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What does it mean to be an FE based teacher educator?

“Teacher education as a field belongs to what Schön (1987) characterised as the ‘**swampy lowlands of professional practice**’ ...”

(Murray, 2012, p.20)



FE based teacher educators, modelling and their practice: a piece of 'messy' action research



Overview of this session

- Introduce the study (15 mins)
- Share data from the study with you and involve you in the validation process (30)
- Share with you a viewing frame I have developed to support student teachers' insight into their teacher educators' use of modelling (10)
- Questions (5)

- Action research study that adopts a **second-person approach** (Chandler and Torbert, 2003, p.142)
- Focuses on **further education (FE) based teacher educators** and their **use of modelling within a university approved Cert Ed/PGCE in-service teacher education (ITE)** programme
- Collaborating with a **team of teacher educators based at one further education college**
- Conceptual and analytical framework is Kemmis et al.'s (2014) twin notions of **'ecologies of practices'** and **'practice architectures'**
- Using as my data collection instruments: **stimulated recall interview** (with teacher educators); **semi-structured interview** (with teacher educators); a **focus group** (with teachers' students), teacher educators' **materials** from filmed classes, and **"teacher talk and conversations"** (Hardy, 2010, p.131)

“Clearly more research is required. It should include **observation of teacher educators** at work and also gather and **analyse the voices of trainee teachers**” (Boyd, 2014, p67)

“in the research...we relied heavily on transcripts and interviews; **we regretted we did make not video recordings** since these would have given us better records of the **material-economic arrangements** and **physical set-ups of classrooms** and other spaces).” (Kemmis, 2014, p.224)

“We believe that...**action research** can indeed encourage modelling in teacher education, provided this issue is one of the focal points.” (Lunenberg et al., 2007, p.598)

“However, even though it [modelling] may be desirable, it is complex and **difficult to do and is particularly difficult to develop alone.**” (Loughran and Berry, 20005, p.194)

Aim of the study

To work collaboratively with a team of teacher educators from a further education college to examine their use of modelling within a university approved Cert Ed/PGCE in-service initial teacher education programme

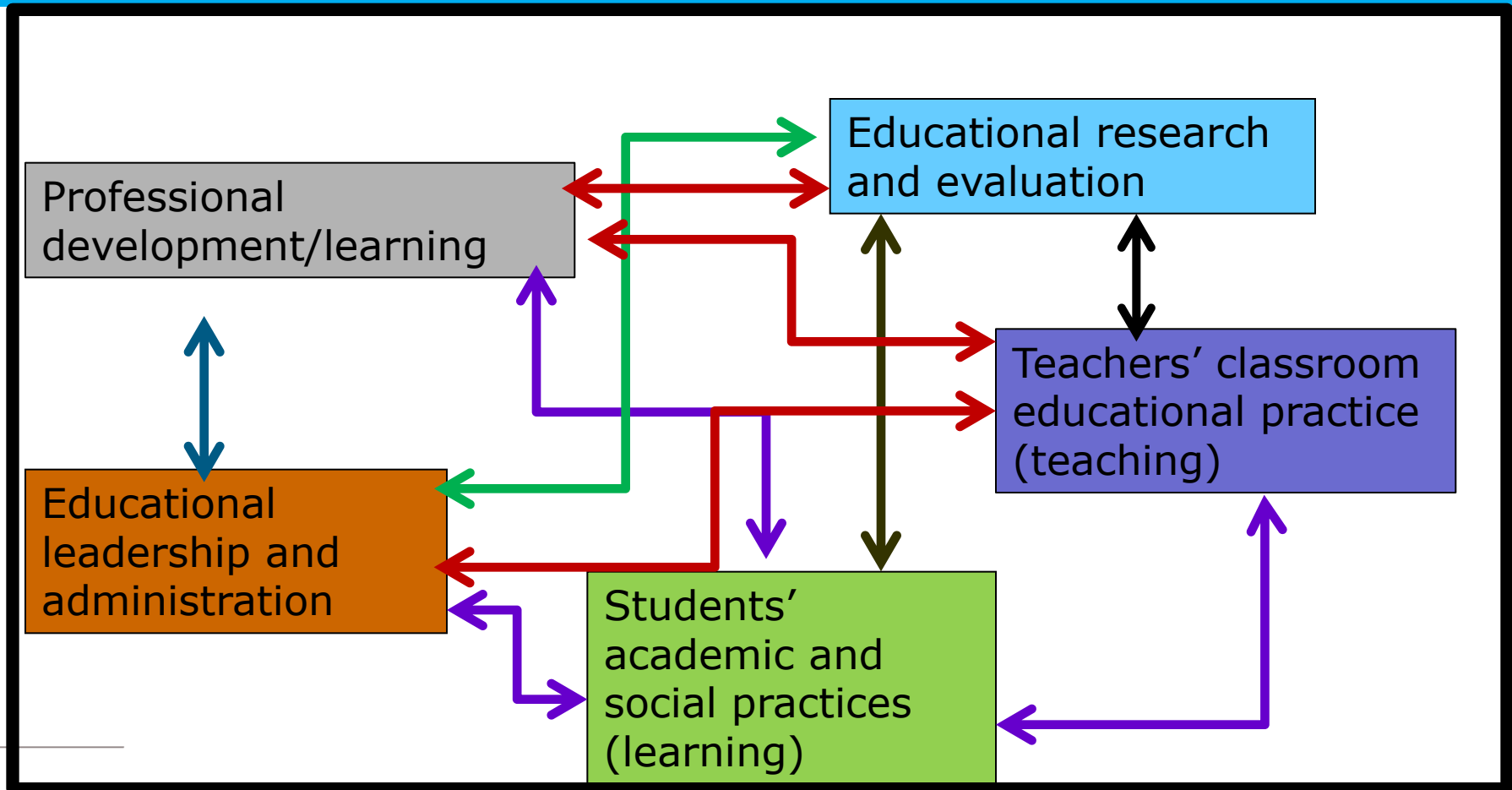
Seeking to answer four research questions

