers and Student Leaders, 2010); one of seven multi-faceted teaching standards expected to be known, effectively implemented, and continually revisited for evaluation and reflective processing of individual quality teaching practice.

Sub-questions

Due to the nature of this paradigm, four sub-questions will provide the platform for guiding research collected via four qualitative methods including survey (Jansen, 2010; Patton, 2002), interview (Drever, 2003), document analysis (Wolff, 2004) and reflective journal (Ortlipp, 2008):

1. What are the perceptions surrounding domestic violence according to four select participants?
2. How do these four participants define domestic violence?
3. What subjects (if any) at one faith-based university provide a focus on domestic violence, and expected responses as mandatory reporters?

4. What is the understanding of these participants in regards to their duty of care as teachers once working in schools?

1. Background

As previously mentioned, the necessity of providing all teachers with the skills to identify domestic violence, report it accurately, and engage with students exposed to or victim to domestic violence is arguably the greatest way to combat domestic violence in the lives of students attending schools on a regular basis. The current Respectful Relationship toolkit designed by the Board of Studies, Teaching and Educational Standards (BOSTES), enforced by select state governments and education boards, and delivered at the hands of physical education teachers is beginning to address the issue of children exposed to violence in the family home. However, it only provides select students (grades 7-10) with access to intervention, and only specific teachers (Personal Development, Health and Physical Education teachers) with concrete knowledge regarding the issue of domestic and family related violence (Board of Studies, 2015).

Access to this intervention for *all* subject areas could potentially provide a greater platform to accurately address the issue in schools. If teachers are able to assimilate into the lives of their students (building trust and providing safe environments for maximum learning), and have the skills to respond to domestic violence already engrained into their teaching philosophy, it could be argued that a greater number of students could access assistance swiftly and with less obstacles (Advisory Panel for Reducing Violence against Women and their Children, 2014; Urbis, 2011).

1.1 Out of date and outside of Education

Limited research exists on how appropriately front line providers (teachers, nurses and doctors) and counsellors/social workers are prepared for recognising and responding to women and children exposed to and victim to domestic violence (Davila, 2005; Woodtli, 2000). Some research argues that "Nurses are often the first health care providers with whom the battered women and her family interact" (Woodtli, 2000, p. 173). It stands to reason that providing educators with the tools to identify various indicators of

domestic violence would greater increase the chance of these families accessing help that could change their lives. These articles, however, are out of date.

Research into nurses, counsellors and social workers being prepared to adequately recognise domestic violence and effectively report occurs sparingly; however, this occurs more often than educational research and may add insight into educational areas. Not only are these workers provided with regular access to post-graduate courses and seminars for specific engagement with clients exposed to or experiencing domestic violence, information on how to effectively report is readily available (Rape-dvservices.org.au, 2016; Australian Institute of Family Studies, 2016). Existing research provides an acknowledgment of domestic violence impacting children and teens in such a way that 'normal' activities are difficult to engage in (Jaffe 1990; Brandon 1996); however, it too is out of date.

Post-Traumatic Stress Disorder (PTSD) and Anxiety often present in children and teens exposed to domestic violence (Edleson, 1999; Richards, 2011), so much so that counsellors and social workers are now encouraged to provide safety plans for young clients still in dangerous homes (Kress et al., 2012). While these plans are effectively empowering victims with the tools to promote self-care and safety in the home, this information and support is only available to victims seen by therapists, counsellors and social workers. With statistics revealing the high number of students exposed to domestic violence, arguably a large portion of these students may not be provided with the chance to actively seek assistance from a mental health professional; particularly in lower-socio economical areas. It is here that the argument for teachers possessing the skills to recognise violence, report it, and influence safe and healthy learned behaviour to students becomes louder and stronger: if these students are to stand a chance to not only escape danger but break the cycle of violence, their most logical source of support are teachers and school staff.

1.2 There is hope!

Recent research conducted by the APRVWC, details how teachers stand to help students affected by domestic violence and trauma. Their *Final Report* submitted to the Coalition of Australian Government (COAG) details how education institutions and teachers specifically need to be upskilled to identify and respond appropriately to these students experiencing domestic violence and its associated trauma.

> "All Commonwealth, state and territory governments should work with education institutions and professional bodies to ensure that professionals likely to come into contact with victims and perpetrators of violence can identify and respond to violence against women and their children, and understand the impacts of gender and social inequality"
> "Training should be delivered through: higher education institutions that train people likely to have professional contact with victims, their children and perpetrators (including, but not limited to, teachers, nurses, counsellors, childcare workers, social workers, lawyers, immigration staff and general practitioners)" (Advisory Panel of Reducing Violence against Women and their Children, 2014, p. ix)

This request for teacher training is one of the first of its kind; acknowledging that teachers are in such close proximity with students that they effectively stand on the front line when it comes to providing safe places for students to share their struggles or ask for help. Many students may not ask for help specifically, but if teachers are not trained to "identify and respond to violence against women and their children" (Advisory Panel of Reducing Violence against Women and their Children, 2014, p. ix) then potentially a high number of student victims go without assistance or intervention. This inability to ask for help is particularly important to note, as research recognises that often children do not have the ability to articulate what is happening at home for a number of reasons including fear, intimidation and a desire to protect their parents (Kaufman, Kantor & Little, 2003; Bedi & Goddard 2007; Tomison 2000).

2. Rationale

In the last twelve months Australia has seen a push for a better national understanding of what domestic violence is (Advisory Panel for Reducing Violence against Women and their Children, 2014; National Family Violence Summit, 2016), how financial aid from the government could assist the fight against this issue (Parliament of Australia: Department of Parliamentary Services, 2015), and how intense trauma and post-traumatic stress can affect direct victims of domestic violence (Hitting Home with Sarah Ferguson, 2015). Whilst it appears that domestic violence has been an issue in homes world-wide for many years (World Health Organisation, 2012), it could be argued Rosie Batty's rise to recognition for her son's brutal murder in 2014 struck a chord with the population and began a much needed look into the epidemic of family violence that appears to be ravaging homes national-wide. In 2014, Batty's son was murdered by his father at an afternoon cricket practice session; stabbed to death in broad day light in front of the general public, including his team (Batty, 2015). With Batty winning Australian of the Year in 2015 for her efforts in raising awareness of family violence with the Luke Batty Foundation, the topic again rose to the fore-front of public communications and media, and became a contentious topic for the Australian Government.

2.1 Educational, political and social forces

> "On the basis of current evidence, violence prevention and respectful relationships initiatives among young people can make a real difference, producing lasting change in attitudes and behaviours" (Department of Education and Early Childhood Development, 2009, p. 5)

A focus on domestic violence has become apparent in many areas of Australian culture in the last twelve months, with schools now beginning to look at the importance of providing education into domestic violence in the classroom (BOSTES, 2015; Department of Education and Early Childhood Development, 2009). In 2015 Victorian and New South Wales Education changed the syllabus to include mandatory lessons into respectful relationships to begin in the first term of 2016. This followed research into the high number of children exposed and/or victim to domestic violence in

the home. This initiative began following the Council of Australian Governments rallying together to address the issue of violence against women and children in 2014. It was here that the Advisory Panel of Reducing Violence against Women and their Children (APRVWC) was established, comprised of eleven members – including Ms Rosie Batty (Coalition of Australian Governments, 2014). This panel pushed for mandatory education into safe relationships, which lead to Victorian and New South Wales Education Boards implementing safe relationship initiatives.

The initiative provides health and physical development teachers with a toolkit to provide education for students aged five to eighteen with information regarding safe and respectful attitudes, behaviours and actions. The integrative toolkit was designed by many organisations including: Catholic Education Commission NSW, Association of Independent Schools NSW (AIS NSW), Domestic Violence NSW and the National Association for Prevention of Child Abuse and Neglect (NAPCAN). The toolkit focuses on key areas, such as: definitions of various types of abuse, where to go for help as a teacher teaching the content, where students can go for help, and various activities to facilitate learning about safe and respectful relationships (Board of Studies, Tertiary and Educational Standards, 2015).

It is important to note that whilst Victoria and New South Wales have committed to this initiative being made compulsory in primary school and again in years 7-10 (Nsw.gov.au, 2015; Premier of Victoria, 2015), Western Australia has agreed to provide information for teachers to be aware of, but has not made domestic violence awareness mandatory in the education system. Tasmania, Queensland, Northern Territory, South Australia and Australian Capital Territory have not made any formal movements to provide this information in their education systems either. Queensland's Domestic Violence Taskforce, chaired by the Honourable Dame Quentin Bryce (former Governor General) published recommendations for in-school education (The Taskforce, 2015), however as yet it has not been addressed by the Queensland Government or Department of Education.

Education boards see schools as microcosms of social and family relationships; and as such, they become a place where appropriate behaviour,

equality, security, gender stereotyping and violence-supporting attitudes can be addressed (OurWATCh.com, 2016). It is within the safety of controlled environments like school (duty of care, mandatory reporting and legally-enforced appropriate interaction between teachers and students) that the government hopes to address many misogynistic attitudes and other gender-based issues that promote the continuation of violence, in particular violence against women.

This new movement to provide children with access to knowledge regarding safe and secure relationships is desperately needed, however it is paramount to note, it is not providing *every* teacher with access to information regarding domestic violence, and in turn the skills to identify domestic violence issues in the lives of students. It is within the subject of Personal Development, Health and Physical Development (PDHPE) that the Respectful Relationship toolkit lessons occur, for grades seven to ten. This means that schools will only have sports or physical education teachers implementing the initiatives. It seems plausible that to intentionally provide students with teachers who are armed and equipped to recognise dangerous relationships, accurately report, and effectively engage with students exposed or victim to domestic violence, all teachers need to be prepared with the knowledge of what defines domestic violence in the first place, how to report accurately, and how to efficiently build rapport with these students. This has the potential to be an issue that can be largely addressed during pre-service education for all teachers, primary and secondary school.

3. Methodology

The overarching methodology of this qualitative investigation is inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998). Married together in this research are four methods of investigation: Survey (Jansen, 2010), Semi-structured Interview (Drever, 2003), Document Analysis (Wolff, 2004) and Reflective Journaling (Ortlipp, 2008). These four methods combined will allow for the most thorough response to this integrative research approach.

I intended to place much of my own voice as author into the reflective coding process, by implementing various perspectives of Dwyer's

inside/outside theory; The Space Between (Dwyer & Buckle, 2009). Their research suggests that researchers can stand on both sides of the research:

> "Whether the researcher is an insider, sharing the characteristic, role, or experience under study with the participants, or an outsider to the commonality shared by participants, the personhood of the researcher, including her or his membership status in relation to those participating in the research, is an essential and ever-present aspect of the investigation" (Dwyer & Buckle, 2009, p. 55)

As I have encountered domestic violence intimately, survived as an extended family member affected by domestically violent murders, and personally watched close friends escape violent relationships - my experience will add authenticity and potentially allow for easier trust building with participants (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998). Bias and judgment will, of course, need to be guarded fervently; however it stands to reason that on such a contentious subject, my own voice could add a perspective that is insightful and authentic (Dwyer & Buckle, 2009).

The duration of this investigation was undertaken over a six month period from April to October of 2016. Research was collected from one faith-based university in Australia. The entire graduating cohort of education teachers was anonymously surveyed, with four students participating in semi-structured interviews. Information gathered was coded and analysed on campus and also in my own home.

CHAPTER TWO: LITERATURE REVIEW

Introduction

As detailed in chapter one, the primary question for this research project is focused upon domestic violence, in particular:

What are the Perceptions of Four Fourth-Year Pre-Service Teachers in regards to their Preparation to dealing with Domestic Violence and its Associated Trauma?

In order to sufficiently explore the depths of this research question, the responsibilities of Australian teachers and issues associated with domestic violence need to be explicitly detailed. As such, this chapter will present information detailing and exploring how domestic violence links with trauma; trauma symptoms associated with domestic violence, how trauma presents in children and young people, and how it manifests in the classroom (emotionally and physically). The responsibilities of teachers in regards to approaching domestic violence and trauma will be delineated via detailing Australian standards for teaching, State funded research into trauma and student wellbeing in the classroom, and how teachers can assist in school-based therapy for trauma-affected students who are victims of or have been exposed to domestic violence.

This chapter will begin with examining standards of teaching for Australian teachers with this initial section focusing on the history of Australian teaching standards, their importance, implementation, and associated government bodies. This will be followed by trauma and domestic violence; a comprehensive view of how these two issues are linked, the prevalence of trauma in children and youth exposed to domestic violence, and a thorough exploration of the physical, emotional and psychological symptoms and disorders associated with trauma. Information regarding how trauma may present itself in the classroom is next, with recent documentation as to how teachers may recognise behaviours, including memory retention, physical expressions of trauma, behavioural responses, and internal and external behavioural disorders. Finally there will be a delineation of responsibilities of teachers regarding approaching traumatised students in schools; which will include an exploration of how educators can support

students experiencing trauma caused by domestic violence and mandatory reporting for Australian teachers.

1. Standards of Teaching: History and motivation

The importance of emotional and mental safety in the classroom became a serious topic for education ministers and leaders in education in 2008, when a summit to discuss national standards for teaching took place in the state of Victoria. Termed the Melbourne Declaration on Educational Goals for Young Australians, teaching standards were discussed and defined by a host of Educational Ministers in collaboration with various Catholic and Independent school representatives (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008). It aimed to address growth areas within Australian school systems, learning and achievement strengths and weaknesses of Australian students, and how school communities influenced student outcomes. It also addressed the need to recognise the integrative role that schools, homes, governments, and other professional associations play in the education of Australian students. Outlined areas for improvement and, in turn, declarations of intended focus areas for Australian schools, were largely based around: effective engagement of students in learning environments, amalgamated approaches to student support, goals for national teaching standards to implement and monitor effective teaching practice, and the professional development of educators.

The declaration begins with a statement pertaining to the role of education on social maturity. “Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians” (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008, p. 4).Wellbeing as experienced by students can be defined as “a positive emotional state that is the result of a harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand” (Engels, Aelterman, Schepens & Van Petegem, 2004, p. 128). The Melbourne declaration’s statement regarding student wellbeing and educator responsibilities draws a correlation between emotions and their effect on academic ability; it clearly acknowledges the role of social and

emotional learning in education, and in turn, how educators need to be well-skilled in providing safe and secure learning environments.

The declaration was divided into three targeted areas. Firstly, two specific goals for education practice: one - Australian Schooling promotes equity and excellence, and two - All young Australians become successful learners, confident and creative individuals, and active and informed citizens. (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008). Secondly, a commitment to action, and lastly, defined areas of responsibility for achieving the desired outcomes for Australian students and schools. Thirdly, the declaration concluded with a commitment to clearly defined standards of teaching practice nation-wide, "The action plans will be supported by and based on a renewed commitment to federalism that encourages best practice in education" (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008, p. 18).

It is apparent from the effort, research and attendance associated with the Melbourne declaration that a desire to see classrooms as safe learning areas was at the forefront of Australia's educational leaders' minds. It is clear that alongside goals to see students flourish academically, leaders wanted to work towards emotional success and achievement for all Australian students. What is not apparent, however, is why this thorough investigation and its intentional desire to see students' sense of wellbeing and safety paramount in classrooms has not been made syllabus content in pre-service training for teachers. As a national framework and teacher standards evolved from this initial declaration, there appears to be gaps in the fusing of available educational research into student support and teacher training.

1.1 A definitive framework is formed

Following a national acknowledgement regarding a need for national standards pertaining to teaching conduct and professional education indicators, the Australian Performance and Development Framework was designed and published in August of 2012 (Australian Institute of Teachers and School Leadership, 2012). It has a reflective cyclical approach to amending the culture of teaching based upon five targeted areas: a focus on

student outcomes, a clear understanding of effective teaching, leadership, flexibility, and coherence.

Figure 1: Performance and development culture for Australian teachers

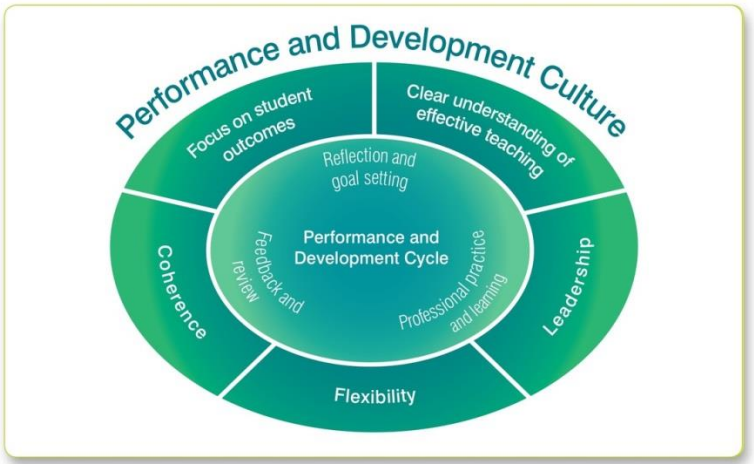


*image from www.aitsl.edu.au

These five focus areas are assessed via three specific modes of teaching practice – reflection and goal setting, professional practice and learning, and feedback and review. Flowing on from the Melbourne Declaration in 2008, this framework is underpinned by two equally definitive initiatives for educators and schools: Australian Charter for the Professional Learning of Teachers and School Leaders, and the Australian Institute for Teaching and School Leadership (AITSL) Standards.

1.2 The Charter

By clearly defining responsibilities, goals, reflective practice and a shift in the culture of school administration, education and mentoring, the Australian Charter for the Professional Learning of Teachers and School Leaders provides explicit expectations for conduct and engagement for educators in the Australian body of educators and teachers. It enforces the importance of self-reflection and mentor-feedback, whilst also detailing characteristics of effective professional learning, including the need for relevant, collaborative and future focused learning for educators in Australia (Australian Institute for Teachers and School Leadership, 2012). Whilst the charter focuses on academic practice, there is a space for professional development in the sphere of emotional support for students that is missing here. It seems plausible to question why leaders originally addressed a need

for student wellbeing to be promoted by Australian schools, yet the developed framework and charter clearly does not address either student wellbeing or social and emotional safety?

1.3 A new standard for teachers

Alongside the Australian Charter for the Professional Learning of Teachers and School Leaders, seven standards were designed and implemented by the Australian Institute for Teaching and Student Leadership (AISTL) (Australian Institute for Teachers and Student Leadership, 2012). These 'AITSL standards' (as they are commonly known among teachers and educators) provide detailed, goal-orientated, attainable, and measurable principles for teachers and leaders in education, and function as explicit guidelines for effective teaching in Australia. The seven standards span across a broad spectrum of education, including effective engagement, professional learning, safe teaching practise, assessments and reporting, and expectations of interaction with colleagues, parents and the community.

1.4 AITSL Standards

The AITSL standards span across four teaching rankings, including: Graduate, Proficient, Highly Accomplished, and Lead. They focus on connecting with student learning styles (including knowing how to assess and provide feedback), content knowledge, efficient planning and teaching, connecting with colleagues and staff, and engaging with parents and the community. Only one standard provides a link to student emotional safety, the fourth standard: *create and maintain supportive and safe learning environments* (Australian Institute for Teachers and School Leadership, 2012). Whilst the standards are not the teacher regulatory authority for Australian teachers (Australian Institute for Teachers and School Leadership, 2016), they are endorsed by each state's education ministers Australia-wide. Initial teacher education and registration associations across all states and territories, however, have adopted the standards within their Graduate level programs.

It is important to note, that majority of the standards focus on academic goals, outcomes and growth. The absence of a focus on social and emotional

learning is unclear, particularly when the Melbourne declaration explicitly states that "Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians" (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008, p. 18).

1.5 An integrative approach to teaching

With the AITSL standards being implemented for Australian teachers in 2012, teachers, school principals and education administrators across Australia were provided with access to definitive teaching codes of conduct and expectations via three major educational influences: the Australian Performance and Development Framework, the Australian Charter for the Professional Learning of Teachers and School Leaders, and the Australian Institute for Teaching and Student Leadership Standards. The amalgamation of these guidelines provides teachers with not only an understanding of appropriate teaching and behavioural practices with students, but also allows for processing of how parents, guardians, carers, and issues in the greater community can directly influence student achievement.

It seems arguable that if educators are being trained to be aware of how students can learn effectively, teachers would need to be able to recognise and accurately respond to a variety of issues that could be causing distraction and retention problems. As outlined in chapter one, current statistics provide us with evidence regarding an influx of school aged children exposed to or victim to domestic violence, and the trauma associated with family violence. This raises two questions: At what point will our education systems draw a correlation between the high-incidence of violence in homes and how this impacts school achievement? And, when will teachers be provided with the information to recognise and report for students affected by domestic violence and its associated trauma?

2. Trauma and domestic violence

Leaders in the world of psychology, the American Psychological Association (APA) set standards of definitions and provide constant updated research on matters of psychology and define emotional trauma as:

"…an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea". (http://www.apa.org/topics/trauma/index.aspx).

Similarly, domestic violence is defined by the New South Wales Government as "violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person" (Community Services – Domestic and family violence, 2016). Community Services delineate further, detailing that domestic violence in inclusive of physical, sexual, emotional, verbal, mental, financial and social abuse. Statistics detail that these issues are not discriminatory against affluence, ethnicity, education or any other collective grouping (Richards, 2011; Advisory Panel for Reducing Violence against Women and their Children, 2014), and that the issue is increasing world-wide (World Health Organisation, 2012).

