IN-SERVICE INITIAL TEACHER TRAINING IN POST-COMPULSORY EDUCATION:

A phenomenographical investigation into the influence of initial training on professional practice

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Copyright Statement

Abstract

This thesis investigates the perceptions of former Initial Teacher Training (ITT) trainees in the post-compulsory sector, in an attempt to identify how their ITT influenced their practice as teachers within the sector.

It analyses the perceptions of former trainees, gleaned through 21 semi-structured interviews and 35 completed questionnaires; together with semi-structured interviews of 5 managers of teaching staff from the sector, who employ university-led ITT for the development of their staff. The research employed a phenomenographical approach, in that it considered the perspectives and interpretations of the respondents to be wholly paramount.

The study has found that initial teacher training in the post-compulsory sector produces teachers who experience perceptions of enhancement in three key ways. The first is that they are more connected with the sector, connected with their institutions and connected with the realities of teaching following their teacher education. The second is that they have a greater sense of self, together with a greater sense of professionalism, and carry more practical and pedagogical skills into the workplace following their teacher education. The third relates to their commitment to continuing professional development, and their ability to identify opportunities and necessities for their own development.

The contribution to knowledge involves the creation of a ***middle range theory of the influence of initial teacher training on professional practice***, developed from the three factors alluded to above, and postulated in the form of a model of conceptions demonstrating the influence of post-compulsory teacher training on its trainees. Additionally, it also makes recommendations to policy makers in ITT, including that the current emphasis on subject specialist teaching is reconsidered and clarified; and that the current government's removal of compulsory completion of ITT for teachers in the sector is dissonant with the concepts of professionalism existing in both academic literature, and the perceptions of the participants in this study.

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Thank you.

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Glossary

CertEd	Certificate in Education. See ITT.
CPD	Continuous Professional Development. Professionally developmental activities undertaken by teachers, after the completion of their ITT.
CTLLS	Certificate in Teaching in the Lifelong Learning Sector. This course is usually completed over a one year period, and as such was considered by many as an equivalent to the first year of the university-led CertEd or PGCE. It was replaced in 2013 by the Certificate in Education and Training.
FENTO standards	Further Education National Training Organisation. The standards to be met by ITT trainees in the post-compulsory sector between 1999 and 2006. They were replaced by LLUK standards following criticism from Ofsted.
FE	Further Education. Part of the post-compulsory education sector, and most commonly refers to education taught in Colleges.
Graduate	In the context of this research, I use the term 'graduate' to identify an individual who has successfully completed their university-led ITT course. It does NOT refer to any distinction between CertEd and PGCE trainees, and should not be confused with notions of *undergraduate, graduate,* or *post graduate* levels of education.
HE	Higher Education. In the context of this thesis this refers to the university sector within the United Kingdom.
Identity	In this thesis, I use the following definition of identity: *a fluid lens through which teachers contextualise themselves and their pedagogical practice in relation to the wider profession.*
ITT	Initial Teacher Training. Although there are a number of options for teachers in undertaking their ITT, this thesis refers to ITT as being either university-led courses of either CertEd or PGCE, unless specifically stated otherwise.
Lifelong Learning Sector (LLS)	The name commonly used to describe the sector in which post-compulsory education and training is conducted. It consists of a variety of educational contexts, including both further and higher education providers, work-based learning, and training through third sector organisations.
LLUK	Lifelong Learning UK is the independent sector skills council responsible for the qualifications and standards for teachers working in FE.

PCET	Post-compulsory Education and Training. Full title of the post-compulsory sector of education, see FE and LLS.
PGCE	Post-Graduate Certificate in Education. See ITT.
Post-compulsory education	See Lifelong Learning Sector.
Professionalism	In this thesis, I use the following definition of professionalism: *the ability on the part of the teacher to enjoy a more holistic view of their pedagogy, using this lens of professionalism to act with personal autonomy and confidence in the undertaking of their craft.*
PTLLS	Preparing to Teach in the Lifelong Learning Sector. This is a short course, which introduces basic concepts of teaching. It was replaced in 2013 by the Award in Education and Training.
SET	Society for Education and Training. National regulatory body that took over from IfL in 2014.
SVUK	Standards Verification UK. SVUK was an operational arm of the LLUK, which dealt with the monitoring and verification of the LLUK standards for ITT.

1 *Introduction*

1.1 Proposing the study

This UK-based study aimed to investigate the influence that in-service Initial Teacher Training (ITT) in the post-compulsory sector has on its graduating trainees. The majority of teachers in this sector undertake their ITT having already secured employment as a teacher[1], via part-time training held at either a university or further education college, fitting their work around a typical course attendance of half a day, or one day per week, over a period of two academic years (Maxwell, 2014). However, the requirement for teachers to hold a recognised teaching qualification in this sector has fluctuated over the last fifteen years. Until 2001, no such requirement existed, despite the existence of a multitude of teacher training programmes. To illustrate this, the 2002 government discussion document *Success for all* set an interim target of 90% of fulltime staff and 60% of part-time staff (DfES, 2002: 36) to either hold, or be enrolled on appropriate teacher training qualifications for the 2005/06 academic year. This requirement was overturned by the recent Conservative-Liberal Democrat coalition government, who returned agency to local organisational educational managers to determine the qualification requirements of their teaching staff.

