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Teacher educator collaboration in the Lifelong Learning sector in England during a period of de-regulation:
a “messy text” consisting of “complexity, unpredictability, difficulties and dilemmas”.

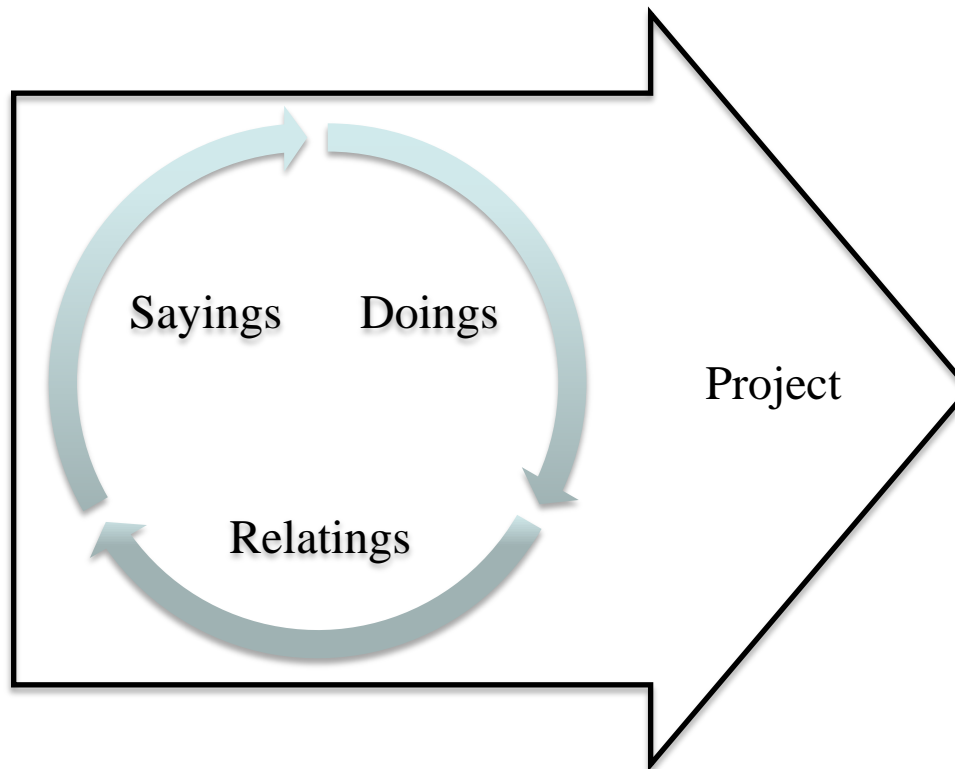
- Introduce contextual information about my research;
- Unpack four dimensions of “messiness”: gaining access to the field; the data collection process; the consequences of Neo-liberalism policies; my own contribution as a teacher educator.
- Concluding remarks
- Questions

- **Critical participatory action research** (Kemmis et al., 2014b) **using a second-person approach** (Chandler and Torbert, 2003, p.142)
- **Research “with” rather than “on” people...** (p.143)
- Working **collaboratively** with a group of **teacher educators** and their **student teachers** to explore the use of **modelling** within an **in-service teacher training programme** at **one further education college**
- Using **stimulated recall interview** (with teacher), **semi-structured interview** (with teacher), **focus group** (with teachers’ students), **materials** from filmed classes and **“teacher talk and conversations”** (Hardy, 2010, p.131)

