IN PURSUIT OF PROFESSIONAL KNOWLEDGE AND PRACTICE:

SOME EXPERIENCES OF LIFELONG LEARNING SECTOR

TRAINEE TEACHERS IN ENGLAND 2008-10.

Alison Iredale

A thesis submitted to the University of Huddersfield in partial fulfilment of the

requirements for the degree of Doctor of Philosophy

The University of Huddersfield

September 2015

Contents

List of tables

List of figures

Final word count: 91,779

Copyright statement

may be described in this thesis, may not be owned by the author and may be owned by third

parties. Such Intellectual Property Rights and Reproductions cannot and must not be made

available for use without the prior written permission of the owner(s) of the relevant

Intellectual Property Rights and/or Reproductions.

Acknowledgements

Abbreviations and key terms

7307	City and Guilds Certificate in Further and Adult Education Teaching stages 1 and 2 level 3
7407	City and Guilds Certificate in Further and Adult Education Teaching stage 1 level 4
ATLS	Associate Teacher Learning and Skills
BEC	Business Education Council
BIS	Department for Business, Innovation and Skills
BTEC	Business and Technology Education Council
Cert.Ed.	Certificate in Education
Consortium for PCET (Consortium)	Network of in-service teacher education providers for the lifelong learning sector in the UK based at the University of Huddersfield
CoP	Community of Practice
CPD	Continuing professional development
CPVE	Certificate in Pre-Vocational Education
DCFS	Department for Children, Families and Schools
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
Developing teacher	This term is used when referring to the wider development of teachers, not confined to their experiences on an ITE course.
EBP/EBT	Evidence-based practice/Evidence-based teaching
ETF	Education and Training Foundation
FE	Further Education
FEFC	Further Education Funding Council

FENTO	Further Education National Training Organisation
HE	Higher education
HEI	Higher education institution
HUDCETT	Huddersfield University Distributed Centre for Excellence in Teacher Training
IfL	Institute for Learning
In-service teacher education course	A course of ITE that is taken by teachers working in the LLS as teachers (either paid or on a voluntary basis). The mode of delivery is usually part time, and sometimes employer sponsored.
ITE	Initial teacher education, often referred to in the literature as Initial Teacher Training or Vocational Education Teacher Training – VETT (see Avis 2011)
ITELLS	Initial teacher education in the lifelong learning sector. This thesis uses the term ITE as a generic term, seeking to avoid long initialisation (see above).
ITT	Initial teacher training. This thesis uses the term ITE (see above).
Learner	A generic term used to refer to student teachers and developing teachers' own students.
LLDD	Language and Learning Difficulties and Disabilities
LLS	Lifelong learning sector
LLUK	Lifelong Learning UK
LSC	Learning and Skills Council
LSIS	Learning and Skills Improvement Service
NQF	National Qualifications Framework
PCK	Pedagogic Content Knowledge
PCET	Post-compulsory education and training
PGCE	Professional and/or Postgraduate Certificate in Education

PSHE	Personal, Social and Health Education
QTLS	Qualified Teacher Learning and Skills
Student teacher	A specific term relating to those who engage with an ITE course, and the subjects of my research.
TEC	Technician Education Council
TDLB	Training and Development Lead Body
TLRP	Transforming Learning Research Programme
TLC	Transforming Learning Cultures
TTDIT	Teachers and Trainers Diploma in Information Technology
TVEI	Technical and Vocational Education Initiative
UPS	Uniformed Public Services
VET	Vocational Education and Training
VETT	Vocational Education Teacher Training (see Avis 2011). This thesis uses the term ITE – see above.
WBL	Work-based learning
WP	Widening participation
UPS	Uniformed Public Services – a course for those wishing to enter the military or other public services such as the police or fire service.
YOPS	Youth Opportunities Programme
YTS	Youth Training Scheme

Abstract

This thesis explores the participation of student teachers during their part time in-service initial teacher education course based on the campus of a higher education institution in the North West of England. It investigates the extent to which initial teacher education prepares teachers as professional practitioners in the lifelong learning sector. The research was conducted in a university campus forming part of a higher education institution, using a qualitative, reflexive methodology. The data is derived from naturally-occurring class discussions, a range of course-related artefacts and semi-structured interviews with participants. The fieldwork took place in during the period 2008-2010.

The participation of student teachers is examined within the context of work-based learning (WBL) in the lifelong learning sector (LLS), drawing upon the work of John Dewey and a Bourdieusian concept of *habitus.* The study broadly contributes to debates about the nature of professional knowledge and practice in work based learning. The literature review presents a picture of a sector struggling to define itself and of initial teacher education (the focus of the research) buffeted by external regulation and control. It concludes that restrictive notions of confidence, a contested notion of what constitutes excellence, and routinised practices restrict and constrain the participation, experiences and development of teachers.

The data suggests that participants experienced funnelled and routinised practices, resulting not only from initial teacher education curricula, but also from evidence-based practices and workplace regulation. It argues that time and space are crucial elements of the development of professional knowledge and practice, recommending that both the teacher education curricula and the workplace should work more closely to inculcate the processes and practices of an expansive educational experience for developing teachers.

Chapter 1 – Introduction

This research is concerned broadly with contributing to the debates surrounding the relationship between professional knowledge and practice in the context of initial teacher education in the lifelong learning sector. It was conducted over a two-year period between 2008-10 with two groups of student teachers (36 in total) who were participating in an in-service Professional Graduate and Postgraduate/Certificate in Education course (PGCE/Cert.Ed.).

More specifically it arises out of a gradual realisation of the impact of initial teacher education on the developing teacher, and as a consequence my contribution as a teacher educator. The sets of assumptions that I held about what constitutes an educationally desirable ITE experience for my student teachers became disrupted by my increasing propositional knowledge about teaching, education, participation, work based learning and educational theory. At a macro level the teacher education curricula and the LLS workplace were, and still are, facing interest and scrutiny by policy makers, inspection regimes and a range of professional bodies (for example the former Institute for Learning). At a more local level the role of ITE and the workplace in the development of teachers' professional knowledge and practice is central to this thesis. It is intended as a contribution to new and existing knowledge about what constitutes professional knowledge and practice for student teachers in the LLS.

This chapter sets the scene for the study, starting with the context for the study in terms of a personal biography, the policy landscape prevailing at the time of the research, and the context for learning. This is followed by the aim, justification and focus. Three research questions are proposed, from which to frame the literature review, methodology, data collection and analysis. A brief outline of the methodological basis for the research prepares

the ground for a discussion regarding significance and theoretical perspective. This thesis is highly situated and reflexive, requiring an early discussion about terms and terminology, particularly as so much of the theoretical and policy discourse is poorly defined and contested (Lucas et al. 2012). Finally the chapter ends with an outline of the structure of the thesis.

1.1 Context

This section considers three overlapping contexts for this study. The first relates to my own biography. This is not to promote an autobiographical stance (Quinn 2003), but to acknowledge that my own journey is linked to that of my student teachers and the thesis more generally. Two further contexts are introduced, one of which is the policy landscape of the LLS, and the second is the historical and current context for learning for student teachers in the LLS. The location of the study is a higher education campus of a University based in the North of England. The setting is, in the main, my own classroom where student teachers meet once per week to participate in an in-service teacher education programme. This leads to one of two qualifications depending on their previous level of educational achievement, either a Certificate in Education (Cert.Ed.) or a Post Graduate Certificate in Education (PGCE).

1.1.1 Personal biography – the practitioner researcher

This thesis is an inquiry into the pursuit of professional knowledge and practice. The starting point for this thesis is the need to understand the nature of participation for student teachers in the Lifelong Learning Sector (LLS) and its relationship with my role as a teacher educator. This came about as I took responsibility for the inculcation of the processes and products of an initial teacher education (ITE) curriculum. I noticed differences in the ways that I had gained my own professional knowledge and practice compared to that of my student teachers and felt that an inquiry into the phenomena would leader to a better

understanding of the nature of participation for my student teachers, provide a situated account of the context and contribute more widely to new knowledge surrounding the development of professional knowledge and practice.

My own personal and professional journey into teacher education began in 1979, just as the UK was emerging from an economic recession. My first job was as a staff manager, responsible for the recruitment and operational training of retail staff for a Supermarket Company based in West Yorkshire. Most of the trainee managers at that time (1979-1984) employed by the company were typically those who had failed to gain the requisite qualifications that would have propelled them into a sixth form college.

Later in my career and during my time working in colleges I supported young people to find employment in retailing and allied occupations. For these young people (as they invariably were) the Youth Opportunities Programme (YOP), replaced by the Youth Training Scheme (YTS), the Technical and Vocational Education Initiative (TVEI), the Certificate in Pre-Vocational Education (CPVE) and the burgeoning Business Education Council/Business and Technician [later Technology] Education Council (BEC/BTEC) became their base currency and source of cultural, social and economic capital. The exchange rate for this currency was not pegged to that of the more traditional education and training programmes such as GCE A levels and large company-operated training schemes. Several interlinking points can be made with regard to the status of vocational qualifications. Firstly, Fisher (1990) argued that Higher Education Institution (HEI) admissions tutors and employers doubted the equivalency of vocational qualifications in terms of level and rigour. Fisher (1990: 14) charted a number of responses from admissions tutors to students seeking to enter higher education (HE) with a BTEC qualification. He argued that:

> Many of the negative views expressed are likely to be based on opposition to the BTEC student-centred approach to learning based on practical situations. In other

words, there appears to be a perceived conflict between traditional highly theoretical approaches to learning and the empiricism of BTEC. (Fisher 1990: 14)

Secondly, Burns and Finnigan (2003), commenting on widening participation (WP) policies during the 1990s, noted the increase in young and mature people entering university with alternative courses to GCE A levels (such as Access to Higher Education courses); nevertheless, they too argued that substitute qualifications served to pathologise working class non-traditional students in what was then still largely an elitist HE system. More recently Biesta (2012) raised the notion of 'learnification' where constructivist approaches to learning have caused, in his view, the disappearance of the teacher and teaching (Biesta, 2012: 37). Finally Smith (2006) commenting on the rise of 'knowingness' in education states that

> In Further Education students are encouraged to identify their own personal learning style – kinaesthetic, inter-personal, linguistic, iconic – with the result that it appears to be possible for them to know themselves as learners before they have yet come to learning anything: a remarkable achievement (2006: 23)

Perhaps the negative views from HEI admissions tutors about BTEC reflected the dichotomy of the time that has now emerged into a discussion about the marginalisation of teaching.

During my career in retailing, I managed the training and development of staff, either 'on the job' while working and/or via day release at local further education (then called technical) colleges. Some students attended the local FE college, and through my connections with the teaching staff I was asked on several occasions to support their vocational courses by offering opportunities for 'mock' interviews. I was given the chance to teach part time on a unit from a level 2 Business Studies course. However, while these experiences gave me the impetus to consider a different career path, I was keen to be 'trained to teach' rather than enter a classroom without what Shulman (1986) refers to as pedagogic content knowledge (PCK).

Following a career break I completed a Certificate in Education in Further Education (Cert.Ed.). The content of this course was largely based upon three disciplines, philosophy, psychology and sociology, with a strong element of technical, skills-based training in a placement setting. According to Hayes (2003: 34) the curriculum had not at that time submitted to the 'commodification and control of knowledge', but there was a strong interest in humanist learning theory as I recall, and little, if any, concern with reflective practice.

I returned to work in training and development at my former workplace on completion of the Cert.Ed. I recall vowing never to work in a college, such was my dismay regarding what I considered to be the dominance of 'staffroom politics' over discussions about pedagogy. While at home caring for my children I secured several private consultancy contracts, started a business and maintained short-term contracts for a range of learning providers, including the college that I had eschewed so forcefully. Over time these contracts became longer, and more substantially, located in further education (FE) colleges. Noel (2006) reviews the literature on recruitment into FE, citing Rothwell (2002) who relates a particularly pertinent vignette:

> There simply isn't time at the beginning of term to go through recruitment procedures. I need someone to stand in front of a class and if a colleague can recommend someone to me and they seem ok that's fine. (Rothwell 2002: 371)

While caring for my first child I enrolled on a beginner information technology class (CLAIT) at my local FE college, to improve my word processing skills. I was already interested in computers through my Cert.Ed. course, and owned one of the first wave of word processors – more like an electronic typewriter than a programmable computer. During the course my tutor learned about my background in retailing, and that I had a teaching qualification. She referred me to her manager who gave me some part-time teaching in her department.

My entry into teacher education followed similar lines, where my IT skills were noted by a colleague who was looking for someone to teach a newly developed course entitled Teaching and Training Diploma in Information Technology (TTDIT), awarded by the Oxford, Cambridge & RSA Examinations (UK) board (OCR). The course was aimed at tutors and trainers teaching IT related subjects, both in schools and FE. I had enrolled on the first cohort of this course, taught by a colleague, but failed to complete the assessments.

As I recall I lost interest in both the subject matter and the regularity of what I judged to be mundane, irrelevant assignments. Despite this I was given a Teachers and Trainers Diploma in Information Technology (TTDIT) course to teach and left to my own devices to make sense of the previous tutor's sparse resources and plans. At no time was I asked to provide evidence of my effectiveness as a teacher, either pedagogically or in relation to the subject matter. In fact, as a part-time teacher until this time, I had never been given an induction nor had I attended staff development sessions and, perhaps of more concern, had never been observed teaching a class. As far as I was aware nobody had monitored the levels of attainment and achievement of my students. Perhaps they had, and this was the reason that I continued to receive contracts to teach. In any event my line manager never appraised my performance in the classroom nor the attainment of my students.

I continued to teach this course for three years, adding a level 3 City and Guilds 7307 Certificate in Further and Adult Education Teaching course to my timetable. This was a threshold level qualification into teaching and was great fun to teach due to the broadly interpretive curriculum, the scope for tangential discussions and the range and diversity of the students, some of whom would progress to the Certificate in Education at the same college. I can only assume that my managers and senior colleagues saw in me the qualities identified by Noel (2006), although none of these were formulated into a person

specification. Certainly there was what Noel terms a 'circumvention of formal recruitment and selection procedures' (2006: 12) in my journey into teacher education.

I am not certain that I would have developed so securely as a teacher educator if I had been 'appropriately selected' rather than being in the right place at the right time and subject to informal referral processes. Would I have possessed the requisite attributes to be successful at a formal recruitment process? I doubt it, as I lacked two essential pre-requisites during my apprenticeship to teacher education. One was an honours degree. As with many of my students on the TTDIT and the 7307, this credential was missing from my Curriculum Vitae. The second, as a result of the first, was the lack of high-level disciplinary knowledge. It could be said that my back-story is an example of the 'unpredictable and organic growth of ideas and practices with no clear or definable structure' (Gale 2003: 168). During my 'aimless wanderings' (Gale 2003: 170) I both responded to and re-constituted the territory of which I was a part and as a consequence my journey as a teacher developed through the confidence of being grounded in and surrounded by my practical experience.

The benefit of this long, haphazard apprenticeship in the pursuit of my professional knowledge and practice is that I possess a wide repertoire of teaching and training strategies and activities, with stories that I share with my student teachers through the construction of my lessons and during tutorial conversations. The sort of professional knowledge that I describe here is knowledge that is grounded in inferences, experiences and beliefs and the testimony of others (Audi 1998). Furthermore my experiences have formed my professional practice, and this too is grounded in my professional knowledge. Audi describes this as 'foundational beliefs anchored in the bedrock of experience and reason' (1998: 331). In this respect the development of my professional knowledge has not been restricted by what Ball (2003: 216) calls 'policy technologies', but rather it has been 'constructed and contested', leading to new understanding and practice (Gale 2003: 168).

I have found, over the years, a kinship with many of my student teachers' journeys. My research questions derive first of all from noticing these phenomena, and more recently from my attempts to broaden their constituent knowledge and contingent practices. I have also noticed that the range of ideas and theories that I share with my student teachers fail to find purchase within their responses to assignments. Ecclestone (2002: 154) suggests that this may be because students engaged in learning vocational subjects (including ITE for the LLS) have 'strong views about "relevance" and "usefulness" combined with aversion to difficult subjects'. Edwards (2010) argues that student teachers lack epistemic curiosity because of the demanding nature of the cognitive environment and the generic nature of ITT LLS. Avis further suggests that the preference for 'processual models of curriculum' (2009: 148), that is curriculum that is focused upon knowledge construction through solving problems in the workplace, derives from 'a move toward genericism', meaning that 'the potential insights drawn from these curricular models become increasingly circumscribed as both become tied to an economic and indeed capitalist logic (2009: 149).

In a similar way my place as a practitioner researcher, following from my biography above, flows from what Kemmis terms 'an emerging tradition of researching practice from within practice traditions' (Kemmis 2012: 885). Hillier and Morris (2010) note that teachers as researchers are more commonly found in the schools sector, formed from a tradition of action research and knowledge generated from situational understanding. They point to the (recently revoked) continuing professional development (CPD) requirement for LLS staff, and a wealth of funding opportunities which ought to generate research, but note that in many cases the nature of the research is 'disconnected' compared to that being generated in the nursing profession (Hillier and Morris 2010: 91). They also question the ability of staff to conduct research in a sustainable way during periods of continuing change in the LLS, arguing that:

> Research therefore needs to be designed appropriately but also needs to be undertaken where intervention and origination of targets and goals is not a political- but a sector-led endeavour. (Hillier and Morris 2010: 99)

My practice tradition is that of the LLS, with my antecedents (that is my theoretical and pedagogical reference points) being John Dewey (1859-1952), Jerome Bruner, David Kolb, Pierre Bourdieu (1930-2002) and Paulo Freire (1921-1997). I have both researched into my professional practice and developed my own professional knowledge throughout this thesis. For Kemmis, practice traditions are 'embedded in practice architectures that give meaning, comprehensibility, productiveness and solidarity for those involved' (Kemmis, 2012: 886). My practice architecture concerns ITE, policy discourse and regulation and the workplace that forms the specific aspects of participation for my student teachers. These structures and spaces are interdependent and situated as 'webs of practice' (Kemmis, 2012: 888). I began, in writing this thesis therefore, an active process of problematisation (Gale 2003: 166) and 'local sense making' (Sfard 1998: 12).

1.1.2 Professional and policy context

The period of this thesis is characterised by an economic downturn not dissimilar to the one that I faced when I embarked on my own teaching and training career. Both New Labour and the current coalition government have looked towards the field of education and learning to lead the country out of the recession. They have questioned the value of post-compulsory formal education (Foster 2005; Wolf 2011), and set expectations of the workplace as a panacea for the perceived disfunctionality of both the compulsory school system and the post-compulsory education and training (PCET) sector (Crawley 2012). When a sector is described at one and the same time (sometimes in the same policy document) as FE, the FE system, the lifelong learning sector and the learning and skills sector, it is not surprising that successive governments cannot decide in which department it belongs. In the case of New Labour, according to Hayes (2003) this apparent lack of direction was evidence of a

government experiment in gaining a new constituency via the rhetoric of 'professionalism' (2003: 30). Accruing from this rhetoric is the process of policy making, which Hillier describes as

> not necessarily rational, particularly when people supporting an issue may have vested interests or strong beliefs and often, groups of people will disagree about what an issue is in the first place! (Hillier 2012: 32)

Even when policy is implemented in the LLS, according to Hillier (2006: 17), it is likely that it will fail to find purchase as it becomes 'watered down' through resistance, accommodation, over compliance or reflexivity.

During my teaching career of over 20 years, the sector has languished under the Department for Education and Employment (DfEE), replaced by the Department for Education and Skills (DfES), which was then split in two and replaced by the Department for Innovation, Skills and Universities (DIUS) and the Department for Children, Families and Schools (DCFS). Now it resides in the Department for Education (DfE) with a Parliamentary Under Secretary of State who works jointly with the Department for Business, Innovation and Skills (BIS).

Orr (2009: 88) charts a similar progress for funding and standards in the sector:

> In addition, the Further Education Funding Council (FEFC), replaced by the Learning and Skills Council (LSC), which currently funds FE, have both been significant; as was FENTO, replaced by Lifelong Learning UK (LLUK), the body responsible for the professional development of staff in FE. There is also the nominally independent but presently government-financed professional body for teaching staff in FE, the Institute for Learning (IfL), whose website (IfL 2008) helpfully contains 250 acronyms used in the sector.

Gale (2003) provides a summary of the shift in the focus of ITE from an educative to a technocratic model. He charts the introduction of funding bodies (FEFC, LSC) and standards bodies (Further Education National Training Organisation – FENTO), whose purpose was to improve the quality of teaching and learning.

In relation to the professionalisation of teachers, several government publications have

attempted to engage with the topic. Following the Kennedy report (1997) and after the

Green Paper *The Learning Age* in 1998 (DfEE 1998), the new Labour Government introduced

regulations for teachers in FE, requiring all new FE teachers to have a teaching qualification

endorsed by a national set of standards (Lucas et al. 2012). In *The Learning Age: Renaissance*

for a New Britain, the Green Paper sets out a range of principles to build the 'Learning Age',

one of which was:

> *Achieving world-class standards and value for money* by:
> - better management, target-setting and improved quality assurance; and
> - making sure that teaching meets the highest professional standards. (DfES 2001)

The dominant discourse illustrated by the Green Paper appeared to be that of teaching

functioning to serve the market rather than social justice (Gale 2003). The government was

keen to create new ways for adults to learn, using the affordances of new technology (Hillier

2006). When reflecting on comments from the Minister of State for Higher Education in

2000 on her own experience of attending university, Gale observes that 'The responsibility

for learning (or lack of it), in her case lies with the teacher not the learner' (2003: 19).

Apart from specifying the length of time within which new teachers needed to have gained

or begun a recognised ITE qualification, detail appeared sketchy, and it was left for a

discussion document – *Success For All: Reforming Further Education and Training* – to

acknowledge the neglect of the workforce. The document observed the 'unhealthy' levels of

casualisation and lack of opportunities for CPD and occupational updating (DfES 2002: 5).

The Government's success criteria included a workforce with higher-level skills and the

reduction of skills shortages. Four goals were proposed, two of which pertain to

professionalisation of the teaching workforce. In particular the document signalled a major

programme of training and professional development for teachers and trainers and what

was to become a set of Standards Unit resources to enable teachers to use proven teaching

methods appropriate for a number of subject areas (DfES 2002).

Momentum gathered following a critical report on ITE for further education teachers by Ofsted in 2003 (Lucas et al. 2012), and two further reports by the DfES in 2004 and 2006. All this culminated in further regulations for teachers in further education (DIUS 2007). The Workforce Strategy for the Further Education Sector in England, 2007-2012 (DIUS 2008) set out its aim that 'Staff need to be supported through initial training and qualifications, induction and professional formation to achieve professional status' (2008: 12). According to Noel (2009: 1) the consequence for ITE provision was 'fewer people with significant teaching experience and a greater proportion of people very new to teaching'.

Since the introduction of the 2007 regulations there is evidence that 80 per cent of teaching staff have a recognised teaching qualification, or are undergoing training (Crawley 2012). This compares to 40 per cent in 1997 (Lucas 2004). It would be a reasonable assumption from all these developments that a period of consolidation might follow, allowing the impact of the regulations to benefit the sector in terms of improvements in professionalisation. However, a government change in May 2010 resulted in a further review of ITE for further education teachers in the form of two reports on the professionalisation of teachers (Lingfield 2012; BIS 2012a).

While Lingfield (2012) acknowledged the low levels of employer support for the teaching workforce, far from celebrating the rise in the take-up of qualifications made through regulation, the report called for a removal of the Further Education Workforce Regulations (DIUS 2007). ITE awaits a new set of qualifications, most of which are likely to be so similar to the existing ones that it is fair to say on past evidence (Lucas 2004) that higher education institution (HEI) and awarding body revisions to course specifications may not be significant.

1.1.3 Context of learning for student teachers in the LLS

Student teachers in the LLS learn both in the classroom and the workplace. This section outlines the nature of work-based learning (WBL) for in-service student teachers, as a pre-

cursor to a wider discussion about knowledge. In discussing the workplace as a context for learning it is helpful to consider Sfard's work on the participation and acquisition metaphors for learning (Sfard 1998). WBL prepares the workforce for the skills required for participation in the workplace community while at the same time validating skills-based learning through the acquisition of transferable credentials in order to provide a return on investment. Sfard's work (1998) echoes the dilemma for educational researchers and practitioners, as these two metaphors for learning seem to clash with established thinking about learning. The acquisition metaphor provides much of the dominant discourse of both traditional educational research and policy documents related to the formation and development of LLS teaching standards (Clow 2005). The participation metaphor, on the other hand, has begun to percolate through the discourse of reflective practice, communities of practice (CoPs), experiential learning and social constructivism (Schön 1983; Ottesen 2007; Biesta 2012). Kolb argued that both the cognitive and behaviourist approaches to learning assume a causal, rationalist connection between acquisition and outcome, whereas he defines learning as 'the process by which knowledge is created through the transformation of experience' (Kolb 1984: 38). Simply put, Sfard notes the use of the noun 'knowledge' in most of the established literature, and the verb 'know' in more recent and emerging literature. Finally in her conclusion she provides a theoretical perspective as she states:

> As researchers we seem to be doomed to living in a reality constructed from a variety of metaphors. We have to accept that the metaphors that we use while theorizing may be good enough to fit small areas, but none of them suffice to cover the entire field. In other words we must learn to satisfy ourselves with only local sense making. (1998: 12)

Other authors writing about WBL (Beckett and Hager 2003; Hager and Hodkinson 2009; Gibbs and Garnett 2007) frame notions of praxis, rather than the theoretical (logos) dimension (Papastephanou 2013), as a preface to debates surrounding learning in the workplace. Aristotle defined praxis as virtuous activity towards a goal (Aristotle 1934), but as

Hayes (2003) points out, it is more of a political rather than academic concept in that the potential for social change through critical self-reflection paints both student teacher and teacher educator as radical transformers.

At the heart of an experiential and participative approach to learning is the contested notion of knowledge in terms of what it is, how it is derived and how it functions to support learning. The following section provides a short summary of the four main established conceptions of knowledge, starting chronologically with Aristotle, and then moving on to Descartes, Kant and Locke.

1.1.4 Knowledge

> All teaching and all intellectual learning come about from already existing knowledge (Aristotle 1984 71a1-71a11)

From an Aristotelian perspective, to have knowledge requires something that is knowable (1984 7b23-7b34); therefore for Aristotle knowledge, and the experience derived from knowledge, are relational, being both knowledge *of* something and knowledge in relation to something else (1984 6a37-6b11). According to Aristotle the substance of knowledge is certain, otherwise it is supposition, open to interpretation and argument (8a37-8b15). It is derived from experience and is an inductive, inferential activity designed to form axioms and scientific principles that are then capable of being deduced. Aristotle argued that there are three parts to knowledge: theoretical, practical and productive. Theoretical knowledge is the pursuit of a metaphysical understanding of the world for its own sake; practical knowledge seeks to apply what is known in specific contexts and situations; and productive knowledge takes an idea and turns it into something useful (Grundy 1987). In terms of current and emerging thinking about WBL the emphasis has been on practical and productive knowledge, particularly with regard to new forms of knowledge working (Loo 2013).

René Descartes also argued that knowledge is certain and objective. It cannot be doubted and is always axiomatic in that it forms from the process of deductive reasoning based upon absolute truth. Conversely, Hume (1999) allows for an expansive definition of knowledge, ranging from impressions to ideas formed either out of copies of impressions (simple ideas) or combined, relational, sense making or reflection making (complex) ideas.

Immanuel Kant (1996) considered knowledge differently again, explaining that knowledge is related to but not always derived from experience. For it to be intelligible it must form structures and conform to objective, real things, not just ideas. The transcendental nature of knowledge requires that we construct our reality from our ideas about the world, not just from our direct experience; as Kant says 'all knowledge which is occupied not so much with objects as with the mode of our knowledge of objects in so far as this mode of knowledge is to be possible *a priori*'. (Kant 1996: 16). John Locke (1995) takes us further by acknowledging the previous conceptions and organising knowledge into three kinds: intuitive, demonstrative and sensitive. The first two are certain, whereas sensitive knowledge refers to things external to our direct experience that must be tested or trusted. It may be the case that sensitive knowledge, as defined by Hume, could also be a sort of tacit knowledge (Polanyi 1967) that is different than propositional knowledge, in that, as Polanyi stated, 'we can know more than we can tell' (1967: 4). Where knowledge is tacit, its exchange value depends upon the scarcity of the holders of that knowledge, and their capacity to 'engage freely in the critical resolution of everyday problems' (Fisher and Webb 2006: 169). This has implications for the participants in this study.

The capacity of knowledge to be derived from pure thought independently of sense experience is still contested by philosophers and scientists, so a resolution will not be found at this stage in this thesis. Rather, the two opposing debates between naive or scientific realism (found in the review of the literature surrounding Evidence Based Practice) and

inductive reference through grounded analysis and local sense making form parameters with which to frame the nature and processes of professional knowledge and practice for developing teachers. The literature surrounding the relationship between knowledge and learning in the workplace will be reviewed in chapter 2.

1.2. Aim

This thesis aims to investigate the extent to which ITE prepares teachers as professional practitioners in the LLS. The research reviews policy and curriculum discourse and analyses student teachers' lived experiences (Bathmaker 1999; Avis and Bathmaker 2004) to challenge the level and nature of articulation between ITE and the LLS work place. The aim is to develop an understanding of the nature of participation for student teachers in ITE. It is an exploration and examination of the shared spaces (Rowland 2003) and discourses between ITE and student teachers' professional practice, claiming both as a legitimate subject for practitioner-based research.

I argue that conflicting agents, discourses and vested interests mediate ITE. One example of this derives from Hayes' (2003) discussion where he charts the history of professionalism as a topic in ITE curricula. From a time of no reference to professionalism at all in set texts in the early 1990s, minimal and confused references begin to appear from 2000 onwards, yet from his standpoint these generally neglect the 'contemporary political context' (Hayes 2003: 31). Another example is the structural discourse surrounding regulatory frameworks and policy documents which appear to act as sets of parameters around teacher education curricula. These agents and agencies are brought into the thesis, along with my personal biography, as a means of observing and exploring the extent to which ITE prepares teachers as professional practitioners in what I propose is increasingly seen as a ready-made world (Ottesen 2007) for the developing teacher. I suggest that the heavily regulated nature of the

LLS appears to problematise the student, and increasingly limits student teachers (Ellis 2010), resulting in the adoption of routinised or safe practices. I propose, following Bathmaker (1999), that doubt and uncertainty, time and space are part and parcel of the development of 'professionals who it could be argued have a wider, critical understanding of the context in which they are working' (Bathmaker 1999: 190). The research builds upon existing literature in order to understand the nature of participation and the development of professional knowledge and practice. It is hoped that the findings and conclusions will be of value to ITE practitioners and researchers in the field.

1.3 Justification

The choice of this topic as a focus of research is based upon a gradual realisation of the tensions faced by my student teachers as they develop their professional knowledge and practice. This process could be defined as the development of praxis, defined by Kemmis (2012: 894) thus:

> 'Educational Praxis', therefore, may be understood in two ways: first as educational action that is morally committed and informed by tradition in a field ('right conduct'), and second, as 'history making educational action'.

For Kemmis, praxis is practice as experienced from within by the participants. This definition will become central to the overall understanding of the nature of participation, particularly as so much of the journey of a developing teacher could be seen as regulated by external audit and inspection. Kemmis invokes both Aristotle and Marx in his definition, where one aim (after Aristotle) is moral good – both individual and public – and the other aim (after Marx) is history making social action. This resonates with the philosophical and reflexive turns of the thesis, as it involves my own emerging understanding of my journey as a teacher educator. I am both informed and transformed by my work with student teachers, using my expertise and knowledge for my own development and theirs. At the same time my actions are social and historical; they emerge from and are a function of the 'practice tradition' of

teacher education. This does not mean, however, that in writing about my journey I am claiming a justification for my experience as data. It is more that the reflexivity allows me to bring my experience and biography to bear on my knowledge construction in this thesis (Quinn 2003: 76). I seek to understand rather than to predict, commensurate with a qualitative, reflexive stance (Denzin 2009).

When I refer to 'tradition' in teacher education, I am also conscious that I may bring to mind the right-wing discourse of 'chalk and talk' prevalent in the time of Prime Minister John Major (1990 to 1997) and more recently emanating from the Conservative-dominated Department for Education. According to Halpin et al. (2000), use of the word tradition in educational policy discourse at that time was never defined, expected instead to be commonly understood by those reading the 'back to basics' rhetoric as a nostalgic return to 'old fashioned' values, whatever these are. Halpin et al. (2000) prefer Hobsbawm's definition, seeing tradition as:

> particular sets of practices or embodiments of practice that seek to inculcate certain values and norms [and which] … attempt to establish continuity with a suitable historic past. (Hobsbawm 1983: 1)

The functions of traditional practices, according to Halpin et al. (2000), serve to both legitimise and reassure practitioners in the exercise of power:

> binding people together, giving rise to certain routinised social practices that are mostly taken for granted and which facilitate a relatively effortless reproduction and maintenance of the past in the present. (2000: 135)

Here, and for the purpose of this thesis, tradition refers more to a constituent set of practices akin to Kemmis's use of the term 'practice tradition' (Kemmis 2012). The significance of the term 'practice tradition' will emerge through the work, as I take up my research questions. I aim, following Halpin et al. (2000), for a fuller account of pedagogic change in relation to tradition.

I became aware during my work as a teacher educator that the course syllabus increasingly failed to align with workplace practices in three specific respects. Firstly, I noticed that the vocabulary I regularly used in my classes was relatively unknown to my student teachers. Words such as curriculum, pedagogy, formative, summative, evaluation and reflection appeared to find little purchase in their professional lexicon, despite many of them completing a previous teaching course (at level 3) and having considerable teaching experience before enrolling on the Certificate in Education (Cert.Ed.) or Professional Graduate/Postgraduate Certificate in Education (PGCE). Secondly, I began to appreciate the restricted nature of their teaching situations, bounded by the revised Common Inspection Framework (Ofsted 2009) and what was considered a good or outstanding lesson. Thirdly, I found that a limited understanding of educational theory compounded by restricted classroom practices seemed to result in thin group discussions in class and funnelled teaching repertoires. I found as a consequence that my adoption of a developmental model of theory (Thomas 2011) - that is the use of theory as a way to think about practice - conflicted with the student teachers' apparent desire to be provided with general principles and generalised propositions.

A teacher education colleague conducted research using my students as part of her doctoral thesis (Edwards, 2010) in 2005-2006. Her initial findings pointed to limitations in intellectual thinking, critical questioning techniques and epistemic curiosity from student teachers when working in groups in my sessions. As I followed her research journey, reading her proofs and commenting on her findings, I noted the implied criticism of my own teaching practices (an absence of theoretically challenging learning material, for example). If I were to continue to treat the syllabus as a set of tasks to be completed, then my complicity in the process of techno-rationalist teacher development (Bathmaker 1999) might serve to exacerbate the problem as I saw it. Although I felt that I was supporting the groups in the way that I

structured my lessons based upon experiential learning theory (Dewey 1963; Kolb 1984) and by scaffolding learning following the work of Ausubel (1978) and Bruner (Wood et al. 1976), perhaps I was simply failing to mediate the development of professional knowledge and practice. Hirst and Peters discuss the circular problem for what they term the 'progressive conception of education' (Hirst and Peters 1970: 31), in that an educational experience based upon growth, autonomy, self-determination and democracy requires students with the necessary skills and knowledge to master criticality and creativity. My efforts to provide thinking space in class to promote reflective practice were frustrated then by a lack of what Thomas terms 'practical theorisation' (Thomas 2011: 2). Biesta (2012) too highlights the problem faced by an educational process that favours constructivist approaches to learning above teaching. In my facilitative approach I may have eroded the content, purpose and relationships of education, allowing it to function in support of 'pre-specified "learning outcomes" or pre-defined identities"' (ibid: 35).

More worryingly, I increasingly observed my student teachers teaching lessons (that would have been considered good or outstanding by Ofsted and internal inspection regimes) that limited the capacities of their own learners to think critically about ideas and topics learned during their sessions. In summary, their own students appeared active but often uninspired by their classes.

I must acknowledge, however, the charge of 'verbal radicalism without any social consequences' (Hayes 2003: 38) inherent in my ethical position surrounding participation for my student teachers. In making my classroom a space for dialogue and critical appreciation, I may be imposing my practice tradition upon my student teachers without understanding the political consequences of their own development of praxis. After reading Fejes and Nicoll's work (2008), I began to wonder if I had become an example of a 'vector of power' in my classroom. I experienced the curriculum as a tool of power when I faced student teachers in

plain 'revolt' following being asked to engage with theory. It did not seem to matter whether

or how much I contextualised, embedded or offered practical applications of theory, I began

to feel that I, not my students 'owned' the knowledge, and by extension the apparatus of

power in the form of the course and the curriculum, certainly at the beginning of a course of

study. Some students appeared then to object to its very 'materiality as an instrument and

vector of power' (Foucault 1977: 30), regardless of whether it may or may not be good for

them in their pursuit of praxis. Foucault puts it thus:

> Every educational system is a political means of maintaining or of modifying the
> appropriation of discourse, with the knowledge and the powers it carries with it.
> (Foucault 1996: 351)

Nicoll and Fejes take up this argument as they consider the 'will to knowledge' (2011: 1)

rather than the will to learn that underpins the discourse of lifelong learning, particularly

that situated in the workplace. An extract from field notes from research into adult learners'

identities (Zackrisson and Assarsson 2008) particularly alarmed me about the way that I

exercised power in the classroom.

> FRIDA (ADULT LEARNER): But, those programmes you talked about ... and read
> everything, when am I supposed to do such things?
>
> BOEL (TEACHER): Well, everything is not scheduled. You have to use your spare time
> and do this outside the lessons. But you don't have to just sit in front of the TV or
> radio, or buy every newspaper. You find a lot of newspapers in the library and you
> can do your laundry when watching telly! Or listen to the radio when driving your
> car...
>
> FRIDA: But those kinds of programmes, I never watch them!
>
> BOEL: Well, you know you can learn from such things too. We are all in the powerful
> hands of the media, and as a former journalist I know that you don't problematise,
> you just go for it to keep up to the deadline.
>
> FRIDA: I watch other channels and other programmes and will continue doing that!
> Not these boring documentaries.
>
> BOEL: Well, it's your own choice, but it's a main part of this course. To pass you have
> to do all these tasks. But, but ... social sciences is about knowing and understanding.
> That's how you as a member of society can have some influence. We are just
> overwhelmed by information and sometimes it affects us directly. Then the first step
> is always to find out if the information is true. (Zackrisson and Assarsson, 2008: 119)

Their analysis of this extract suggested that the teacher, in deciding what counts as knowledge, constructed the adult learner as interested in what was deemed valuable by the teacher, absorbed into a community that subscribed to the values of rights and responsibilities, and who was independently responsible and compliant in the submission of work to deadline.

> Thus, a quite specific active learning subject was produced as that which is appropriate, engaging with knowledge of particular form in a particular way and with specific responsibilities and ways of behaving. (Zackrisson and Assarsson 2008: 120)

On reflection I could recall several similar interactions over the period of my teaching career, leading to an uncomfortable truth about the dynamics of power in my classroom. I reflected on my own experience as a developing teacher, comparing it to that of my student teachers, and this led me to make assumptions about their capacity to relate theory to practice. Some of these assumptions began to affect my ability to support their development during the course, hence the decision to focus on learner participation as a research topic. Furthermore the position that I decided to take as a researcher, located in my teacher education classroom, my students as participants, and the subsequent data analysis began to bind me to the research in such a way that I needed to acknowledge my interpretive stance and its relationship to the findings and conclusions deriving from the analysis. My insiderness (Labaree 2002: 100) created a dilemma for the conduct of the research in that I became at one and the same time an observer, participator and mediating agent, resulting in limitations to objectivity. However, the challenge was to reconcile the interpretive nature of the research by constituting meanings from the research environment through reflection on my positionality throughout.

1.4 Focus

The research questions focus on the relationship between student teachers, the workplace and the ITE curriculum. An iterative reflexive methodology supports the development of an account of the lived experiences of a sample of student teachers.

1.5 Research questions

This thesis aims to respond to three questions.

a. How does participation in initial teacher education (ITE) impact on student teachers' developing professional practice?

b. How well does the current ITE curriculum serve the pursuit of professional knowledge and practice for developing teachers in the workplace?

c. What changes should be made within ITE to better support developing teachers as they develop their professional knowledge and practice?

It provides recommendations and suggestions for future research and curriculum change.

1.6 Methodology

This study is conducted using qualitative practitioner research. Through an iterative analysis of the data (Srivastava and Hopwood 2009), I seek to understand and interpret the lived experiences of my participants. More broadly it sits within the interpretivist paradigm, which has a significant bearing on my choice of data collection methods. On a small but significant point, I have used the word 'collection' several times (and will continue to do so for convenience) to describe what is really a gathering, compiling and meaning-making process. However, as a word it is problematic in that 'to collect' is to have a sense of what is to be collected (i.e. it is there waiting to be collected), therefore the methodological position

(ontologically) should be deductive, and positivist, whereas the interpretivist stance that I have taken assumes that what is collected is not yet data (nor yet knowledge) until I have constructed it as such (through coding and categorising). This is a real dilemma for the practitioner researcher – what Thompson (2013) calls a 'reflexivity blind spot' - as I cannot pretend that I did not have a pre-conceived notion of what the data might tell me about the context of the study. At this stage it is important to acknowledge another dilemma facing me given my choice of an interpretivist paradigm. The inherent reflexivity in this study will inevitable cause a distortion of the data, particularly as I intend to use emergent sampling and categories when following up on class discussions, as well as content within artefacts that were appropriate in the context of my research (Gall et al. 1996; Glaser and Strauss 1967). I shall deal with these aspects more fully in chapter 4.2.

Inherent in this research is also the issue of trust, or warrant. I identify with a research community that

> ..perform[s] our interpretations and invite[s] audiences to experience these performances, to live their way into the scenes, moments and lives we are writing, and talking about. Our empirical materials can't be fudged, mis-represented, altered or distorted, because they are life experiences. They are ethno-dramas (Denzin 2009: 151).

As such my data analysis is not replicable. The analysis of the empirical material in chapter 5 is not universal, nor is it objective in a techno-rationalist sense. It is evidence of the lived experiences of the participants and the researcher, which form the basis of serious and rigorous enquiry. Given this, I draw upon Gorard (2002: 2) in claiming that my research provides 'a logical and persuasive link between the evidence produced and the conclusions drawn'.

I also need to distance my study from the label 'action research'. I have located my research within an interpretive paradigm but an explanation is needed to avoid the risk of anticipating a whole research trajectory before we begin. Kemmis provides two versions of AR, one

which concerns projects aimed at changing practice, and the other where practitioners conduct research into 'the nature, conditions and consequences of their own practices' (Kemmis, 2012: 890). Using the criteria listed by Kemmis my research is concerned with the latter as it seeks to understand the nature of participation for my student teachers, and thereby to develop my practice as a teacher educator from within my practice traditions. I use the language and discourse and, critically, the debates of the constituents and communities of my practice tradition. My intention is to contribute to the transformation of my own practice and to influence those who are involved in and affected by my practices (Kemmis 2012: 891). The empirical content in the thesis contributes to this auto-ethnographical process, in that it is concerned with exploring, observing and reflecting cultural phenomena from the perspective of the subjects – including myself as a subject (Ellis 2004). Certainly it shares many of the features of auto-ethnography, in particular the 'epiphany' outlined in chapter 1.3, leading to interpretation of data through the lens of the crisis (Denzin 2011: 53). It seeks 'social meanings and ordinary activities' (Brewer 2000: 10) through the interpretation of data gathered in the naturally occurring setting of an ITE course. In summary, the data is predominantly naturally occurring, arising out of the normal practices of my ITE course and supplemented by interviews where these helped me to respond to my research questions.

Broadly this thesis is applied, reflexive, practitioner research set within a qualitative research paradigm. As I attempt to untangle the messy knots of data, literature, methods and ideas, I take heart from the advice given by Nigel Mellor (2001) that:

> Practitioner researchers are not some inferior breed of researcher who need spoon-feeding, but perhaps their motivations and positioning can be seen as different. Certainly in my case the values of practice, for instance, are pre-eminent. (2001: 478)

For me, too, the methodology forms from my values, as do the conceptual and theoretical frameworks that underpin this thesis. It takes an exploratory conceptual stance, examining

the data (including the literature) in order to better understand the phenomena surrounding the research questions. It is important to state that this research seeks connections and meanings throughout – between the literature and inside the data - weaving concepts, phenomena and philosophical insights. The rigour of the research conduct is achieved through its reflexivity in that the sequencing, discourse and constructions emerging from the interpretations provide for the weaving together of what Alvesson and Sköldberg (2009: 9) term the 'knowledge development process'.

The student teachers in this study have all participated in an in-service teacher education course for those teaching in the LLS. This sector of the English education system has variously been described as further education (FE), vocational education and training (VET), the learning and skills sector (LLS), and post-compulsory education and training (PCET). This reveals the problems that the general public, parents, young people and the teaching workforce face when attempting to describe the range of activities of the sector. When asked what I do for a living the conversation almost invariably begins with confusion around the sorts of students that I teach.

I identify my own job role with the word teacher rather than lecturer, and refer to those who I teach as students rather than the more generic term of learner. My students refer to themselves variously as students, student teachers, trainee teachers, assessors, tutors and trainers. More interestingly they continue to use occupational descriptors such as hairdressers, bricklayers, caterers and quilt makers. In comparison, I suspect that most schoolteachers would not struggle to find a common understanding of their job role and setting or of their pupils.

The student teachers study one of two main routes – either that of the PGCE or the Cert.Ed. – and their own professional backgrounds are diverse, ranging from bricklayers to

biomedical scientists. These qualifications exist for teachers and trainers in the PCET sector, as opposed to the schools sector. Data exists for seventeen classes of about twenty students per class (340 students approximately) over the five years that encompass the broader research. While much of this provides for quantitative analysis in relation to gender, ethnicity, age and educational background, a substantial amount relates to qualitative data. In this respect the research intends to focus upon two years (2008-2010), where specific data was collected. The location of the research is a regional campus, located in the north west of England, of a university. The campus, during this period, had approximately 1000 students (including full time and part time, undergraduates and postgraduates). The participants were selected using a purposive sampling method (Silverman 2000), in that the inclusion of all the student teachers in the year groups as part of the sample was likely to yield results that would inform my aim and research questions. Further opportunistic sampling involved following up on individual participants in relation to specific responses and preparatory stages of the data analysis.

1.7 Significance

Those reading this thesis will find a patchwork of philosophical, reflexive and biographical 'thick descriptions' (Geertz 1973) arising from the data that will help to understanding the lived experiences of a small group of student teachers. The artefacts, class discussions, and interviews reveal the tensions surrounding their participation in ITE, and the consequential development of professional knowledge and practice. These emanate in part from my positionality and auto-ethnographic approach in relation to the research (Quinn 2003) as it emerges. I take the advice of Sfard (1998) and others as I write for my fellow practitioner researchers in teacher education (LLS) and the wider educational research community.

Simply put, I write to communicate, anticipating that my ideas will find purchase among my practitioner community, and looking back I have done this throughout my research journey. Firstly I tested my ideas among my peers via a supportive network (the Consortium for Post Compulsory Education and Training). I then presented regularly at postgraduate research conferences at the University of Huddersfield, which led to my being invited to present at the launch of the Centre for Research into Post Compulsory Education and Training (CRPCET) at the University of Huddersfield (Iredale 2009) - (now the Centre for Research in Lifelong Learning and Social Justice). I communicated my ideas at national and international conferences in the UK and Cyprus (Iredale 2008; 2010; 2011; 2012; 2013b).

The test of resonance and 'relatability' (Mellor, 2001: 478) really began as I submitted sections of my ongoing thesis to international peer reviewed journals (Iredale 2012; Iredale et al. 2013a). The validation granted through publication provided the reflexivity necessary to cope with my own 'messy method' (Mellor 2001).

It is also important to state that in formulating my argument I draw broadly upon Avis (2003) who suggests that:

> The goal should not be to re-instate this earlier form of professionalism, but rather to move towards a dialogic construction of profession- alism marked by democratic relations that are not undermined by spurious notions of performance management or by similarly doubtful neo-market relations. (2003: 330)

Interestingly, Avis (2003) and Bathmaker and Avis (2005) suggest that regulation and state control constrain the sorts of democratic and participatory principles required to counteract performativity. They make the point that risk-taking and innovation are inhibited by performance cultures led by systems of accountability, leading to what they call 'deeply conservative practices' (2005: 213). Furthermore Rowland argues that:

> in the current climate of risk aversion, words like passion and love of the subject never figure in the prescriptions and requirements of central agencies with their

focus upon developing skills, gaining qualification and maintaining standards. (2003: 25)

More recently, heralding de-regulation in 2013, the same argument is used, conversely, that a laissez-faire approach to ITE exposes the sector to hegemonic and performative regimes that undermine critical and democratic teacher development practices (IfL 2012a). I will return to this post hoc problem in my conclusion.

There are several constraints on the extent of new knowledge created by this thesis, not only concerning the choice of methodology and methods, but also the resistance to any claim for a general truth arising from the findings. These constraints are made explicit throughout in order to face them head on. In this respect the capacity for distortion is both acknowledged and often celebrated as I attempt to frame my own understanding through this applied interpretive practitioner research. Those reviewing the work as legitimate research may need to resist the temptation to apply universal criteria emanating from standard form doctoral research and be open to 'the fourth moment of qualitative research' Denzin and Lincoln (2000). It is defined by Lewis, (2009: 6) as the 'crisis of representation' where the traditional aims of neutrality are replaced with a range of critical perspectives, including Marxist, feminist and cultural. Lewis puts it thus:

> The final determinations about whether the findings are valid rely on the individual consumers of the research, based on the information provided by the researcher. (2009: 7)

My claims to significance and legitimacy collide with the representation of the self as the 'insider' (Labaree 2002: 116) as I set out this thesis under the rather grand notion of 'the educational project of emancipation' (Biesta 2004). I am 'being there' as the teacher educator, observer and participator in the teacher education classroom. I am engaged with a process of 'knowing' (Sfard 1998) and I am both teaching and learning, working towards and working out through observation. My judgement projects as well as reflects the anticipatory and attentional scholarship within my research. I am also conscious that I am researching

student teachers as 'objects of study' (Nespor and Barber 1991), while attempting to avoid preferring a version of a student teacher that correlates with my own professional biography.

In order to write about student teachers as objects of study without representing them rhetorically, I promote the agency of the student teacher in my writing through reflective and reflexive strategies, both textually and methodologically. I follow Nespor and Barber's proposition that:

> by dissolving a major boundary between us [*researchers*] and 'practitioners' (a boundary distinction whose only function is to obscure the nature of our practice), mobile positioning and irreductionist explanations increase the scope of our opportunities for political mobilisation and action. (1991: 432)

In some sense I am also the 'democratic philosopher' (Thomas 2010: 436) as I join a new wave of intellectuals, not just aware of but embracing the limits of the subjectivity of critical intellectual activity.

1.8 Theoretical perspectives

The broad strands of literature underpinning this thesis derive from studies of professional knowledge as well as practice and participation. The literature review in Chapter 2 on the professional and learning context identifies several developments in ITE in the LLS, those of participation, notions of WBL and the rise of coaching and mentoring. Following a review of the literature on professional knowledge and practice, three conceptual sections emerge:

1. Teacher confidence
2. Teacher excellence
3. Evidence-informed practice

It is within these sections that two theoretical perspectives are revealed, and upon which my discussions through the data analysis might be seen to lead to a wider understanding of the aims and research questions. Experiential learning (Dewey 1910; 1933; 1963; 1968) forms one significant theoretical perspective, and habitus (Bourdieu 1986) forms the other. Briefly

experiential learning is a theory of learning based upon an inductive approach to knowledge acquisition, construction and creation (Dewey 1938; Kolb 1984). It reveals itself in the data as a function of my approach to ITE. Habitus is derived from social theory, mainly attributed to the works of Pierre Bourdieu (1930-2002). These two perspectives, although at first glance incompatible actually allow me to examine the data through the dispositional lens of habitus (Bourdieu 1990; Bourdieu and Passeron 2000) and the pragmatic liberalism of Deweyan philosophy. This parallel track coalesces in the ITE curriculum and my practice as a teacher educator.

Bourdieu describes habitus thus:

> The source of historical action, that of the artist, the scientist, or the member of government just as much as that of the worker or the petty civil servant, is not an active subject confronting society as if that society were an object constituted externally. The source resides neither in consciousness nor in things but in the relationship between two stages of the social, that is, between the history objectified in things, in the form of institutions, and in the history incarnated in bodies, in the form of that system of enduring dispositions which I call habitus. (1990: 190)

In this definition lies the nub of the issue of the relationship between subject and object, not formed in opposition to each other, but relational and connected. Bourdieu defines 'field' in an educational context as the structural elements that serve to preserve and reproduce the cultural capital that derives from qualifications and credentials for the benefit of dominant groups and institutions. In other words for Bourdieu the precepts of habitus, field and capital are relational and dispositional, echoing Dewey's call for creative democratic action (Emirbayer and Schneiderhan 2013).

In summary I use both experiential learning and habitus and field as frameworks for legitimate intellectual enquiry in the context of the aims of the thesis, particularly as the methodology requires a normative, relative understanding of the phenomena.

1.9 Terms and terminology: definitions and early conceptual musings

Several terms within this study require an explanation with regard to the decision to choose one specific term over another. I provide a glossary of terms, but this does not allow for the symbolic interpretations of these terms. Education literature generally uses terms interchangeably, thus teacher is also tutor and lecturer. In the same way those discussing education use one term in one context and are happy to switch to another term with the assumption that those engaged in the discourse will follow their meaning. It could be said that the concept of education has very different meanings, depending on the field of study; however, for the purposes of this thesis I take education to mean 'putting people in the way of values of which they have never dreamt' (Hirst and Peters 1970: 18). Several differentiated meanings derive from this, but I am primarily concerned with what is educationally desirable, what knowledge is, and what methods and principles should be used in relation to the development of teachers (Hirst and Peters 1970). This section is subdivided into the main terms that may have contested meanings, depending on the stance and perspective of the literature and the reader.

1.9.1 Subjects

I have used the term student teacher to refer to the subjects of the thesis, those participating in a course of teacher education. I have used a broader term – that of the 'developing teacher' – to refer to those teachers who may have completed an ITE course, but are still participating in early development of their practice. While this group are not the subjects of the research, readers may find that much of the literature, and many of my findings and conclusions could apply equally to student teachers and developing teachers. Where the distinction is important I have made a point of noting this.

I could have used the terms trainee teacher and teacher training, as these are more commonly recognised terms in the field. However, there are conflicting connotations bound

up with education and training, and student and trainee, so my choice is a conscious one, reflecting my own preference for education as a broad engagement with concepts, theories and practice (Hirst and Peters 1970). Here I immediately acknowledge my bias and subjectivity. I am the practitioner researcher and inevitably hold a stance and a vantage point. Perversely, I have been happy to refer to my own professional identity as a trainer as I spent most of my career before becoming a teacher educator in training and development functions in industry. When reading Avis, scoping his argument against the appropriation by the right of the language of rights, social justice and inclusion, I faced a sobering moment:

> While in the past the subject specialist was dominant this weighting has been reversed – facilitating learning becomes pivotal with subject specialism being secondary. Such moves carry with them a shift in identities available for teachers based on a recognition of the complexity of social and economic processes, as well as an attempt to reform social relationships. Pedagogic skills have been re-articulated in a manner that accents the enabling of learning over specific disciplinary skills. (Avis 1999: 247)

I recognised in this quotation my own 'lived experience' (1999: 245) as an FE and HE lecturer. I taught key skills to students studying vocational courses, IT skills to teachers, and now I teach teachers how to teach. I am the facilitator first and foremost, the enabler, and the one who values pedagogic skills over disciplinary skills.

1.9.2 The landscape: lifelong learning

Throughout this thesis the terms 'lifelong learning' and lifelong learning sector (LLS) are used. It is important to define these in the context of this study, and to set their use against their wider use in literature concerned with adult learning and development.

According to Bathmaker:

> Lifelong learning applies both to the teachers themselves, and to their role in helping others to learn successfully and become part of a learning society. This means a great deal more than skills updating and training in how to run a new programme; it involves engagement with the purposes of education and training and a critical understanding of the constantly changing context. (Bathmaker 1999: 188)

This definition, in the context of teacher education, proposes an expansive view of learning and development. In contrast Nicoll and Fejes (2011) chart the rise of lifelong learning as integral to the production of knowledge constitutive practices. Where this aspect is seen as important for Bathmaker (1999), she argues that it is part of, not the sum of, teacher development and includes opportunities for reflection and theorisation. Bathmaker contrasts this with what she argues are the limitations of some competency-based qualifications in relation to the lack of time and space for 'reflection, engagement with theory and working collaboratively with others' (1999: 188).

This argument points to a conflation of assumptions about the relationship between capability and competence. Certainly by the 1990s lifelong learning was intended to function not only as an economic lever, but also to promote individual and societal improvement (Hillier 2006). Further, Nicoll and Fejes, employing a Foucauldian analysis, point to the discourse of lifelong learning as 'bring[ing] forth economically performative knowledge in workplaces and professional settings' and a 'pacification of know-how' (2011: 2). Biesta (2012) refers to lifelong learning and the lifelong learner as a 'pre-defined identity', reflecting the 'wider moral panic about an alleged loss of authority in contemporary society' (ibid: 35)

As a broader concept the term lifelong learning is understood to be about continuing education into adulthood. Whereas it can permeate everyday life through the practices of informal learning, it is increasingly made 'useful', supported by institutions wishing to remedy what may be seen as gaps between the human capital required for a specific purpose (Usher and Edwards 2007; Biesta 2012) and the need for competitiveness in a global economy.

As a backdrop to this paradox in lifelong learning, three terms permeate the literature surrounding the LLS: neo-liberalism, managerialism and post-Fordism.

