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Researching "with" Lifelong Learning Teacher Educators in England and their In-Service Student Teachers: an action research study on the use of modelling within a course.

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Aim of the research

- To work **collaboratively** with **a team of teacher educators from a further education college** to explore the use of modelling in their practice

Four research questions

- How do teacher educators from the further education sector use modelling with their student teachers?

- What factors affect the use of modelling by teacher educators from further education colleges?

- **What happens when teacher educators work collaboratively to improve the pedagogy of teacher education?**

- **What are student teachers' perceptions of the use of modelling by their teacher educators?**

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Teacher education in Lifelong Learning...

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- "**De-regulated**" as a result of Lingfield Report in 2012;
- Curriculum has been described as "**factorised** to a **set of standards** and constructed as a programme of **strictly controlled and managed** teacher training, with an emphasis on **assessment, measurement and accountability**" (Lawy and Tedder, 2009, p.53)

What is modelling?

- "the practice of **intentionally displaying** certain teaching behaviour with the aim of promoting student teachers' professional learning (cf. Gallimore & Tharp, 1992)." (Lunenberg et al., 2007, p.589);

- Lunenberg et al. (2007, p.597) "a powerful instrument" that can shape and influence changes in student teachers' practice...**little or no recognition of modelling as a teaching method in teacher education**";

My research methodology

- **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);
- Conceptual and analytical framework is Kemmis et al.'s (2014b) twin notions of **ecologies of practices** and **practice architectures**
- 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);
- Seeking to capture the **"messy texts"** of teacher education and make "**visible the complexity of narrating an "untidy" world** (Lather,1997)" (Segall, 2002, p.170).

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The Education complex and the theory of ecologies of practices