As a former teacher trainer in post-compulsory education during this epoch, the fluid nature of this requirement over the last fifteen years made me consider the following, which led to the genesis of this thesis: if historical and contemporary government policies seem to moderate the requirement for, and therefore the importance of post-compulsory teacher training, then what benefits do graduates of university-based in-service training actually receive? Additionally, because of the loose policy towards undertaking teacher training in this sector, many of those trainees who do partake in in-service training have been working as teachers in the sector previously, often for a considerable length of time. In this case, what benefit would an already experienced (although untrained) teacher receive from undertaking in-service teacher training through a university? These questions were very occasionally asked by trainees in training, which reinforced the validity of potential research in this area. To that end, as a research aim for this thesis I resolved to achieve the following objectives:

1. To identify any perceived impact that university-led in-service ITT has on the professional practice of its graduates;

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[1] Maxwell usefully suggests "teachers, tutors, trainers or lecturers" (2014: 377) in reference to teaching roles in the sector. This thesis will use the word teacher in reference to all these roles.

2. To explore, with the benefit of experience, if past participants of university-led ITT believe that improvements to the provision can be made, and if so, what are those improvements?

3. To construct a middle range theory to illuminate these influences on professional practice and improvements to provision, in order to determine if university-led in-service ITT meets the perceived requirements of workers within the sector.

The personal constructions of the teachers in question therefore are fundamental to the very ethos of this study; therefore an approach to research sympathetic to this ethos is required. Phenomenography is a paradigm of ***anti-positivist*** research. This gives primacy to the perspective and reflective interpretations of the individual, and has grown in significance since its inception as a methodology by Marton the 1970s. The key principle of the phenomenographic approach to research is that the constructions of experience developed by the participant are held as sacrosanct, indeed Marton and Booth suggest that "[A]*t the root of phenomenography lies an interest in describing the phenomena in the world as others see them, and in revealing and describing the variations therein*" (1997: 111). Because of the centrality of the participant's voice in phenomenography, many researchers have seized upon it as a tool for understanding how learners conceptualise their own learning, in an attempt to further develop the efficacy of pedagogical practice (Marton,1992; Micari, Light, Calkins & Streitwieser, 2007; Prosser, 2000).   This is opposed to a first order approach such as grounded theory, which would involve the researcher utilising those perceptions to discover an underlying 'truth' (Bishop, 2005). For this reason, my study therefore investigates the way in which in-service Initial Teacher Training (ITT) for post-compulsory education influences the professional practice of its graduating trainees. The study uses a phenomenographic approach to data collection and analysis, a summary of this approach being that the research takes a second order approach to understanding meaning (Kinnunen & Simon, 2012).

The study uses this approach to determine how the former in-service trainees of post-compulsory ITT perceive that their training influenced their professional practice, and in order to add depth to this perception, the study as part of its purposive sampling approach used participants who had completed their ITT at least one academic year prior to taking part in the study. The study considered the perceptions of former trainees of in-service Initial Teacher Training (ITT) for the post-compulsory sector in England. This took the form of 21 semi-structured interviews, and 35 completed questionnaires; together with semi-structured interviews of 5 managers of teaching staff from the sector, who employ university-led ITT for

the development of their staff. I was mindful to consider the views of both experienced teachers and beginning teachers, a brief biography of each participant is provided at Table 2 (3.2.1.6.2). This enabled me to be sure that I was exploiting the perspectives of an appropriate cross-section of former trainees, and was not focusing all my intention for instance on FE College lecturers, former trainees of one ITT cohort, or former trainees who were recently embarking on their teaching role. However, the task of this research was not to determine the extent to which experienced or beginning teachers require the same curriculum, or support, but to consider the extent to which their training had influenced their professional practice. I decided early in the research that delineating the research unnecessarily according to, for instance, length of service, requires an invalid assumption that such factors have an influence on professional practice, i.e., that professionalism causally increases with time in role. Therefore, I consciously utilised a phenomenographical approach which ensured that the voice of each participant was valued, rather than pigeon-holed conditionally on an arbitrary detail such as length of time in teaching.