1. How do FE based teacher educators from the further education sector use modelling with their student teachers?
2. What factors affect the use of modelling by FE based teacher educators from further education colleges?
3. What are in-service student teachers' perceptions of modelling as a teaching method and how does it help them learn how to teach?
4. What happens when FE based teacher educators work collaboratively with a university based teacher educator to improve the 'pedagogy of teacher education'?

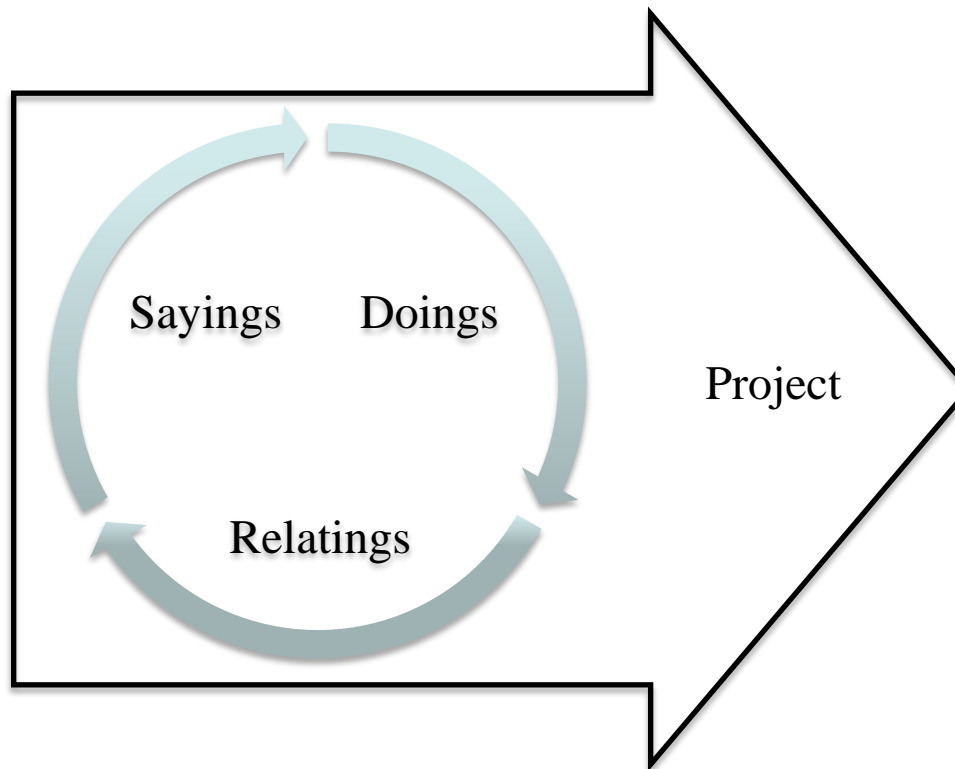
The ‘Practice landscape’ (Kemmis et al. 2014, p5)