In response to the growing issue of domestic violence internationally, the American Psychological Association published a press release on 7th April, 2014 on a recently published article by leaders in psychology (Hamby,Finkelhor & Turner, 2014) regarding the impact of domestic violence and trauma on children. Speaking directly with Hamby, the article explicitly details the effects of trauma related to domestic violence on the well-being of students. Hamby states, "Children who witness domestic violence are more likely to experience depression, anxiety, nightmares, teen dating violence and disruptions with school work" (http://apa.org/new/press/release/2014/04/domestic-violence.aspx). Hamby goes on to explain why this occurs, detailing that when a child perceives that a parent is in danger, they fear for their own safety; if their protector is vulnerable, who will protect them? She further states, "Family violence definitely cuts across all segments of society and has a serious impact on children" (http://apa.org/new/press/release/2014/04/domestic-violence.aspx).

The Australian context appears to be no different, with Richard's revealing that Australian children exposed to the trauma of domestic violence are more likely to experience: depression, peer conflict, lower social

competence, low self-esteem, anxiety, the presence of pervasive fear, increased aggression, school difficulties, mood problems, antisocial behaviour, loneliness, impaired cognitive functioning, and/or increased likelihood of substance abuse (Richards, 2011). Surviving these various kinds of trauma related responses to domestic violence can also impact a person physically, with somatic results becoming issues for many young people (Sweeney, Air, Zannettino & Galletly, 2015).

Unfortunately there is no specific measure for the level of trauma sustained per situation, with each person's response and association to trauma being completely unique (Trauma Centre Australia, 2016). Again, with research like Richards' detailing the intense symptoms of trauma associated with domestic violence, why are not Australian teachers provided not only with this information, but also given skills to recognise and effectively engage with traumatised students?

2.1 Physical effects of trauma

Trauma sustained in childhood can go on to have serious physical repercussions in adulthood (Rowell & Thomley, 2013), and these somatic responses to trauma can vary depending on gender also (Sweeney, Air, Zannettino & Galletly, 2015). Recently one particular research project indicated that both men and women are at risk of psychosis following exposure to trauma as children, however, men are shown at greater risk to develop migraines, cardiovascular issues and anhedonia (Sweeney, Air, Zannettino, & Galletly, 2015). In comparison, women exposed to childhood trauma show a more dominant link to depression and cycles of abusive relationships. In conclusion, the research stated that "interventions to address the effects of past trauma are urgently needed" (Sweeney, Air, Zannettino & Galletly, 2015, p. 1).

Accompanying the risks at play once a victim of trauma reaches adulthood, are the effects that can begin shortly after exposure to trauma occurs (Trauma Centre Australia, 2016). Hallucinations, dissociation, intrusive images (or 'flashbacks') can occur almost immediately following experiences of severe emotional or physical pain (Steel, 2016; Breslau, Chilcoat, Kessler & Davis, 1999; Sweeney, Air, Zannettino & Galletly,

2015). These responses to trauma can often be present due to *triggering* – a particular stimuli that evokes a specific reaction, mainly causing trauma to be re-activated (Carr, Martins, Stingel, Lemgruber & Juruena, 2013; Van de Kolk, 2003). This poses the query: if triggering can happen frequently due to a multitude of stimuli, are Australian teachers effectively prepared to cope with tachycardia and other physical responses to trauma in the classroom?

2.2 Hallucinations and intrusive thoughts

Similar to the conclusions of Freud in the early 20th Century regarding hallucinations and/or flashbacks, McNally sought to explore how mental reactions were linked to physical and/or emotional trauma (McNally, 2003; Freud, 1936). Backing up Freud's seminal thoughts regarding re-occurring invasive thoughts, recent researchers have assessed and added to his theories. In 2003 McNally published that post trauma, victims frequently detail experiencing intrusive thoughts and traumatic memories regarding an event (NcNally, 2003). Brewin (2001) and Ehler & Clark (2000) explain the flashbacks further arguing that they occur due to a person's autobiographical memory not integrating the trauma into its coding. It is plausible to argue that many students currently sit in Australian classrooms, struggling under the pressure of flashbacks, yet their teachers are unaware of the serious emotional strain occurring internally.

2.3 Word and image association

In 2011 Blix and Brennen explored the way in which victims of sexual assault associated various negative and positive words with memory recall and flashbacks with their attacks (Blix & Brennen, 2011). It would appear that word association with trauma can play a substantial role in maintaining a sense of safety for particular victims who experience events of extreme fear, pain and/or terror. Similarly, images can impact trauma victims, with serious physical responses ensuing. Research conducted on undergraduate tertiary students who had experienced both extreme and moderate violence, discovered an elevated heart rate when exposed to both visual and audio stimuli (Alves, et al., 2014). The study concluded tachycardia was a consistent result for students when presented with either information of a

violent nature or violent images. Researchers concluded that there were "subsequent emotional responses to trauma-relevant stimuli" (Alves, et al., 2014, p. 5). Classrooms are arguably a constant space of triggering for students with severe trauma disorders, with words and images continually referred to during the education process.

2.4 Post-Traumatic Stress Disorder (PTSD)

Post-Traumatic Stress Disorder is a condition in which mental and emotional stress persistently occur to a person who has been exposed to severe physical and/or psychological danger (Yehuda, 2002; Bisson, 2007). It is generally manifested in episodes of anxiety, however, it can also present in other forms, including flashbacks, intrusive thoughts, aggressive outbursts, dissociation and/or regression. Current research solidifies this definition stating: "Literature suggests trauma-exposed individuals, especially those with Post-Traumatic Stress Disorder, suffer from intrusive memories about the traumatic event" (Blix & Brennen, 2011, p. 2). This relates back to previously-mentioned comments by, Brewin (2001), Ehler and Clark (2000); all of whom conclude that flashbacks occur as a way of reliving the traumatic experience due to memories not integrating the event with all other autobiographical memory.

PTSD can present significantly after a single occurrence whilst also building up accumulatively over time, increasing with each distressing or dangerous experience. The American Journal of Psychiatry (1999) published an article illustrating a correlation between PTSD and previous exposure to terrifying experiences. Research discovered:

> "A history of two or more traumatic events involving assaultive violence in childhood was associated with a high risk of PTSD from trauma in adulthood. However, compared with no previous exposure to trauma, even a single previous exposure to assaultive violence, whether in childhood or later on, was associated with a higher risk of PTSD from trauma in adulthood" (Breslau, Chilcoat, Kessler & Davis 1999, p. 905).

2.5 Trauma: The bottom line

As detailed throughout this literature review, trauma is not located solely to adults. It is an (often) overwhelming emotional state of distress and/or fear that any person at any age can be subject to. As noted through extensive research over time, trauma can dramatically alter a person's ability to function, in particular affecting social interaction and concentration. Coping with the somatic and psychological repercussions of trauma, can often lead a person feel disconnected and disengaged. If we are to measure our schoolrooms with statistics provided by the Australian Bureau of Statistics, up to 34 women are experiencing and reporting domestic violence each day (Our WATCh, 2014; Australian Bureau of Statistics, 2015). Many of these women have children who witness the violence (National Family Violence Summit, 2016; Panel for Reducing Violence against Women and their Children, 2014). What makes these statistics even more concerning is that it is estimated that only half of all violence is reported (Our WATCh, 2014). This means that teachers have students exposed to the trauma associated with domestic violence on a daily basis who do not have a safe avenue for sharing, reporting or finding assistance.

Malcolm Turnbull was so motivated in his desire to generate safe and respectful relationships that his first major spending movement as Prime Minister on the 24th September 2015, was to pledge $100 million to combat the issue of domestic violence (Ireland, 2015). If our Prime Minister recognises the high cost of domestic violence on the lives of Australians – including children – why are not our education ministers and tertiary education leaders pushing for education for Australian teachers? If we are willing to invest money into providing safety for those affected by the trauma of domestic violence, why are we not willing to make it an area of professional skill-training with those on the front-line with Australia's children exposed to such violence – teachers?

3. How trauma affects learning

As explored above, trauma associated with domestic violence can dramatically alter a child's (or adolescent's) ability to feel safe, contained (able to control or restrain emotions or feelings) and able to engage effectively with others. This emotional stress directly impacts student

learning, and is often triggered by various stimuli; even more so when PTSD is present. The Victorian Department of Education addresses the relationship between student wellbeing and learning outcomes on their website. They specifically state how anxiety impacts learning:

> "Healthy children and young people learn better. Research shows that healthy behaviours during childhood and adolescence can have a significant effect on both academic performance and educational attainment. For example, anxiety and depression appear to be negatively associated with both short and long-term educational outcomes" (Student Health and Wellbeing, 2016).

3.1 Memory retention in the classroom

Trauma impacts three predominant areas of the brain: the frontal lobes, the hippocampus and the amygdala. All three areas have the propensity to adversely affect memory retention at any given time following sustained trauma (Hou et al., 2007). Episodic memory damage to the frontal lobes is quite easy to monitor and measure, whereas repercussions of trauma on the hippocampus and amygdala are harder to assess (largely due to their location in the brain itself). Existing preliminary evidence shows that the amygdala (the emotional control centre of the brain) causes deficits in memory retention (American Psychiatric Association, 2000; Hoe et al., 2007); however, it seems plausible that with the amygdala responsible for episodes of anxiety and fear, concentration levels would drop, and that in itself would impact knowledge retention in the classroom. With students experiencing hyper arousal, numbing and avoidance symptoms, it appears plausible concentration would be at a low functional level; which would impact aspects of explicit memory recall. Richards confirmed the issue of learning difficulties following exposure to domestic violence and its associated trauma, stating that students exposed to this issue can experience difficulties at school which include "impaired cognitive functioning" (Richards, 2011, p. 2).

3.2 Behavioural impact in the classroom

Students coping with high levels of stress, anxiety, depression and fear on a daily basis, may find it difficult to assimilate cohesively into classroom activities and effectively engage with peers and teachers (Petegem, K., Aelterman, A., Rosseel, Y., & Creemers, B., 2006). “Anger emotions” and “aggressive actions” may proceed after a student feels triggered in the school environment (West, S., Day, A., Somers, C., & Baroni, B., 2014, p. 58). These triggers may be aroused by environmental factors or other stimuli both visual and/or subject content (Alves, R., Portugal, L., Fernandez, O., Mocaiber, I., Souza, G., David, I., Volchan, E., Oliveira, L., & Pereira, M., 2014). Strong emotions manifested by experienced trauma can be activated by many sensory forms for students, including sights, sounds, words and physical touch. Consequently, this impacts their ability to focus, complete work and be productive in the classroom (West et al., 2014, p. 62).

Two recent studies sought to understand student perspectives on the impact of trauma on their own schooling. One study explored personal experience through interviews (West et al., 2014), whilst the other provided a platform for students to articulate their own stories through creative writing (Wissman & Wiseman, 2011). The results allowed for educators to focus on ways to bridge the gap between traumatised youth and their non-traumatised peers, whilst also highlighting areas of triggering in the classroom. These teachers not only acknowledged student trauma, but allowed a platform for emotions to dissipate. One begs to question how this particular avenue of classroom assistance might enable healing in trauma affected students whilst also allowing non-traumatised students to gain insight into their peers’ scope of reality.

As briefly explored earlier, environmental triggers in the classroom can bring about episodes of tachycardia. Providing students with content of a violent nature (particularly in subjects like History) can bring about responses of panic, flashbacks, and other stressed responses – including aggressive outbursts (West et al., 2014; Petergem et al., 2006; Alves et al., 2014).

3.3 Social impact in the classroom

Students exposed to traumatic situations can develop fundamentally negative relationship skills (Richards, 2011; Hamby, Finklehor & Tuner, 2015; Urbis, 2011). These poor social skills can result in students not assimilating into healthy school relationships, not only with fellow students, but also with teachers and staff. Learned responses of dis-trust and a generalised feeling of insecurity can dramatically alter the relationship between student and teacher, which inversely impacts the potential academic achievement of a student (Urbis, 2011; Department of Education and Early Childhood Development, 2015). As a result of trauma shaping academic and social skillsets, students can develop either internal or external behavioural disorders (Urbis, 2011).

3.4 Internal behaviour disorders

Research shared by the New South Wales Department of Education has expressed the notion that a student with internal behaviour disorder in response to trauma might suffer from anxiety (both generalised and social) or depression, and is not likely to engage in outbursts or any outward behaviour that would alert a teacher or peer of any emotional discomfort (Urbis, 2011). They are more likely to retreat inwardly when triggered, and as such, can often go un-assisted with social, academic and mental intervention. Studies show that students with internal behavioural responses to trauma are far more prevalent in schools, however are much hard to diagnose (Urbis, 2011). Masia-Warner et al. explains in detail what internal behaviour can look like and the repercussions of this in the classroom:

> "… is associated with significant impairment, including few friends, loneliness, depressed mood, disturbances in school performance and difficulty with interpersonal relationships. Students with social anxiety are often overlooked, most likely due to their quiet, compliant manner, and it is common for adults to underestimate the adversity associated with the disorder… Few teachers and parents believe that social anxiety requires treatment, even when they recognise extreme shyness or nervousness, and may expect that young people will 'grow out' of their anxiety" (Masia-Warner et al, 2005, p. 709)

Is it possible then, that a percentage of students in attendance at Australian schools currently perceived to be shy, vague and/or disengaged, are actually students exposed to trauma in the home? How much greater an impact could a teacher make in the life of an anxious student if they were able to recognise behaviours that are associated with trauma and a need for intervention?

3.5 External behaviour disorders

A student with an external behaviour disorder in response to trauma might be prone to violent outbursts, aggression and/or disruptive behaviour (Urbis, 2011). An example of this may be bullying. As a general exposition, bullying looks like repetitive, unkind behaviour intended to cause pain (physical, psychological, emotional) and occurs where there is a difference of power/control between bully and bullied (http://www.schools.nsw.edu.au/studentsupport/bullying/definition/). Bullying can be demonstrative in the face of teachers/leaders, however, can also be covert, which can lead to prolonged exposure to a bully's external display of aggression.

Research indicates that "approximately one in four Year 4 to Year 9 Australian students (27%) report being bullied every few weeks or more often (considered to be frequent)" (Cross et al., 2009). It seems that many of these students could be victim to exposure to domestic violence and trauma in the home. With appropriate skills to identify these behaviours and their link to trauma in the home due to domestic violence, one wonders - how many teachers might be able to intervene and provide connection to services for these trauma-affected students? How many students currently attending detentions on a weekly (or daily) basis for poor behaviour might actually be demonstrating external behavioural disorders due to exposure to trauma and violence in the home?

4. Role of teacher: Modelling safe and respectful behaviour, duty of care, mandatory reporting

Teachers and school leaders are at the fore-front of intervention for students exposed to violence and trauma. At times, a teacher could be

potentially the only consistent adult influence in a student's life. Exposed to a student's normal patterns of behaviour, often a teacher is the first person to detect changes in behaviour and emotion, indicating exposure to trauma in the home (Urbis, 2011; Australian Childhood Foundation, 2010; Panel for Reducing Violence against Women and their Children, 2014). As such, teachers have an obligation to pay attention to changes to behaviour that indicates trauma and violence in the home. This is evident not only in the Australian Institute for Teaching and School Leader (AITSL) Standards, but also in the literature published by New South Wale's Department of Education (including The Psychological and Emotional Wellbeing needs of Children and Young People: Models of Effective Practice in Educational Settings).

Teachers are able to help students experiencing trauma in a number of ways. They include: 1) recognising symptoms of trauma and involving appropriate school personnel such as school counsellors, 2) involvement within the transdisciplinary team of an identified traumatised child, and 3) being actively involved in the students out-of-school therapy (as per instruction from professionals) (Urbis, 2011, p. 142). With explicit details available on how teachers can impact the journey to healing for students impacted by trauma, it seems necessary for undergraduate teachers to be provided with information to enable them to identify and engage with student victims of domestic violence and its associated trauma.

4.1 Educators as support persons for traumatised students

As mentioned previously, educators are often those in the best position to identify trauma in the lives of students (Urbis, 2011; Panel for Reducing Violence Against Women and their Children, 2014). In fact, at times teachers may be "the first and only adult to recognize children's PTSD (Post-Traumatic Stress Disorder) symptoms" (Cohen & Mannerino, 2011, p.120). Research also indicates that students are more likely to participate in and complete trauma intervention and therapy in a school as opposed to intervention outside the school. Statistics demonstrate just how much more effective school-based intervention is, with 91% of students completing treatment, in comparison to 15% of school-aged children completing trauma

treatment off campus (Jaycox et al., 2010). Although these statistics come from overseas, it seems plausible that school-based treatment in Australia could benefit students experiencing trauma or PTSD. With such high success rates for students exposed to school-based therapies, it is confusing as to why these interventions are not more widespread. With domestic violence reports sharing that up to 44% of all victims of domestic violence had child witnesses (Australian Bureau of Statistics, 2013), it could be argued that school-based therapy is a necessity for Australian schools. So why is it not?

4.2 Mandatory reporting for teachers

In Australia, many people including police officers, teachers, nurses, social workers and non-governmental organisation (NGO) workers, are all mandatory reporters. Mandatory reporting means that should there be suspected areas for welfare concern regarding children, young persons, their parents/carers, and/or unborn children, a mandatory reporter must go online and complete an online report (Institute of Family Studies, 2016). They must also alert their supervisor or consult with the Child Well-Being Unit (CWU) of their department. Areas for monitoring and reporting include: physical harm, neglect, sexual abuse, psychological harm, child/young person a danger to themselves and/or others, relinquishing care, carer concerns, and harm to unborn child. Several of these reportable areas are often associated with homes experiencing domestic violence and trauma. It appears plausible to assume that if teachers are given the responsibility to report on the presence of trauma and domestic violence via mandatory reporting obligations once working in the classroom, they need to be provided with information regarding a definition of domestic violence, possible symptoms or signs for student victims and the necessary protocol to report.

Conclusion

It appears that there are many documents, reports and initiatives regarding domestic violence and education in Australia. In particular, there is an acknowledgement that teachers, due to their consistent proximity to students, can assist in identification and engagement with students impacted by these issues. Furthermore, there are actual documents detailing how

teachers can recognise and assist affected students, and how they (teachers) can re-shape the mentality towards domestic violence for the next generation. What appears contrary to the efforts of those producing these documents and programs, is that they all seem to stand independent of each other.

Without the approaches to tackling domestic violence within an educational sphere being married together, the unity and momentum for change is lost. What appears to be happening in Australia is a desire for the issue of domestic violence and its associated trauma to be addressed and removed; yet the battle appears to be substantially slow due to a lack of unity across both the various departments and organisations wanting teachers provided with skills to assist student victims. Division between State governments and their educational departments making domestic violence education toolkits mandatory also appears to be slowing the fight against domestic violence. What will it take for these valuable programs, initiatives and toolkits to be joined together in a national taskforce approach? At what point will we equip our teachers with the skills to assist student victims of this growing epidemic of violence in Australia?

The next chapter of this research explores the methodological approach to investigation, and the collection and analysis of data. Focused on experiential approaches to understanding the issue domestic violence and its associated trauma, literature will be provided that advocates the necessity of understanding the multiple voices (perspectives) that influence addressing how pre-service teachers do or do not feel prepared to addressing these issues once employed.

CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this study is to investigate the perceptions pre-service teachers have in regard to domestic violence and its associated trauma in childhood, and how prepared they felt to identify and effectively engage with future students exposed to childhood trauma and domestic violence. My research will be conducted and collected by means of an inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998) methodology; allowing me to honour the multiple voices that shape the interpretation of this project and its driving question. The focus question for this kind of project which has been developed to guide my research is:

What are the Perceptions of Four Fourth-Year Pre-Service Teachers at one Faith-Based University regarding their Preparation to Domestic Violence and its Associated Trauma?

The following chapter gives voice to my experience, the experience of others and my selection of research path in the answering of this question. The entirety of my presented research is based on the following schematic diagram that represents an emergent design (Hatch, 2002) and interpretation of the data. Thus, I have used the ensuing methodological aspects as headings and sub-headings to divide my findings in a way that best delineates how I made sense of the emergent design (Hatch, 2002) and the thematic analysis journey (Attride-Stirling, 2001) towards interpretation. In creating clear sections of research and data, I am able to concisely delineate information whilst also revealing the iterative process (Berkowitz, 1997) that linked data throughout this study.

My project is based on human experience, and as such a qualitative approach (Denzin and Lincoln, 1994) to this research was deemed to be the appropriate research avenue. The overarching concept of human as instrument (Glaser, 2007) filters through the entirety of this project; in that I am referring to collection of data based upon human perception and experience. Charmaz addresses the richness that human experience can add

to research when she stated that this particular form of data can "afford views of human experience, that etiquette, social conventions and inaccessibility hide or minimise in ordinary discourse" (Charmaz, 1996, p. 33).

Given the focus on human experience for this research, there was a need to specify a compatible methodological approach to frame the collection, analysis and interpretation of literature and data. Inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998) methodology, is a method of research that allowed for the valuing of not only my experience and perceptions as researcher but also the voices associated with research, participants and current literature.