1.9.3. Neo-liberalism

According to Field (2013) the rise of the term neo-liberalism began around 15 years ago and is commonly linked to any critical discussion regarding the role of the market in the recent history and context of LLS. He notes that its use is abstract, loosely applied and usually derogatory. It is rarely given a definition before its use and rarely referenced to neo-liberal literature. In this way he argues that it becomes a 'floating adjective' (2013). To use neo-liberalism as a context for my thesis becomes problematic if I fail to adhere the term to specific definitions, uses and normative reference points. However, to do this will create a tangential debate that goes beyond the aims and questions, so I will attempt a simple definition that frames the recent LLS context as market driven rather than welfare driven. This term immediately polarises and polemicises the complex debate about learning and education, risking an historicist position with regard to the history and development of state-funded education. According to Field (2013), the problem of even-handedness lies in the paucity of academic and scholarly LLS literature that supports a neo-liberal position. For this reason I will use this term with reference to the source, acknowledging the inherent bias wherever possible.

1.9.4. Post-Fordism

This term tends to be used by a small set of authors writing about the LLS, specifically Ball (1990) and Avis (2006, 2009). These authors are important to the field and will appear in the literature review so I will attempt a definition for the purposes of this thesis.

According to Brehony and Deem (2005: 398), Post-Fordism is defined as the 'decentralization, flexibility and the widespread use of [computer] technology in

organisations'. Flexibility and willingness to undergo CPD are features of a post-Fordist interpretation of recent developments in the LLS since incorporation, as are customization, autonomy and accountability. Its use has become subsumed with 'the knowledge economy' and the 'learning organisation', yet aspects of the definition sit less well with current practices, one being the assumption of the worker having a sense of autonomy and being able to shape the identity of their organisation. This may be because of the confluence of post-Fordist principles with those of managerialism in the LLS.

1.9.5 Managerialism

Randle and Brady (1997) provide a list of characteristics of what they term new managerialism, such as strict financial management, devolved budgetary controls, efficiency, productivity, performance indicators, consumerism, accountability, flexibility of the workforce and the 'right to manage'. For them, these characteristics set post-incorporated FE colleges in the mid 1990s in direct opposition to lecturers and academics who predicted a loss of professionalism as a result of the changes to the command and control of their duties and responsibilities (Hayes 2003). They argued that managerialism, as a paradigm, was incompatible with professionalism (1997: 232), and that the limitations of professional control needed to be addressed through collective action. O'Leary (2013) argues that it represents a range of private sector inspired management techniques used as a template to improve productivity, performance and accountability. Ball (1990) and Enteman (1993) provide reductionist definitions where bureaucratic society is replaced and becomes a function of the sum of the application of organisational practices. In particular, Enteman argues that

> The Managerialist society is not one that responds to the needs, desires and wishes of the majority of its citizens. In the managerialist society influence is exercised through organisations. (Enteman 1993: 154)

Fitzsimons (1999) characterises managerialism as both technical and social, binding practices and processes together in a system that maintains itself through authoritative, rather than bureaucratic governance. The relationship between managerialism and the LLS is illustrated well by Pusey (1991: 22), albeit from an Australian perspective, arguing that:

> There can be no quarrel with the notion of efficiency as such. The inherent problem lies instead at another level – with the criteria that define what count as costs and benefits; with the loss of social intelligence; and with the number and range of potentially constructive discourses that have been suppressed.

As I attempt to define some of the more contested terms and discourses occurring in this study, I begin to acknowledge that naming a thing carries its own normative, political and cultural baggage. In this respect I take heart from Colley (2003: 98) who argues that 'naming a discourse can challenge unconscious acceptance of it and enable resistance to its disciplinary function'.

1.10 Thesis structure

Chapter 1 describes the aims, justification, focus and questions that drive the research, the context of the study, its contribution to knowledge and the theoretical perspectives underpinning the study. The structure is outlined and the terminology explained. It describes the empirical data collected over a two-year period of 2008-2010, linking this conceptually to the theoretical and biographical perspectives. In this way I state early on what sense is intended from the study, that of a conceptual intertwining of inductive, grounded research with pertinent understandings of what constitutes professional knowledge and practice (as defined in Chapter 2). In this chapter I preface the perceived need for a greater understanding of the nature of participation and development of professional knowledge and practice for student teachers in the LLS.

Chapter 2 reviews the literature on the context of ITE in its widest sense: one contextual section and one section that concerns specific notions of professional knowledge and practice. In this chapter, I collect and sift existing literature about learners and their participation in ITE in the LLS, in relation to the shared spaces inhabited by students, teacher educators and the workplace. Four conceptual sections encapsulate my emerging analysis and thinking.

Chapter 3 considers two main theoretical perspectives surrounding professional knowledge and practice, those of Deweyan notions of experiential learning (Dewey 1916; 1933; 1938) and Bourdieusian theories of habitus and field (1983; 1986).

Chapter 4 addresses the methodology. It discusses the particular qualitative stance that I have taken throughout the thesis, and my place as the practitioner researcher. I reveal the ethical, ontological and epistemological dimensions within my aims and research questions and a technical explanation of my research methods.

Chapter 5 analyses the data, applying the theoretical, contextual and personal biographical perspectives to answer my research questions. Data extracts are included from student teacher artefacts, and transcripts of taped class discussions. Analysis shows a level of congruence with contextual and theoretical literature, but also dissonances, particularly with regard to how some of the participants in the sample appear to welcome instruments of surveillance and control (Foucault 1977) over more expansive notions of education and professional development.

Chapter 6 provides a conclusion to the thesis, pulling together the conceptual strands, theoretical perspectives as well as the policy and professional themes. It summarises the findings and makes some recommendations for teacher educators, mainly in relation to the reclamation of professional knowledge within a broad-based teacher education curriculum.

Suggestions are given that refer to the conceptual and contextual themes of teacher confidence, teacher excellence (encompassing the movement towards evidence-informed practice) and routinised practices (derived from evidence-based practice). Perhaps more assertively the conclusion invokes the phrase 'politics of hope' (Avis and Bathmaker 2004: 301) to argue for a moral imperative upon teacher educators to resist managerialist forms of control through alternative, active professional forms of controls (Randle and Brady 1997; Ball 2003; 2006; 2008).

Chapter 2 – Literature review: professional and learning context

2.1 Introduction

This chapter reviews the literature that forms the context for the research. Early sections

focus on the literature surrounding participation and WBL, in addition to professional

knowledge and practice. These themes represent a patchwork of the range of reading

surrounding the context (Wellington et al. 2005: 82). Here I trace the recent history of ITE in

England since the late 1990s. I portray both the changes in government interest and in

regulatory control, in addition to the situational constructs surrounding ITE, specifically

structural discourses relating to regulatory frameworks and specific aspects of teacher

professionalism.

Later sections review more conceptual themes: those of teacher confidence, excellence and

evidence-informed practice, all paradoxical features of professional knowledge and practice

found in research and literature. This chapter forms the grounding for a more detailed

review of the theoretical, philosophical and conceptual perspectives underpinning the thesis

in Chapter 3.

2.2 Context – initial teacher education in the lifelong learning sector

Initial teacher education in the LLS in England and Wales is a fairly recent phenomenon.

Following the 1944 McNair Report, Bolton Training College for Technical Teachers began

training teachers in 1946 and in 1947 teacher training began at a newly established college

in Huddersfield. Awards related to ITE at the Huddersfield institution were made by the

University of Leeds from 1949 until 1981.

While teaching qualifications existed, teachers in the sector predominantly thought of

themselves as vocational specialists first and foremost, and many did not feel that it was

necessary to be trained to teach (Lucas 2004: 36). One response was to offer two-year 'in-service' programmes and in 1972 Huddersfield Polytechnic began to award in-service teacher training qualifications (Cook et al. 2008). More recently four main providers now dominate the HEI market for ITE in the LLS, these being Bolton, Greenwich, Huddersfield and Wolverhampton Universities. Most in-service provision is currently franchised through partner colleges.

As an aside, Prime Minister James Callaghan's 'Ruskin Speech' in 1976 (Callaghan 1976) heralded a new era for skills training, beginning the coupling of the discourse of education and work skills that continues today (Tomlinson 2005). The political and historical backdrop to the speech is beyond the scope of the chapter, but following the election of the Labour party in 1974 education spending was the highest it has ever been as a proportion of gross domestic product (GDP) (DfE 2006). The move away from a liberal-humanist agenda, seen as a result of successive policies in post-war Conservative Britain, began to reverse and in his speech James Callaghan called for a 'Great Debate' (Callaghan 1976). He criticised the educational establishment for not preparing young people for the world of work (Tomlinson 2005: 25), effectively demoralizing teachers and making education 'the scapegoat of a troubled economy' (ibid: 25).

As performance criteria began to appear in vocational courses, teachers in the LLS also received their own professional standards (FENTO 1999, LLUK 2007) written by consultants to the Further Education Staff Development Forum (FESDF). Clow (2001) reveals the nature of this consultation, and the lack of research into the work of FE teachers, resulting in standards derived mainly from instrumental generic occupational competences rather than overriding context specific professional principles.

The relevance of the historical place of the conflation of education and training can be seen in the particular ways that ITE in the UK has developed. Lucas et al. (2012: 680) list a decade of reforms and regulations since 1997.

Table 1. History of ITE reforms and regulations

1997–99	DfES consultation on introduction of standards and qualifications for FE teachers 1999. Formation of FENTO and publication of the national standards for teaching and supporting learning 2001 Statutory Instrument.
	– New teachers required to gain a teaching qualification – Based upon approved national standards (FENTO) – Based upon three stages according to job role – Ofsted given responsibility for inspection.
2002	Subject Specifications for teachers of adult literacy, numeracy and ESOL 2003. Publication of the critical HMI national survey on The Initial Training of Further Education Teachers and DfES consultation on future reforms 2004. Publication by DfES of Equipping our teachers for the future – reforming initial teacher training for the learning and skills sector.
2005	DfES pilots – subject mentoring, observation of teaching practice, etc. Lifelong Learning UK and Standards and Verification UK replace FENTO.
2006	Publication of LLUK standards for teachers, tutors, and trainers in the Learning and Skills Sector. Publication of draft criteria for the award of CETT (Centre for Excellence in Teacher Training) status. Publication by DfES of Professionalisation of the learning and skills sector, announcing plans for a compulsory CPD requirement for FE teachers.
2007	Publication of LLUK mandatory units of assessment for initial teaching qualifications. The Further Education Teachers' Qualifications (England) Regulations introduced by DIUS (Department for Innovation, Universities and Skills) introducing QTLS (qualified teacher status for the learning and skills sector) and a compulsory CPD requirement.
2008	Implementation of reforms – ITT providers go through SVUK endorsement and commence teaching and assessing ITT qualifications based upon the new standards and assessment units.

(Lucas et al. 2012: 680)

Lucas et al. (2012) compare schoolteacher training with ITE for further education teachers until the late 1990s, citing the 'voluntarist' nature of ITE, reliant upon college management attitudes and the aspirations of teachers in the LLS.

Avis et al. (2012), referring to the European dimension, illustrate three main differences between ITE for schoolteachers and FE teachers, one being that whereas in Europe ITE for vocational teachers is largely based in subject specialist programmes, in the UK the typical ITE class contains teachers from a range of sectors and subject specialisms (Noel 2009). More recently specialist courses have developed to recognise the specific skills related to teaching literacy, numeracy and English for speakers of other languages, but in the main teachers come from diverse subject and skills specialisms, and can be found teaching in a variety of educational and training settings.

The generic nature of a typical ITE course results in what Lucas et al. argue is a

> culture in FE where teacher identity was primarily tied to subject or occupational expertise, resulting in fragmented practices and professional cultures (2012: 678).

Lucas speaks of teacher identity without defining it, yet a recent review of 29 empirical studies, albeit about student teacher identity, concludes that it is 'a social entity constructed and reproduced in social settings' (Izadinia 2013: 709). It is the culmination of student teachers'

> perceptions of their cognitive knowledge, sense of agency, self awareness, voice, confidence and relationship with colleagues, pupils and parents, as shaped by their educational contexts, prior experiences and learning communities. (Izadania 2013: 708)

The article reveals that what is often written about are the components of identity, mainly constituted as personal rather than professional identity. Izadinia argues that without a sense of identity goals become unclear (Izadinia 2013). Sfard and Prusak (2005), in contrast, resist the use of identity discourse in educational research, particularly where there is a leap

to analysis before definition. They equate identity with stories, where the narrative stands on its own, not as a representative of the person and not necessarily fruitful as an analytical tool in research (Sfard and Prusak 2005: 21). This lack of an agreed definition leaves the argument for specialist subject grouping unresolved.

The second difference between school ITE and ITE for the LLS, according to Avis et al. (2012), is the level of the ITE qualification. Although there are moves to provide qualifications for teachers at master's level the majority of ITE for the LLS in the UK is either below degree level (level 5) or at level 6 (honours level).

The third difference, according to Avis et al. (2012), is that the status of vocational education is lower than that of academic education and that many teachers enter ITE for the LLS as a second career, training part time while teaching in a paid or volunteer role (UCET 2009). However, in contrast Noel (2009) notes that whereas the average age of teaching staff in FE colleges was 44.8 years in 2004, in 2009 there was evidence that the profile of Huddersfield Consortium in-service student teachers was getting younger, less experienced and less likely to work in FE colleges (2009: 6). While not making a clear correlation in the article between vocational education and vocational teacher education, Avis et al. (2012) note a lack of parity of esteem between academic and vocational teacher education in Scotland and England. According to Avis et al. (2012) this is a function of not just cultural and social divisions but also that, operationally, schools and FE colleges differ in the link between knowledge and skills. Data gathered for the Financial Times further indicates the problem of lack of parity, but this time in the context of pay levels and over a period of forty years:

> Entire groups have completely disappeared from the ranks of upper earners. In 1975, further education lecturers and teachers together made up almost one in 10 of the top 5 per cent of earners. (Neville and Fray 2014: para 8)

Exemplified by the example of plummeting earnings differentials over 40 years, the context for ITE in the LLS has been the focus of research that consistently identifies neglect by all

political parties and constituencies (Avis 2002; Lucas 2004; Gleeson et al. 2005; Keep 2006).

Paradoxically, it has faced levels of control beyond most of the public sector. Since the early

1990s the prevalent accusation is that of structural regimes characterised by managerialism,

audit and control (Randle and Brady 1997; Avis 2002: 79). Hayes (2003) charted the history

of professionalism for teachers in the LLS (which he terms post compulsory education PCE

educators), beginning with post-war ideals of 'independence and autonomy' based upon

subject knowledge (2003: 31). The study moves into the 1970s when the 'Thatcherite

project' led to 'a morass of managerialist and bureaucratic practices' (2003: 32), then into

the beginning of the twenty-first century where forms of policy making have shifted from

consensus, through control, and into self-regulation (2003: 33).

Hayes (2003) echoes the work of Randle and Brady (1997) in their view of the push towards

managerialism in the LLS. Whereas Hayes identifies Callaghan's 'Great Debate' speech in

1976 as the starting point (Hayes 2003), they suggest that this began at state level in 1992

following the introduction of the Further and Higher Education Act. Before that, according to

Randle and Brady (1997), lecturing staff enjoyed a level of autonomy, regulated by several

independent external agencies, such as awarding bodies that, at that time, restricted

themselves mainly to examination functions. They argue that this was a period of 'relative

stability' (1997: 232), where all members of the institution shared similar educational values.

Although Randle and Brady claim that lecturers possessed professional expertise, when

commenting about the effects of the Further and Higher Education Act Clow (2001: 409)

noted that many FE teachers did not have pedagogic knowledge, with only 59 per cent

holding a recognised teaching qualification beyond the Training and Development Lead Body

(TDLB) units D32/33. She argued that much of what might be considered professional about

teaching in FE was restricted, rather than extended (Hoyle, 1974). '[t]here seems to be no

evidence for arguing that FE teachers belong to a profession' (Clow 2001: 409). Using the

characteristics of a profession derived from Millerson (1964 in Clow 2001), she evaluated the

level of professionalism prevalent in 2001, prior to the formation of FENTO and the

publication of the national standards for teaching and supporting learning 2001 Statutory

Instrument. These, in summary were:

- Lack of pedagogic knowledge
- Teacher training based upon short CPD courses
- No checks on competence (for example by observation of teaching)
- No accepted code of Professional Conduct
- High levels of emotional labour
- No professional organisation

Clow's research findings heralded a shift in thinking about professionalism and FE teaching,

recognising the lack of consensus among those interviewed about what it was to be a

professional and arguing for 'entry qualifications, ethics and values, code of conduct and

regulations for CPD'. (Clow 2001: 417). Hayes, however, argues against what he terms

'radical professionalism' (2003: 42) founded upon the myth of critical self-reflection as

therapy. Blair (2009: 98) describes the disconnected world of further education colleges

thus:

> An FE college juxtaposes many different spaces in a single real place: learners sit in refectories, some in overalls, some in tabards, some in football kit, some in smart clothes, some in everyday clothes, some with books, some with nail files, some old, some young, all different. The only thing they have in common is the space they are in.

Young et al. (1995: 7) observed the lack of policy and research interest in the

professionalisation of teachers in the LLS. Over a decade later it was 'at the forefront of UK's

attempt to raise its skill profile' (DIUS, DCSF, 2007: 3). Part of the focus of the government's

reforms was a drive to improve the skills of the teaching staff, following a report on FE Initial

Teacher Training that stated:

> The current system of FE teacher training does not provide a satisfactory foundation of professional development for FE teachers at the start of their careers. (Ofsted 2003: 2)

The report found, among other things, that there was a lack of data about the entry qualifications for trainees, that teaching practice assessments were not moderated in any systematic way and that trainees were constrained by a limited knowledge of how to teach their subject (Ofsted 2003). In 2006 LLUK published standards for teachers, tutors and trainers in the learning and skills sector (LLUK 2006). Plans were formed for a compulsory CPD requirement for FE teachers and in 2007; the Further Education Teachers' Qualifications (England) Regulations were introduced (DIUS 2007).

Pusey (1991), Clow (2001), Lucas (2012) and Avis et al. (2012) all appear to argue that an outcomes-driven instrumental approach to criteria at all levels in the LLS has suppressed the 'social intelligence' and 'constructive discourses' provided by teachers and allied professionals in the sector. Lucas et al. (2012: 693) argue that:

> The overwhelming message from those who have had to design ITT programmes in response to quickly changing standards and assessment requirements is that being forced to play a game of complying with external standards and regulations has diverted attention from addressing more fundamental weaknesses such as developing stronger mentoring support and achieving a better synergy between the taught and practice elements of courses.

It is not clear in the article what they mean by 'stronger mentoring support' or how synergy could be better. However, in terms of mentoring, other authors focus on the strength of the relationship between mentor and mentee given secure institutional structures, including selection and recruitment, and improvements in training (Cullimore 2006; Cunningham 2004; 2007a; 2007b; Cullimore and Simmons 2010; Ingelby and Tummons 2012). It could be argued that the desired synergies would result from these interventions in the role of the mentor yet Ingleby and Tummons (2012) found that the ideal of the developmental relationship has become, in reality a judgemental one.

Returning to the issue of regulation Lucas et al. (2012) further concluded that the effects of regulation reform fail to impact on those intended as recipients, suggesting:

that a more flexible, less prescriptive approach is required that allows for specifications to be interpreted within different contexts, actively encouraging variation and innovation to meet the diverse needs of trainees. (2012: 693)

Cope et al. (2003) also found that levels of professionalisation in the public sector correlated with degrees of regulation, with the health care sector and the police force facing less regulatory control than the FE sector. According to the authors, three interlinking factors explain this. Firstly, the degrees of professional and political power in the sector, secondly the levels of legal and regulatory power of those in control of the sector and thirdly the political prominence of those sponsoring the regulators.

In the case of the FEFC, the sponsor and regulatory roles were interdependent and able to wield excessive power due to the lack of professional identity among staff (Sfard and Prusak 2005; Lucas 2012; Izadinia 2013). They argue that 'strategic compliance', defined by Shain and Gleeson (1999: 452) as 'critical of some aspects of reform but accepting of others', has become the response of senior managers as they seek to maintain the educational ideologies of social justice and inclusion while adapting to regulatory pressure (Cope et al. 2003: 203). Patrick et al. (2003: 9) even suggest that ITE and CPD models 'are entrenching the concept of the teacher as a quasi-professional and as a technician'. The Standing Council for the Education and Training of Teachers (SCETT) added to the debate by reinforcing the view of many academic writers that teaching is more than a craft, indeed a ''real' profession, rooted in subject knowledge' (SCETT 2011: 7).

Avis points to the contradictions of teachers seeking to improve teaching and learning through an embedded research culture that in part serves to 'increase the value-addedness of educational processes and thereby the competitiveness of the economy' (Avis 1999: 260). Several authors invoke the term 'performativity' to describe one particular form of oppression faced by FE teachers (Avis, 2005; Ball, 2003; Orr, 2009). First used by Lyotard (1984), Ball defines it as:

> a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change based on rewards and sanctions (both material and symbolic). (2003: 216)

It links hegemonic practices with industrial models to achieve measurable efficiency, resulting in a culture that:

> requires individual practitioners to organise themselves as a response to targets, indicators and evaluations, to set aside personal beliefs and commitments and live an existence of calculation. (Ball, 2003: 215)

Paradoxically, according to Gleeson et al. (2005: 449), teachers continue to aspire to enter the sector, although 'few FE practitioners can trace the roots of their profession to an established desire to teach in FE'. For Gleeson, the 'strong ideology of uniqueness' may be what attracts teachers because it

> is not like higher education (feet on the ground, working with difficult learners, proper 'on the job' teacher training, serving the local community, misunderstood). It is not like schools (adults, part-time students, rescuing school failures, diverse academic-vocational programmes, strong industry-business links). (2005: 447)

Lucas (2007) describes the learning environment for student teachers within the LLS as both 'expansive' and 'restrictive'. He describes an expansive learning environment as a place where there are opportunities to engage in

> multiple communities of practice at and beyond the workplace, access to a multidimensional approach to the acquisition of expertise, and the opportunity to pursue knowledge-based courses and qualifications. (2007: 99)

Although there are opportunities to participate beyond narrow subject ranges, particularly with regard to functional skills teaching and support, tutorial and extracurricular activities, more commonly student teachers are located with their subject specialist mentor, restricted to the classes offered by the subject team. The effect of this restrictive learning environment, according to Tummons and Ingleby (2012), is uncertainty with regard to the sort of learning that takes place during the mentoring process. They are also restricted by a teacher education curriculum that transfers largely uncontroversial professional standards

(Simmons and Thompson 2007). While the standards referred to by Simmons and Thompson

were the FENTO standards, their replacement, the LLUK New Overarching Professional

Standards (LLUK 2006) continued (until their revocation in 2013) to restrict student teachers

to a set of criteria aimed at experienced teachers (Crawley 2012). Furthermore Ellis (2010),

referring to schoolteacher education, sees the landscape of teacher education as a process

of acculturation to the

> existing practices of the setting with an emphasis on the reproduction of routinised
> behaviours and the development of bureaucratic virtues such as compliance and the
> collection of evidence. (2010: 106)

For some (inter alia Hargreaves 1996 and Gough et al. 2012) 'a more strategic approach to

the accumulation and use of educational research' (EPPI 2012), was needed, following from

the work of the Cochrane collaboration in the 1990s. Yet MacClure (2004), when critiquing

'systematic review', highlights the incarnation of such reproductive practices:

> The tiny dead bodies of knowledge disinterred by systematic review hold little power
> to generate new understandings, and are more likely, I suggest, to incapacitate
> researchers than to contribute to research 'capacity'. (MacClure, 2004: 2)

MacClure argues against education policy that is

> animated by this fear and distrust: not just of the unreliability of professionals, but of
> *language itself*. Policy seems to be suffering an acute case of that old ontological
> panic about 'signs' and the unreliable access that they offer to the stuff that is
> supposed to lie behind them – truth, knowledge, meaning, evidence, standards.
> (MacClure, 2004: 1)

And yet 'observable processes' often drive educational policy (Foucault, 1977: 179) rather
than

> the reading, writing, thinking, interpreting, arguing and justifying – out of which
> knowledge is precariously produced (MacClure, 2004: 19).

Workforce strategy publications (Learning and Skills Improvement Service (LSIS) 2006; LLUK

2008; LSIS 2009) and two relatively recent reviews (Wolf 2011; Lingfield 2012) chart the

progress of a sector under considerable scrutiny by successive governments over the past

decade. Returning to the chronology of the professionalisation of FE teachers for a moment,

it is worth reinforcing that teacher education in the LLS was first regulated in 2001. At this

time only those working in further education colleges were affected when Statutory Instrument No. 1209 introduced the compulsory requirement for all new teachers at FE colleges to achieve a recognised ITT qualification within two to four years of their employment. The aims were to improve the potential of learners and the image of the sector as an employer of professionally qualified staff. This was alongside a growing realisation at the time by successive governments of the importance of the sector to the national economy and social wellbeing.

The employer-led FENTO set competency-based standards that were, according to Lucas (2004), broadly welcomed by stakeholders as a first step towards a nationally agreed framework from which ITT and staff development could be mapped. In this sense coverage of the FENTO standards was incorporated into existing HEI and national awarding body ITT qualifications, without addressing the level and depth in terms of the individuals' starting points.

Lucas correlates this structural problem with the diverse nature of the sector, the mechanistic mapping exercise conducted by ITE course leaders and the resultant inconsistency of ITE provision nationally. He argued that 'some regulation is necessary to bring a greater coherence to ITE and staff development programmes' (Lucas, 2004: 45).

In 2002 the IfL was created as a new voluntary body for teachers in FE, although momentum for the creation of a professional body for further education began in the 1980s (IfL, 2012). The intention was to provide a route to a professional status, similar to that of schoolteachers, and for teachers to maintain a 'licence to practise' through CPD. It was hoped that FE teachers would become members of the General Teaching Council when it was established with government support in 1997, but this did not happen, and one of FENTO's strategic objectives in 1999 was to consider the role of a professional body for FE.

Success For All, another government initiative attempting to reform the LLS, recommended that the IfL become the preferred professional body for teachers in FE (DfES 2002). Ofsted reported concerns in 2003 in relation to the support for students in the workplace, particularly with regard to mentoring and basic skills levels of teachers (Ofsted 2003; Ingleby and Tummons 2012). In 2004 the Government published a report that laid down the landscape of reform. *Equipping Our Teachers for the Future*, part of the Success For All framework, set out its implementation goals over a three-year cycle (DES 2004). These were:

- New professional standards
- The requirement for mentoring
- Registration of trainee and qualified teachers
- The award of QTLS, set up by the IfL
- Full HEI and awarding body courses leading to QTLS to be delivered from September 2007; and
- New development funding

It should be noted that Success for All was part of 'an overall project of ensuring economic competitiveness' (Hillier 2006), rather than an expansive ideal premised upon wider notions of professionalism (Avis 2003).

Whatever the purpose, in order to achieve and maintain the new teaching status of 'Qualified Teacher Learning and Skills – QTLS' and 'Associate Teacher Learning and Skills – ATLS' (Hitching, 2008: 2), teaching staff were required to register and become a member of the IfL and then complete a minimum of 30 hours CPD for full-time teachers or 6 hours CPD for part-time teaching staff (IfL, 2010). IfL defined this as a period of professional formation in an attempt to replicate the equivalent NQT period required by schoolteachers (Thompson and Robinson 2008: 165). Membership was compulsory between 2007 and 2012 during the period when the IfL was a regulatory body, however following the recommendations within the Interim Report of the Independent Review Panel (Lingfield, 2012) the requirement for compulsory membership was repealed and the IfL became a voluntary professional membership body. The Further Education Workforce Regulations (DIUS, 2007) have been

revoked, as has the requirement for further education teachers to join their professional body, IfL.

It is also clear from this snapshot of ideological and regulatory intervention since 2001 that the LLS has been very closely scrutinised and controlled by the UK government (Coffield et al. 2008). Coffield and Edward (2009) note that policy has been determined centrally, that is by government, as it persisted in its views of a sector in deficit compared to the schools sector and HE. Government-funded initiatives continue to be initiated, championed, critiqued, subsumed and sometimes withdrawn on behalf of the sector, all with the intention of identifying and sharing good, best or excellent practice. Returning to my research questions, this review reveals the complex issues surrounding the context of ITE in the LLS. In terms of question (b) – how well does the current ITE curriculum serve the pursuit of professional knowledge for developing teachers in the workplace – this section has laid the groundwork for the data analysis in Chapter 5.

2.3 Participation

The focus of this section is to scope the literature surrounding learner participation, providing what Merriam (1988: 6) terms as a 'broad interpretation and synthesis of the published research'. While the prevailing interest is in student teachers and their participation in the PGCE/Cert.Ed, a broader review of learner participation in HE will help to capture the range of socio-cultural research pertinent to the thesis. The literature will establish the main arguments and current positions of others, within which illustration, support, critique and counter argument may be located.

The first part explores the challenges and issues surrounding widening participation (WP), both as a concept and as a government policy agenda. This is important in relation to the thesis in that many of the student teachers in this research can be represented as non-

traditional HE learners who have benefited directly from WP interventions. It allows for a

deeper review of the literature surrounding participation from a dispositional perspective

that will be followed up in the review of literature on professional knowledge and practice. I

take as my lodestar these words:

> I am inclined to believe that the latter [learning as an invention or creation] is the
> learning that is educationally the most significant and important, since it has to do
> with ways in which we come into presence as unique singular beings, as subjects.
> (Biesta, 2004: 320)

The second part reviews the literature surrounding WBL as it relates to ITE. The increasingly

important literature around coaching and mentoring for the workforce is explored as a sub-

theme in WBL.

2.3.1 Lifelong learning and widening participation discourse

Eduard Lindeman (1956), drawing upon the work of John Dewey (1859-1952), provides some

of the background to the debate about the rise of the discourse of lifelong learning. He set

out several principles of adult education, including that education is not limited to

preparation for the future, not a means to an end, but is of intrinsic value in its own pursuit.

It is constructed out of the needs and interests of the student, not an established

curriculum, and based upon the experience of the participants. Clearly these ideals differ

from the focus of lifelong learning, particularly since James Callaghan's speech in 1976

(Callaghan 1976). Tight offers this definition:

> First, lifelong education is seen as building upon and affecting all existing educational
> providers, including both schools and institutions of higher education … Second, it
> extends beyond the formal educational providers to encompass all agencies, groups
> and individuals involved in any kind of learning activity … Third, it rests on the belief
> that individuals are, or can become, self-directing, and that they will see the value in
> engaging in lifelong education. (1996: 36)

Here external organisations are viewed as legitimate stakeholders. Lifelong learning opens

the door for the inclusion of skills training beyond the ideals of Lindeman. In addition it

proposes that value is placed upon lifelong education. Nicoll and Fejes (2011), invoking

Lyotard (1984) suggest that the materiality of the value of lifelong learning is in its

usefulness to the workplace, producing knowledge through, for example, situational projects

and reflexive assignments. Gibbons et al. (1994) refers to this type of knowledge production

as 'mode 2', characterised by groups of people coming together to solve problems arising

from a specific context. However, as Avis et al. (2009) argue, the usefulness of learning for

the workplace relies upon 'positional mobility' (2009: 19) and 'relations of equality and

dialogue'. Gibbons et al. (1994) distinguish between disciplinary knowledge – that is

knowledge about something and located within a scientific or academic discipline, and

validated by the members of that discipline – and knowledge that forms out of the context

of a problem:

> Mode 2 involves the close interaction of many actors throughout the process of knowledge production and this means that knowledge production is becoming more socially accountable. (Gibbons et al. 1994: vii)

In the LLS and WBL, the move towards mode 2 knowledge production is characterised by a

variety of phenomena where a specific community validates knowledge production.

Examples in WBL are CoPs, online learning environments, social media and networking sites.

In the LLS examples include individualised learning, or personalised learning, and subsequent

obsessions in curricula with target setting (SMART). This results in action planning derived

from goals set by others and geared towards what is meaningful and extrinsic, rather than

intrinsic in the outcomes of 'learning'. As Nicoll and Fejes argue:

> It becomes insufficient that individuals or groups hold knowledge gained through their experience to themselves. For when the experienced speak they must be either accepted or rejected. Only those who are experienced can assess if what is said is within the true. There is this danger in know how, for truth lies in the person or group who speaks rather than in what is said. (2011: 9)

The routineness of learning determined by others is related to interest in knowledge and

learning as a contributor to the 'knowledge economy' (Nicoll and Fejes, 2011: 2), the

'learning society' (Bathmaker, 1999: 188) and 'the flexible lifelong learner' (Biesta, 2012: 35).

The emphasis then is on the sort of learning that contributes to social control, with those

who resist inclusion being viewed as transgressive and non-compliant. Government policies

and initiatives since 1976 have changed the emphasis from adult education, or lifelong

education, to lifelong learning, a process which continues to preface the visible processes of

learning over more opaque notions of knowledge and truth (Foucault 1996).

One policy driver of social control is the WP agenda, defined by the Economic and Social

Research Council (ESRC) as:

> extending and enhancing access to HE experiences of people from so-called
> under-represented and diverse subject backgrounds, families, groups and
> communities and positively enabling such people to participate in and benefit
> from HE. People from socially disadvantaged families and/or deprived
> geographical areas, including deprived remote, rural and coastal areas or from
> families that have no prior experience of HE may be of key concern. Widening
> participation is also concerned with diversity in terms of ethnicity, gender,
> disability and social background in particular HE disciplines, modes and
> institutions. It can also include access and participation across the ages,
> extending conceptions of learning across the life-course, and in relation to family
> responsibilities, particularly by gender and maturity. (ESRC, 2005: 1)

This expansive definition provides a useful way to illustrate the dispositional and socio-

cultural aspects of the debates surrounding the WP agenda. Helena Kennedy's report,

Learning Works - Widening Participation in Further Education (Kennedy, 1997) and Professor

Bob Fryer's contribution to the report, linked lifelong learning to second chances, skills

development, social inclusion and economic competitiveness (*DfEE, 1998*). Hillier (2006)

describes the report as a 'battle cry for those in FE to continue its work on widening

participation, particularly for those who had not done so well at school' (2006: 31). Both

reports stressed the importance of the LLS in improving participation rates for groups of

people who lacked basic literacy and numeracy. Following a damning report on the levels of

literacy and numeracy in the UK (*DfEE 1999*), the Learning and Skills Act (2001) provided a

legislative imperative to increase participation, through funding drivers managed by the national LSC.

Access to and participation in HE derive out of an accumulation of life chances along a continuum formed as early as pre-school (Blanden and Machin, 2007). Intervening factors such as education attainment test scores and behavioural measures have been shown to have little effect on improvements in intergenerational mobility within family cohorts in lower socio-economic status groups (2007: 10). There is a relationship between degree attainment in those from the poorest parental income groups and intergenerational income mobility, pointing to a long-term rise in inequality of access to HE. This continues to be a worrying trend for policy makers, especially when large-scale interventions such as Aim Higher, financial support and funding allocations by the Higher Education Funding Council for England (HEFCE) appear to have little effect on changes in social mobility regarding access to and participation in HE.

It is the nature of this emerging evidence which should signal a move towards a greater understanding of WP, yet according to David Watson (2006: 7), the research field for studies into HE participation specifically is so 'cluttered with non-commensurate, non-replicable research that anyone with a strongly held opinion can find a research study to back it up'. Socio-economic analysis of trends, and large-scale interventions based on their conclusions, fail to recognise the complexity of the underlying issues, and these very interventions (Aim Higher, Junior University and Young Professionals) compete to demonstrate measurable outcomes against arbitrary key performance indicators, leaving the socio-psychological field of study largely untouched. For developing teachers in the LLS the WP agenda forms an integral part of the very reason for the existence of the courses that they teach. As Hillier points out:

the places and spaces in which you [teachers] work are inextricably linked to the kinds of provision that are funded, by the learners who are targeted to attend, by the outcomes, particularly in qualifications terms, that you are asked to help them to work towards. (Hillier 2005: 47)

2.3.2 Work-based learning

This section reviews the literature on WBL as it pertains to ITE, drawing, among others, upon the work of Eraut (1994, 2000), Avis (2005, 2009), and Lester and Costley (2010). A brief history and background begins with the rise and demise of the Manpower Services Commission (MSC) (1974-1987) and continues with the outcomes of the Leitch report (Leitch 2006) and the Lingfield report (2012). Two specific elements of WBL are examined in detail, those of coaching and mentoring. These are pertinent to my thesis as they contribute to an understanding of the nature of the participation of student and developing teachers in the LLS.

According to Lester and Costley, WBL refers to

> All and any learning that is situated in the workplace or arises directly out of workplace concerns … it includes learning that takes place at work as a normal part of development and problem solving, in response to specific work issues, as a result of workplace training or coaching, or to further work-related aspirations and interests. (2010: 562)

For them, terms such as experiential learning, CPD and informal/non-formal learning overlap with WBL, but where it corresponds with higher-level skills and knowledge and broad-based high-level capacity, university accreditation provides enhancement opportunities for both the individual and the organisation.

In contrast Boud focuses on the educational significance of work based learning:

> The emergence of work-based learning acknowledges that work, even on a day-to-day basis, is imbued with learning opportunities [(Garrick, 1998)], heretofore not recognized as educationally significant or worthwhile. Work-based learning gives academic recognition to these opportunities, when suitably planned and represented. (2000: 14)

Formalised and accredited work based learning has grown at all levels since the 1980s, but particularly at technician level following the inception of the MSC's leverage of employer engagement in training (Hillier 2006). The MSC, under the Department for Employment, was formed in 1974 out of a group of functions concerned with industrial relations and pay policy (Howells 1980). The creation of the MSC followed from interest in the Swedish model of employer training boards, jointly run with trade unions, and the Employment and Training Act 1974 paved the way for its introduction. As a tripartite institution (employers, trade unions and government) it began with support from all parties, but according to Howells (1980) was poorly planned, leading to difficulties in generating sufficient Treasury funding to carry through all its initiatives. Its main function was to broker job vacancies (carried out by the Employment Services Agency) and to operate government training centres (a long established function carried out by the Training Services Agency (TSA)) (Howells 1980).

The main purpose of the TSA was to change employer-led training, but whereas positive claims were made with regard to raising standards (Howells 1980), the resultant rise in the cost of training to diseconomies of scale led to claims of lack of co-ordination and poor management control and governance. According to Hillier (2006: 25), far from helping to create jobs the MSC as a single agency, caused a 'drastic decrease in apprenticeships'. The volume of regional Training Opportunities Programmes (TOPS) also became difficult to oversee, and attempts to manage this by bringing in consultants further compounded the cost to the taxpayer. Howells (1980) argues that:

> less formalist approach to organizational behaviour would reflect what Schön calls the 'dynamically conservative' character that organizations and systems can assume, and the ability of managers worth their salt to capture and adjust initiatives intended to control them (1980: 327).

Most of the TOPS were located in local colleges, and their ability to engage as a commissioning partner for TOPS ensured a steady improvement in the standards of training

(Howells 1980). However, according to Hillier the increased role of FE in jobs creation led to work preparation activities rather than work related skills (Hillier 2006). The effect was greater control of FE through qualifications based upon industry standards rather than a broad education and training offer (ibid).

Whereas WBL at technician level has a long tradition of government control (Howells 1980), higher-level learning (level 4 and above) in the workplace has seen significant growth in the 1980s (Lester and Costley 2010). They claim that:

> From a socio-economic perspective it is inadequate and inefficient to focus on up-skilling at a purely instrumental level, when there is a need for people to be able to determine and develop the kinds of abilities they will require for the current and future roles. (2010: 561)

Government initiatives have supported higher-level learning in the workplace through a variety of initiatives (Duckenfield and Stirner 1992; Ufi Ltd 2001) and in knowledge transfer partnerships (ktponline.org.uk). According to Avis (2010) this interest derives from two currents, one being an increasingly aged workforce, and the second being the speed of social and technological change.

Formal, accredited work based learning for teachers in the LLS has developed as a negotiated model, where the workplace is used as a site for developing the knowledge and skills of teaching (Lester and Costley 2010). It is characterised by two distinct groupings. The first group consists of teachers and trainers engaged in ITE whether full time while on placement or, more commonly, for this sector part time (and while) in paid employment. The second group consists of teachers engaged in CPD, and it is only since 2007 that this aspect of teachers' professional updating has become necessary to maintain their status as qualified teachers in the LLS (QTLS). This review is restricted to the first group, where ITE uses the workplace as a context for learning (Huddleston and Oh 2004: 85).

The Leitch report (2006) pointed to the need for a high skills base founded on workforce development and increased employer engagement:

> Stimulating high skills acquisition within the workforce will require closer collaboration between HE institutions and employers and employees, especially for part-time students and bespoke programmes. (Leitch 2006: 68)

What Leitch may have had in mind when he recommended a 'rebalancing of the priorities of HE institutions to make available relevant, flexible and responsive provision that meets the high skills needs of employers and their staff' (2006: 68), was just the sort of provision that has been established in ITE (LLS) for over forty years. He may also have had in mind a deeper entrenchment of the acquisition of content, although as Lester and Costley (2010) have argued, WBL curricula are more likely to promote active investigation and enquiry.

The LLS is still more likely to develop its teaching workforce through an in-service route, i.e. while the teacher is currently working, although there is also a significant full-time pre-service route. More recently there has been a tendency for a hybrid form of internship, where tradespeople and professionals work full time in their main occupation, and also voluntarily within the LLS, gaining their ITE qualification on a part-time basis (Rennie 2011). In addition to levels 5, 6 and 7 of the National Qualifications Framework (NQF), qualifications offered by HEIs and several national awarding bodies provide similar and often competing provision up to level 5 (Lucas et al. 2012).

Some provision exists within HEIs directly, but many FE colleges work within franchises and consortia to offer HEI provision. The multiplicity of routes into, and participation models for ITE in the LLS tempts policy makers and regulators to separate and label in order to confirm its boundaries (Lingfield 2012). Hillier sees this approach as a way of 'counterbalancing the dangers of concentrating decision-making power in the hands of elite groups' (2006: 8) but it is also important to caution against what could be considered to be a pluralist (McLennan 1995) notion of policy for ITE, as the distinctions can often be blurred (Avis et al. 2010: 49).

Commenting on the more recent phenomena of online learning communities set up to counteract the performance cultures prevalent in FE, Avis cautions against viewing the knowledge economy as consensual rather than what he argues is a rhetorical and materialist reality formed out of capitalist relations of power (Avis 2005: 219). An emancipatory view of the workplace as conducive to learning may be seen as a democratic ideal that perhaps does not exist in many organisations.

All of this militates against any suggestion that ITE alone is a sufficient grounding for a novice teacher. Michael Eraut identifies the first two or three years after qualifying as being the most influential to gain what he calls 'the particular personalised pattern of practice that every professional requires' (Eraut, 1994: 11). This may be the 'good and appropriate time' (Papastephanou, 2012: 118).

In a wider sense the knowledge economy, defined by Avis (2005) as the new rhetoric and materiality of capitalist relations is a driver for the growth of WBL. According to Skule and Reichborn (2002: 9):

> The workplace as a place for learning is a focal issue in the competence debate. Traditionally, the discussion about the need to develop competence has centred on education and organised training. However, there is growing recognition of the importance of the workplace, not only as a recipient of the competence produced in the educational system, but also as a place for learning and an independent producer of competence.

They discuss the role of informal production of competence and its capacity to be promoted, systematised and documented. While the workplace is cited in Skule and Reichborn's study, based on a sample of 11 Norwegian companies and 1,500 employees, as the most important venue for learning, its capacity to formalise learning and development is limited to recognition of workplace practice through apprenticeship and quality assurance. In their study, educational institutions are seen as less important to both employer and employee, yet paradoxically part of the recognition of competence derives from previous educational

achievement. The workplace may be a context for learning, but according to Scheeres et al. (2007: 738):

> organisational practices are often deployed in the pursuit of particular organisational objectives such as performance improvement, change management and organisational effectiveness. However, we also suggest that these practices are simultaneously examples of learning in practice. We therefore begin with an understanding of these practices as strong organisational practices and weak learning practices.

Lester and Costley (2010), on the other hand, cite research that places a value on learning that is 'prompted in response to specific workplace issues, as opposed to formal training or off-the-job programmes' (2010: 562). They recognise, along with Scheeres et al. (2007), the instrumental nature of some of this learning, but also point to its value when it is characterised by a purpose deriving from a personal value, critical and reflective (2010).

Communities of practice (Wenger, 1998) and situated learning (Lave and Wenger 1991) are conceptual devices that attempt to respond to the difficulties inherent in transferring learning from one context to another in the workplace (Illeris, 2011: 70). On the face of it, CoPs appear to bolster the weak learning practices observed by Scheeres et al. (2007), in that workers form their own communities to resolve problems and difficulties rather than reporting to hierarchies and established wisdom to achieve this. Biesta (2004) supports this view, arguing that these communities rely on common interests, discourses and maxims that serve to reproduce these in each other and their products. He notes (1994: 109) that schools and the learning that happens inside them are examples of 'rational communities' and their students become a problem to be overcome, either by inculcating them into the community or excluding them from the products of its activities. Furthermore Biesta argues that the identification of the 'learner' as in need of control and modification has resulted in a move towards 'learnification, constructivism and the teacher as facilitator' (2012: 37). He argues

that this new language of learning has had the effect of side-lining the teacher, returning an empty educational process in terms of content and direction. (2012: 38)

According to Biesta, the only way to progress through educational systems is through the 'acquisition of the content and logic that make up the/a rational community' (2004: 320). It could be argued, stepping away from Biesta's (2004) examples, that professionalisation in the LLS also serves as a rational community for teachers in the LLS, where the language is not of responsibility but of norms and values.

Research interest in WBL in the LLS has increased as a result of recent attempts to professionalise the workforce, with a move towards viewing WBL as trans-disciplinary, negotiated both for and with all parties concerned. The dilemma, hinted at by Biesta (2004), for institutions that wrap up their formal learning into commodities (qualifications) as a measure of disciplinary and procedural knowledge, is that teaching is embedded through practitioner research enquiry, rather than as a vehicle of the acquisition of reified knowledge. The student teacher finds or seeks out CoPs in the form of colleagues as experts acting alongside other resources such as teacher networks, mentors, coaches and workplace customs. In terms of understanding the role of the mentor in a CoP, Lawy and Tedder (2011; 2012) point to the lack of clarity surrounding the roles of mentor and mentee, the judgements made by the mentor regarding progress and attainment of skills and the performative nature of many mentoring processes in the LLS. Given that, as Cunningham (2004) argues, the recruitment and selection of mentors has an effect on attitudes towards mentoring, the literature suggests that the tensions surrounding CoPs appear to be exacerbated by weak mentoring practices.

Until 2013, the government controlled ITE in the LLS via sets of standards mediated by the teacher education curriculum and work place norms. Lucas et al. (2012) invoke the

metaphor of the producer and consumer (Wertsch, 1998; Rogoff, 2003) to analyse the phenomenon of standards-based curricula in ITE. Where the production of the standards can be analysed in terms of their purpose, context and ideological basis, consumption focuses on their use, affordances and constraints (Lucas et al. 2012: 681). Once embedded within curricula they are interpreted and assimilated by colleagues participating in an ITE course. Ellis notes the impact of this on schoolteacher training as an 'acquisition view of learning' (Ellis, 2010: 106).

According to Lucas, however, teacher knowledge is tacit (Polanyi, 1967), whereas the standards themselves are explicit and codified (Lucas et al. 2012: 682). The bridge between the two streams of knowledge, that of the standards, regulations and qualifications, and the curriculum as experienced, inevitably affects the meaning and interpretation given that the producers (LLUK) and the teacher educators inhabit different, bounded professional spaces.

Central to the conceptualisation of WBL as negotiated participation is democracy, defined thus:

> The faith that the process of experience is more important than any special result attained, so that special results achieved are of ultimate value only as they are used to enrich and order the ongoing process (Dewey 1939 [1988]).

It surfaces philosophically with Dewey (1859 - 1952), pedagogically within socially situated learning theory, and methodologically with action research, reflective practice and reflexivity (Lester and Costley 2010). They claim the theoretical and epistemological basis of WBL as Deweyan (1916; 1933; 1938) but the most recent contribution to discussion about WBL is Lave and Wenger's theories around communities of practice (CoP). This provides a collaborative understanding of WBL (Wenger, 1998) that encourages interdisciplinary approaches to learning. Reflective practice, reflexivity and CoPs may cause curricular and institutional tensions for HEIs still wedded to disciplinary and canonical structures (Lester and Costley, 2010). However, a greater tension exists in the workplace where, according to

Illeris (2011: 131), learning is dependent on an environment that is 'experienced as essentially confident and safe'. Lester and Costley also argue that WBL can only 'work' if the work environment is capable of supporting learner-managed, reflective learning at an appropriate level' (2010: 563). The trend for LLS workplaces is, however, characterised by neo-liberal notions of flexibility and insecure labour market conditions (Beck, 1992). Illeris (2011: 133) acknowledges that these workplaces may have better economic outcomes, but that the consequences for employees are generally negative. A teacher educator is defined by Crawley (2012: 5) as:

> any teaching professional supporting the learning and development of trainees on any of the currently recognised awards for teaching professionals in the LLS.

Most endeavour, in the main, to promote transformative learning and this carries with it a recognition that developing teachers need to take risks. According to Wain (2006) a confident, safe, collaborative, democratic and supportive environment is more likely to provide the conditions necessary for risk-taking; yet it appears from the literature that the current WBL environment for some student teachers is more likely to foster a pragmatism, based upon adequacy, compliance and capability.

2.3.3 Coaching and mentoring in work-based learning

A regulatory feature of the ITE curricula until 2013 was the role of the subject specialist mentor. The sets of skills required of this role reflect those identified by Lester and Costley (2010), citing several articles concerned with university involvement with WBL. These include supporting the identification of needs, academic skills and aspirations, managing and inspiring learning and resources, supporting critical reflection, developing a sense of identity and ethics, and being a subject specialist resource. For Lester and Costley this role combines partnership and facilitation. Izadinia (2013) also refers to the role of what she terms associate teachers in the shaping of student teachers' identity, pointing to a lack of research

into the influence of the parties to the relationship. Ofsted (2003) provided much of the momentum behind the rise of the subject specialist mentor in ITE as they found that:

> The content of the courses [ITE] rarely includes the development of subject specialist pedagogy to equip new teachers with the specific knowledge and skills necessary for teaching their specialist subject or vocational area. (2003: 3)

The role of the subject specialist mentor was not defined specifically, but the DfES stated that it should involve 'access to subject specialist pedagogy' (DfES 2003: 3).

In the LLS there is also little research focusing upon the role of the mentor in developing inclusive practices, even though both Ofsted and LLUK identify inclusive practice, equality and diversity as essential domain skills. Whereas the subject specialist mentor role is embedded within primary and secondary teacher training, an Ofsted report into ITT in PCET found that:

> The present system of training and assessment does not provide confidence that holders of nationally endorsed qualifications have met a consistent minimum standard by the end of their courses. (Ofsted 2003: 4)

Subject specialist support became the driver for policy reforms in 2004, leading to several articles pointing out the performative nature of LLS ITE mentoring, borrowed as it was from primary and secondary school models where subjects could be more easily defined. The applied and heterogeneous nature of VET (Fisher and Webb, 2006) led Hankey (2004) to question whether the model was transferable.

Dewey explores reflection and practical deliberation (Dewey, 1910; 1933), where individuals discuss their practice with others in order to make sense of their experiences. In order to use reflective deliberation the relationships need to be clear and well defined and the role of the teacher educator is a delicate one in terms of power relations. The process of deliberation, following observation, involves 'turning things over in one's mind, looking at the situation from different angles' (Eraut, 2000: 128).

Starr maintains that a key strategy in coaching and mentoring practice is observation (Starr, 2002). This is a major method of assessment of the quality of teaching and learning on ITE courses and, primarily, the student teacher's course tutor and their subject specialist mentor carry this out. As an assessment method it holds superficial face validity in that non-specialist observers can still provide feedback against a set of criteria that enable superficial judgements to be made about performance. It also holds content validity (i.e. it appears to be an appropriate way of measuring performance within the construct domain – that of teaching and learning) as long as the feedback reflects the knowledge and skills actually required for the lesson being observed.

As Avis argues, however, the knowledge gained may be that which is prescribed by performative cultures that try to control the workforce rather than deeper engagement in critical reflective practice (Avis et al. 2009). Tummons (2010), commenting on the performative nature of assessment practices more broadly for the same ITE provision as that located in this research, observes that to

> understand why students and tutors do the work that they do within the course requires that all of these texts, and the ways in which they order students' and tutors' lives, need to be explored: their purposes, their authors, their readers and their effects (Tummons, 2010: 5).

In both respects (face and content validity) the feedback given is generally intended to be supportive, but the power imbalances between the parties can easily be a detriment to continued improvement in performance. A trained observer can identify strengths and development points against a set of criterion statements, and can go further in providing guidance and support to improve performance, but they cannot sustain the relationship of support over a length of time. They are not 'with' the developing teacher in the same way as a colleague.

Kolb and Fry (1975) developed a model to describe experiential learning in terms of a cycle.
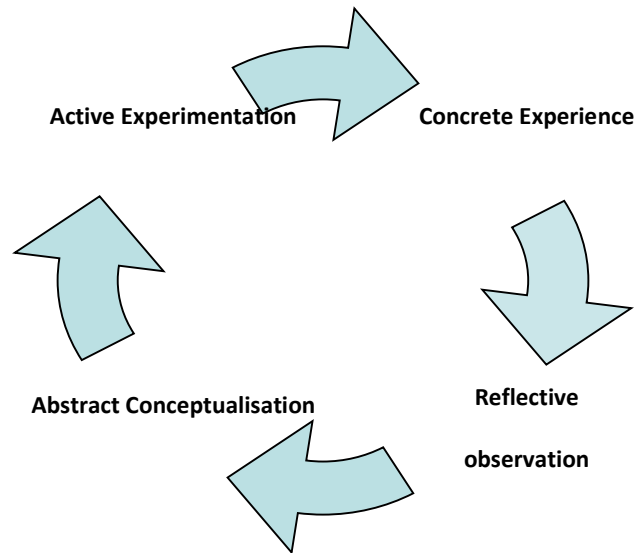
Figure 1: Experiential Learning Cycle (Kolb and Fry 1975)

Activity (teaching practice) becomes the opposite of reflective observation, and in practice the coach must recognise that the focus for facilitating learning and development is to draw out reflective and prospective deliberations through structured reflection and evaluation.

ITE provision seeks to situate learning within a context that is meaningful to the student teacher, with the notion that formal learning (i.e. class based) should give way to non-formal learning (i.e. the workplace, the community and everyday life). Biesta (2005) questioned the whole premise of 'learning'. He argues against seeing education as an 'economic exchange between the provider and consumer' (Biesta, 2005: 54). Turning on its head the accepted mantra of 'meeting learners' needs' that is embedded into the LLUK standards (2005), Biesta argues for a language of 'trust, violence and responsibility' (2005: 60).

Situated learning theory also sees the transfer of learning to be problematic, especially when it involves significant lengths of time and space between the learning and the performance. Lave (1991) and Lave and Wenger (1991) rejected the prevailing assumption that knowledge can be isolated from practice, developing a view of learning as social construction.

> Learners inevitably participate in communities of practitioners and … the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community. 'Legitimate peripheral participation' provides

82

a way to speak about the relations between newcomers and old-timers, and about activities, identities, artefacts, and communities of knowledge and practice. A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice. This social process, includes, indeed it subsumes, the learning of knowledgeable skills. (Lave and Wenger, 1991: 29)

Lave and Wenger (1991) developed the concept of legitimate peripheral participation to help to reconcile this dilemma, in that learning is more likely to result in performance or competence when the learner is actively participating in a legitimate activity, however side-lined they are at first (Lave and Wenger, 1991). Learning through participation is legitimate when there is an authentic link to the activity, a permission to be there in effect. They are peripheral in the sense of being able to fully participate, but subjected to reduced risk of failures in classroom practice, needing more support, requiring closer supervision and with less pressure to perform against a standard.

It is not suggested that this participation is free from risk or pressures, or that expectations are not as high as for full participation. The further away or more remote from the activity, the less situated in fact, then the less likelihood there is of that learning being successful (Lave and Wenger, 1991).

In terms of coaching and mentoring practice, the knowledge required by the developing teacher can be distilled into a classroom setting, bringing together groups with similar remedial needs. However knowledge into action requires individuals to work together to achieve results, and to participate also requires a group of individuals with a shared purpose. Wenger described such a group as a community of practice, a seductive concept that allows a myriad of interpretations, but as Wenger (1998) puts it:

> We all belong to communities of practice. At home, at work, at school, in our hobbies – we belong to several communities at any given time. And the communities of practice to which we belong change over the course of our lives. In fact, communities of practice are everywhere. (1998: 6)

Wenger (1998) uses the components of social participation – meaning, practice, community and identity – to assist in a general understanding of socially situated theories of learning, using a CoP as a point of entry. However Lave and Wenger (1991) were keen to avoid transference of their theory beyond their frame of reference:

> Pervasive claims concerning the sources of effectiveness of schooling (in teaching, in the specialization of schooling in changing persons, in the special modes of inculcation for which schools are known) stand in contradiction with the situated perspective we have adopted. (: 40)

This is an important corollary for ITE too, as well as for schools, in that the optimism of CoPs, based upon a progressive approach to learning and development, stands counter to the performative discourse of the LLS (Avis and Fisher 2006). To apply the theory of legitimate peripheral participation and CoPs to ITE needs a further corollary besides that of simply social participation. It requires an analysis of 'the political and social organisation of that form, its historical development, and the effects of both of these on sustained possibilities' (Lave and Wenger 1991: 64). Wenger (1998) suggests that if an institution establishes and delineates the purpose of a CoP, then participants will redefine it with a 'negotiated response to their situation' (1998: 77), leading to the observation that identity may be a key element in the mix. Izadinia (2013: 694) summarises this by arguing that 'it is our identity that helps us with setting goals and shows us the route to take'.