- **“De-regulated” as a result of Lingfield Report in 2012;**
- **Curriculum** has been described as **“factorised “** (Lawy and Tedder, 2009, p.53)
- **“There are very strong and direct quality assurance contextual pressures and systems on teacher education practice.”** (Boyd, 2014, p.63)
- **“...the learning cultures and work contexts of the FE system, which shape the identity and role of teacher educators, also make their work more challenging due to the differing - or absent - support that teacher educators receive.”** (Eliahoo, 2014, p.3)
- 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
- **“Managerialism”** (Pollitt, 1990 in Randle and Brady, 1997, p.125) creates a **“regress of mistrust”** (Ball, 2003, p.226)

The Education complex and the theory of ecologies of practices



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



6 Roles of the teacher educator

- **Teacher of teachers**
- Curriculum developer
- Researcher
- Coach
- Gatekeeper
- Broker

(Lunenberg, Dengerink and Korthagen, 2014)

‘learning to teach’ is part of ‘a complex pedagogy’ (Boyd, 2014, p.65)

Taylor (2008) identifies 4 aspects to this:

- Cascading expertise;
- Enabling students’ individual growth as a teacher;
- Developing student teaching;
- Student as teacher and learner.

Part of the complexity is...

a teacher educator's session normally has 3 constituent parts:

- content
- teaching method(s)
- 'pedagogy of teacher education'

(Loughran, 2006, 3-4)



“the **dilemmas, issues** and **concerns** germane to teaching about teaching” (Loughran & Berry, 2005, p.196)

Teacher of teachers: modelling teaching behaviours

“the practice of **intentionally displaying certain teaching behaviour** with the aim of promoting student teachers’ professional learning (cf. Gallimore & Tharp, 1992).”
(Lunenberg, Korthagen & Swennen, 2007, p.589).



Inspiring tomorrow’s professionals



Teacher of teachers: modelling values

How I teach **IS** the message (Russell, 1997)



Teacher of teachers: modelling teaching behaviours and values

“Teaching is **congruent** when it models effective teaching and learning strategies that **student teachers will be able to reconstruct in their own classrooms**. The congruent teaching may also display values held by the teacher (Willemse, Lunenberg and Korthagen (2005). ” (Boyd, 2014, p.58)

Lunenberg et al.'s (2007) 4 forms of modelling

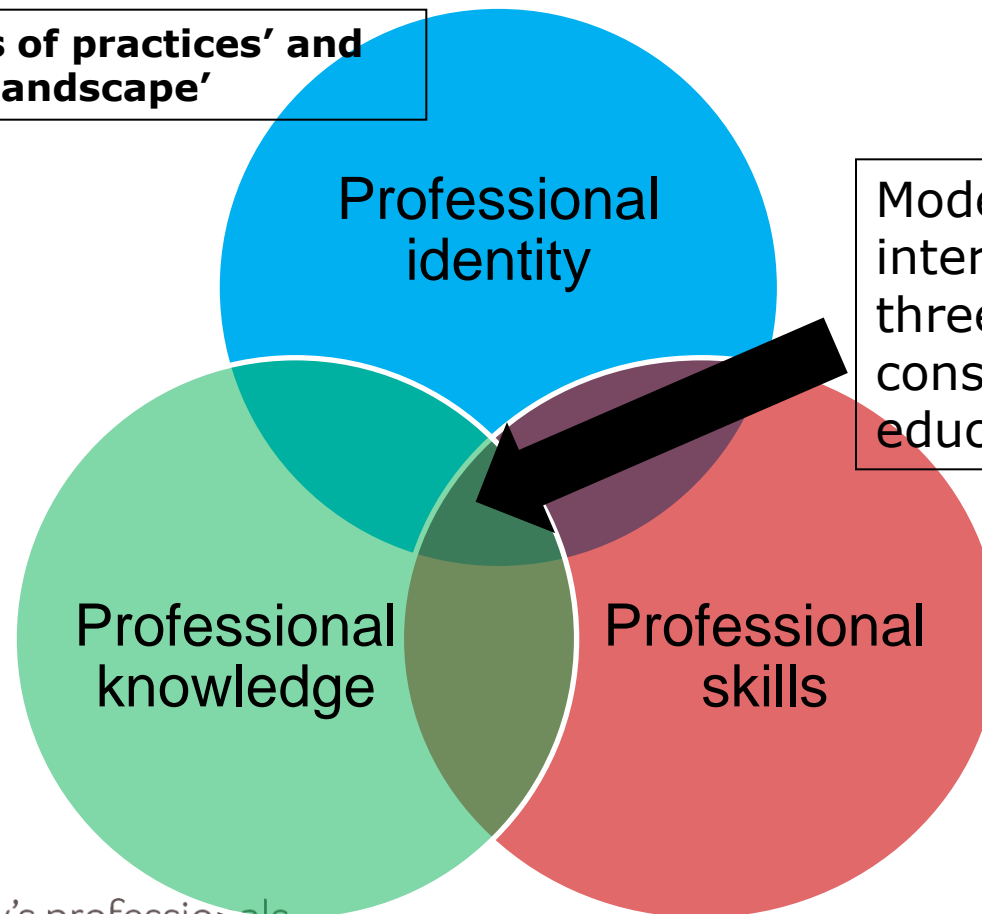
- Implicit modelling;
- Explicit modelling;
- Explicit modelling and facilitating the translation to the student teachers' own practice;
- Connecting exemplary behaviour with theory;