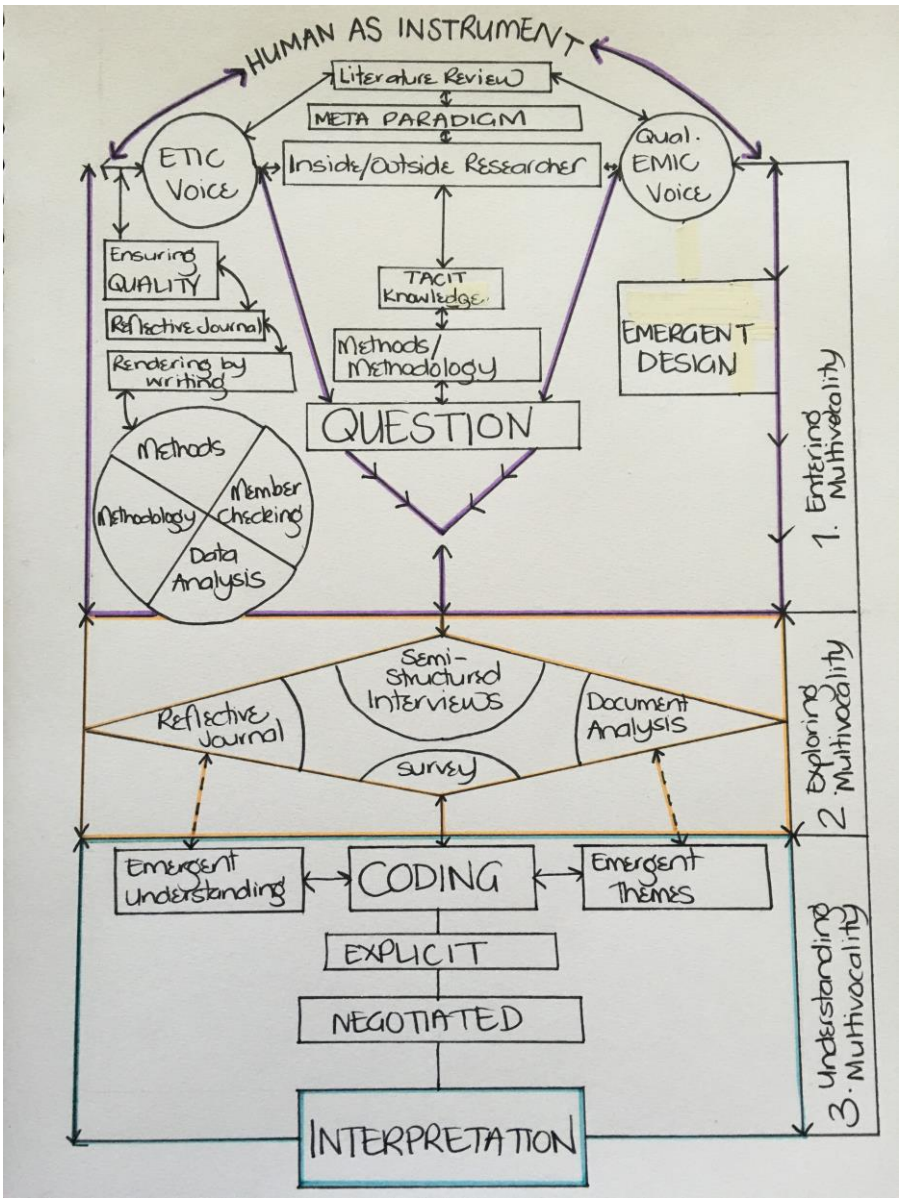
As outlined earlier in this research (and explicitly in Appendix A), I have experienced domestic violence and trauma on a personal level throughout my life. Inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998) allows for me to honour my experience, understanding and core beliefs surrounding this research topic. This particular methodology values how personal experience directly influences a researcher's approach to study, whilst (like other qualitative methodologies) providing an avenue for distance and examination of data from a less enmeshed position. It is imperative that bias is monitored and managed; primarily through the process of rendering by writing (Ortlipp, 2008). This will be discussed in more detail later in this chapter.

This particular research allowed me to place myself in both the position of researcher (emic insider), and curious interviewer and informed analyst (etic outsider). Dwyer and Buckle (2009) refer to this as 'The Space Between'. This chapter explores in order the journey I have undertaken to cohesively explore the research question and the emergent design process involved in reaching a place of interpretation. This is displayed in figure 2.

It is important to note that throughout this chapter the reader will be aware of me using the world *multivocality*. To ensure clarity, please understand that whenever this word is used it is in reference to the way in which multiple voices (perceptions, understanding and paradigms) are explored and represented within inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998) throughout the collection and thematic analysis (Attride-Stirling, 2001). "Multivocal research includes multiple and

varied voices in the qualitative report and analysis" (Tracey, 2010, p. 844). This will be discussed in more detail in this chapter. Also, at times the language tense will change from current to past tense. This is due to the emergent nature of this research project and how the chapter was written as the research evolved.

Figure 2: Methodology design



The following sections reflect the diagram, which arose out of the iterative (Berkowitz, 1997) design.

THE DEVELOPMENT OF THE RESEARCH DESIGN

1. Entering multivocality

> *"From its inception, qualitative research has sought to provide a vehicle for interpreting another's experience. Early qualitative researchers made two assumptions. They believed that competent observers could objectively and clearly report on their observations in the social world and on the experiences of others. Researchers also assumed that an individual is able to report on his or her experiences. By combining their observations with the observations provided by subjects through interviews, life stories, personal experiences, and other documents, qualitative researchers sought to reveal the meaning their subjects brought to their life experiences (Denzin & Lincoln, 1994a)."* (Rutlidge, 2016)

1.1 Making sense of the researcher's paradigm

Paradigm can be defined as an "entire constellation of beliefs" (Kuhn, 1970, p. 385). Likewise, Guba and Lincoln later stated that the term paradigm can be defined as "a set of basic beliefs (or metaphysics)" (Guba and Lincoln, 1994, p. 107). Guba also referred to the concept of a paradigm as a 'worldview'; meaning "a basic set of beliefs that guide action" (Guba, 1990, p. 17). As a paradigm guides a researcher's journey, it also helps navigate the researcher towards designing an inquiry question and collecting data (Guba and Lincoln, 1994).

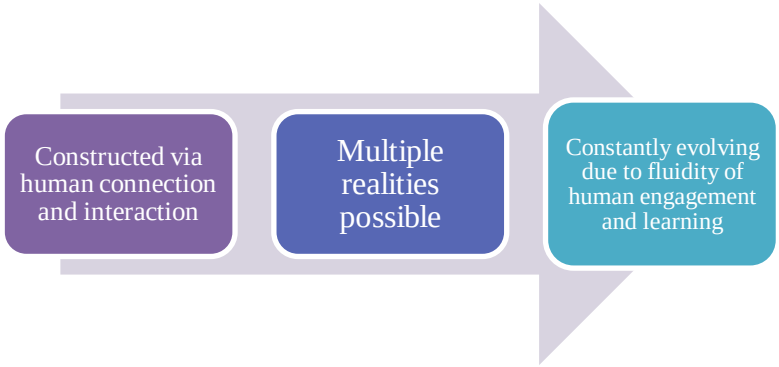
By effectively managing the distance and closeness (bias) to the research topic within inside/outside research (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998), a researcher is able to more clearly understand and critique their unique worldview (Crotty, 1998; Neuman, 2006). This is done by being aware of the biases that influence a researcher's perception and integration of information, and physically managed by diligent rendering by writing (Ortlipp, 2008) and triangulation (Patton, 2002; Denzin, 1978) (both these practices will be explored further in this chapter). The research worldview that most cohesively aligns with this research

project is that of constructivism (Creswell, 2003; Mertens, 2005); that is, learning occurs via human activity and knowledge builds upon itself accumulatively (Crotty, 1998; Creswell, 2003; Mertens, 2005).

Constructivism takes into account the scaffolding of information that occurs in any learning situation; past experiences and past knowledge accounts for how people respond to new input and how they continue to evolve and learn. This is directly linked to my chosen inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998) methodology as it highlights that my experience with trauma and domestic violence impacted how I moved from tacit (Svieby, 1997; Muralidhar, 2000) to propositional knowledge within this research project. It also acknowledges that all participants engaged in this study also have their own unique interpretation of the research topic, based upon their own previous experience on practicums, during their own education at one faith-based university and their personal life.

1.2 Making sense of constructivism

Figure 3: Understanding constructivism



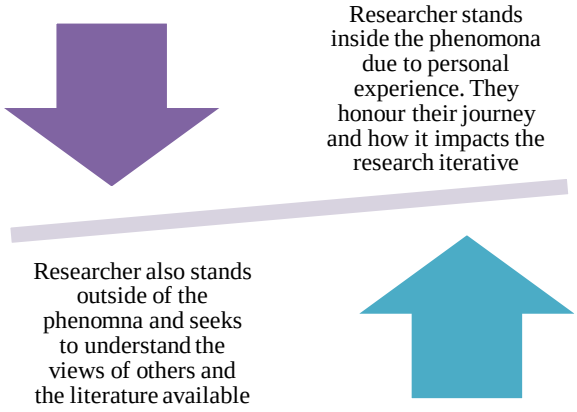
Constructivist theory believes that reality is diverse in interpretation, due to individual experience, which supports the notion of varied constructions of reality (Hipps, 1993). Two persons exposed to the same experience might construct two different perspectives, simply due to their individual experience leading up to that same experience shared. In valuing multiple interpretations of reality, constructivist researchers need to use multiple methods of data collection to ensure effective collection and processing of data. The human condition contains a great deal of personal knowledge which necessitates triangulation (Patton, 2002; Denzin, 1978) for

full understanding. This means of multiple methods of data collection (such as interview, document analysis, survey and observation) and differing view-points arguably provides the researcher with quality data and data interpretation. Patton (2002) believes that this method of combining research gathering practices strengthens a study. As my project marries participant and literature voices with my own, constructivist theory provides a lens for multivocality (Tracy, 2010).

> "the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context" (Crotty, 1998, p. 42).

1.3 Making sense of inside/outside researcher

Figure 4: Understanding inside/outside researcher



Approaching my research through a constructivist lens (Crotty, 1998; Creswell, 2003; Mertens, 2005) I also needed to incorporate a methodology that integrated external social connectedness and also a mindfulness for researcher internal worldview and experience. As such, inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998) allows for multivocality (Tracy, 2010). This research approach values both the inside experience of the researcher and the outside evidence collected by the researcher in support of the project. This particular methodology allows the tension between the two voices (inside and outside) to be seen as beneficial to the study, as it offers a 'whole picture' analysis of a particular research topic. As such, inside/outside researchers,

> "… write themselves into their texts as a way of making explicit their positioning as readers, as interpreters, and as constructors of theoretically informed stories […]. The researcher is identified as actively constructing research narratives, rather than as engaged in the transparent transmission of 'authentic' or 'true' accounts of 'real' experiences […]" (Armstrong & Du Plessis, 1998, p.109)

Inside/outside research entwines both the perceptions of those outside of the experience of trauma and domestic violence and my experience with the topic, giving a deeper insight into the selected qualitative area of study (Evered & Louis, 1981).

> "The qualitative researcher's perspective is perhaps a paradoxical one: it is to be acutely tuned-in to the experiences and meaning systems of others—to indwell—and at the same time to be aware of how one's own biases and preconceptions may be influencing what one is trying to understand" (Maykut & Morehouse, 1994, p. 123)

The inside component of the research accounts for the way the researcher is both "part of the phenomena of study" and yet the outside component addresses that the researcher can also choose to participate "separate from, unrelated to, independent of" (Evered and Louis, 1981, p. 389) the information gathered.

Dwyer and Buckle argue that bias within a research project need not necessarily be viewed as negative. Their view is that experience and bias can lend itself to a more authentic exploration of a research topic, enabling the researcher with "an ability to be open, authentic, honest, deeply interested in the experience of one's research participants, and committed to accurately and adequately representing their experience" (2009, p. 59). I am aware I am unable to completely detach from my experience as a victim of domestic violence, however, as an academic researcher I am aware of how important it is to seek out explicit information from others. This was evident in my attention to detail in my quality criteria process; ensuring I valued voices other than my own and was diligent with member checking (Harper & Cole,

2012) my data. It was important that I did not allow my bias to cloud my interpretation of data; this (as mentioned earlier) was monitored by rendering by writing in my reflective journal (Ortlipp, 2008) and being diligent in my member checking (Harper & Cole, 2012). For example, below is an example of my member checking process, valuing the perceptions of a participant in the first round of interviews:

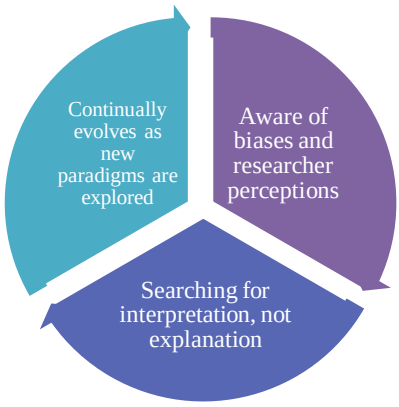
Table 1: Example of member checking process

Perceived theme from participant during interviews, member-checked for diligent clarity of coded data	**Direct quote from participant during interview to back up my understanding of their perspective on the topic**
Recognition of a broader definition of domestic violence: although you read the official government definition of domestic violence, you shared that it needed to also include children/teens as victims of domestic violence. You shared that the definition needed to also include that domestic violence can occur in relationships outside the nuclear family, and also include anyone you are in an intimate or personal relationship with.	"Violence not limited just in home, but outside, a workplace or in an environment with a personal setting; someone you know" "I think it would be someone you know through a relationship of one form or another; taking advantage, physically, emotionally, financially, mentally" "Domestic violence is not restricted to adults…" "… certainly should be outlined that domestic violence occurs between adults and children as well"

As an inside/outside researcher (Dwyer & Buckle, 2009; Armstrong and Du Plessis, 1998) I employed quality criteria methods throughout the entire research process enabling me to give voice to the varied interpretations of educational approaches to childhood trauma and domestic violence. These triangulation (Patton, 2002; Denzin, 1978) methods will be discussed later in this chapter and involve processes like member checking (Harper & Cole, 2012), reflective processes, and contemplative responses to participant constructions. This personal approach allows me as the researcher to "navigate the twisting, winding paths of data collection and analysis in order to reach a deeper level of introspection that may assist them in the narration of their participant's stories" (Greene, 2014, p. 1).

1.4 Making sense of naturalistic inquiry

Figure 5: Understanding naturalistic inquiry



Naturalism, as a qualitative inquiry process, implies a fluidity of interpretation and evolution of understanding based upon personal experience, beliefs, worldview and awareness. This occurs as emergent themes present themselves in the data. Naturalistic inquiry is founded upon several axioms that define this particular qualitative research worldview. They include, but are not limited to: the nature of reality, the relationship between knower and known, the impossibility of generalisation, mutual relationships between cause and effect, and the role of values (Rodwell, 1987). It could be argued, that naturalistic inquiry is largely comprised of an exploration of tacit knowledge of both researcher and participant/observer.

Research that is primarily constructed upon the method of human as instrument (Gonzalez, 2000) is referred to as naturalistic inquiry (Rodwell, 1987). The goal of naturalistic inquiry (Rodwell, 1987) is to understand interpretation, not only explanation, via the study of behaviour and dialogue. Under the umbrella of qualitative research (Jansen, 2010), naturalistic explorations in research seek to understand experience, rather than arrive at a generalised rule or factual statement regarding a specific inquiry question. Rodwell delineates this further, stating:

"Naturalistic inquiry describes a world that is different form a world based on classic linear causality. It does not assume the separation between the observer and the observed, not does it contain the conviction that the finale, true explanation of the world can be found" (Rodwell, 1987, p. 238).

Based within constructive paradigms (Creswell, 2003; Mertens, 2005) naturalistic inquiry evolves continually; when new constructions of interpretation and worldview are accessed or viewed, amalgamated views and paradigms will arise.

1.5 Making Sense of tacit knowledge

Figure 6: Understanding tacit knowledge



Tacit knowledge is described as information that is seemingly intangible; personal knowledge that can be challenging to express, share or delineate – purely due to the personal way in which the knowledge is individually processed (Svieby, 1997; Busch, 2008). It is also defined as "what people carry around with them, what they observe and learn from experience, and what is internalized" (Muralidhar, 2000, p. 222). Based on unique, individual experience, it is requires diligent quality criteria methods to code without bias, as it is often expressed through human action and interaction (Nonaka, 1994; De Long and Fahey, 2000; Busch, 2008). The aim of research is to make tacit knowledge explicit or become propositional knowledge. Propositional knowledge occurs when data becomes definitive, explicable; definitive knowledge that can easily be recorded through written means.

As a component of the quality criteria approaches and methods into my research, I was able to coherently explore the multiple tacit voices combined in this research; that is the multivocality (Tracy, 2010) of researcher, participants and literature, explored later in this chapter. This will be achieved by facilitating consensual semi-structured interviews (Drever,

2003), member checking, comparing emerging data with existing research and continually reflecting upon my own personal journal throughout the research (Tracy, 2010; Wolff, 2004; Drever, 2003; Harrison, MacGibbon, & Morton, 2001).

Combining iterative processes whilst focusing on an interpretation of the research question and sub-questions, I am able to explore the tacit knowledge of my participants and myself. Although tacit knowledge can at times be challenging for people to define or articulate specifically, this knowledge will be explored via semi-structured interviews (Drever, 2003), rigorous triangulation (Denzin, 1978) and thematic analysis (Attride-Stirling, 2001); all which will be discussed later in this chapter.

1.6 Making sense of the multivocality within my worldview

Figure 7: Understanding multivocality



Woven into the initial understanding of my research project is the acknowledgement of the multivocality (Tracy, 2010) that exists through the iterations of data analysis. Multivocality (Tracy, 2010) can be described as allowing for plural voices in the qualitative research (Mizzi, 2010). Underpinning my approach to interpretation and analysis for the research is an honouring of the three main voices injecting experience, knowledge and perspective regarding my area of study; etic and emic voice (Pike, 1967) and this project's literature review (Chapter Two).

Etic and emic voice (Pike, 1967) refer to the perspectives and/or viewpoints of both internal and external groups. Pike states that "etic viewpoint studies behaviour as from outside of a particular system", whereas

"emic viewpoint results from studying behaviour as from inside the system" (Pike, 1967, p. 37). In my particular research project, negotiated etic voice refers to the viewpoint of the participants involved (in both survey and interviews). Emic voice refers to my own voice (via reflective journal, personal experience and data analysis); both emic and etic provide a platform for valuing the multivocality (Tracy, 2010) that conjoins the entirety of this research. Throughout this particular project I became acutely aware of constructions of belief and knowledge surrounding trauma and domestic violence that were aligned across the multiple voices. Thus, I was able to analyse emerging themes, properties and personal meanings for the topic (as seen in the following table).

Table 2: Example of analysis of emergent themes

My perception of emerging themes	**Participant's perception of readiness**
Pre-service teachers are recognising they are unprepared to identify trauma or behavioural issues from domestic violence; this is despite encountering it on practicums and observational assessments.	*Me: "so you're saying that you don't feel equipped to recognise that other than that experience that you had at that special school where they were teaching you um, 'hey if some kid comes up and kicks you in the shin, you've gotta like hold back and try and try and put yourself um in an understanding of where they have been that morning'"* Del: "Yeah, honestly aside from being present in that special school and having the principal walk there and talk us through all the conditions that they've had for emotionally disturbed kids like I have no other grounds by which to recognise anything to do with that. So I would say that's probably been the most valuable experience for that unit for me and even for anything on the topic of childhood trauma that's the only thing in my four years of college that I feel would equip me in any way" (Round one of interviews, 2nd June 2016)

Comparing my collected data to the existing literature and statistics I became aware of strengths and gaps evident in educational system of one faith-based university regarding trauma and domestic violence. There appears to be an acknowledgement of the prevalence of both trauma and domestic violence for Australian children, there is research available to teachers – and yet this information is not being delivered during tertiary

training before entering the classroom (see chapter two). Exploring the multivocality (Tracy, 2010) present in this research meant that iterative (Berkowitz, 1997) processes have been married heavily into my research journey. This is discussed below.

1.7 Making sense of the iterative process in research

As stated throughout the evolution of my research project, evolving from catalyst to interpretation, emergent design (Hatch, 2002) allowed a metamorphosis to take place. Preconceived ideas expanded, biases were challenged and/or solidified, and new themes arose to fit the complexity of the research information collected. This iterative design (Berkowitz, 1997), allowed an inside and outside exploration of the way in which emic and etic voice compare to the current literature, literally morphing the project as it sought to understand human experience.

More importantly, rigorous quality criteria methods (Guba and Lincoln, 2013) accompany the overarching paradigm of human as instrument (Gonzalez, 2000). Participants were clearly understood and data was accurately recorded in line with the specified methodology, inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998). As my reality for this topic is influenced by traumatic events and emotional experiences, it was important to remain analytically distanced in my questioning and coding of other existing perceptions; primarily by triangulation methods (Denzin, 1978) and rendering by writing (Ortlipp, 2008; Phelps, 2005). This was managed by continually reflecting back upon methods of practice and interpretation outlined by qualitative leaders in coding and processing (Charmaz, 1996; Patton, 2002; Hipps, 1993) and, as displayed in my initial research diagram, the process of quality criteria methods feeds into each step of the research process.

1.8 Making sense of Quality Criteria

As I worked towards an informed interpretation of my research question, various methods were employed to ensure quality of work. These rigorous processes combined allow for a transparent and authentic interpretation of the research project, maintaining the integrity of both the

inquiry and the inquirer. Referred to as Quality Criteria (Guba and Lincoln, 2013), this process involves five main criteria areas for authenticity assurance: fairness, ontological authenticity, educative authenticity, catalytic authenticity and tactical authenticity.