Brown and Duguid (1991) contend that it is important to understand how communities are formed, along with the power differentials to appreciate the way that information is constructed and travels within an organisation via the development of identities and social practices. As Brown and Duguid (2001) note:

> it seems reasonable to argue that if people share a practice, then they will share know *how*, or tacit knowledge. So, as communities of practice are defined by their communal practice, they are likely to have communal know *how* developed from that practice. If shared know *how* or tacit knowledge make it possible to share *that* or explicit knowledge effectively, then such communities, sharing common embedding

circumstances, will also be effective at circulating explicit knowledge. (2001: 204)

Tacit knowledge is a form of personal knowledge derived from the context of learning. Whereas explicit knowledge is free from context, codified and categorised (Polanyi 1967), tacit knowledge is often elusive, difficult to formalise, and often relies on shared understandings between groups of people. Simply put it is knowledge that cannot easily be explained without recourse to analogy and symbolic interpretation (Polanyi 1967). It is therefore by reifying knowledge through social engagement and practice that new, shared knowledge can be generated (Wenger 1998). This might be in CoPs that focus on a specific skill through what Lave and Wenger (1991: 37) term 'legitimate peripheral participation' and situated learning (Lave and Wenger 1991) or cultivated CoPs used to harness individuals' knowledge schemas to generate new knowledge (Wenger et al. 2002). Equally, employing individuals' knowledge schemas and experiences as impetuses for interactions across contexts can create new knowledge pertinent to CoP members in varying professional contexts (Brown and Duguid 2001).

Despite a myriad of affecting factors, Wenger (1998) recommends that three characteristics are needed for the successful cultivation of a CoP. Firstly, a *domain*, or an area of knowledge which draws a community together and from which members can identify themes to address; secondly, a *community* which sees the domain as relevant; thirdly, a *practice* or a body of knowledge objects concerning the domain which are produced by community members. These objects might be stories, texts, tools and abstractions that are aggregated and congealed to produce new forms of knowledge (Wenger 1998).

Coaching and mentoring, as part of a teacher's initial and continuous professional development, appear to be relatively recently described phenomena, with little research on their nature and effectiveness in LLS settings. In a wider context they manifest themselves in a recognisable form in sports related occupations. Starr (2002: 5) highlights the seeming

contradiction of world-class athletes being coached by someone who may never themselves have achieved world-class status. Conversely, Starr identifies the world-class athlete who may never possess the skills and attributes required to coach others effectively.

Seven principles of coaching practice emerge (Starr 2002: 30), and table 2 provides a matrix of principles set against the established and emerging theories, concepts and models.

PRINCIPLE	THEORIST	THEORY/CONCEPT/MODEL
1. Commitment to supporting the individual	• Kolb • Dewey • Piaget	• Experiential Learning • Reflective practice • Assimilation and accommodation
2. Truth, openness and trust	• Lave and Wenger • Biesta	• Situated learning • Communities of practice • Trust, violence and responsibility
3. Individual responsibility by the developing teacher	• Dewey • Vygotsky	• Cognitivist • Education for democracy • Zone of proximal development
4. The developing teacher is capable of much better results than they are currently generating	• Vygotsky • Lave and Wenger	• Social learning theory • Zone of proximal development • Legitimate peripheral participation
5. Focus on what the developing teacher thinks and experiences	• Kolb • Dewey • Piaget	• Experiential learning • Reflection, deliberation • Assimilation and accommodation
6. Developing teachers can generate perfect solutions	• Vygotsky • Biesta	• Social learning theory • Cultural mediation through language • Trust, violence and responsibility
7. The conversation is based on equality	• Vygotsky • Biesta • Lave and Wenger	• Cultural mediation through language • Trust, violence and responsibility • Communities of practice

Table 2. Seven principles of coaching practice (Starr 2002: 30)

The coaching and mentoring relationship may not be limited to the mentor and the developing teacher, and when reviewing the work of Lave and Wenger it is the CoP surrounding the student teacher that might assist the mentor in mediating the learning by allowing for the legitimacy of peripheral participation, and a gradual engagement in the complexity of the work, until fuller participation (competency) is achieved (Lave and Wenger 1991).

2.4 Professional Knowledge and Practice - Conceptual frameworks

The focus of this section is on three aspects of professional knowledge and practice for teachers. It encompasses notions drawn from broad educational theory and philosophy of education, and refers to more specific and current literature surrounding teacher education, which reflects recent concerns facing both teachers in development and teacher educators. Several themes are noted, those of teacher confidence, teacher excellence and routinised practices, all of which have significance for my research questions concerning participation in ITE and how it impacts on student teachers' developing professional practice.

2.4.1 Teacher confidence

This section reviews the literature surrounding the nature of teacher confidence and its relationship to risk. To define confidence is to set it within a relational framework where several interlinking factors, including power relations, serve to imbue or to inculcate confidence. Here the focus is on confidence from the perspective of the student teacher, but it is worth noting that for educational institutions, confidence is also relative to the culture and dominant discourses of a changing world. Wain (2006: 37) suggests that institutions, fearing uncertainty and risk, are far from confident in what Smith (2006: 23) called their 'knowingness'. They are constantly seeking reassurance through 'the language of skills and

competencies, of measurable outcomes and transparent transactions in their decisions'
(Wain 2006: 39). This runs counter to the notion of confidence as hubris: a 'ruinous tendency
to rationalise, to rely on reason over-much and in contexts where reason has little place'
(Smith 2006: 20). He discusses the self-directed learner in a similar vein where confidence is
dispositional, deriving from self-esteem, and used as a tool of reassurance when seeking to
manage change, uncertainty and risk. Where confidence becomes hubris, the student
teacher risks not the uncertainty of the reflective human, but the rationality of the
'transparent robot' (Wain 2006: 41).

It is intriguing that whereas both teachers and student teachers use the word confidence
when discussing the development of professional practice, little or no sign of the word
appears to be found in policy, procedural or curriculum documents at institutional, national
or governmental level. Schön offers a possible reason for this dissonance:

> some educators preserve their confidence in 'competency-testing' by ignoring the
> kinds of competence that competency-testing fails to detect' (Schön 2001: 8)

Flint and Johnson (2011: 32) relate confidence to maturity and being a high achiever. Lack of
confidence is cited as one of the factors that inhibit students from approaching their
teachers in respect of a perceived unfair assessment result. Moreover, the attitude of the
teachers – whether they have an open door policy for example – is cited as a factor that
encourages students to feel confident in challenging an assessment result.

Schön speaks of a crisis of confidence in professional knowledge, of practitioners 'locked into
a view of themselves as technical experts'. (Schön 1983: 69). Constancy is to be preserved
and uncertainty is viewed as a threat. Experienced teachers are more often ready to cope
with uncertainty, developing a 'prose' or narrative to display and develop their artistry.

> Nevertheless, in a world where professionalism is still mainly identified with technical
> expertise, even such practitioners as these may feel profoundly uneasy because they
> cannot describe what they know how to do, cannot justify it as a legitimate form of

professional knowledge, cannot increase its scope or depth or quality, and cannot with confidence help others to learn it. (1983: 69)

Here Schön views confidence based on his notion of artistry and its relationship to legitimate professional knowledge. Hayes is critical of what he calls the 'metaphysical defence of professional practice' (2003: 31) in Schön's arguments for reflective practice. He suggests that what might at first appear to be an emancipatory turn is more likely to replace radical professionalism with a more limited therapeutic ethos (Hayes 2003). However, before the ethical dimension it is perhaps the level and depth of subject knowledge that anchors their claim to legitimate professional knowledge (Rowland 2003). This has been linked to choice of lesson activities, where more knowledgeable teachers were prepared to choose novel activities and to respond more positively to critical incidents in the classroom (Hashweh 1987).

In a later paper Hashweh proposes that Pedagogic Content Knowledge (Shulman 1986), by which he means subject knowledge that is regularly taught, 'preserves the planning and wisdom of practice that the teacher acquires when repeatedly teaching a certain topic' (Hashweh 2005: 273). It is a construct imbued with values appertaining to a teacher's personal and private knowledge, and is topic specific in that it forms within a teacher's narrative memory (Hashweh 2005: 277).

The assessment of student teachers' subject knowledge is central to regulatory frameworks (e.g. Ofsted Common Inspection Framework 2008) and teacher education curricula, and yet the difficulties faced by teachers in describing their artistry (Eisner 2002) and developing their narratives confounds the often arbitrary distinction of what constitutes professional knowledge and practice. Tummons raises a similar issue in relation to 'ruling relations' surrounding assessment (2010: 351). In this case the 'meanings and intentions' of an assessment, located usually within explanatory documents such as module handbooks form

the basis of assessment guidance, rather than the purpose of the assessment itself – that of demonstration of professional knowledge and competence.

Lucas et al. found that where student teachers consider educational theory to be useful, they absorbed it into their personal knowledge, and where it was not considered useful it was discarded (2012: 691; and Thomas 2011). According to Anderson and Herr (2010) this may be because student teachers are not expected, during their ITE to produce research, only to critically consume it (2010: 311). Furthermore they argue that practitioner knowledge is derived from both formal knowledge acquisition and tacit knowledge (2010: 312) so the capacity for retention of educational theory may well lie in its service to professional knowledge and practice combined.

Eisner argues for a move from foundational assumptions about knowledge towards a 'pluralistic conception of what it means to know' (Eisner 2002: 380). Avis et al. (2009: 17) describe the legitimacy of the development of knowledge gained though practice, as they reflect the preference for interdisciplinary, or mode 2 knowledge (Gibbons et al. 1994: 3). Thomas (2011) identifies five meanings of theory, of which mode 2 knowledge could be seen as developing from:

> The 'thinking side' of practice. Especially in the applied side of the social sciences (such as teaching and social work), theory or 'theorising' means thinking and reflecting on practice. It is sometimes called 'reflective practice'. This has also been called 'personal theory' or 'practical theory'. When people talk about this 'personal theory' they mean conjectures, personal thoughts and insights that help people to make sense of the practical world (Thomas 2011: 2).

The conditions under which practice develops are taken up by Kemmis (2012) when discussing the nature of research *about*, *on*, *into* and *in* praxis. He refers to practice traditions orienting intentions, so that one set of conditions will reflect and determine the nature and justification of the practice itself. This is a dilemma for the development of confidence for some teachers. If it is the role of the teacher educator to compensate for

these inadequacies through skills development training, then additional support and the promotion of reflective practice (Ottesen, 2007) may need to figure more explicitly within the teacher education curriculum. If we are to move towards a democratic, dialogic form of professionalism (Avis 2009) then the inculcation of confidence becomes a form of social justice.

This section concludes by attempting to bring the themes of confidence and risk together through a discussion of 'the good and appropriate time' (*eukairia*). It is worth a small detour into the derivation of the word as it means not just the chronological dimension of time (*chronos*), but also its temporality (*kairos*) – 'the associations of chance, opportunity, lived experience and relationality to time' (Papastephanou 2011). *Eukairia* brings to the discussion, in addition to these two corresponding ideas, the pause, the delay and the reflexivity of the practitioner as they consider their future practice in the light of recent experience. It may seem to some to be akin to Schön's slow-down phenomena. It may involve the developing teacher in a broader, more risky, political act of reflection, not merely the 'here and now' technical evaluation of practice. Orr (2012) reinforces the problem of risk reduction as student teachers learn to cope with a difficult learning environment by relying on narrow pedagogic practices.

2.4.2. Teacher excellence

This section examines notions of teacher excellence in the literature surrounding teacher education and development. Here I seek to explore how this discourse impacts on student teachers' professional practice (research question (a)). I trace the term 'excellence' back to Aristotle where excellence is framed within inductive reasoning, and contrast this with a review of the term within policy and regulatory frameworks.

Aristotle insists that the development of knowledge and understanding begins with

experience. Sense experience is, however, unreliable. This is illustrated by the difference between the naked eye perceiving things to be 'crooked when seen in water and straight when seen out of it' (Adam 1902: 602c-d), and a scientific understanding of the phenomenon of refraction.

Aspiring to 'excellence' is lodged squarely within the foreword to the professional standards for teachers in the LLS (LLUK 2006: 1), and in the National Improvement Strategy document (LSIS 2009). Both illustrate the rhetoric behind attempts to professionalise LLS teachers through improvements in ITE (DfES 1997; Kennedy 1997). Twinned with excellence is the imperative for student teachers to become reflective practitioners – now a stipulated requirement of the statutory standards – as a means to continuous improvement (LLUK 2007: 2). Ottesen (2007: 33), however, characterises professional practice as 'embedded in and emerging from activity' and 'not "copies" of the world to be pondered upon in individual minds'. Ball (2003) links excellence with performativity in that teachers are manipulated by regulation, standards and evidence-based practices – what he terms 'policy technologies' (2003: 216). The pursuit of excellence allows some to 'make a success of themselves, for others it portends inner conflicts, inauthenticity and resistance' (: 215).

Several parties mediate the shared spaces between ITE and student teachers' developing professional identity – the teacher educator, the workplace mentor, the organisation and those who inform the choice of language contained in regulatory documents. Each seeks to inculcate different processes and outcomes that are often in conflict, both with each other and with the needs of the student teacher. Findlay (2006) identifies two main tensions arising out of the development of teachers: those of learning to teach and learning to deal with the context of their practice. Izadinia (2013) observes that across several empirical studies idealised versions of identity formation lead to policy makers' and teacher educators' 'failure to recognise the challenges and complexities involved in STs' [*student teachers'*]

identity formation' (2013: 707).

Conflicts may surface as a result of the temporality of the curriculum and the classroom experiences of the student teacher, as well as the workplace arrangements for mentorship and support. This is coupled with the dual identity of student teacher as novice or developing practitioner on the one hand (when being assessed by the teacher educator) and competent practitioner on the other (while being inspected by internal and external audit regimes). Knight and Saunders (1999: 146) invoke Geertz and Weber as they perceive these agents operating in a 'web of competing and complementary cultures', which is at one and the same time fragmented and cohesive.

Webs are both invisible and visible, depending on their function and the positionality of the agents involved (the spider and the trapped, unsuspecting fly). In this sense, the opportunities for student teachers and their teacher educators to bring a variety of knowledge and experience with them when they share these spaces present opportunities to observe and explore the extent to which ITE prepares teachers as professional practitioners in what is increasingly seen to be a 'ready-made world'.

Repeated classroom practice is action in the workplace that forms out of the processes and products of professional development. This is in turn derived from the dominant discourses located in codified occupational standards interpreted by a teacher education curriculum that seeks, in the main, to reproduce educational and pedagogical practices through a syllabus that is broadly aligned with prescribed units of assessment (LLUK 2008). It follows from this that the capacity to acquire knowledge and skills about and for classroom practice is (at the same time) afforded, constrained and controlled by the nature and function of ITE.

Aristotle described *arete* (virtue or excellence) as the fulfilment of a defined purpose, 'being the best you can be' (Aristotle 1934: 1: 7). There appears to be an inextricable link between

effectiveness and knowledge in that the context defines the meaning. In addition the visible

manifestation of excellence (the doing of excellence) cannot be divorced from being

excellent. For Aristotle then to strive for excellence is to become excellent (Kraut 2010).

Dilthey (1989) was concerned with how our lived experiences are bound up within cultural

traditions and organisational norms. His response to the long history of contrast between

idealised and empiricist accounts of what constitutes reality includes the contention that

external organisations mediate individual interactions where 'enduring causes bind the wills

of many into a single whole' (Dilthey 1989: 94). I take this to mean that although

understanding derives from direct experience rather than inference from general rules (i.e.

is inductive), those very experiences are predetermined, funnelled and routine (i.e. deduced

from general principles). On the one hand Ball (2003) echoes this view as he cautions that:

> The policy technologies of market, management and performativity leave no space of an
> autonomous or collective ethical self. These technologies have potentially profound
> consequences for the nature of teaching and learning and for the inner-life of the teacher.
> (2003: 226)

On the other hand Avis (2005) argues that under performance-led regimes prevalent in the

FE sector (following the incorporation of FE colleges in 1993), contradictory phenomena

emerge that on the one hand deny the legitimacy of some forms of professional practice,

while on the other hand providing a context for new forms of 'active ' professionalism (Avis

2005: 212). Under the conditions faced by FE teachers characterised by accountability,

'blame cultures' (2005: 212) and strategic compliance, both pragmatist and progressive

practices can operate together.

We may acknowledge here, too, the benefits of shared spaces between the teacher

education curriculum (knowledge about teaching and learning), work place practices

(classroom experience), technical skill (classroom management) and the self (the teachers'

relationship with the learners and the rapport). From an Aristotelian perspective, we can

also discern the relational nature of the striving for and embodiment of excellence, and what Berger (1980: 51) describes as the biography of 'I am'. The resources marshalled for teachers include the development of a repertoire of professional knowledge and practice derived from repeated classroom experiences, increased confidence and frameworks by which to reflect on experience.

Allen and Henry (1997) discuss how perceived flexibility in the labour market translates into risk for those employees faced with a relationship based on contractualisation. While their research is about the contract service industry, it is their assessment of Beck's characterisation of employment risk that might resonate with the experience of student teachers as they face 'precarious forms of employment' (Allen and Henry 1997: 181). Both employer and employee can view their contracted labour as flexible on the one hand, and as risky and uncertain on the other, but when people work in what Beck calls 'a risk-fraught system of employment' (Beck 1992: 143), the very constraints caused by insecurity can lead to a resourcefulness derived from individual biographies rather than collective identities. Conversely, Avis suggests that resourcefulness can emerge from performative cultures (Lyotard 1984) that are based on Fordist industrial relations and low trust. The new knowledge society (post-Fordism) characterised by networked relationships, collaborative working and learning communities, can 'herald progressive possibilities' (2005: 218), but only within a consensual model advocated by writers such as Hargreaves (2003a), Hargreaves (2003b) and Sachs (2003) that Avis (2005) argues is largely ideological.

Randle and Brady (1997) provide an analysis that prefers the ethical dimension of professional practice. They provide a summary of the professional paradigm thus:

Professional Paradigm	
Goals and values	Primacy of student learning and the teaching process Loyalty to students and colleagues Concern for academic standards

Key assumptions	Lecturers as funds of expertise
	Resources deployed on the basis of educational need
	Quality of provision assessed on the basis of input
Management ethos	Collegiality/community of practice
	Professional autonomy
	The trust principle
	Accountability to peers
	Tacit knowledge
	Pluralism

Table 3. Professional Paradigm (Randle and Brady 1997: 232)

2.4.3 Routinised practices

> She took down a jar from one of the shelves as she passed; it was labelled `ORANGE MARMALADE', but to her great disappointment it was empty: she did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as she fell past it. (Carroll 1996: 20)

This section reviews the literature surrounding routinised practices, which I argue are a consequence of evidence-based practice (EBP) and evidence-based teaching (EBT). It examines how these associated ideas have been re-formed and interpreted by policy makers and state funded gateways for teacher educators and trainee teachers. The relationship between interpretations of educational research and EBP/T and teacher education policy and practice in the sector underpins my research aims and questions. It also connects with and disturbs my research methodology, particularly in view of the continued dominance of what Kemmis terms 'changing practice from without' (2012: 893).

Several underlying constraints to the development of professional knowledge and practice for teachers are brought to the surface for later analysis through the data surrounding the thesis. The literature suggests that the process of reification of situational knowledge, formed out of EBP/T, may lead to the endorsement by teacher educators of routinised 'safe' teaching methods and the avoidance of risk in professional practice (Wain 2006). Furthermore, EBP/T is being used to value what is measured, not to measure what is valued in education (Thomas and Pring 2004). Kemmis (2012: 893) – author's emphases – observes

that:

> We have tried a century of changing practice from without, on the advice of spectator researchers and the educational policy makers they advise. It has not been a century of unbridled success, in which practitioners have thrived in the light of the new knowledge research has made available to them. In fact, practitioners in many fields, especially in largely public sector professions, like teaching and nursing, have frequently found themselves silenced by conventional research knowledge, and they continue to turn their back on it and on the conferences and journals in which it is reported. They turn their backs on it because it is *not* research which recognises, reflects, respects and engages with their *interpretive categories*, their *lived realities* and their *experience*. Instead that spectator research appears to speak *about* them. It names and judges.

The naming and judging that Kemmis refers to for the LLS arises out of continued and relentless audit and control based upon evidence-based policy. Much of this is external (Ofsted), but increasingly internal activities serve to apply rewards and sanctions according to criteria that 'sit[s] external to the principal concerns and aims of education' (Kemmis 2012: 893).

Evidence-based teaching (EBP/T) has long been a disputed concept in education, generating a substantial range of literature aimed at both academics and practitioners (*inter alia* Hammersley 2001; Avis 2003, 2010; Davies 2003; Biesta 2007a, 2007b, 2010; Cort 2010; Kvernbekk 2011), yet it remains a dominant influence within education throughout Europe (see for example the European Qualifications Framework and the OECD's Programme for International Student Assessment, 2013).

Thomas and Pring (2004) distinguish the criteria for evidence in science and philosophy. They relate evidence in scientific research with Levi-Strauss's metaphor of the bricoleur and the engineer. The bricoleur uses inductive reasoning and is not limited in his search for what might constitute evidence for his arguments, whereas the engineer begins with a theoretical proposition, applying deductive reasoning to verify empirical sources. Thomas and Pring go on to clarify the crossover in technique for both types, concluding that the common problems in educational research for both the teacher as bricoleur and the teacher as

engineer are those of veracity, sufficiency and generalisability. Similarly in philosophical research the emphasis is on the sufficiency of evidence in the quest for knowledge about the world.

Historically the movement towards EBP began with Cochrane (1989), who advocated a move towards evidence resulting from practice to be available to the general public, rather than a narrow field of researchers. He believed that the public needed to be reassured that decisions made by health professionals were based on sound evidence and not just personal beliefs about the efficacy of decisions. The model required that practitioners should be able to show that their actions and decisions were effective, efficient and equitable. Several groups began to collaborate from the 1970s onwards, mainly in the scientific field, but with the shift in government emphasis on policy making in the late 1990s, social science research began to establish large-scale data analyses. Of the three principles outlined by Cochrane in the 1970s, effectiveness, efficiently and equity, it is only recently that the third one (more challenging to measure) has come to the fore in the drive to contextualise and localise practice decisions. Whereas the scientific and social scientific research community has developed EBP for over 50 years of educational research, perhaps because of the difficulties associated with measuring effectiveness, efficiency and equity have been slower to develop.

To focus on EBP, I take as my starting point the flurry of contributions and rejoinders that came initially as a result of a lecture by David Hargreaves to the Teacher Training Agency in 1996 (Hargreaves 1996). In this lecture Hargreaves compares research within the teaching profession with that in the medical profession – both claimed as 'people-centred professions' (1996: 44). His main argument is that what counts as research in the educational research community has failed to serve the needs of teachers. This is based upon a premise that improvements are required in the quality of teaching in schools. In this sense his premise is bound up in technicist notions of efficiency and effectiveness across a

large and diverse sector (albeit less so than the LLS). His view resonates with Kemmis's

discussion on spectator research (2012) and its effect on the 'conversational space' (2012:

894).

Hargreaves' comparison with the medical profession assumes similarities in that they both

use their respective professional knowledge and skills to respond to individual needs. It also

points to fundamental differences in that whereas traditional western medicine can claim to

possess an agreed professional knowledge base, teaching does not. Whatever the

perspective, there is a growing emphasis in the LLS on knowledge derived from practice,

skills and attitudinal knowledge, and personalised learning for employability. It is useful to

review some recent developments in EBP in the LLS, starting with the then Department for

Education and Skills (DfES) who produced *Equipping our Teachers for the Future* (DfES 2004)

which, among reforms to initial teacher training, required all new teachers and trainers to be

registered with IfL. Government regulation followed in the Further Education Teachers'

Continuing Professional Development and Registration (England) Regulations 2007, and the

Further Education Teachers' Qualifications (England) Regulations 2007. Alongside these

moves to regulate the teaching workforce, the Government produced the White Paper

Further Education: Raising Skills, Improving Life Chances (DES 2006) which sought to drive

forward reforms to the sector in terms of a set of objectives, among which was the

> Improved use of a range of practices and techniques, including e-learning, use of new
> technologies and target-setting to provide a personalised learning experience. (BIS
> 2012: 6)

Evidence from a recent evaluation report found that for this objective:

> There is evidence from interviews with teachers, department and faculty heads and
> team leaders, that new staff systematically being enrolled on and obtaining the ITE
> qualification equips staff with increased confidence, the ability to use different
> teaching methods to support learners with varying needs and learning preferences,
> and increased reflective practice. (BIS 2012: 8)

The systematic approach to teacher development, deriving from regulatory activity is, in this

quotation, linked to confidence, technical proficiency and reflective practice. It is in the area of technical proficiency – the use of teaching methods, the ability to respond to learner needs, and use of e-learning – that EBP/T has found the most purchase. How to appear confident (communication skills), which teaching and learning strategies and resources to choose and how to evaluate sessions using reflective tools – all these are now found explicitly in teacher education courses. It may seem counter-intuitive to suggest that ITE is not about technical proficiency; indeed Hargreaves, while acknowledging the complexity of education theory, argues for more of it in preference to broader themes of socio-cultural understanding (Hargreaves 2004).

The evidence referred to in the BIS quotation spans a range of sources, from Ofsted reports through to academic journal articles, yet it appears to take for granted the values, knowledge base, context and wider socio-cultural nuances of technical proficiency. Scan a typical education section in any library or bookshop and it seems clear that a whole industry has been established upon the wave of interest in what Biesta terms 'what works'. For Biesta et al. (2007b: 147), this 'is often localised and context specific'. The discourse surrounding EBT is of concern not because it is problematic to stress the importance of EBT, but that most of the emphasis is reductive and binary. Both Hargreaves and Hamersley play the 'either-or' game in their discussions, using comparisons with other professions to argue their point. Biesta (2007a, 2007b, 2010) provides the counter balance in some respect as he reminds us that teaching is uniquely a situated and relational profession. Anderson and Herr also caution against 'evidence-based' practices developed by researchers located at universities and research institutions' (2010: 311). For them this leads to practice that become instrumental, systematic and technical.

Billett charts a similar map with regard to vocational education in general, describing the 'project of vocational education' (Billett 2011: 11) within the paradigm of human

engagement and learning, both as individual sense making and socio-cultural negotiation and enactment. He argues that tight, bureaucratic and centralised control leads to 'centrally devised procedures' (Billett 2014: 14) being enacted upon workers, learners and teachers. Further, he argues that the 'voices and expertise' (2014: 14) of teachers are dismissed by 'the domination of the industry voice' that he maintains is not competent to make decisions about education. He proposes a broader range of discretion for teachers in order to engage students in the active assent of the vocational goals (2014).

Avis (2010: 174) describes EBP as a form of 'deterministic top-down state-driven managerialism'. He suggests that it may be a step too far to link concerns for social justice and the transformation of workplace practices and labour power – in what might constitute an expansive notion of what Avis terms 'really useful knowledge' (2010: 175) for teachers. This is because the situated knowledge derived from teacher enquiry, CoPs and other socially situated, progressive theoretical models of labour power in itself serves to maintain the capitalist status quo (2010: 175). When analysing the recent debate about new forms of professionalism (Hargreaves 2003a, 2003b; Sachs 2003), Avis both acknowledges the benefits derived for teachers from collaborative, professional learning communities and cautions against their representation of the knowledge economy as a system adaptation (2005: 215). According to Avis, the functionalist notion of adaptation and change merely sustains the ideology of performative systems, rather than seeing education as a 'site of struggle' (2005: 219). Harrison et al. (2003), however, find the dualist nature of Avis's argument limited in terms of their own view of the site of struggle as more complex, ambiguous and mobile (2003: 60). The craft role of the teacher may also be in tension with attempts to maintain the values surrounding social justice. To be a craftsperson is to engage in mastery, passing on skills to the next generation through autonomy and agency of skills and knowledge. When superstructures claim mastery knowledge, distilling it into EBP/T, the

craftsperson is denied the ownership of their own skill mastery. Gale puts it thus:

> Policy is not only an agent for generating curriculum change, it is seen as being responsible for establishing a framework of legitimacy for professional identity and practice style. (2003: 166)

The final report by Lord Lingfield into professionalism in further education (DBIS 2012), charts the plethora of changes in the national policy landscape with six different government departments having had a hand in regulating the sector since 2004 (DBIS 2012: 16). In addition, since Success For All (DfES 2002) and the Ofsted survey of Initial Training of FE Teachers (2003) no fewer than twenty-one governmental and sector-related publications have provided commentary on aspects of teacher development. According to Hillier, writing about policy discourse surrounding Success For All, these interventions and initiatives were part of both a '"charm offensive"' (2006: 48) and a stick approach to fashion the sector as a driver for both economic competitiveness and social inclusion. As she states 'a sensible walker takes a map, compass, food, water and protective clothing'. (Hillier 2006: 110)

One specific example of the morphing of improvement levers was the Standards Unit in 2003 (set up as part of a government initiative to improve the sector. This then became subsumed into the Excellence Gateway in its earlier incarnation, then part of LSIS, and now operated by the Education and Training Foundation. Since this time the coalition government (2011-present) has at least recognised the faulty premise of deficit policy, as it acknowledges that much of the sector's provision has been judged to be good or outstanding by successive Ofsted inspections (DBIS 2012).

Coffield and Edward (2009: 386) encourage researchers and practitioners to restore the notion of complexity and connectedness when considering how to interpret and apply good, best or excellent practice in the classroom. They urge that where regulatory influence seeks to homogenise practice into measurable standards, teachers should develop their practice by forming questions within a shared community against a topology of dimensions of good

practice. Derived from Alexander (1997), Coffield and Edward argue for professional autonomy and stability, as a counterbalance to the 'ratchet screwdriver' representation of successive government policy (2009: 386).

It could be argued that both the language of professional autonomy and stability favoured by Coffield and Edward (2009) and the social antagonism proposed by Avis fail to acknowledge the nature of the canonical and situational occupation of teachers. The canon of knowledge relating to their occupation is increasingly state controlled, particularly with regard to EBP as inspected by Ofsted, while the situational knowledge is limited to the location, once it is acquired by the developing teacher. To resist the 'ratchet screwdriver' requires a broader understanding of what it is to be a teacher in the LLS, one that is less focused on the institutional imperative and more akin to the 'massiveness of knowledge' (Billett 2011: 105) recognised within the medical profession. It may be that, given the constraints, teachers may struggle to grasp the sorts of knowledge that will allow for the kind of professional autonomy argued for by Coffield and Edward (2009). Indeed Ball (2003) cautions against legitimacy derived from the need for teachers to 'organize themselves as a response to targets, indicators and evaluations' (2003: 215), and Gale, invoking Ball (2001), argues for 'creative pedagogies of resistance' (2003: 165).

To conclude this section I refer to this quotation as confirmation of a wider problem faced by schools-based teacher educators:

> Teacher education is seen to be an 'opportunity to receive or become acculturated to the existing practices of the setting with an emphasis on the reproduction of routinised behaviours and the development of bureaucratic virtues such as compliance and the collection of evidence'. (Ellis 2010: 106)

2.5 Summary

Several issues have been explored in this chapter, representing an historical, contextual and conceptual underpinning for the thesis. The history of ITE in the LLS in England reveals a

discipline that still struggles to establish its identity distinct from the dominant schools sector. The catalyst for the imposition of regulation and control appears to have been the damning Ofsted report from 2003 that, at the time, was not universally welcomed by academics and educational researchers. It is perhaps not surprising that teacher identity appears to be so fragmented and bounded by setting and context (Lucas 2012), when ITE classes are diverse in subject and occupational make-up. This also may account for the generic nature of so much of the ITE curricula.

Later sections reviewed more conceptual themes, those of teacher confidence, teacher excellence and routinised practices (as a consequence of evidence-based practice). These are all paradoxical features of professional knowledge and practice that are found in the literature and may be seen later in the data analysis. This chapter forms the grounding for a more detailed review of the theoretical, philosophical and conceptual perspectives underpinning the thesis in Chapter 3.

Chapter 3 – Literature review: theoretical frameworks

3.1 Introduction

This chapter seeks to weave together two apparently disparate theoretical frameworks in the process of developing knowledge about the participation and engagement of student teachers during the development of their professional knowledge and practice. I want to explore how well the ITE curriculum serves them in the pursuit of professional knowledge and practice, and I hope to be able to suggest some changes to ITE that might better support them as they develop their professional knowledge and practice.

Throughout I have immersed myself in both Bourduesian and Deweyan theories, building my arguments around what Little (2014: np) terms 'the snippets of theory that seem most suitable to the particulars'. I have treated theory, following Bourdieu's advice, as a 'thinking tool' (Wacquant 1989: 50) so that when I read the transcripts theory yields from the student teachers' 'meaning making' (Bruner 1990: 12). I have identified the ways in which the empirical content can be interpreted using Bourdieu's ideas, and where they align more closely to Deweyan ideas. Little (2014: para 6) argues that

> theories are frameworks organized around common social mechanisms, there are multiple kinds of mechanisms at work in a given social milieu, and therefore it is reasonable to invoke multiple theories in attempting to explain the phenomena in play. The social world is heterogeneous and plural; so we need to be pluralistic in our use of theories as well (2014: para 6).

I am encouraged to retain two theoretical frameworks then on the basis that they are closely connected to the highly situated data and chime with my intention to interact with teachers' lived experience in order to seek forms of particularity rather than generality (Eisner 2002). This is important to state at the outset, particularly as I attempt to apply Bourdieusian ideas to confront Deweyan pragmatism. If, according to Glaser and Strauss (1967) the source of theory is empirical data, then my choice of methodology, methods and interpretation need

to focus on a broadly inductive approach without appearing to become merely 'common-sense' (Alvesson and Sköldberg 2009: 57). However, inductive reasoning can lead to the charge of naivety, particularly as I am an insider-researcher. The place of theory in this chapter then becomes a minefield (Alvesson and Sköldberg 2009) in that correspondences and patterns may emerge in the weave between theory and data. However, these correspondences and patterns do not always lead towards a safe arrival at a conclusion. This is risky, but in attempting to reduce the gap between the knower and the knowledge this chapter displays my willingness to develop a repertoire of theoretical stances that are good for application.

One example of the correspondence minefield is the literature pertaining to ITE in the LLS. Claims are made that developing teachers are alienated and lack confidence, and that they are constrained in their capacity to develop by an environment characterised by neo-liberalism and managerialism (Randle and Brady 1997; Robson 1998; Shain and Gleeson 1999; Lucas 2000, 2004; Shain 2000; Orr 2012). Finding one theoretical lens through which to connect policy and ideological constraints with the challenges of what it means to become a teacher in the LLS (at least to the participants in this research) has proved insufficient to avoid the charge of applying grand theory.

My reading of Bourdieu's works during this time also led me to notice the tensions between the application of experiential learning theories and forms of capital, particularly social and cultural. Far from being disparate I viewed these two theoretical positions as compatible in their emphasis on social transformation. The reader may feel the need to 'home-in' on one categorisation of theory or another when reading my conclusions, but this is to confuse the research with a study of objects and their commensurate objectivity (Wacquant 1989). The application of theoretical frameworks in a reflexive methodology by contrast should be capable of stirring thought, not through the identification with categories but through their

use (Alvesson and Sköldberg 2009). Festenstein (2014) refers to Dewey's conception of inquiry in a similar way in that we can apply inquiry reflectively, drawing together corresponding disciplinary domains through the resolution of problems via the construction of values.

It appears therefore, drawing upon Wacquant (1989); Alvesson and Sköldberg (2009) and Little (2014), to be legitimate to apply both Deweyan pragmatism in the form of experiential learning theory and Bourdieusian conceptions of habitus in relation to the lived experiences of student teachers participating in managerialist cultures. It remains to be seen how the two chosen frameworks suffice.

The first section critically reviews the literature on experiential learning, outlining the history from Dewey (1859 – 1952) to the development into socially situated learning (Lave and Wenger), and its influence within the ITE curriculum. The second section broadens the chapter out into a review of the literature surrounding habitus (Bourdieu 1985; 1986), using the notion of 'learning as becoming' (Colley et al. 2003) to locate the research within a socio-cultural paradigm.

3.2 Experiential learning

The current outline syllabus for the University of Huddersfield PGCE/Cert.Ed. (Lifelong Learning) DFA7230 module requires students to learn about:

> Factors influencing learning, e.g. previous educational experience, motivation. Theories and models of teaching and learning, including experiential and reflective learning models, behaviourist, cognitivist and constructivist theories, theories of motivation, social and situated theories of learning. Informal and personalised learning. Examination of models of adult learning. Critical discussion of learning style models. (University of Huddersfield 2013: 34)

It is at first glance perhaps surprising that as late as 2013 behaviourism, cognitivism and constructivism continue to be considered appropriate theories of learning for VET. One

reason could be because these established theories of learning are considered to be a sort of received wisdom. In order to unpack this premise I refer to Pinar's ideas around curriculum theory, and in particular the reconceptualization movement in the late 1970's. He categorised three types of 'professors of education' (: 4) the traditionalists, the conceptual-empiricists and the re-conceptualists. As Pinar observed 'There is no longer a curriculum field, with shared views of its purpose'. (1977: 3) and to reconceptualise educational theory according to Pinar would require a preference for 'consciousness raising' (1977: 11) over curriculum guidance. Pinar puts it thus:

> To understand more fully the efforts of the individuals involved in inquiry of this kind requires an understanding of meta-theory and philosophy of science; without such a grounding, it is difficult, if not impossible, for curricularists to see clearly their own work in the context of the growth of knowledge in general. (1977: 12)

Drawing upon Bernstein's work (1976) Pinar argues that traditional theories will continue to dominate while those who are concerned with curriculum theory and ITE cling to the stage-based rationale. In order to reconceptualise educational theory teachers must first develop a maturity of thought based upon refining existing theories (ibid 1977). Meanwhile the 'emancipatory intent' and desire for 'structural change' (Pinar 1977: 13), relying as it does upon individual transformation, appears, according to Pinar to struggle to define itself as legitimate intellectual enquiry available to all.

It could be argued that textbook authors writing for developing practitioners support the persistence of what constitutes acceptable theory from a stage-based rationale. It would be reasonable to suggest that they keep a close eye on the content of initial training programmes in order to align their topics and chapters. Certainly a glance at one of the more popular texts from the module reading list is consistent with this premise as out of 23 pages devoted to theories of learning one paragraph on the last page offers this to readers:

> If a teacher tells students that one must always wash one's hands before handling food but doesn't actually do so then students learn that hand-washing is not

important. Studies show that what we teachers do is overwhelmingly more influential than what we say. Setting an example in this way is called 'modelling'. What do you need to 'model' in your teaching; enthusiasm? Thoroughness? Patience? Neat presentation? Safe practices? Whatever you decide remember that 'do as I say not as I do' simply doesn't work as a teaching strategy. We also teach unconsciously by our behaviour towards our students. A teacher who smiles at, encourages and helps students of Asian and European origin equally is teaching the students to respect everyone, regardless of their origin. Such inadvertent teaching is sometimes called the 'hidden curriculum'. (Petty 2009: 21)

Despite referring to studies that show that what teachers do is more influential than what they say, there is no citation or reference at the end of Petty's section.

Over a hundred years of research into how people learn, from Dewey to Lave and Wenger, is distilled into the above paragraph, so perhaps the lack of student engagement with experiential and socially situated learning theory is not so surprising. This section is an attempt at a remedy.

Experiential learning theory begins to form a structure for modern educational thought in the work of Jean Piaget (1896-1980) and John Dewey (1859-1952), among others. Before this the main theories of learning revolved around behaviourism (Baum 2005). Dewey's ideas formed out of the pragmatist tradition, the founders of which were his counterparts Charles Sanders Peirce (1839-1913), who he studied under, George Herbert Mead (1863–1931) and William James (1842-1910). Pragmatism (from the Greek word *pragma* for deed or action) was concerned with the concept of truth and practical consequences derived from meaning, where meaning itself was derived from experience, not cognition (Hookway 2010). As Peirce argued in relation to the pragmatist maxim:

Consider what effects, which might conceivably have practical bearings, we conceive the object of our conception to have. Then, our conception of those effects is the whole of our conception of the object. (Peirce 1992: 132)

As a critically conceived tradition pragmatism rejects the value neutral perspectives of inquiry, embedding values within what terms 'the pressing concerns of the wider society' (Weinberg 2008: 28). This raises a question about what interested Dewey about education.

Certainly he was seeking to change the way that society viewed the purpose of education, but in keeping with social constructionism his questions related to what ought to be a democratic and experiential education, and how educationalists could take forward his ideas (Dewey 1897). Dewey (1938) argued strongly for experience to be part of an educational process, defining experience in relation to democracy as the 'free interaction of individual human beings with the surrounding conditions' (Dewey 1988). In a similar way to Bourdieu then in his research he was concerned with what Holstein and Gubrium (2008) term meaningful practical activities in preference to theorising. The central similarity appears to be a rejection of the deterministic ideology of 'goal oriented' education in preference to education for growth. This is certainly the case explicitly in Dewey's writing where he demonstrated a particular interest in the nature of reflection, and the non-linear process of learning, arguing that

> An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment, whether the latter consists of persons with whom he is talking about some topic or event, the subject talked about being also a part of the situation; or the toys with which he is playing; the book he is reading […]; or the materials of an experiment he is performing. (Dewey, 1938: 43-44)

This conception of learning is contrasted with Piaget and Inhelder (1969) who considered that learning was an individual adaptive process, with each stage of cognitive and intellectual development depending on the full grasp of the last. Competence resulted from a child's interactions with the world. They stressed that individuals co-exist within a social equilibrium that is task oriented and based on intellect and invention.

It is within the study of assimilation and accommodation that we can find sound applications to experiential learning through observed practice. Piaget and Inhelder (1969) observed that as children grow and develop they create schema (frameworks of existing knowledge and experience that are understood by the child). These allow new objects (experiences) to be

assimilated, i.e. to fit into an existing schema, or conversely to be accommodated, i.e. to determine that a new schema needs to be created. Piaget's work also informed that of Kolb and Fry (1975), when they developed a model to describe the experiential learning in terms of a cycle. Dewey, however, was more concerned with the relationships between reflection and thinking, and experience and the environment.

> To 'learn from experience' is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction -- discovery of the connection of things. (Dewey, 1916: 96)

He affirmed that experience is both active and passive, that it is not primarily cognitive and that a valuable experience contains relationships or continuities. In terms of teacher development, Dewey has a great deal to offer in this respect, particularly in the contexts of observation of others in addition to reflective and prospective deliberation. As an aside, it is interesting to note that in Inuit tradition, learning is mainly achieved by observation, where children learn by observing the activities of the mature community (Rogoff et al. 2003). They argued, drawing upon the work of Dewey (1938) that increased attendance at school, rather than increasing intellectual development, served to limit participation and development because of the lack of direct contact with actual mature activity. Child-focused communities (such as schools), they argue, therefore form cultural traditions that were more aligned to factory routines than intent participation (2003). Echoing their argument Hoel (1999) asserts that:

> Learning through *imitation* and observation, and teaching through *modelling* are approaches that have had low status in Western, individual-centred theories of development and learning.

She further supports the underlying argument in my thesis that:

> A full understanding of the zone of proximal development must lead to a new evaluation of the role imitation plays in learning [Vygotsky 1978]. Through imitation children will internalize the adults' or more capable peers' language, actions, values,

and thus join their cultural community. On the other hand, they will also contribute to the culture, as the individual is always in dialogue with the world around. (Hoel 1999)

To return to Dewey, Stott (1995: 31) describes his philosophy thus:

> Surely Dewey was right that humankind is implicated in an organic-material world open to intelligent and creative scientific research.

I like the word 'implicated' in this quotation, particularly as it suggests that I must take responsibility for my contribution to the inculcation of new teachers in the LLS. I also take heart from the thought that Dewey has been both castigated and revered by those wishing to influence educational values at a political and philosophical level (Pring 2007: 3).

Education, defined by Dewey as transmission through communication (Dewey 1966), not only ensures continuity of existence, but existence itself. He argued strongly for experience to be favoured over instruction, in that whereas all genuine education derives from experience, not all experience is positive in the sense of being able to take an individual forward educationally. Indeed, for Dewey, reflection is about problem-solving, the embodiment of learning as a holistic activity and taking into account the accumulated experiences of both (1916).

Dewey employs the word experience in the same sense as life continuity through renewal. According to Dewey (1916), human beings recreate beliefs, ideals, hopes, happiness, misery, and practices. Where individuals in a social group eventually pass away, through education the social group continues (Dewey 1916). This suggests an emphasis on education as an affordance for life continuity through social groupings. Moreover, Dewey argued, without education this renewal is impossible. Initiation into social practices, in addition to mere physiological preservation, requires mature members of a group to educate the next representatives of the social group (Dewey 1916). His suggestion is that with the growth of civilisation there is an increasing gap between the original capacities of the immature

members and the standards and customs required to become mature members (1916). It is broad-based education, rather than simply mastery, which spans this perceived growing gap. In a similar vein Bourdieu argued that action is 'directed towards certain ends without being consciously directed to these ends, or determined by them' (Bourdieu 1990: 10). Dewey's ideas rely on a view of education as democratic, whereas according to Randle and Brady (1997), charting the impact of changes to college audit and accountability structures post incorporation, and Simmons (2008), writing about pre-incorporation colleges, the prevailing discourse in the LLS was becoming culturally monolithic, managerialist and performative. In contrast Dewey claims that a society that not only changes but also has the ideal of change will have different standards from one that seeks to perpetuate customs (Dewey 1966). For student teachers and their teacher educators in this study the contrast between democratic idealism and managerialism appears to be a lived experience.

According to Leinhardt and Greeno (1986), and Shulman 1986), teachers develop their knowledge about teaching and learning situations through repeated classroom teaching experiences and interactions with teachers. This has resulted in an increasing alignment of the teacher education curriculum to capitalise on the situated nature of learning for student teachers. This formalised nature of experiential learning resonates with Dewey's justification of the importance of context for education. Kim and Hannafin (2008: 1837) also scope a framework for a situated perspective on learning and knowing, and thereby teacher knowledge, and this helps us to consider experience in the light of Dewey's imperative for education.

Dewey's notion of experience as continuity and renewal is a useful device to explain how, when applied to educational institutions, traditions 'crystallise' around the history and culture of the school. They are functional in that thoughts, actions and allegiances (policies and procedures) are implemented from the symbolic nature of the individual and

institutional identities shaped by traditions. Dewey prefers a transformational role for experience rather than a functional one, and the difference in perspective could derive from the comparison between what Dewey calls experience as unfolding and experience as continuous and reconstructive.

> In learning an action, instead of having it given ready-made, one of necessity learns to vary its factors to make varied combinations of them, according to change of circumstances. A possibility of continuing progress is opened up by the fact that in learning one act, methods are developed good for use in other situations. Still more important is the fact that the human being acquires a habit of learning. He learns to learn. (Dewey 1916: 37)

Dewey notes the difference between perfecting instincts in order to take appropriate action and experimenting with reactions in order to achieve flexibility and varied control over time. Where it is useful to utilise instinctive reactions (mastery techniques) to adjust to tasks, the adjustment is limited and specialised, rather than varied and transferable to new situations. It may take longer to develop habits and gain from many experiences without immediate success, but it is more successful in the long term as the process of learning (learning how to learn) creates adaptability.

Being open to possibilities, having time to notice what is or may be significant and taking risks resembles Dewey's notion of experience as relational (Dewey 1963). The environment allows for possibilities, providing for a transformative education. The following quotation illustrates the phenomenon of noticing as a metaphor for learning:

> In another moment down went Alice after it, never once considering how in the world she was to get out again. The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well. Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves; here and there she saw maps and pictures hung upon pegs. (Carroll 1996: 12)

What Carroll offers in this quotation is a way of considering curiosity from the perspective of a child, and Dewey's ideas support the metaphor. In this quotation Alice finds time to notice her surroundings, identifying items around the sides of the well. Her experience falling down the well may well come in useful in the future.

Many writers developed the social and environmental aspects of experiential learning theory, and one of the earliest exponents of social learning theory was Lev Semyonovich Vygotsky (1896-1934), working and writing in the early part of the twentieth century.

> Every function in the child's cultural development appears twice: first, on the social level, and then, later, on the individual level, first between people, then inside the child. (Vygotsky 1978: 57)

There is a tendency to want to situate learning within a context that is meaningful to the learner, with the notion that formal learning (i.e. in a classroom) should give way to non-formal learning (i.e. the workplace, the community and everyday life). These notions of formal and non-formal learning are variously seen as radical and/or innovative. In particular the LLS is feeling the squeeze from government drivers to fund specialist vocationally-biased schools at one end of the traditional age range for FE (16-19) and fragmenting the provision for employed learners at the other end (adults and returnees to study).

Teachers create conditions for learning where students can internalise the prevailing truth claims and dominant discourse against a backdrop of contradictions and crises, forming new ways of thinking and performing within a *zone of proximal development*. This is the distance between the actual development level that is reflected, and the level that is accomplished during the learning process.

Situated learning developed from a new wave of theorists such as Jean Lave and Etienne Wenger. For them learning is a function of the activity, context and culture in which it occurs. They have developed a movement from:

a view according to which cognitive processes (and thus learning) are primary, and a view according to which social practice is the primary, generative phenomenon, and learning is one of its characteristics. (Lave and Wenger 1991: 34)

Cox (2005) provides different accounts of what constitutes a CoP, that of people working on common endeavours (Lave and Wenger 1991), to people who work on similar or parallel activities to create new practices. The inference is mainly that of employees collaborating within institutionalised structures, such as companies, where knowledge is constructed for the benefit of the organisation (Avis 1999, 2005).

Experiential Learning theory implies the continuous interaction between the person and the context with reflexivity and at the heart of learning from experience. However, there is a significant difference between the idealised version of an ITE classroom, and the reality. Stott (1995), commenting on Dewey's influence on educational practices in North America puts it thus:

> Dewey's educational experiment-revolution designed to bring democracy to North America has not been successful: its humanistic promises lie unfulfilled, and classroom group activities can be even more oppressive and less growthful than superior class instruction. Education is at the crossroads. (1995: 32)

I find his conclusion troubling when viewed through the lenses of the dominant discourses emanating from this coalition government, Hayes's (2003) challenge to therapeutic education, and the constructions of adult leaner identity (Zackrisson and Assarsson 2008).

3.3 Habitus

This section uses Bourdieusian theory as a tool with which to shape the arguments in this thesis. The literature surrounding concepts of cultural capital, habitus and field are reviewed to better understand the situated nature of student teachers' participation in ITE.

One of the most noted theoretical constructs surrounding learner participation is that of habitus. More recently the concept has been associated with the work of Pierre Bourdieu

(1930-2002), but it derives from the Greek term *hexis*, meaning disposition or active

condition that is acquired rather than being the result of innate capacity. As Aristotle stated:

> 'Having' [*hexis*] means (a) In one sense an activity, as it were, of the haver and the thing had, or as in the case of an action or motion; for when one thing makes and another is made, there is between them an act of making. In this way between the man who has a garment and the garment which is had, there is a 'having.' Clearly, then, it is impossible to have a 'having' in this sense; for there will be an infinite series if we can have the having of what we have. But (b) there is another sense of 'having' which means a disposition, in virtue of which the thing which is disposed is disposed well or badly, and either independently or in relation to something else. E.g., health is a state, since it is a disposition of the kind described. Further, any part of such a disposition is called a state; and hence the excellence [*arête*] of the parts is a kind of state. (Aristotle 1933: 5.1022b)

I refer to the term *arete* or excellence in Chapter 2 when considering the purpose and

function of professional development as a journey into practice. In this section I explore the

hexis, the act of bringing into being that which has been made, in relation to the disposition

of the developing teacher.

For Bourdieu the term habitus refers to:

> systems of durable, transposable dispositions, structured structures predisposed to function as structuring structures, that is, as principles which generate and organize practices and representations that can be objectively adapted to their outcomes without presupposing a conscious aiming at ends or an express mastery of the operations necessary in order to attain them. (Bourdieu 1990b: 53)

Somewhere between Aristotle's notions of *hexis* and *arete*, and Bourdieu's concept of

habitus, lies the theory of 'learning as becoming' (Colley et al. 2007).

Colley's research concerned FE teachers and their biographies (Colley 2006; Colley et al.

2007). From her research she began to question the basis of biographical work as a way of

understanding professional identity. For Colley et al., habitus and field cannot be separated,

even for the purposes of research enquiry. To do so risks too narrow a focus on identity over

the 'structure and functioning of the social world' (Bourdieu 1986: 242). In previous work

concerned with VET, Colley et al. (2003) distinguish between accounts that preface

workplace competences through the acquisition of technical skills and knowledge and those which allow for a relational understanding of learning, that of becoming through identity formation. The concept of 'vocational habitus' is used by the authors to problematise both the coming into being of those people learning in VET settings through the reinforcement of social inequalities in the workplace and the sensibility that derives from emotional labour capacities in the workplace. This article drew upon the national project *Transforming Learning Cultures in Further Education* (TLC), within the ESRC's Teaching and Learning Research Programme (Hodkinson and James 2003), which argued for vocational education to be studied in authentic, albeit complex settings that more readily represent the socio-cultural nature of teaching and learning.

It is important to set this review alongside the literature on WP in HE, especially as the majority of in-service student teachers in this study have had no prior experience of HE. It is already known that there are varying levels of participation in lifelong learning for different groupings in society, such as socio-economic status, gender and ethnicity (Gorard and Smith 2006a). It follows that these inequalities will be reproduced in ITE courses. Interestingly for in-service student teachers, particularly those following a Certificate route, their entry into formal education at HE level is a result of significantly overcoming many of the recognised barriers to participation beyond compulsory education. Gorard and Smith (2006a) categorise these barriers as situational, Institutional and dispositional, with the proviso that the use of the term barrier reduces the scope to fully appreciate the many and varied factors which influence learning trajectories for individuals. To understand these barriers more fully from the perspective of what is known about HE participation, it is useful to consider forms of capital, in particular what Bourdieu (1986: 243) termed cultural capital – the long-lasting dispositions of the mind and the body, the objects of use by a group or an individual, and the

institutionalised appropriation of these dispositions and objects into qualifications, for example. He contrasts this accumulated history and labour to games of chance:

> an imaginary universe of perfect competition or perfect equality of opportunity, a world without inertia, without accumulation, without heredity or acquired properties. (Bourdieu 1986: 241)

Bourdieu suggests that this notion of cultural capital can be used to link inequalities in educational achievement with its distribution between social classes (1986). Educational attainment is necessarily an individualised measurement, whereas the accumulation of life chances and skills sets (objectified and packaged for ease of measurement by awarding institutions as credentials and qualifications) hinge, according to Halsey et al. (1997), on inequalities based on social class thus creating a 'compensatory education'. Personal and social skills are repackaged and delivered to those identified and targeted because of their perceived lack of cultural capital in order that those targeted might better exploit the opportunities available (Halsey et al. 1997: 11). We see evidence of this phenomenon in specific aspiration-raising interventions such as Aim Higher, Junior University, Young Professionals and Gifted and Talented, and a wealth of other targeted provision. The young person is, by 16 years old, often a 'non-participator' and the WP agenda is defined comprehensively to mop up all eventualities and examples of at-risk groups.

An interesting perspective to explore is the relationship between non-participation and its converse motivation and persistence in the learning journey. Beyond what are seen as extrinsic and intrinsic motivators at an individual level, there is also the process of engagement and participation of learners within an institutional context. If learners are motivated purely by extrinsic factors, then the efforts necessary to participate beyond compulsory education may be weighed against the lack of immediate resolution of social, cultural and economic pressures and may be seen as not worth the journey.

According to Gorard and Smith (2006b), the reasons for lack of aspiration are under researched, leaving, as Watson identifies, a passive and silent group who far from being passive by choice may indeed be 'seriously angry about the hand they have been dealt' (Watson, 2006: 8). Aspiration is easily displaced by the challenges of participation when faced with the pressures faced by many young people from lower socio-economic groupings (Gorard and Smith 2006b).

The language of identity, according to Saussure (1974: 120), not only names the reality but also produces it through its differences in meaning, becoming a self-narrative. This is often seen in remarks from the middle classes about the rise in vocational education being 'a great idea for other people's children' (Wolf 2002: 56). Policy makers then begin to problematise learners from diverse backgrounds and cultures, bringing to bear a universal 'WE', constructed from prevailing social and hierarchical norms and acceptable differences in meaning. Even when HE, for example, is expanded to include a route for those from diverse, often deprived, backgrounds lacking in cultural capital, limited earnings and poor job prospects still prevail:

> Certain ethnic minority groups appear to be significantly disadvantaged in the British labour market. Their members experience considerable additional unemployment risks and earnings gaps and these inevitably lead to major material consequences and negatively impact the economic advancement of relevant ethnic groups. Limited economic opportunities are closely bound up with social exclusion. (Tolley and Rundle, 2006: 21).

Additionally it involves two main questions, one concerning the truth surrounding what it is to be and the other concerning the evidential basis for knowing what it is to be. One problem is that of change, in that we tend to give an account of the intuition we commonly have that throughout our lives there is something persisting, something that makes us in one sense the same person at sixty years old as at six. This involves some sort of continuity relationship and when juxtaposed in my research with notions of cultural capital, these

relationships may illuminate the accumulation of life histories, bound into memories (Sfard and Prusak 2005). To understand that personal identities are transitive supports the notion of learning as becoming (Colley et al. 2003).

Parfit (1987: 219) argues that our memories or consciousness are a part of our personal identity, not the basis for it, and not deterministic. If this argument is set against the 'game of chance' (Bourdieu 1986: 241) then interventions and compensation have at least the power to validate identities. Parfit (1987) calls for a discourse or a language for personal identity that moves away from the belief that there is a 'special nature of personal identity' (: 219). He describes and illuminates the issues by shifting perspectives, moving the debate forward beyond the principle of self-interest, towards a self-reflexive, revisionist discourse. Parfit's view resonates with notions of a compensatory education, which can impact on access, participation and persistence through a validation, at least, of the continuity and diversity of the subjectivity of learner identity. It also finds an ally in Sfard and Prusak's notion of identity equating with 'stories about persons' (Sfard and Prusak 2005: 14), where insights about identity are gained through narrative. Biesta (2011: 537) also questions sociological notions of identity, seeing these as explanatory and viewed from a third person perspective, preferring to discuss education in relation to subjectivity. Biesta (2005) adds to the discussion about identity by questioning the whole premise of 'learning'. He argues against seeing education as an 'economic exchange between the provider and consumer' (Biesta 2005). Turning on its head the accepted mantra of 'meeting learners' needs', Biesta argues for a language of 'trust, violence and responsibility' (2005: 60). To sign up for this view on education, teachers may need to return to the learning theories and models that they studied in the formal setting of the classroom, re-embracing cognitive, experiential and social learning theories.