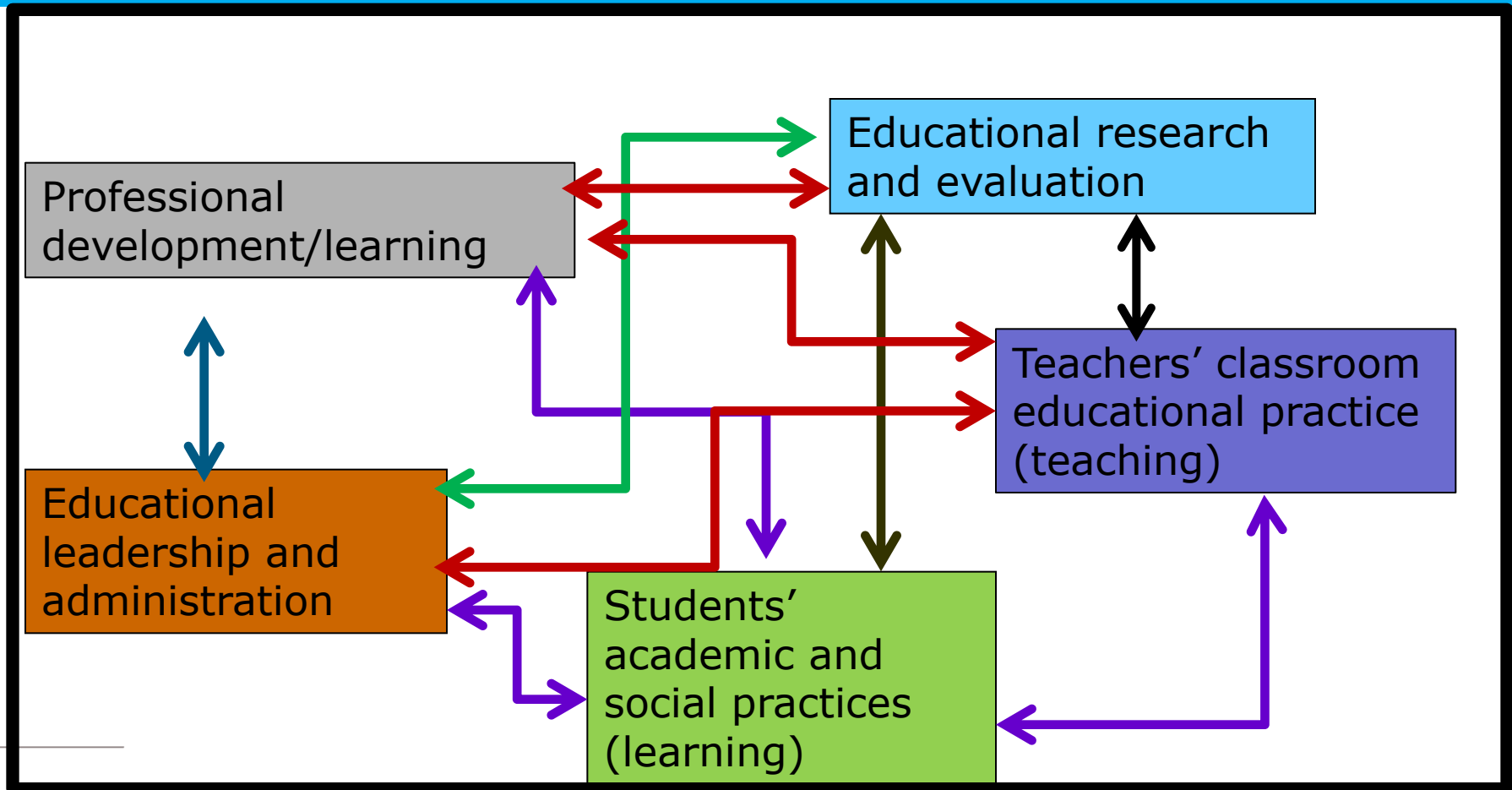
Research question

- What happens when teacher educators work collaboratively to improve the pedagogy of teacher education?
- Draws on Seagall's (2002, p.170) notion of teacher education as a "messy text"
- "Messiness...refers to complexity, unpredictability, difficulties and dilemmas" (Adamson and Walker, 2011, p.29)

The *sayings*, *doings* and *relatings* of a practice hang together in the *project* of the practice



The Education complex and the theory of ecologies of practices



Bourdieu's Organisational field (Emirbayer and Johnson, 2008)

Organisational field

Organisational field

The Education complex (site) made up of :

- Students' academic and social practices (learning)
- Teachers' classroom educational practices (teaching)
- Professional development/learning
- Educational leadership and administration
- Education research and evaluation

Organisational field

Organisational field

- Reflexive account
- Drawing on data from the study and my own notes
- Make explicit the decisions I have made and the actions I have taken as part of the research process (Guillemin and Gillam, 2004)
- Aim of enabling the reader to scrutinise and judge my actions and decisions and the validity of any subsequent claims to knowledge arising from the study (Altheide and Johnson, 1998)

Access to the field: a “messy” process

- Institutional consent sought during a merger between two colleges
- Consent request offered a copy of the study upon its completion
- During “times of performativity” teachers’ feelings and experiences of vulnerability are exacerbated (Kelchtermans, 2009, p.266)
- A “regress of mistrust” (Ball, 2003, p.226) existed
- 4 of a team of 8 volunteered to participate

The “messiness” of the data collection process



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- Two people dropped out within first month of study
- All but 2 of Student Group B would not sign the consent forms
- Time to meet up to do stimulated recall interview
- Time demands of data collection: participants and my own
- Two of the teachers' teaching loads changed and so they were unable to continue in the second cycle

Neo-liberalism's contribution to this “messiness”



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- Introduction of higher fees has impacted significantly on the number of in-service student teachers
- “Savage funding cuts ” (Simmons, 2013, p.82) in the sector
- De-regulation resulting from Lingfield review
- “Managerialism” (Pollitt, 1990 in Randle and Brady, 1997, p.125).

My contribution to this “messiness”

- “Significant tensions” (Murray, 2012, p.19) between the pedagogic and research roles of teacher educators;
- Changes in my job role during the period of this research.

Super messy actually...

De-regulation

Funding cuts

The Education complex (site) made up of :

- Students' academic and social practices (learning)
- Teachers' classroom educational practices (teaching)
- Professional development/learning
- Educational leadership and administration
- Education research and evaluation

Performativity

Higher fees

Inspiring tomorrow's professionals

“practices can sustain or suffocate other practices” (Kemmis et al., 2014a, p.50)

Questions?

- What is the value of documenting the “messiness” of our research?

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