Table 3: Quality criteria in qualitative research

Quality Criteria	Employed in this research
Fairness: this refers to the extent by which the competitive constructions have been thoroughly investigated; accessing, exposing, deconstructing and honouring each component of research; a sophisticated level of Iterative processing. Methods of ensuring fairness include conversant consent forms and procedures, extended observant procedures, thorough understanding of etic vocality associated with the inquiry, exhaustive and accurate member checking (both individually and in groups) and the use of peer debriefing and retroactive auditing.	Member checking sent back after each round of interviews; my perceived themes from their discussion backed up with direct quotes from their transcripts
Ontological authenticity: this refers to the level by which the researcher understands their own learning and seeks to explore a more informed and broader worldview; how the unique construction of individual emic vocality and construction are challenged and aware of etic vocality and construction; moving from tacit to propositional knowledge throughout the research project. Methods of ensuring ontological authenticity occurs include analytic and persuasive conversations, transparency, strong rapport with participants, reflective statements from participants and researcher regarding personal growth throughout the project and comparison of researcher and participant constructions initial and final constructions.	Thematic analysis of data following interviews; see chapter 4 for coded data. Rendering by writing – my reflective journal – allowed for transparency of my processing of data and distancing/ managing bias as constructions we explored
Educative authenticity: refers to the extent by which a researcher becomes more understanding and tolerant of differing or opposing constructions (this includes both participants and the current literature). Methods to ensure educative authenticity occurs include thorough and	This occurred explicitly during axial coding; the more I compared the data with emerging themes, the more I understood the perceptions of my participants

member checked conversations, researcher and participant assessments of constructions of literature, and contemplative and detailed personal responses to constructions of others.	
Catalytic authenticity: this refers to the way in which action is motivated by the inquiry; ensuring the issue in focus is clarified, taking steps to either eliminate, mitigate or alleviate the problem, and clarifying values. Methods to ensure catalytic authenticity occurs include evolution of combined construction (with a desire for agreement), clear allocation of responsibility and motivation for change, and demonstration of realistic and useful applications.	This occurred primarily in both my reflective journaling and when seeking to explored the "what now?" steps or action required following the conclusion of my data collection
Tactical authenticity: refers to the way in which individuals experience encouragement/motivation/empowerment from the inquiry. Methods to ensure tactical authenticity occurs include arbitration of data collection, interpretation and reporting, preservation of confidentiality, issuing consent documents, thorough conversations, member checking, inclusions of full spectrum of at-risk respondents, and effective training regarding power and obtaining avenues of power when necessary	An example of this is when I was diligent in my confidentiality of data collected via interview, and when I contacted the campus counsellor to advise her of students that could potentially become triggered by content discussed.

(Guba & Lincoln, 2013, p. 70-73)

1.9 Making sense of the role of the research question

My specific designed question allows for the exploration of not only a topic of passion for myself as researcher, but allows for the interpretation, tacit knowledge and paradigms of my selected participants regarding a multi-vocal (Tracy, 2010) qualitative exploration.

Research questions ultimately dictate the selection of project design and methodology/ies chosen to explore a specific topic (Bryman, 2007). Although born of personal experience with trauma and domestic violence, my research question has been designed to explore the 'how' and 'why' of my topic of study (Mackenzie and Knipe, 2006). It is founded upon a

qualitative paradigm and, as such, my question emerges from interaction with my participants; studying human as instrument (Gonzalez, 2000). This focus on human experience and perception directed the appropriate selection of methods and data collection (Creswell, 2003).

1.10 Making sense of the ethical procedures

Before any collection of data could occur, this research project had to be approved by the Human Research Ethics Committee. Approval was given on the 17th May 2016, ethics number: (2016:20). As per Quality Criteria (Guba and Lincoln, 2013) outlined above, consent forms (See Appendix C) were handed out to sixty fourth-year pre-service teachers at one faith-based university. All participants were aware that they were free to not participate or to pull out from participation at any time throughout the research, with no penalty or effect to their individual status as undergraduate students. All identities have been kept confidential. Pseudonyms provided for the four participants in the interview process.

1.11 Making sense of Selecting Participants

Sixty students were recruited as a convenience sample (Marshall, 1996) as they were all enrolled in the same fourth year Professional Development and Experience education unit. All students were given verbal and documented information into the purpose of my research project, aware that a survey was able to be completed that day, and there was an opportunity to volunteer for interviews (four students requested). Only fifty-nine samples were able to be used, and as such, the remaining fifty-nine students contributed data to my qualitative investigation by means of the completed survey. From fifty-nine received consent forms, thirteen students agreed to be involved in interviews (ten female and three male). I selected the female students based on eliminating offers from students I knew well; I knew a majority of the students quite well and felt that might jeopardise my bias for the participants' responses.

It was important to ensure that the sampling used for data collection represented the varied realities present across the cohort of undergraduate educational students. As such I employed varied samples to ensure fairness

and equity of voice throughout data collection. Patton (2002) explores sixteen different methods of sampling possible in data collection, I was intentional in utilising four – homogenous sampling, purposeful sampling, confirmatory case sampling, and theory-based sampling.

Table 4: Sampling in qualitative research

Homogenous Sample: "In direct contrast to maximum variation sampling is the strategy of picking a small, homogenous sample, the purpose of which is to describe some particular subgroup in depth" (Patton, 2002, p. 235).	Although my research covered an exploration of my entire fourth-year cohorts' perceptions, it did not include the perceptions of many other education students studying their first, second and third year years of their degree. As such, the sampling was small, homogenous, and focused solely on students about to graduate and enter a classroom.
Purposeful sampling: "For many audiences, random sampling, even of small samples, will substantially increase the credibility of the results" (Patton, 2002, pp. 240-241).	This method of sampling was used during my survey; data collected covered a broad range of ages and also did not seek to determine if responses were from primary or high-school education students. It covered the sixty students questioned, of which fifty-nine were able to be used
Confirmatory case sampling: "Confirmatory cases are additional examples that fit already emergent patterns; these cases confirm and elaborate the findings, adding richness, depth, and credibility" (Patton, 2002, p. 239). For example: *"I do not feel that Avondale has adequately prepared me to identify people suffering domestic violence"* (Anonymous; survey data, May 2016)	Although my initial survey was anonymous, the data collected detailed a strong knowledge of a broader definition of domestic violence and a knowledge that our tertiary education had not provided us with information perceived as necessary and useful (as presented in the adjacent text-box). As such, in selecting four participants to interview for further sampling, I knew there would be a confirmation of existing themes and issues to some degree from my chosen participants.
Theory-based sampling: this method of sampling involved selecting participants that represented differed "theoretical constructs about the phenomenon of interest" (Harsh, 2011, p. 70).	I was intentional in trying to have a mixture of primary and high-school trained teachers in my interview process; however, as I could only select participants that had volunteered I was limited to two primary teachers to select. Unfortunately one of those students declined to participate, which left me with one primary teacher to interview.

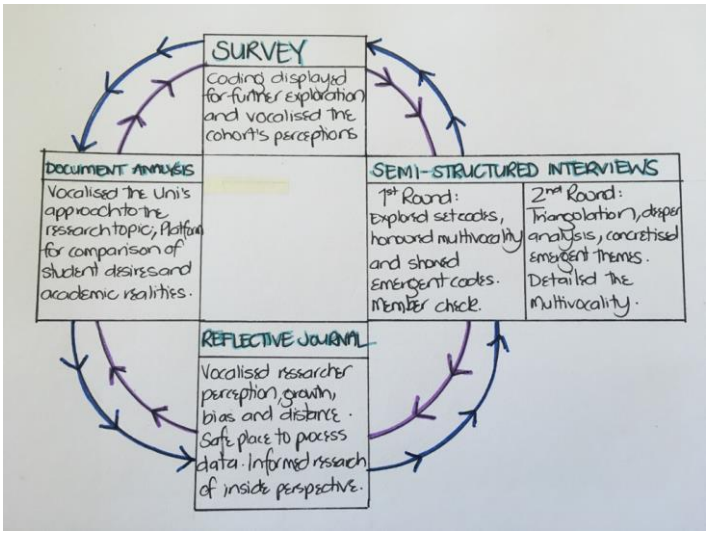
I also desired to have an even mix of male and female participants for my interviews and was fortunate to be able to have two male and two female participants volunteer. The focus participants are as follows:

- Elsa: 23 years old, Australian, female in Bachelor Arts/Bachelor Education (High School – Food Technology), off campus student
- Del: 22 years old, Australian, female in Bachelor Arts/Bachelor Education (Primary), on campus student
- Logan: 33 years old, Australian, male in Bachelor Arts/Bachelor Education (High School - Design and Technology), off campus student, father of three
- Jed: 24 years old, Australian, male in Bachelor Arts/Bachelor Education (High School – Religious Studies and Physical Education), off campus (who previously lived on campus).

2. Exploring the multivocality

2.1 Making sense of collection methods

Figure 8: Mixed-Method Influence and Impact



Four forms of data collection methods were employed during my research project. These four methods provided avenues for the full multivocality of the project to be captured. They included reflective journaling (Ortlipp, 2008), survey (Jansen, 2010), semi-structured interviews

(Drever, 2003) and document analysis (Bowen, 2009; Wolff, 2004). The combination of these four methods ensured a thorough collection and exploration of the available data. Diligence in quality criteria methods (Guba and Lincoln, 2013) and iterative (Berkowitz, 1997) processes guaranteed that data was accurate, appropriate and recorded properly. The four modes of collection were constantly in motion; in that they continually evolved, impacted the other methods of collection, and were revisited constantly (comparing and contrasting data). Inevitably, each method (once coded and analysed) created a domino effect of exploration on the other three methods.

Table 5: Dates of data collection methods during research

Reflective Journal ⟷	Survey ⟷	Semi-Structured Interviews ⟷	Document Analysis
Entirety of process: April-October 2016	***Conducted May 2016*** One survey conducted at one time only; 60 fourth year students	***June-September 2016*** Two rounds of interviews (one face to face); four participants	***Entirety of process:*** April-October 2016

I began the data collection journey by reflective journaling (Ortlipp, 2008; Morrow, 2005; Phelps, 2005) from March 2016. Writing my thoughts and ideas out not only enabled me to be vitally aware of my biases, it provided an avenue by which the core of my voice was able to present itself through rendering by writing (Ortlipp, 2008). Once the ethics committee had passed my proposal I conducted a survey at the end of one of my fourth-year education classes. I immediately coded the survey data by means of thematic analysis (Attride-Stirling, 2001), to be addressed shortly, to form a basis for the exploratory interviews planned. Following this (as outline earlier in this chapter) I selected participants and conducted semi-structured interviews.

Combining all the data from these three methods, I had a concise and succinct view of what was desired from students in our tertiary degrees regarding education of domestic violence and its associated trauma, and what possible gaps existed. Once key themes were located within the data, the coding was intimately entwined and required constant comparison and analysis. This is shown below in an extract from my reflective journal in June 2016:

Table 6: Researcher journal entry on methodology process

"Deciphering my data is proving to be a deeply enmeshed and connected process… My enthusiasm and (somewhat) overwhelming excitement at finally collecting data with the surveys paid off, as the key themes I started with are so clearly etched into my mind. As soon as the interviews started I was aware of these themes speaking louder and louder to me through the experiences of my participants. Re-listening to their words at home as I transcribe is such a high-energy activity for something so mundane; as my hands get tired of typing my mind is racing faster and faster as I mentally compare the emerging and set themes in the interviews with the data I know by heart that exists in the surveys. I never thought it would be so invigorating to rush back and compare the two; I am in such a state of hyperarousal as I see these themes radiate off the pages to me. The more that I compare the interviews and the surveys, the more I am aware of how it compares to my own thoughts on the matter, and in turn, how these three voices play out against the subjects at college that seem to be leaving a massive gap in our education. I feel as if the data just keeps working off each other; like gears. I find something interesting in one area, and instantly I am comparing it to the other, and then the other, and lining them all up against the last one. And then the cycle starts again; like a perpetual thinking and processing machine that continually illuminates the desire for our students to be safe, our teachers to be prepared and yet how we are perpetuating the gaps."

2.2 Making sense of reflective journaling

Reflective journaling (Ortlipp, 2008; Morrow, 2005; Phelps, 2005) involves a continual recording of personal reflection, understanding and processing by a researcher or learner. This can be hand-written or typed and serves to provide not only the researcher, but also the reader with ultimate transparency in the research process. As qualitative research moves more and more towards a space of honouring and including researchers' experience and vocality (perception) in research, the reflective journal provides an avenue by which biases, perceptions, processing, constructions and interpretation can be clearly articulated and used for documentation. As my project is explored via the methodology of inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998) this form of data collection allows clarity for both the researcher and reader in regards to the presuppositions, beliefs, paradigm and evolving constructions that take place during research journey (Morrow, 2005). Morrow states:

"… the investigator keeps an ongoing record of her or his experiences, reactions, and emerging awareness of any assumptions or biases that come to

the fore. These emerging self-understandings can then be examined and set aside to a certain extent or consciously incorporated into the analysis, depending on the frame of the researcher" (Morrow, 2005, p. 254).

Utilising reflective journaling (Ortlipp, 2008; Morrow, 2005) in my research allows the intrinsic side of the multivocality (Tracy, 2010) of my research to be "...presented in ways that make it clear how the researcher's own experiences, values, and positions of privilege in various hierarchies have influenced their research interests, the way they choose to do their research, and the ways they choose to represent their research findings" (Harrison, MacGibbon, & Morton, 2001, p. 325). It expresses the reasoning behind the course of action towards my selection of methodology, methods of data collection and directions whilst coding.

Employing reflective journaling (Ortlipp, 2008: Morrow, 2005) within the scope of inside/outside researcher (Dwyer & Buckle, 2009; Armstrong & Du Plessis, 1998), I am directly acknowledging my values and perceptions within my research journey. Also, as I am the main instrument of exploration in my method of semi-structured interviews (Drever, 2003), it was important that there was transparency; this occurred via rendering by writing (or reflective journaling) (Ortlipp, 2008) – allowing me to be critically aware of my biases and intentionally placing distance from them. By making my reader explicitly aware of my attachment, perception and views towards the topic in my personal journal, I am professionally documenting my journey towards solidifying older and creating new constructions of belief and values within the topic of domestic violence and its associated trauma.

2.3 Making sense of surveys

Surveys used with research are generally designed to capture and study characteristics, beliefs or ideas pertaining to a specific population. They are defined as "as systematic method for gathering information from (a sample of) entities for the purpose of constructive quantitative descriptors of the attributes of the larger population of which the entities are members" (Groves et al., 2004, p. 4). Predominantly used in quantitative research, surveys enable researchers with data "describing numerical distributions of

variables" (Jansen, 2010, para. 5). In qualitative research, however, the use of a survey differs.

Qualitative surveys are not concerned with establishing numbers, frequencies and other phenomena. Instead, they are focused upon establishing meaningful paradigms and values within a section of a population. Jansen states, "the qualitative researcher starts with some data collection, analyses them, develops a hypothesis about the subject, and then samples new units theoretically" (2010). I sampled new units in my research project with a different data method collection (semi-structured interviews); however my questions were designed upon themes coded from my initial survey. An example below contains written responses to how prepared pre-service teachers felt to cope with issues related to my research topic.

Table 7: Survey coding for preparation for pre-service teachers, May 2016

T "I have felt like it is taboo to discuss and has been swept under the rug"
T "Programs and lectures should be incorporated in the unit to inform about these issues"
T "I feel that I haven't had any preparation in regarding trauma however through teachers outside of school have lightly touched on the matter"
T "Learning to gain an understanding of childrens situations at home"
DV "Understanding the concept and what is included in the definition"
T "During learning disabilities we learnt about trauma"
T "Having knowledge about child situations about their home life, but knowledgable enough to not personally make a mission to solve it"

(T – Trauma, DV – Domestic Violence):

Creating and collecting data with my survey was a first step into exploring themes and perceptions of my fellow students regarding domestic violence and trauma. My three question survey (see Appendix B) provided an initial platform for the multivocality of my research to voice its opinion. As my guiding question seeks to explore the perceptions of students at one faith-based university, my survey was intentionally designed to collect data that specified the experience and perceptions of fourth-year students.

As soon as the surveys were completed I began coding the data via thematic analysis (Attride-Stirling, 2001) by looking for common themes, unique perspectives, or opposing ideas to my own (the coding process will be discussed in more detail later in this chapter). I was able to form a generalised collective paradigm of my fellow students, and in turn, design questions for my interviews that would allow a deeper exploration of the

topic. The survey data was continually revisited during the iterative (Berkowitz, 1997) process of the research, with data from the interviews, my journal and analysed documents (detailing the information provided to pre-service teachers during their four year degree) affecting how the survey data was interpreted.

2.4 Making sense of semi-structured interviews

Semi-structured interviews are interviews that function with a guiding set of questions; however offer flexibility in direction and additional questions during the actual interview process itself (Drever, 2003; Ashton, 2014). They are particularly useful in small-scale research, where the researcher has time to focus on selected participants and to explore their responses, ideals, worldview and values. The researcher approaches the interview with specific ground or content to explore and a selection of specific open ended questions. From here, the participant and the researcher weave their own unique direction as to the flow of the interview based on information that is shared and revealed. The researcher, primarily, is in charge of the interview process, in that they will create and detail the course of the interview based upon received content that triggers, collides or opposes themes already established on the topic being explored. It is necessary for the researcher to always be aware of sensitive topic areas that might evoke an emotional reaction from participants during the semi-structured interview process (Ashton, 2014).

I approached the interviews to my research with a selection of open-ended, reflective questions for my participants to answer. I was conscious of the themes that had emerged in the survey conducted in the weeks before and also in the information present in the current rhetoric on the topic. The combination of my coded surveys and collected literature provided the guiding mind-set for additional questions and probing to discover deeper personal perceptions and paradigm on the issue of trauma and domestic violence.

There were initially three planned rounds of interviews; the first round was face-to-face, however due to mis-matched timing, the second and third rounds of interviews coincided with when the entire cohort of students were

on their final, six week practicum. This made meeting up in person extremely difficult, and instead the last two rounds of interviews were to be completed over email; each participant was sent questions in a word document to answer and send back. In this sense, the second and third round of questions were less semi-structured and more direct, however it was what suited our combined situations.

Table 8: Data collection and member checking in interviews

First round of interviews in person: 2nd June 2016	**Member checked with participants:** 8th- 12th July 2016	**Second round of interview questions:** 10th-18th July 2016	**Axial coding and member checked:** 29th Aug – 30th Sep 2016

Coding the interviews consisted of thoroughly analysing transcribed interviews and written responses to discover common themes and beliefs shared between the participants. The specific coding process for interviews, thematic analysis (Attride-Stirling, 2001) will be detailed further in this chapter.

The coded information in my second round of interviews was so thorough and conclusive that upon sharing the content with my supervisors it was decided that a third round of interviews was not necessary. The two rounds of interviews combined with the survey and document analysis provided my research with enough data to sufficiently answer my guiding question within the boundaries of my intended research.

2.5 Making sense of document analysis

Formal documents generally contain information that allows a reader to gain insight into new or recorded information, typically relating to a person, an action or a fact (Wolf, 2004). Document analysis in qualitative research involves studying and exploring documents for the purpose of coding themes in a specific research area (Bowen. 2009). They are best used collaboratively with other forms of data collection (Wolff, 2004; Bowen, 2009). There are three main types of documents for analysis: public records, personal documents and physical evidence. Public records include documents pertaining to an organisation's activities (Wolff, 2004). Personal

documents include emails, blogs and posts, and physical evidence includes documents such as handbooks for training, flyers and posters. In my specific research journey I analysed documents identified as public records; syllabus documents relating to education units over a four year degree at one faith-based university.

Using document analysis as a means of data collection is an unobtrusive method of information gathering. As the public records reviewed in this research are non-emotive syllabus documents, they provide analytical and objective information for the area of study; "documents often permit going beyond the perspectives of members in the field" (Flick, 2009, p. 275). Instead, these documents allow the researcher to analyse the intentions of those (collectively) in a position of influence and training in education at one faith-based university, without the individual perceptions or intentions of one person interviewed. In the sphere of my research particular research on the preparation of pre-service teachers to identify and engage with students affected by trauma and domestic violence I agree with Wolff:

> "we recognize documents as independent methodological and situationally embedded creations of their producers (and, in terms of reception, of their readers) and to make them as such the object of an investigation. Accordingly, the term document analysis is used not only to characterize a research method but also to denote a specific mode of access to written records" (Wolff, 2004, p. 285)

2.6 Making sense of coding

Strauss and Corbin (1990) define coding as "the analytic processes through with data are fractured, conceptualised, and integrated" (p. 3). Coding – or thematic analysis (Attride-Stirling, 2001) - provides a thorough way of deciphering and delineating data so as to determine the most accurate information in relation to the guiding thesis question (Flick, 2009). Coding is often broken down into two areas: open coding and axial coding (Strauss and Corbin, 1990; Flick, 2009). Open coding refers to looking upon data to identify common concepts or themes in the data; often the researcher will mark these commonalities in their work by colour coding repetitive themes or concepts, or creating tables for analysis (Attride-Stirling, 2001; Biddix,

2009). Once common themes or concepts have been identified, sub-categories or headings are also created to allow for a more thorough exploration (Attride-Stirling, 2001; Flick, 2009; Biddix, 2009). Axial coding refers to the analysis of what was deciphered in the open coding process whilst re-reading the data to determine the concepts and themes are both accurate and related.

The first round of coding that occurred with my research was open coding in the analysis of the survey completed by fourth-year education students. Whilst looking over the collected surveys I looked for repetitive words, phrases and concepts throughout the data. I differentiated this data by colour coding it and placing it in a table (see table 9). Following this I broke the data up into two collective groups – those that felt that Avondale had prepared them for identifying and engaging effectively with students affected by domestic violence and trauma, and those who did not. As stated earlier, the data coded here provided me with the basis for my first round of questions in my semi-structured interviews. An example is below.

Table 9: Coded survey themes, trauma and AITSL standards, May 2016

Male Responses (age)	18-25	26-30	30+	18-25	26-30	30+
Aware of AITSL standards regarding trauma?	14	2	2	1	0	0
Aware of AITSL standards regarding SLE and students exposed to T and DV?	8	2	2	8	0	0
Informed by [redacted]?	9	1	1	7	1	1

Both open and axial coding occurred in the analysis of my first round of semi-structured interviews. Common codes were located, followed by sub-categories; which were compared against each of the four participants and against the initial surveys (discussed in detail in chapter four). Exploring the repetitive themes further, I searched for common ground within the data to decipher the themes deeper. This coding was then member checked against each of the participants before the second round of questions were sent out, answered, and coded again. Themes interpreted at the end of the

coding process/thematic analysis (Attride-Stirling, 2001) will be discussed shortly.