According to Kim and Hannafin (2008: 1837), student teachers participate in classroom practice firstly by developing a situated understanding of the concepts and principles surrounding teacher knowledge and secondly by employing strategies for using these in a future situation. Finally they assimilate, accommodate and negotiate the shared beliefs, identities and values from the practices of a situated community. Vygotsky would have the development of the first two as interacting lines, interpreted by Ottesen (2007: 42) as knowledge and experience of concepts as taught, derived from knowledge and experience of practice as applied. Ottesen (2007: 34) invokes the Vygotskian idea of cultural meditation in relation to reflective practice. He recognises that:

> concepts mediate student teachers' understanding of practical experiences, while at the same time, the meaning of the concepts are developed.

One possible danger of an over reliance on experiential learning for student teachers lies in the routinised nature of many of these practices, especially as they become so through audit, inspection and standardisation activities. If we accept that education is process of meaning making (Bruner 1996: 13) framed out of perspective, culture and context, then, according to Ottesen, both teacher education and the workplace serve as 'constraining influences' (Ottesen 2007: 43) on the student teacher. One of the constraining influences in ITE within the LLS is the continual surveillance by government and policy makers. Alongside this scrutiny at governmental level the tendency for researchers and practitioners is to observe and criticise policy discourse where they perceive these to entail credentialism, commodification, instrumentalism and privatisation. In doing so there is an inevitable engagement with an ontological and an epistemological subtext from both perspectives. The identification of education and participation becomes a play on language, with realities entrenched from either a technicist or sociological deterministic standpoint. Neither allows for any shared understanding, mutual respect or consensus.

3.4 Summary

This chapter has reviewed the literature concerning the two theoretical frameworks, those of experiential, social and situated theories of learning, and that of habitus. These are important as they speak directly to my main aim, which is to develop an understanding of the nature of participation in ITE, and to investigate the extent to which ITE prepares teachers as professional practitioners in the LLS. The processes and products of the stated ITE curriculum, and my philosophical approach to education are derived from Deweyan theory in the main. What it is to become a teacher in the LLS forms partly from the dispositional nature of participation, and in this chapter I have demonstrated how the inculcation of professional knowledge and practice finds, or fails to find purchase through 'habits of learning' (Dewey 1916: 37), social practices' (Lave and Wenger 1991: 34) and 'habitus' (Bourdieu 1990: 53).

I have sought to reconcile two theoretical frameworks by prefacing the reflexive nature of the thesis, grounded as it is in the biography of a Deweyan inspired practitioner, and the socio-cultural nature of the research questions. I have justified the inclusion of both frameworks by discussing the legitimacy of harnessing them in the search for a deeper understanding of the phenomena. In short this strategy has helped me to look at the data from dual lenses that reflect the aim of the study (see chapter 1.1.2). The application of these particular theoretical frameworks also develops from the reflexive methodology of this thesis. In preparation for the next chapter it is worth re-stating the aim, which is to develop an understanding of the nature of participation for student teachers in ITE through an investigation of the extent to which ITE prepares teachers as professional practitioners in the LLS.

This discussion also brings me closer to a response to my research questions, particularly

research question (b). This next chapter discusses the methodological basis of the research,

grounded within a socio-cultural study of the participation of student teachers in the LLS.

Chapter 4 Research methodology

4.1 Introduction

I seek to understand the nature of participation and the extent to which ITE prepares teachers as professional practitioners in the LLS. In order to achieve this I chose to review the professional learning context and to analyse student teachers' lived experiences from the perspective of the practitioner researcher. As such my personal biography and professional values become a reflexive lens, as well as the two theoretical frameworks.

The search for an appropriate methodology was not a simple one, located as it is in a field of study that is complex and heterogeneous in relation to its make-up, and where those involved fail to agree on an accepted canon for researching and debating phenomena. In the event I drew support from the methodological approach of Avis and Bathmaker (2004), who acknowledged that using trainee accounts 'rooted in trainee's lived experiences' (: 302) may be seen as over-reliant on a rhetorical stance rather than empirical findings. They pointed towards their use of grounded analysis based upon dialogue to overcome this dilemma, and indeed my own use of student teacher artefacts mirrors their approach.

My search was at first derived from a single theoretical framework – that of habitus – then settling on two separate frameworks, the second being experiential learning. This was because the two interconnected frameworks helped me to analyse the data. Theoretically then the research is located within a socio-cultural paradigm, interconnected through the lens of the literature review and the data. As with most of this thesis, the struggle to find appropriate frameworks and methodologies created an opportunity to reflect on my professional journey, both as an academic and as a teacher educator. In this respect I raise the issue of 'warrant' as the overall quality and validity of the research rests upon the soundness of the evidence, the conduct of the research and the need to avoid logical fallacy

(cherry picking). I referred to this issue early on in chapter 1 section 7 where I outlined the significance of the research, and what follows provides a deeper justification.

Where Chapter 2 reviewed the professional and learning context in which the fieldwork took place, this chapter explains the methods used for the fieldwork within the context, the two theoretical frameworks and the underpinning methodology. It begins with an analysis of the ontological and epistemological basis of the research. Following this I outline and explain the ethical dimension in relation to my positionality as an insider researcher, the research methods, choice of participant sample and overall research conduct. This chapter explains how the research methodology emerged from the different ways that I explored my ideas through the literature and harnessed this in an attempt to distil the nature of the research and the data. It clarifies how I formed an understanding of the role and legitimacy of the practitioner in qualitative interpretative research.

4.2 Methodological basis

My approach is framed within a social theoretical perspective, favouring subjectivity over objectivity through the use of a reflexive methodology (Alvesson and Sköldberg 2009). It is also derived from the research questions, in that their construction promotes the use of situational enquiry bounded by questions about the context of participation. Reflexivity is therefore integral in this research. It created the initial idea for the thesis (see chapter 1.1.1); it influenced the literature review, the research design and conduct (see chapter 1.1.7), the aim and questions, and the integration of the theoretical frameworks.

The place of theory deriving from a reflexive methodology can become problematic when appraised from a categorical perspective. Social Science research is broadly expected to draw upon guiding principles, concepts, and hypotheses in order to understand phenomena. However, where the research questions stem from a broadly socio-cultural domain choice of

interconnected theoretical and methodological approach is legitimate (Denzin and Lincoln 2000).

It is also important to re-state here that the context is the centrality of shared spaces in the process of teacher development. This involves both dispositional factors and those structural elements such as the ITE curriculum, the embedded values of the teacher educator, mentoring, organisational norms and regulatory controls. Further, a reflexive methodology allows me to enter the frame of discussion and analysis, to analyse the

> 'relationship of immediate adherence that is established in practice between a habitus and the field to which it is attuned, the pre-verbal taking-for-granted of the world that flows from practical sense'. (Bourdieu 1990: 68)

In chapter 1.1.7 I outlined the significance of the thesis, raising the issue of insiderness, positionality and situatedness. In this sense the significance will be 'measured' by those concerned with ITE in the LLS, and in particular those interested in work based learning. In testing my ideas I established what Lincoln and Guba (1985: 289) term 'trustworthiness' and what Mellor (2001: 478) describes as 'relatability' through submitting my ideas and work in progress among my peers via a supportive network (the Consortium for Post Compulsory Education and Training). My publications (Iredale 2011; Iredale et al. 2013), regular presentations at postgraduate research conferences at the University of Huddersfield (see for example Iredale 2009), the inclusion of my work in the conference proceedings (Iredale 2008), and invitations to speak and chair conference symposia and workshops (Iredale 2011, 2012, 2013b) both nationally and internationally all help to establish the credibility of my findings. However, the extent of new knowledge arising from the analysis is limited by my proximity, where the interpretation of the data reflects my own professional biography. This becomes strength of the thesis as I eschewed reductionist tendencies in preference for a respectful consideration of the lived experiences of the participants.

In chapter 3 I reviewed the literature surrounding Experiential Learning and Habitus. In the following section I discuss these theoretical frameworks as the basis for the research.

4.2.1 Experiential learning

In chapter 1 section 1.1 I reflected upon my personal journey into teaching, and the context of this study. I discussed my own personal biography with a view to setting the scene and providing a background to the impetus for my interest in issues of participation, particularly in relation to my role as a teacher educator. The experiential learning strategies that had become deeply embedded in my practice began to become problematic as I reflected upon the differences between the development of my professional knowledge over 20 years compared to that of my student teachers in this study.

Experiential Learning thereby became a lens through which to look at the data, reflecting my own professional journey as a teacher, my experience of teaching and the subsequent impact of experiential learning strategies on my student teachers.

4.2.2 Habitus

I have used Bourdieu's notions of habitus (Bourdieu and Passeron 1977; Bourdieu 1985, 1990) and *doxa* (1990) in the literature review as a lens through which to view participation in the context of ITE in the LLS. Conceptually, habitus allows me to frame the thesis and interpret that data, without claiming the concept as a formal schema. Bourdieu defines *doxa* thus:

> Practical faith is the condition of entry that every field tacitly imposes, not only by sanctioning and debarring those who would destroy the game, but by so arranging things, in practice, that the operations of selecting and shaping new entrants (rites of passage, examinations, etc.) are such as to obtain from them that undisputed, pre-reflexive, naive, native compliance with the fundamental presuppositions of the field which is the very definition of doxa. (1990b: 68)

This notion helps me to justify the inclusion of artefacts as data, in that they could be viewed as:

> The countless acts of recognition which are the small change of the compliance inseparable from belonging to the field, and in which collective misrecognition is ceaselessly generated, are both the precondition and the product of the functioning of the field. (1990b: 292)

The participation of student teachers involves:

> the public testimonies of recognition that every group requires of its members (especially at moments of co-option), i.e. the symbolic tributes due from individuals in the exchanges that are set up in every group between the individuals and the group. (Bourdieu 1990b: 292).

Despite the dispositional nature of the research, I also recognise the actuality of the field of research in that, as with the notion of *doxa* defined above, many of the structures and bounded practices persist independently of the developing teacher participation. Moreover, these structures are unlikely to change as a result of their participation. It may appear deterministic to suggest that each student teacher must accept and submit 'symbolic tributes' (Bourdieu 1990b: 292) to the prevailing discourse and structure existing in their specific context, but methodologically this is important to state. As Satterthwaite points out:

> power operates above and beyond us, through the discourse of quality assurance, to construct us as a workforce training a workforce, doing and telling what we are told, and training students to do the same. (Satterthwaite 2003: ix)

This is not, however, to deny the importance of collective action on the part of groups of teachers, either institutionally or nationally, and certainly Satterthwaite encourages us to understand the discourses of power in order to make resistance effective (2003). My point relates specifically to the resources available to student teachers to effect change at the same time as they are dependent on the institution to support their development.

4.2.3 Research Questions

I shall return to my research questions in order to locate the patterns of reasoning inherent in their framing, and in order to justify my choice of methodology and research conduct:

> a) How does participation in initial teacher education (ITE) impact on student teachers' developing professional practice?

In this question there is an assumption of a causal link between engagement and impact. I have not started by questioning *if* engagement impacts on practice. This may suggest an ontological lacuna, or a taken-for-granted expectation. I argue that it simply acknowledges the situated reality of teacher development, what Bourdieu and Passeron (1977) would term *doxa*, in that engagement is necessarily bound up with forms of impact. Kemmis (2012: 886) refers to this phenomenon as:

> 'practice architecture' (Kemmis and Grootenboer 2008), the cultural-discursive, material-economic and social-political arrangements that prefigure and shape the conduct of practice, that is, that shape the distinctive 'sayings and 'doings' and 'relatings' characteristic of a particular practice.

In other words ITE functions to impact on practice and its 'practice architectures' provide meaning as well as productiveness. Impact itself is a culturally-loaded word in the sense that policy and evidence-informed research are based on the premise that enquiry and intervention will lead to measurable improvements in attainment and achievement for both individuals and cohorts of learners. To suggest that as a researcher I would not want to aim for a positive impact is therefore a false argument. This question is also formed out of an abductive approach to reasoning drawing upon the work of Alvesson and Sköldberg (2009) and defined by Josephson (1996: 1) as 'inference to the best explanation'. This enhances my analysis in that, rather than seek an exclusively inductive approach; I prefer to begin inductively, and then to 'eat into' (Alvesson and Sköldberg 2009: 5) my empirical findings through the adjusting and refining of overarching theories and conceptual frameworks. In

this way my focus is on understanding rather than explanation of the phenomena. Alvesson and Sköldberg (2009: 4) state that:

> abduction starts from an empirical basis, just like induction, but does not reject theoretical preconceptions and is in that respect closer to deduction. The analysis of the empirical fact(s) may very well be combined with, or preceded by, studies of previous theory in the literature; not as a mechanical application on single cases but as a source of inspiration for the discovery of patterns that bring understanding.

In relation to the first research question, this abductive approach frees my research from both the rigidity of empiricism and the abstraction of the grand narrative. In summary it allows for the possibility that I am mistaken in my interpretation without negating the nature of the discoveries that I am making. Bourdieu sums up my dilemma thus:

> research that breaks with the false obviousness and the apparent neutrality of the constructions of common sense – including scholarly common sense (sens commun savant) – is always in danger of appearing to be the result of an act of arbitrary opposition, if not of ideological bias, and being denounced as deliberately producing the data fit to validate them (which all scientific constructions do). (Bourdieu 1988: 777)

Moreover, following Josephson (1996) the sorts of inferences I am making are those that take the collection of data, explore these as evidence to support my premise (written as research questions) and separate the foreground (the data) from the background (the literature) in order to provide a 'best explanation' (1996: 12) of the phenomena. What makes my use of abductive reasoning legitimate and warrantable is the use of reflexivity – returning to my own account of my professional journey into teaching. The likelihood of my findings being judged as adequate in this respect lies in both the trustworthiness of the data and the confidence with which they are accepted as satisfactory.

I now refer to the second research question:

> b) How well does the current ITE curriculum serve the pursuit of professional knowledge and practice for developing teachers in the workplace?

This question relies on the assumption that there are degrees of impact on professional knowledge and practice from the ITE curriculum. It is inferred from the first question, but introduces content validity (the extent to which my analysis is appropriate in the research domain and the extent to which it represents all aspects of the phenomena) in relation to the sampling and the data collection methods. My choice therefore needed to demonstrate a fair representation of the question while also being as unobtrusive as possible. Using recordings of class discussions, for example, placed me in the position of the participant observer.

I was in a recognised role as the class teacher carrying out my normal duties in relation to the activities in the classes. I had access to student artefacts such as assignments and reflective tasks as part of my role at the class teacher. However, in terms of the research question I am also at a disadvantage as the researcher because of my insiderness. I possessed ''intimate knowledge' of the community and its members due to previous and ongoing association with that community and its members' (Labaree 2002: 100). In responding to this question I needed to acknowledge the risk of 'going native', of identifying too closely with my subjects and their accounts. During class discussions I needed to be clear when the data suggested that I may have skewed their discussion, particularly when I interjected in order to challenge the direction of the discussion, or to help them to consider other perspectives. I now consider the third and final research question:

c) What changes should be made within ITE to better support developing teachers as they develop their professional knowledge and practice?

Within this final question is the premise that the journey towards praxis is capable of being influenced and ameliorated by the ITE curriculum. To avoid this hypothesis would be elliptical, rendering the thesis invalid. In summary the working premises of these research

questions involve relationships between each research question that carry implications for the validity of the findings, particularly in relation to the highly situated nature of the research. I discuss this further in section 4.6.5.

4.3 Research paradigm

It is not entirely certain that there is any overlap between the 'regime(s) of truth' located in the technical, causal research paradigm (Rabinow 1984: 74; Atkinson 2003: 3), and the reflexivity inherent in research conducted by the situated practitioner researcher. Kemmis traces the history of practitioner research, setting it in 'stark contrast to much conventional educational research undertaken from the perspective of the spectator' (2012: 891). Research, according to this perspective, is detached and external to the social practices of the researcher. He observes that a break from this 'modernist' perspective occurred following a move towards the legitimacy of qualitative research methods from the late 1960s and early 1970s. Habermas, discussing Hegel's dilemma of 'knowing before knowledge', illustrates my own methodological dilemma:

> Phenomenology does not depict the developmental process of mind, but rather the appropriation of this process by a consciousness that must free itself from external conception and attain pure knowledge through the experience of reflection. Thus it cannot itself already be scientific knowledge and yet must be able to claim scientific validity. (Habermas 1972: 22)

I attempt to resolve the dilemma of claiming validity without positivity through the 'formation and transformation' of my own practice and within my 'practice tradition' (Kemmis 2012: 892). I follow Kemmis in claiming this thesis as legitimate research despite much of the research conduct involving a search for and a review of examples of 'a priori' knowledge in my practice tradition. Kemmis puts it this way:

> I believe that practice seen from the inside is the most important version of practice to connect with, to engage, and to develop if we are to change the world by researching educational practice or praxis. (2012: 893)

Atkinson's use of postmodern thinking to 'dis-organise' the 'tyranny of transparency' prevalent in standards-based ITE curricula (2003: 3 and 5) provided me with permission to be able to recognise what she terms 'counter discourses' and 'silenced texts' (2003: 3), occurrences of dissonance, conflation and confusion from the outset. I use postmodernist approaches, following Atkinson (2003: 6), to ask the sorts of questions that I am interested in, and to employ a discipline of thinking about education that 'unsettles certainties' (2003: 7). Without this approach to my study the research questions could have taken for granted many of the structural assumptions and dominant discourses of the policy rhetoric prevalent in the LLS.

As well as reading Atkinson's work, a critical theoretical perspective (Habermas 1989) helped me to avoid the dangers of indulging in too much postmodernist relativism (Gowan 1991). It would be a problem if the data began to unravel throughout the interpretation. Clearly I had set three interrelated research questions that required empirical investigation rather than an internal deconstruction of the differences in the language. In allowing the data to float freely as text (Derrida 1967) I would face 'the structural necessity of the abyss' (1967: 163). The necessity for this study, however, lies in responding to the research questions. In resisting the positivist paradigm my methods and methodology still justify my claim to legitimacy and validity within my subsequent findings and conclusions. McLennan refers to this as the problem of 'where to draw the line', particularly where the multiplicity of valid ideas (McLennan 1995: 8) form from my research.

The dilemma for educational research, according to Halsey et al. (1997), is that where it is conducted on a large scale it rarely impacts on professional practice in the classroom. Conventional social science research, 'treating social facts as things' (Bourdieu 1988: 781), derives from a view of research as objective, dispassionate and detached, rather than what Kemmis terms as 'the very stuff of which one's own life is made' (Kemmis 2012: 891). It uses

data collection methods that seek to explain phenomena for the benefit of others (Bourdieu 1988). Exceptions are the more recent meta-analyses reported by Hattie and others (Hattie 2009; Black and Wiliam 1998) leading to evidence-informed practice. This sort of research is characterised by Bourdieu (1988: 781) as 'accounts of the accounts'. Attempts to scale up qualitative studies of educational interest, such as formative assessment, may allow the researchers to claim reliability and validity even though each account is based upon a specific context. However, for Denzin (2009: 141) 'meta-analyses of published articles hardly counts as qualitative research in any sense of the word'.

Biesta (2007a) observes that too often empirical research assumes a technical causality between a desired change and desired outcome. According to Biesta, however, the true nature of education is not physical but symbolic, subject to interpretation and mediated by language and socio-cultural constructs (2007). Bruner supports this argument when he maintains that culture is not easily atomised into logic (1990: 33-65). Furthermore Halsey et al. (1997: 38) caution against the loss of a research methodology based on 'political arithmetic'. I take this to mean that there is a place for the employment of large-scale evidence-informed research in the formation of government policy, especially where intended change acknowledges diverse views on the direction in which society is moving. Despite these observations my research is necessarily highly situated and small scale.

My own dilemma, then, is that of content validity, where the findings need to represent the wider issues surrounding the construct domain – that is the research questions. As I focused on the lived experiences of my participants (including my professional interactions with them), I applied reflexivity, adjusting myself to the emerging data in my research conduct. Mead explains it thus:

> the turning back of the experience of the individual upon himself—that the whole social process is thus brought into the experience of the individuals involved in it; it is

by such means, which enable the individual to take the attitude of the other toward himself, that the individual is able consciously to adjust himself to that process, and to modify the resultant of that process in any given social act in terms of his adjustment to it. (Mead 1934: 134)

I am interested in understanding what these interactions reveal about the nature of ITE and WBL from the perspective of myself as a teacher educator, and my student teachers. I am intent on deriving meaning through inductive reasoning, using my particular position to gain an insight into the field of study, while avoiding the positionality that might result from 'the hard machinery' of an objectivist approach (Bourdieu 1988: 782). I am aware that the situation I am studying is a socially constructed one in that it is located in an institutional setting, a socially constructed environment, but its reality is close enough for the people involved to allow for the 'subtle realism' (Hammersley 1992: 52) inherent in qualitative research. I seek, in my methodology to overcome the opposition of objectivity versus subjectivity through reflexivity, and by turning the analysis of the data back upon itself, to aim for what Bourdieu terms 'participant objectivation' (1988: 784). I also followed the guidance of Srivastava and Hopwood (2009):

> The role of iteration, not as a repetitive mechanical task but as a deeply reflexive process, is key to sparking insight and developing meaning. Reflexive iteration is at the heart of visiting and revisiting the data and connecting them with emerging insights, progressively leading to refined focus and understandings. (: 77)

Situatedness, reflexivity and personal dispositions have impacted on the progress of the research from the very beginning when I was framing this research proposal as a serious systematic enquiry. Although my data collection methods were naturally occurring I needed to use my situatedness, my positionality as an opportunity to construct knowledge rather than to simply excavate it from the data.

The nature of this thesis, then, sits within an interpretivist paradigm, with an emphasis on qualitative, interpretive and applied practitioner-based research. It is a reflexive enquiry that functions to improve educational practice through the understanding of situated practice

(Kemmis 2012: 896). It is about 'practice as praxis' (Kemmis 2012: 897). In its broadest sense then I am engaged in qualitative research where I am interested in interactions in social settings, those of the ITE classroom and the workplace.

Denzin invokes the metaphor of the bricoleur (Denzin 2011: 4) to describe the qualitative researcher, further differentiated by the methodological, theoretical, interpretive, critical, political and narrative basis of the bricolage:

> The product of the interpretive bricoleur's labour is a complex, quilt-like bricolage, a reflective collage or montage; a set of fluid interconnected images and representations. (2011: 6)

According to Woods (1999: 63) the danger of too much fluidity in qualitative research is 'a mass of ill-founded dilettantish studies'. To avoid this I have used multiple methods to triangulate in the established sense of validation, and to add a reflexivity, breadth and depth to the study (Denzin 2011).

To support my arguments I have drawn on established and emerging literature. This helps to locate the data from this study within the context of wider research about the nature and participation of developing teachers in the LLS. I employed a range of data collection methods, including transcripts of recordings of class-based discussions, semi-structured interviews and student artefacts (assignment submissions and reflections) as well as my own reflective journal entries. From the point of view of the interrelationship of myself as researcher and the phenomenon to be studied, I engaged in discourse with and between in-service student teachers. Often I was unsure how this sort of data would be used; I just had a hunch that it resonated with recurring themes of the research. At other times I was clear about the trajectory of the data in terms of its support for my thesis. Ethically, this action on my part could be challenged, particularly as I was more often than not engaged with my everyday professional responsibilities, rather than my research responsibilities, during these moments. Eventually I had to give myself permission and develop the self-confidence to

acknowledge myself as 'the expert within' who holds a legitimate form of 'personal knowledge and theory' (Dadds, 2003: 267). While this is seen as problematic from a traditional research perspective, I used the reflexive nature of the research to enable a situatedness that I suggest is not possible from an empirical, dispassionate perspective.

The trajectory of the research helped me to gain an evolving understanding – commensurate with the aims, theoretical and conceptual perspectives and methodology – of the research questions. I moved between the five phases of the interpretive process (Denzin 1989): deconstruction (through the literature review); capture (through multiple studies of the phenomena); bracketing (where I isolated field, stages and features of the phenomena); construction (through an interpretation of the phenomena) and finally contextualisation (locating the phenomena within the lived experience). In summary, my research methods were both informed by, and extended from, the theoretical perspective, literature and deconstruction of the research questions into the collection and analysis of a range of data.

Examples of this range were:

- Demographical and biographical data (36 students)

- Semi-structured interviews (4)

- Transcripts of taped class discussions (10)

- Student artefacts

    o Lesson reflections (8)

    o Assignment submissions (7)

    o Observation reflection (1)

- Personal reflections (reflective diary maintained over the period)

It will be seen that my data analysis began to highlight interpretive constructions of knowledge and opportunities for contextualisation within two main theoretical lenses. I used

a reflexive framework (Srivastava and Hopwood 2009) to interrogate the data. Firstly I asked an ontological question - what is the data was telling me in relation to what I wanted to know? The second iteration became an epistemological question - what are the tensions in the relationship between what the data was telling me and what I wanted to know?

4.4 Ethical issues

As a practitioner researcher I am imbued with my own sets of values, realised in my own teaching. These have already changed since my early days of being a teacher and have inevitably continued to change, particularly over the course of this research, as they are bound up with reflection and reflexivity. This raises the issue of warrant – how my arguments, and the supporting empirical material (data) convince the reader about my conclusions.

I have already noted the dilemma of 'healthy diversity over unhealthy dissonance' (McLennan 1995: 8) when seeking to interpret data, particularly as I wish to explore notions of truth and method as an integral part of my research. I have also raised the question of 'warrant' and the problem that qualitative researchers face when being judged by the inappropriate orthodoxies of scientific research.

The nature and substance of my data collection required the active consent (Appendix 4) of the participants, the majority of who were my own student teachers. I discussed the stages of my research with my supervisor and mentor, and explored the legitimacy and benefit of naturally occurring data collection through the established and emerging literature. Data was kept secure and redacted where necessary. I kept in mind my overall purpose of and interest in the thesis, which was to investigate the participation of student teachers. Not only does the process inform me, but also my participants. Where this data consisted of accounts of lived experiences,

I gained active consent at the beginning of the recording from those willing to share their accounts for the purpose of my research. Some data existed as artefacts within student teachers' assessed files, such as reflective journals, individual lesson reflections, tutorial records and relevant assignment responses, and these were available to me in the normal course of my work as long as the student had indicated that their work could be used for research purposes. More subtly some data existed within lessons and interpretations of lesson observations, particularly where I observed interactions between student teachers and their students. These 'vignettes' formed part of a reflective journal, kept over the period of the research.

I did not intend to locate this data within a specific lesson where names of students or their learners can be identified. I have followed the British Educational Research Association's revised ethical guidelines in educational research (BERA 2011), and have sought and gained permissions for the data used in the course of my research. Where I have entered into discussions with student teachers, colleagues and the wider research community, I have made notes in my reflective journal. I have also followed the University of Huddersfield's ethical guidelines for good practice in teaching and research**.**

4.5 Ontology and epistemology

Alvesson and Sköldberg (2009) argue that the choice of methodology comes not from a desire to prefer qualitative over quantitative research, as an either/or, but from the substantive nature of the research aims and questions. For McNiff and Whitehead, ontology is about values turned into living practices rather than abstract propositions (2009: 126). For them the literature review forms a conceptual framework by which to analyse these values (2009: 133). What these definitions have in common is the thread of validity deriving from

the purpose of the research and its own 'ontology of being' (McNiff and Whitehead 2009: 164).

The ontological assumptions of my premises in the three research questions are bound up with their epistemological assumptions, in that empirically my data is a function of, and determined by, the relationship of my trainee teachers to both their experiences and the structural discourses surrounding the LLS. In turn this leads to how I approach my methodology, and my decisions with regard to data collection. My research questions cause me to worry away at the data in an attempt to discern its discursive nature, rather than it being an objective truth to be projected upon the teacher educator community (MacLure 2003). Of course I seek knowledge as a researcher, and I want to contribute to knowledge, but throughout the research the beliefs that I have about my practice, the impact of my practice upon my student teachers, and the process of engagement in professional knowledge and practice are part and parcel of the knowledge about these things. According to MacLure (2003) they are not waiting to be discovered, they already exist in the perceptions of the participants involved in the research.

Audi (1998: 1) defines epistemology as:

> The nature of perceiving and to what we can know – or may mistakenly think we know – through perception or though other sources of knowledge.

It is the cogency of my argument that brings them to bear in this thesis. In my first research question the premise is that through my thesis I can establish the connection between engagement and impact. My arguments, using the evidence from the data, will reveal the ways that participation impacts on professional practice for student teachers. I can, therefore, provide an account that can be tested by the cogency of my argument.

4.6 Research design

I am at one and the same time practitioner, researcher, and practitioner researcher and I shared the spaces and discourse in an attempt to understand the phenomena of professional knowledge and practice as experienced. This is important to state in terms of the research methods, which themselves are integral to my practice as a teacher educator. I have taught in-service student teachers for over ten years, and consider my experiences to be data in the widest sense, in relation to myself as a reflective practitioner. However, to be considered a serious researcher in the field requires that I submit to technical rules and proper procedures (Brewer 200: 2), the 'small change' (Bourdieu 1990b: 292) that are recognised by that field.

In September 2008, following a successful research proposal, I decided to choose a purposive sample consisting of one group of pre-service students, and one group of in-service students. In this way I felt that the differences between the two groups could be identified and interpreted in relation to my research aims. However, changes in my timetable resulted in my teaching two groups of in-service students, one year 1 group, and the other a year 2 group during the period between September 2008 and June 2010. To maintain my original plan would have required access to the pre-service group outside my normal practice, and I felt that this conflicted with my emerging research methodology. In retrospect the introduction of comparative analysis would also have become problematic in relation to both face and content validity, given the scale of the research. Pragmatically then, these in-service groups became a convenience sample in September 2008. There were 36 students in total in the two groups. 19 sessions were taped, and I had access to over 100 separate assignments related to the module content. From the data studied a small emergent sample included 22 individual participants.

I introduced myself to them as a practitioner researcher and gained their voluntary informed consent to become participants by the following means.

1. I explained my research during a class break, providing some background to the nature of the research and discussing my aims. I reinforced the voluntary nature of their participation, that their contributions would remain anonymous, and that they would be involved in discussions about the research outside the class time. It was important to establish that my role as their teacher would not conflict with, or be detrimental to, their progress on the course. By coincidence two students wanted to tape the sessions for their own use, and this enabled me to seek permission to use these recordings, rather than to set up my own.

2. I explained that the data collection would include my reflective journal, class recordings, observations of student professional practice, artefacts arising out of their assignments, tutorial discussions and follow-up interviews with some students arising from the data. I explained that they would be able to comment on any output, and that I welcomed their contribution to my emerging conceptual understanding.

3. I circulated a consent form (Appendix 4) to those participants involved in the research, which included details of the research, a space for their signature, and my contact details.

Their voluntary consent involved an in-class discussion on the aims and purpose of my research, where they were reassured that all data collected would remain anonymous. I informed them that where specific data might identify them I would ask for permission, and that they were free to withdraw from inclusion at any stage. In this respect I followed the BERA Revised Ethical Guidance (2004), acknowledging that as their teacher their free choice to participate needed to be balanced against the risk of coercion. I explained the conduct of my research, particularly the use of audio recordings of our classes, the transcription of the

recordings, and the redaction of information likely to identify a participant with his or her workplace. I obtained oral consent to all interviews, and written consent of the two groups prior to the research. As it transpired both groups were relaxed and supportive of my research, taking an interest in its development over the period.

I transcribed 4 interviews lasting approximately one hour each and 2 audio recordings where there was a significant element of class discussion (appendix 1). The transcriptions of the class discussions provide a great deal of naturally occurring data from which to code according to frequency of narrative relating to emerging categories and conceptual themes.

Specifically I read one transcript and identified codes that I might follow up, and where my emerging literature reviews suggested congruence. As each transcript was coded I collapsed the codes into categories in preparation for my data analysis (see figure 2). Significant categories included:

1. The nature of participation in ITE

2. Lifelong learning

3. Work-based learning

4. Coaching and mentoring

5. Experiential learning

6. Habitus

Identifying a linear process to the research is difficult because the research was informed by the literature on participation in the LLS, ITE and work-based learning (see Chapter 2). However, I was aware, due to the inclusion of my own professional journey that theoretical aspects guided the reflexive interpretation of the data. This led me to the review the literature surrounding experiential learning theory and habitus (see Chapter 3). It became clear that the data revealed complex intersections of theory and reflexivity, leading me to

identify 3 conceptual themes with which to both separate and connect the emerging analysis. Drawing upon the work of Mellor (2001) I felt that this strengthened, rather than weakened the study.

However, despite the 'messiness' of the process there was a clear line of sight in that the data from the taped class discussions and student artefacts provided codes and categories that allowed me to explore themes during the semi-structured interviews. There were certainly patterns of congruence and dissonance that sent me back to my literature review. One example was in relation to my 'taken for granted' assumption that student centred learning; derived from a Deweyan philosophy of education; would yield the sort of growth and development required during an ITE programme. This became a critical point for the analysis, leading to a first iteration of the concept of 'routinised practices'. The three conceptual themes provided a structure for organising the data analysis, akin to grounded theory. Management and organisation of the data analysis chapter began to become problematic in terms of warrant, so I decided to focus on data extracts that could be analyzed in relation to the categories and conceptual themes as follows:

I decided to focus on three themes identified in the literature review, those of:

1. Teacher confidence

The sample shown as data references art209; art1509; art609; art709;

2. Teacher excellence

The sample shown as data references art1708; art1409;

3. Routinised practices

The sample shown as data references Tape01/10/09; art109; Tape08/10/09; art609;

4.6.1 Sample

My sampling method is based on non-probability, being a convenience sample in its first iteration (i.e. the two groups of students – 36 in total). The sample simply represents itself rather than a wider population, although it could be argued that the groups are representative of a typical cross-section of the student teacher population in the LLS (Noel 2009).

The two groups of student teachers all agreed for their classes to be recorded for use in my research and for revision of the topics forming the sessions. Four student teachers were followed up during the two years and after, through semi-structured interviews. I justified the choice of these student teachers by describing them as an emergent sample (Gall et al. 1996). The data was relevant to my theoretical and philosophical position.

4.6.2 Access and permissions

The research was conducted during the normal course of my work as a teacher educator. The participants forming the basis of my primary data were all my students and I was their course and personal tutor. I acknowledge that these connections necessarily influenced and potentially disrupted my research. However, I justify this as a natural emanation of practitioner-based research in general, and my own methodological perspective, that of a conceptual intertwining of inductive, grounded research with pertinent understandings of what constitutes professional knowledge and practice.

4.6.3 Data Analysis: Bias, Warrant and Validity

The methodological approach taken, that of interpretive applied practitioner research, brings with it an inherent positionality that reflects the choice of theoretical perspectives. According to Alvesson and Sköldberg (2009), bias derives from the interest of the 'informants in skewing the information' (ibid). The strength of the bias correlates inversely

with the value placed upon the findings of the research, so that where information is perceived to come from a single source, its value is perceived as low. Neutral sources are perceived to have less bias, as does the injection of 'counter bias' sources (ibid). Alternative perspectives are also seen to reduce bias and increase the value of the findings, although from a critical theoretical standpoint perspectives themselves are imbued with relations of power.

Question two – 'How well does the current ITE curriculum serve the pursuit of professional knowledge and practice for developing teachers in the workplace?' – introduces a commitment to content validity in that it is written normatively. Question three – 'What changes should be made within ITE to better support developing teachers as they develop their professional knowledge and practice?' – ties together each research question as its premise is that there are changes that can be made following analysis of the data. Clearly the nature of my research is situated and small scale so the discussion in this section attempts to resolve the dilemma of achieving content validity. The main criticism of educational research is whether the results are valid, defined by Hammersley (1990: 57) as 'the extent to which an account accurately represents the social phenomena it represents'. Nias (1993: 146) has this response:

> The value of this enquiry has been the generation of insights, which will be validated not by looking back at the research process but by looking forward, to the uses that other educationalists make of them.

In seeking to understand the phenomena rather than to explain them I am more concerned with authenticity – for example whether I am researching in a 'real' environment rather than one set up to represent my claim to truth. I note here the risk to validity of relying upon data to affirm rather than to contradict my findings so I have triangulated through the use of two or more methods of data collection. For example, I have explored the accounts of confidence that have arisen while analysing student artefacts by combining it with other

accounts from semi-structured interviews with students, class discussions and the literature surrounding the participation of student teachers. I found, following Lacey (1993: 125), 'escalating insights through moving backwards and forwards between observation and analysis and understanding'. In addition the reflexivity inherent in the data, the use of the five phases of interpretive process (Denzin 1989), and the range of data sets allowed for emerging insights into the phenomena, reduce the risk of loss of validity.

I claim that certain themes appear more frequently than others, forming the basis of my interpretations. However, how can I be sure that the frequency of each theme was not simply circumstantial, or even random? How can I be sure that I, as both researcher and practitioner, did not lead the participants into referring to themes that I was interested in? These questions threaten the validity of my results and thereby any truth claims that I rely upon to conclude the thesis. I have highlighted some of the ways to resolve this dilemma, reflecting at points in this thesis. However, I maintain that to judge my findings from the perspective of a research paradigm that presupposes conclusive evidence is to misread the nature of this enquiry. I am not trying to represent phenomena, or to explain them, rather this is practitioner research, and as such is tentative, naturalistic inquiry intended to explore and understand phenomena as constructed by the parameters of the context, the site of the research and my aim and questions. Anderson and Herr (2010), drawing upon Lincoln and Guba (1985) suggest that this sort of research is not generalizable in the sense of statistically significant. It is however transferrable from one context to another.

The plausibility of my arguments then rests upon the quality of the conduct of my research, my credibility as a researcher and the range and the validity of the evidence that I use to support my arguments. Related to validity is objectivity, and here too I may be accused of failing to minimise subjective bias. However, ontologically I am not in search of objectivity, but a sense of relativism based upon the fact that I share the same spaces as my

participants, including very similar biographies. As Eisner puts it, 'when people do not share frameworks, there is no common ground; they cannot understand each other' (1992: 14).

This research by contrast uses theoretical frameworks that emanate from a democratic understanding of education. Inevitably then I am influenced by the political and social landscape and this may appear at first reading to be fundamentally biased. However, this is to assume a value-free position for knowledge construction and a universality of warrant. I discuss validity later in this section, but in terms of bias the question of how my findings arise from the data analysis and not my own perspectives – in effect their objectivity, is managed in the form of an audit trail through what Lincoln and Guba term as 'confirmability' (1985: 318). In particular I maintained a file of raw data in the form of audio recordings, assignment submissions and reflective journal entries. Following this I made transcriptions, coded the material and developed categories from the codes. Nevertheless it is important to acknowledge that the sample, and empirical material relied upon as evidence for my arguments are formed from, and affected by my positionality (see chapter 1.1.1 for an outline of my personal biography as the practitioner researcher). This goes to the heart of my claim for credibility in that my 'prolonged engagement' in the field of enquiry (Lincoln and Guba 1985: 302) allowed me to code the data, triangulating through the use of varied sources. In doing this I am able to respond critically and sensitively to the data. I have revealed occurrences of dissonance, conflation, and confusion in the data. I was able to seek dissonance in the literature, using the data to expose the tensions between the democratic ideal and the phenomenon of the 'transparent robot' (Wain 2006: 41) and the lived experiences of some of the participants.

The way that I have analysed my data begins with organising class discussions, student artefacts and semi-structured interviews. I consider the first two to be naturally occurring, in that they derive out of the normal course of events (phenomena), and socially situated in

another sense in that they are performed for the purpose of journeying through a constructed medium, that of a teacher education course. The language chosen and used by all parties is therefore both mediated and contextualised with meanings that are constructed actively within a context. These provide meaning within a class activity, but also allow me to read and interpret the material through the use of codes.

I discovered broad themes and patterns at first glance, followed by more nuanced, 'messy' intentions, functions and consequences of the discourse (ibid: 451). What I searched for was a reflexive and shared account of the dialogue manifesting in the data, constructed by the student, the group, the workplace and myself. Where the data collection involved class discussions and interviews I transcribed these. I acknowledged, however, that audio transcription may fail to account for the visual, non-verbal interactions so I noted during the transcriptions, wherever possible, other sorts of data such as the names of the people engaging in a discussion, their levels of contribution, and the pace and tone of voice of the speakers.

Coding the data became a sort of jigsaw puzzle where I spotted and counted frequent words and phrases, following up on themes that seemed to recur across the data and the participants. Initially I intended to use proprietary statistical software (NVIVO[©]) but access became an issue and I settled on a pragmatic approach using highlighting pens, creating line numbers in the electronically available assignments and transcriptions. I was able to use freely available software (Wordle[©]) to delineate specific words and phrases where they appeared more frequently than others. Using line numbers I was able to create units of data, finding that across the artefacts the same codes appeared regularly. In one sense this was inevitable as I was looking for 'repetitive patterns of action' (Saldana 2013: 5). In another sense this was naturally occurring as the context of the activities generated common sets of language use in the data. Initial themes and phrases emerged that I recognised as

phenomena. Examples were the use of the word confidence and the use of the word observation and its effect on their conversations, and how they were keen to find solutions to classroom problems. Of more concern was the way that the students interpreted theory in the light of their practice and I struggled to find a theme for this until I began to read the literature on teacher excellence. This reveals a kind of temporality surrounding my decision-making regarding this specific theme, but also more broadly all three themes. These phenomena led me to search further into the literature to understand the data more fully.

4.7 Summary and conclusion

Many ghosts of participants form the reflexive and reflective shimmer surrounding the choice of data, both secondary and primary. I have to acknowledge that both opportunistic (Miles and Huberman 1984) and purposive sampling (Silverman 2000) may conflict with the ethical imperative of the disciplined researcher, and as I analyse the data the ghosts find their medium with which to manipulate my findings. Indeed, according to Miles and Huberman (1994) coding itself is analysis, forming a heuristic, cyclical interpretation of the data. Jenny (appendix 1 art1409 and Int209) is one such ghost. Symbolically she has appeared several times over my career, and I recognise her deep moral approach to her teaching in myself and in colleagues, past students as well as writers on educational philosophy.

This chapter has discussed how the aims and research questions, and the theoretical frameworks have influenced the philosophical and methodological basis of this thesis. A key feature of the discussion was the search for an appropriate methodology, and how the methodology derived from two interconnected frameworks (experiential learning and habitus). I explained how the emerging nature of the methodology was compounded by the growing sense of reflexivity inherent as the thesis developed. The chapter began by

analysing the ontological and epistemological basis of the research, and in this respect I was keen to explore Fricker's work on epistemic injustice (2007). Even now I am concerned that this will be viewed as an indulgence, an eddy in the stream, even as tangential to the focus of the study. However, for me, as the 'I' in this thesis, its place in a discussion about epistemology is important in that it has framed my understanding of the role and legitimacy of the practitioner in qualitative interpretative research and of the justification of the research questions.

Following this I outlined and explained the ethical issues, the research methods, choice of sample and overall research conduct. The design and conduct therefore flowed out of ontological and epistemological challenges regarding the nature of professional knowledge and practice, and how I can be justified in my findings.

The choice of a reflexive methodology influenced the research design, using highly interpretive, qualitative methods that were naturally occurring as far as possible to provide an account of student teachers' participation in WBL in the LLS in England. The results are analysed in the following chapter and followed through into Chapter 6, where I draw together my conclusions, raise pertinent questions and recommend (where appropriate) ways forward for the wider network of teacher educators and ITE course designers.

Chapter 5 – Data analysis

5.1 Introduction

This chapter analyses the data pertaining to the participation of two groups of student teachers during the period 2008-2010. It attempts to respond to my three research questions:

a. How does participation in initial teacher education (ITE) impact on student teachers' developing professional practice?

b. How well does the current ITE curriculum serve the pursuit of professional knowledge and practice for developing teachers in the workplace?

c. What changes should be made within ITE to better support developing teachers as they develop their professional knowledge and practice?

In chapter 2 I conducted a review of the literature relating to the discourse surrounding lifelong learning and widening participation, WBL, and professional knowledge and practice. This was helpful in that three key themes associated with teacher development emerged. These were teacher confidence, teacher excellence and routinised practices. They in turn provided a sense of the interrelationship between my close reading of the transcripts and the perspectives of the participants, including myself, within the data.

I have reflected on these themes and my positionality in that my re-reading of the transcripts in the light of the literature may have created a 'procrustean bed' both in terms of my literature review and the data analysis. However the iterative process (Miles and Huberman 2009) enabled a deeper and more focussed set of understanding about the nature of participation and its impact on the development of professional practice for student teachers.

Chapter 3 examined and explored the relationships between 2 theoretical themes derived from the research questions. Experiential Learning spoke to research question 1, as it related to the ITE curriculum. Habitus formed an underpinning strand with which to understand both participation and how well student teachers are served by the ITE curriculum (research questions 1 and 2). Research question 3 is reflexive and evaluative in nature, explored in the main through the data analysis.

It became clear that my research questions afforded an opportunity to explore the connections between the theoretical perspectives and the three conceptual themes through the lived experienced of student teachers. Several key categories and assumptions were revealed amongst the literature, and these formed the basis of my interrogation of the data. My initial interpretations of the data presented opportunities to 'hunt for concepts and themes' (Miles and Huberman, 2009: 77) and reflect on the meaning inherent in the data. This resulted in deriving several codes that appeared more frequently than others in the data. These are categorised under the broad headings pertaining to the 3 research questions:

Context

ITE (RQa)

Lifelong Learning
- Experiential Learning
- Coaching and mentoring
- Reflective Practice
- Observation
- Regulation
- Professional Standards

The workplace
- Work based learning
- managerialism
- Neo-liberalism

Culture

Participation (RQb)

Experiential Learning
- Learning to learn
- reflective practice
- schema
- assimilation
- accomodation
- time
- support

Habitus

Communities of Practice
- ZPD
- Learning as becoming
  - observation and monitoring
- Confidence
  - inner confidence
  - monitoring

Themes

Professional Knowledge and Practice (RQc)

Teacher confidence
- Experience as relational
- Experience as embodied
- Experience as transformational

Teacher Excellence
- Subject Knowledge
- Pedagogic Content Knowledge
- Structure versus creativty
- professionalism/professional standards

Routinised Practices
- Evidence based practice/Teaching
- Techne

Figure 2: Research questions – categories and themes

The diagram above represents the development of the categories from those concerned broadly with ITE, and those concerned with the nature of participation. I have identified those codes associated with the context (supported by the secondary data in the form of the literature review in chapter 2), participation, and those associated with the development of professional knowledge and practice. Given that the majority of the data is naturally occurring the flow between codes, categories and themes is dependent on tacit, inductive analysis (Lincoln and Guba 1985). Furthermore I have used codes in the first instance, but in an attempt to make sense of the data during the process of inquiry the development of categories emerged as the most appropriate way to enable the connectedness of the research questions.

Section 5.2 provides biographical background to two of the participants whose data is examined further in section 5.3. Appendix 1 provides details of the participants' workplaces

and relation to the ITE curriculum. It draws together the following 6 significant categories pertaining to ITE and participation:

1. The nature of participation in ITE

2. Lifelong learning

3. Work-based learning

4. Coaching and mentoring

5. Experiential learning

6. Habitus

Section 5.3 highlights these significant categories holistically through a series of extracts from the data, prefacing the thematic analysis in section 5.4. By this I mean that I do not treat each category separately, rather I use the data extracts to illustrate the categories.

5.2 The participants: background and professional biography

The following tables identify the differences among the sample. In one sense this is simply for description and illustration, as I draw no specific inferences with regard to the make-up of the two groups. However, it is interesting to note the predominance of female to male student teachers, mirroring Noel's findings (2009). The age profile also reflects that of the Consortium statistics between 2005 and 2008 (ibid). The majority of the student teachers in this sample were studying the Cert.Ed. route, reflecting the typical entry profile of student teachers on in-service courses across the Consortium. In a similar way to the Consortium statistics 2005-2008 the sector most represented is that of FE, with half of the student teachers working at the local college. Ten separate sectors are represented in the sample. Most striking perhaps is the number and range of subject specialist areas. A total of 24 separate subject specialisms formed the sample.

Table 4. Gender profile

Male	11
Female	25

Table 5. Age profile

25-29	30-34	35-39	40-44	45-49	50-54	55-59
8	5	6	7	5	2	3

Table 6. Range and number of subject specialisms
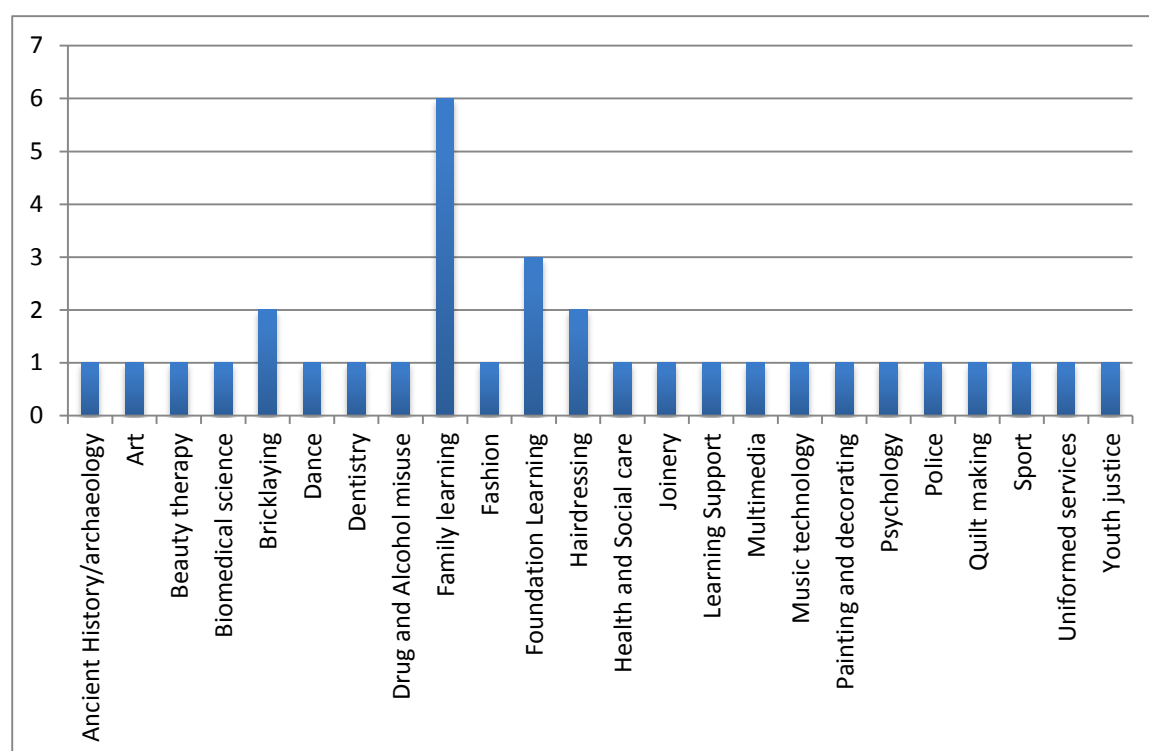
Given the similarities in the gathered profile data to Noel's research into the changing profile of trainees on in-service initial teacher training programmes in the LLS (Noel 2009), and while recognising the decision to use a convenience sample for my research, this data set could be considered to be representative of not just the Consortium profiles but, by extrapolation, the national picture. It is important to stress that I make no causal connection between the demographical data in my sample, and the wider ITE population in the LLS. My

research aims and questions relate specifically to the sample. However, where I refer to literature concerned with the experiences of 'trainee teachers' in the LLS, I can be assured that the inferences that may be made with regard to my analysis and subsequent findings will be of use to the wider teacher educator (LLS) research community.

During the period of the study there were two routes of ITE study, that of the PGCE and the Cert.Ed. Out of the 36 students 25 undertook the Cert.Ed. route. Several of these students worked at the local FE college teaching a range of vocationally related curricula. These ranged from Bricklaying, Dance and Fashion, to Painting and Decorating and Uniformed Public Services. All the Cert. Ed students had gained level 3 qualifications related to their vocational area, and several had spent many years working in their primary occupations outside the education sector before joining the college. Cert.Ed. students were on the whole older than their PGCE fellow students, reflecting the length of their vocational experience gained prior to joining the teaching workforce. 80% of Cert.Ed. students were over 35 years of age with the eldest 2 students falling in the 55-60 age bracket. In contrast there was a more even split between Cert.Ed. and PGCE students at the younger end of the age range (25 years to 34 years). In order to underpin the diversity present in the groups the next two sub-sections provide a background narrative to two particular students – Jenny and Carol- with regard to their workplaces and the curriculum. I chose to include these 2 participants as their professional biographies illustrate the diversity of the cohort.

5.2.2 Jenny [art1409; int209]

Jenny was a member of the 2008-10 cohort, undertaking the Cert.Ed route. She worked in the Foundation Learning department of the local FE college with young people who may be described as 'at risk', or 'disaffected'. She spent most of her time with them in the catering section, where they learned how to cook by preparing meals and snacks for themselves,

their families and fellow students and staff. Within her reflective assignment (art1409) and the subsequent semi structure interview I generated several codes. As these codes began to emerge among the range of data I was able to collapse these into categories (see figure 2). Specifically this data extract correlated with the nature of participation, coaching and mentoring, experiential learning and habitus.

As a child Jenny was interested in sport, but described herself as having no real goal in terms of a job or career. Her journey into teaching appeared to be haphazard (Gleeson 2005), given that she couldn't recall how she decided upon her first career – catering - during a careers interview, but there is also a sense that it was inevitable, as she describes leaving school and joining a youth training scheme followed by catering jobs and taking time away from work to bring up her family. Her role models and influencers were two catering teachers from the same FE college at which she eventually gained employment as a teacher. She recalls one of the teachers showing her how to prepare grapefruit, and how the other one 'some God figure' gave her some 'fantastic feedback' leading her to be inspired by him. Her experience in one church-funded restaurant prior to teaching was based upon mentoring, care and support for the elderly and vulnerable in the local community. From her biography I gained an impression that the lack of family support was in contrast to the significant support that she recounts from her mentors in the workplace. Her professional identity appeared to be shaped by her experience working with vulnerable adults, her faith, and her response to the attention of mentors.

It was during time away from work that she felt the need to develop her computer skills, and as a result of this course she gained the confidence to become a teacher. She recalls being 'gob-smacked' that she was offered the job, but at the same time having an 'inner-confidence'. The mentoring and support work became integral to the sort of work that she was to do with the young people in the Foundation Learning Unit. She reflects how other

staff struggled to 'understand the nature of the student, but that she 'related to that young person straight away and still do'. What is intriguing about Jenny's journey is that she spent 8 years teaching at the local college without a teaching qualification. Jenny explained this as a lack of understanding on the part of her manager and a lack of confidence 'I just wasn't ready. I can't do it, I'm not clever enough'. 'It was just me – and confidence at the end of the day.' This goes to the heart of my interest in participation in ITE, and how Jenny's experience as a teacher was shaped by the relationship with myself. It is not my intention to draw specific conclusions relating to the data extract, but to identify Jenny's journey as representative of the development of cultural capital.

During the interview I was keen to explore the dichotomy between lack of confidence in relation to undertaking the Cert.Ed., and her self-acknowledged confidence when teaching young people. I recall a pivotal moment reading over the transcript at this point and how her words resonated with my reading of Dewey, Bourdieu and Schön. For Jenny her confidence lay in the knowledge that she could give her students the opportunity to 'make their life better' because she herself had been supported not by her family but by her teachers and mentors. She had, in her words 'proved it can be done'. This was in contrast to the lack of confidence when the focus was on her needs. For Jenny her job involved

> 'ten roles in one job, your mum, social worker, advisor, tutor, you know it's hard to see which hat to put on each minute'.

I asked her which role she preferred and perhaps not surprisingly she alighted on the mother/caring role where 'what matters is getting to a [their] level, whatever age, elderly, young people, children, teenagers'. Jenny's journey, including completing the Cert.Ed., and beginning to integrate qualifications into the Foundation Learning programmes illustrates the importance of pursuing seemingly eclectic strands in the literature review, particularly as the transcripts (in particular this interview) began to yield both incongruous and connected

codes and categories. Within Jenny's data these codes coalesced around identity, confidence, support (from coaches and mentors), the embodiment of and transformational nature of experience and the time and space needed to reflect on her acquired teacher disposition. Her journey resonated with the notion of hexis (Aristotle 1933). It appears that for Jenny the 'having' of the teacher role became her state of excellence or mastery in that role (Bourdieu 1990; Colley et al. 2007), supported by the professional development opportunities during her Cert.Ed. Jenny has formed her identity as a teacher through an understanding of her vocational habitus (Colley et al. 2003) – the emotional labour invested in her work with young people in the Foundation Learning department. Her journey into teaching echoes the findings of Gorard and Smith (2006a) concerning barriers to HE. While there is no indication from Jenny that she had ambitions to continue her education, she does recognise that her academic work suffered as a result of her interest in sport. Her accumulated history and life chances prior to becoming a teacher appears to have been a response to the support of mentors. The continuity of the relationship between Jenny's personal and professional values, her identify formation as a teacher and her participation in ITE support the findings of Kim and Hannafin (2008: 1837), particularly with regard to her biographical account. In contrast to the data extracts pertaining to Roslyn, Andrew, Wyn and Carol, Jenny is able to avoid the 'constraining influences' (Ottesen 2007: 43) in the workplace because of the openness of the Foundation learning curriculum thus far. More interestingly she is also able to marshal the resources provided by the Cert.Ed to recognise the power of self-praise and inner confidence.