(Kemmis et al., 2014a, p.52)
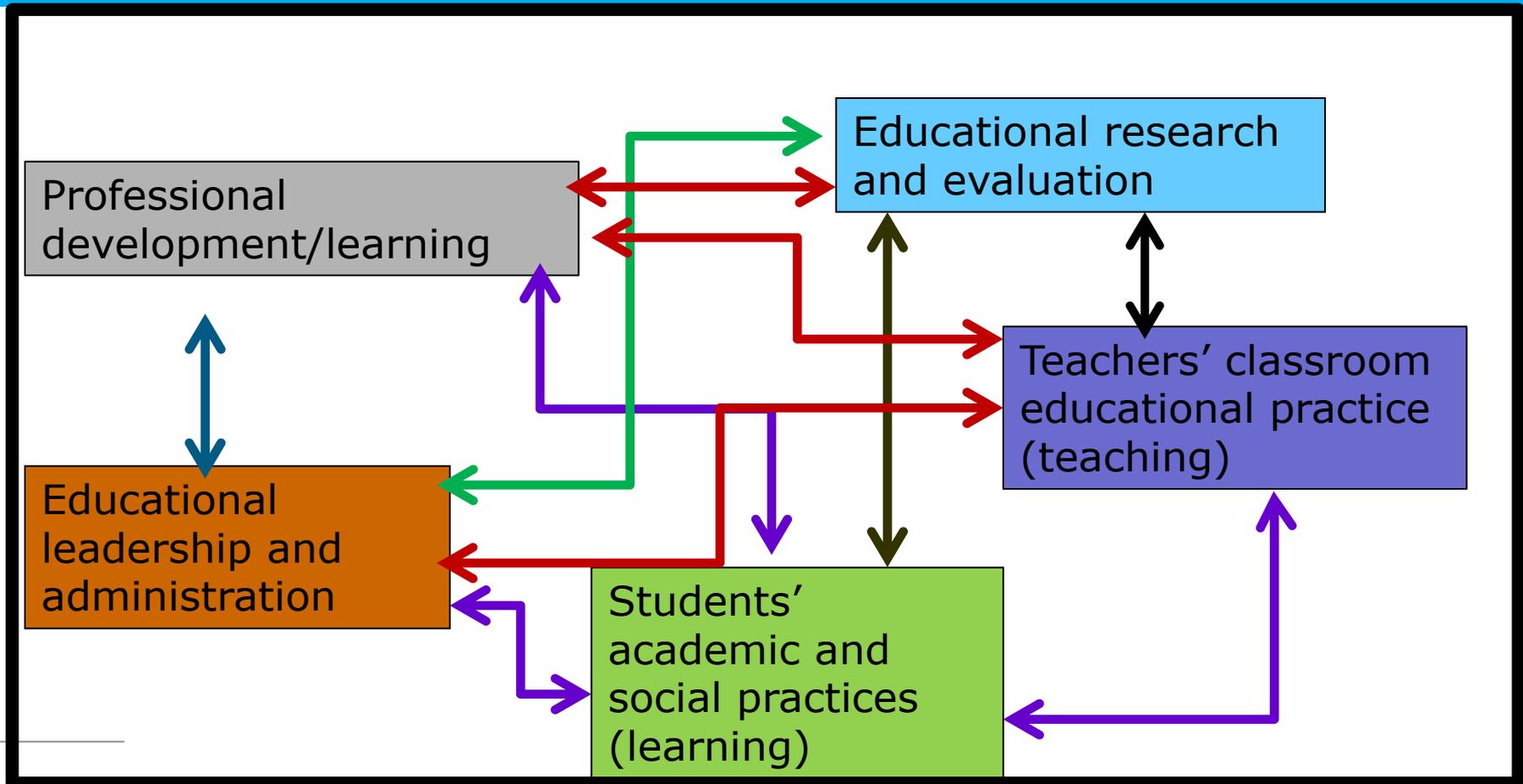
The *sayings*, *doings* and *relatings* of a practice hang together in the *project* of the practice
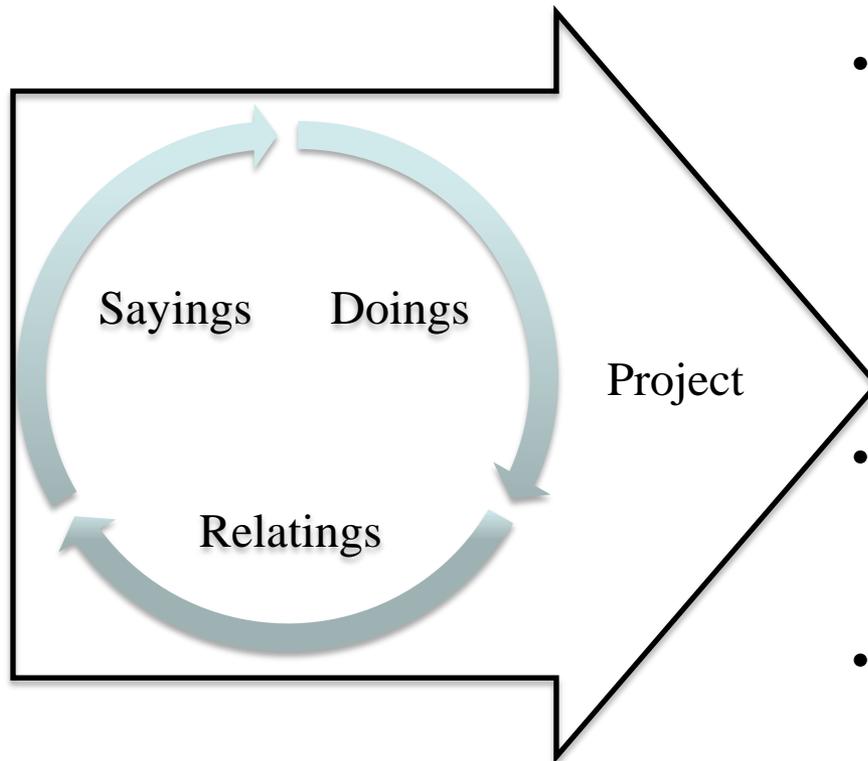
(Kemmis et al., 2014a, p.33)

- Sayings are concerned with "the language and discourses used in and about these practices" (p.32) and how student teachers understand the key ideas of their ITE course;

- Doings are the activities that take place within the classroom and what enables them to happen;

- Relatings are the student-teacher relationships that are exist and how these foster and contribute towards learrning

The second cycle...

- 3 participants in the first cycle: one withdrew, the other two were not teaching on the programme at the site;

- New teacher educator had joined the team...