2.7 Making sense of Member Checking.

Member checking refers to the process by which collated data is presented back to participants, allowing them to confirm the data collected (Barbour, 2001; Byrne, 2001; Coffey & Atkinson, 1996; Doyle, 2007; Lincoln & Guba, 1985). It is "primarily used in qualitative inquiry methodology and is defined as a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview" (Harper & Cole, 2012, p. 510).

In the case of my research, I both open and axial coded the data collected; placing it in tables and colour-coding it for easy recognition. Following this, I contacted participants with my coded understanding of their comments, with transcribed comments from their interviews that affirmed my understanding. Once participants had confirmed for me that my understanding and perception of their interviews was correct, I either supplied the second round of questioning or began implementing the data into chapter four. Coding allowed for me as researcher to become aware of the emergent themes present in my area of study, whilst also providing a tangible process by which to articulate and present my emerging understanding of the topic.

Table 10: Researcher example of member checking

Content from letter sent to participant regarding member checking	"Elsa, Thank you for meeting with me last month to have a chat about your education degree so far and your knowledge on domestic violence and childhood trauma. I am writing to you to confirm that I understood clearly what you shared with me. I just want to reiterate that your identity will remain anonymous and if I have misunderstood anything you have shared with me, it is important for you to correct me. …"
Themes interpreted during coding	"Key themes you shared with me included: Recognition that you felt under-prepared with regards to childhood trauma and victims of domestic violence in the classroom. That your training so far included how to protect yourself as a teacher legally, but not how to recognise

	symptoms and signs of at risk students".
Direct quotes that influences thematic analysis	"This was evident when you shared: **"**nothing child focused, it wasn't how to deal with a child that has had this done to them; it was more like how to protect yourself and how to behave properly"."

2.8 Making sense of the third stage of coding – triangulation.

Triangulation in qualitative research refers to "the combination of methodologies in the study of the same phenomenon" (Denzin, 1978, p. 291). The objective of triangulation is to use a variety of methods for data collection and analysis to allow for the most comprehensive and accurate understanding of a studied phenomenon (Denzin, 2012; Denzin, 1978; Jick, 1979). The beauty of this third layer of over-lapping coding is that it allows for unique themes to emerge that may go un-noticed if solely explored via one method of data collection. Jick states:

> "It is here that qualitative methods, in particular, can play an especially prominent role by eliciting data and suggesting conclusions to which other methods would be blind. Elements of the context are illuminated. In this sense, triangulation may be used not only to examine the same phenomenon from multiple perspectives but also to enrich our understanding by allowing for new or deeper dimensions to emerge" (1979, pp. 603-604).

Within my unique topic of research, the integration of triangulation via my various methods of data collection allowed for a thorough exploration of a somewhat unexplored topic within one faith-based university.

3. Understanding the Multivocality

3.1 Making sense of explicit findings

The process of negotiating the data by means of thematic analysis and triangulation resulted in explicit themes interpreted from a sample of my fellow pre-service teachers' perceptions regarding identification and effective responses to trauma and domestic violence in the classroom. As mentioned previously, these themes became present via vigilant coding and analysis; with my own perceptions compared and contrasted to the responses

of my fellow undergraduate students. Upon recognising and interpreting clear themes present in the data, I was able to begin comparing the findings to the literature explored in chapter two. The final themes interpreted from the data are included in table 11.

Table 11: Final coded themes

Pre-service teachers -

Are able to articulate a broader definition of domestic violence
Are experiencing issues related to domestic violence and trauma on practicums
Are feeling unprepared or unsure of how to respond to domestic violence or Trauma
Are encountering normalisation of domestic violence and trauma on practicums and during tertiary education
Want tertiary education training to include relevant information on trauma and domestic violence
Want the faith-based university they attend specifically to address the issues of domestic violence and its associated trauma in education units.

3.2 Making sense of researcher interpretation

When themes were clearly established and compared to the explored rhetoric in the literature review in chapter two, it was time to begin to explore the gaps existing between the research and the reality of the classroom. As delineated at the end of chapter two, it could be argued that there is a definite acknowledgement of the growing issue of student victims of domestic violence and trauma in Australia. There is also evidence of a need for schools to be safe places for students to learn and connect with other students and staff (for example, the Graduate Teaching Standards). There is also research present for New South Wales educators specifically regarding trauma recognition and behaviours in the classroom (Urbis, 2011). The themes coded throughout my research data collection process signaled that despite Graduate Teaching Standards, despite reports detailing how to recognise and engage with students victim to trauma and abuse, and despite an explicit knowledge of the high levels of students affected by these issues – preservice teachers were still not given the tools or support to combat the rising impact of domestic violence and trauma in the classroom. In fact, pre-service teachers were a mixture of concern, anger, and worry that they did not feel adequately prepared to cope with student victims of these issues

once they take up permanent work in 2017. This will be explored in finer detail in chapter four.

CHAPTER FOUR: FINDINGS

1. Introduction

As detailed in the three previous chapters, the focus of this thesis project is domestic violence, its associated trauma and education. More specifically, the guiding question for this research is:

What are the Perceptions of Four Fourth-Year Pre-Service Teachers at one Faith-Based University regarding their Preparation to Domestic Violence and its Associated Trauma?

Throughout Chapter One and Two, evidence was presented regarding current statistics of students exposed and victim to domestic violence in Australia. Highlighted in these chapters were the Australian Government's and State education departments' approach to combatting rising domestic violence numbers in Australia. Information was also delineated how teachers (because of the daily proximity to students) potentially stand as the most accessible force to assist students needing advocates and support due to domestic violence and trauma. Chapter three detailed the process of collecting and analysing data relevant to the topic. At the conclusion of chapter three a number of themes were listed that had emerged from the thematic analysis (Attride-Stirling, 2001) and coding. Once again, the themes interpreted are that pre-service teachers:

Table 12: Final coded themes

Are able to articulate a broader definition of domestic violence
Are experiencing issues related to domestic violence and trauma on practicums
Are feeling unprepared or unsure of how to respond to domestic violence or Trauma
Are encountering normalisation of domestic violence and trauma on practicums and during tertiary education
Want tertiary education training to include relevant information on trauma and domestic violence
Want the faith-based university they attend specifically to address the issues of domestic violence and its associated trauma in education units.

This particular chapter will focus on detailing the interpretation of collected data. Presented in the following pages each theme is explicitly

detailed; with evidence of how each theme was interpreted. Intertwined with each interpreted theme will be literature from both chapters one and two. The literature woven into each theme stands to either unpack or clarify coded themes from pre-service teachers currently studying education at one faith-based university.

1.1 Pre-service teachers are able to–

Articulate a broader definition of domestic violence

As shared in chapter two, the New South Wales Government defines domestic violence as "violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person" (Community Services – Domestic and family violence, 2016). The definition goes on further, delineating that domestic violence can also include physical, sexual, emotional, verbal, mental, financial and social abuse. Pre-service teachers questioned in the survey (Jansen, 2010) were not given this specific definition, but rather asked how *they* would define domestic violence. Pre-service teachers completed the survey anonymously, only detailing their gender and age group.

As presented in the data below, a number of words appeared repetitively throughout coding of the surveys (Attride-Stirling, 2001), detailing that pre-service teachers associate many behaviours as domestically violent or abusive. Divided between genders, below are tables detailing the frequency of words appearing in their definitions which present how broad the term domestic violence is across pre-service teachers enrolled at one faith-based university.

Table 13: Male cohort responses for definition domestic violence

Physical	11	Emotional	6	Mental	2
Sexual	1	Home/house	10	Psychological	
'Violence"	12	Abuse	5	Family	8
Spouse/partner	3	Child/children	3		

Table 14: Female cohort responses for definition domestic violence

Physical	21	Emotional	10	Mental	8
Sexual	1	Home/house	23	Psychological	1

'Violence"	14	Abuse	18	Family/related	15
Spouse/partner	3	Child/children	3	Verbal	9

As a whole, female pre-service teachers were much more explicit and thorough in their definitions. Interestingly, males did not include 'verbal' abuse as a form of domestic violence in their definitions. It was also interesting to note that one student included spiritual abuse in their definition, "Domestic violence is any form of abuse. Mental, emotional, physical, spiritual. All of it. DON'T DO IT" (anonymous). Participants interviewed did not perceive spiritual abuse as a form of domestic violence, however ensuing responsive literature review found that spiritual abuse is considered a definitive part of domestic abuse by some institutions.

During the inaugural National Family Violence Summit 2016, the definition of domestic violence (as presented to the Prime Minister of Australia) included spiritual abuse (National Family Violence Summit, 2016, p. 17). The American Academy of Experts in Traumatic Stress also include spiritual abuse in their domestic violence description, detailing spiritual abuse as using spiritual or religious beliefs to belittle, ridicule or manipulate a person, preventing someone practicing their religious or spiritual beliefs, and/or forcing children to be indoctrinated in a faith against a partner's wishes (de Benedictis, Jaffe & Jaffe, 2014).

During the interview process participants articulated that they disagreed with elements of the Government description of domestic violence. In particular, they felt that the definition should not be localised to adults and should be considered to directly affect children and that domestic violence can also occur between siblings in a domestic setting. It was also stated that domestic violence is not located to a 'home' or 'family' situation; it includes anyone you have a relationship with or where trust exists.

Table 15: Domestic violence not localised to adult relationships

Interviews: 2nd June, 2016
"I would have said it's also like child-to-child as well though, like I've seen like a lot of older brothers hit younger sisters and stuff like that. And I would have counted that as domestic violence". Elsa "Domestic violence is not restricted to adults… … certainly should be outlined that domestic violence occurs between adults and children as well".

Logan
"What?! So if a parent hits a kid it's not domestic violence? Like if a parent's manipulating a child that's not domestic violence?... …I would not say it's just by an adult carried out against a partner or former partner to control and dominate the person. I reckon it, it should apply to everyone in the family unit. Because it can just as easily happen to children. Like, if not more so because a child can't defend themselves, you know. I'd say, yeah, that's, that's wrong!" Del "… intimate partner violence - it's not necessarily your family. It's anybody that is, um, you're in a relationship with"… "Yeah I think it extends to further, so it's like if you have that deeper level of trust with that person. So whether that's like a really close friend, I would still consider that to be domestic violence". Jed

These explicit statements from pre-service teachers are synonymous with recommendations from Government bodies regarding changing the way that Australia conceptualises domestic violence. Submissions from a collective of Australian political leaders, accompanied by Rosie Batty (who would go on to be awarded 2015's Australian of the Year), detail a need for society to address the way in which children are impacted directly by domestic violence. "Around three in four women who cared for children during a previous violent relationship report that those children saw or heard violence. Children who witness violence experience similar trauma and negative outcomes as children who are physically abused. However, children are not always treated as victims in their own right" (Advisory Panel of Reducing Violence against Women and their Children, 2014, p. v). This lack of acknowledgement for children as victims was particularly apparent when coding through my own reflective journal (Ortlipp, 2008; Morrow, 2005), where I came across an entry detailing how I was told by school staff that a student needed some 'tough love' to get over their struggle with sadness and grief following a traumatic, domestically violent murder in the family.

Table 16: Researcher reflective journal, 'Tough love', May 2016

Another day finishes with a teacher proudly reporting to me how they engaged with my daughter, implementing "tough love" to make her "stop being sad". This is a ****ing child in trauma. This is a child who every time she closes her eyes imagines her aunty running for her life with her kids, only to be violently murdered with an axe in front of them. The same community lost an amazing young man to a car accident and it's ok for kids

to be sad and grieving 3 months later, but it's not ok for my daughter to grieve because of domestic violence? I understand that teachers mean well; I am blessed that they want to engage with her and see her flourish. But teachers ARE NOT mental health workers. Teachers need to be aware of how to recognise trauma and how to effective engage; not recognise there are issues and then take it upon themselves to snap the child out of it.

This first coded theme, articulating a broader definition of domestic violence, was also addressed in the Final Report (2014) presented to the Coalition of Australian Government. More recently, it was addressed again during the National Family Violence Summit in Canberra, March 2016:

Violence against women and their children frequently occurs in familiar everyday environments, such as the home, in the workplace, at school and in the local community, with mobile technologies now making it possible for perpetrators to encroach on every aspect of a victim's life. (Advisory panel of Reducing Violence against Women and their Children, 2014, p. v).

"It is a myth that 'bogans' are the only perpetrators of violence." (National Family Violence Summit, 2016, p. 19)

Research documented in chapter two delineated how domestic violence in Australia is not only on the rise, but is inclusive of a multitude of behaviours and relationships, it definitely impacts children, and this trauma associated with domestic violence directly impacts a child's ability to learn (Richards, 2011; Bell, Limburg & Robinson, 2013; Alves et al., 2014; Steel, 2015; Brix & Brennen, 2011). This research, combined with explicit statements found throughout thematic analysis (Attride-Stirling, 2001) of this research, directly links into the next emergent theme, which details the frequency with which teachers are encountering students who are (at times) invisible victims to domestic violence and trauma, due to various unsafe relationships.

1.2 Pre-service teachers are –

Experiencing issues related to domestic violence and trauma during practicums

Analysis of the first round of semi-structured interviews (Drever, 2003) immediately detailed that pre-service teachers are encountering issues related to domestic violence and trauma on their internship placements during their degree. Some participants shared that they had encountered neglect and students sharing examples of physical trauma or abuse (see table below). Others shared having direct contact with students behaving in a way that perpetuates attitudes of domestic violence; derogatory discussion of a violent or sexist nature (see table below).

Table 17: Participants encountering domestic violence and/or trauma on practicums

Elsa: *During two week practicum, February 2016:* "He came to school in wet clothes in ten degree weather. Like - I don't know how to deal with that stuff! I've never had like any sort of like training do deal with that and… like I don't know what to do! Just basic what to do?" "… it got to him and it was like his body just shut down completely. He just started looking at his desk and it was like he was passing out and his head hit the table". *During final practicum, July-August 2016:* "In my time doing prac teaching I have encountered many students with high anxiety and difficult home lives. With the use of *Sentral* it has been easier to see the stories behind why these children are doing it so tough and you can see the history of their trauma (to a certain point)."
Logan: *During two week practicum, February 2016:* "I've become aware of situations where parents have threatened to burn precious items of the child to control, ahh ahh, a situation". "And during one of the demonstrations I overheard a comment from one of the students, a male student, about a female student in the class, of a sexual nature". *During final practicum, July-August 2016:* "I had a situation where I asked a male student to collect a broom and clean up. He went and got it but as he returned he responded "men don't use brooms, only women do that"."
Del: *During final practicum, July-August 2016:* "I was sitting at my desk to the side of the classroom when I heard a student say to another boy "my dad kicks me in the head". I was startled and looked up at my supervisor who had a similar expression on her face. I managed to hear him continue, "yeah he has kicked me in the head, like, five times"."
Jed:

Second round of interviews, 11 August 2016 "I am not a very empathetic person, this is something I am actively working on and trying to get better at" "I don't know if I have actually come across such things whilst on prac. If I have, I have never made a big deal about it and tended to not do anything about it because I do not feel like I would be able to deal with such a situation"

These expressed encounters are consistent with current statistics detailing the prevalence of domestic violence and trauma in Australia (WHO, 2012; Phillips, 2014; ABS 2015). With literature detailing that "Up to one-quarter of young people in Australia have witnessed an incident of physical or domestic violence" (Indermaur, 2001, p. 1) it could arguably be redundant to assume that pre-service teachers *would not* be encountering these issues in the classroom.

As presented in the table above, pre-service teachers interviewed expressed concern regarding their contact with these issues; articulating either a frustration at not knowing what to do with students affected by these issues or with teachers who ignored or enabled disrespectful behaviour from students. Again, in the second round of interviews (which occurred during their final six week practicum), three of the four participants stated that they were experiencing these issues during their current internships (Elsa, Logan and Del). Only one participant shared that he had not encountered issues with trauma and domestic violence; however, this participant also articulated that they felt they lacked empathy and so may often not be aware of these issues presenting during his time on pre-service teaching experiences. This pre-service teacher also articulated that he does not remember coming across trauma or domestic violence issues on practicums and that he would not know what do if he did, because he is concerned he would not know how to "deal with it".

Despite researched high numbers of pre-service teachers encountering these issues on their practicums, there appears to be little to no education or preparation to identify and or engage effectively before arriving at a school. This is discussed and compared with current literature on the issue below.

1.3 Pre-service teachers are –

Feeling unprepared or unsure of how to respond to domestic violence or trauma

Explicit answers from sixty participants in the initial anonymous survey (Jansen, 2010) detailed that the majority of the cohort feel unprepared to respond to students exposed to or victims of trauma and domestic violence. In fact, more than half of the cohort expressed that they felt that their faith-based university specifically had not prepared for them to encounter trauma and domestic violence on their practicums, and in turn, for their future as teachers (See Appendix D). 55% of male fourth year students and 87% of female fourth year students felt that Avondale had not prepared them to be able to identify or respond to students impacted by trauma or domestic violence. In contrast, 45% males and 13% females felt that they were prepared (see Appendix D). These students anonymously expressed that they felt adequately prepared to recognise and escalate, however did not detail *how* they would this.

Table 18: Pre-service teachers feeling prepared for domestic violence and trauma

Anonymous Survey, May 2016 –
"Be aware of this, handle carefully, direct to counsellors" - Female
"Look out for warning signs, obligations to report and disclose information" - Female
"Trauma has not been specifically talked about, but I feel well equipped in the area of child protection" - Female
"Just being aware of potential student situations" – Male
"Having knowledge about child situations about their home life, but knowledgable enough to not personally make a mission to solve it" – Male

A number of pre-service teachers stated that they knew how to engage with students affected by violence gave, at times, contradictory answers. For instance, 35% males (7 males) responded **NO** for being aware of AITSL standards regarding trauma, but then responded **YES** for being aware of AITSL standards regarding safe learning environments and how they may *affect* students exposed to trauma or domestic violence. Likewise, 44% (17 female) participants marked that they were not informed of AITSL standards regarding trauma, but were informed of AITSL standards regarding safe

learning environments and how these may *affect* students exposed to trauma and domestic violence (see table 19, also Appendix D).

Table 19: Contradictory findings, anonymous Survey, May 2016

Questions	Male N	Male Y	Female N	Female Y
Aware of AITSL standards regarding trauma?	95%	5%	89%	11%
Aware of AITSL standards regarding safe learning environments and how they related to students exposed to trauma and domestic violence?	60%	40%	46%	54%

It is contradictory for a pre-service teacher to acknowledge that they are not aware of standards relating to trauma; yet express that they are aware of the same standards detailing safe learning environments and students exposed to trauma (or domestic violence). This question was followed up with all four participants during the first round of interviews. Unfortunately all four participants answered that they felt unprepared to qualify it further.

Thematic analysis (Attride-Stirling, 2001) during my research saw an alignment of statements between students surveyed anonymously and select students sharing explicitly via interviews. Students spoke passionately about lack of discussion and information about trauma and domestic violence during their education subjects at their specific faith-based university. Survey comments such as "I do not feel that [redacted] has adequately prepared me to identify people suffering domestic violence", "The only preparation I would consider has been part of this, is our 4th year Special Needs class – talking about different disabilities and learning difficulties" and "I have felt like it is taboo to discuss and has been swept under the rug" stand parallel with explicit statements from participants in the interviews. It appears that the only time trauma is mentioned is during a fourth year subject on Special Needs (where trauma predominantly is related to medical or traumatic brain injury issues) or with a lecturer no longer working for this particular university, who touched on mental health and development issues.

Table 20: Pre-service teachers not prepared, explicit statements

Elsa "… nothing child focused, it wasn't how to deal with a child that has had this done to them; it was more like how to protect yourself and how to behave properly" (June 2016) *Me: Do you know of any documents from NSW Education Department regarding supporting and managing students with anxiety, PTSD or trauma?* "Not really. I'm sure they're very easily accessible though." (August 2016)
Logan "I think we did one class on… one class with Edie, which she covered ah areas of mental health side of working with kids but nothing terribly specific to do with um childhood trauma or managing it or how to handle it in the workplace (as a teacher that is)" (June 2016) "It would be nice to confidently know that procedures that we need to take when we become aware of these situations". "I wouldn't have a clue what to do other than tell someone else above me" (August 2016)
Del "I would say the first time I ever heard about it was actually this semester in our special needs class. Um, it was, like I think it was mentioned, I don't think we really dwelled much time on it; it might have been mentioned in passing as "oh you know, you may have kids with childhood trauma in your class, cool; let's move on to something else" (June 2016) "… it really concerns me that I'm about to graduate and I have no idea what my responsibilities and limitations are in these situations" (August 2016)
Jed "Hmmmm. (Long pause). I don't really think anything, hey? I don't really remember doing anything on it. Um, maybe there was something on it in Special Needs, but I don't know" (June 2016) "It would be good to be prepared for every different thing that will come your way as a teacher, but the reality is it won't happen" (August 2016)

As outlined throughout this research, domestic violence and associated trauma are at an all-time high in our country (Australian Bureau of Statistics, 2013; Australian Bureau of Statistics, 2015; Australian Institute of Criminology, 2015). The COAG and APRVWC provided research into combatting this issue in 2014 – nationally. Their research was designed to "provide teaching and learning resources on the themes of gender, power, violence, sex and healthy relationships, and they engage schools, as both education institutions and workplaces, to comprehensively address the drivers of gender-based violence" (Advisory Panel of Reducing Violence against Women and their Children, 2014, p. 35).

Similarly, progressively over the last six years educational leaders have also addressed the need for support for students subject to issues of trauma and emotional wellbeing. Research into student wellbeing and teacher engagement provided the following statement regarding the implementation of school initiatives for student welfare, delivered by teachers:

"It is congruent with the broader aims of education to not only focus on the mastering of disciplines, but also on the development of social and emotional competencies that would enable students to flourish within and beyond school" (Urbis, 2011, p. 39).