5.2.3 Carol [art1609; art709]

Carol enjoyed a traditionally academic journey – from school through to sixth form and university. Her own academic achievements are impressive, and she has returned to teach in the same sixth form where she studied. For Carol there is an easy alignment between her

own trajectory and that of her students - that is the ones who complete their studies. Until

she embarked on her teacher education course, despite having a learning mentor role in the

sixth form, she had not considered how dispositional factors might impact on the successful

completion of her students' studies. Over time she recognised the importance of her

relationship with her learners, and this is recorded in a reflection on a teaching observation:

> *I do think that this was the best observation I have had to date and I am not sure whether it is my increasing knowledge regarding teaching and learning or increased confidence/classroom experience. I think that my classroom management has improved significantly and my presence in the classroom has also, again I think this is because my relationship with the learners and the rapport that I have developed with the students has become much better. [art709]*

It is interesting that she names the event under reflection as an observation, rather than a

lesson that was observed. This suggests an externalised view of her professional

development, as distinct from her everyday classroom practice. Was she looking for an

explicit method to perfect her techniques from the observation feedback (Ottesen 2007)? If

so, she is unsure whether this is what made the observation a success, or rather that the

development over time of a fund of experiences served to increase her confidence.

Carol acknowledges the journey that she has made with regard to understanding her

learners:

> *I feel that … I understand my learners more and that I empathise with them also; attending the personal skills workshops has really opened my eyes to the kinds of barriers that some learners struggle with. Had I not been involved with these I feel that I wouldn't have been a very effective teacher. [art709]*

The workshops to which she refers were in fact serendipitous, emanating from offers of

expertise from within the community of practitioners in the field. Their content changes

over time, inevitably, and for Carol to lay such store by what is an ephemeral aspect of the

course creates an immediate tension for the teacher educator. It relies upon the teacher

educator having a wealth of experience, a fund of resources and connections with work-

based expertise. It also resonates with Dewey's imperative for education (1966) when

considering the responsiveness to need, circumstances, prevailing culture and available resources. None of them, it is argued, can be neatly categorised within a standards-based approach to ITE.

The following section analyses the data with reference to the verbatim extracts representing the range of categories emerging from the data. The initial descriptions and interpretations derived from these data extracts will then be analyzed further in section 5.4 under 3 distinct but interconnected themes, those of teacher confidence, teacher excellence and routinised practices.

5.3 Data analysis

Figure 2 shows the categories within the 3 themes and places them in the context of the literature and theoretical frameworks. The following section takes up the more significant categories flowing from the coding (see appendices 5-8) in preparation for a thematic analysis in section 5.4.

Data extract 1 Anne [assignment ref. art209]

This first extract is a series of excerpts from a draft assignment submitted in year 2 towards a final module (Appendix 2). The task is based upon a set of learning outcomes designed to assess the students' critical understanding of the concept of curriculum, and how it can be evaluated within a specific context.

Anne's own background is in the military. During the period of the course she worked for a charity that employs ex-Forces personnel to engage young people in core curriculum (BTEC), wider key skills and the Personal, Social and Health Education (PSHE) curriculum in schools. Their programmes are aimed at those pupils who find school challenging, and Anne's work was mainly focused on the development of social and life skills through sports related courses.

In these excerpts she argues that the 'product' model of curriculum (Kelly 1999) most closely

resembles the ethos and design of the programs offered by her organisation.

(a)

Tyler believed that the real purpose of education is not to have the instructor perform
certain activities but to bring about significant changes in the students' pattern of
behaviour, this was the first inclination of the product based model relating to
learning as a series of behavioural objectives so the outcome rather than the process
takes precedent.

Anne refers to Tyler's work on curriculum in her assignment, responding to a lesson that

scoped the history and background of curriculum theory. I chose, in my teaching, to contrast

the objectives-driven approach to curriculum with that of progressive and transformative

approaches, expecting that my students would make links between the history of curriculum

theory and their own experience of curriculum design in their settings. After a brief

explanation of the 'product model' (Kelly 2009: 72) of curriculum, Anne attempts a critical

analysis, using Eisner's work (1967) related to the 'product model' to the 'process model'

(Kelly 2009: 21).

(b)

The problem with this style of Curriculum is based on the theory that it assumes we
can predict learning outcomes through our educational objectives, however a
classroom setting is dynamic so learning is varied and not always predictable. This
could be to the detriment of the student in a holistic learning approach as according
to Eisner 1967 vol 75' The amount , type , and quality of learning that occur in a
classroom, especially when there is interaction among students, are only in a small
part predictable' .

Some subjects, particularly the Arts, struggle to define clear educational objectives.
Creativity is personal not universal.
If Objectives were too directive and instructive this could lead to a narrowing of
learning, development and creativity.'

The narrowness that Anne refers to may relate to what Freire terms the 'banking concept of

education' (Freire 1972: 58), and the effect of competency-based curricula on the critical

consciousness of students. Anne goes on to interpret the theory in the light of her own

practice.

(c)

So my main concern is for those students who find the language and terminologies difficult to understand and how the topic is relevant to them and their own health and fitness, do they truly understand and know about the Respiratory system its function and its structure?

This in itself is could be a positive attribute as it leaves little room for discretion and ambiguity between pieces of work, there is a set grading criteria and each student has a clear learning objective to work towards in order to successfully complete the units of work, every student has the same learning objective and there is also room for differentiation and development as the grading criteria requires a more in depth and expansive piece of work in order to progress from a Pass to a Merit and a Merit to a Distinction.

Therefore the teaching, learning outcomes, lesson objectives/plans and assessment methods are very specific, directive, and unambiguous and leave little margin for error.

Anne appears to acknowledge students' difficulties yet still favouring what she sees as the reliability of standardised graded criteria that apply to all students. This series of excerpts suggests a preference for the acquisition metaphor for learning (Sfard 1998) as it reduces ambiguity and error. Anne's premise contradicts Kolb's argument that knowledge is a function of experience through transformation (Kolb 1984). For Anne it appears that experience derives from clear boundaries in the form of grading criteria and learning objectives, supporting the Aristotelian version of knowledge as relational, certain and axiomatic. Tacit knowledge, forming from the 'critical resolution of everyday problems' (Fisher and Webb 2006: 169) appears to be set in opposition to Anne's preference for the product model over the process model for curriculum planning and design, leaving the nature and processes of the development of professional knowledge and practice unresolved.

In the following excerpt she recognises the restrictive nature of outcome-based curricula, while at the same time appreciating the value of a structure, particularly with regard to grading:

(d)

However, in terms of a social context this product based model of Curriculum could fall down I believe as it allows for little in the way of expression of thought and individualism in theory and practice, If Objectives were too directive and instructive this could lead to a narrowing of learning, development and creativity.

Finally in her conclusion she states

(e)

For instance the BTEC criteria is largely made up of units of work that show the assessor that the students have reached a certain level of competency in related fields, in order to set these criteria prior knowledge of the related industry is called upon especially through writing of the textbooks, therefore the objectives or learning outcomes if you like are designed largely as a pass or fail rather than allowing the student the creativity to demonstrate their acquired learning and make the learning experience true in the sense that the student carries out their own work with the knowledge attained from the teaching on the course.

Anne attempts to analyse her curriculum in terms of the theoretical models outlined in the course syllabus. In the assignment as a whole she struggles with the separation of definitions of curriculum into product, process and praxis (Kelly 1999), particularly when it comes to a discussion about the nature of the courses that form her curriculum offer. She challenges the discourse of raising standards and what she sees as the limits to the freedom of the teacher, without contextualising or evidencing her premise. In her conclusion she appears to be concerned by the lack of opportunity for the development of creativity, particularly in assessment regimes. What is revealed in this extract is a struggle to reconcile the role of the teacher in relation to four models of curriculum (Smith 2000). This supports the literature in relation to the regulated nature of the LLS, establishing a preference for product models of curriculum (identified by Anne in relation to her experience). The doubt and uncertainty that Anne reveals within excerpts (d) and (e) is likely to be left unresolved due to the lack of a wider contextual understanding of her professional practice (Bathmaker 1990).

In the next extract Roslyn writes about the relationship between curriculum theory and the context of her practice.

Data extract 2 Roslyn [assignment ref. art1509]

Roslyn teaches art in an FE college. She teaches on three separate courses: BTEC First

Certificate, BTEC National Diploma and Pre-Degree. In contrast to Anne, Roslyn has been

teaching for several years, mainly part time, while continuing to work as a technician in the

art department at the same college. She has developed, over time, a wide repertoire of

teaching and learning strategies that she deploys confidently across the spectrum of her

courses. Academically, however, she was less confident, self-attributed to a diagnosed

disability (dyslexia). She responded to the curriculum assignment by outlining the

differences between the product and process model of curriculum. Invoking Stenhouse

(1975) and Bobbit (1928) sourced from A.V. Kelly's book, she reconciles the context of an

arts-based curriculum to the theoretical models, stating thus:

(a)

*My arts curriculum does support the product model in some of the areas, even though
the product model is very specific in terms of content, delivery and assessment. I do
feel that even though my curriculum is very directed to a process model, I do feel that
it still needs direction in terms of learning skills and techniques so that there is a
quality of learning taking place and guidance is important so that students can learn
from the delivery even though it may be from demonstration, learning experience and
their own learning outcomes.*

Much of the contextual interpretation of theory follows along similar lines:

*From Stenhouse and Bobbitt's theories I can see elements of relevant approaches to
my curriculum and how the different approaches can be applied. Bobbitt's theory is
much focused on an end result and can narrow the creativity process, however I do
feel that there has to be guidance within the curriculum so that learning is taking
place and there is a quality of learning.*

In these sections Roslyn seems to cling to the need for structure, outward signs of quality of

learning and guidance, despite the risk to the creative process. This can also be discerned in

the next extract where Roslyn contributes to a discussion about an aspect of curriculum with

her peers (Data 3 ref curr209). Roslyn's response displays a level of sophisticated

understanding, application and evaluation that Anne (art209) was not able to demonstrate,

and yet her preference for the 'product model' (Kelly 1999) may suggest that *techne* dominates her thinking about her professional practice rather than the experiential approaches preferred in the literature surrounding WBL.

In this next extract participants grapple with the challenges of an extract from Elliot Eisner's article 'Educational Objectives: Help or Hindrance' (Eisner 1967).

Data extract 3 Brenda, Roslyn, Andrew, Jill [Eisner class discussion ref. curr209]

Four year 2 student teachers engage in a group discussion based on a pre-reading task given the week before. This consists of a small section of an article about behavioural objectives supplemented by a set of graduated comprehension questions (Appendix 3). I have used the article every year since I began teaching the PGCE/Cert.Ed., at the same time in the year, and using the same comprehension-based pre-reading activity followed by a group discussion. It was suggested to me by my mentor as a good way to begin to open up a more theoretical and conceptual debate about curriculum. I create groups of subject specialists and try to include at least one member of the group whose subject specialism is different. This is intended to encourage the exploration of contrasting views about the nature of curriculum. In this group three members teach art (Brenda, Jill and Roslyn) and one (Andrew) teaches Uniformed Public Services (UPS), a course for those wishing to become soldiers, police officers, fire officers, etc.

Brenda, Jill and Roslyn had formed what could be defined as a CoP during the course, meeting in the library before class, at each other's homes at the weekend and in breaks during the academic calendar. Biesta describes this phenomenon, building upon Lingis's work (1994), as a 'rational community' (2004: 320) where individuals are given 'a way into communication' (2004: 311). The members of ITE courses can be considered CoPs where the workplace settings are sustained by homogenous structures and regimes of control, yet

corresponding to diverse situated relationships within these structures. This appeared to be the case for these three student teachers. In addition, these student teachers apply models and theories learned via the ITE curriculum that should apply to the context of their practice. They do this by participating fully as employed teachers (as is the case with the student teachers in this group). The artefacts of their situated participation become the reflective journals and lesson reflections that they are required to maintain for their assignments. Andrew found himself joining an established community with which he had little in common beyond being employed at the same college. For the others their CoP allowed them to transfer learning from one context to another in the workplace (Illeris 2011: 70) whereas for Andrew the lack of common interests, discourses and maxims (Biesta 2004) appear, in this extract, to exclude him from some of the discourse. He has joined a community with which he has nothing in common (Biesta 2004).

This extract involves the group discussing their responses to the set questions (appendix 3). In the first excerpt (a), the group attempt to summarise the three reasons why educational objectives should be clearly specified, according to the article.

(a)

> *Bev: Light reading yeh?*
>
> *Roslyn: 'Devise goals towards which the curriculum is aimed', so it provides goals. 'Once clearly stated they facilitate towards the selection and organisation of content, and when specified in both behavioural and content terms they make it possible to evaluate the outcomes of the curriculum.' Did you get the same thing?*
>
> *Andrew: Yeh, no I really did, apart from … I think I mixed myself up a little bit … talked about numerous behavioural outcomes, so it's being able to standardise that as well, but I did look at standards as specified so the criteria can be judged for all the students on the same // and development of the subject. That's it, we got the same.*

The intention behind the question was to enable the students to access the article easily. I was modelling the taxonomy of educational objectives from Bloom (1956). The framing of the question meant that as long as they read the article they should be able to find the

169

answer to the question, relying on deduction alone. The second question was intended to

extend their knowledge into understanding, using a 'why' question.

Bev: Yeh we got the same. Then the second one. Why did the scientific movement collapse under its own weight? We got because teacher couldn't manage the specified objective, the hundreds of them, too many objectives.

Andrew: Yeh the quote was 50, they couldn't manage 50 never mind 100.

Roslyn: We are overloaded with them. Obviously it's set the broader, you obviously can't reach every criteria … what do you think Jill?

Jill: I think they've slimmed them down a lot.

Roslyn: Do you think it still stands though, that teachers don't actually look at the criteria?

Brenda: A lot don't.

Roslyn: So it's still relevant today.

Brenda: Do you know that criteria we've got to hit. [name removed] told me that you only have to hit that criteria once, we don't but he says only hit it once, we don't otherwise they'd finish the course in a week, we'll pass a unit in a week.

Jill: There's a lot of crossover objectives though aren't there. There are not that many objectives to hit really.

Andrew: I think there are less objectives because the scientific movement collapsed. 'Cos it did collapse under its own weight because they were being specific about everything so it did collapse so there are less and wider based and you can attain objectives in lots of different ways, as the subjects became a bit broader. They realised that tutors couldn't do that so you hit the ballpark and it allows for creativity.

Roslyn: Like we said you had a different objective for a pass and the same objective in a merit, so it's the same, but does that push ...

Jill: No, you work it so the student can reach the distinction; you cover it so they have the scope to reach it.

Roslyn: That's not good though, that's not pushing them..

Jill: Course it is.

Alison: How are we doing? You are working with many objectives, foundation learning and functional skills, you have to embed functional skills, you don't just have your subject...

Roslyn: But we're not allowed to do that

Alison: Why?

Roslyn: Because we aren't qualified to do that.

Andrew: Management have said, it's management speak, senior management have decided that, obviously everyone would like to embed, wouldn't we, we'd rather have 14 hours instead of 12 hours a week to work on the assignment and correct their grammar but management have decided that they would like that to be a subject specialist.

At this point, after listening to the discussion and noticing a failure to relate Eisner's

arguments explicitly to their own experience, I interject. After a short time I move away from

the group to monitor the discussions of other groups.

(c)

Alison: let's try to bring Eisner's argument into this. Why would Eisner either support … why have management decided to do this?

Brenda: do you not work with your functional skills people? You see we're quite lucky that they are there …

Andrew: so we have nine courses and four different functional skills tutors for those nine courses, to be honest I don't know the names of two of them, they just come in and use the photocopier.

Brenda: ah right, 'cos we've got quite a good relationship, I've spoke with … and said I'd like them to research this 'cos they need this for their project, so it's benefited me and the functional skills tutor, so it takes the pressure off me.

Andrew: I see, perhaps we are stuck up our … in our way, and haven't used them. But we might do. So they have to write a 3000-word essay on how the body works, then the very next lesson is functional skills 'how to use capital letters', they are level 3 students doing level 2 functional skills. What's the point? They are regressing not progressing.

Roslyn: are they able to do that level 3 … essay?

Andrew: they probably could do but there isn't a subject specialist tutor prepared to do that. They've already passed level 2 basic skills. But they say it's a professional issue. The only other thing I've found is that it says there's a new view of the learner. They have a say in their outcomes. It says it's not a machine but a growing organism and they ought to participate in planning.

Brenda: yes we discussed that … 'cos in our field students have lots of different outcomes. It was hard to measure, not a tick box … it's a different outcome for each individual …

Questions 3 and 4 ask the students to begin to analyse the article, asking them to summarise

what Eisner identifies as the limitations to the functions of educational objectives and to

identify Eisner's view of the educational consequences of these limitations. The group do not

discuss these questions explicitly. Instead Andrew decides to make a point about the final

question: 'How helpful are Eisner's arguments to your own understanding of educational

objectives?' (Appendix 3)

(d)

> *Andrew: and, and I'm skipping to question 5, Eisner seems to be in favour of the student planning his own learning and being a master of his own destiny, but I think maybe at the cost of the curriculum. He would be happy with them planning their own learning, but I think you have to have a structure because some students can't find their own vehicle so for some it might work. That's what I got from the reading.*

This excerpt illuminates a depressing acceptance of the 'ready-made world' of FE, where

structure and control, usually determined by an awarding body, appears to restrict Andrew's

capacity to envisage the possibility of 'professional autonomy' (Coffield and Edwards (2009:

386). While I labour to create 'creative pedagogies of resistance' (Gale 2003: 165) in my

classroom, it appears that, at least for Andrew, the preference is for the acculturation of

'existing practices' and the 'reproduction of 'routinised behaviours'' (Ellis 2010: 106). Brenda

continues the debate:

(e)

> *Brenda: Experiment … which is where our merits and distinctions come from, where a student goes above and beyond what they are expected to do.*
>
> *Roslyn: But that comes from them, it comes with their maturity and experience so you need the structure so they can get a pass.*
>
> *Andrew: There's a fine line … this guy is in favour of letting them find out … but at college we take them so far then release them. Do you agree?*
>
> *All: Yes.*
>
> *Roslyn: That's foundation, pre-degree, that's what we call independent learning.*

In the next excerpt Jill returns to the arguments in the article.

(f)

> *Jill: we thought the article was apt for our subject area. In art, he was going on about how in art you can't dictate, It's particularly meaningful for us.*
>
> *Andrew: you see I don't. So for creative art, but not for my subject. I come from a background that has to be highly structured.*
>
> *Jill: so maybe it's down to creativity. So in some areas you need the tick box.*

Finally I return to the group to encourage them to summarise their discussion for the benefit of a whole class evaluation intended to follow in a few minutes.

> *Alison: so can you come up with two things from your discussion?*
>
> *Roslyn: We agree, and Andrew doesn't.*
>
> *All: laughing.*

I notice in this extract an example of resistance to *doxa* derived from the curriculum and managerialist structures and bounded practices. Brenda appears to resist the 'symbolic tributes' (Bourdieu 1990b: 292) of her prescribed curricula when she talks about 'hitting objectives only once', and shows an understanding of, and resistance to the relations of power in her institution. The resources that allow her to do this appear to reside in the collective action of her peers. Andrew, in contrast appears not only to accept and submit to the curriculum constraints but also to resist my attempts to challenge the prevailing discourse.

Three extracts of student reflective writing follow, which reveal the uncertainty and struggle between what is taught on a teacher education course (knowledge and experience of concepts as taught) and what is applied in practice (knowledge and experience of practice as applied). Jenny teaches catering to groups of Entry to Employment Skills (E2E) learners within a large FE college. Wyn teaches family literacy to parents in a Family Learning setting in schools and Carol is a sixth form teacher of psychology.

Jenny attempts to apply Donald Schön's theory of reflective practice (1983) to her teaching.

She recognises the role of the professional, not just as a technician but also as a creator and

innovator:

(a)

> *…and the professional knowledge demonstrated very much through reflection-in-action I have continually had to think on my feet, being spontaneous in a variety of situations. I feel it is a part of me as a person not as a professional, however it's a style that works well in an educational setting.*

Jenny appears to reflect the argument of applying experience in its broadest sense, where

herself as a person rather than as a professional is making best use of her professional

knowledge. This provides us with an ontological distinction between what it is to be a person

and to be a professional. For Jenny, her personal identity is privileged over her professional

identity when applying her professional knowledge in her classroom practice.

This appears to correlate with the findings of a review of empirical studies on student

teacher identity (Izadinia 2013), that most of the variables that account for teacher identity

in empirical studies are in effect personal components, such as cognitive knowledge, sense

of agency, self-awareness, teacher voice and confidence. Jenny already possessed the

cognitive knowledge and self-awareness. The quotation alludes to the development of the

other components during the course. She goes on to agree with Schön (1983) that *'it*

[reflective practice] *can create vulnerability and can take you off course during a session'*.

Interestingly she comments on her own learners' experiences of being taught to reflect:

(b)

> *I am a great believer in self evaluation. I encourage all my learners to complete a form when they have finished a set task. I want the learner to reflect on their method of work, content or theory and the finished product as a whole, this promotes ownership and individuality; however, getting learners to reflect completely depends*

on the time and frame of mind. They see it as 'you ask me to make a sandwich and I have made a sandwich'.

Her learners' own honesty and directness are refreshing to read when reflecting on similar difficulties faced by teacher educators attempting to inculcate reflective practice among student teachers. Jenny responds to a synoptic task in a final assignment in an equally honest and direct manner as she reflects on the course and what she has learned:

(c)

I have also learnt about different theories … this I have to say has been difficult to understand and I have needed guidance on what to read … I have found this hard to motivate me at times.

She goes on to acknowledge that:

(d)

However it has become apparent that some of the learning theories and models are more suited to the learners I teach and relate to my particular specialism, namely Kolb's models of experiential learning theory and the reflective model developed by Schön. It has helped me to understand the learning journey learners receive … and my own journey over the past two years I have learnt to reflect in a more structured way and praise myself when praise is due.

For Jenny, the value of the course lies not in providing knowledge and skills but in providing *'confidence and reassurance and confirmed to me that I do my job acceptable to meet the required standards'.* Where those standards predicate routinised practices, it may be that Jenny relies on her prior experience and personal confidence to support her professional practice, in preference to a restricted range of professional knowledge. In these extracts Jenny's development as a teacher appears to concur with Kolb's definition of learning as 'the process by which knowledge is created through the transformation of experience' (Kolb 1984: 38).

Data extract 5 Wyn [assignment ref. art609]

Wyn, when reflecting on the course in her synoptic task, appears to see a causal relationship between making mistakes and improving her practice: '*I have found that constant monitoring of my own teaching … has helped my teaching to be of better quality'.* For her it is the '*constant monitoring*' that is a function of her improvement in her classroom practice, where she learns from direct experience, as do her learners. This extract, amounting to the only the conclusion of an assignment contains several key words and phrases that appear to reveal Wyn's preference for direct experiences, personal growth and striving to improve through reflecting on her teaching. The connection between reflective practice and improvement resonates with the literature on experiential learning.

Data extract 6 Carol [assignment ref. art1609]

Carol discusses professionalism in her synoptic assignment, setting out her own premises in relation to whether teachers are professionals as defined by the former IfL, and whether teachers are professionals. The assignment as a whole appears to be unremarkable in that she applies a standard academic approach throughout, until the conclusion. However I include it here because of the way that she marshals the literature sources to develop her premises. Even at draft stage the reference list is extensive for such a short piece, with sources that have been discussed in class, and provided in the module reading list. Her grasp of theory, at face value appears to suggest that the ITE curriculum serves its purpose in the development of underpinning knowledge. For example she refers to the observation by Gleeson et al. (2005) that entering teaching in FE is more opportunistic than a career choice. She contrasts this activity-based argument for professionalism with her own. *'Although many may drift into being a teacher, many will also find that they 'become' a teacher and have found their vocation'.* (art1609). She does not elaborate on her preference for ontology

over epistemology, and identifies herself with being a professional in the assignment, but the following excerpt appears to me to reveal her deeply connected notion of professional knowledge and practice.

(a)

> *In my setting at Oldham Sixth Form College, the milieu is both conducive to being a 'professional' and continuously carrying reflective practice. My PGCE course has effectively given me the theoretical understanding for me to carry out my role well. Although it is only the starting point, being a professional and an effective reflective practitioner comes with experience and knowledge. I become aware of the issues that make professionalism problematic for teachers everyday and being a responsible, ethical and moralistic person becomes as important, as say, planning lessons and marking work, in reality, the two become intertwined.*

Data extract 7 Lauren [assignment ref. art1708]

Lauren is a dance teacher, teaching year 1 and 2 BTEC National Diploma Level 3 Jazz. She reflects on her teaching over the year (2008), which was her first year as a college teacher. Prior to that Lauren had been a professional dancer and actor. Here Lauren contrasts the job of a teacher with that of a dancer, and it is interesting that what she refers to as *'standard of technique and knowledge'* (excerpt a) is brought to the role, rather than developed over time in the role. This contrasts with much of the literature about the development of professional knowledge and practice for a teacher.

(a)

> *Throughout the college year I have learnt a great deal about by teaching practice. I had never taught in a college environment before and at first I was acting more as a demonstrator rather than teacher, possibly because for the last ten years or so as a professional dancer your standard of technique and knowledge is assumed so material is thrown at you and you are expected to learn fast and perform because the longer rehearsals take the more money it costs. (Lauren art1708: 1)*

In this next excerpt she reflects on the mistake that she feels that she made focusing on imitation as her dominant teaching and learning strategy. She notes the detrimental impact on her learners and their progress:

I assumed so much of the students capability because they where level three and therefore meant to be of a good technical standard, I adopted an 'I do you copy 'mentality. I rushed things and didn't explain things verbally enough, I was focusing very much on my own performance rather than that of my students, I felt under pressure to deliver really cool and exciting new material so I set the standard to high for the majority of the class. I had come from a professional dance environment and I think I expected more from the students I'd forgot they where just children and as yet they didn't see the bigger picture, the first years especially are not always focused on what they want to achieve because their not quite sure what their aiming for. I wanted to impress everyone with my capability and I ended up doing to much myself rather than observing more. I might even have intimidated the students a little by showing them in my opinion impressive material and them just making their minds straight away that they would never be able to do it. (Lauren art1708: 2)

This excerpt chronicles what appears to be a transformative effect of the mentoring process, firstly as she takes advice from her mentors, then observes a colleague's class, and finally receives feedback on her teaching from one of her mentors.

(c)

At the beginning of term students were given their assignment brief. I explained to them what the requirements of the project where and how they were going to achieve it. They had to demonstrate style, musicality and the use of correct technique and posture in their class work as well as being able to demonstrate two routines of contrasting jazz styles to be choreographed by myself. The routines were to be performed in the assessment class the week before the end of term. I assumed the class had understood the brief so I carried on with practical elements of the class. I rushed the class work in the first few sessions because I wanted to focus on the routines; the students found the choreography very difficult and struggled with a more commercial style because they had never attempted it before. I put so much focus on the faster jazz routine and I taught them to much material because I thought they were meant to deliver a two minute piece which when I observed other teachers classes I learned was not the case. I should have taught them a shorter sequence of and let them perfect it before moving on. I did this when it came to the lyrical routine.

After a few weeks of teaching it soon becomes apparent that the students had not fully understood the project brief. During their tutorials they raised their concerns about what exactly they were supposed to be learning, they were struggling with the choreography and worried they weren't spending enough time developing technique in their class work, they weren't sure of the exercise sequences as up until that point they had just switched into automatic pilot and just followed my lead. [Name removed] and [name removed] pointed out to me that sometimes although they are learning that don't always know they are, they wanted me to really break things down and told that they to had assumed students knowledge when they first started out teaching. They didn't want me to make the material any easier but instead go

over a lot slower and explain to the students were each sequence and exercise fit into the assignment brief and explain exactly which bits of the assignment criteria I was looking to assess in certain section. I was asked to observe my fellow jazz teacher [name removed] classes for some helpful hints on how better to improve my teaching. [name removed] told me that she broke down every little detail of the class exercises and sequence and built on the exercises and sequences each week. For the first few weeks the students would focus on maybe just one or two exercises and she wouldn't move on till they had got it right. I had simply bombarded my students with too much information and I needed to break things down into bite size pieces. Jayne also came and observed one of my classes and said that the class content was fine but I now needed to take a step back and let the students demonstrate the work they had learned so I could observe and correct more.

In the above excerpt, the relationship between Lauren and her mentor appears to represent the ideals shown in the research conducted by Ingleby and Tummons (2012) where structured support is maintained through regular developmental feedback and reflective practice.

(d)

I used all the feedback I had been given and let the students lead the exercise sequences so I could move around the classroom and correct where necessary, The lyrical routine was taught at a much slower pace with and the requirements of the sequence i.e. mood, dynamics and performance required were explained to the students. I encouraged peer assessment and let students observe each other to identify whether the points I had been looking for in their work were being understood and demonstrated by each other. Towards the end of term [name removed] came back to observe another of my sessions and said 'well if that isn't a jazz class I don't know what is', so the changes I had made to the class structure had started to work. The students completed their assignments with two out of five receiving a distinction and the remaining three a merit. The students finally grasped the material and I saw a definite improvement in the work'. (Lauren art1708: 3)

This final extract reveals the embodied nature of the mentoring relationship, providing an insight into Lauren's journey as a developing teacher.

Data extract 8 Ikram [assignment ref, art109]

Ikram responds to a module assignment that, among other outcomes, requires students to examine conceptions of professionalism, professional values and ethics, and codes of

conduct (Appendix 2). He attempts to demonstrate his understanding of what constitutes

professionalism thus:

(a)

> *I believe that the word 'professionalism' needs to be defined, as professionals it is important to note that we all have our own interpretation of the word 'professionalism, to some it probably means doing our best, displaying our best behaviour, being smart, being presentable, and offering our knowledge to others in the best way possible. (Ikram 2009)*

In the above excerpt Ikram sets out some personal definitions of professionalism before

moving on in the rest of the assignment to invoke Larson (2009), Holland (2009), Robson

(2006), Groundwater-Smith (2002) and Burrage (1990), to argue for both a standards

(contingent upon adequate resources) and a value-based notion of professionalism.

(b)

> *I feel that there is a need for standards, and it's how these standards are implemented, some individuals may view them as a hindrance and interference whist others may values them. (Ikram, 2009)*

This equivocal stance echoes the dilemma facing commentators (Avis 2004; Bathmaker and

Avis 2005; IfL 2012) on the revocation of the FE workforce regulations (DIUS 2007)

recommended by Lingfield (2012), in that standards and regulation both hinder democratic

and participatory principles, risk-taking and innovation, leading to 'deeply conservative

practices' (Avis 2005: 213), and provide a bulwark against hegemonic and performative

regimes (IfL 2012).

He also argues for teachers for mutual respect as a reaction to the uncertainty of

knowledge:

(c)

> *I also have important values and principles which I would share, with my students there has to be an understanding between both parties and mutual respect. I would*

like my students to be respectable upstanding individuals who ask questions and not just agree with everything that is thrown at them.

His discussion can be viewed as a reflection of his own experience as a trainer for the police force. His work involves raising awareness within the police force and the wider community of the cultural aspects of domestic violence and forced marriage. Ikram's limited definition of professionalism appears to resonate with the language of the police force, where 'being smart' may be a pre-requisite of what it means to be a professional. There are five references to the word smart in the Uniform and Dress Standards for the Greater Manchester Police (GMP 2010).

Finally Ikram reflects on the change that has accrued in his style of teaching as a result of his ITE observation feedback:

(d)

> *I have been fortunate that my lessons have been assessed several times this ear and after each one feedback was given. I have according to the feedback changed my lesson plans and this for me has improved my lesson greatly. For instances I teach police recruits on the issue of hate crime, and I was mostly presenting in a didactic manner with only one group work session. I was asked to do more group sessions with the students, and I have implemented this and it has worked with better results.* (Ikram 2009)

In this excerpt there are resonances of Wyn's reflections, where '*constant monitoring*' appeared to be a function of improvement (art609). In Ikram's case, and similarly for Wyn, he does not seem to have followed a tentative, inductive or experimental approach to the development of his practice (Dewey 1910). This extract reveals the apparent ease with which Ikram submits to the 'instrument and vector of power' (Foucault 1977: 30), changing his practice and recording an improvement as a result.

Data extract 9 Bithi, Lara, Jill, Sadie, Roslyn, Don, Farida [class discussion ref. curr109]

In this long extract I reveal the tension between my experiential approach to teaching and its effect on the group as they attempt to follow my lead rather than applying theory to

practice. The focus of the class discussion was an article by Nick Peim and Phil Hodkinson (2007) 'Contexts, cultures, learning: contemporary understandings', *Educational Review*, 59: 4, 387-397. The student teachers were expected to read the article in preparation for the class. Most of the group were ready, but it was clear from the level of responses that the language in the article was generally inaccessible to them. It was very difficult to understand due to the complexity of much of the discourse, based upon concepts and ideas that the students had not previously encountered. My strategy was to guide the students through the article using a 'prompter', a series of questions that allowed the students to locate a section of text and comment on their understanding of the meaning of the section. As a device the prompter had flaws in design, particularly as understanding relied upon a general comprehension of the section in context. However, I persisted with the strategy as I felt that at the very least it encouraged the student teachers to engage with academic journal articles. My purpose with this article was to explore the notion of improvement, research and socio-cultural values in FE.

(a)

>Alison: What they are saying is that whenever we try to teach, we shouldn't just be practitioners, we should be continually seeking to improve our practice through research they say. That doesn't have to be high flown; it could be quite small research. That's the nature of reflective practice. They also say that teachers, rather than following the system, should be committed to ethical improvement. So if these people say we should be there's a suggestion that we don't. Why don't we?
>
>Bithi: Time?
>
>Lara: When things are going well?
>
>Jill: Things might be going right.
>
>Sadie: Success rates.
>
>Jill: You could get complacent.
>
>Alison: What do you mean by going right? How do you know it's going right?
>
>Jill: Passing.

Roslyn: Students are passing.

Alison: Is that the only measure of success? Success rates.

Lara: That's at the moment what's most important, the only measure is success rates, but it's not.

Alison: Why? If you measure success, things are going right, your students are passing, why might that not be a good measure of success?

Jill: Counter-intuitive?

Alison: The course itself might be set at the wrong level. What might be a better measure of success?

Sadie: Ongoing, level 2,3,

Alison: Progression. Yes so success with progression. What other measures?

Several: evaluation

Alison: How many of you measure destination statistics?

Several: Yes, we do.

Alison: How clean is this data?

Several: Yeh, that's true … ha

In this excerpt I am transported back to my reading from Fejes and Nicoll (2008), in particular the chapter concerning the construction of adult learner identities discussed in depth in Chapter 1 section 1.3 (Zackrisson and Assarsson 2008). Despite my best intentions I appear to be leading the group towards the goals that I had in mind *('how clean is this data'*) with regard to their required response to the assignment. As an aside, and to aid the reader the word **clean** has a specific meaning for the group, as they are familiar with the problem of having to answer management questions about the levels of retention and completion of their students when their local information differs from that of the institution. Perhaps, and this is uncomfortable to acknowledge, I was also providing too much support in leading them to the language necessary to engage with the assignment. This can be seen in the next excerpt:

(b)

Alison: You as teachers have the clean data, but that's not always the accepted measure of success. Don't be under the illusion that measures of success are all its about. Still need to question. What they say is that teachers as improvers, critical questioners, people having a way of researching that focuses on improvement. Let's have a look at page 3, sentence starting with language. Language, the distribution and deployment of spaces, the symbolic message systems of the built environment, hierarchies of knowledge, social hierarchies and the relations they give rise to – all have been explored as significant features of educational settings. What might we mean by language? What did we talk about in year one around how we use language in the classroom?

Several: Terminology?

Alison: Yes, it could be terminology. How we explain to students, how they own it and it becomes good for them, that works for them? What else?

Farida: Resources, or visual aids.

Alison: Yes. How often do we take resources and use them? But they are not for our students, they are for any students. Confessions of a teacher … how often …

Andrew: I can honestly say that I have never done that, I can't, I don't understand them.

Jill: Me neither.

Don: We have a situation where students have five different tutors in so many weeks, if that resource isn't the same the students won't understand it.

Alison: That's great, you've presented a counter argument to these people. It would be nice to see those in your assignment.

Don: You might have the resource but it's how you deliver it.

Alison: What about different language abilities? We noticed one today didn't we …. ESOL, with very limited verbal language.

Jill: We have someone with hearing impairment.

Alison: The authors also say that teachers….[pause] how clean are those statistics?

Hayes describes the 'PCE educators' class as being 'all process and no content' (Hayes 2003: 41), leading to a therapeutic ethos that reproduces itself through the fragility of confidence derived from teacher dependency. Although I felt the warm glow of the transformational teacher absorbing the democratic ideals behind Dewey's pedagogic creed, perhaps, as this extract suggests, I was undermining the potential of the student teachers to overcome individual adversity and to take control of their lives (Hayes 2003: 42). Perhaps, too, I would

have served them better in this class if I had abandoned the 'humanistic promise' of the Deweyan ideal in favour of 'superior class instruction' (Stott 1995: 32).

Out of all the data this extract appears to reveal the compatibility of Deweyan pragmatism in the form of experiential learning and Bourdieu's concept of habitus. In this extract the ITE curriculum, interpreted by me in the form of a planned discussion has failed to support my students as they develop their professional knowledge and practice. My immersion in the both Bourduesian and Deweyan theories during the course of the research has yielded a discrepancy in the capacity of my students to derive meaning from theory, and my ability to construct the resources necessary to bridge the lacuna between their habitus and the doxa. Their lived experiences illustrated in this extract reveal the particular tensions between propositional and tacit knowledge, and the corresponding metaphors of acquisition and participation (Sfard 1998). In chapter 3 I justified the coherence of pragmatic liberalism and the broadly post structuralist ideas of Bourdieu. Here is evidence for their compatibility in the particularity of a class discussion. I cannot support the more general claims about alienation found in the literature from this extract (Randle and Brady 1997; Orr 2012 and others) but I can reflect on my own journey as a teacher, connecting my Deweyan based values, my habitus and my own lack of disciplinary domain to the phenomena present in this extract.

5.4 Thematic analysis

The following sections take up three themes arising from the collapsing of codes into categories during the data analysis, those of teacher confidence, teacher excellence and routinised practices, referring to specific data extracts where appropriate, and analysing that data with reference to the literature review as well as the research aims and questions. The intention in these sections is to discover connections between and within the data. In this

sense it is a quest for threads running from the literature review, through the data analysis and into the 3 themes of professional knowledge and practice reviewed in the literature in chapter 2.
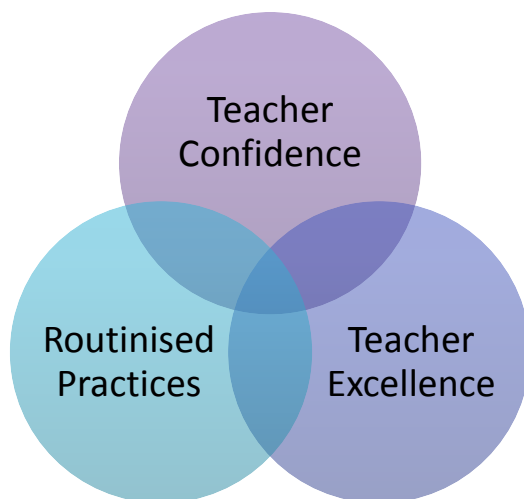
Figure 3: Professional Knowledge and Practice

5.4.1 Teacher confidence

Experience as relational

Data extract 1 (art209) illustrates the danger of becoming trapped in a cycle of acquisition and application of knowledge, rather than what Sfard (1998) argues is the more productive participatory construction of knowledge. What Anne understands about curriculum theory is limited to a series of ITE lessons, restricted reading from given sources and a web-based encyclopaedia (Infed.org). The relationship between what she knows and what she supposes appears to be tenuous, as her contextual application is limited to one experience, that of her teaching in a secondary school. This experience is in itself inductive, practical and inferential in the main as she is at the beginning of her career.

Of the three parts to knowledge – theoretical, practical and productive – expounded by Aristotle (1934), Anne's response demonstrates a reasonable grasp of practical knowledge through her 'local sense making' (Sfard 1998: 12), and this is concomitant with the nature of

WBL. The idea that knowledge can be abstracted is common to many developing and experienced classroom teachers, whereas I have argued that this activity needs to be situated close to real life to be meaningful. There is a distinction, however, between learning and performance, between the potential for competence and actual competence and this distinction lies at the heart of Anne's development as a teacher. Experiential learning theory argues that learning is developed through interaction with others, that it is affected by the environment in which the learning takes place, that it involves tacit and latent knowledge (Eraut 2000), assimilation and accommodation.

The programmes that she teaches contain elements of mathematics, English, health and social care, personal and life skills, and sport. She is part of an ITE class that is diverse (Table 6) so her teacher identity is not tied to either a subject or an occupation, yet she still appears to lack a cohesive professional culture (Lucas et al. 2012). Referring to Izadinia (2013), it may be unlikely that her teaching context will sustain her 'cognitive knowledge, sense of agency, self-awareness, voice, confidence and relationship with colleagues, pupils and parents' (2013: 708). Where practices and professional cultures are fragmented, as in Anne's case, it is fair to deduce that the shaping of her student teacher identity is a significant factor in learning to teach, and where there is a lack of focus on subject specialist pedagogy (Shulman 1986, Fisher and Webb 2006) teacher educators risk inhibiting or repressing teacher identity (Izadinia 2013: 709).

Bathmaker and Avis speak of embracing the tensions involved in uncertainty to counter the effects of the implied certainties derived from following set formulas (2005). Anne's response also provides evidence towards the premise that a confident student teacher, working in a safe and open environment, may feel able to consider theories in the light of practice and to confidently develop their professional knowledge and practice.

For Anne, normally confident and assertive when discussing her beliefs and values, this tenuous response to the curriculum evaluation assignment suggests a teacher lacking in confidence and working within insecure labour conditions where routinised practices prevail, and as a result not so far having developed a full repertoire of theory in use. She may be, therefore, separated from the discourse in the teacher education classroom. The extract also reveals problems with my experiential approach to teacher education in that the success of an inductive approach to learning relies upon access to other resources that Anne, like many of the participants, did not appear to have. These resources included the reflective intellectual capacity to interpret theory in the light of practice, the lack of experience of teaching from which to draw inferential reference to general principles, and more worryingly low levels of intellectual support from peers, mentors and colleagues both in the classroom and in the workplace (Edwards 2010). In relation to the mentoring relationship this may be because of the different perceptions held by mentee and mentor (Ingleby and Tummons 2012).

Anne's lack of teacher identity also reflects the issues raised by Ofsted (DfES 2003), Lester and Costley (2010) and Izadinia (2013) regarding the strength of the influences for the student teacher in the workplace in the LLS. The discrepancy between what Anne learns about curriculum theory, and her experience in practice also appears to confirm Lave and Wenger's argument that learning is socially constructed, involving legitimate peripheral participation within a CoP (1991). The distillation of knowledge acquired in the ITE classroom, the lesson content and the reading list for Anne appears to have failed in its capacity to provide the opportunities that Anne needs to situate that knowledge within meaningful experience.

Experience as embodied

In contrast, Jenny's confidence appears to be dispositional, embedded within her personal

values and beliefs. My interpretations of Data extract 4, and Jenny's biography (int209) support the arguments made by Wain concerning self-esteem in that Jenny possesses 'inner confidence' when teaching young people but this sort of confidence is developed through reflective processes when faced with uncertainty and risk. So far in her practice she has been given the freedom to devise curriculum without the expectation that her students will need to demonstrate a level of competence measured by external criteria. However she is under no illusion about the need to engage with qualifications. However, she reconciles this with her growing ability to *'have a go and have some say' (int209).* Jenny feels that as a result of undertaking the Cert.Ed. she is more able to deal with risk and uncertainty, particularly when it comes to teaching unfamiliar subjects and submitting to competency regimes. She uses the phrase 'magic dust' to express the effect that the Cert.Ed. has had on her confidence.

'I've felt from day on I could talk to you on whatever level, you know ring up and cry and rant so I've had that reassurance from you. The academic level, I've had support, I think you've coached me..'(int209).

Schön argued that reflective practice legitimates professional (tacit) knowledge and certainly Jenny sums this up well in her response to a question about the difference between technical expertise and creativity. I should explain that the reference to sandwich making referred to an excerpt from one of her assignments where she discusses the difficulties in encouraging her students to reflect on their work:

Alison: Quotation from you: - 'reflective practice – sandwich' such a common response from 16 year olds and trainee teachers. What is the difference between going through the course adding the technical stuff and being the creator and the reflector?

Jenny: I've learnt not to beat myself up. I've learned to keep things simple, there's so much good in everything you do. I strive to raise standards but they come back with 'I've made a sandwich'. Simplicity – what the task is, what the aim is. I'm trying; you can miss the point, communication, dialogue, constant assessment.

Experience as transformational

Data extract 6 continues the theme of confidence as dispositional. Carol's response suggests

that she appears to have marshalled the PGCE not as much to improve her competence but more to develop the maturity required to take up her responsibilities. Carol does not appear to need to view herself as a 'technical expert' (Schön 1983: 69). Instead she seems easily to connect her technical skills (planning lessons and marking work) with what Hashweh terms the 'wisdom of practice' (2005: 273). She appears to have absorbed her theoretical understanding into her personal knowledge (Lucas 2012).

As her teacher educator, I have provided opportunities for skills development and promoted reflective practice (Ottesen 2007) explicitly, and the extract suggests that my aim of a democratic, dialogic form of professionalism (Avis 2009) through the inculcation of confidence, has led Carol to a transformative effect. The following extract encapsulates this:

> *There are certain events or situations where it is difficult to know how to act in the most 'professional' way, I am just lucky to have other 'professionals' around to turn to for advice. I certainly feel that teaching is a 'profession' and I feel that I am being a professional every day to the best of my ability. To develop my professionalism in the future, especially in my NQT year, I will carry out Continued Professional Development (CPD). On a final note, I consider myself lucky, although I may have drifted into the job, I feel that I am now in a professional field where I can pass on the knowledge that I have acquired and continue to achieve.*

Carol invokes Gleeson et al. (2005: 449) as she describes 'drifting' into FE teaching, but for her ITE appears to have been 'expansive' (Lucas 2007: 99) with further opportunities to belong to CoPs, including mentoring and CPD. Carol looks forward to 'the good and appropriate time' (Papastephanou 2011) – *eukairia* – where she can continue to grow and develop as a teacher. I have noted that even in my ITE classroom theoretical principles are sometimes front-loaded, leaving the student teachers unable to adequately connect theory to practice, but in this extract Carol shows a sense of viewing the relationship between ITE and CPD as aligned well to her journey as a teacher and perhaps as an example of *'reconciled theory and practice'* (Papastephanou 2012: 118).

I may need to accept, following this analysis, a critically pragmatic approach to my teaching and my student teachers' practice in order to balance the aspiration of 'critical pedagogies' (Bathmaker and Avis 2005: 16) against the positionality of teachers in the LLS. I commonly teach curriculum theory early in the first term of the second year and this highlights the resultant consequences of the separation of theory and practice.

Relations of power are also revealed, especially during class discussions and interviews (less so in assignment responses), as are the dispositional features of the participants as they develop their confidence through an understanding of what it is to be an excellent teacher within the confines of a hegemonic and regulatory superstructure.

5.4.2 Teacher excellence

Subject knowledge/Pedagogical Content Knowledge

In chapter 4 I justified the inclusion of student artefacts as data, drawing upon Bourdieu's conception of doxa. As I analysed the data I noticed words and phrases that appeared to represent doxa, allowing to the students to develop their professional knowledge and practice in accordance with what it means to function in the field (LLS). Not surprisingly the assignment submissions, class discussions and reflections contained the language of the ITE curriculum, what Bourdieu terms the 'small change of compliance'. However, I became interested in the framing of words and phrases, their juxtaposition, and what followed after their use. In her assignment Carol, for example appeared to reify Eisner's discussions about educational objectives, but the lack of critical development in her argument reflects the absence of symbolic capital (Bourdieu 1990b) resulting from the tenuous connection between her attempts at 'local sense making' (Sfard 1998: 12) in relation to educational objectives and tacit knowledge (Polanyi 1967).

Anne's experience of teaching (Data extract 1) is reflected in the literature (Shulman 1986, Hashweh 1987, Fisher and Webb 2006) as she develops her practice without a recognised subject specialism. In this way her experience could be said to hold her back from the potential to be an excellent teacher because she lacks the resources that may allow her to be the best that she can be in her teaching (Aristotle 1934). Her effectiveness and knowledge, taken in relation to each other, may appear in this extract to fail to coalesce in the doing and being of excellence (Aristotle 1934). In the context of Anne's professional development the missing resources that she needs include subject knowledge and skills, theories, models and frameworks. Her experiences, as a result of what appears to be the lack of capacity to articulate theory to her practice, may, as a result, remain funnelled and routine. This is not to criticise the content of her work, or to pathologise her individual attempts to enter the field in this extract. On the contrary the pursuit of excellence for Anne is temporal, and certainly not reliant on the judgements associated with one assignment. To summarise Anne's response illustrates her struggles with doxa in her assignment as she attempts what Bourdieu defines as 'pre-reflexive, naive, native compliance with the fundamental presuppositions of the field' (1990b: 68).

Structure versus creativity

Data extract 3 (curr209) leads me to three separate analytical points that connect with the literature review in Chapter 2, section 2.4 and helps me to respond to my research questions, in particular the extent to which the ITE curriculum serves the pursuit of professional knowledge and practice. The first point emphasises the institutional view of education as 'end-state' development (Hirst and Peters 1970: 54). Brenda cites a management diktat to teach (sic *hit*) each objective (sic *criterion)* only once on a course. She reveals one obvious flaw in that the course would become much shorter. She goes on to admit to resisting the instruction. It was not the first time that Brenda, Jill and Roslyn had

attempted to raise this issue during class and it appeared that Brenda and her colleagues in the art department were concerned by the implications of this instruction for their students and their understanding of what it is to behave professionally. Underpinning the instruction may have been the managerialist discourse of retention, attainment and achievement (Avis 2004, Bathmaker and Avis 2005). Teachers were expected to ensure that all students achieved at pass level. There was no institutional recognition of, or validation for, higher grades, so the end-state system adaptation trumps the development of the individual. Furthermore, this excerpt reveals the incompatibility of the relationship between managerialism and professionalism (Randle and Brady 1997).

Professionalism/Professional Standards

It is worth noting that the art department consistently gained judgements of 'outstanding' (Ofsted) in both internal and external inspections. The tendency to equate excellence with judgements of 'outstanding' leads to a conflict between an inductive understanding of excellence and one based upon managerialist notions of excellence via improvement – which is how Brenda interprets it. I argue here that her admission shows Brenda preferring to aspire to 'excellence' (LLUK 2006: 1) through the use of her sense experience, rather than copying others, however powerful they are (Ottesen 2007). Additionally, her admission correlates with the findings of Findlay (2006) as she grapples with learning to teach and learning to deal with the context of her practice. It is an example of the 'web of competing and complementary cultures' (Knight and Saunders 1999: 146) between her ITE course and her workplace. Brenda appears to reject the 'ready-made world' of her context in favour of one emerging through broader goals (Hirst and Peters 1970). In this way she constructs her repertoire of pedagogic practices over time, while at the same time risking approbation from her manager for not 'setting aside personal beliefs and commitments and live an existence of calculation' (Ball 2003: 215).

Brenda's vocational background is fashion and textiles. She teaches regularly, and has secured the requisite number of hours of teaching to complete the Cert.Ed., although she is employed as a technician. In this respect she is already experienced, possessing the resources that are the manifestation of excellence, but her resistance, while an example of 'being excellent', may yet be her undoing if she is not perceived to 'do excellence' according to the restrictive discourse of Ofsted, and professional standards wrapped loosely around competency frameworks (LLUK 2007).

The second point relates to the discussion surrounding the differing models of functional skills between the arts-based courses (Brenda, Jill and Roslyn) and the UPS course (Andrew). I had prompted them to consider the range of ways that objectives are used on their courses. This was a deliberate act on my part as I felt that their discussion was becoming a set of mechanical responses to the questions. Andrew states:

> *So they have to write a 3000-word essay on how the body works, then the very next lesson is functional skills 'how to use capital letters', they are level 3 students doing level 2 functional skills. What's the point? They are regressing not progressing*

This appears to reveal his misgivings about the regressive nature of functional skills teaching. While he concedes that the good practice shared by Brenda might not be happening because of lack of effort on the part of the subject teachers, he also cites a deeply problematic institutional practice whereby students are taught functional skills below the level of their course. Andrew's observation about the design and structure of functional skills in his department is an example, at an institutional level of what Avis terms 'deterministic top-down state driven managerialism' (2010: 174) where the status quo trumps what he may have had in mind, that of an expansive, emancipatory ideal of functional skills for his learners.

The third point refers to their conclusion that the nature of the subject determines the level of structure required in a course through the use of educational objectives. Eisner's main

argument is directly relevant in this respect (Eisner 1967). While it is not developed in the excerpt, the relationship between the class discussion and Roslyn's response to the curriculum assignment is interesting in terms of her congruence of thought between theory and practice. In this excerpt (art1509) she states:

> *I do feel that it still needs direction in terms of learning skills and techniques so that there is a quality of learning taking place and guidance is important so that students can learn from the delivery even though it may be from demonstration, learning experience and their own learning outcomes.*

Despite engaging well in the class discussion about Eisner's arguments, Roslyn fails to take up the opportunity, in this extract, to cite his work.

In contrast Carol (art1609) develops her situated understanding of theory through an extensive interrogation of the literature before reflecting upon its implications for her professional development. While this is not immediately obvious until the final paragraph the data supports the arguments made by Ottesen (2007) invoking Vygotsky, where theory learned in the ITE class and through the curriculum mediates her understanding of experience. In contrast to Ottesen's warning that teacher education can become a 'constraining influence' (Ottesen 2007: 43) for Carol the reverse appears to be the case.

Despite the dichotomy in analysis between Roslyn's and Carol's response the data suggests that although I seek to promote transformative learning through group discussions based on challenging academic articles, the student teachers' responses to assignments, are sometimes merely adequate, compliant and capable in relation to the assessment criteria. This reinforces my concerns relating to the capacity for the development of professional knowledge and practice for student teachers participating in ITE programmes.

Returning to the justification for this thesis in chapter 1.3 I equate Ikram's response (data extract 8 art109) with my dilemma regarding the imposition of my own practice tradition upon my student teachers. For Ikram, working within the necessarily bounded culture of the

police force the ITE issues of professionalism appear to be straightforward. He considers outward behaviours 'being smart, being presentable' to represent the traits of professionalism whereas I had exposed him, and the group to an expansive notion of professionalism that represented my own values and ethical position. This leads me to reflect on my role as a teacher educator; particularly where I inculcate my student teachers into the processes and practices of what is necessarily my own interpretation of professional standards. Ikram's equivocal view of the need for professional standards, while echoing wider concerns among LLS academics also reveals the 'deeply conservative practices' (Avis 2005: 213) of his first profession.

As I reflect on this point, I note Stott's conclusion about Deweyan democratic ideals:

> 'Classroom group activities can be even more oppressive and less growthful than superior class instruction'. (1995: 32)

5.4.3 Routinised practices

Evidence-Based Practice/Teaching

As I collected, transcribed and coded the data I began to notice a specific phenomenon that I define as Routinised Practices. I have recounted my own journey as a teacher, and how my practice developed without the scrutiny of others. In contrast my research questions formed from an increasing concern about elements of performativity within the ITE curriculum and beyond, in the workplace. Roslyn's assignment response (Data Extract 2 art1509) and contribution to a class discussion (Data extract 3 curr209) appear to reveal the features of routinised practice as she relegates teaching and pedagogy to what is intended rather than what is experienced and the limits of discretion regarding that delivery. It may also be a function of the hegemonic, evidence-based practices promulgated within her department.

At the time of the data collection a proprietary programme was being 'delivered' as CPD in her department. The EASE model of learning (Vision for Learning 2010) consisted of a series of training sessions for teachers. These appeared to be based upon neuro-linguistic programming as well as experiential and personalised learning strategies. As a result of the training, Roslyn may have felt confident in her 'technical expertise' (Schön 1983: 69) and buoyed by the regular accolades instituted by internally based and Ofsted audits, yet limited by her situational knowledge and the institutional imperative. For Roslyn, gaining professional autonomy would require the relinquishing of the structures surrounding her curriculum, so her argument for a narrow technicist curriculum appears to demonstrate the rationality of the 'transparent robot' (Wain 2006: 41). Roslyn appears to be inculcated into the processes and practices of an institution bounded by 'the language of skills and competencies, of measurable outcomes and transparent transactions in their decisions' (Wain 2006: 39). If she were to abandon the reassurance of routinised 'safe' practices, to embrace 'contingency and finitude' (Smith 2006: 27) and to take risks in her educational practice, she would need to face head on the complex educational challenges of her teaching (Wain 2006).

My dilemma as the teacher educator was to challenge her need for reassurance through structure knowing that common sense and experience-based teaching strategies would expose her to doubt and uncertainty. The literature supports this analysis in that the dominance of situational knowledge formed out of reflective practice, experiential learning and endorsement of EBP/T throughout ITE and in the workplace leads to routinised 'safe' teaching methods and the avoidance of risk in professional practice (Wain 2006, Iredale 2012, Iredale et al. 2013). The 'deterministic top-down state-driven managerialism' (Avis 2010: 174), surrounding the institutional promotion of EBT appears to be welcomed by

Roslyn, supporting the argument that the functionalist aims of the knowledge economy are a form of system adaptation (Avis 2005: 215).

As a counterpoint to the suggestion that the ITE curriculum may be complicit in fostering routinised practices data extract 6 (art1609) provides an account of Carol's recognition of the value of the personal skills workshop in transforming her teaching. This supports the argument for ITE to encompass a range of formal and informal opportunities to develop professional knowledge of practice, (Leinhardt and Greeno 1986, Shulman 1986). However, the creation of bounded frameworks in the form of competence-driven standards (LLUK 2007; Orr 2009; ETF 2013), may not serve to professionalise the teaching workforce if the focus is on competences and the teaching of incidental tasks (Clow 2005). As a teacher educator I try to provide opportunities to explore the 'nebulous attributes' of teaching, but in this respect I may not be preparing my student teachers for the rubrics designed by internal and external inspection regimes.