- Proposal for new teacher educator to co-teach a session with their mentor, who is an experienced teacher educator, the Team Leader and had been involved in the first-cycle;

- Project bid to secure additional resource for in the words of the Teacher C (also the Team Leader): "**in terms of team teaching**, we're not really = well it's economic considerations, isn't it? **I know that our Dean wouldn't allow it**."

- Discussed Loughran and Berry's (2005) paper as a prelude to the planning of a lesson for a group of first year students.

- "I think a lot of it is **copying from you**" (St1)
- "Like I said in the corridor: **we pick a bit of you and take it into ourselves**" (St2)
- "Do you want to **write them down** because **I've already forgotten them**?" St2 referring to the 4 types of modelling
- "**I liked the implicit one** but then without the explicit – one of the explicit ones afterwards – there was no point in doing that." (St3)
- "She did **a bit of all of them.**" (St 5)
- "I like that we use them all but **I like the implicit because I felt like I were understanding it and then it were kind of confirmed** rather //" (St1)

More student "voices"

- Asked about the use of a de-brief: "I thought it was very interesting because obviously we are learning from Teacher D's teaching as well. **Sometimes you could not realise something that we have done but the fact that you have pointed it out or maybe somebody commenting on it helping us to realise that** //" (St4)

- "....when you speak **sometimes you use such long words** that they go completely over the top of my head and I haven't understood a word that you've said..." (St2)

- "I agree like **some of this is over my head** but **when there were words that I understood I felt clever** because I understood them and I quite like that." (St1)

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Research "with" other teacher educators is 'messy' (Adamson and Walker, 2011)

- "Messiness...refers to **complexity, unpredictability, difficulties and dilemmas**" (Adamson and Walker, 2011, p.29);

- "It's a **very tight structure** and I'm also a bit **anxious** about **making sure that they [the students] are getting value for money**, as it were. So whatever we do needs to be making sure that it involves them in genuine development of their thinking and skills and so on." (Teacher A who was not able to be involved because of the time constraints of her curriculum)

- "**significant tensions**" (Murray, 2012, p.19) exist between the pedagogic and research roles of teacher educators;

More examples of the "messiness" within this research...

- Relationship between researcher and teacher educators and between them and their students is significant. "...what you get back from your trainees perhaps in talking about your **modelling depends on the power balance within your relationship**..."(VE, p.1)
- Complexity of modelling. Focus on task of teaching vs meta-commentary on teaching. "Oh they must see it (Teacher C, SRI p.4)... **I'm sure they'll understand that and they'll see** (Teacher C, SRI p.6)" **so we assume there is no need to explain it**. "There are **things** that you've picked up on **that I have just taken for granted** or I **don't think they are worthy of comment**" (Teacher D, SRI, p.13)
- **Whose work is this?** My EdD, our research, their practice?
- **Time** to meet up, plan the project and review the data with the participants creates **dilemmas and tensions**

Collaboration and co-teaching improving teaching and learning...

- "...it felt like a bit of a **peer observation to start off** with **but** actually then Teacher C came to the front and led on the discussion and the analysis. I think the **students felt** that then it was **about them and their discussion** about it all." (Teacher D);

- "It was really strange that they had actually picked up on things that they maybe never would have voiced...This project, perhaps, has **given the students a language to articulate what is latent**." (Teacher C);

- De-brief **modelled** to the student teachers "**respectful and critical dialogue between two professionals**" (Kluth and Straut, 2003, p.237).

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Concluding thoughts

- Teacher collaboration is **'messy'** (Adamson and Walker, 2011), **'beset by dilemmas'** (Winter, 1982, p.168) and requires **"creative thinking about the use of time and space"** (Kluth and Straut, 2003, p.237);

- "a person can **only imitate** that which is **within her developmental level**" (Vygotsky, 1978, p.34);

- The use of **modelling** assumes that student teachers already possess the required language, what Freire (1996) calls the **'dominant syntax'**, **and theoretical knowledge** to engage with a teacher educator as they 'unpack' their practice (Loughran and Berry, 2005), and this can either '**sustain** or suffocate' **its use** as a teaching strategy (Kemmis, 2014a, p.50).

- This type of collaboration and its findings might **contribute to** "the **research base** and **theorization of the pedagogic practices** in relation to the sector" (Loo, 2014, p.338).

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