1.4 Pre-service teachers are –

Encountering normalisation of domestic violence and trauma on practicums and during tertiary education

Collectively, the initial survey (Jansen, 2010) and both rounds of interviews (Ashton, 2014; Drever, 2003) have provided explicit statements detailing how pre-service teachers are encountering a culture of normalisation regarding trauma and domestic violence during their degree. This is congruent with current literature that details that "In some of these communities, gender inequality and cultural norms that accept men's power over women can lead to the 'normalisation' of violence and victim-blaming" (Advisory Panel of Reducing Violence against Women and their Children, 2014, p.55). See table 21 for anonymous survey comments.

Table 21: Anonymous survey comments regarding normalisation/ignorance at their faith-based university

"I have felt like it is taboo to discuss and has been swept under the rug" - Male
"We learn a little about trauma in special needs classes, but it is quite broad" - Female
"Only small amounts of info regarding how to cope with the legal side not how to help with the child emotionally" – Female
"It has been brushed over lightly in class – we were told to tell the principal, ring DOCS/police…" – Female

During the interview process, three of the pre-service teachers shared encounters where their practicum supervisors or colleagues have normalised the behaviours studied in this qualitative research. Elsa, Logan and Del reported instances of normalisations on their last two practicums during February 2016 and July-August 2016 (two of the three schools attended for these practicums were Adventist schools):

Table 22: Pre-service teachers encountering normalisation on practicums

Elsa: *Final practicum 2016 (July-August)* "Recently I have encountered a teacher making numerous sexual connotations and inappropriate comments towards staff, students and myself. I'm used to people talking to me this way from being a Chef for most of my professional working life, but I was so shocked to hear a male teacher talk to other people this way. All the other staff seem to just think it's hilarious and that because he does it to everyone it makes it ok and he doesn't mean anything by it. But when I ask if he can photo copy something for me and I get a reply of "yeah if you show me your boobs" I guess I don't find it so hilarious".
Logan: *First practicum 2016 (February)* "And I pulled up the whole class and made it very very very clear that it was inappropriate. The difficult part was that my supervising teacher was also laughing at the comment ah which I was frustrated about, as I was the learning teacher and doing the disciplining of a serious nature. Um whereas the head teacher should have been ahead of me more so, um, basically I just don't like seeing it um normalised" *Final practicum 2016 (July – August)* "He (*a student*) said "but Mr. ######## (my supervising teacher) said it first, just a second ago." This was an awkward moment as I had the teacher implicated, the student under the thumb, and now in the moment I was about to be assessed on how I managed the next move".
Del: *Final practicum 2016 (July-August)* "We aren't sure whether to take his comments as truth because he is a brand new student and in the past two weeks has demonstrated elaborated stories and attention seeking behaviour. At this stage I'm conflicted as to what to do! It seems too early to start a fuss over this without further evidence, and as a teacher I'm not legally allowed to pry information from him am I?

Two of these three experiences detail a level of normalisation in current teachers that is almost directly against part of what the Respectful Relationship Toolkit (Board of Studies, Teaching & Educational Standards, 2015) is trying to do; generate gender equality and reduce sexualisation in

threatening comments. The other experience appears to note that comments about violence at home from a student are only worth pursuing if the student is well-behaved and could be 'believed' or seen as dangerous enough. This last experience in particular matched a similar experience which I had written about in my reflective journal:

Table 23: School's delayed reporting of domestic violence.

Researcher reflective journal entry, May 2016: Over the last week I have been in close communication with the school regarding the welfare of my daughter's best-friend. Following reports of violence and abuse, the school has made reports and the girl was asking to come and stay at my house. Although she shared with them violent incidences, they didn't report for three weeks. Instead they chose to see if it would settle down. When it escalated to a higher level of physical danger, then they reported. That concerns me – at what point do we say the danger isn't 'normal' and opt to report?

Pre-service teachers from this particular faith-based university attend between five and eight practicums during their degree (primary and high-school practicum requirements differ). Their degree also includes eight education units, specifically tailored to preparing for teaching (Professional Development and Experience, and Classroom Management units). It is during these units that pre-service teachers are equipped with the skills to effectively engage, educate and assess students via teaching methods, behavioural management and pastoral care. As shared previously in this chapter, pre-service teachers addressed they have only had trauma mentioned in one class (Special Needs) and that any child protection information has been regarding how teachers can keep themselves safe ("nothing child focused, it wasn't how to deal with a child that has had this done to them; it was more like how to protect yourself and how to behave properly" – Elsa).

At the time of data collection for this research, pre-service teachers had completed seven of the eight Professional Development and Experience units. These seven units had not covered the topics of trauma and/or domestic violence. The eighth unit (Professional Development and Experience IVB semester 2), however, does address issues related to trauma, but not trauma itself. Issues studied in this unit include bullying, self-harm, eating disorders, depression, teen drug use and binge drinking, and bereavement (See Appendix J).

There is a focus on acknowledging student trauma in Australia's education system (Ireland, 2015; National Family Violence Summit, 2016; Advisory Panel for Reducing Violence against Women and their Children, 2014; Urbis 2011) and yet despite teaching the mandatory Graduate Teaching Standards in specific units (see Appendix J), this particular faith-based university appears to largely not address these issues; leaving matters related to student trauma to the last education unit for pre-service teachers.

1.5 Pre-service teachers want –

Tertiary education training to include relevant information on trauma and domestic violence

Document analysis (Wolff, 2004) of teaching syllabus content for pre-service teachers within this research produced limited attention to trauma or traumatic issues for students (Appendix J). Professional Development and Experience units addressed the issue of Child Protection (but focused on teacher conduct and safety) and Graduate Teaching Standards (which include a need to provide safe and supportive learning environments). The final Professional Development and Experience unit includes a focus on pastoral care and student welfare; however (as previously mentioned) the issues include eating disorders, bullying, self-harm, drug abuse and binge drinking, not abuse in the home or domestic violence; which coincidentally, can result in a number of the above mentioned behaviours or issues (Richards, 2011).

The absence of the issues of trauma and domestic violence being addressed is congruent with the emerging theme from pre-service teachers; who express a desire to have their education training include information on trauma and domestic violence. Collaboratively, survey (Jansen, 2010) comments and explicit statements in interviews directly addressed pre-service teachers wanting the skills to recognise and engage with affected students. The analysis (Attride-Stirling, 2001) following data collection provided the following explicit statements from a variety of fourth-year pre-service teachers:

Table 24: Pre-service teacher comments regarding desire for education on domestic violence and its associated trauma

Anonymous Survey Comments:
"Could certainly be covered more" – Female
"Definitely needs to be covered more" - Female
"As a high school teacher, maybe it would be worth having different trauma training to primary teachers?" - Female
"Programs and lectures should be incorporated in the unit to inform about these issues" - Male
"I feel that I haven't had any preparation in regarding trauma however through teachers outside of school have lightly touched on the matter" - Male

Interview comments:
"(The) toolkit should be available to student teachers, because there's no better time to start learning how to make use of the kit and put it to use than when we are in such a flexible, experimental stage of our teaching education. We would have the opportunity to speak to mentor teachers about the kit and how they implement it, as well as potentially observe how it is implemented in action. I believe this would be one of the most valuable learning experiences in identifying trauma behaviours and taking action on it" (Del – August 2016)

"There is actually nothing to lose from educating all future teachers on how to deal with child trauma and it is something I feel very strongly about. You will obviously learn about these things on the job when you are faced with them, but imagine how much better we could all handle these situations if we were ACTUALLY prepared for them"… "It should just be part of the degree at some point, it seems ludicrous that it isn't" (Elsa – August 2016)

Society as a group needs to have this implemented in order to start the necessary change needed within society regarding our poor domestic violence record. We need to reduce this to zero. In the United States college students are required to take a psychology class in the generals year. This is designed to help each person relate and work better with each other" (Logan – August 2016)

"We need to have a brief understanding of basic skills in handling sensitive topics and things alike"… "It should be given to teachers during their training as well as on the job" (Jed – August 2016)

These desires for upskilling and information for pre-service teachers are precisely the objectives of the Council of Australian Governments (COAG) and the Advisory Panel of Reducing Violence against Women and their Children (APRVWC). In their 2014 Final Report they (APRVWC) made a number of recommendations regarding approaching domestic violence (and the trauma associated with it) with haste and national unity. Recommendation 1.4 states:

"All Commonwealth, state and territory governments should work with

> education institutions and professional bodies to ensure that professionals likely to come into contact with victims and perpetrators of violence can identify and respond to violence against women and their children, and understand the impacts of gender and social inequality" (Advisory Panel of Reducing Violence against Women and their Children, 2014, p. ix)

They go further, recommending that teachers also appear to need training to effectively support and engage with students impacted by domestic violence and trauma – explicitly learning these skills at a tertiary level:

> "Training should be delivered though:
> higher education institutions that train people likely to have professional contact with victims, their children and perpetrators (including, but not limited to, teachers, nurses, counsellors, childcare workers, social workers, lawyers, immigration staff and general practitioners)" (Advisory Panel of Reducing Violence against Women and their Children, 2014, p. ix).

Combining these recommendations with the Graduate Teaching Standards listed in chapter two, in particular number four (create and maintain supportive and safe learning environments), there appears to be an acknowledgment by the Australian leaders (Ireland, 2015; Coalition of Australian Governments, 2014; Advisory Panel of Reducing Violence against Women and their Children, 2014) and education departments (Urbis, 2011) regarding:

a) High and rising levels of student trauma
b) This trauma impacting student learning, and
c) Teachers being in a position to identify and engage with those affected.

There appears to be a theme detailing a cultural shift is necessary at all levels; including the way in which domestic violence and its associated trauma are defined (Ireland, 2015; Advisory Panel for Reducing Violence against Women and their Children, 2014; Family Violence Summit, 2016; Coalition of Australian Governments, 2014).

1.6 Pre-service teachers –

Want the faith-based university they attend specifically to address the issues of domestic violence and its associated trauma in education units.

Prior research related to this research context (explicit in my research ethics proposal, granted 17th May 2016), and specifically research into Adventist teacher-student relationships, concluded that there is a significant lack of connection and safety between teachers and students, with only 54% of students stating that they "consider teachers cared about them" (Gane, 2013, p. 17). Half of the students surveyed for Gane's research also indicated that they felt teachers did not listen, many also sharing that they felt teachers intentionally embarrassed them in an attempt for behaviour management (Gane, 2013). Comparatively, using embarrassment as a means of behaviour management, stands in opposition to Graduate Teaching Standards regarding practice, engagement and effective behaviour management (Australian Institute of Teachers and Student Leaders, 2010). It could be argued that, potentially, one out of every four (Indermaur, 2001) of the students expressing a lack of connection and care from their teachers in Gane's (2013) research are experiencing domestic violence and the trauma associated with it on a daily basis.

All interviewed participants are committed Christians and it was suggested by 75% that not including these issues in education syllabus at their particular faith-based university was a contradiction of Christian mission; sharing that it is a duty of those in relationship with Christ to care for and protect. Another participant (Elsa) also articulated that they felt compulsory units on Christian Studies were pointless when pre-service teachers did not have the skills to engage in a way that loves and supports at-risk students.

Table 25: Interviewed participant statements requesting compulsory training

Elsa *(August 2016)* "To be brutally honest, I couldn't care less about a student's path to faith or the so called "really tough" questions that we were going to be faced with like "who is God" and such. Those are not tough questions. How about "how can I pay for lunch when mum has no money", or "what do I wear to school when my uniform is dirty and my parents are too high to wash it for me". " "I think it is completely ridiculous to make 3 units of Christian studies compulsory in a Bachelor of Education, but only have a brief overview for a

couple of lessons for how to deal with all forms of abuse. It should be an entire compulsory unit".
Jed *(August 2016):* "A brief background into the handling of such things should be taught, not dwelt on, but definitely something that allows for the attainment of skills and methods to manage trauma and its effects in the classroom".
Logan *(August 2016):* "It (**respectful relationships*) needs to be something that teachers know exactly how to approach, deal with, handle and correct". "[redacted] has old school views as to how to deal with it. Not ok. They are very backwater".

One participant even articulated steps towards a solution for this issue; including necessary information on these topics in the eight Professional Development and Experience units.

Table 26: Explicit statement for inclusion of domestic violence in syllabus

Del *(August 2016)* "I think it should be part of professional development units, even if it was split up into 8 parts so that we learn about a portion of it every semester".

The research collected provided an almost constant synergy between survey (Jansen, 2010) responses, interview (Drever, 2003) statements and themes, and my reflective journal (Ortlipp, 2008). These three analysed methods of data collected also appear to mirror what current research, reports and campaigns are detailing; teachers are in one of the best positions to assist students affected by trauma and domestic violence. In order to move towards a mentality of constant respect in relationships, society needs to address current behaviours - and the acceptance of these behaviours – and how they are inappropriate. Rendering by writing in my journal allowed for this topic to be explored:

Table 27: Researcher perspective of normalisation vs action

Researcher reflective journal, June 2016: It seems that at the core of the issue, we want to generate change and create safer environments, but largely we are part of a greater population that still normalises these issues by simply not having hard conversations or wanting to step on people's toes. We recoil in the wake of traumatic events on the news and in our friends' lives regarding trauma and domestic violence, but we would rather not have the conversations about it that might be hard.

Further exploration into this topic following investigation of data found that the Final Report delivered to the COAG requested a national summit to address issues including defining the specifics of domestic violence, needing to redefine was is acceptable behaviour and better support for children and students experiencing domestic violence (Advisory Panel of Reducing Violence against Women and their Children, 2014).

During the interview process there was also the implication that perhaps leaders from this particular faith-based university felt the subject of domestic violence and its associated trauma was either not important, might make people uncomfortable or that current units of study were already too full to include new information.

Table 28: Participant interview statements regarding no syllabus content on domestic violence at their faith-based university

Del *(August 2016)* "I can only assume that perhaps the content required by the government may not have included anything regarding domestic violence" "There is so much content that needs to be covered in our four-year degree, and even more for masters students over the two years! It may just be a matter of trying to make time for everything and not being able to in the end. Regardless of the reason, it's something that needs to be looked into by [redacted]"
Elsa *(August 2016)* "They don't see it as important as Christian Studies. They don't see it as a problem in schools. Ignorance."
Jed *(August 2016)* "I don't think they see it as an issue or something that needs to be looked at as a student teacher, oh how wrong they are"
Logan *(August 2016)* "Because it is not mandated from a government level to deliver" **Me: Have you encountered a situation during your degree at [redacted] in which you felt that trauma and/or domestic violence was misunderstood, ignored or normalised?** Yes – Far too many times. And [redacted] has old school views as to how to deal with it. Not ok. They are very backwater".

One participant also described being in contact with a female student who was being assaulted on campus, and while she opted not to report to the police, campus leaders chose not to combat the issue by addressing respectful relationships with the male cohort of on-campus students. The participant expressed that this was due to leaders from this particular faith-

based university not wanting to make students uncomfortable by discussing issues like pornography or rape.

Table 29: Faith-based university normalising intimate violence on campus

"they don't think it's necessary. They think it's a waste of time or might upset some people to listen to it. But the reality is that's… for example we had a student um we became aware of that was um - without penetration - being raped on a regular basis on campus. She elected numerous, um every time not to report it. And [redacted] was unable to actually do anything about it. Um so they couldn't approach the male student who was on campus… um eventually removed the male student indirectly for other issues, but the normalisation was that it's ok to be treated like that as well; um that's just what boys do"

2. What do these emergent themes mean?

The amalgamation of these six themes provide for this faith-based university a student directed picture of the current experiences of pre-service teachers with students exposed to domestic violence and trauma. Pre-service teachers desire access to information that will help them to engage safely and effectively with the high number of students currently part of the growing statistics of Australian children and families impacted by domestic violence - and the ripple effect of its associated trauma. Whilst a small percentage of students feel equipped to know how to escalate concerns and/or access the mandatory reporting website, an overwhelming amount of students have articulated they feel unprepared and are concerned about interacting with at risk students in their teaching degrees.

Current research, reports, and the mandatory Respectful Relationship toolkit indicate that there is a national campaign to target safer relationships within Australia, and that by addressing these issues as part of education, teachers potentially hold the key to changing the status quo. This push for a culture shift is being recognised, supported and pushed by the government; acknowledging that teachers and educators are on the front line to combat and provide advocacy. It stands to reason that education institutions could be perceived as the biggest defence Australia has to altering the current levels of families affected by educating and providing safe places for children to share or acknowledge dangerous home, family, social or other traumatic situations.

Prevention is better than cure. By educating the next generation, Australia potentially has the chance to undo current misconceptions about appropriate behaviour and relationships.

3. In summary

As presented in chapter two, there is currently literature and initiatives in Australia focused on acknowledging teachers as front-line advocates for students experiencing or exposed to domestic violence and its associated trauma. Government bodies are providing literature regarding teachers needing education to recognise student victims. State Education departments are acknowledging the prevalence of student victims. Teaching and education organisations are amending teacher standards to include the necessity of addressing student social and emotional safety and support in the classroom. It appears that there is conclusive evidence of the important role that teachers play in assisting student victims; however, these initiatives, programs and the literature all stand independent of each other. Without being married into a unified approach to training teachers of the effectiveness of their identification of and engagement with student victims and their families, the desire to arm Australian teachers with skills and knowledge is not occurring. Specifically, this is not occurring in their tertiary education whilst being taught how to teach, engage and report in the sphere of pedagogy.

CHAPTER FIVE: RECOMMENDATIONS

What now?

The purpose of this research project was to investigate the way in which pre-service teachers conceptualise the issue of domestic violence and its associated trauma. In particular, the anonymous survey (Jansen, 2010) of the fourth-year cohort of education students and the semi-structured interviews (Drever, 2003) with four graduating pre-service teachers sought to explore and understand how prepared pre-service teachers are to identify and engage with students victim and/or exposed to domestic violence. Simultaneously, investigation into the syllabus documents for all education students at one faith-based university was undertaken to explore if and/or what units of study for education degrees contain content related to domestic violence and its associated trauma. Specifically, the guiding question for this research project was:

What are the Perceptions of Four Fourth-Year Pre-Service teachers at One Faith-Based University regarding their Preparation to Domestic Violence and its Associated Trauma?

The overall conclusion of this project was that whilst pre-service teachers know how to define domestic violence and its associated trauma and articulate they know it is a prevalent issue in our school communities – they feel they would not know how to recognise victims of domestic violence in their classroom unless explicitly told or shown by a student. Pre-service teachers articulated they would not know how to effectively engage with students impacted by it, and do not know how to formally report. This paradoxical issue of knowing domestic violence is, but not knowing how to identify it seems to be something that is gaining more and more attention of those in positions of leadership within our Australian Government and educational systems.

Influential Government bodies, political leaders and nationally recognised authorities on the subject of domestic violence and its associated trauma for children are pushing for a united approach to addressing domestic violence in Australia, including desiring upskilling teachers with information to recognise victims of domestic violence and educated students on the issue of respectful relationships, family safety and domestic violence (Advisory Panel for Reducing Violence against Women and their Children, 2014; National Family Violence Summit; 2016; Ireland, 2015; Coalition of Australian Government, 2014). Documents, research and programs exist for teachers to address these issues in their classroom, yet there appears to be a lack of access to them, and a lack of unity to approach the issue collectively.

As such, I recommend that a serious campaign is urgently needed for teachers and educators in response to the prevalent and rising issue of domestic violence. Australian tertiary institutions need to educate teachers across three pivotal areas, including how to:

- Identify and engage with victims,
- Provide modelling and discussion on respectful relationships in all subject areas appropriate to all ages, and to
- Know who, where and when to escalate and report issues of domestic and family violence and its associated trauma when identified in a school setting.

Recommendations relevant to the emergent data of this research project will be presented within these three areas, directed to one faith-based university specifically in an effort to upskill pre-service teachers to effectively identify and engage with student victims of domestic violence and its associated trauma.

These recommendations became an issue of extreme importance to me whilst attending mandatory professional development days for teachers employed by one faith-based conference in July of 2016 during my final practicum. During the first day a speaker presented information on child protection. Interestingly many experienced teachers did not know what mandatory reporting was, or what issues needed to be escalated and reported on. During this specific presentation domestic violence was mentioned,

however, it appeared contradictory to the data collected during this research; specifically the APRVWC's Final Report and the New South Wales Government's description of the impact of domestic violence on children. Instruction was given stating that domestic violence is an issue that is only reported on *sometimes*, and only if it impacts a student/child (Chapman, 2016). Research clearly articulates that children exposed to domestic violence are directly impacted (Advisory Panel for Reducing Violence against Women and Children, 2014; Richards, 2011; National Family Violence Summit, 2016). It seems arguable that domestic violence not only is an issue that always impacts a child/student, but that it should be reported every time. Table 30 is an excerpt from my reflective journal regarding the conference session.

Table 30: Professional development information for employed teachers regarding domestic violence and impact on children

Researcher reflective journal, July 2016:
Four of the items were considered critical and serious matters, three were marked as "only when" matters. The bottom listed item was "mandatory reporting is sometimes required with Domestic Violence, *but only when it affects the child". I was instantly bothered. The statement was an outright normalisation of the dangerous behaviour. "Domestic violence is only an issue if…"? No. Domestic violence is an issue. Period. I am disappointed that this is the information that teachers are being given. No wonder teachers are hesitant to report on things; they are expected to deliberate whether the issue is dangerous enough before legally making a move to ensure safety for a child. All in all, the talk was delivered in such a way in which the whole process was deemed "too confusing" by all the experienced teachers around me, and was mainly focused on how to protect yourself when teaching. This pretty much matches my data exactly so far: pre-service teachers are confused not only as to what mandatory actually is, but how to report and to who – and that first and foremost safety for our classrooms is about protecting ourselves.