Carol had her 'eyes opened' by a workshop intended to raise awareness of dyslexia, following which she reflected on their classroom practice. The extract suggests that she is gathering 'a certain fund or store of experiences or facts from which suggestions proceed' (Dewey, 1910: 30). The personal skills workshops may help to transform the PGCE/Cert.Ed. into a broader, participatory course, but unless student teachers appreciate the value of a serendipitous experience, there is a danger that the customs perpetuated through the formal curriculum (Dewey 1966) may prevail.

Techne

Dewey cautions against the conscious recognition and explicit statement of method (1910: 113), preferring unconscious and tentative methods, an inductive approach which proceeds from a number of single events into a method which works best after abstraction and

analysis. In Wyn's case (data extract 5 art609) the review of her single case mistakes is externalised in the form of others 'monitoring' her teaching and she seems to prefer this to her own 'inquiry of doubt, of tentative suggestion, of experimentation' (Dewey 1910: 112). Similarly Ikram's use of the word 'implement' in his reflection on the effect of observation feedback (data extract 8 art109: d) leads me to suggest that the act of observation can become a function of routinised practices. This is in contrast with the reflective and reflexive intention of observation. Whereas the feedback given is generally seen to be supportive, the power imbalances between the parties can easily militate against critical development of practice. The teacher educator can identify strengths and weaknesses, against a set of criterion statements, and can go further in providing guidance and support to improve performance, but they cannot sustain the relationship of support over a length of time in the same way as a mentor. They are not 'with' the developing teacher.

Clow (2005: 79) argued that teaching should not be seen as incidental, 'reduced to a series of planning and communication tasks or skills'. She draws upon Lawson (1983) in arguing for the recognition of 'nebulous attributes' when analysing the work that FE teachers do. However, the converse is the case when student teachers are encouraged to formulate, conduct and judge their professional practice according to a set of rubrics imposed by external authorities, such as LLUK and Ofsted.

From these extracts it can be argued that regulation has served to funnel professional practice, to make it safe for viewing by others. This is not to suggest that regulation is necessarily unwelcome; indeed for Wyn the 'constant monitoring' appears to be a function of her improvement in her classroom practice. Similarly, for Lauren (data extract 7), the mentoring process appears to be transformational with respect to her view of herself as a teacher. Her account of the change from being a dancer who teaches, to a teacher who applies pedagogical techniques to the subject of dance resonates with the literature

surrounding PCK. Lauren has developed her professional knowledge and practice through attendance in class, and through repeated classroom teaching experiences and interactions with other professional practitioners in their workplace (Leinhardt and Greeno, 1986; Shulman, 1986). Where concepts, principles and strategies are constructed from a formal, standards-based curriculum, she also describes informal opportunities for learning situated in the workplace.

5.5 Summary and initial conclusions

This chapter has analysed and interpreted the data in relation to the three themes of teacher confidence, teacher excellence and routinised practices. Specifically:

a) Teacher confidence. Student teachers appear to lack confidence. This may limit their capacity to pursue excellence resulting in routinised practices.

b) Teacher excellence.

(i) Student teachers may struggle to connect theory to practice, particularly where they are unable to draw upon their own experiences to participate fully in a discussion about how a particular theory or concept can be applied in practice.

(ii) The relationship between theory and practice is complex in that without access to broad and constituent professional knowledge, student teachers may fail to interpret practice in the light of theory.

c) Routinised practices. The ITE curriculum may fail to connect in a timely fashion with the workplace practices and mores, leaving developing teachers with a limited fund of resources with which to continue to develop their professional knowledge and practice.

In chapter 1 I devoted a section to my personal biography, following this through into the context of the study. The literature reviews in chapters 2 and 3 explored several avenues in relation to my research questions. These are summarised as follows:

I discussed Experiential Learning in terms of its relationship to the ITE curriculum and my own professional values and practices. This discussion identified my preference for facilitation and enabling, and for the development of pedagogic skills over disciplinary skills.

I reviewed the literature surrounding participation and its relationship with capability and competence in WBL, contrasting Bathmaker's expansive view of learning (1999) and the rise of competency-based qualifications fuelled by a neoliberalist, functionalist attitude to lifelong learning and the new language of learning (Biesta 2004; 2005; 2011).

Coaching and mentoring and CoPs appeared in the literature as mediators for the development of teachers in work based learning, as did the literature around subject knowledge and teacher confidence (Leinhardt and Greeno, 1986; Shulman, 1986; Kim and Hannafin, 2008).

Evidence based practice (EBP) surfaced in the policy discourse surrounding audit and regulation leading to a review of the relationship between the history of EBP and Evidence Based Teaching (EBT). Post-Fordism could be said to be the catalyst for the sorts of customisation found in contested notions of what constitutes 'good practice' (Coffield and Edward 2009).

It appears from the data extracts and my analysis that there is congruence between three significant themes of the literature in Chapters 2 and 3, those of teacher confidence, teacher excellence and routinised practices. The final chapter draws together the conclusions of the thesis with implications for teacher educators in the LLS and recommendations, where appropriate.

Chapter 6 – Conclusions, implications and recommendations

6.1 Introduction

The thesis began by setting out the aims, focus and questions, followed by an explanation of the background and context of the research. An overview of the participants, the theoretical perspectives and my understanding of the contribution to knowledge intended by this thesis allowed me to set the tone and theoretical framework of the research, including the relationship between my professional biography as a teacher educator, the role of the practitioner researcher, and the aims of the study. I began the thesis by relating my own personal and professional journey into and within teacher education. This was intended to foreground the contextual discussion about the nature of experience.

Following from the introduction two chapters reviewed the literature underpinning the research aims and questions. The first chapter explored the context in more detail, focusing on the professional and policy context and the context of learning and learners in the LLS. I was interested in how the professional and policy context connected with the sorts of participation for developing teachers. Three conceptual frameworks emerged both from the established and emerging literature and the data analysis: those of teacher confidence, teacher excellence and routinised practices. This review revealed how hegemonic practices and structures may serve to both constrain and normalise professional practices, resulting in the avoidance of risk, and the inculcation of routinised 'safe' practices. Chapter 3 focused upon the theoretical frameworks underpinning the thesis, those of experiential learning and habitus. This chapter prefaced the discussion about the methodological basis of the thesis in Chapter 4.

In Chapter 5 I analysed the data, using extracts from several student artefacts and transcriptions of taped class discussions.

This concluding chapter discusses the key findings emerging from the research in relation to my three research questions:

a. How does participation in initial teacher education (ITE) impact on student teachers' developing professional practice?

b. How well does the current ITE curriculum serve the pursuit of professional knowledge and practice for developing teachers in the workplace?

c. What changes should be made within ITE to better support developing teachers as they develop their professional knowledge and practice?

It demonstrates how this study makes a significant contribution to new and existing knowledge in the field of ITE for the LLS, in particular concerning the participation and professional development of student teachers.

This chapter is organised into four sections. The first section presents the empirical findings. The second section evaluates key relevant literature and theory that both informed and emerged from the data and analysis. The third section presents a personal and critical reflection on the research methodology. The fourth and final section revisits the aim of the research and offers implications and recommendations for future research.

My research is founded upon a conceptual intertwining of inductive, grounded research with pertinent understandings of what constitutes professional knowledge and practice. As a consequence throughout the data analysis I have highlighted the relationship between participation, the development of professional knowledge and practice and the subsequent impact on teacher confidence, teacher excellence and routinised practices. I have revealed both congruence and dissonance in this respect, and have reflected on the differences between their journeys and my own, the effect of my approach to teaching, and the habitus of the student teachers. Bourdieu's notion of habitus has allowed me to position the

participants and myself as the insider researcher among those who experience the restrictive managerialist and neo-liberal discourse in the LLS, sometimes they appear to resist (Jenny and Brenda), and sometimes they seem to be easily compliant and welcoming (Andrew, Wyn and Ikram). For others (Carol, Roslyn and Lauren) there is ambivalence, where ITE has had both a positive and transformative impact on the formation of their professional identities and a constraining effect on their professional practice.

I have found that despite my democratic, experiential approaches to teaching my students are entering 'ready-made worlds, where routinised practices prevail. The data has thereby exposed the complexities surrounding the nature of participation for student teachers, and the opportunities for a greater understanding of the shared spaces of ITE in the LLS and the workplace. Whereas my own journey into teaching and teacher education reveals elements of the 'aimless wanderer' Gale (2003) responding to and re-constituting my growth and development and hidden from gaze, my findings suggest that my own student teachers gain confidence and aspire to excellence under continuing scrutiny.

6.2 Empirical Contribution

In earlier chapters I prefaced three overlapping contexts for this study. The first context was my own biography and journey as a teacher educator. Although the thesis is not autobiographical my choice of research questions and methodology required an acknowledgement of the interrelationship between my journey and that of my student teachers. It is important to stress that empirically this research is highly reflexive and situated, leading to conclusions that contribute to new knowledge about the participation of student teachers in ITE in the LLS.

Research question (a) asked how participation in ITE impacts upon the development of professional practice for student teachers. My findings suggest that student teachers may

struggle to connect theory to practice, particularly where the student teacher lacks the 'assertive agency' (Gale 2003) to draw upon their own experience in order to participate fully in a pedagogical discourse. As with other subjects and disciplines ITE in the LLS is a social and cultural construction designed among other things to inculcate new teachers into an existing community of teachers and trainers in the LLS. Its context is that of work-based learning (WBL) where the workplace is the context for learning and where WBL both prepares student teachers and validates their skills and knowledge through the proxy of certification.

Historically the relative infancy of ITE for the LLS (1946 compared to 1518 in the case of physician training) has a bearing on the findings in that during the time of this research the professional standards were still largely based upon instrumental generic occupational competences and that teachers identify primarily with their vocational background rather than their professional role as a teacher (Orr and Simmons 2010; Lucas 2012). The findings reflect the Janus effect of both neglect and control rather than autonomy founded upon secure levels of subject expertise that was prevalent pre 1992 (Hayes 2003). Regulation and control structures have replaced professional autonomy, particularly in the LLS where observable processes (Foucault 1977) are rewarded as norms above subtler, embodied values.

An analysis of the data supports the arguments of Nicoll and Fejes (2011) and Biesta (2012) that lifelong learning discourses serve to produce performative knowledge in developing teachers whose identities are often predetermined by restricted professional standards and heavily regulated workplaces (see data extract 3). If Lucas felt that 'a balance needs to be struck between the regulation of existing FE college teaching practice and the need to raise the quality of teaching' (2004: 49) then, given the recent de-regulation of ITE, his fear about the danger of over-regulation in a diverse sector may soon justify the 'Fandango' metaphor.

(Lucas 2004: 36) Efforts taken to consult and promote professional standards may simply result in dancing around the fundamental issue of an ill-defined sector and poorly understood sector workforce.

Anne's assignment response (art209) is an example of this in that the limitations of knowledge acquisition and application (Sfard 1998) are caused by the lack of cohesive professional culture in the workplace (Lucas et al. 2012). Her lack of a subject specialism, and thereby access to subject specialists who may have assisted her in developing a repertoire of appropriate teaching strategies may have inhibited her ability to consider theories in the light of practice and to develop a full repertoire of theories in use.

The data supports my argument that student teachers in part develop their professional knowledge and practice through attendance in class, and through repeated classroom teaching experiences and interactions with teachers (Kim and Hannafin 2008; Iredale 2012). Of course there is a proviso here, in that the pursuit of excellence requires resources (what might be called 'back-up'). In the context of ITE these resources may include subject knowledge and skills, repertoires of teaching methods, theories, models and frameworks that serve to enable or restrict the marshalling of resources during a participation in ITE.

Evidence from this research shows students attempting to perfect instincts using regulatory monitoring learned in the relatively artificial, and potentially prescriptive, environment of the ITE classroom, as well as reacting in an experimental manner based on their own limited professional knowledge. The examples given and the interpretations made appear to support the premise that a broad-based and situated course is desirable to counteract the routinised nature of much of the current practice in the sector.

From the analysis in chapter 5, and evidence from the literature review, there appear to be risks on both sides of the divide between the ITE curriculum and the workplace during or just

after a period of ITE. The transformative potential of a critical engagement with professional knowledge needs to be balanced with the need to develop as confident practitioners. While ever ITE is steeped in a standards-driven and competency-based culture and work places prefer the neo-liberal, outcomes-driven advantages of an insecure labour market then student teachers will struggle to accommodate risk in their professional journey. Roslyn's response (art1509) supports this argument as she battles with the creative nature of her subject (Art) and the prevailing structures surrounding her curriculum. There is evidence emanating from Roslyn's assignment and contribution to the class discussion (curr209), Andrew's interjections in the same class discussion (curr209) and Wyn's reflective response (art609) that teachers in the LLS may prefer the rationality of the 'transparent robot' (Wain 2006: 41).

The findings further support the case for the creation of shared spaces between teaching and research in order to resist the 'forces of compliance' (Rowland 2003: 26). It is hoped too that in this context changes to teacher development provision will include a greater sense of connection between the teacher education curriculum and the work place.

It may be idealistic to suggest that precious resources are shared for the benefit of the teacher, but as Jenny (int209) puts it succinctly when asked why she wanted to train as a teacher when she had been teaching young people for some time without a qualification:

> *lack of understanding from my manager who doesn't understand curriculum. Her background is business admin and assessing. She doesn't fully understand what's involved in curriculum, learning outcomes. She – we feel like just looking after young people in a room and it doesn't matter what they learn, but we want more from our young people*. (Jenny int209).

Praxis (virtuous activity towards a goal) provides the potential for social change and transformation of both the student teacher and by dint of their development their own students. However, this thesis identifies a loss of potential where there is a lack of time,

space and resources needed for their development. I have found that contested notions of what constitutes professionalism, regulation, lack of confidence, and impoverishment of resources can restrict student teachers, leading them to prefer the development of technical proficiency through routine practices fit for a ready-made world (Ottesen 2007).

In chapter 1 I invoked Kemmis (2012) by stating my intention to challenge and transform my own practice and to influence others working in a similar domain. My analysis suggests that the naming and judging arising from evidence-based policy and teaching has become absorbed not just into the ITE curriculum but also welcomed by some of the participants as a proxy for excellence (see art609, art1509, curr209). Others conversely recognise the comprising effect on their professional values (art1509) and the perceived limiting consequences to the life chances of their students (int209).

Research question (b) was concerned with how well the current ITE curriculum serves the pursuit of professional knowledge and practice for developing teachers in the workplace. I have found that the relationship between theory and practice is complex for the student teachers in the sample, in that without access to meaningful experiences upon which to reflect, they fail to connect theory to practice, leaving their development impoverished. The ITE curriculum may fail to connect in a timely fashion with the workplace practices and mores, leaving developing teachers with a limited fund of resources with which to continue to develop their professional knowledge and practice. My own journey was similar in some ways to that of the participants in my sample, but also very different in other ways. Similarities included the economic context while I was developing my practice as a teacher, the sorts of students that I taught, and my ITE course (Cert.Ed.). The main difference was the freedom that I had to take risks and make mistakes in order to develop my professional knowledge and practice. Where my own professional experiences have been eclectic and broad, theirs appeared to be more prescriptive, limited and funnelled by policy and

regulatory frameworks, procedural necessities and workplace norms and practices.

Bathmaker and Avis (2005: 15) encapsulate my experience thus:

> The day to day reality for teachers, which involves compromise and accommodation, and which may not appear to challenge the prescriptive curriculum and pedagogic requirements placed on teachers and students, means that it is all too easy for a gulf to build up between themselves and visions of democratic practice put forward by academics.

Gale (2003: 165) supports this as he argues for pedagogies of resistance in teacher education to counter the 'prescriptive implementation of narrow outcomes-driven programmes that privilege technocratic rather than educative models of practice' (2003: 165). Certainly my own ITE was broad in constituent knowledge, but by no means led by models of 'good practice'. While I learned very little about how to teach, I did absorb sets of values and ideas that have sustained me over many years. I also found, within the various teaching and training workplaces, the 'assertive agency' (2003: 167) that Gale proposes, as I developed my professional repertoire of contingent practices. However I view the development of my professional practice, moves to professionalise teacher education are growing as a bulwark against the risks to university-based teacher education courses (Crawley 2012). In chapter 1 I reflected on my justification for embarking on this study, having noticed over time a misalignment between the vocabulary in the course syllabus, my teaching strategies and workplace practices. Evidence arising from the data supports my argument that funnelled teaching practices – what I have termed as routinised practices are a function of this misalignment.

The empirical findings support the literature surrounding the context for learning, that of a sector that struggling with its identity and both the focus of and neglected by policy makers. In parallel to this the student teachers in this study appear to be either transformed or restricted and constrained by their participation in ITE and their experiences in the workplace. Anne, Wyn, Carol, Andrew and Ikram appear to develop their professional

knowledge and practice as a function of following curricula, performing to required standards, responding appropriately to feedback. Their confidence is a function of their improvement over the course of the ITE programme. For Jenny, Roslyn, Brenda and Lauren their confidence is embodied, forming from their personal values, long experience and occupational expertise (subject knowledge). In the first case the effect is a set of responses that appear to correspond with the literature surrounding routinised practices, and in the second case their responses show them marshalling resources across an extended time, and mediated by spaces provided both in the ITE programme and the workplace.

6.3 Theoretical Contribution

The data reveals both congruence and dissonance in relation to the conclusion that both a broad-based and situated course is desirable in order to counteract the routinised nature prevalent in much of current teaching practice in the LLS in the UK. How student teachers experience HE through their participation in professional development is central to the argument for a broad-based educational provision, rather than one focused on mastery or competency-based learning.

Until very recently teaching practice in the UK LLS was characterised by increasing accountability and regulation (Orr 2009), providing teachers with a long list of overarching professional standards (LLUK 2006). These standards, far from serving to professionalise the teaching workforce, have resulted in a narrow set of competency statements from which new ITE qualifications have been derived. A danger rests in the current emphasis, in most ITE curricula, on reflective practice, where student teachers are 'taught' to reflect on their classroom practice, reliant on 'a certain fund or store of experiences or facts from which suggestions proceed' (Dewey, 1910: 30). Along with a range of other subsets of skills (Clow 2005) taught in ITE over a short period, many student teachers have a limited 'fund' or

repertoire of experiences through which to sift for appropriate strategies in the current situation, leaving their capacity to reflect fairly fruitless without the help of others, such as mentors. In Jenny's case (Data extract 4), according to my analysis of the data, she privileges her sense experience over what she suggests is the restricted nature of professional knowledge bounded by regulation. I have found that student teachers, in line with Dewey's notion of the immature members of a social group (Dewey 1966), need education in a broader sense, rather than mastery skills, to counter the restrictive, competency based standards that seep into ITE and the workplace.

Lingis, when writing about communities, provides an insight into the role of conversation (data extract 3), which is pertinent here:

> To enter into a conversation with another is to lay down one's arms and one's defences; to throw open the gates of one's own positions; to expose oneself to the other, the outsider; and to lay oneself open to surprises, contestation, and inculpation. It is to risk what one found or produced in common. (Lingis 1994: 87)

For the student teachers in this study this exposure to the risks of surprises, contestation and inculpation provides on the one hand an imperative for seeking mentors and expert colleagues in the staffroom and beyond (data extract 7), and on the other an inhibition that can stifle growth (data extract 2). In this respect learning becomes problematic, especially when there is a significant length of time and space between the learning and situated experience.

Routinised practices also serve to form tradition, which, according to Halpin et al. (2000: 142), is 'a mode of understanding the importance and worth of these practices as well as the medium by which they are shaped and transmitted across the generations'. Halpin et al. frame tradition as 'one means through which continuity is conferred upon experience, and whereby the past is able to speak to the present.' (Ibid: 142). Certainly for Roslyn (data extract 2), and Lauren (data extract 7) it appears that they use their previous experiences

and practice traditions as the basis for development. This may suffice until the context fails to match the idealised position, which is important for the theories and principles learned during the ITE programme to take hold. Roslyn alludes to this in her assignment (data extract 2) when arguing that changes to curricular are not, in her opinion, in the best interests of the students or the canon of Fine Art as a subject discipline.

The last research question (c) sought to identify specific changes to ITE that may better support developing teachers as they develop their professional knowledge and practice. My analysis suggests that the importance of confidence derived from time, space and meaningful experiences is essential in order for teachers to build a repertoire or fund of resources with which to develop their practice. This thesis has argued that situated understanding of classroom practice is informed by general principles, constituent knowledge and mediated discourse. It is through contextual interpretation and reflexivity that developing teachers unfold from novice to expert. It is possible either to preface developing subject specific pedagogy towards an 'end-state' development (Hirst and Peters 1970: 54) or to prefer broader, holistic methods of general instruction in order to achieve these goals. The first makes the achievement of the learner the driver of their development. It allowed for external valuation, and can be measured using benchmarks (retention, attainment and success data); the second places the developing teacher at the centre, as they construct their repertoire of pedagogic practices over time. While it may seem tantamount to sacrilege not to put the learner first, to prefer the teacher perspective seems to provide for a consideration of the self as potential.

While welcoming its focus on the use of research and meta-analyses (inter alia Hattie 2009), some aspects of ITE, particularly pedagogical principles derived from EBP/T, have specifically been marshalled to promote routinised 'safe' practices and to marginalize risk-taking in educational practice. I argue against the influence of simplistic 'evidence-based' approaches

on teachers who often face complex educational challenges. In the thesis conclusion I use the data analysis to caution against the influence of simplistic 'evidence-based' approaches on teachers who face complex educational challenges, and the rising tendency for policymakers and managers in the sector to lose interest in wider more critical educational research. From the analysis I indicate how certain evidence from research has become reified and is unchallenged when it is translated into educational policy and into teacher education texts. This distortion of research risks practice becoming uncontested and not subject to review, reflection or development.

The thesis has argued that while teachers are called upon 'to provide a universally excellent, relevant and responsive service to the nation' (LSIS 2009), space should be made for the pursuit of excellence through research-informed, inductively reasoned risk-taking.

For the student teacher there are risks on both sides of what is increasingly seen as the divide between the ITE curriculum and the workplace. The transformative potential of a critical engagement with professional knowledge, so vital to growth, agency and autonomy (Dewey 1933), is often frustrated by current ITE that is increasingly standards-driven, competency-based and outcomes-driven (Gale 2003). As a teacher educator I can ameliorate these constraints by employing 'essentially creative pedagogies of resistance' (Gale 2003: 165) on their behalf through prefacing critical contextual enquiry over prescriptive, EBP.

> when suddenly, thump! thump! down she came upon a heap of sticks and dry leaves, and the fall was over. (Carroll 1996: 12)

Alice, in falling down the rabbit hole, had time to consider, noticing what is significant in her environment, to take risks and to be open to what may happen. The interacting lines, as interpreted by Ottesen (2007: 42), to knowledge and experience of concepts as taught, derived from knowledge and experience of practice as applied, are used to reveal that what is taught in the HE teacher education classroom may fail to interact with the applied

practices of student teachers. Dewey and Wenger argued for education as a social rather than private, individual activity where learning in collaboration with others would be encouraged. Such interactions could be considered risky, uncertain and inhibiting in that they reveal or expose limitations in the thinking and experience of students.

Professional development such as teacher training evidently needs to be relevant and worthwhile to participants as they attempt to improve their practice, but broad in nature to allow students to have a transformative, flexible experience. This, in turn, encourages the development of skills that can be adapted and applied to new situations.

The data suggests that standards driven, competency based ITE cultures, combined with routinised practices in the workplace, may serve to restrict the possibilities of education as growth.

So many of the theoretical principles in a typical teacher education curriculum are front-loaded and distanced from practice, and too much practice is routinised (Iredale 2012), funnelled by EBT approaches and competency frameworks. While welcoming its focus on the use of research and the application of principles on pedagogic knowledge and practices, EBP/T has often been employed to provide an intellectual underpinning for a narrow technicist perception of teaching. National policymakers appear to select evidence from educational research to justify rather than to inform policy decisions.

At present, despite teacher educators' best efforts to inculcate confidence through careful teaching, integration of theory and practice and modelling of good practice, there appears to be, at institution and policy level, an arbitrary break between ITE and CPD. Both are necessary to develop confident, critical and professional practitioners, but *eukairia* – the good and appropriate time – extends across both aspects of a teacher's professional development.

Beyond a narrow treatment of the pressures of production, performance, problem-solving and decision-making as well as beyond the space of distant study viewed as protected and sanitized, there always lies eukairia (good, appropriate time) for the learning that corresponds to the desire for various ways of knowing and to a reconciled theory and practice. (Papastephanou 2012: 118).

Many of the routinised practices also serve to form tradition, which, according to Halpin et al. (2000: 142), is 'a mode of understanding the importance and worth of these practices as well as the medium by which they are shaped and transmitted across the generations'.

6.3 Reflections

The thesis is informed by knowledge drawn from theoretical perspectives on experiential learning and habitus and draws upon literature surrounding professional knowledge and practice, in particular discussion concerning participation in Lifelong Learning, work based learning and Initial Teacher Education. The work is underpinned by a commitment to conduct the research within a democratic value base informed by the works of John Dewey.

In addition to developing a deeper understanding of the nature of professional knowledge and practice, for me this research has been the culmination of the process of development from practitioner to practitioner researcher. When I began the research I had presented at several conferences. My work was published in conference proceedings. I was already an experienced teacher educator but was still trying to navigate the space between being a teacher and being a scholar. It was in my job description so I was dutiful in my efforts to achieve a track record of active research. The emergent findings from this study have been tested further as I sought to maintain my publications over the period. This was important for several reasons, but mainly to better understand the research culture and domain. Before I began the research I had a well-developed philosophical and pedagogical position founded upon Deweyan social constructivism, but I was still unsure of my sociological and political stance. I thought it reasonable that limited resources needed to be managed by those elected to do so, but did not fully appreciate the relations of power that exist between

what Hillier describes as ' people with differing levels of power and agency' (2006: 8) over those who are required to implement policy. Not so now. As a teacher I am still a pragmatic liberal but sociologically I frame my understanding of the world from a post-structuralist stance, and I have adopted the 'politics of hope' (Avis and Bathmaker 2004: 301) that forms from emancipatory practice based upon radical democracy. (2004: 308). I am using the lens of the practitioner researcher to not only view the decision-making processes formed out of hegemonic discourse, but also to influence their creation through governance derived from my professional knowledge and practice.

Aristotle defined a thesis as a 'paradoxical belief' (104b29-105a2). My choice of thesis arose out of a dialectical problem: the proposition that there are opposing forces surrounding the pursuit of professional knowledge and practice for student teachers in the LLS. However, the problem is not one with a convergent solution based upon a dialectical argument. It is for this reason that an inductive, interpretive methodology was chosen. Otherwise, as Aristotle states:

> Not every problem, nor every thesis, should be examined, but only one which might puzzle one of those who need argument, not punishment or perception. (105a3-105a9)

The legitimacy of my thesis is found not in its claim to knowledge, but in the argument itself. This thesis has evolved from a study *about* learner participation to an investigation *into* the participation of a certain group of people. Inevitably I have narrowed the focus of my research, despite my inclination to record and explore everything that may be of interest to my argument. My eclectic intellectual curiosity has led me to pursue professional knowledge and practice from several perspectives. Philosophically I have drawn upon Dewey and the pragmatist tradition, sociologically I have brought the ideas of Bourdieu into my work, and socio-culturally I have observed from a broadly post structuralist perspective. My aim was to investigate the extent to which ITE prepares teachers as professional practitioners in the LLS

by analysing student teachers' lived experiences (Bathmaker 1999; Avis and Bathmaker 2004). I have exposed the level and nature of articulation between ITE and the LLS work place. I have revealed the range of discourses and vested interests that mediate ITE, from those surrounding professionalism, regulation and evidence based teaching.

A thesis such as this, set in the context of a changing policy and political landscape, becomes an historical account by the time it has been written. Its currency, insight and contribution to knowledge reside in the theoretical and methodological frameworks and the situatedness of the enquiry. The primary concern is with the nature of professional knowledge and the participation of student teachers in the LLS in England. In this sense the research aims and questions have sustained the argument for a broad, constituent ITE curriculum despite the overturning of the sector from a highly regulated one to one where laissez-faire is beginning to impact on both the ITE curriculum and the workplace.

I charted my journey as a teacher that began during a recession and in the context of WBL. The thesis ends as I begin a new journey into senior management, out of teaching and teacher education. For thirty-five years I have been connected to the development of professional knowledge and practice, drawing upon the work of John Dewey from 1984 when I trained to teach in further education. It is only recently that that I noticed the similarities between my research aims and questions and that of Dewey's pedagogic creed (Dewey 1897). These extracts encapsulate the conclusion of this thesis.

Article I–What Education Is (summary)

> In sum, I believe that the individual who is to be educated is a social individual and that society is an organic union of individuals. If we eliminate the social factor from the child we are left only with an abstraction; if we eliminate the individual factor from society, we are left only with an inert and lifeless mass. Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits. It must be controlled at every point by reference to these same considerations. These powers, interests, and habits must be continually interpreted–we must know what they mean. They must

be translated into terms of their social equivalents–into terms of what they are capable of in the way of social service. (Dewey 1897)

Article II–What the School Is (extracts)

I believe that education which does not occur through forms of life, or that are worth living for their own sake, is always a poor substitute for the genuine reality and tends to cramp and to deaden.

I believe that the school, as an institution, should simplify existing social life; should reduce it, as it were, to an embryonic form. Existing life is so complex that the child cannot be brought into contact with it without either confusion or distraction; he is either overwhelmed by the multiplicity of activities which are going on, so that he loses his own power of orderly reaction, or he is so stimulated by these various activities that his powers are prematurely called into play and he becomes either unduly specialized or else disintegrated.

Article III–The Subject-Matter of Education

I believe finally, that education must be conceived as a continuing reconstruction of experience; that the process and the goal of education are one and the same thing.

I believe that to set up any end outside of education, as furnishing its goal and standard, is to deprive the educational process of much of its meaning and tends to make us rely upon false and external stimuli in dealing with the child.

Article V-The School and Social Progress

I believe, finally, that the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life.

In article I Dewey connects individual participation to social consciousness, shaped and formed through a process of inheritance and access to shared intellectual and moral resources. Formal education, for Dewey, simply organises the method of instruction.

Returning to my research questions I asked the following:

a. How does participation in initial teacher education (ITE) impact on student teachers' developing professional practice?

b. How well does the current ITE curriculum serve the pursuit of professional knowledge and practice for developing teachers in the workplace?

c. What changes should be made within ITE to better support developing teachers as they develop their professional knowledge and practice.

Immediately I see how Dewey's pedagogic creed sought to answer similar questions regarding the participation of individuals in a social environment, the purpose of curricula and the necessary role of the teacher in effecting progress.

While researching Dewey at the start of my doctoral studies I came across an address by Richard Pring, the soon to be retired Director of the Oxford Department of Educational Studies, at an Escalate conference in Glasgow in 2003. He recalled being blamed by Sir Keith Joseph for the low standards in schools, due to teachers being introduced to the works of John Dewey in his department. Having just been knocked sideways professionally by Dewey's writing myself after 20 years in vocational training and teaching I felt vindicated by my unease with the growth of standards-driven education policy and processes in college-based vocational education. I wondered whether the standards that Sir Keith Joseph said were falling were long in dire need of a good push. This went against all my training as a vocational teacher hitherto, where the discourse of standards and criteria dominated my teaching and my CPD.

As a teacher and trainer slurping the alphabet soup of CPVE, YOPS, YTS, NVQ, GNVQ and BEC/TEC/BTEC in the 1980s and 1990s I failed to question the underlying inequalities of narrowly focused quasi-skills criteria, preferring the certainties of the well-constructed and cross-referenced NVQ portfolio 'owned' by the candidate and 'signed off' by the internal verifier. Dewey, a pragmatist just like me, revealed that education was part of the democratic ideal, an imperative, and fundamental to the growth of an individual and society. I thought that I already endeavoured to promote transformative learning by taking risks in my lessons, introducing my students to collaborative working, new technology and experts from the 'real world of work'. Yet I was doing this generally within a confident, safe, collaborative, democratic and supportive environment back then. Certainly in my teaching sessions I focus on experiential and socially situated theories, leaving the student teachers to

research a range of specific theories to present in class. Despite the weighting of my teaching most assignments continue to contain large sections of description and explanation of behaviourism, cognitivism and constructivism, leaving what I consider to be the more applicable theories underdeveloped. The data suggests that my student teachers appear to base many of their pedagogic decisions upon adequacy, compliance and capability.

It has been drawn to my attention on many occasions that the serendipitous turns throughout the chapters make for a 'difficult' read. I have struggled with this dilemma more than in any other aspect of my professional journey as an academic so the emotional impact of reading Fricker on epistemic injustice (2007) was both disturbing and transformative. I discovered that my struggle to articulate my ideas over my professional career might have been caused by two problems. One was the way that I conveyed my knowledge to my students, and the other was the way that I make sense of my own professional interactions. Fricker revealed the 'operation of social power in epistemic interactions' (2007: 2) and its effect on what she terms the 'politics of epistemic practice' (: 2).

The socially situated standpoint of epistemic practice taken by Fricker resonated with the reflexive dimension in this thesis in that my participants and I operate in relation both to each other and to the relations of power. We are not subjects and objects of research interest but interrelated and connected actors, able both to influence and change our professional knowledge and practice over time. We are tacitly complicit in the constraining of our practices through the engagement in hegemonic practices of the LLS workplace. I realised that the pursuit of professional knowledge and practice is

> a form of social power which is directly dependent upon shared social-imaginative conceptions of the social identities of those implicated in the particular operation. (Fricker 2007: 2)

As a teacher educator I use my professional identity and the teacher education curriculum to establish my credibility to convey knowledge to my student teachers, and they in turn listen

because they perceive me to be a credible source of knowledge. They may also listen because they perceive the relations of power in my ability to assess their work (Zackrisson and Assarsson 2008). They use their sense experience and the testimony of others to make their judgements on my credibility, and this is where the issue lies. I contend that sense experience is trumped by testimony, leaving a credibility deficit. This may then lead to 'epistemic injustice' (Fricker 2007: 7) that may, furthermore, according to Fricker, hamper the development of social interactions, knowledge and capacity. In the confines of the classroom and in tutorial spaces my credibility as a teacher is strong and this is due I believe in a major part to the levels of trust in the relationships. The reflexivity inherent in this thesis is an attempt to acknowledge that my research is both a political act and a search for the nature of the reality within my thesis.

6.4 Implications and recommendations

The study suggests that the development of professional knowledge and practice for student teachers requires time and space, that funnelled and routinised practices restrict the development of professional knowledge and practice, and that both the ITE curriculum and the workplace are integral to the development of an expansive educational experience for developing teachers.

There are several implications for teacher educators and policy makers in the sector.

- That the adoption of routinised and safe practices restricts and constrains teachers. A student teacher developing their practice solely in one organisation, which itself operates under a bound regulatory system, will experience practice that is both funnelled and mediated by norms and 'practice traditions' (Kemmis 2012: 892). They may fall within the double bind of, on the one hand, not being able to use sense experience and, on the other hand, performing without access to resources, either

because they were never inherited, not available, or sadly lost in performance

management practices. This may leave their capacity for the embodiment of personal

values limited and impoverished. The year 2013 might be seen as a crucial one for

ITE, with new qualifications being developed for September 2013. The Further

Education Workforce Regulations (DIUS 2007) have been revoked, as has the

requirement for further education teachers to join their professional body, IfL. If

Lucas felt that 'a balance needs to be struck between the regulation of existing FE

college teaching practice and the need to raise the quality of teaching' (2004: 49)

then, given the recent de-regulation of ITE, his fear about the danger of over-

regulation in a diverse sector may soon justify the 'Fandango' metaphor. (Lucas 2004:

36) Efforts taken to consult and promote professional standards may simply result in

dancing around the fundamental issue of an ill-defined sector and poorly understood

sector workforce.

- That doubt and uncertainty, time and space are central to the development of

  confidence, rather than something to be resisted. In chapter 3 I referred to Dewey's

  argument that schools function to limit participation and development to sets of

  factory modelled routines (1938). Imitation and observation of mature members of a

  community are subverted into technical skills and defined competences that are

  capable of being measured against standardised criteria (Hoel 1999). Evidence from

  the data supports these arguments, particularly as participants appear to welcome

  measurement proxies, drawing the lexicon of improvement into their reflections (see

  for example Carol, Wyn and Ikram). If I am to remain true to the pragmatic idealism

  of Dewey, I need to take responsibility for the effect of my contribution to the

  inculcation of new teachers in the LLS.

- That the pursuit of excellence is a reflexive endeavour, requiring a wide ranging repertoire and a critically aware workforce. To step outside and view the organisation dispassionately requires a reflexivity that is often denied to those both working and learning in the same organisation. While knowledge, expertise and skills are bound to the will of the employer, sense experience is unlikely to extend beyond the general principles and routinised practices acceptable to the organisation.

- That the conflicting agents, discourses and vested interests that mediate ITE need to work together to develop an expansive vision for the development of teachers in the sector. This may be where the transformative effects of resistance through the power of knowledge trickle into the political consciousness of the teacher educator and student teacher communities.

This thesis has been concerned with the participation of student teachers during their ITE course in the campus of a higher education institution based in the north west of England. It has investigated the extent to which initial teacher education prepares teachers as professional practitioners in the lifelong learning sector. The literature review illustrated the contested and ill-defined nature of the LLS and revealed concerns about initial teacher education. I have found, through an analysis of the data, that participation, professionalism and professional development are constrained and restricted by routinised practices. I have revealed that time and space are crucial elements of the ITE, and I recommend that both the teacher education curricula and the workplace should work more closely to inculcate the processes and practices of an expansive educational experience.

During the research I have embraced the disruption to my assumptions about the value of experiential learning through a deep immersion in contextual, theoretical and conceptual knowledge about ITE, participation and work based learning such that I understand more fully the role of ITE and the workplace in the development of teachers' professional

knowledge and practice. In the introduction to chapter 1 I referred to the impetus for this study as a moral imperative, setting the tone of the research from the outset. I have achieved my aim, and recommend that teacher educators also begin with a similar value based position when seeking to understand the role that they play in the development of professional knowledge and practice.

Finally this thesis ends where it began, with my own journey alongside that of my students.

> **Many people have to be persuaded that studying too is a job, and a very tiring one, with its own particular apprenticeship – involving muscles and nerves as well as intellect. It is a process of adaptation, a habit acquired with effort, tedium and even suffering. (Gramsci 1971: 42)**

It is with these sentiments at heart that I reflect on my journey into academic study at a level that staggers me, and in whose company I shrink. I am both encouraged in my apprenticeship yet also feel a sense of 'pride before a fall', much as Icarus may have felt when he was fashioning his wings with wax and feathers. Whether my wings melt and I fall to the ground or whether I never reach high enough to risk this fate, either way I am adopting and acquiring a worthwhile habit that I share with those I am privileged to serve throughout my career.

References

Adam, J. ed. (1902) *The Republic of Plato,* Edited, with critical notes, commentary, and appendices. 2 vols. Cambridge: Cambridge University Press.

Allen, J. and Henry, N. (1997) 'Ulrich Beck's Risk society at work: labour and employment in the contract service industries'. *Transactions of the Institute of British Geographers.* 2 (2), pp.180-196.

Alvesson, M., and Sköldberg, K. (2009) *Reflexive Methodology: New Vistas for Qualitative Research.* London: Sage.

Anderson, G.L., and Herr, K (2010) Knowledge Through Action Research *in:* Thompson, P., and Walker, M. (eds) *The Routledge Doctoral Student's Companion*. Oxon: Sage.

Aristotle, *Posterior Analytics* (71a 1). Translated by Jonathan Barnes (1984/95).

Aristotle. *Aristotle in 23 Volumes*. Vols.17, 18. (1933, 1989) Translated by Hugh Tredennick. Cambridge, MA: Harvard University Press; London: William Heinemann Ltd.

Aristotle (1934) *Nicomachean Ethics*. Rackham, H. ed. (1934) *Aristotle in 23 Volumes*. Vol. 19. Translated by Rackham, H. Cambridge, MA: Harvard University Press; London: William Heinemann Ltd. Available at: Perseus Digital Library Project. Ed. Crane, G.R. (2011). Tufts University. 15.12.11. http: //www.perseus.tufts.edu http: //www.perseus.tufts.edu/hopper/text?doc=Perseus: text: 1999.01.0054: book=1: chapter=7&highlight=excellence

Atkins, L. (2011) A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector. Paper presented to the 55th International Council on Education for Teaching World Assembly 2011, 11th, 14th July 2011, Glasgow, Scotland.

Atkinson, E. (2003) Education, postmodernism and the organization of consent. *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education.* Stoke on Trent: Trentham Books.

Audi, R. (1998) *Epistemology: a contemporary introduction to the theory of knowledge*. Oxon: Routledge.

Ausubel, D. (1978) 'In defense of advance organizers: A reply to the critics'. *Review of Educational Research*. 48, pp.251-257.

Avis, J. (1999) 'Shifting identity: new conditions and the transformation of practice – teaching within post-compulsory education'. *Journal of Vocational Education and Training.* 5, pp.245-264.

Avis, J. (2002) 'Imaginary Friends: managerialism, globalization and post-compulsory education and training in England'. *Discourse: studies in the cultural politics of education.* 23 (1), pp.75-90.

Avis, J. (2003) Re-thinking trust in a performative culture: the case of education. *Journal of Education Policy*, 18: 3, pp.315-332

Avis, J. (2005) 'Beyond Performativity: reflections on activist professionalism and the labour process in further education'. *Journal of Educational Policy.* 20(2), pp.209-222.

Avis, J. (2006) 'Improvement through research: policy science or policy scholarship' *Research in Post-Compulsory Education*. 11(1), pp.107-114.

Avis, J (2009) 'Further education: policy hysteria, competitiveness and performativity'. *British Journal of Sociology of Education*. 30 (5), pp.653-662.

Avis, J. (2010) 'Workplace learning, knowledge, practice and transformation'. *Journal for Critical Education Policy Studies*. 8 (2), pp.163-193.

Avis, J., and Bathmaker, A. (2004). 'Critical Pedagogy, Performativity and a Politics of Hope: trainee further education lecturer practice'. *Research in Post-Compulsory Education.* 9 (2), pp.301-313.

Avis, J., and Fisher, R. (2006) 'Reflections on Communities of Practice, On-line Learning and Transformation: teachers, lecturers and trainers'. *In*: Avis, J., Fisher, R., and Simmons, R. (eds.) (2009) I*ssues in Post-Compulsory Education and Training: Critical Perspectives*. Huddersfield: University of Huddersfield Press.

Avis, J., Fisher, R., and Simmons, R. eds. (2009) I*ssues in Post-Compulsory Education and Training: Critical Perspectives*. Huddersfield: University of Huddersfield Press.

Avis, J., Fisher, R. and Thompson, R. eds. (2010) *Teaching in lifelong learning*. Maidenhead: Oxford University Press.

Avis, J., Canning, R., Fisher, R., Morgan-Klein, B., and Simmons, R. (2012) 'State intervention and teacher education for vocational educators in England and Scotland'. *Educational Research*. 54 (2), pp.187-197.

Ball, S. (1990) *Politics and policy making in education: explorations in policy sociology*. Oxon: Routledge.

Ball, S.J. (2003) 'The teacher's soul and the terrors of performativity'. *Journal of Educational Policy.* 18 (2), pp.215-228.

Ball, S.J. (2006) *Education policy and social class: the selected works of Stephen J. Ball*. Oxon: Routledge.

Ball, S.J. (2008) *The Education Debate.* Bristol: Policy Press.

Bathmaker, A.M. (1999). 'Managing Messes and Coping with Uncertainty: reviewing training for teachers in post-compulsory education and training'. *Journal of Further and Higher education*. 23 (2), pp.185-195

Bathmaker, A.M. and Avis, J. (2005) 'Is that tingling feeling enough?' Constructions of teaching and learning in further education. *Educational Review*. 57(1)pp.4-19

Baum, W.M. (2005) *Understanding behaviorism: Behavior, Culture and Evolution*. Oxford: Blackwell.

Beck, U. (1992) *Risk Society: Towards a New Modernity*. London: Sage.

Beckett, D. and Hager, P. (2003) 'Rejoinder: Learning from work: Can Kant do?'. *Educational Philosophy and Theory*. 35 (1), pp.123-127.

Berger, J. (1980) *About Looking*. London: Bloomsbury

Biesta, G. (2004) 'The community of those who have nothing in common: Education and the language of responsibility'. *Interchange*. 35 (3), pp.307-324.

Biesta, G. (2005) 'Against Learning: Reclaiming a language for education in an age of learning'. *Norsk Pedagigisk*. 25, pp.54-66.

Biesta, G. (2007a) 'Why what works won't work: evidence-based practice and the democratic deficit in educational research'. *Educational Theory,* 57(1), pp.1-22.

Biesta, G. (2007b) 'Bridging the gap between educational research and educational practice: The need for critical distance'. *Educational Research and Evaluation. 13* (3), pp.295-301.

Biesta, G. (2010) 'Why 'What Works' Still Won't Work: From Evidence-Based Education to Value-Based Education'. *Studies in Philosophy and Education*. 29 (5), pp.491-503.

Biesta, G. (2011) 'Coming Into the World, Uniqueness, and the Beautiful Risk of Education: An Interview with Gert Biesta by Philip Winter'. *Studies in Philosophy and Education*. 30, pp.537–542.

Biesta, G., James, D., Hodkinson, P., Gleeson, D., and Postlethwaite, K. (2007) 'Transforming learning cultures in Further Education'. *In*: James, D. and Biesta, G. (eds.) *Improving Learning cultures in further education*. London: Routledge, pp.143-160.

Biesta, G. (2012) 'Giving teaching Back to Education: Responding to the Disappearance of the Teacher'. Phenomenology and Practice, 6 (2), pp.35-49

Billett, S. (2011) *Vocational Education: Purposes, Traditions and Prospects*. London and New York: Springer.

Billett, S. (2014) 'The standing of vocational education: Sources of its societal esteem and implications for its enactment'. *Journal of Vocational Education and Training*. 66 (1), pp.1-21

Black, P., and Wiliam, D. (1998) 'Assessment and classroom learning'. *Assessment in Education* 5 (1), pp.7-74.

Blair, E. (2009) 'A Further Education College as a Heterotopia'. *Research in Post-Compulsory Education*. 14, (1), pp.93-101.

Blanden, J. and Machin, S. (2007) *Recent Changes in Intergenerational Mobility in Britain: Report for Sutton Trust.* [online] Available at: http: //www.suttontrust.com/reports/mainreport.pdf [Accessed 20 February 2008]

Boud, D., Symes, C. (2000) Learning for real: work-based education in universities. *In*: Symes, C., McIntrye, J. (eds) Working Knowledge: the new Vocationalism and Higher Education, Buckingham, Open University Press, p14-29

Bourdieu, P. (1985) 'The genesis of the concepts of *habitus* and of *field*'. *Sociocriticism.* 2(2): 11-24.

Bourdieu, P. (1986) 'The Forms of Capital'. *In*: Richardson, J.G. (ed.) *Handbook of Theory and Research for the Sociology of Education.* New York: Greenwood Press, pp. 241-258

Bourdieu, P. (1988) 'Vive la crise! For heterodoxy in social science'. *Theory and Society*. 17: 773-787

Bourdieu, P. (1990) *Practical Reason.* Oxford: Polity Press.

Bourdieu, P. (1990a) *In Other Words: Essays Towards a Reflexive Sociology*. Cambridge: Polity Press.

Bourdieu, P. (1990b) *The Logic of Practice*. Cambridge: Polity Press.

Bourdieu, P., and Passeron, J.C. (1977) *Reproduction in Education, Society and Culture*. London: Sage.

Brehony, K.J. and Deem, R. (2005) 'Challenging the post-fordist/flexible organization thesis: The case of reformed educational organizations'. *British Journal of Sociology of Education*. 26 (3), pp.395-414.

Brewer, J.D. (2000) *Ethnography*. Buckingham: Open University Press.

British Educational Research Association (BERA) (2011) *Ethical Guidelines for Educational Research*. [online] Available at http://www.bera.ac.uk/publications/Ethical%20Guidelines [Accessed 14 April 2012].

Brown, J.S. and Duguid, P. (1991) 'Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation'. *Organization Science*. 2 (1), pp.40-57.

Brown, J.S. and Duguid, P. (2001) 'Knowledge and Organization: A social-practice perspective'. *Journal of Organisational Science*. 12 (2), pp.198-213

Bruner, J.S. (1990) *Acts of Meaning*. Cambridge, MA: Harvard University Press.

Bruner, J.S. (1996) *The Culture of Education*. Cambridge, MA: Harvard University Press.

Burns, E., and Finnigan, T. (2003) 'I've made it more academic, by adding some snob words from the thesaurus'. *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education*. Stoke on Trent: Trentham Books, pp.120-134.

Callaghan, J. (1976) Ruskin College Speech. *Times Educational Supplement*. 22 October.

Carroll, L. (1996). 'Alice's Adventures in Wonderland'. *In*: Carroll, L. *The Complete Illustrated Lewis Carroll*. London: Wordsworth Editions.

Centre for Evidence Informed Policy and Practice in Education (EPPI) (2012) About the EPPI Centre. [Online] Available at http: //eppi.ioe.ac.uk/cms/ [Accessed 03 March 2013]

Clow, R. (2001) 'Further Education Teachers' Constructions of Professionalism'. *Journal of Vocational Education and Training.* 53 (3), pp.407-418.

Clow, R. (2005) 'Just Teachers: the work carried out by full-time further education teachers'. *Research in Post-Compulsory Education*. 10 (1), pp.63-81.

Cochrane, A. (1989). *Effectiveness and efficiency: Random reflections on health services.* London: Royal Society of Medicine Press.

Coffield, F., Edward, S., Finlay, I., Hodgson, A., Spours, K., and Steer, R. (2008) *Improving Learning, Skills and Inclusion: The impact of policy on post-compulsory education.* Abingdon: Routledge.

Coffield, F. and Edward, S. (2009) 'Rolling out 'good', 'best' and 'excellent' practice. What next? Perfect practice?' *British Educational Research Journal*. 35 (3), pp.371-390.

Colley, H. (2003) 'The Myth of the Mentor as a Double Regime of Truth: Producing docility and devotion in engagement mentoring with 'disaffected' youth'. *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education*. Stoke on Trent: Trentham Books.

Colley, H. (2006) 'Learning to Labour with Feeling: class, gender and emotion in childcare education and training'. *Contemporary Issues in Early Childhood*. 7 (1), pp.15-29.

Colley, H., James, D., Tedder, M. and Diment, K. (2003) 'Learning as Becoming in Vocational Education and Training: class, gender and the role of the habitus'. *Journal of Vocation Education and Training.* 55 (4), pp.471-497.

Colley, H., Wahlberg, M. and Gleeson, D. (2005) 'Improving teaching and learning in further education: a genealogy'. Paper presented to the *British Educational Research Association Annual Conference 2005, 15th-17th September 2005*, Glamorgan, Wales [online] Available at: http: //eprints.hud.ac.uk/12737/ [Accessed 04 March 2010]

Colley, H., James, D., and Diment, K. (2007) 'Unbecoming teachers: towards a more dynamic notion of professional participation'. *Journal of Education Policy*. 22 (2), pp.173-193

Cook, M., Fisher, R., and Walker, M. (2008) *Teacher education at Huddersfield, 1947-2007: from technical teacher training college to university school of education*. Huddersfield: University of Huddersfield.

Cope, S., Goodship, J., and Holloway, D. (2003) 'Regulating the new governance: the case of further education'. *Journal of Vocational Education and Training*. 55 (2), pp.183-208.

Cort, P. (2010) 'Stating the Obvious: the European Qualifications Framework is *not* a neutral evidence-based policy tool'. *European Educational Research Journal.* 9, pp.304-316.

Cox, A. M. (2005) *What are communities of practice? A comparative review of four seminal works.* Journal of Information Science, 31 (6). pp.527-540

Crawley, Jim (2012) 'On the brink' or 'designing the future'? Where next for Lifelong Learning Initial Teacher Education? *Teaching in lifelong learning: a journal to inform and improve practice*. 4 (1), pp.2-12

Cullimore, S. (2006) 'Joined-up training: improving the partnership links between a university PGCE(FE) course and its placement colleges, *Research in Post-Compulsory Education*, 11 (3), pp.303-317

Cullimore, S. and Simmons, J. (2010) 'The Emerging Dilemmas and Challenges for Mentors and Mentees in the new context for Training In-service Teachers for the learning and Skills Sector'. *Research in Post-Compulsory Education*. 15, pp.223-239.

Cunningham, B. (2004) 'Some have mentoring thrust upon them: the element of choice in mentoring in a PCET environment'. *Research in Post-Compulsory Education*. 9, pp.271-282.

Cunningham, B. (2007a) 'All the right features: towards an 'architecture' for mentoring trainee teachers in UK further education colleges'. *Journal of Education for Teaching*. 33, pp.83-97.

Cunningham, B. (2007b) ''So where do I go from here?' College Mentors' Continuing Professional Development'. *Journal of Further and Higher Education*. 31, pp.283-295.

Dadds, M. (2003) Dissidence, difference and diversity in action research, *Educational Action Research*, 11: 2, pp. 265-282

Davies, B. (2003) 'Death to Critique and Dissent? The Policies and Practices of New Managerialism and of 'Evidence-based Practice''. *Gender and Education*. 15 (1), pp.91-103.

Denzin, N.D. (1989) *Interpretive Interactionism*. London: Sage.

Denzin, N.D. (2009) The elephant in the living room: or extending the conversation about the politics of evidence. *Qualitative Research.* 9: pp. 139 – 160. [Online] downloaded from Downloaded from www.qrj.sagepub.com on January 10, 2014.

Denzin, N.D. (2011) *The Sage Handbook of Qualitative Research*. London: Sage.

Denzin, N. K., and Lincoln, Y. S. (2000). *The policies and practices of interpretation*. In Denzin, N. K., and Lincoln, Y. S. (Eds.), *Handbook of qualitative research* (2nd ed., pp. 897-992). Thousand Oaks, CA: Sage.

Department for Business, Innovation and Skills (BIS) (2012a) *Professionalism in Further Education Interim Report of the Independent Review Panel*. London: BIS: [online] Available at: www.bis.gov.uk [Accessed 03 May 2013]

Department for Business, Innovation and Skills (BIS) (2012b) *Evaluation of FE Teachers Qualifications (England) Regulations 2007*. BIS Research paper number 66 March 2012. London: DBIS [online] Available at: https: //www.gov.uk/government/uploads/system/uploads/attachment_data/file/32302/12-693-evaluation-fe-teachers-qualifications-regulations.pdf [Accessed 05 May 2013]

Department for Education (DfE) (2006) *UK Education expenditure as a proportion of GDP*. [online] Available at: http: //www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196861/uk-education-expenditure-as-a-proportion-of-gdp [Accessed 03 March 2013].

Department for Education and Employment (DFEE) (1998) *The Learning Age: Renaissance for a New Britain.* Green Paper. Cmnd 3790. London: DfEE.

DfEE (1999). *A Fresh Start: Improving literacy and numeracy. The report of the Working Group chaired by Sir Claus Moser*. London: Department for Education and Employment (DfEE).

Department for Education and Skills (DfES) (2002) *Success for All: Reforming Further Education and Training.* London: DfES.

Department for Education and Skills (DfES) (2003) Subject specialism: consultation document. London: DfES.

Department for Education and Skills (DfES) (2004) *Equipping Our Teachers for the Future.* London: DfES.

Department for Education and Skills (DfES) (2006) *Further Education: Revising Skills, Improving Life Chances.* London: DfES.

Department for Innovation, Universities and Skills (DIUS), and Department for Children, Schools and Families (DCSF) (2007) *Further education: Raising skills, improving life chances*. Update: July 2007. [online] Available at: http: //www.dius.gov.uk/publications [Accessed 06 March 2012]

Department for Innovation, Universities and Skills (DIUS) (2007) *The Further Education Teachers' Qualifications (England) Regulations 2007*. London: DIUS. [online] Available at: http: //www.dius.gov.uk/publications [Accessed 06 March 2012]

Department for Innovation, Universities and Skills (DIUS) (2008) *DIUS 2008-09 business plan at a glance: investing in our future.* London: DIUS.

Derrida, J. (1976) *Of Grammatology* (translated by Spivak, G.C.). Baltimore, MD: John Hopkins University Press.

Dewey, John (1897) 'My pedagogic creed'. *The School Journal*, Volume LIV, Number 3 (January 16, 1897), pp.77-80. [Also available in the *informal education archives*, http://infed.org/mobi/john-dewey-my-pedagogical-creed/. Retrieved: 03 March 2014].

Dewey, J. (1910) *How we think*. Lexington: D C Heath.

Dewey, J. (1916) *Democracy and Education. An introduction to the philosophy of education.* New York: Free Press.

Dewey, J. (1933) *How We Think. A restatement of the relation of reflective thinking to the educative process.* Boston: D C Heath.

Dewey, J. (1963) *Experience and Education*. New York: Collier Books.

Dewey, J. (1988) *The Collected Works of John Dewey*, 1882-1953, ed. by Jo Ann Boydston (Carbondale and Edwardsville: Southern Illinois University Press, 1967-1991), LW 14: 311.

Dilthey, W. (1989)*. Willhelm Dilthey. In*: Makkreel, R.A. and Rodi, F. (eds.) *Selected Works*. Princeton, NJ: Princeton University Press.

Duckenfield, M. and Stirner, P. (1992) *Learning through Work* (pp.26-27). Sheffield: Employment Department.

Edwards, A.E. (2010) Barriers to Learning in Groups in the Post Compulsory In-Service Teacher Education Classroom. Unpublished Doctoral thesis. University of Manchester.

Ecclestone, K. (2002) *Learning Autonomy in post 16 education: the politics and practice of formative assessment*. London: Routledge Falmer.