- See also Boyd's (2014, p.59) 4 levels of modelling in teacher education

Munby et al.'s (2001, p.897) claim: “The overwhelming evidence of a decade of research on teacher knowledge is that knowledge of teaching is acquired and developed by the **personal experience** of teaching.”

And being taught when we are considering modelling...

**'Ecologies of practices' and
'practice landscape'**

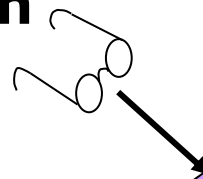


Modelling occurs at the
intersection of the
three dimensions that
constitute a teacher
educator's practice

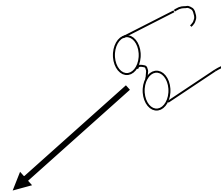
- **3 participants in the first cycle (2012-13):** Teacher C withdrew (though involved again), Teacher B and D were not teaching on the in-service programme at the site the following year;
- **Teacher E, a new teacher educator, joined the team in September 2014;**
- Proposal for **Teacher E to peer teach a session with Teacher B**, who is their mentor, an experienced teacher educator, the Team Leader and had been involved in the first-cycle;
- Project bid to secure additional resource for staff release and meetings...in the words of the Teacher B: **“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** ‘Modelling by teacher educators’ as a prelude to the planning of a lesson for a group of first year in-service student teachers.

“Analyses depends on the researcher's judgement of different pieces of evidence...” (Kemmis et al., 2014, p.271)

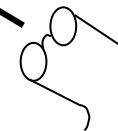
**Literature on
modelling**



**Practice
architectures**



Analysing film of
teachers' use of
modelling



SRI

**Students'
voices**

Insp

essionals

- Subjecting my “claims and evidence base to...scrutiny...[by] critical friends” (McNiff and Whitehead, 2006, p.74).
- What do you make of these findings?
- Discuss and comment on them in a group
- Provide me with some feedback on these “claims”
- Looking for up to 3-5 comments on my findings for group feedback

Towards some conclusions

- Implicit modelling was the most evident form of modelling used within these four classes, though there were exemplary examples of all three forms of explicit modelling used. Sometimes implicit modelling of a teaching behaviour preceded explicit modelling of that behaviour;
- Inductions for FE based teacher educators focus on the technicalities of the curriculum and assessment and less so on the pedagogy of teacher education (tPoTE);
- Need for FE based teacher educations to undertake some CPD on tPoTE;
- Students' abilities to see into their teacher educators' modelling depends on a number of factors including command of language, noticing skills and their own teaching context

Range of recommendations – see paper related to:

- ‘practice landscape’ (Kemmis et al., 2014, p.5)
- ‘practice tradition’ (Kemmis et al., 2014, p.5) of FE based teacher educators
- Student learning and how they are introduced to how they will ‘learn to teach’
- Inductions and CPD
- Educational leadership and administration of ICT kit and process for appointing new FE based teacher educators

- A viewing frame for student teachers: a structured way ('scaffold') for student teachers to engage with the implicit and explicit modelling within a session?
- The columns of the viewing frame attempt to reflect the 4 types of modelling identified by Lunenberg et al. (2007)
- Not all columns need to be used in a session

The policies of the Coalition and Conservative governments since 2010 have vandalised the FE and skills sector. These governments have opened the sluice gates out in to the 'swampy lowlands' of the FE based teacher educators' practices. This is suffocating the practice of teacher education within FE colleges.



Suggested reading on being a teacher educator

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