Following this experience, I felt convinced that leaders from this faith-based university needed to provide pre-service teachers with accurate and assistive information regarding how to prepare education graduates with the skills to identify, effectively engage, and report for students affected by domestic violence and its associated trauma.

1. Identify and Engage with Victims

1.1 Recommendation one:

Pre-service teachers need to be provided with detailed information regarding what domestic violence is (as per Australian definitions) and how evidence of it may present in children and teenagers. Specifics into the behavioural repercussions of exposure to domestic violence for students will provide a foundation for identification of students at risk, who may not have physical evidence or an ability to articulate the violence or trauma occurring at home.

1.2 Recommendation two:

Pre-service teachers need to be provided with detailed information as how to effectively interact with students perceived to be victims to domestic violence and its associated trauma. Understanding the appropriate way to engage with students exposed or victim to domestic violence will allow for greater connection and dialogue between student and teacher. This, in turn, will allow for more information for the reporting and legal requirements associated with student victims, and also provide a knowledge for teachers as to how to maintain professional distance and who, where, and when to escalate situations involving these students.

1.3 Recommendation three:

Pre-service teachers need to be provided access to current research and literature detailing the importance of teacher intervention with regards to identifying trauma or wellbeing issues for students. This information was compiled for the New South Wales department of Education by Urbis in 2011. Pre-service teachers can find a comprehensive overview of the role of teachers in school intervention, identification of trauma, student triggers/signs of abuse often misread as behavioural issues, and effect relationships with psychologists and counsellors to support student victims. This information needs to be part of an education unit, allowing pre-service teachers the opportunity to understand the spectrum of social and emotional wellbeing of students and their responsibility as educators and mandatory reporters.

2. Provide modelling and discussion on respectful relationships in all subject areas appropriate to all ages

2.1 Recommendation four:

Pre-service teachers need to be provided with lecturer facilitated access to the Board of Studies' 'Respectful Relationships' toolkit. Although this toolkit is specifically directed to a PDHPE syllabus, the content is applicable to all teaching areas. By providing pre-service teachers with an understanding of the way in which the Board of Studies wishes to address domestic violence, gender-based bullying and respectful relationships in schools, teachers will be able to implement modelling and discussion involving social interactions related to the toolkit in their subject areas.

For example, teachers of History, Studies of Religion, Geography, and Community And Family Studies (CAFS) address topics of racism, multiculturalism, social acceptance. All of these topics are present in the toolkit and, as such, are relevant to current student experience. It seems unlikely that the topics of bullying, control, violence and abuse would only be raised in a PDHPE classroom setting.

Additionally, providing primary teachers with the Respectful Relationship toolkit during pre-service training also allows for integration of respectful relationship modelling to infant and junior school students, particularly those affected by domestic violence and its associated trauma.

Remembering that domestic violence is frequently covered by the media, students might come to school with questions relating to the definition of domestic violence and what constitutes as abusive behaviour. Providing pre-service teachers with the content of the toolkit will allow for students to engage with mentors and leaders across all subject and stage areas at school in a united and positive-focused approach.

3. Know who, where and when to escalate and report issues of domestic and family violence and its associated trauma when identified in a school setting

3.1 Recommendation five:

Tertiary education institutions (inclusive of faith-based universities) need to provide a mandatory unit of study or mandatory professional development conference/course for pre-service teachers regarding domestic violence and its associated trauma for students (infant, junior and high). Current requests to the Coalition of Australian Governments (COAG) by a panel of leaders appointed by the COAG itself request that tertiary institutions provide training to teachers on domestic violence; how to identify and engage with victims and their families (Panel for Reducing Violence against Women and their Children, 2014). This desire for mandatory domestic violence education was recently requested of the Prime Minister again, by the National Family Violence Summit (2016). Given the proximity of time spent with students from kindergarten to grade twelve, teachers are professionals most likely to come into contact with victims of domestic violence and abuse.

3.2 Recommendation six:

Tertiary education institutions (inclusive of faith-based universities) need to provide a more thorough approach to detailing mandatory reporting for teachers. Pre-service teachers need to know not only what to report on, but who to report to, school procedures that may be involved, and when to report. Pre-service teachers need to know this information before accepting employment and encountering it in the classroom. Pre-service teachers need to know how mandatory reporting relates not solely to keeping themselves protected legally as teachers, but how to provide access to safety and organisations that can protect and advocate for students and families affected by reportable issues and offences.

3.3 Recommendation seven:

Tertiary education institutions (inclusive of faith-based universities) need to provide information for all enrolled students of its [redacted] campus on safe and respectful relationships. This includes a comprehensive knowledge of what constitutes domestic violence, abuse and appropriate behaviour. Tertiary education institutions (inclusive of faith-based

universities) also need to provide information and access to on-campus and local services for reporting domestic violence, abuse and/or trauma experienced in intimate, family, professional or social relationships.

4. In Conclusion

With statistics detailing the prevalence – and growing rate – of domestic violence in Australia, and current research detailing the devastating impact of domestic violence and its associated trauma on our students, it seems a matter of urgency for this training to be made available to teachers as soon as possible. In Australia, one woman a week is killed due to domestic violence (Australian Institute of Criminology, 2015). Arguably, this is impacting our school communities, and in turn, how our students cope and engage at school.

When we look at the growing statistics on domestic violence, when we acknowledge that the Australian Government is pledging $100,000,000 to respond to domestic violence, and when we see that schools are increasingly more aware of support needed for those exposed to trauma and domestic violence, it makes sense to inform and support teachers so they can support victims. Teachers spend six hours a day, five days a week, forty weeks a year with students. It stands to reason that those shaping the minds of the future stand in the greatest position to influence the culture shift that is necessary to combat the issue of domestic violence and trauma in Australia.

It appears that now is the time for higher education institutions – including faith-based universities – to begin to address this growing issue of domestic violence in its early childhood, primary and secondary education syllabus; enabling graduating pre-service teachers to not only identify and engage with victims, but to provide desperate attention to the necessity of addressing respectful and safe relationships in classrooms across Australia.
Figure 9: Tara Costigan Foundation visits Canberra Schools.



Michael Costigan and Tara Costigan Foundation ambassador, Marlene Tighe, sharing a presentation on respectful relationships in Canberra, St Clare's College.

"Having these conversations early makes such a difference" Tara Costigan Foundation, 2016

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APPENDIX A: PREFACE FOR RESEARCHER'S INVESTIGATIVE JOURNEY INTO DOMESTIC VIOLENCE AND ITS ASSOCIATED TRAUMA

Before making the decision to study secondary teaching, I completed an advanced Diploma in Counselling and Communication. I hungered for knowledge into why people acted a certain way and, in turn, how to aid them in recognising strengths and growth areas as they processed difficult or uncomfortable situations. I found it very easy to connect with clients (young and old) and thrived in an environment where I was invited into the sacred parts of an individual's heart and memories; allowed to journey with them through reflection and healing. I was often told by my lecturers and supervisors that they believed I so thoroughly enjoyed my work based on the foundation that I was a *Wounded-Healer*; having experienced trauma myself I was able to empathise naturally with my clients. This awareness has been invaluable in my undergraduate teaching degree so far, and I have noticed in my practicums that I am constantly using techniques and skills learnt as a counsellor.

I feel passionately about educators arming themselves with the tools that allow them to keep themselves and their students safe in their classrooms. It could be argued that without an emotional connection – that is an alliance between learner and mentor, based on security and acceptance – a teacher's efforts to impart knowledge can often be less effective than that of a classroom with emotional connection (Fitzsimmons, 2011; Rimm-Kaufman, 2015). The role of social and emotional learning (SEL)in the classroom is contentious at best, however, research is constantly informing us that academic abilities of students rise when effective Social and Emotional Learning has been implemented by a teacher (Elias, 2006; Greenberg, 2003). In hindsight, the teachers who allowed me to grieve, express emotion or even recognised that I needed emotional support without asking for it, were the teachers with whom I retained information better and achieved greater success. This was personally evident in both my secondary and primary schooling years.

When I was eight years old my best friend and her baby sister were kidnapped, along with their mother; all three were murdered by the girls' father before he took his own life. It was my first encounter with traumatic violence, and in hindsight, would appear to be the beginning of a series of incredibly intense domestically violent and abusive situations that would touch my life. Over the next twenty five years I would experience first-hand the shame, guilt and grief that accompanies a loss of power at the hands of men and women whose oppressive and dangerous behaviour would alter

the course of my life - and the life of my immediate family. I survived two abusive and violent relationships, the abuse of a damaged parent (battling with their own trauma from family violence), and I would support and encourage two of my closest friends as they escaped terrifying violence in their own relationships. I spent many hours working with professionals to recognise the trauma associated with these situations, and investing in some of the hardest reflective and forgiving processes to heal and move forward in the pursuit of health and happiness. In 2015 this trauma would once again enter my life when my cousin was murdered by her estranged partner, eight days after giving birth to their daughter. She left behind two older boys, and an entire family of heart-broken people.

Figure 10: Tara Costigan and her children, eight days before her murder



In the twelve months following her murder I noticed how my children's teachers' reactions were varied and, at times, seemingly inappropriate to the support I felt they needed as they grieved the loss of their Aunty Tara. It became apparent in various areas of my life that many educators did not know what domestic violence was or how to engage effectively with my family. This created in me a thirst to actively seek out others' perceptions and experiences with domestic violence and its associated trauma in children; in particular how teachers were trained to deal with grief or domestic violence. This revelation became the catalyst for a more formal research agenda, in which I anticipated conducting a qualitative investigation into how pre-service teachers are prepared in regards to domestic violence and trauma.

While it could be argued limited information is provided to students as they study education, I was curious to understand what individual conceptions these students had regarding this contentious issue. I felt a need to "discover and to describe formally the meanings that human beings create out of their encounters with the world" (Bruner, 1990, p.2). I believe that it is imperative I seek out the answers to my questions surrounding domestic violence as currently in "Australia, domestic, family and sexual violence is widespread across all cultures, ages and socio-economic groups" (Phillips, 2014, p. 1) and this means that this horrific epidemic of violence is absolutely prevalent in our schools. A survey conducted in 2012 by the Australian Bureau of Statistics (ABS) found that 49% of men and 41% of women over 18 years of age in Australia had experienced violence in their life; women exposed from 15 years onwards and more likely to experience it at the hands of an intimate relationship (Phillips, 2014, p. 4). This not only means that violence in prevalent in our students lives - but it is prevalent in the lives of our teachers. Why then aren't we arming our educational leaders and mentors with skills to effectively recognise this danger and engage effectively with students exposed to it? Approaching this research from a naturalistic paradigm, I intend to explore the topic by closely working with four students who intend to begin full-time teaching in 2017.

APPENDIX B: ANONYMOUS TRAUMA & DOMESTIC VIOLENCE SURVEY

DOMESTIC VIOLENCE & TRAUMA QUESTIONAIRE

Male ☐ Female ☐ Age: 18-25 ☐ 25-30 ☐ 30+ ☐

Please provide answers for the following:

1. Do you consider that you are aware of AITSL standards regarding trauma? Yes/No

How do you define the concept of childhood ***trauma***?

……
……
……
……

2. Do you consider you are aware of AITSL standards regarding safe learning environments and how these may effect students exposed to ***trauma & domestic violence***? Yes/No

How do define the concept of ***domestic violence***?

……
……
……
……

3. Do you consider that you have been adequately informed about childhood ***trauma & domestic violence*** at [redacted]? Yes/No

A) Preparation regarding ***childhood trauma***?

……
……
……
……

B) Preparation regarding ***domestic violence***?

……
……
……
……

APPENDIX C: PARTICIPANT CONSENT AND INFORMATION

*University Logo Removed for Privacy

[redacted]

PARTICIPANT INFORMATION
Understanding Domestic Violence and Preparing to Effectively Engage with Future Students Affected by this Issue – Perspectives of Tertiary Students

Dear student,

This purpose of this letter is to request that you volunteer to take part in a research project that aims to understand the issue of Domestic Violence as understood by university students.

The researcher (Bianka Costigan) in this project wishes to understand your point of view regarding this idea through three interviews (duration of about 20-60 minutes). These interviews will take place on-campus at times that are convenient for you.

You are free to change your mind and withdraw at any time. Refusal or withdrawing will not in any way affect your relationship with [redacted] or your area of study.

All information will be confidential. Interviews will be digitally recorded and coded, and no names will be used in any written report. These notes will be kept locked in the Education Department on campus and destroyed after five years. The data collected from your participation will be used for the preparation of a report and possible journal publications.

If you are willing to participate in this project, please sign the attached participant consent form.

For further information please contact Bianka Costigan
[redacted]
bianka@taracostiganfoundation.com
Bianka Costigan
c/o Education Department
[redacted]

This research project has been approved by the [redacted] Human Research Ethics Committee (HREC). [redacted] requires that all participants are informed that if they have any complaint concerning the manner in which a research project is conducted it may be given to the researcher, or if an independent person is preferred, to the College's HREC Secretary, [redacted].

*University logo removed for privacy

[redacted]

STUDENT CONSENT FORM

Understanding Domestic Violence and Preparing to Effectively Engage with Future Students Affected by this Issue – Perspectives of Tertiary Students

I understand that I have been asked to participate in a research project undertaken by an under-graduate Honours student, Bianka Costigan, at [redacted].

I have been given information about the research into my understanding of 'domestic violence and trauma' and have been provided with the opportunity to discuss this project with the researcher. I understand that if I have any more questions I can contact Dr Phil Fitzsimmons.

I understand that:

- I will be requested to take part in a series of interviews.
- I can withdraw at any time without penalty during project.
- My participation in this research is voluntary and that I can refuse to participate and am free to withdraw from the research at any time.
- My refusal to participate or withdrawal of consent will not affect my relationship with [redacted].

I have been advised of the potential time elements associated with this research and have had an opportunity to ask any questions I may have about the research and my participation.

If I have any concerns or complaints regarding the way the research is or has been conducted I am aware I can contact Bianka Costigan, and if unresolved Dr Phil Fitzsimmons and the Avondale's HREC secretary as detailed below.

This research project has been approved by the [redacted] Human Research Ethics Committee (HREC). [redacted] requires that all participants are informed that if they have any complaint concerning the manner in which a research project is conducted it may be given to the researcher, or if an independent person is preferred, to the College's HREC Secretary, [redacted].

Student's Name: …….

Student's Signature: ……..

Date: ……

APPENDIX D: SURVEY CODING

MALE RESPONSES	No: 18-25	No: 25-30	No: 30+	Yes: 18-25	Yes:25-30	Yes: 30+
Aware of AITSL standards regarding trauma?	14	2	2	1	0	0
Aware of AITSL standards regarding SLE and students exposed to T and DV?	8	2	2	8	0	0
Informed by [redacted]?	9	1	1	7*	1**	1
Define trauma	Emotional Response:	15	Stimuli:	14	Deeper:	4
	"Abuse"	5	"Appropriate"	1	"Lasting"	3
Define domestic violence	Physical	11	Emotional	6	Mental	2
	Sexual	1	Home or House	10	Psychological	
	"Violence"	12	Abuse	5	Family	8
	Partner or Spouse	3	Child or children	3		

NOTE: 35% (7 males) responded NO for being aware of AITSL standards regarding trauma, but then responded YES for being aware of AITSL standards regarding safe learning environments and how they may affect students exposed to trauma or domestic violence.

*responses stating they were informed by [redacted] listed their preparation *as information and legalities about mandatory reporting*.

**response stating they were informed by [redacted] *contradicted in exposition; "As far as trauma, apart from a brief class in special needs, not too much information."*

[redacted] preparation DV and T (8 responses were mandatory reporting or incident reporting)

T "I have felt like it is taboo to discuss and has been swept under the rug"
T "Programs and lectures should be incorporated in the unit to inform about these issues"
T "I feel that I haven't had any preparation in regarding trauma however through teachers outside of school have lightly touched on the matter"
T "Learning to gain an understanding of childrens situations at home"
DV "Understanding the concept and what is included in the definition"
T "During learning disabilities we learnt about trauma"
T "Having knowledge about child situations about their home life, but knowledgable enough to not personally make a mission to solve it"
DV "Just being aware of potential student situations"
T "I believe that we have been prepared to identify trauma and the steps for reporting trauma (if it is identified)"

FEMALE RESPONSES (39)	No: 18-25	No: 25-30	No: 30+	Yes: 18-25	Yes:25-30	Yes: 30+
Aware of AITSL standards regarding trauma?	31	3	*	4		*
Aware of AITSL standards regarding SLE and students exposed to T and DV?	17	1		18	2	1
Informed by [redacted]?	29	3	1	6		
Define trauma	Emotional Response	14	Stimuli:	24	Deeper:	14
	"Abuse"	5	"Appropriate"		Lasting/on going/continual	4
	Physical	23	Emotional	16	Mental	10
	Sexual	1	Social	6	Psychological	7
	Neglect	1	Abuse	5	Negative/ly	11
Define domestic violence	Physical	21	Emotional	10	Mental	8
	Sexual	1	Home or House	23	Psychological	1
	"Violence"	14	Abuse	18	Family /Related	15
	Partner /Spouse	3	Child/Children	3	Verbal	9

NOTE: 44% (17 female) participants marked that they were not informed of AITSL standards regarding trauma, but were informed of AITSL standards regarding safe learning environments and how these may effect students exposed to trauma and domestic violence.
One response defined domestic violence as abuse at home. Another defined it at physical violence.
*Didn't mark a response for this question
Two mentioned financial. One mentioned spiritual.
Interesting definition: "Shits fucked. Domestic violence is any form of abuse. Mental, emotional, physical, spiritual. All of it. DON'T DO IT"
[redacted] preparation DV and T (8 responses were mandatory reporting or incident reporting)

T "Little to none. Some covered in Special Education subject. Could certainly be covered more"
DV "Definitely needs to be covered more"
T "Haven't had much information on the signs/symptoms of childhood trauma or how to address it or investigate/let someone know about it"
DV "I do not feel that [redacted] has adequately prepared me to identify people suffering domestic violence"

T "Physical trauma ie accidents etc is covered in the "special needs" unit but domestic violence no."
T "While we are taught about the warning signs that a child might be in danger, and who to report to if we have suspicions, I feel that there is a lot more to learn about how trauma manifests itself in childhood development"
DV "As a high school teacher, maybe it would be worth having different trauma training to primary teachers"
DV "None. I would love to have more basic information on dealing with traumatised children/students"
T "The only preparation I would consider has been part of this is our 4th year Special Needs class – talking about different disabilities and learning difficulties"
DV "Only small amounts of info regarding how to cope with the legal side not how to help with the child emotionally"
DV "It has been brushed over lightly in class – we were told to tell the principal, ring DOCS/police…"
T "I have had basically no training about children's wellbeing or emotional development including psych conditions, my whole degree"
T "Only been informed on child protection"
DV "I feel that I have not adequately been informed"
T "We learn a little about trauma in special needs classes, but it is quite broad"
T "I feel the most we've learned was during one unit – Special Needs + Education. Nothing further"
T "Discussed in lectures + attended professional training – achieved certificates"
T "Trauma has not been specifically talked about, but I feel well equipped in the area of child protection"
DV "I feel that we have been well prepared to detect possible evidence of domestic violence, and then what we're legally required to do"
T "Be aware of this, handle carefully, direct to counsellors"
DV "Look out for warning signs, obligations to report and disclose information"

Questions	**MALE NO**	**MALE YES**	**FEMALE NO**	**FEMALE YES**
Aware of AITSL standards regarding trauma?	95%	5%	89%	11%
Aware of AITSL standards regarding safe learning environments and how they related to students exposed to trauma and domestic violence?	60%	40%	46%	54%
[redacted] adequately informed them regarding trauma and domestic violence	55%	45%	87%	13%

	MALE	FEMALE
Responded NO to question 1, but YES to question 2	35%	44%

*how can someone insinuate that they do not know about standards relating to trauma, but know of AITSL standards regarding safe learning environments regarding students exposed to trauma and domestic violence?

APPENDIX E: INTERVIEW QUESTIONS (ROUND 1)

Questions: Semi –Structured Interviews (2nd June 2016)

1. How would you define childhood trauma?
2. How would you define domestic violence?
3. In your subject/units at [redacted] what can you remember about Childhood Trauma and Domestic Violence?
4. Do you believe AITSL standards address these issues? Which Standard? How?
5. Are there differences between mandatory reporting and feeling prepared to identify Childhood Trauma and Domestic Violence in the class room?
6. Read terminology. Do you see this as violence and if so how would it occur?
7. Do you know about the mandatory Respectful Relationships Programs introduced into NSW and VIC schools this year?
8. What do you think respectful relationships mean?

Domestic violence, or intimate partner violence, is a violation of human rights. It involves violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person.

Domestic violence causes fear, physical and/or psychological harm. It is most often violent, abusive or intimidating behaviour by a man against a woman. Living with domestic violence has a profound effect upon children and young people and may constitute a form of child abuse. (*The NSW Domestic and Family Violence Action Plan*, June 2010)

The above definition includes violence in same sex relationships.

Many forms of domestic violence are offences under the *NSW Crimes Act 1900* or the *Crimes (Domestic and Personal Violence) Act 2007*.

Domestic violence can include:

- physical assault (including punching, hitting, kicking, pushing, slapping, choking, or the use of weapons)
- sexual assault (being forced to have sex or participate in sexual activities, either by watching or participating)
- emotional abuse (making you feel worthless, criticising your personality, your looks, the way you dress, constantly putting you down, threatening to hurt you, your children or your pets)
- verbal abuse (including yelling, shouting, name-calling and swearing at you)
- social abuse (being stopped from seeing friends and family, isolating you socially or geographically)
- damaging property such as furniture, the house or pets in order to threaten or intimidate you
- financial abuse (taking control of the money, not giving you enough money to survive on, forcing you to hand over your money, not letting you have a say in how it is spent).

http://www.community.nsw.gov.au/parents,-carers-and-families/domestic-and-family-violence

APPENDIX F: EXAMPLE OF MEMBER CHECKING COMMUNICATION

[redacted],

Thank you for meeting with me last month to have a chat about your education degree so far and your knowledge on domestic violence and childhood trauma. I am writing to you to confirm that I understood clearly what you shared with me. I just want to reiterate that your identity will remain anonymous and if I have misunderstood anything you have shared with me, it is important for you to correct me.