Economic and Social Research Council (ESRC) (2005) *ESRC teaching and learning research programme widening participation in higher education: call for applications*. [online] Available at: www.tlrp.org/documents/WP_in_HE_Specification_Call_FINAL.pdf [Accessed 04 July 2009]

Eisner, E. (1967) 'Educational Objectives: help or hindrance'. *American Journal of Education*. Vol. 91, No. 4, The First 90 Years (Aug. 1983), pp.549-560

Eisner, E. (1992) 'Objectivity in Educational Research'. *Educational Enquiry*. 22, (1), pp.9-15.

Eisner, E. (2002) 'From episteme to phronesis to artistry in the study and improvement of teaching'. Teaching and Teacher Education. 18, pp. 375-385.

Ellis, C. (2004) *The Ethnographic I: A methodological novel about autoethnography.* Walnut Creek: AltaMira Press.

Ellis, V. (2010) 'Impoverishing experience: the problem of teacher education in England'. *Journal of Education for Teaching: International research and pedagogy*. 36, (1), pp.105-120.

Emirbayer, M. and Schneiderhan, E. (2013) *Dewey and Bourdieu on Democracy.* In Gorski, P.S. (ed) *Bourdieu and Historical Analysis.* USA: Duke University Press

Enteman, W.F. (1993) *Managerialism: The Emergence of a New Ideology*. Wisconsin: University of Wisconsin Press.

Eraut, M. (1994) *Developing Professional Knowledge and Competence*. London: Falmer Press.

Eraut, M. (2000) 'Non-formal learning and tacit knowledge in professional work'. *British Journal of Educational Psychology.* 70, pp.113–136.

Eraut, M. (2004) 'Informal learning in the workplace'. *Studies in Continuing Education*. 26 (2), pp.247-273.

Fejes, A. and Nicoll, K. eds. (2008) *Foucault and lifelong learning. Governing the subject*. London: Routledge.

Festenstein, M (2014) "Dewey's Political Philosophy", *The Stanford Encyclopaedia of Philosophy.* Edward N. Zalta (ed.), URL = http: //plato.stanford.edu/archives/spr2014/entries/dewey-political/

Field, J. (2013) *Neo-liberalism: an over-worked concept?* [online] Available at: http: //thelearningprofessor.wordpress.com/2013/05/27/neo-liberalism-an-over-worked-concept/ [Accessed 28 May 2013]

Findlay, K. (2006) 'Context and learning factors in the development of teacher identity: a case study of newly qualified teachers during their induction year'. 42(4) pp.511-532

Fisher, R. (1990) 'Can BTEC open the door?' *Training Tomorrow*. pp.13-15.

Fisher, R. and Webb, K. (2006) 'Subject specialist pedagogy and initial teacher training for the learning and skills sector in England: the context, a response and some critical issues '. *Journal of Further and Higher Education*. 30 (4), pp.337-349.

Fitzsimons, P. (1999) 'Managerialism and Education'. In Peters, M., Ghiraldelli, P., Žarnić, B. and Gibbons, A. (eds.) *Encyclopaedia of Philosophy of Education*. [online] Available at: http: //www.ffst.hr/ENCYCLOPAEDIA/doku.php?id=managerialism_and_education [Accessed 02 April 2013]

Flint, N. and Johnson, B**.** (2011) *Towards Fairer University Assessment*. London: Routledge.

Foster, A. (2005) Realising the Potential: A Review of the future role of Further Education Colleges, London: Department for Education and Skills.

Foucault, M. (1977) *Discipline and Punish*. Translated by M. Sherridan. London: Peregrine Books.

Foucault, M. (1996). 'Discourse on language'. *In*: Kearney, R. and Rainwater, M. (eds.) *The continental philosophy reader*. London: Routledge, pp.336-360.

Freire, P. (1972) *Pedagogy of the Oppressed*. Harmondsworth: Penguin.

Fricker, M. (2007) *Epistemic Injustice: Power and the Ethics of Knowing*. New York: Oxford University Press.

Further Education National Training Organisation (FENTO) (1999) *National Standards for Teaching and Supporting Learning in Further Education in England and Wales.* London: FENTO.

Gale. K. (2003) 'Creative Pedagogies of Resistance in Post Compulsory (Teacher) Education'. *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education*. Stoke on Trent: Trentham Books, pp.165-175.

Gall, M.D., Borg, W.R., and Gall, J.P. (1996) *Educational research: an introduction*, 6th ed. White Plains, NY: Longman.

Geertz, C. (1973) *The Interpretation of Cultures: Selected Essays*. New York: Basic Books.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., and Trow, M. (1994) *The new production of knowledge: The dynamics of science and research in contemporary societies*. London: Sage.

Gibbs, P. and Garnett, J. (2007) 'Work based learning as a field of study'. *Research in Post-Compulsory Education*. 12(3), pp.409–21.

Giddens, A. (1998) *The Third Way. The Renewal of Social Democracy*. Cambridge: Polity Press.

Glaser, B.G. and Strauss, A.L. (1967) *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Publishing Company.

Gleeson, D., Davies, J. and Wheeler, E. (2005) 'On the making and taking of professionalism in the further education workplace'. *British Journal of Sociology of Education*. 26(4), pp.445–460.

Gough, D, Oliver, S, Thomas, J. (2012) *An Introduction to Systematic Reviews*. London: Sage Publications Ltd.

Gorard, S. (2002) Warranting research claims from non-experimental evidence. Occasional Paper Series 48, ESRC Teaching and Learning Research Programme (Cardiff, Cardiff University Social Sciences).

Gorard, S. and Smith, E. (2006a) *Review of Widening Participation Research: addressing the barriers to participation in higher education.* Bristol: HEFCE.

Gorard, S. and Smith, E. (2006b) 'Beyond the 'learning society': what have we learnt from widening participation research?' *International Journal of Lifelong Education*. 25 **(**6), pp.575-594.

Gowan, J. (1991) *Postmodernism and its critics*. New York: Cornell University.

Gramsci, A. (1971) '*Selections from prison notebooks'*. New York: International Publishers

Greater Manchester Police (GMP) People and Development Branch (2010) Uniform Policy and Dress Standards. Health and Safety Unit: GMP.

Grundy, S. (1987) *Curriculum*: *Product or praxis?* London: Falmer Press.

Habermas, J. (1972) *Knowledge and human interests.* Translated by J. Shapiro. London: Heinemann.

Habermas, J. (1989) *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. Translated by T. Burger and F. Lawrence. Cambridge: Polity Press.

Hager, P. and Hodkinson, P. (2009) 'Moving beyond the metaphor of transfer of learning'. *British Educational Research Journal*. 35, pp.619–638. [online] Available at: URL [Accessed 03 May 2011].

Halpin, D., Moore, A., Edwards, G., George, R., and Jones, C. (2000) 'Maintaining, reconstructing and creating traditions in education'. *Oxford Review of Education*. 26 (2), pp.133-144.

Halsey, A.H., Lauder, H., Brown, P., and Wells, A.S. (eds.) (1997) *Education, Culture, Economy and Society*. Oxford: Oxford University Press.

Hammersley, M. (1990) *Reading Ethnographic Research*: A Critical Guide. Longman: London.

Hammersley, M. (1992). 'Ethnography and Realism'. *In*: Hammersley, M. (ed.) *What's Wrong with Ethnography? Methodological Explorations*. London: Routledge.

Hammersley, M. (2001) 'On 'systematic' reviews of research literatures: a 'narrative' response to Evans and Benefield'. *British Educational Research Journal*. 27 (5), pp.543–554.

Hankey, J. (2004) 'The good, the bad and other considerations: reflections on mentoring trainee teachers in post-compulsory education'. *Research in Post-Compulsory Education*. 9, pp.389-400.

Hargreaves, D. (1996) 'Teaching as a Research-Based Profession: Possibilities and Prospects'. *In*: Hammersley, M. (2007) *Educational Research and Evidence based Practice*. London: Sage/The Open University.

Hargreaves, A. (2003a) *Teaching in the knowledge society: education in the age of insecurity.* Maidenhead: Open University Press.

Hargreaves, D. (2003b) *Education epidemic: transforming secondary schools through innovation networks*. London: Demos.

Harrison, R., Clarke, J., Edwards, R., and Reeve, F. (2003) 'Power and Resistance in Further Education: The discursive work of negotiating identities'. *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education*. Stoke on Trent: Trentham Books, pp.58-69.

Hashweh, M. Z. (1987) 'Effects of subject-matter knowledge in the teaching of biology and physics'. *In*: Kind, V. (2009) 'A Conflict in Your Head: An exploration of student science teachers' subject matter knowledge development and its impact on teacher self-confidence', *International Journal of Science Education*. 31, (11), pp.1529-1562.

Hashweh, M. Z. (2005) 'Teacher pedagogical constructions: a reconfiguration of pedagogical content knowledge'. *Teachers and Teaching*, 11, (3), pp.273-292.

Hattie, J. (2009) *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.

Hayes, D. (2003) 'New labour, New Professionalism'. *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education*. Stoke on Trent: Trentham Books, pp.28-42.

Hillier, Y., (2005) *Reflective Teaching in Further and Adult Education* (2nd edn) London: Continuum.

Hillier, Y. (2006) *Everything You Need To Know About FE Policy*. London: Continuum International Publishing Group.

Hillier, Y and Morris, A (2010) Critical practitioners, Developing researchers: the story of practitioner research in the Learning and Skills Sector *Journal of Vocational Education and Training* Volume 61 (1) pp 85-97.

Hillier, Y. (2012) Reflective Teaching in Further and Adult Education. London: Continuum.

Hirst, P.H. and Peters, R.S. (1970) *The logic of education*. London: Routledge.

Hobsbawm, E. (1983) Introduction: Inventing Tradition. In: Hobsbawm, E. and Ranger, T. (eds) (1983) *The Invention of Tradition.* Cambridge: Cambridge University Press. pp. 1-14.

Hodkinson, P. and James, D. (2003) 'Transforming Learning Cultures in Further Education'. *Journal of Vocational Education and Training*. 55 (4), pp.389-406.

Hoel, T.L. (1999) *Students Cooperating in Writing: Teaching, Learning, and Research Based on Theories from Vygotsky and Bakhtin.* Paper presented to the European Conference on Educational Research, Lahti, Finland 1999. [online] Available at: http://www.leeds.ac.uk/educol/documents/00001347.htm [Accessed 24 September 2012]

Hookway, C. (2010) 'Pragmatism'. *In*: Zalta, E.N. (ed.)*The Stanford Encyclopedia of Philosophy.* [online] Available at: http://plato.stanford.edu/archives/spr2010/entries/pragmatism/ [Accessed 01 July 2013]

Huddleston, P. and Oh, S. (2004) 'The magic roundabout: work-related learning within the 14-19 curriculum'. *Oxford Review of Education*. 30(1), pp.83-103.

Hume, D. (1999) 'An Enquiry concerning Human Understanding'. Edited by Beauchamp, T.L. Oxford/New York: Oxford University Press.

Illeris, K. (2011) *The fundamentals of workplace learning*. London: Routledge.

Ingleby, E., and Tummons, J. (2012) Repositioning professionalism: teachers, mentors, policy and praxis, *Research in Post-Compulsory Education*, 17: 2, 163-178. [Online] Available at http: //www.tandfonline.com/doi/abs/10.1080/13596748.2012.673877#.UzW6Zyh_kdI [Accessed 22 March 2014].

Institute for Learning (IfL) (2012). *Impact review.* [online] Available at: http: //www.ifl.ac.uk/__data/assets/pdf_file/0010/32140/T0907-ifl-impact1.pdf [Accessed 02 May 2013].

Institute for learning (IfL) (2012). *Intuition.* Issue 9 [online] Available at: http: //www.ifl.ac.uk/publications/intuition/intuition-issue-9-summer-2012 [Accessed 02 May 2013].

Iredale, A. (2008) Connecting inclusive learner participation within culturally responsive teaching in Higher Education. In: The teaching research interface: Implications for practice in HE and FE. ESCalate, Bristol, pp. 36-44.

Iredale, Alison (2009) Learner participation, reproduction and compensatory education – An investigation of trainee teachers' constructions of learner identities. In: School of Education and Professional Development (CRPCET) Research Conference, 23rd March - 2nd April 2009, Huddersfield, UK.

Iredale, A. (2010) Trainee teachers' constructions of their learners' identities and participation in the post-compulsory education and training (PCET) sector in the UK. In: Promoting Equity in Higher Education, 27 - 28 January 2010, Eastwood Hall Nottingham, UK.

Iredale, A., Bailey, W., Orr, K., and Wormald, J. (2011) Confidence, risk, and the journey into praxis: work-based learning and the teacher education curriculum. In: The Important Role of Higher Education in Teacher Education, 20th May 2011, Manchester Conference Centre.

Iredale, A. (2011) Pursuing excellence: risk, safety and practical wisdom for trainee teachers in the lifelong learning sect. In: International Council on Education for Teaching (ICET) World Assembly, July 11-14 2011, Glasgow, Scotland, UK.

Iredale, A. (2012) 'Down the rabbit-hole: Routinised Practices, Dewey and Teacher Training in the Lifelong Learning Sector'. *Journal of Higher Education, Skills and Work Based Learning*. 2 (1), pp.54-62.

Iredale, A., Orr, K., Bailey, W., and Wormald, J. (2013a) 'Confidence, risk, and the journey into praxis: work-based learning and teacher development'. *Journal of Education for Teaching: International research and pedagogy*. 39: 2, pp.197-208.

Iredale, A. (2013b) Where's the evidence for evidence-based practice? The impact of evidence and policy on teacher education in the lifelong learning sector, In: BERA Conference 2013, 3rd – 5th September 2013, Brighton, UK.

Izadinia, M. (2013) 'A review of research on student teachers' professional identity'. *British Educational Research Journal*. 39 : (4), pp.694–713.

http: //www.ktponline.org.uk/

Josephson, J.R. (1996) 'Conceptual Analysis of Abduction' in Josephson, J.R, and Josephson, S.G. (Eds.) *Abductive Inference: Computation, Philosophy, Technology*. Cambridge: Cambridge University Press.

Kant, I. (1996) *'Critique of Pure Reason'*. Translated by W. Pluhar. Indianapolis: Hackett.

Keep, E. (2006) 'State Control of the English VET System – Playing with the Biggest Trainset in the World', *Journal of Vocational Education and Training,* Vol. 58, No. 1, 47-64.

Kelly, A.V. (1999) '*The Curriculum Theory and Practice'*. London, Sage.

Kemmis, S. (2012) 'Researching educational praxis: spectator and participant perspectives'. *British Educational Research Journal.* 38 (6), pp.885-905.

Kennedy, Helena (1997), *Learning Works: Widening Participation in Further Education* (Coventry: FEFC)

Kim, H. and Hannafin, M.J. (2008) 'Situated case-based knowledge: An emerging framework for prospective teacher learning'. *Teaching and Teacher Education*. 24, pp.1837-1845.

Knight, P. and Saunders, M (1999) 'Understanding Teachers' Professional Cultures Through Interview: A Constructivist Approach'*. Evaluation and Research in Education*. 13 (3), pp.144-156.

Kolb. D. A (1984) '*Experiential Learning: Experience as a Source of Learning and Development'*. Prentice Hall. New Jersey.

Kolb, D. A. and Fry, R. (1975) 'Toward an applied theory of experiential learning', in Cooper, C. (Ed.) *Theories of Group Process*, London: John Wiley. pp. 33-57.

Kraut, R. (2010) 'Aristotle's Ethics'. In: Zalta, E.N. (ed.)*The Stanford Encyclopedia of Philosophy.* [online] Available at: <u>http: //plato.stanford.edu/archives/sum2010/entries/aristotle-ethics/</u> [Accessed 03 July 2012]

Kvernbekk, T. (2011) 'The concept of evidence-based practice'. *Educational Theory.* 61 (5), pp.515-533.

Labaree, R.V. (2002) 'The risk of 'going observationalist': negotiating the hidden dilemmas of being an insider participant observer'. Qualitative Research 2 (1) pp.97-122. [online] Available at http: //qrj.sagepub.com.libaccess.hud.ac.uk/content/2/1/97#cited-by [accessed on 03 February 2014].

Lacey, C. (1976) *Problems of sociological fieldwork: a review of the methodology of 'Hightown Grammar'*, in Hammersley, M. and Woods, P. (eds) (1993) *Educational Research: Current issues*. London: Paul Chapman Publishing Ltd.

Lave, J. (1991) 'Situating Learning in Communities of Practice.' Perspectives on Socially Shared Cognition: American Psychological Association. Pp. 63-82.

Lave, J. and Wenger, E. (1991) *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Lawy, R., Tedder, M. (2011). Mentoring and Individual Learning Plans: Issues of practice in a period of transition. *Research in Post-compulsory Education*, *16*(3), pp.385-396.

Lawy, R., Tedder, M. (2012). Beyond compliance: teacher education practice in a performative framework. *Research Papers in Education*, *27*(3), pp.303-318.

Learning Skills Improvement Service (LSIS) (2009) *A new National Improvement Strategy for the learning and skills sector*. [online] Available at: http: //www.lsis.org.uk/Services/Publications/Pages/AnewNationalImprovementStrategyforthelearningandskillssector.aspx [Accessed 14 April 2013].

Leinhardt, G., and Greeno, J. G. (1986). The cognitive skill of teaching. *Journal of Educational Psychology, 78*(2), 75-95.

Leitch, S. (2006) *Prosperity for All in the Global Economy: world class skills, Final Report.* London: The Stationery Office.

Lester, S. and Costley, C. (2010) 'Work-based learning at higher education level: practice and critique'. *Studies in Higher Education*. 35, (5), pp.561-575.

Lincoln, Y.S., and Guba, E.G. (1985) *Naturalistic Inquiry.* London: Sage

Lifelong Learning UK (LLUK) (2006) *New overarching professional standards for teachers, tutors and trainers in the Lifelong Learning Sector.* London: LLUK.

Lifelong Learning UK (LLUK) (2008) Mandatory Units of Assessment. [online] Available at: http: //webarchive.nationalarchives.gov.uk/20101007132316/http: //www.lluk.org/3078.htm

Lifelong Learning UK (LLUK) (2008) *The Workforce Strategy for the Further Education Sector in England, 2007-2012*. [online] Available at: http: //dera.ioe.ac.uk/2310/1/LLH21990_Workforce_Strategy_20pp_no_pics.pdf [Accessed 12 August 2012].

Lindeman, E.C. (1956) *The Democratic Man. Selected writings of Eduard C. Lindeman*, Boston: Beacon Press.

Lingfield, R., (2012) *Professionalism in Further Education: Final Report of the Independent Review Panel Established by the Minister of State for Further Education, Skills and Lifelong Learning.* [online] Available at: http: //www.bis.gov.uk/assets/biscore/further-education-skills/docs/p/12-1198-professionalism-in-further-education-final [Accessed 12 October 2012]

Lingis, A. (1994) *The community of those who have nothing in common*. Bloomington: Indiana University Press.

Little, D. (2014) The luminaries and the researcher. [web blog post]. Retrieved from http://understandingsociety.blogspot.co.uk/2014/11/the-luminaries-and-researcher.html [08/11/2014]

Locke, J. (1995) 'An Essay: Concerning Human Understanding'. Winkler (eds). Hackett Publishing.

Loo, S.Y. (2013) 'Creative knowledge workers in the knowledge economy: how they apply tacit and explicit knowledge and implications for learning'. Paper presented to the *British Educational Research Association (BERA) Conference*, University of Sussex, Brighton.

Lucas, N. (2000) 'Towards professionalism: teaching in further education'. *In*: Gray, D. and Griffin, C. (eds.) *Post-Compulsory Education and the New Millennium*. London: Jessica Kingsley, pp. 231-252.

Lucas, N. (2004) 'The 'FENTO Fandango': national standards, compulsory teaching qualifications and the growing regulation of FE college teachers'. *Journal of Further and Higher Education.* 28 (1), pp.35-51.

Lucas, N., Nasta, T., and Rogers, L. (2004) *Teaching in further education: new perspectives for a changing context*. London: Institute of Education, University of London.

Lucas, N., Nasta, T. and Rogers, L. (2012) 'From fragmentation to chaos? The regulation of initial teacher training in further education'. *British Educational Research Journal*. 38, pp.677–695.

Lyotard, J.F. (1984) *The Postmodern Condition: A Report on Knowledge*. Minneapolis: University of Minnesota Press.

MacLure, M. (2004) Clarity bordering on stupidity': where's the quality in systematic review? Paper presented to the British Educational Research Association Annual Conference,

Manchester. [online] Available at http: //www.esri.mmu.ac.uk/respapers/ [Accessed 04 June 2013].

Mead, G.H (1934) 'The Relation of Mind to Response and Environment', in Morris, C.W (ed) *'Mind Self and Society from the Standpoint of a Social Behaviourist'*.Chicago: University of Chicago. pp.125-134.

McLennan, G. (1995) Pluralism. Buckingham. Open University Press.

McNiff, J., and Whitehead, J. (2009) Doing and Writing Action Research. London: Sage.

Mellor, N. (2001) 'Messy Method: the unfolding story'. *Educational Action Research*. 9 (3), pp.465-484 .

Merriam S. (1988) *Case study research in education: a qualitative approach.* San Francisco, CA: Jossey-Bass.

Miles, M. B., and Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods*. Newbury Park, CA: Sage.

Miles, M. B., and Huberman, A. M. (2009). *Qualitative data analysis: A sourcebook of new methods*. Newbury Park, CA: Sage.

Nespor, J. and Barber, L. (1991) 'The Rhetorical Construction of 'the Teacher''. *Harvard Educational Review*. 61 (4), pp.417-433.

Neville, S. and Fray, K. (2014) 'The fractured middle: UK salary split sees übers pull ahead'. Financial Times. February 14, 2014. [online]. Available at: http: //www.ft.com/cms/s/2/abcb8b3e-7ece-11e3-a2a7-00144feabdc0.html#axzz2wX91Lq2w

[Accessed 24th March 2014]

Nias, J. (1993) 'Primary Teachers Talking: A reflexive account of longitudinal research'. In Hammersley, M. (ed) (1993) 'Educational Research: current issues'. London, Open University Press. Pp.132-146

Nicoll, K., and Fejes, A. (2011) 'Lifelong Learning: A Pacification of 'Know How''. *Studies in Philosophy and Education*. 30 (4), pp.403-417.

Noel, P. (2006) 'The secret life of teacher educators: becoming a teacher educator in the learning and skills sector'. *Journal of vocational education and training*. 58 (2), pp.151-170.

Noel, P. (2009) 'Differentiation, context and teacher education: the changing profile of trainees on in-service initial teacher training programmes in the lifelong learning sector'. *Teaching in lifelong learning.* 1 (1), pp.17-27.

Organisation for Economic Co-operation and Development (OECD) (2007) *Education at a Glance*. [online] Available at: http: //www.oecd.org/document/30/0,3343,en_2649_201185_39251550_1_1_1_1,00.html#web sites [Accessed 02 May 2010]

Ofsted. (2003) *The initial training of further education teachers: A survey.* HMI 17. City: Ofsted. [online] Available at: http: //ofsted.gov.uk/publications [Accessed 03 June 2010]

Ofsted. (2009) The Common inspection framework for further education and skills 2009. Ofsted. Available at : http: //ofsted.gov.uk/publications [Accessed 03 June 2010]

O'Leary, M. (2013) 'Surveillance, performativity and normalised practice: the use and impact of graded lesson observations in Further Education Colleges'. *Journal of Further and Higher Education*. 37(5), pp.694-714.

Orr, K. (2009) 'Performativity and professional development: the gap between policy and practice in the English further education sector'. *Research in Post-Compulsory Education*. 14 (4), pp.479-489.

Orr, K (2012) 'Coping, Confidence and Alienation: the early experience of trainee teachers in English FE'. *Journal of Education for Teaching*. 38 (1), pp.51-65

Orr, K. and Simmons, R. (2010) 'Dual identities: the in-service teacher student experience in the English further education sector'. *Journal of Vocational Education and Training*. 62 (1), pp.75-88.

Ottesen, E. (2007) 'Reflection in Teacher Education'. R*eflective Practice: International and Multidisciplinary Perspectives*. 8 (1), pp.31-46.

Papastephanou, M., (2006) 'Education, risk and ethics'. *Ethics and Education*. 1 (1), pp.47-63.

Papastephanou, M. (2011) Examined life? Longing for philosophy and the lesson of time. Opening address at the inaugural colloquium *Philosophy of Education as a Lived Experience: navigating through dichotomies of thought and action*. Tilos, Greece.

Papastephanou, M. (2013) 'Aristotelian Gnoseology and Work-Based Learning'. *In*: Gibbs, P. (ed.) *Learning, Work and Practice: New Understandings*. London: Springer.

Parfit, D. (1987) *Reasons and Persons*. New York: Oxford University Press.

Patrick, F., Forde, C., and McPhee, A. (2003) 'Challenging the 'New Professionalism': from managerialism to pedagogy?' *Journal of In-Service Education.* 29(2), pp.237-254.

Peim, N. and Hodkinson, P. (2007) 'Contexts, cultures, learning: contemporary understandings'. *Educational Review*. 59: 4, pp.387-397

Peirce, C.S. (1992 and 1999). *The Essential Peirce* (two volumes edited by the Peirce edition project). Bloomington: Indiana University Press.

Petty, G. (2009) *Evidence-Based Teaching: A Practical Approach*. 2nd ed. Cheltenham: Nelson Thornes.

Piaget, J. and Inhelder, B. (1969) *The Psychology of the Child*. New York: Basic Books.

Pinar, W.F. (1977) The Reconceptualization of Curriculum Studies. Paper presented at the Annual Meeting of the American Association of Educational Research. April 1977, New York. [online] Available at http: //files.eric.ed.gov/fulltext/ED141929.pdf [Accessed 15 June 2014]

Polanyi, M. (1967) *The Tacit Dimension*. New York: Anchor Books.

Pring, R. (2007) *John Dewey: a philosopher of education for our time?* London: Continuum International Publishing Group.

Pusey, M., (1991) *Economic Rationalism in Canberra: A Nation-Building State Changes its Mind*. Cambridge University Press: Melbourne.

Quinn, J. (2003) 'The Ethnographic Self as Hired Hand: Reflecting on researching educational partnerships'. *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education*. Stoke on Trent: Trentham Books, pp.72-84.

Rabinow, P. ed. (1984) *The Foucault Reader: An introduction to Foucault's thought*. London: Penguin.

Randle, K. and Brady, N. (1997) 'Managerialism and Professionalism in the Cinderella Service'. *Journal of Vocational Education and Training*. 49 (1), pp.121-139.

Reay, D. (2004) 'It's all becoming a habitus': beyond the habitual use of habitus in educational research, British Journal of Sociology of Education, 25: 4, pp.431-444

Rennie, S. (2011) Volunteer tutors. Report submitted to Consortium Steering Committee on 30/09/2011. [online] Available at http: //consortium.hud.ac.uk/hudcett/projects/ [Accessed 07/07/14]

Robson, J. (1998) 'A profession in crisis: status, culture and identity in the further education college'. *Journal of Vocational Education and Training.* 50 4, pp.585-607.

Robson, J. (2006) *Teacher Professionalism in Further and Higher Education: Challenges to culture and practice*. Oxon: Routledge.

Rogoff, B. (2003) *The cultural nature of human development*. Oxford: Oxford University Press.

Rogoff, B., Paradise, R., Arauz, R.M., Correa-Chaˊvez, M., and Angelillo, C. (2003) 'Firsthand Learning Through Intent Participation'. *Annual Review of Psychology*. 54, pp.175–203.

Rothwell, F. (2002) 'Your flexible friends': sessional lecturers in the UK further education sector, commitment, quality and service delivery, Journal of Further and Higher Education, 26(4), 365–375.

Rowland, S. (2003) 'Learning to comply; learning to contest'. *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education*. Stoke on Trent: Trentham Books, pp.14-26.

Sachs, J. (2003) *The activist teaching profession.* Maidenhead: Open University Press.

Satterthwaite, J. (2003) Introduction *In*: Satterthwaite, J., Atkinson, E., and Gale, K. (eds.) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education*. Stoke on Trent: Trentham Books, pp.ix-x.

Satterthwaite, J., Atkinson, E., and Gale, K. eds. (2003) *Discourse, Power, Resistance: Challenging the rhetoric of contemporary education.* Stoke on Trent: Trentham Books.

Saussure, F. de (1974) *Course in General Linguistics*. London: Fontana.

Scheeres, H.B., Price, O., Boud, D.J. and Chappell, C.S. (2007) 'Re-presenting organisational practices as learning practices'. *In*: Walters, S. and Cooper, L. (eds.) *Conference Proceedings, Researching work and learning*. Division for Lifelong Learning, University of the Western Cape, South Africa, pp.738-743.

Schön, D. (1983) *The Reflective Practitioner*. New York: Basic Books.

Schön, D. (2001) 'The Crisis of Professional Knowledge and the Pursuit of an Epistemology of Practice'. *In*: Raven, J. and Stephenson, J. (eds.) *Competence in the Learning Society*. New York: Peter Lang, pp.185-207

Sfard, A. (1998) 'On Two Metaphors for Learning and the Dangers of Choosing Just One.' *Educational Researcher*. 27 (2), pp.4-13.

Sfard, A. and Prusak, A. (2005) 'Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity'. *Educational Researcher.* 34 (4), pp.14-22.

Shain, F. (2000) 'Changing notions of teacher professionalism in the further education sector'. Paper presented at the British Educational Research Association conference, Queen's University of Belfast, Northern Ireland.

Shain, F. and Gleeson, D. (1999) 'Under New Management: changing conceptions of teacher professionalism and policy in the further education sector'. *Journal of Education Policy*. 14, pp.445-462.

Shulman, L. (1986) 'Those who understand: knowledge and growth in teaching'. *Educational Researcher*. 59 (6), pp.4-12.

Silverman, D. (1997). *Qualitative Research Theory Method and Practice*. London: Sage Publications.

Simmons, R. (2008) 'Golden years? Further education colleges under local authority control'. *Journal of Further and Higher Education.* 32 (4), pp.359-371.

Simmons, R. and Thompson, R. (2007) 'Aiming higher: how will universities respond to changes in initial teacher training for the post-compulsory sector in England?' *Journal of Further and Higher Education*. 31 (2), pp.171-182.

Skule, S. and Reichborn, A. (2002) *Learning-conducive work: a survey of learning conditions in Norwegian workplaces*. CEDEFOP, Luxembourg.

Smith, R. (2006) 'Abstraction and Finitude: Education, Chance and Democracy'. *Studies in Philosophy and Education.* 25 (1), pp.19-35.

Srivastava, P., and Hopwood, P. (2009) 'A Practical Iterative Framework for Qualitative Data Analysis'**.** *International Journal of Qualitative Methods 2009, 8(1) pp.76-84.*

Starr, J. (2002) '*The Coaching Manual: the definitive guide to the process, principles and skills of personal coaching'*. Harlow: Pearson Education Limited.

Stott, L. (1995) 'Dewey a Disaster?'. *International Journal of Research and Method in Education*. 18 (1), pp.27-33.

Thomas, P. (2010) *The Gramscian Moment: Philosophy, Hegemony and Marxism.* Chicago: Haymarket.

Thomas, G. (2011) The meanings of theory, British Educational Research Association online resource. Available online at: [https: //www.bera.ac.uk/wp-content/uploads/2014/03/Meanings-of-Theory.pdf]. Accessed on [11/11/14].

Thomas, G. and Pring, R. (2004) *Evidence-Based Practice in Education*. Maidenhead: Open University Press.

Thompson, P. (11/03/2013) do we collect data or is your ontological slip showing… [Web blog post] Retrieved from: http: //patthomson.wordpress.com

Thompson, R. and Robinson, D. 2008. Changing step or marking time? Teacher education reforms for the learning and skills sector in England. *Journal of Further and Higher Education* 32(2), pp.161-173.

Tight, M. (1996) *Key Concepts in Adult Education and Training*, London: Routledge.

Tolley, J. and Rundle, J. (2006) *A review of black and minority ethnic participation in higher education*. AWP272. London: Aimhigher.

Tomlinson, S. (2005) *Education in a Post Welfare Society.* Berkshire: McGraw-Hill.

Universities Council for the Education of Teachers (UCET) (2009) *Submission to the skills commission inquiry into teacher training in vocational education*. London: UCET.

Tummons, J. (2010) Institutional ethnography and actor–network theory: a framework for researching the assessment of trainee teachers, Ethnography and Education, 5: 3, 345-357. [online] Available at http:

//www.tandfonline.com/doi/abs/10.1080/17457823.2010.511444#.UzXKFyh_kdI [Accessed 04 July 2013]

Tummons, J. and Ingleby, E. (2012). The problematics of mentoring, and the professional learning of trainee teachers in the English further education sector. *International Journal of Adult Vocational Education and Technology* 3(1): 29-39. [online]. Available at http: //www.igi-global.com/article/problematics-mentoring-professional-learning-trainee/62981 [Accessed 30 March 2014].

Ufi Ltd. 2001. *Learning through Work framework: design principles for application in higher education*. Sheffield: Ufi Ltd.

University of Huddersfield (2013) DFA 7130 teaching Learning and Assessment Module Handbook 2013-2014. School of Education and Professional Development: University of Huddersfield.

Usher, R. and Edwards, R. (2007) *Lifelong Learning – Signs, discourses, Practices*. Dordrecht, The Netherlands: Springer.

Vygotsky L.S. (1978) *Mind in Society*, Cambridge, MA: Harvard University Press.

Wacquant, L.J.D. (1989) Towards a Reflexive Sociology: A Workshop with Pierre Bourdieu. *Sociological Theory*. 7 (1), pp.26-63.

Wain, K. (2006) 'Contingency, Education, and the Need for Reassurance'. *Studies in philosophy and education*. 25 (1), pp.37-45.

Watson, D. (2006) *How to think about widening participation in UK Higher Education.* Discussion paper for HEFCE. [online] Available at: http: //www.hefce.ac.uk/pubs/RDreports/ 2006/rd13_06/ [Accessed on 11 April 2008].

Weinberg, D. (2008) 'The Philosophical Foundations of Constructionist Research'. In

Holstein, J.A. and Gubrium, J.F. (eds) Handbook of Constructionist Research. New York: The

Guilford Press.

Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G., and Sikes, P. (2005) *Succeeding with*

your Doctorate. London: Sage.

Wenger, E.C. (1998) *A Social Theory of Learning in Communities of Practice: Learning,*

Meaning and Identity. Cambridge: Cambridge University Press.

Wenger, E.C. (2007) 'Communities of practice. A brief introduction'. *Communities of*

practice. [http: //www.ewenger.com/theory/. [Accessed 14 March 2010].

Wenger, E. C. and Snyder, W. M. (2000) 'Communities of Practice: The Organizational

Frontier'. *Harvard Business Review*. January, pp.138-145.

Wenger, E.C., McDermott, R., and Snyder, W. (2002) *Cultivating communities of practice: a*

guide to managing knowledge. Cambridge, Mass: Harvard Business School Press.

Wertsch, J. V. (1998) *Mind as action*. Oxford: Oxford University Press.

Wolf, A. (2002) *Does Education Matter? Myths About Education and Economic Growth*.

London. Penguin

Wolf, A and Dept. for Education, Great Britain (2011) *Review of vocational education: the*

Wolf report. vol. n/a, n/a edn, TSO (The Stationery Office), London. [online] Available at

https:

//www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-

00031-2011.pdf [Accessed 04 June 2012].

Wood, D. J., Bruner, J. S. and Ross, G. (1976) 'The role of tutoring in problem solving'. *Journal of Child Psychiatry and Psychology*. 17 (2), pp.89-100.

Woods, P. (1999) *Successful Writing for Qualitative Researchers*. Oxon: Routledge-Falmer.

Young, M.N., Lucas, N., Sharp, G., and Cunningham, B. (1995) *Teacher education for the further education sector: Training the lecturer of the future.* London: Association for Colleges Institute of Education Post-16 Education Centre.

Zackrisson, K.S., and Assarsson, L. (2008) 'Adult learner identities under construction'. *In*: Fejes, A. and Nicoll, K. (eds.) *Foucault and Lifelong Learning: governing the subject*. Oxon: Routledge, pp.114-125

Appendices

This page is left intentionally blank

Appendix 1 Data table

Item	Route	Subject	Details	Item					
Pseudonym				Class tape	curriculum assignment	professionalism assignment	reflection	interview	obs
Anne	PGCE	Wider Key Skills/BTEC	Analysis of DHK7230 Module submission (see Appendix 2)		art209	art309			
Andrew	Cert.Ed	UPS	Transcript of class discussion (01/10/09) Transcript of semi-structure interview	curr209				Int309	
Ronny	Cert.Ed	Family Learning	Analysis of lesson				art909		

			observation reflection						
Piers	PGCE	Bricklaying	Transcript of semi-structured interview					Int109	
Peter	PGCE	Music technology	Analysis of DHK7230 Module submission (see Appendix 2)			art409	art509		
Beth	PGCE	History	Analysis of lesson observation reflection				art809		
Farida	Cert.Ed	Family Learning	Transcript of class discussion (08/10/09)	curr109					
Bithi	Cert.Ed	Family Learning	Transcript of class discussion (08/10/09)	curr109					

Ikram	Cert.ED	Police training	Analysis of DHK7230 Module submission (see Appendix 2)			art109			
Don	Cert.Ed	Joinery	Transcript of class discussion (08/10/09)	curr109					
Stan	Cert.Ed	Sport	Analysis of lesson observation reflection				art1209		
Sadie	Cert.Ed	LLDD	Transcript of class discussion (08/10/09)	curr109					
Roslyn	PGCE	Art	Transcript of class discussion (01/10/09) Analysis of DHK7230 Module	curr109 curr209	art1509				

			submission (see Appendix 2)						
Lara	Cert.Ed	Learning support	Transcript of class discussion (08/10/09)	curr109					
Siobhan	PGCE	Drug and Alcohol Misuse	Analysis of lesson observation reflection				art1109		
Carol	PGCE	Psychology	Analysis of DHK7230 Module submission (see Appendix 2) Analysis of lesson observation reflection Analysis of observation feedback form			art1609	art709		obs1309

Lauren	Cert.Ed	Dance	Analysis of lesson observation reflection				art1708		
Jenny	Cert.Ed	Foundation Learning	Transcript of semi-structured interview Analysis of lesson observation reflection			**art1409**		Int209becoming	
Wyn	Cert.Ed	Family Learning	Analysis of DHK7230 Module submission (see Appendix 2)			art609			
Jill	PGCE	Art	Transcript of class discussion (01/10/09) Transcript	curr209 curr109					

			of class discussion (08/10/09)					
Brenda	Cert.ED	Fashion	Transcript of class discussion (01/10/09)	curr209				
Dina	PGCE	Biomedical Science	Transcript of interview				Int409	

DHK7230 Studies in Curriculum & Professional Issues

Module Code	**DHK7230**
Module Title	Studies in Curriculum and Professional Issues
Credit Rating	30 H
Professional Body Requirements	Lifelong Learning UK standards (including minimum core requirements in language, literacy and numeracy); HE Academy.

Module Synopsis

The module provides an opportunity for trainees to develop a critical understanding of curriculum concepts, policies and influences and to critically engage with policies and issues relating to professionalism in post-compulsory education and training. Trainees will analyse the concept of curriculum and the influences that shape it, including national policies, local needs and organisational requirements. They will consider curriculum theories, development, and evaluation. Trainees will also examine conceptions of professionalism, professional values and ethics, and codes of conduct. They will analyse and debate models of reflective practice and relate them to professionalism. Trainees will develop critical perspectives on the curriculum and professionalism. Trainees will also discuss aspects of quality assurance in the sector and relate them to the wider professional role of teachers and trainers.

Outline Syllabus

Definitions of curriculum. Critiques of different conceptions of curriculum and how these relate to political, philosophical, and socio-economic perspectives on education. Environmental sustainability in education. The ways in which national, local and organisational policy influence the curriculum.

Current curriculum issues. Inclusivity, equality and diversity, and the curriculum.

Curriculum evaluation. Quality assurance systems and standards. Case studies on evaluation and quality assurance systems in post-compulsory education and training. The nature of professionalism. Critical discussion of concepts and models of reflection and reflective practice in the professional context of education.

Philosophical issues; values, ethics and autonomy. Own continuing professional development.

Learning Outcomes
Knowledge and Understanding:
1   Demonstrates a critical understanding of curriculum.

2	Critically analyses relevant curriculum policy.
3	Understands curriculum evaluation.
4	Critically contextualises professionalism and related values.
5	Analyses quality assurance systems in PCET.

Abilities:

1	Debates reflective practice.
2	Relates curriculum theory to own professional role.
3	Identifies links between current curriculum policy and theory.
4	Critically reviews own development needs.
5	Appraises own values and learning.

Summative Assessment

Assessment may be through a Learning Contract negotiated with the Tutor or by completion of a set assignment.

Assessment Tasks:

Both tasks must be passed.

1. A Curriculum Evaluation Assignment of 2,500-3,000 words in which trainees will:

- Critically discuss curriculum theories and relate them to own professional role;
- Analyse a specific curriculum within its social and educational context;
- Discuss evaluation and quality assurance processes relevant to the selected curriculum and relate them to own professional role;
- Evaluate the selected curriculum using appropriate evidence and make proposals for improvement. (Outcomes K1, K2, K3, K5, A2, A3)

2. A Professional Issues Assignment. Trainees will produce an essay of 2,500-3,000 words in which they will:
- Review the debate on professionalism in education and its impact on the teacher or trainer;
- Debate conceptions of reflective practice in the context of professionalism;
- Appraise own values and continuing development needs in relation to both the curriculum and professionalism. (Outcomes K2, K4, A1, A4, A5)

Assessment Criteria

- Meets descriptors of HEQF
- Meets specific criteria drawn from LLUK Units of Assessment (these will appear in full in the module assignment)

Learning Strategy

Lectures and seminars on key topics; work-based learning; critical engagement with mentors and other learners, through group work, work-based support groups or electronic communications. Use of VLE such as Blackboard. Elements of independent study, supported by self-study packs. Case studies on evaluation and quality assurance.

Assessment Criteria for the Module

Depending on which module you take, you must meet assessment criteria at the right **level** for the module:

INTERMEDIATE LEVEL CRITERIA (DIK7230: Certificate in Education)

Trainees presenting modules at intermediate level will be expected to:

- Demonstrate knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- Apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- Demonstrate knowledge of the main methods of enquiry in their subject(s);
- Evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- Understand the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge;
- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;

HONOURS LEVEL CRITERIA (DHK7230: Professional Graduate Certificate in Education)

Honours level implies a more critical appreciation of the teacher's role. In particular, trainees at honours level should:

- Have a systematic understanding of key aspects of the field of education and training, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the discipline;
- Appreciate the uncertainty, ambiguity and limits of knowledge;
- Deploy accurately established techniques of analysis and enquiry within the discipline;
- Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of the discipline;
- Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- Make use of scholarly reviews and primary sources (e.g. refereed research

articles and/or original materials appropriate to the discipline);

- Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding; and to initiate and carry out projects;
- Critically evaluate arguments, assumptions, abstract concepts and data, formulate judgements, and frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem;
- Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

Part article:

'Educational Objectives: Help or Hindrance?' Elliott Eisner [1967]

Elliott Eisner *American Journal of Education*, Vol. 91, No. 4, The First 90 Years (Aug.

1983), pp.549-560

1. Summarise the three reasons why educational objectives should be clearly specified.

2. Why did the scientific movement collapse under its own weight?

3. Eisner identifies several limitations to the functions of educational objectives.

   Summarise them here.

4. What are the educational consequences of these limitations?

5. How helpful are Eisner's arguments to your own understanding of educational

   objectives?

Consent form

University of Huddersfield
School of Education and Professional Development

<u>Participant Consent Form</u>

Title of Research Study: In pursuit of professional knowledge and practice: an investigation into the participation of student teachers in work based learning in the Lifelong Learning Sector in England

Name of Researcher: Alison Iredale

Participant Identifier Number: 2/09

[✓]   I confirm that I have read and understood the participant Information sheet related to this research, and have had the opportunity to ask questions.

[✓]   I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

[✓]   I understand that all my responses will be anonymised.

[✓]   I give permission for members of the research team to have access to my anonymised responses.

[✓]   I agree to take part in the above study

Name of Participant: ……Alison Bunn……………………………………

Signature of Participant: …… *[signature]* …………

Date: …………01/10/09………………

Signature of Researcher: *[signature: Iredale]*

Date: 01/10/09

			Code	Category
1. Bev	a)	Light reading yeh	Code	Category
2. Rose-Marie	b)	'Devise goals towards which the curriculum is aimed', so it provides goals. 'Once clearly stated they facilitate towards the selection and organisation of content, and when specified in both behavioural and content terms they make it possible to evaluate the outcomes of the curriculum.' Did you get the same thing?		
3. Anthony	c)	Yeh, no I really did, apart from … I think I mixed myself up a little bit … talked about numerous behavioural outcomes, so it's being able to standardise that as well, but I did look at standards as specified so the criteria can be judged for all the students on the same // and development of the subject. That's it, we got the same.		
4. Bev	d)	Yeh we got the same. Then the second one. Why did the scientific movement collapse under its own weight? We got because teacher couldn't manage the specified objective, the hundreds of them, too many objectives.		
5. Anthony	e)	Yeh the quote was 50, they couldn't manage 50 never mind 100		
6. Rose-Marie	f)	We are overloaded with them. Obviously it's set the broader, you obviously can't reach every criteria … what do you think (Joanna)?	Overloaded with criteria	Technical/performance/criteria/
7. Joanna	g)	I think they've slimmed them down a lot.		
8. Rose-Marie	h)	Do you think it still stands though, that teachers don't actually look at the criteria?		Questioning stance

9. Bev	i)	A lot don't.	Tentative, reticent to agree? Distancing herself?	
10. Rose-Marie	j)	So it's still relevant today.		
11. Bev	k)	Do you know that criteria we've got to hit.. [name removed] told me that you only have to hit that criteria once, we don't but he says only hit it once, we don't otherwise they'd finish the course in a week, we'll pass a unit in a week.	We don't Spotting the flaw Hitting only once Compliance	Managerialism Routinised practices Resistance Strategic compliance
12. Joanna	l)	There's a lot of crossover objectives though aren't there. There are not that many objectives to hit really.	disagreement	Ability to cross reference Teacher experience
13. Anthony	m)	I think there are less objectives because the scientific movement collapsed. 'Cos it did collapse under its own weight because they were being specific about everything so it did collapse so there are less and wider based and you can attain objectives in lots of different ways, as the subjects became a bit broader. They realised that tutors couldn't do that so you hit the ballpark and it allows for creativity.	Hit the ball park Wider, fewer	Teacher experience (ability to interpret criteria and design for creativity)

			Lots of different ways	
14. Rose-Marie	n)	Like we said you had a different objective for a pass and the same objective in a merit, so it's the same, but ==does that push …==	Pushing students tentative	Questioning stance
15. Joanna	o)	No, ==you work it== so the student can reach the distinction; you cover it so they have the scope to reach it.	Working it coverage	Crafting
16. Rose-Marie	p)	==That's not good though, that's not pushing them..==	Not enough	Wanting better for students than just pass
17. Joanna	q)	Course it is	disagreement	
18. Alison	r)	How are we doing? You are working with many objectives, foundation learning and functional skills, you have to embed functional skills, you don't just have your subject...		
19. Rose-Marie	s)	==But we're not allowed to do that==	Not allowed (embedding)	Compliance Restricted ability to embed

20. Alison	t)	Why?		
21. Rose-Marie	u)	Because <mark>we aren't qualified</mark> to do that.	Not qualified	Subject specialism
22. Anthony	v)	Management have said, it's management speak, senior management have decided that, <mark>obviously everyone would like to embed, wouldn't we, we'd rather have 14 hours instead of 12 hours a week to work on the assignment and correct their grammar</mark> but management have decided that they would like that to be a <mark>subject specialist.</mark>	Management speak Decided Everyone would like to embed wouldn't we	
23. Alison	w)	Let's try to <mark>bring Eisner's argument</mark> into this. Why would Eisner either support … why have management decided to do this?	Bringing Eisner in Theory/practice	Not referring to the text. Not arguing Eisner
24. Bev	x)	Do you not work with your functional skills people? You <mark>see we're quite lucky that they are there</mark> …	Lucky Working with FS tutors	Questioning stance Shared expertise Teams

			CoPs
25. Anthony	y) So we have nine courses and four different functional skills tutors for those nine courses, to be honest I don't know the names of two of them, <mark>they just come in and use the photocopie</mark>r.	Don't know the names	Dysfunctional teams

Restricted practice

Non CoP. |
| 26. Bev | z) ah right, <mark>'cos we've got quite a good relationship</mark>, I've spoke with … and said I'd like them to research this 'cos they need this for their project, <mark>so it's benefited me</mark> and the functional skills tutor, so <mark>it takes the pressure off me.</mark> | Good relationship

Benefit

Takes pressure off | Proactive

Teams working well

Shared expertise |
| 27. Anthony | aa) I see, perhaps we are <mark>stuck up our … in our way</mark>, and haven't used them. But we might do. So they have to write a 3000-word essay on how the body works, then the very next lesson is functional skills 'how to use capital letters', they are <mark>level 3 students doing level 2 functional skills.</mark> What's the point? They are <mark>regressing not progressing.</mark> | Realising problem of not

speaking to FS tutors

Reiterating the problem | Reflection

Identifying the problem |
| 28. Rose-Marie | bb) are they able to do that level 3 … essay? | | |
| 29. Anthony | cc) they probably could do but <mark>there isn't a subject specialist tutor prepared to do that</mark>. They've already passed level 2 basic skills. But they say it's a professional issue. The only other thing I've | Returning to Eisner | Restricted environment |

		found is that it says there's a new view of the learner. They have a say in their outcomes. It says it's not a machine but a growing organism and they ought to participate in planning.		Organisation Managerialism Coming back to Eisner Connecting theory to practice
30.	Bev	dd) Yes we discussed that … 'cos in our field students have lots of different outcomes. It was hard to measure, not a tick box … it's a different outcome for each individual …	Lots of different outcomes Different for each individual	Personalised learning Teacher expertise
31.	Anthony	ee) And, and I'm skipping to question 5, Eisner seems to be in favour of the student planning his own learning and being a master of his own destiny, but I think maybe at the cost of the curriculum. He would be happy with them planning their own learning, but I think you have to have a structure because some students can't find their own vehicle so for some it might work. That's what I got from the reading.	Students planning learning	Cautious Metaphor (vehicle) Trust (in student)
32.	Bev	ff) Experiment … which is where our merits and distinctions come from, where a student goes above and beyond what they are expected to do.	Experiment Going above and beyond	Teacher expertise Experience Experimental

33. Rose-Marie	gg) But that comes from them, it comes with <mark>their maturity</mark> and experience so you need the structure so they can get a pass.	Maturity Experience structure	Structure first then experiment Scaffolding ZPD? Discovery?
34. Anthony	hh) There's a fine line … this guy is in favour <mark>of letting them find out</mark> … but at college <mark>we take them so far then release them</mark>. Do you agree?	Eisner in favour of discovery	Discovery Tutor support Metaphor (bird)
35. All	ii) Yes.		
36. Rose-Marie	jj) That's foundation, pre-degree, that's what <mark>we call independent learning</mark>.	Independent learning for pre-degree	Levels determine teaching approach
37. Joanna	kk) we thought the article was <mark>apt for our subject area</mark>. In art, he was going on about how <mark>in art you can't dictate</mark>, It's particularly meaningful for us.	Apt for art	Subject specialism

		In art you can't dictate	
38. Anthony	ll) <mark>you see I don't. So for creative art, but not for my subject. I come from a background that has to be highly structured.</mark>	structure	Difference in subjects
39. Joanna	mm) so maybe it's down to <mark>creativity</mark>. So <mark>in some areas you need the tick box</mark>	Creativity Different for different subjects	
40. Alison	nn) so can you come up with two things from your discussion?:		
41. Rose-Marie	oo) We agree, and Anthony doesn't.		
42. All	pp) laughing.		