I have listed in point form the main themes that you shared with me in the library. As we will be unable to meet up again (with our practicums in different states and our degrees rapidly finishing), I will provide the next two rounds of interviews as simply a few questions in an email. If you can write your answers back to me at your earliest convenience, that would be wonderful. Thank you!

(*direct quotes from you during our interview are in red)

Key themes you shared with me included:

- **A recognition of a broader definition of domestic violence: although you read the official government definition of domestic violence, you shared that it needed to also include children/teens as victims of domestic violence. You shared that the definition needed to also include that domestic violence can occur in relationships outside the nuclear family, and also include anyone you are in an intimate or personal relationship with.** "I would have said it's also like child-to-child as well though, like I've seen like a lot of older brothers hit younger sisters and stuff like that. And I would have counted that as domestic violence"

  "I always feel like people forget about emotional abuse. Like, guilting somebody else into something; really deep behaviour that goes a lot like, it's much more layered than just physical behaviour I think. I always think that is always like high on the scale of abuse"
- **A recognition that you felt under-prepared with regards to childhood trauma and victims of domestic violence in the classroom. That your training so far included how to protect yourself as a teacher legally, but not how to recognise symptoms and signs of at risk students.** "nothing child focused, it wasn't how to deal with a child that has had this done to them; it was more like how to protect yourself and how to behave properly"
- **A realisation that you have encountered situations and experiences on practicums or school visits within the A-Typical Child unit (with Marion Shields) that involved students in trauma/experiencing hardship that you were forced to think on your feet to respond to. That you have not been given instruction or direction in your degree on how to respond to these issues.** "He came to school in wet clothes in ten degree weather. Like - I don't know how to deal with that stuff! Ive never had like any sort of like training do deal with that and… like I don't know what to do! Just basic what to do?"…
- **A recognition that there is a difference between mandatory reporting as a teacher and feeling prepared with how to identify signs of students experiencing trauma and domestic violence**. "I would say I'm way more

prepared to like identify things than I am to report things, because I'm more hands on, visual, kinaesthetic, than I am written, academic, sort of side"

- **A realisation that all teaching areas need to be given information on how to recognise trauma and signs of domestic violence, not limited to the physical education unit and the Respectful Relationship toolkit. A realisation that all subjects can incorporate respectful relationship content in them.** "I guess it's like not really something you can teach in every subject, but it is something that you can emanate through your teaching and through your subject. Even maths and English, and you know, things like that. Like everyone should have a safe environment to explain themselves and express themselves"
- **A realisation that domestic violence or trauma can have behavioural consequences for students**. "… it got to him and it was like his body just shut down completely. He just started looking at his desk and it was like he was passing out and his head hit the table"… nervous giggle… "and I didn't know what to do! I was like staring at my supervising teacher, I didn't want to make a big fuss I was like 'how bout you go to the bathroom' like 'it's okay, just splash some water on your face, have a drink, come back'. And just tried to run on with the class like normal. And then I later found out that he had been exposed to really bad bullying"

APPENDIX G: SECOND ROUND OF QUESTIONS FOR INTERVIEW

In our previous discussion there was a realisation that you have encountered situations on your teaching practicums regarding childhood trauma and/or students coping with domestic violence or acting in a manner in which domestic violence behaviour was exhibited.

(Eg: students with anxiety and PTSD from home and school situations, or teachers sharing stories regarding difficult home situations, or students who speak and behave in a manner that is sexually inappropriate/derogatory about other students, etc.).

- **Can you share specifically a time (or times) you have encountered these situations and how you responded?**
- **Do you feel that domestic violence behaviours are 'normalised' by schools? If so, how?**

You previously stated that you had been unprepared by your tertiary education so far to recognise and/or respond to situations in the classroom of a traumatic or domestic violence related nature.

- **Is this something that you wish you had been taught, or is it something that you feel is best learned on the job?**
- **Can you explain why?**

Last session we spoke about the Respectful Relationships Toolkit that is now added to the NSW Government high schools from years 7-10. You mentioned that all teachers, across all subjects, should be prepared to identify and support students exposed to trauma and domestic violence.

- **Do you feel that the toolkit should be given to teachers once teaching or that it should be available to them during their degree?**
- **Do you feel that the Respectful Relationship Toolkit could be a program that university students complete also, or could they simply learn about how to implement it as teachers?**

During my interviews with the four of you, a few key words and themes arose that I would love to explore. Can you tell me:

- **How would you define 'student wellbeing'?**
- **Why do you think [redacted] has not provided information about domestic violence or childhood trauma in your degree?**
- **Have you encountered a situation during your degree at Avondale in which you felt that trauma and/or domestic violence was misunderstood, ignored or normalised?**
- **Do you know of any documents from NSW Education Department regarding supporting and managing students with anxiety, PTSD or trauma?**
- **Do you know where you could go to learn more about these issues? If yes, where/what are they? How did you find out about it?**
- **What do you feel will be the biggest challenge for you once teaching with regards to supporting students exposed to trauma or domestic violence?**

APPENDIX H: EXAMPLE OF CODED RESPONSE FROM INTERVIEW

- **Can you share specifically a time (or times) you have encountered these situations and how you responded?**

I don't know if i have actually come across such things whilst on prac. If i have, i have never made a big deal about it and tended to not do anything about it because i do not feel like i would be able to deal with such a situation.

- **Do you feel that domestic violence behaviours are 'normalised' by schools? If so, how?**

I don't think they are normalised, but i do not think enough is done in the form of prevention for bullying. This is a method of domestic violence, but it is discouraged in schools, and more can definitely be done in prevention and harm minimisation.

You previously stated that you had been unprepared by your tertiary education so far to recognise and/or respond to situations in the classroom of a traumatic or domestic violence related nature.

- **Is this something that you wish you had been taught, or is it something that you feel is best learned on the job?**

A brief background into the handling of such things should be taught, not dwelt on, but definitely something that allows for the attainment of skills and methods to manage trauma and its effects in the classroom.

- **Can you explain why?**

IT WOULD BE GOOD TO BE PREPARED FOR EVERY DIFFERENT THING THAT WILL COME YOUR WAY AS A TEACHER, BUT THE REALITY IS IT WON'T HAPPEN

- **Can you share specifically a time (or times) you have encountered these situations and how you responded?**
    - I had a situation where I asked a male student to collect a broom and clean up. He went and got it but as he returned he responded "men don't use brooms, only women do that". I reacted swiftly and directly to the comment and made it very clear how this derogatory behaviour was not appropriate or appreciated at all. I was so firm and loud in my response that all of the students were stopped in their tracks and staring at me and the student in question. I finally stopped and gave the student a moment to respond. His face had a mystified look on it. He said "but Mr. ######## (my supervising teacher) said it first, just a second ago." This was an awkward moment as I had the teacher implicated, the student under the thumb, and now in the moment I was about to be assessed on how I managed the next move.
- **Do you feel that domestic violence behaviours are 'normalised' by schools? If so, how?**
    - Often it seems as though it is potentially normalised through the inaction of teachers to correct negative cultural behaviours.

APPENDIX I: EXAMPLE OF TRANSCRIBED INTERVIEW

Me: So how would you define childhood trauma?
Um events that have taken place in the childhood that is still affecting you today
Or resurfacing today.
Me: Mmm. And when you say affecting you today, in what ways, like how might that present?
Um, socially: so that's social anxiety or disconnection to the world that you're in or whether that's like a mental thing (so it's actually causing you to have ah mental health issues like depressions, or yeah, anything like that).
Me: Ok, awesome. And how would you define domestic violence?
Um, violence in a household between family or friends or anyone that is considered to be like part of that ah tight-knit community, that a family usually is.
Me: Ok. And when you say violence, what does that look like?
Um anything from hitting, grabbing, to more serious things. Even verbal abuse and stuff. I consider that violent.
Me: Anything else?
Um, just anything that makes you uncomfortable or worried about your own safety, to any extent. I consider it to be domestic violence.
Me: awesome. So in your subjects or units so far at [redacted], um what can you remember learning about childhood trauma and domestic violence?
Hmmmm. (Long pause). I don't really think anything, hey?! I don't really remember doing anything on it. Um, maybe there was something on it in Special Needs, but I don't know
Me: So you haven't done Marion's class yet?
No. Not yet. But nothing from what I've taken, had so far.
Me: ok. Um, so the AITSL standards (I don't expect that you'll know them all off by heart, but you know of them?)
Mmm
Me: So, do you believe that they address the issues of childhood trauma or domestic violence in any way? And if so, like, how?
Well I'm not aware to it, but I know the one that talks about knowing students and understanding their needs, I think that's one?, or understanding how they learn?
Me: Know students and how they learn.
Yeah. SO that's when things like childhood trauma would actually surface, and you'd have to be able to cater for that if you were aware of it in your classroom.
Me: Yeah
Or in your school even
Me: yeah
I wouldn't know *how* to deal with it though. So that's…
Me: SO how you're trained, currently now; so if you got a day's relief work, you wouldn't know how to?
Nup
Me: ok, awesome. Um, do, are there differences between mandatory reporting – do you know what mandatory reporting is?
Mmhmm
Me: is, are there difference between mandatory reporting and feeling prepared to identify trauma and domestic violence in the classroom. Is there a difference?
Yep. So, I think… what. So mandatory reporting is reporting something that you think could be happening or you know is happening?
Me: yeah
Um, and what was the other part?
Me: Um, just feeling prepared to identify childhood trauma and domestic violence in the classroom?
Yep. I don't know if I would be able to identify it. Maybe marks? On a kid or bruises? And then them being really weird about you. If you, "oh, what happened there?" or something and then they try to… are they making up a story or are they actually telling you blatantly. I suppose I would just report it straight away if I had instance or thought anything was actually up in a um domestic violence sense.
Me: ok. I ask that because on the survey a lot of people um when I, when the question said um "Are you prepared… do you feel prepared to identify this in the classroom?" um, a lot of people said "yes – I know about mandatory reporting".
Ok

Me: So I was just curious as to, um, do people think that they're the same thing. But you just said now that you don't believe they're the same thing?
Mandatory… So is mandatory reporting when it's confirmed? So, um, so say, um an example is so a kid's come to you and said, "Im thinking of taking my own life"
Me: yeah
So that's like you have to report that
Me: yeah
But if you have suspicion about domestic violence or childhood trauma some people might not report it, but you should because it's just as serious.
Me: yeah. So, my understanding is that um feeling prepared to report, like, legally report, is different to feeling prepared to how to identify trauma - is that what you're saying?
Yeah
Me: um. So I have here the official term of domestic violence from a government website
Mmhmm
Me: from an Australian government website. I'll just get you to read through it, um, you can read it in your head, and just tell me – do you agree with it all? Are there bits that are missing? Would you change anything? Is there something that's set out? I'm not looking for wrong answers in any way -
Yeah
Me: I'm just looking your, um, take on it.
I think it's pretty, um, encompassing – encompassing? Incorporating? (questioning if encompassing was a word)
Me: encompassing is right.
Encompassing, yeah, of all the different elements of it. So, ah, intimate partner violence it's not necessarily your family. It's anybody that is, um, you're in a relationship with or
Me: so you used the word in your 'community'
Yeah
Me: so you would say it's not just about if you're in a relationship?
Yeah I think it extends to further, so it's like if you have that deeper level of trust with that person. So whether that's like a really close friend, I would still consider that to be domestic violence
Me: ok
Cause you've earnt the trust of the other people, in a, in an intimate way. Whether that's actual romantic or not, you've… and you're going to be betraying that trust yeah with um causing fear, physical and psychological harm.
Me: mmm, yep. Ok. It says here as well, um, that it's "violent, abusive or intimidating behaviour carried out by an adult or against a former partner – do you agree with that, do you agree that it's localised to adult behaviour?
No. I definitely goes deeper than that.
Me: Can you elaborate for me?
Um, so, a maybe an older brother, or um, like a close friend that's living with you. Or um, it's just anybody – of any age – can do it. Whether they're conscious to it or not it's going to have a, a long lasting effect.
Me: ok
It's like a close friend who you feeling is bullying you and causing you those things, like fear, physical, psychological harm
Me: so you're saying anybody who you've got, a, a relationship with, that the nature is intimate, can be, can perpetuate domestic violence against you. Is that what you're saying?
Yep. I think it goes more than just your direct family unit
Me: ok
It's that, um, circle of trust, that, that larger circle of trust that you're in.
Me: ok. So underneath that on the website (*pointing to printed gov terms) they had, um, examples of what it might look like. So here you've got physical assault, sexual assault, emotional abuse, and it goes on. Um, have a read of those and tell me, do you agree with them? Do you think any are missing? Do any of them surprise you? Um, would you include something else?
Mmhmm. (*long pause while reading). I feel like it's pretty, pretty thorough. I never would have thought of financial abuse, but reading it that's definitely something that could affect you.
Me: yeah a lot of people have been surprised by that one.
I think the rest of them is, is, I sort of understand. But yeah, the financial abuse one would have been the most shocking one for me. Um, yeah damaging property- yeah I can sorta see that. I can understand that that would be one that people would be like "oh what? Someone breaking a piece of furniture?" – but it would have an effect.

APPENDIX J: DOCUMENT ANALYSIS FROM FAITH-BASED UNIVERSITY

Name of unit	Focus of unit	Addresses DV or Trauma?
EDUC23100 Introduction to Teaching	Teaching strategies, classroom management, lesson planning etc	No
EDUC30101 Professional Development: Preparation for the Workplace	Effective teaching in the contemporary workplace; effective functioning of a caring and nurturing school community; legal issues in the classroom; AITSL Standards	No. *Does address legalities of teaching and AITSL Standards*
EDUC25102 Curriculum and Pedagogical Studies	Unit plans; school placement; assessment, feedback and marking; Peer/Group teaching project	No
EDUC30105 Exploring a Philosophy of Christian Education	Christian educational philosophy; Special Character of a Christian school; personal philosophy statement	No
EDEP10000 Professional Development & Experience IA	Introduction to teaching skills (planning, strategies, observations; Introduction to AITSL Standards; Child protection (focused on teacher interaction with student and safety for students at school); Duty of care (but again, focused on classroom safety)	No. *Does address Protective care, health and safety* • *child protection* • *sick children* • *administering medications* • *immunisation* • *accidents and emergencies*
EDEP20000 Professional Development & Experience IIA	Early Childhood Focus – engagement, planning, assessing; understanding behavioural motivators; individual and group planning and assessment	No. *Does address attachment and separation emotional issues for 0-2 yr olds*
EDSP58300 Professional Development and Experience III	Explores teacher as manager of the learning environment; introduction to PBR; four main focus points - understanding individual learners, motivation, behaviour management, and learning strategies	No.
EDPP37000 Professional Development and Experience IIIA	Values of Australian Schools & Values of Adventist schools; professional experience placement; observation; Quality teaching model; classroom displays; teaching journal	No.

EDEP30000 Professional Development & Experience IIIA	Early Childhood Focus – professional placement; quality teaching framework; teaching, supporting, engaging with different cultures: Social awareness for 0-2 year olds; planning and implementing effective teaching	No.
EDUC23100 Introduction to Teaching	Essential knowledge and skills for pre-service teachers in preparation for a successful first professional teaching experience; variety of educational institutions; variety of education/social/behavioural issues in the classroom	No. *Does address school violence/bullying, gender stereotyping*
EDPP37500 & EDSP37500 Professional Development and Experience IVA	Understanding of the Graduate Teaching Standards; literacy and numeracy skills; designing a religious unit for teaching; write resume	No.
EDPP37600/EDSP37600/ EDPP58600/EDSP58600 Professional Development & Experience IVB	Professional placement; PBR assessment; honours students to complete thesis; pastoral care and welfare unit	No. *Does address issues for students that may be manifested through traumatic experiences (eating disorders, bullying, self-harm, depression etc)*
EDUC22104 Managing the Primary Classroom Environment	Understanding and implementing classroom discipline; school policies for behaviour; administration, teacher and parent roles in student management; focus on AITSL standard four: create and maintain safe and supportive learning environments	No. *Does address social and emotional development and ATISL standard 4 on safe learning environments*
EDUC23101 Managing the Secondary Classroom Environment	Effective management of secondary classroom and environment; developing students theoretical foundation aiding them to create a productive learning environment;	No. *Does address AITSL standard 4 on safe learning environments*

APPENDIX K: EXAMPLE OF RESEARCHER REFLECTIVE JOURNAL

Another day finishes with a teacher proudly reporting to me how they engaged with my daughter, implementing "tough love" to make her "stop being sad". This is a ***ing child in trauma. This is a child who every time she closes her eyes imagines her aunty running for her life with her kids, only to be violently murdered with an axe in front of them. The same community lost an amazing young man to a car accident and its ok for kids to be sad and grieving 3 months later, but its not ok for Khaira to grieve her aunty? I understand that teachers mean well; I am blessed that they want to engage with her and see her flourish. But teachers ARE NOT mental health workers. Teachers need to be aware of how to recognise trauma and how to effective engage; not recognise there are issues and then take it upon themselves to snap the child out of it.

Handing out the surveys today was so interesting. As I briefly explained the research project, many students expressed frustration and almost a sense of panic that they have not been educated on the matter. Comments like, "But are we going to be giving information on this before we graduate?" "Why have we only had information on physical trauma?" "Domestic violence needs to be talked about – will be get your results before we grad?" It was affirming to see that this is an issue that concerned my fellow teachers. It was interesting to note how many said verbally that they really didn't know much and were worried about how that might impact their future students.

Going through the surveys triggered a certain amount of frustration in me. I was not surprised by how many students said they felt unprepared, or even how many gave definitions of domestic violence that seemed quite odd. What shocked me was the number of students who claimed to be 'adequately prepared' to cope with it, but their explanation for it was knowing what mandatory reporting is, knowing about legal procedures for child safety, and how to report to their principal. Is that really being prepared? Is knowing how to report to your principal or via mandatory reporting going to help you identify someone who does not carry bruises from domestic violence, but struggles with flashbacks that are triggered by sensitive information in the school classroom? It was enough to eventually make me feel overwhelmed with anger when my fellow students were prepared to engaged with students, but could not in any way articulate how they were prepared other than how to cover their asses legally should something come to their attention. How are they going to be prepared to notice something coming to their attention in the first place? Equally as frustrating were students saying they were unaware of AITSL standards regarding trauma, yet they were aware of AITSL standards regarding safe learning environments for students exposed to trauma?! 35% of males and 44% of females stated this. What does that look like? How can you be unaware of something but aware of how to provide safety for it?

I wonder if I can be so brazen as to assume that many of my fellow students, whilst wanting to access better resources and training for this topic, are unsure or unclear about basic classroom emotional safety protocols in general. To unpack this, I felt going through the surveys and talking to fellow students after classes that many students don't actually know what is involved in basic mandatory reporting; they actually don't even know what it is, or don't know what should be reported on, or don't even know how to report. I am encouraged to see a desire to protect students better, however I am concerned that students preparing to teach next year are unsure of basic safety measures available to them for their students' and their own best interests. I wonder why we aren't taught more about how to connect or how to recognise behaviour that may be an alert for help. It bothers me that teachers that are

currently triggering and blaming my daughter for her trauma issues related to PTSD could easily be informed on how to recognise elements of student behaviour that are warning signs. At what point will this be something we take seriously in education? I was explicitly told by multiple lecturers that without relationship with students they wont learn; wouldn't established relationships with students ensure a knowledge of cries for help? Why aren't we shown more how to identify and seek help or counsel for these issues?

Writing up the questions for the interviews was a really motivating time. I enjoyed sharing with my professor the themes that I had coded from the first analysis of the surveys; they were so rich with content. I feel that the questions are going to really help me solidify themes that are emerging, enabling me to take it deeper and really begin to understand the preconceptions they have surrounding trauma and domestic violence. I feel motivated. I can't wait to explore what definitions they have, why they have them, and how they are going to interact with their students. I don't really know my respondents so it will be very interesting to learn how they perceive these topics and their approach to them.

Over the last week I have been in close communication with the school regarding the welfare of my daughter's best-friend. Following reports of violence and abuse, the school has made reports and the girl was asking to come and stay at my house. Although she shared with them violent incidences, they didn't report for three weeks. Instead they chose to see if it would settle down. When it escalated to a higher level of physical danger, then they reported. That concerns me – at what point do we say the danger isn't 'normal' and opt to report? It was so interesting to engage with members of staff regarding the safety and mental health of this student, given the extreme trauma she is currently experiencing. The most common remark was that they "just had no idea this was happening in her life; she acts so normal. I mean, she acts is quite jittery and timid often, but there was no way I would have known this was happening". It was a beautiful moment to watch the ball drop in the minds of some of her teachers; aware of how they had chosen to engage with her in the past, and aware that past behaviour may have not simply been poor decisions and laziness, but instead the incredible difficulty with which this young girl was faced to deal with. It was also a sad moment to hear back from staff that they felt that the parents had obviously been communicating a very different story that presented the girl to the school as 'trouble' and 'shameful', when really the situation was that this child was afforded no protection in her own home and lived in a constant state of hyper-arousal emotionally. This young girl turned up to our house over the weekend and I was forced by police to take her down to my LAC to have her cited and send her home. Despite pleading to stay somewhere she felt safe, and making statements to police offices, the girl was sent home, against her will, into a home in which one of the parents is not only threatening to kill her, but is also not physically assaulting her.