Int209

Jane Toft (Jenny). Interview held on 1st March 2010
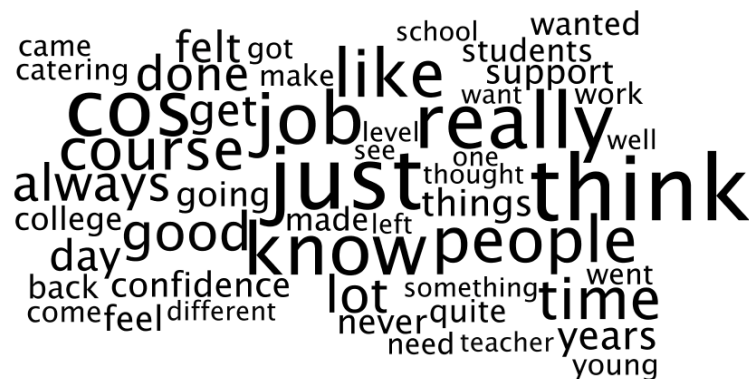
Name	Transcript	1st code (encoding) first impressions	2nd code (connecting to theoretical and conceptual categories)
a. Alison	1. Hello Jane this is Alison this is our session where I am going to talk to you about your journey through teaching and your journey on the Cert.Ed. I'm Alison Iredale and you're Jane Toft		
b. Alison	2. What did you want to be when you little?		
c. Jane	3. When I was little, I've got absolutely no idea, when I was little. I was the youngest of 3 and I think I just wanted to survive really with me being	Survival	

		the youngest, erm. I've always been interested in sport, and being <mark>creative, arts and colours and things like that</mark>, so I've always been quite creative, but I don't really remember actually wanting to be anything at all. 'Cos I'm not really a person who sets <mark>goals and targets</mark>, or I wasn't.	Creative Goals Targets	
d.	Alison	4. Ok, and do you think that's something you were always like?		
e.	Jane	5. Yes I do. I've always believed in <mark>fate and things happen for a reason in time and place</mark>. I am quite a religious person but no I don't think I've ever thought I really want to be an actress or a singer. <mark>I've not had any aspirations at all</mark> and my job has always been related around food but I was never interested in food either due to the lack of food. I think in the household when I was younger and my parents working, even having the statistic of cooking with mum or grandma has <mark>inspired me</mark> that hasn't, even though I've found a talent that I'm very good at cooking and being <mark>creative with food</mark> and I enjoy that its not come from parents or family, I don't know where its come from.	Fate Aspirations Inspire (not by family) Creative Enjoy	Role of the mentor
f.	Alison	6. What did your siblings do, what did you have – brothers, sisters?		
g.	Jane	7. My sister went to work for the civil service as she works for the county court, always been working for the magistrate's court and 'cos she met someone who was doing that job and that's how she got into that. But there's years difference between me and and my eldest sister and we're not very close. My brother is – there's 5 years difference and I would say similarities that he was interested in <mark>sport</mark> erm and he went into the construction side of things like my dad 'cos my dad was into construction, so and my dad used to watch my brother play football, support him that way, but they just never saw me bounce a ball. I went	Sport Achievement Threw myself into Fears Pleasing people	

	into sport at the top primary level, I went into sport. I played netball 'cos I was quite tall. I was picked at an early age mainly possibly 'cos of my height, which was an <mark>achievement</mark> because it didn't really interest me but I began to love that and then when I went to secondary school following my brothers footsteps, which was quite negative like 'your not such a body's sister'. I thought I've got to make a name for myself and <mark>I just threw myself into the sports team</mark> cos I felt than fight against the fears of not being good at sport or undressing or being on slow ``I thought I should get full on and bite the bullet and get good at sport so that was <mark>determination</mark>. I found one of my first <mark>determinations</mark> were that <mark>I've got to make a name for myself</mark> other than be the negative sister. I needed to have my own individual achievement. In my first year at secondary I moved up a level and, came like top of the class, moved up a level, always been in the middle band, never felt that I was the intelligent one, run of the mill, happy at school, erm <mark>happy to be keen to please people</mark>, to do my best. I've always given my best and with the sports it just grew really cos I ended up on four different teams.	Support (family)	
h. Alison	8. Netball		
i. Jane	9. Netball, rounders, athletics, did dancing classes. I was totally never just doing school activities really, and that may have been a disadvantage at the end of my schooling as <mark>I had so much social</mark> that I didn't put enough into the academic side of things, but also I wasn't pushed. I wasn't encouraged at all from my parents – didn't come to parents evening so I just felt like I was ticking along but also felt very independent form a very young age which is a good thing <mark>to mould me as a person</mark>. I've certainly done different things with my own children as a result, <mark>as a parent</mark>. Where I wish I had someone to kick me, <mark>push me a lot more, sit</mark>	Social Mould Parent Independent "wasn't pushed"	Mentoring Pastoral care Colleagues Role model Support

	down and push me but I didn't so I felt I did the best I could – but the age between 17 and 18 was life changing for me, when I left school, cos at the time I left school, for me was when there had a lot of youth training schemes and apprenticeships and like everybody went to the careers office and what do you want to do and I don't know but I came up with catering. I think I was just saying. You have to go to the civic centre and do a six month training course which I did and on the first few weeks that I met a tutor from Oldham College called Mr Lomas and he just said "why are you not enrolled on a course"? I'm going to come back tomorrow and sign you u for a catering course. He was there because it was a big mayor's reception and I remember him showing me how to prepare grapefruit like the first thing, and he came back the week after and signed me up on a 2 year catering course and I loved it. I loved, I never ever hated being in education, going to school. I've always felt secure and happy in that environment and it just grew from there. From being on that training scheme, completing, having influences from the different teachers at the college, at the people at the Civic who I worked with. I was just a kitten really, and they were so supportive and caring and just the sadness that it only lasted 6 months, they never kept people on, or they didn't keep, they were always like giving so much each week, and then finished, they didn't want to let me go but they did, but later I did my first year, then there was a gap of 18 months. I went back. In between I did a factory job, I ended up meeting my husband, and had a child, and went back a day a week when my daughter was little, and carried on with the second year of my quals which I loved even more cos it was like me time and it was release, something for me.	"independent" Push "loved it" Secure Happy Influences Something for me (me-time) Supportive (colleagues) Something for me	School/resources?

j.	Alison	10. How old were you then?		
k.	Jane	11. I was 19 then, and just 'cos it was 1 day a week I was at home looking after a child. After I finished my quals I started working for a catering organisation in Oldham. Its called the Salt Cellar and they don't have a lot of paid staff there. They have a lot of people where – it's run by the Methodist church and a lot of people do a couple of hours and have a free meal, but there's a lot of counselling involved. They are mainly elderly – mature women, ladies working through a lot of problems, but 'cos there were only a few paid staff you were there to support and coach and look after the volunteers. So you don't have a problem you're supporting them. Which really worked for me. I was there 5 years, volunteer at first then they paid me. <mark>It was just in my niche</mark> cos it was helping other people, part time, cooking, wasn't full time and it just fitted in with the family, every day was different you didn't know what you were facing, there was a religious element to helping people, <mark>that just fell into place too</mark>. I didn't have an interview, I just walked in and here I am what services can I offer. That was great for me when my children were younger. I had a young son 3 years after my daughter. My husband had always been a primary teacher, from just before I met him so I used to help in school, mostly primary, so I've been in education for years, from the inside, seeing it from the workload that my husband brings home and how he feels and some of the changes that have developed in education over the years. When I left the Salt Cellar I went into a job totally different in retailing, still within catering. The people were great, working part time, <mark>and fitting in</mark>. I did the job for 5 years. It didn't fulfil me as much as the Salt Cellar. I left that job quite suddenly. When I left the job <mark>I didn't have any IT skills at all. We had a computer</mark>	Counselling My niche Fulfil me Nervous breakdown Support (for others) Just fell into place goals	mentoring

		at home but I wouldn't even sit at it without having a nervous breakdown. I would hang my washing ironing over it.	
l. Alison		12. When was this time – mid 90's?	
m. Jane		13. Yes. I got to know about a 12 week computer course 'Opportunities for Women'. I signed up for that purely because I wanted a CV and wanted the confidence to sit at a computer, to turn it on, without crying not to type anything and that course was quite life changing cos there were about 12 ladies on the course and I'd been in work and handed my notice in so I'd chosen to leave that job and have a six months break. And some of the people on it, one lady in particular had left her job because they were knocking her shop down. She was a hairdresser and it was like a hit in the face, what at 58 years old am I going to do now? And 5 or 6 of the ladies had been through cancer and I felt really lucky that all I wanted was a CV, and all I wanted was a job. The only life changing experience I had was when I was 19 and my dad died and obviously that was life changing but when I had finished the course there was a week looking at what experiences we had, what skills we had, and what jobs we could go into. I didn't want restaurant work. I did this sort of questionnaire and the advisor said, she was brilliant really and she said well what about being and assessor. I didn't fully understand it. When I had been on this course and out of work for 6 months, and when it got to be 12 months and I really wanted to get some sort of employment and I hated going to the jobcentre. I used to get really dressed up to make me feel good cos I hated going there. Anyway I saw a job advertised around Xmas for a technician at the Oldham College. There were 2 jobs and I was so confident I knew I would get one of the jobs and was interviewed and cos I had done a lot	Confidence (gaining skill) Really lucky Life-changing Experiences Make me feel good Hated going to the job centre Coaching Mentoring Teaching Obviously Way above me

		of coaching, teaching, mentoring as part of my job it may have come across at the interview cos the Saltcellar job and the Debenhams job was running the department. So when they rang me up and said we can't offer you, but are you interested in any teaching jobs, and that just blew me away, and when they offered me the job I obviously said yes and that's what me – it was the March when they came back to me, I just wanted the job. It just never entered my mind I would never have dreamed of applying for a job at the college, and when I did my catering quals it was brand new block at the college and I felt it was way above me.	
n. Alison	14.	And yet earlier you said 'obviously I said yes' – what made it obvious that you would say when they might have offered you the teaching?	
o. Jane	15.	I really remember sitting there on the phone when they offered me the teaching, I was quite gob-smacked they offered me then I had this inner confidence, well yes I have done all the things I have done, I did feel good when I came out of the interview, it was probably one of the best interviews I've ever had cos I'm no good under pressure with interviews, but you, I felt yes I have done a lot, and lets see what this teaching is, lets see, my husband is in education and I knew I would get a lot of support from him but I thought lets see if I can do it – a bit scared, but when I went for the interview for the actual job it was explained to me that the students I'd be working with may not have done very well at school, may not have GCSEs, may not have support from home, from family, and these were the type of students that need a lot more care and support and I think had that not been explained to me on day 1 I would probably have thought what's the/it wasn't, I didn't ever feel that it was going in front of a class and teaching/it was always they need looking after	Inner confidence No good under pressure Lot of support Care Support (family) Need looking after

p.	Alison	16. Yes		
q.	Jane	17. A careful eye. My car was parked outside the building and I thought I had better get on with these teenagers, these young people or my car would be ruined, so it was a really quick lesson to learn, but other members of staff it was never explained and it took them a while to get into the job because he didn't understand the nature of the student, and ==I related to that young person straight away and still do. So that was good information really. And because it was practical and because I thought maybe they've not seen certain foods, certain ingredients, so you have to find some sort of starting point don't you so that's how it started really.==	Nature of the student Starting point	
r.	Alison	18. And was that left to you? Did you have all that freedom?		
s.	Jane	19. Yes		
t.	Alison	20. So was that.....scary?		
u.	Jane	21. It was scary because what had happened, years ago, they'd had everyone doing NVQs in a building in Oldham on Arkwright street. And they were emptying the building, they had a massive room with everyone – hairdressers and they made lots of staff redundant, and there'd been a change before I came, they'd moved the staff to the main college building so it was a ghost town, with empty desks. The girl I replaced had been on long term sick so there was nobody to take reference from. Until Bill Deville came from the college, one of the tutors ==– some God figure==. One of the top lecturers and he came down and ==gave me some fantastic feedback and I felt== I was just another	Support (mentor)	mentoring

292

		person, but he said I had go it more organised, and he was there to help and support in any way, even though he was in another part of the college, but I always felt I could ring him and ask 'what do you think about this?' ==So to get recognition from him was so amazing, inspiring.== But I ended up doing my assessing award and teacher training course. I'm really proud I did the course at Oldham rather than going out of town.		
v.	Alison	22. How long were you teaching before you did a Cert.Ed?		
w.	Jane	23. About 8 years.		
x.	Alison	24. So my question is how did you escape? There were 7307 courses around all that time.		
y.	Jane	25. ==No possibly wasn't a need for the job I was in,== lack of understanding from my manager who doesn't understand curriculum. Her background is business admin and assessing. She doesn't fully understand what's involved in curriculum, learning outcomes. She – we feel like just looking after young people in a room and it doesn't matter what they learn, but we want more from our young people. The push for a Cert.Ed came from the IFL that teachers have to work towards a teaching qualification. Two colleagues of mine did the course 12 months before and I could have done it then, but I just wasn't ready. I can't do it, I'm not clever enough, ==I didn't have the confidence to do it.== And just before that I'd done the SLC with the SU and I hated it.	Confidence (lack of) Lack of understanding Curriculum IFL requirement	and pedagogic content knowledge professional standards regulation
z.	Alison	26. And it was online?		

aa. Jane	27. No it was modules and you met every 6 weeks or so but it wasn't very organised. There was a lot of confusion. My only reassurance was that people who had been in teaching who had done the Cert.Ed still didn't understand what the course was about so but it really depressed me and that's why I possibly didn't do it with a colleague the year before. To be honest if they hadn't said you have to be working towards a qual I wouldn't have done it. To be totally honest, 'cos colleagues at work said you'll be fine but it was just me – and confidence at the end of the day.	Confidence (reassurance) Requirement Made to	Professional standards requirement regulation
bb. Alison	28. And yet your confidence lies in your practice, you mentioned before that you were very confident knowing what you are doing with the young people and catering, but not…, what's the difference? Where does the confidence peter out then?		
cc. Jane	29. I think the bottom line is I'll do anything for the young people to experience something new to give them opportunity to make their life better cos it can be done, I've proved it can be done, without the support from family, you can change, learn with people who influence you from an educational background. That's how I've experienced it but you can't…I find it hard to flip the table round to turn the focus on me, still find that hard. I found the graduation day really hard. If I had a choice I wouldn't have turned up but its only cos the full focus is on me. But if I had a full classroom full of people talking about my students, praising them and, what I want, wanting them to learn, I'd stand there all day.	Confidence (inner/lack of/shyness)	embodiment
dd. Alison	30. Do you remember the time I came to observe you? It had such a major impact on me but it was a normal day for you, presumably these things happen all the time but it was the way you managed it.		

ee. Jane	31. It was normal in a way that when I walk into work in a morning and think about well we'll make xyz then you know we are not going to make that 'cos someone will come in and stop you in your tracks with something, some problem or issue, but that particular occasion when Damien fainted I straight away knew he had fainted because I told him that someone was coming in to watch the lesson and he wanted to do well, and he'd rushed to college and not had anything to eat and ended up he fainted, but he wanted to do well for me I think that day, you know he was really sorry, luckily they don't faint every day 'cos I'm no good at first aid but we do have a really good team, and it shows time and time again that the students do – they get labelled time and time again by the press, a lot of disengaged students and teenagers and I can agree with some of it, but 9 out of 10 they'll shock you and just amaze you by doing something really good for you. That's because they like what you do. I don't think I'm a tutor, I'm more their friend. It's ten roles in one in my job, your mum, social worker, adviser, tutor; you know it's hard to see which hat to put on each minute.	Student – wanted to do well for his teacher Good team Ten roles in 1	Community Role of the teacher expansive
ff. Alison	32. Which hat do you prefer?		
gg. Jane	33. The mother role mainly, the caring role, that's more me because I have had a time when I've had challenging students when they are not just where you want them to be or they're not quite engaging in the way that you want them to, and if I raise my voice or I feel like I'm being a bit nasty or talking in quite a negative way, I don't like me afterwards. I don't like to get into that stage, an aggressive state, cos I think they've had enough of that, they've seen enough of that in their lives, but I admit that as a human being you don't need to get to that level, but I can be more aggressive than I need to be, or talk in a stern tone.	Preference for mother role Mediator values	

hh. Alison	34. But that's not you – you don't like it?		
ii. Jane	35. No.		
jj. Alison	36. That's interesting. Do you remember reading an article by Gleeson? One of the quotes was 'I feel like I'm more of a social worker' – seemed to be said in a sense of frustration as if that's not what they expected, but from what you say it's a role you value?		
kk. Jane	37. I do value it. I do value it totally. However because I don't deliver a qualification I'm not under pressure to get things done. I can stray from the curriculum SOW because of it which isn't always a good thing, but I think to me what matters is getting to a level whatever age, elderly, young children, teenagers. I never wanted to work with teenagers, but I love it because I'm not constrained in delivering a qualification, meeting a target.	Social worker – totally value Not constrained by curriculum	Broad role as a teacher Regulation and control Curriculum as constraint
ll. Alison	38. Those students – do you know what they've gone on to do?		
mm. Jane	39. We are such a close knit team, we have a Friday feast, or whatever – lunch. We are constantly looking at the system, we run feedback system. We have 3 that have gone to University, we've got 9 that have gone into prison, some for murder, some that had families have come into college to do whatever qualification – catering – but its hard. Catering has died in Oldham over the past 3 years they closed the catering department down at the college, which was the worst decision they made, so I have been involved over the past 6 months looking at other catering colleges. I just hope that people will travel to Tameside, Openshaw or Rochdale, but to be realistic I don't think they will. A lot of	Close knit team Education transforming lives?	Community – of practice?

		them come back, even if we left on bad terms and talk about the food they had – take recipes home, free drinks, but on the whole I don't know how many have gone into catering.		
nn.	Alison	40. Fundamentally then, even though its not an accredited course, hand on heart do you think you've made a difference to their lives, even those who have gone into prison – a positive difference?		
oo.	Jane	41. I do. I do definitely, I really think, I have to think the take something away. I couldn't do what I do. I aim to, my aim is to make a difference to the young poor, to make their day better, their weeks better. They certainly enjoy what they are doing, to hopefully improve their lifestyle and what they're eating different foods, make them look – alcohol, drugs, we take this all into consideration. We give them support. Might be a stepping stone, might take them out of college and be back in a few years time, might have left to have children and return in their 20s. That might be a bigger statistic. That's my only belief that I make a difference.	Support (for students) Believes she makes a difference	Mentoring Driven by belief in making a difference
pp.	Alison	42. Pause, age, coming out of school at 16.	Lack of family support	
qq.	Jane	43. Quals of mum and dad? – nothing. Dad – bricklayer, mum worked in the mill, then betting shop. Mum passed away 2 years ago. Divorced when I was 16. Crucial time – GCSEs. Although they were friends, got on better than together. They never encouraged me. If I didn't want to get up they would close the door. Quite relaxed people, no house rules, not boundaries. The only major factor was I wanted to was I wanted to leave school. That was purely a financial gain to her.		
rr.	Alison	44. You mentioned this chap – taster session – this teacher. What is a good teacher? What, could have been lot that memory – what did that teacher do?		

ss. Jane	45. <mark>He saw something in me, what I could achieve.</mark> I always say to my students that I wouldn't put them forward if I thought you couldn't do it. '<mark>Cos I know what it's like to put yourself down, so I know how it feels</mark>. Maybe it was his uniform – his whites – all nice and clean. Cos he came back the next day to sign me up but I didn't recognise him cos he had his normal clothes on and I thought <mark>maybe he sees something in me</mark> and cos I've never had anyone pushing me I thought what have a got to lose? <mark>And though I'm not a confident person I think there's something underlying confidence that shocked me,</mark> maybe I'm someone who needs a kick up the backside. He was energetic, normal, enthusiastic<mark>, he didn't seem like some professor or stereotype teacher.</mark> He has his whites on; perhaps he coming back later, maybe if I had time to think and enrol I may not have done it.	Confidence (inner/underlying) Risk (timing/bottling out)	Mentoring Eukairia – good and appropriate time
tt. Alison	46. And what about your colleagues and the people around you? What makes a good teacher?		
uu. Jane	47. <mark>I think one of the key things is to get to know your student, whatever, it might be just a smile, a welcome, just to make them come into the room, sit down, feel welcome, and feel that they belong</mark>. This is the key thing. I know that when you're speaking to people and they are in a chair, like when I was with elderly people I used to kneel down, you need to get to their level and I think that to find a person's level is the key. <mark>I think that you can be busy and have these boxes that you have to tick, but I think you always have to come back to the simplicity of knowing the young person and a little bit about them,</mark> you don't have to know everything but just trying to see how they tick, that's how I've found, that's helped me. Certainly the nature of my job you don't know what problems every day, and the time in the Salt Cellar with the elderly you didn't know what mood they were in, so finding some	Time for students as individuals belong	Curriculum Belonging becoming

		grounding in the session is really key – ==finding some time in the session for each individual not as a group.==		
vv. Alison	48.	As a teacher what situations have put you under pressure where you feel you are outside that confidence, cos you have that inner confidence, you know what you are doing, but at what points are you out of that confidence?		
ww. Jane	49.	==You can be out of that in different subjects.== The.. I know sometime the IT side has took me out of that, thrown into a class. They have a part of the curriculum that is personal development. You're writing CVs, doing IT, health and safety. It might be a subject knowledge that you're not 100% on, numeracy definitely ==I feel I'm out of my comfort zone a lot of the time.== Although I've worked with numeracy I feel that my numeracy skills are not very good – how I've got this far I'm amazed. I used to serve my maths teacher in Debenhams and that used to freak me out. But I think the subject can do it, you know the knowledge of the subject. Thrown into so many job roles. I've been in a classroom when they've been doing IT work. I haven't been caught out. I know more than I'm saying. I've quite often said 'you can be the teacher' and I've flipped it ==so they'll have a bit of ownership and brought their ideas.== I strongly believe it shouldn't be top down. I like to promote ownership. That motivates them so they have input. I don't like it all from me. I think if you can walk around that it works, be honest if you don't know something.	Confidence (lack of) Out of comfort zone	and subject knowledge confidence
xx. Alison	50.	What about the Cert.Ed? It was about me getting to know you. I was always your fan from the first day, but it was the academic bit…		
yy. Jane	51.	==It's had a massive impact. Its like some magic dust,== you don't know what its there for. I've been out of sorts since it finished.	Magic dust impact	Education as transformation

|				Experience as transformation
zz. Alison	52. I can't believe its so soon actually, I keep thinking it's years ago.			
aaa. Jane	53. One of the barriers was weaning myself off the family on a Thursday night because that was a big wrench for my family. It was making me-time, doing it for me. I've had tremendous support from my colleagues at work and from you. I've felt from day one I could talk to you on whatever level, you know ring up and cry and rant so I've had that reassurance from you. The academic level, I've had support, I think, you've coached me, and I think I would have enjoyed the subject learning coach now if I'd had that support, left to my own devices, because it's on the job, it's knowing what you know. I've been doing my job 9/10 years. It's reinforced what things I do well. I'm good at what I do. It's given me an open mind. I've said I don't reflect, can't reflect. I'm not very good at it, my colleagues say you do reflect, you can reflect, I really peel the onions out of everything. It's made me look at me more. It's given me inner confidence. So proud. The graduation day was lovely. I just think that it does change you but it's a shame it doesn't change you, in a way, I'm not saying, I don't mean professionally cos it does change you professionally. It makes you look, understand your students more and what level they are at, why they are not engaging, understanding the barriers more and 'cos I'm at a time when I am going to be delivering a qualification it's given me the confidence to have a go and have some say. But it's a shame there's not always professional rewards in the job 'cos of it. It was never on the cards, but I'm not sure whether there's recognition from the college and that's a disappointment. Colleagues, yes, well done, and there's many people	Confidence (inner/gaining skill) Success Reassurance Support Risk ('Having a go'/learning new skill) Time for me External reward Recognition (lack of formal)		Role of the teacher Risk Coaching mentoring

	going through the Cert.Ed <mark>but there's not the recognition. What it's done is made me have a go more. Things I've feared – numeracy, literacy. It's made me feel that yeh, I can achieve these things, given me such confidence. It's made me praise me more</mark> if that makes sense, 'cos sometimes you reflect and say I could have done this better, but sometimes you say that was really good.		
bbb. Alison	54. You look to the positive more? 55. Can I put 2 criticisms of the course to you? 56. - all you need is to be trained to do the job you are doing. One of the criticisms of a broader course. The broad educational experience is that it is not necessary. You don't need all that. What are your views on that?		
ccc. Jane	57. It's quite similar. For you to have so many different variations in the group. I think it's easier for me because I belong to an organisation. That took a lot of support from that; because there's standardisation in college, lesson plans and that. I think it was harder for people that didn't have that, although they were supported during the course. <mark>I do feel you need the bigger picture really. I think that if you did it in isolation going away each week it would be harder.</mark> There are key things you are taking away from the course but you need the community, the bigger picture, that support network, regardless of which subject you teach. Certainly when I went to the conference they were all under pressure delivering NVQ 123. I felt a bit inadequate 'cos I don't deliver a qualification, no pressure, I felt missed out. Nevertheless what work I do, is still vital, rather than getting tick boxes and added pressure – targets. Regarding no leaving each week that fact that I was part of a big organisation I felt that helped tremendously. I think it's the basis you need if you haven't got that. It's hard not to put a lot of assumptions on things. It's easy to do especially when there are so	Time (constraints) Support (network/fellow students) Diverse groups and support Isolation and Subject specialism	Agency Regulation Structure Role of the teacher Subject knowledge and confidence Community of practice

	many different levels and skills. IT etc. Time restraints, different topics. ==A lot of these topics were generalised, but you have to bring it back to the context, how to apply.== Also taking in an educational setting, some felt they had missed the boat, but not easy. But we were discussing the content and the process without you spoon-feeding us.		
ddd. Jane	58. Quotation from you: - 'reflective practice – sandwich' such a common response, from 16 year olds and trainee teachers. What is the difference between going through the course adding the technical stuff and being the creator and the reflector?		
eee. Jane	59. ==I think I am quite good reflective. Peel the layers of a situation. I've learned not to beat myself up.== I've learned to keep things simple, there's so much good in everything you do. I strive to raise standards but they come back with 'I've made a sandwich'. Simplicity – what the task is, what the aim is. I'm trying, you can miss the point, communication, dialogue, constant assessment.	Not beating myself up

Good refelctor | |
| fff. Alison | 60. There's only so much you can say about making a sandwich. This is the product, easier to see, more visible, focus on what they've done rather than the process, but that's what you can't see. Carolyn – counterbalance, losing students because, she realises she's losing students because she's expecting them to do well just like she did, so when they lose them they are not too fussed. They are already successful before they join her course. | | |
| ggg. Jane | 61. ==Carolyn related to their journey because she's been through their journey with A levels and Uni. She can see what her students can gain at the end of== it. ==She can be blinkered== to actually the realistic daily running as she has boxes to tick. She knows they will be rewarded at the end and she knows how well they can do. Sometimes she doesn't always see, or the course has made her learn how to see, made her | Blinkered

Boxes to tick | Curriculum constraints

Professional identity relaed |

	understand her learners more, more than just having to do x and y and z.		to student identity
hhh. Alison	62. Another one is Alan. Similar to Carolyn		
iii. Jane	63. It's really interesting, and I think having discussions in class made reinforce things and pulls everything together doesn't it you know. Although you sometimes don't get to know everybody's name, People weren't scared to speak out and have the same input.		
jjj. Alison kkk. 1.05.24	64. So thank you for that, I'll switch the machine off now.		

Appendix 7 Curriculum assignment (art1509)
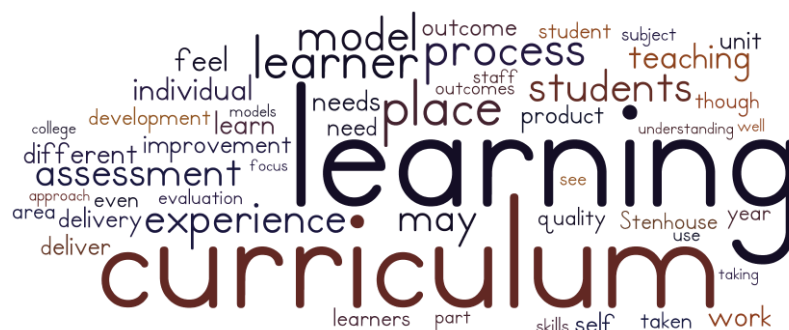
Line number	Code	Category
12-14	Learning experience New to level	Experience as relational
27	Needs to be guidance Learning taking place Quality of learning	Regulation Structure Creativity v structure Risk techne
29-31	Nature of subject = experimental, creative, practical	
28	Opportunity to reflect on experience	Experience as transformational Subject knowledge Reflective practice
24-31	Not planned Constantly learning Lifeskills and social behaviour	Experience as embodied Learning to learn
36	Nevertheless	PCK debates

	Contradictory values?	EBT
38	Total curriculum (Kelly) Individual subjects limit tutor planning Harder to cope with curriculum change	Learning to learn Structure Regulation Lifelong learning
59	Choice of quotation – Ogunleye Teaching to the test Product model	Preference for both product and process? Structure and creativity Torn Experience as relational
79 - 85	Directed to.. Direction needed Quality Guidance Continues to be torn between product and process	Techne versus phronesis EBT Experience as relational structure
87	Unpredictable outcomes Good thing Conflict – difficult to assess	Preference for experience as embodied? Preference for regulation
90	Teacher knowledge Causes problems if teacher knowledge limited Less value on broad learning experience	Value? Preference for structure PCK Subject knowledge
105-111	Massive effect – praxis model	Experience as embodied
143-147	Teaching a new unit – doesn't compliment fine art student at level Preference for drawing unit	Professionalism Subject specialist knowledge Curriculum conflicts

		Managerialism
		Regulation and control
149	Skills based unit – textiles Technical Critical of content and amount	Structure Routinised practices
169	College promotes excellence by identifying and sharing best practice	Excellence EBT Routinised practices
173	Constantly changing curriculum	Performativity Managerialism
185	Numbers too high Dilution of quality of teaching	Managerialism Regulation Quality Excellence as regulated
196-204	ECM	Regulation

1   **Module Assignment One: Curriculum Evaluation Assignment**

2   **DHK7230**

3   **Alison Iredale**

4

5   This assignment intends to demonstrate a critical understanding of the curriculum, critically
6   analyse relevant curriculum policy, and relate curriculum theory to my professional role. It
7   will critically discuss my understanding of curriculum evaluation and the process within my
8   curriculum. Furthermore to suggest improvements to my selected curriculum, which the
9   awarding body is Edexcel. I teach Creative Art on 3 different levels at Further Education
10 College. The levels consist of Pre Degree, BTec level 1 and National Diploma 1st year I have
11 chosen one area of my teaching to analyse evaluation, which is the National Diploma even
12 though each of the above awarding body is Edexcel, this is the first time I have taught at
13 this level and I have found it quite a learning experience. I will also attempt to analyse quality
14 assurance system in PCET.

15 The curriculum has been described in many different ways. Stenhouse described it as, 'Not
16 just about what is planned but should be viewed in terms of the reality of teaching and
17 learning.'(Stenhouse 1975, 142). Bobbitt's principles would be that objectives are set, a plan
18 drawn up, and then applied and the outcomes product / measure, (Smith 2000). From
19 Stenhouse and Bobbitt's theories I can see elements of relevant approaches to my curriculum
20 and how the different approaches can be applied. Bobbitt's theory is much focused on an
21 end result and can narrow the creativity process, however I do feel that there has to be
22 guidance within the curriculum so that learning is taking place and there is a quality of
23 learning.

24 In the nature of the subject I teach, Stenhouse's theory would enable the learner to be
25 experimental in the approach to the learning, which can allow the learner to be more creative
26 and practical based. This approach will help the learner to develop a learning experience
27 where there is no end product in focus rather it is based on the learning experience that
28 provides the learner with an the opportunity to reflect on the experience. From this the
29 learner can take a variety of skills, that they need from the lesson and use them in different
30 ways and situations. Stenhouse's description implies that, even though we are guided by the
31 curriculum criteria, a vast amount of teaching and learning takes place within a learning
32 environment which has not been planned into a scheme of work; throughout education the
33 learner is constantly learning, especially life skills and appropriate social behaviour. This is a
34 valuable learning tool as one cannot learn what is needed to survive in today's society from
35 a book or in a classroom setting.

36 Nevertheless the curriculum as a whole is designed to ensure that all students get the same
37 level of learning at each stage. The curriculum is divided into six curriculum concepts
38 according to *Kelly*, (2009). These concepts are as follows: total curriculum, hidden
39 curriculum, planned curriculum, received curriculum, formal curriculum and the informal
40 curriculum. These concepts cover all kinds of areas in education; these can be viewed by,
41 what a learner can learn from the teacher in a classroom in formal and planned curriculum,
42 and what the learner learns through their learning experience which will involve hidden,
43 informal and received curriculum. Kelly states that 'the rationale of the total curriculum that

44 must have priority' and 'schools should plan their curriculum as a whole' (Kelly 2009, pg. 9).
45 My understanding of this would be that the curriculum should not be a collection of individual
46 subjects being delivered as it can limit tutors planning and make it harder to cope with
47 curriculum change and development.

48 The curriculum has models of learning, which are called 'curriculum models' this is a system
49 that integrates theory and practice. These models are separated into three factors, which
50 are known as the curriculum; Product, process and Praxis. The product model is linked to
51 Franklins Bobbitt (1918/1928) and Ralphs W Tyler (1949) their view is that learning is
52 approached as an outcome, the end product which all learning objectives are measured with
53 the production of a particular outcome. The product model, for example, works well when
54 the focus of assessment is an examination of the learning taken place and specific objectives
55 have to be answered. Outcomes can be measure and are more predictable. This approach to
56 learning maybe just for the purpose of the pasting an exam and learning may not have taking
57 place and the learner may not be able to use transferable skills, according to Ogunleye,
58 (2002), Parnell (1997) opinion would underline this,

59   So often, we put students in classrooms marked English, History, Math or Biology
60   where we attempt to fill their heads with facts through lectures, textbooks and rote
61   learning, and they see little use or application of what they are learning except to
62   pass a test. Because they fail to see much meaning in what they are asked to learn,
63   most students don't learn it well enough to use the knowledge on future problem-
64   solving situations.

65

66   My arts curriculum does support the product model in some of the areas, even though the
67 product model is very specific in terms of content, delivery and assessment. I do feel that
68 even though my curriculum is very directed to a process model, I do feel that it still needs
69 direction in terms of learning skills and techniques so that there is a quality of learning taking
70 place and guidance is important so that students can learn from the delivery even though it
71 may be from demonstration, learning experience and their own learning outcomes. The
72 process model is student focused and is interested in the learner's personal and individual
73 development; it has a huge focus on the process of learning rather than the outcome.
74 Lawrence Stenhouse (1975 page) defines curriculum as:

75   'a curriculum is an attempt to communicate the essential principles and features of
76   an educational proposal in such a form that it is open to critical scrutiny and capable
77   of effective translation into practice'.

78

79   The process model allows my art curriculum to be more dynamic in its content and delivery.
80 Furthermore it encourages the learner to be self-motivated and to reflect on what they have
81 learnt not only from the current session but also encourages the learner to use skills and
82 experience from previous learning so it is a collaboration of learning. Within this model of
83 teaching it allows me to differentiate learning and to focus on the individual learning styles
84 and needs of each learner. Students may learn very different things because the experiences
85 are individually interpreted. This encourages a good interaction between the teacher, the
86 student and the peer groups. Even though this approach can lead to some difficulties with
87 assessment, outcomes are unpredictable, which is quite a good thing. However it can be
88 hard to assess as the curriculum I deliver is not assessed by an exam and focuses on a
89 creative thinking outcome. The danger behind this model is how we assess if learning has
90 taken place; this has great emphasis on the teacher's knowledge. However if the teacher's
91 knowledge is limited this can severely limit the learning experience, the delivery of the
92 subject and the assessment process may be limited. This may cause a problem with having

93   such a broad learning experience that it becomes less valued. As the process model is
94   directed at the improvement of learning the emphasis is the same even when assessment is
95   taking place. When it is carried out continually throughout as its part of the learning; this is
96   apparent when students are reflecting on the learning experience at each stage such as self-
97   appraisal, self- assessment and is more instant. This kind of assessment and evaluation
98   works well when the students working through ideas and outcomes especially in a creative
99   area. Stenhouse is in favour of this idea, Stenhouse states (1975 p95),

100   *Worthwhile activity's in which teachers and learners are engaged has standards and*
101   *criteria in it and the task of appraisal that of improving learners' capacity to work to*
102   *such criteria by critical reaction to work done. In this sense, assessment is about the*
103   *teaching of self-assessment.*

104

105   The Praxis model, in many respects, is a development of the Process model. According to
106   Carr (1995 in Fawbert 2003 pg. 33), Praxis is a reflexive action that can 'transform the theory
107   that guides it'. In the Praxis model the curriculum itself develops through the dynamic
108   interaction of action and reflection. This model needs to be thought of as, having no prior
109   knowledge of the right skills by which we apprehend the outcome in a particular situation.
110   The learner may have a set goal they may want to achieve but has to work through ideas
111   and discussing about how they are going to achieve them. Consequently it has a massive
112   influence on the individual, and how they see themselves progress in the right direction for
113   that individual. This process delivery emphasis is on interpretation, understanding and
114   application.

115   Each of the above models has different ways of evaluation, but still work from set criteria
116   but will differs slightly from each other. The product will have a very clear outcome very
117   much a black and white view this works extremely well in a subject like mathematics and
118   Bobbitt's and Tyler theory's would by most suited to this as there is a very clear outcome.
119   From analysing the theories, Stenhouse would be more suited to a Process and an Praxis
120   model as the outcome would be more about the learning taken place and the individual
121   outcomes.

122   Evaluation as a whole will focused on the suitability of the content and the activities selected,
123   and the development which may or not taken place. As I teach Creative Arts on a variety of
124   levels, there is a similar guidance and understanding of how assessment takes place. Within
125   my organisation to evaluate how successful these courses are being, there is certain
126   processes taken into account such as; data which would give a clear indication to enrolment,
127   attendance, retention, achievement, success rates, teaching and learning grading profile,
128   customer satisfaction through Spocs process and assessment of all this data is collect,
129   analyse and put into a self assessment report (SAR). This information is fed to all team
130   members four times per academic year this gives the staff the opportunity to have an input
131   on how the courses are being shaped and how they can be improved and reflect on the
132   positive outcomes and areas for improvement. Curriculum improvement will take place
133   where a department or curriculum area, managed by a Curriculum Manager has fallen
134   significantly below national benchmarks, college targets or has be self assessed as grade 3
135   or 4. The grading is grade 1-2 low risk, grade 3 medium risk and grade 4 high risk. The
136   Curriculum Directors will decide from the risk banding which curriculum areas are required
137   improvement from risk banding 3. Any area which is graded 4 will be automatically included
138   in the improvement process. The curriculum improvement process will take place for a period
139   of a year during which all relevant areas of the college management will address the issues
140   identified. The current process as part SAR development is to where necessary it will
141   amended, extended or SMART the area of improvement, this will provides direction for
142   moving the department or area from a grading of satisfactory to good quality.

143   This year I have been asked to deliver a Textile unit on the National Diploma Fine Art
144   pathway. While I feel this has been helpful as a learning experience, I do feel that this has
145   not worked as the nature of the subject does not complement the subject specialist area of
146   a fine art student at this level. I do feel that what is missing from the programme and what
147   will benefit the students immensely would be delivery of a drawing unit, in particular life
148   drawing. The Textile unit that is in place at the moment, I feel is not necessary as the unit
149   is skilled based and very technical, furthermore a whole unit is far too much and it should be
150   deliver in smaller chunks to assist development as part of their Fine Art briefs and not as a
151   whole new specialist subject to learn. For me to be able to address how this unit is delivered
152   in the future, will be on the basis of how successful the unit has been and feedback from the
153   students. The information collected will be evaluated as part of the self-assessment report,
154   which will determine how we deliver this unit in the future. The evaluation for National
155   Diploma would be carried out in the formation of completion of 6 units, which will be
156   formatively assess three times a year and then two other units will be summative assessed.
157   The student grades are inputted onto grade book for access by students as well as staff
158   members. All work undertaken by students, will be Internally Verified and Externally Verified
159   before the results are sent to Edexcel for finalisation.

160   It is not only essential to evaluate; the curriculum, the learning taking place and the student,
161   it is important to evaluate the quality of teaching that is being delivered. Evaluation of staff
162   within the organisation I work is carried out by observation once a year. This is part of quality
163   improvement the main purpose of the process is; to systematically identify individual and
164   generic teaching development to provide a basis of planning the delivery of specific staff
165   training. It can improve and enhance the learning experience of students and trainees and
166   consequently improve retention and increase the success rates. The evaluation process aims
167   to ensure the College meets standards for equality of opportunity in the delivery of education
168   and training provide quantifiable data for internal and external benchmarking. It promotes
169   excellence by identifying and sharing good practice. To continuously improve the
170   effectiveness of teaching, training and learning. The focus can contribute to staff appraisal
171   by identifying the training, support and resource needs of each individual teacher and the
172   appropriate changes in the curriculum.

173   The curriculum is constantly changing to meet the needs of the society, economy and finical
174   climate. When the curriculum is evaluated this reinforces what has worked and what might
175   need to change. This would indicate if a particular course that is failing due to lack of interest
176   due to needs of the community where the course is being deliver and student failure. The
177   Government influence on the curriculum does have a huge impact; the Government relies
178   on the data from league tables and statistics and Ofsted (Office for Standards in Education)
179   inspection.   In my organisation we have to recruit a certain number of students to be able
180   to deliver the courses to full potential, this relies heavily on the funding we receive. The
181   importance of retention plays a valuable part in the amount of funding we get, but I feel
182   this has a knock on affect as the quality of teaching can get dilute if the number of students
183   are too high and the student who need the help don't always get the support. Funding for
184   adult learners has change and the courses that may have been funded that are not seen as
185   a value for money will see a dramatic difference in their numbers as adult may have to pay
186   for the course themselves. This however will have an effect on course that are of a non-
187   vocational and are seen more of a personal interest. There is evidence of this happening
188   within my organisation with a number of evening classes in the Creative Arts department,
189   the lack of interest from clients, retention so it was decided that these course would be
190   withdrawn.

191   Ofsted not only inspect what the standards of learning and teaching is taken place but also
192   have a duty to inspect the policies that is implemented by the college. The college is guided
193   by polices such as Every Child Matters and Child Protection. The Children Act 2004 is the
194   main legislative framework for strategies to improve children's lives. The act underpins Every
195   Child Matters. After an enquiry into the death of Victoria Climbie age 8 by Lord Laming, this

196 enquiry led to the white paper 'Every Child Matters and to the Children Act 2004. Every Child
197 Matter changed the way local and national government and other organisations work with
198 children and families. Even though these policies were in place in, there was another case;
199 Baby P (2007) which resulted in to another enquiry also led by Lord Laming. Before 2004
200 the Children Act 1989 and 2004 had an age limit of 18 but that was altered to extend the
201 age to 25 so vulnerable adults could be protected. Within my organisation the differentiation
202 of the learners is very appropriate we have a legal obligation to report abuse. As we are an
203 FE College and we have vulnerable adults up to the age 25 year. These policies give us
204 guidance for a safe working practice for the protection of learners and staff.

205 I feel it is so important that this policy are in place as children and young adult need guidance
206 and support to be able to achieve their full potential. Society is so quick to judge a young
207 person before knowing the facts, a young learner may be disturbing your classroom or outing
208 out in the college grounds, it our responsibility as professional to make our self aware why
209 the students not working and not learning. We need to assess the situation and see the
210 bigger picture. Everyone is an individual and we all learn at different rates and for many
211 different reasons such as; learning difficulties, personal issues that may involve family life,
212 peer pressure, self belief, maybe they might be bored and we are not delivering a lesson
213 that motivates and engages that learner. This is what we need to evaluate the needs of the
214 learner and listen to what being said.

215 Overall we have to understand; that we have individual needs, how we learn as individuals
216 and what we take from the experience will differ. As teachers, we need to know our learners
217 and deliver session that will help that person reach their full potential, and this approach
218 needs to the same even if deliver subjects in different models and are directed to a particular
219 theories. We are given a set of guidelines (curriculum) and it our job to use this to direct
220 learners so they can achieve their goals and ambition. We need to understand the level of
221 learning taken place so we can encourage more learning. It's important for the learner to
222 feel safe and to enjoy the learning experience.

Appendix 8 Professionalism assignment (art1609)

Line number	code	Category
8	Are teachers professional Daily basis	Professionalism Standards (IFL)
15-19	Old professionalism New professionalism Performance related pay	Professionalism Standards Managerialism
25-30	Career choice – Gleeson Ontological v epistemological argument Being – doing Drift into being a teacher v becoming a teacher	Learning as becoming Habitus Experience as embodied Professionalism Lifelong learning
34	Definition of professionalism – lack of concrete definition	Professionalism Lifelong learning sector
43	Female versus male teachers	Gender differences
46	Teachers shaping own professionalism	Experience as transformational Resistance v compliance

71	Assertion that teachers have the autonomy	Autonomy
74	Subject knowledge gives credibility, teaching less so	Subject specific knowledge Domain Disciplinary knowledge PCK

223

2 The Institute for Learning (IFL) enforced a Code of Professional Practice in April 2008, which was "developed by the

3 profession for the profession and outlines the behaviours expected of members" (www.ifl.ac.uk). There are seven

4 professional issues, with a number of behaviours classified under each of these. They are relatively broad overarching

5 issues but they are; professional integrity, respect, reasonable care, professional practice, criminal offence disclosure,

6 responsibility during Institute investigations and finally, responsibility. Lifelong Learning has also developed overarching

7 professional practices that cover some of the similar issues. There are two different arguments to address here. Are

8 teachers professional on a daily basis and adhere to such practice set out by the IFL and also is a teacher classed as a

9 professional, i.e. In the same light as say a doctor/lawyer etc. The latter will be addressed first and the former later in the

10 essay whilst considering reflective practice.

11 McCulloch, Helsby and Knight (2000) suggest the Educational Reform Act (ERA) of 1988, introduced by Thatcher set in

12 place a wide range of reforms of education that many feared would end the notion of teachers as professionals and

13 considered merely as a technician. Reported in the TES (1998d), the ERA was loathed and seen as an attack on teachers

14 autonomy and professionalism, many pinpointed the introduction of the highly prescriptive National Curriculum as the 'death

15 of professionalism' (McCulloch et al, 2000). However, this was 'old professionalism' and the Green Paper (Dec, 1998)

16 encourages teachers to embrace a new professionalism, including interaction with numerous staff in their ==institution==,

17 working with external agencies such as Connexions, working with parents and finally, taking responsibility to imporve their

18 own skills, namely reflection, which will be addressed later. An example of this 'new professionalism' at Oldham Sixth Form

19 College is the recent introduction of Performance Related Pay, encourages teachers to perform and improve for greater

20 incentives. As McCulloch et al (2000) points out, teaching is clearly an occupation, however, is it a profession? One issue to

21 bear in mind is how Fieldson (1994, cited in McCulloch et al, 2000) points out that the concept of professionalism is very

22 hard to define and one single definition is almost impossible because of the numerous perspectives that have been

23 inconsistent over time.

24 As Carr (2004) points out, there are a number of issues that must be discussed in the context of professionalism in

25 education and one is at the heart of this essay, 'is teaching a professional activity?' As Gleeson et al (2005) points put, for

26 many, entering FE is less of a career choice that an opportunity at a particular moment in time, this greatly undermines the

27 fact that teaching is a professional activity. Although this scenario will be something that some FE teachers will

28 experience, from a personal opinion, a consideration of Carr's Ontological vs. Epistemological argument is necessary; the

29 contrast of 'being' rather than 'doing'. Although many may drift into being a teacher, many will also find that they 'become' a

30 teacher and have found their vocation.

31 The general definition of 'professionalism' is the "competence or skill expected of a professional" (www.askoxford.com),

32 however in education, professionalism can mean something much more significant. Robson (2008) points out that sociologists

33 would say that 'profession' is a socially constructed concept, possibly used for social control. The debate on professionalism,

34 when researched, was much more complex than first realised and this unsuccessful search for a concrete definition

35 epitomises the debate further. It may have been easier in the past to define this, however, the professional world has

36 changed in the past 20 years (Whitty, 2002, cited in Gleeson et al, 2005). Not only has the professional world changed but

37 so has society in general. This is highlighted by a report published by the think tank Demos in 2007 (DIY professionalism:

38 futures for teaching) which argues that teaching has changed fundamentally and with the increasing demand and

39 responsibilities of teachers, the profession is changing. The report highlights how a 'new professional' is needed to cope

40 with say, ensuring child safety, for example searching pupils for weapons. (http:

41 [//www.nationalschool.gov.uk/policyhub/news_item/teaching_professionalism07.asp](http://www.nationalschool.gov.uk/policyhub/news_item/teaching_professionalism07.asp)).

42 This shows how dramatically the role of teachers as professionals has changed in the last decade or so. Although a

43 completely different debate, there is an also issue, also with female teachers, and whether women are considered as

44 professional as male teachers (Weiner et al, 2000).

45

46 Teachers are also shaping their own professionalism, as Furlong et al (2000, cited in Robson, 2008) points out that another

47 issue in this debate is that the concept of professionalism is not static and changes in knowledge and responsibility can

48 change the nature of the professional.

49 Carr (2004) states that there is a basic assumption that teaching is a professional activity, although this can be hotly

50 contested. The main argument comes from the comparison of teachers to say, doctors and lawyers and it is often very

51 difficult to consider teaching in the same category, as teachers do not possess the same amount of professional autonomy.

52 *"there is not the same degree of asymmetry between professional and lay expertise in the case of teaching as with*

53 *medicine or law"*

54

55 (pg. 18)

56 This may be opinion, but it is also backed up with the behaviour of the general public. Few would argue with a doctor about

57 the diagnosis of an illness, whereas there are numerous occasions of parents who would argue that their child is not being

58 taught properly. Therefore, the professional word does not appear to be the final word in teaching (Carr, 2004). The idea

59 that teaching cannot be considered in the same bracket as medicine or law, is an elitist objection; is education not as

60 important as healthcare; the country would probably grind to a halt quite quickly if it was not conducted. Carr (2004) also

61 points out that it is foolish to consider any service of say a lawyer etc over a plumber, per se. However, although it may be

62 elitist for a doctor to say they are more professional than a teacher, but teachers are also elitist, would a teacher think

63 they are more professional than a tradesman, the majority would say yes! Therefore, what would this be based on? Carr

64 (2004) points out that a tradesman is foremost someone who is procedurally skilled, whereas a professional is someone who,

65 in addition possesses moral attitudes, values ethics, a so-called 'Code of Practice' which may require additional training and

66 knowledge. Robson (2008) adds to this further, considering three areas in particular. One area is that of autonomy. Those

67 who are opponents of teaching being a profession have used the National Curriculum as fuel to say that this hampers

68 teacher autonomy and independence. Although Barnett (1990, cited in Robson, 2008) highlights a distinction between an

69 institutions and an individuals autonomy. These are distinct and throughout history teachers (even prior to curriculums and

70 specifications) have always worked to the requirements of external bodies. Most importantly, at the lowest level, teachers

71 still have the autonomy to resolve issues and problems in their classroom.

72 Another area involved in this debate is that of professional knowledge. In FE, ==most teachers most teachers== have a First
73 Degree in their specialist subject and secondary to that is how to teach it. The knowledge what really matters is the
74 subject specific information and this is what gives one the credibility needed for their role and the teaching is a lesser
75 importance, ==if an importance at all== (Robson, 2008). Therefore, maybe the professionalism debate may be different for
76 compulsory and post compulsory educators. Shain (1998) suggests that some FE teachers feel they are superior to school
77 teachers. Contesting this point, however, is that over a third of teachers in FE do not have a recognised teaching
78 qualification (Young, 1995, cited in Shain, 1998) and according to Randle and Brady (1997, cited in Shain, 1998)) this
79 degrades and deprofessionalises FE teachers.

80 The final area suggested by Robson (2008) is that of responsibility. Teachers in FE feel most responsible for their
81 students mainly because in this part of their education it is often seen as a second and last chance and also their can be a
82 distancing of students from their parents. Gleeson (1999) found that most teachers retained a strong commitment to their
83 students and their experience and attainment in education. Although in reality can this always be achieved with the
84 increased pressures placed on teachers; increased number of working hours, more marking and paperwork.

85 There is a major debate as to whether teachers are professionals, even more so in a changing society. Groundwater-Smith
86 and Sachs (2002) proposed that teachers are now educators in an audit society. That there is constant surveillance and
87 inspection (i.e OFSTED, observations) and this is limiting professionalism and autonomy. Power (1999, cited in Groundwater-
88 Smith et al 2002) suggests that we are now well practiced in the art of compliance and conformity and we strive for
89 verification. This is backed up by Tillema (2009) who analysed how practice lessons were assessed by multiple raters.
90 Groundwater-Smith and Sachs (2002) suggest the best solution is to become an activist professional; someone who is
91 willing to counteract the control of the profession and provide opportunities for interest groups, debates etc. This can be
92 seen to be the best for the students. New teachers are almost taught to be activist professionals, those that are critical
93 of almost everything they read about 'good practice'. Groundwater-Smith and Sachs (2002) portray that trust is an issue in
94 this new environment and is backed up by Gleeson et al (2005) that 'communities of practice (Lave and Wenger, 1991) is a
95 misnomer and such high-trust working practice may not exist. Although, as Tillema (2009) points out, the picture may not
96 be so pessimistic as evidence was found that supporting student teachers is a collaborative effort by mentors, teachers,
97 and other student teachers.

98 On a similar note, Sachs (1999) found that discourses for professional teachers can be split into two. Democratic
99 professionals who are emerging from the profession and managerialist professions who are reinforced by employing
100 authorities through their policies on teachers professional development, with an emphasis on accountability and
101 effectiveness. This is definitely something that seems to be increasing at Oldham Sixth Form.

102 In conclusion, the answer to the debate of 'is teaching a profession' is both complex and hotly contested. Through
103 researching the literature, even though most is focussed on schools, now it does include FE and HE (Shain and Gleeson,
104 1999), there appears to be two sides, neither of whom will back down. One of the opponents include Illich (Lichtenstein,
105 1985), a radical vocationalist who believes that a teacher being a professional are at opposite poles. However, many,
106 including myself, would like to consider myself as a professional. One of the arguments being the effort put into improving
107 skills and teaching methods through reflective practice.

108 According to Moon (1999) reflective practice is a set of abilities that are needed in order to take a critical stance/position
109 and in more simple terms the importance of being aware of what you are doing and what you have just done (Atherton,
110 2005). Donald Schon has been an individual who has made reflective practice more popular in recent years and suggests
111 that by reflecting on experience, this will lead to improvement. Biggs (1999) (cited in www.ukcle.ac.uk) has suggested that
112 reflection should be a mirror, not what it is, but an improvement, what it could be. An issue with this, however, is that as
113 Clouder (2000) points out that because of the introspective nature of reflective practice, this is difficult to establish.
114 Schon (1983) highlighted the importance of reflective practice in all educations and I tend to agree, especially with
115 education as reflection on the part of the students and teachers is vital in order to improve learning and teaching. Hillier
116 (2005) suggests that the most fundamental reason to critically reflect is that teaching and education does not occur in a
117 vacuum and personal and social circumstances affect anything that we do and according to Gramsci (1971, cited in Hillier,
118 2005) this is called hegemony.

119 The first conception of reflective practice which will be considered is that of Schon (1983), who criticised the technical-
120 rational perspective. From his book, he suggests that what is critical is the capacity to reflect on action so as to engage in a
121 process of continuous learning in professional practice. He argued that the model which he termed "Technical Rationality"—
122 of charging students up with knowledge in training schools so that they could discharge when they entered the world of
123 practice, has never been a good description of how teacher "think in action"(http:
124 //www.learningandteaching.info/learning/reflecti.htm). Schon made a distinction between the ability to reflect **in** action
125 (while doing something) and **on** action (after you have done it). One potential criticism though of this is that it may also
126 need another person who can ask appropriate questions to ensure that the reflection goes somewhere rather than becoming
127 tangled in self justification. Another potential problem is highlighted by Dreyfus and Dreyfus (1986) who say that the
128 model does not specify the depth of reflection involved or needed and also how teachers can take for granted aspects of
129 their practice which initially preoccupied them, and move on to be concerned about (reflect upon) wider matters. Usher et
130 al (2004) also points out some problems with Schon's model, building on Dreyfus and Dreyfus that the reflection-in-action is
131 very difficult to 'pin down' and also his possibly unreliable methodology such as using others to generate his records.

132 Brookfield (1995) suggests that we can reflect and evaluate through what are known as different 'critical lenses' of which
133 there are four (Brookfield, 1998). These lenses are looking at a situation from one's own viewpoint, from colleagues view,
134 from the learners and from relevant literature and feels that this is fundamental to the profession of teaching (Hillier,
135 2005). A way to start this is looking for a 'critical incident'.

136 Boud, Keogh & Walker (1985) defined reflective practice as 'a generic term for those intellectual and affective activities in
137 which individuals engage to explore their experiences in order to lead to new understandings and appreciations' (p.19). They
138 developed a three stage model of the reflection. The features of the model include the following: reflection is grounded in
139 the *personal foundation of experience* of the learner, and their *intent* which gives a particular focus to their learning in
140 many contexts. Learning occurs through the interaction of the person with his or her material and human environment—*the*
141 *learning milieu*—and is assisted through the learner giving attention to *noticing* what is happening in themselves and in their
142 external environment, *intervening* in various ways to influence themselves and the milieu in which they are operating and
143 reflecting-in-action to continually modify their noticing and interventions. The model suggests that there are an endless
144 number of reflective strategies which might be adopted, but those which are chosen must be related to the needs and
145 intent of the learner and the nature of the milieu (Boud and Knights, 1996). One potential problem is that by involving

146 emotion, this can lead to a number of difficulties for the professional (Boud and Walker, 1998), this could include the

147 professional becoming focused on themselves as an individual as a way to improve.

148 This is a tiny discussion on concepts of reflective practice, predominately because the area is vast, but what will be

149 discussed now are some general critiques of reflective practice. Cornford (2002) has suggested that in fact there is a lack

150 of empirical evidence of the efficacy of reflective practice and something I can appreciate is that at times reflective

151 practice to a teacher can seem almost abstract (Parker, 1997). An important point is that there is an assumption that ALL

152 teachers know how to reflect effectively, however in practice this may not be the case and Husu et al (2008) suggests that

153 many teachers need help with carrying it out. Another extremely important point is highlighted by Suter (2007). The

154 environment or mileu where the reflection takes place and the level of encouragement and support that teachers get affect

155 the practice of it. If suggestions for change that have evolved from reflective practice will be welcomed by a teacher's

156 manager and department, this will lead to an increase in reflection, rather than if change is not encouraged. Finally, linking

157 to a point made earlier, teachers have increasing responsibility and work demands and as Suter (2007) points out, if

158 reflective practice just becomes part of the routine it may be something that soon ends up at the bottom of the 'to do' list.

159 In conclusion, reflective practice is seen as a good thing to be doing, however, there must be an overall awareness that

160 there are inherent problems. Unless we can be clear about how we can recognise reflection, how we can judge the

161 effectiveness of any given reflective activity and create a suitable language for discussing reflection in learning (Boud and

162 Knights, 1996). I would like to finish from a personal perspective. In my setting at Oldham Sixth Form College, the milieu

163 is both conducive to being a 'professional' and continuously carrying reflective practice. My PGCE course has effectively

164 given me the theoretical understanding for me to carry out my role well. Although it is only the starting point, being a

165 professional and an effective reflective practitioner comes with experience and knowledge. I become aware of the issues

166 that make professionalism problematic for teachers everyday and being a responsible, ethical and moralistic person

167 becomes as important, as say, planning lessons and marking work, in reality, the two become intertwined. There are certain

168 events or situations where it is difficult to know how to act in the most 'professional' way, I am just lucky to have other

169 'professionals' around to turn to for advice. I certainly feel that teaching is a 'profession' and I feel that I am being a

170 professional every day to the best of my ability. To develop my professionalism in the future, especially in my NQT year, I

171 will carry out Continued Professional Development (CPD). On a final note, I consider myself lucky, although I may have

172 drifted into the job, I feel that I am now in a professional field where I can pass on the knowledge that I have acquired.

References

Boud, D., Keogh, R. & Walker D (1985) *Reflection: Turning experience into learning*, New York: Routledge.

Boud, D. & Knights, S (1996). *Course design for reflective practice*. Published in Gould, N. & Taylor, I. (Eds.). Reflective Learning for Social Work: Research, Theory and Practice. Aldershot, Hants.: Arena, 23-34.

Boud, D & Walker, D (1998). Promoting reflection in professional courses: the challenge of context. Studies in Higher Education, New York: Routledge

Brookfield, S (1998). *Critically reflective practice*. Journal of Continuing Education in the Health Professions. Volume 18 Issue 4, Pages 197 - 205

Clouder, L (2000). *Reflective practice: Realising its potential.* Physiotherapy. 517-522,
Cornford, I. (2002). *Reflective Teaching: empirical research and some implications for teacher education.* Journal of Vocational Education and Training. Vol 54(1), pp.219-235

Dreyfuss, H. & Dreyfuss, S (1986). *Mind Over Machine: The Power of Intuition and Expertise in the Era of the Computer.* Oxford: Blackwell.

Gleeson, D., Davies.,J., & Wheeler, E. (2005). *On the making and taking of professionalism in the further education workplace.* British Journal of Sociology of Education, Vol 26 (4) pp.445-460.

Gleeson, D., & Shain, F (1999). Managing ambiguity: between markets and managerialism-a case study of middle managers in further education. Sociological Review, 47 (3), 461-490.

Groundwater-Smith, S. & Sachs, J. (2002). *The Activist Professional and the Reinstatement of Trust. Cambridge Journal of Education, Vol. 32, No. 3. Pp 341-358.*
Hillier, Y (2005). *Reflective Teaching in Further and Adult Education*. (2nd Ed.) London, New York: Continuum.
Husu, J., Toom, A. & Patrikainen, S (2008). *Guided Reflection as a means to demonstrate and develop student teachers competencies*. Reflective Practice. Vol 9 (1), pp.37-51

Lichtenstein, P.M (1985) Radical Liberalism and Radical Education: A Synthesis and Critical Evaluation of Illich, Freire, Dewey. American Journal of Economics and Sociology. Vol 44 (1).

McCulloch, G., Helsby, G. & Knight, P, (2000). *The politics of professionalism: teachers and the curriculum*. London : Continuum.

Moon, J.A (1999). *Reflection in Learning and Professional Development: Theory and Practice.* New York: Routledge.

Robson, J (2008). Teacher professionalism in further and higher education: challenges to culture and practice. Abingdon, Oxon : Routledge.

Sachs, J (1999). *Teacher professional identity: competing discourses, competing outcomes*. Journal of education policy. Paper Presented at AARE Conference Melbourne, November 1999

Schon, D.A (1983). The Reflective Practitioner: How Professionals Think in Action. Basic Books

Shain, F. (1998). *Changing notions of teacher professionalism in the Further Education sector*. Annual conference of the British Educational Research.

48
49 Suter (2007). *Constructing the Reflective Practioner*. Unpublished Doctoral Thesis. Manchester Metropolitan
50 University

51
52 Tillema, H.H (2009). Assessment for Learning to Teach: Appraisal of Practice Teaching Lessons by Mentors,
53 Supervisors, and Student Teachers. Journal of Teacher Education, Vol. 60, No. 2, 155-167.

Weiner, G & Kallos, D. (2000). Positively *Women: Professionalism and Practice in Teaching and Teacher Education*. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Wenger, E. (1998) *Communities of Practice: learning, meaning and identity*. Cambridge, Cambridge University Press.

Usher, R., Johnston, R & Bryant, I. (1997*). Adult education and the postmodern challenge; Learning beyond the limits*. Routledge: New York

www.ifl.ac.uk

http: //www.learningandteaching.info/learning/reflecti.htm

www.askoxford.com

www.ukcle.ac.uk

http: //www.nationalschool.gov.uk/policyhub/news_item/teaching_professionalism07.asp