1.2 The context of post-compulsory ITT

Initial Teacher Training (ITT) for the post-compulsory sector of education in the UK has undergone a raft of significant changes over the last fifteen years. These changes have manifested themselves as attempts to professionalise teaching in the sector through the introduction of the FENTO Standards via the Further Education National Training Organisation in 2001 (FENTO, 2001); the introduction of obligatory ITT for all teachers (Bathmaker & Avis, 2005a); the replacement of the FENTO Standards with a taxonomy of *professional* standards promoted through Lifelong Learning UK, together with the introduction of the Qualified Teacher, Learning and Skills Status (QTLS). This status aimed to enhance the professional standing of post-compulsory teachers, and achieve parity with teachers in the school sectors. Indeed:

> Significant changes to the requirements for initial teacher training (ITT) qualifications for teachers, tutors and trainers, who work in the learning and skills sector in England, came into effect in September 2007 through the Further Education Teachers' Qualifications (England) Regulations 2007, which were introduced as part of the 'Equipping our Teachers' agenda.

(SVUK, 2008)

These changes manifested themselves in a variety of ways, including making additions to the ITT curriculum, in areas such as the minimum core for language, literacy, numeracy and ICT. Additionally - as alluded to above - the lead body responsible for the National Standards in ITT within the sector in question has changed several times in recent years.

At the present time, whilst this thesis is in its final phases of construction, the previous Conservative-Liberal Democrat coalition government recently announced that the requirement for teachers in the post-compulsory sector to hold a recognised ITT qualification will no longer be nationally enforced, and following the current neo-liberal paradigm of education policy (Fisher & Simmons, 2012), individual education providers will once again take responsibility for determining the qualification status of their teachers. It is therefore evident that the ethos, the support from government, and the very curriculum and provision has changed markedly over recent years and indeed is continuing to change. In the midst of this perpetual transformation, this study considers the extent to which university-led ITT impacts on the experiences and professional practice of the trainees, and determines therefore the efficacy, relevance and fitness-for-purpose of the university-led teacher training opportunities open to trainees in the sector.

Within the post-compulsory sector, trainees undertaking university-led ITT customarily embark on their training in one of two ways, either:

- prior to their entry into their teaching careers, often as a graduate in a subject specialist area (known as the 'pre-service' route); or,
- having already secured employment as a teacher within the sector (known as the 'in-service' route). In many cases, these in-service trainees may have been teaching within the sector for some years, and in the timeframe in which the primary research of this thesis took place, were required to undertake their initial teacher training as part of the draft of changes alluded to above.

This thesis refers only to the former trainees on the in-service approach to training. The reasons for this relates to the demography of initial teacher training in this sector. The post-compulsory sector has since Word War 2, predominantly served the needs of the local economy (Waitt, 1980; Fisher & Simmons, 2010), which in turn was reflected by the nature of the teachers employed to undertake post-compulsory teaching. By this, approximately 90% of teachers in this sector are initially recruited without a teaching qualification (Orr &

Simmons, 2009). This should enable post-compulsory managers to recruit 'experts from the field' in order to support post-compulsory students with their own education; however these experts often either require or request (and between 2001 and 2014 were required to hold) formal teacher training. For this majority of the sector's teaching workforce, it is undertaken in an in-service manner, i.e., alongside their teaching duties. Whilst pre-service initial teacher education is growing in popularity, this research does not include reference to such approaches.

1.3   The research locale

This thesis utilises the reflections and insights of past in-service ITT trainees, who through their experience of working within the sector, examine the influence that their training had on their preparations for, and success in working as a teacher or trainer within the post-compulsory sector. Focusing on the in-service approach to training, and through the use of semi-structured interviews and questionnaires, it promotes the voices of former trainees of two universities in the North of England; in this thesis I shall refer to the two universities as Steelsteppe University, and Meadowmill University. The two universities both have very established provision in terms of ITT for the post-compulsory sector, and both universities lead networks of ITT provision, which are delivered both centrally at each university, and at satellite campuses or partner institutions such as local FE colleges. The trainees in question undertook their training whilst working in a variety of post-compulsory settings, such as colleges of Further Education, public or civil service training departments, universities, or private training providers, and were enrolled through one of the universities alluded to, or a partner institution or campus of said university.

In addition to this, the thesis also addresses the perspectives of the managers who determine that their staff should gain ITT qualifications: these include Human Resources and training or departmental managers from a range of post-compulsory providers in a selection of post-compulsory providers as alluded to in the above paragraph; they too provide their perceptions of the efficacy of the university-based provision in terms of what they want their staff to gain from the undertaking, and the extent to which the ITT provision meets their expectations.

1.4   Goals and design of the research

1.4.1 Research aims

Specifically, I sought to achieve the following objectives:

1. To identify any perceived impact that university-led in-service ITT has on the professional practice of its graduates;

2. To explore, with the benefit of experience, if past participants of university-led ITT believe that improvements to the provision can be made, and if so, what are those improvements?

3. To construct a middle range theory to illuminate these influences on professional practice and improvements to provision, in order to determine if university-led in-service ITT meets the perceived requirements of workers within the sector.

1.4.2 Defining 'professional practice'

A discussion on the nature of professional practice can be found in the literature review of this thesis, in section 2.5.2. However, for the purposes of contextualisation, and in keeping with the phenomenographic tradition, my primary research used no set definition of professional practice from literature, instead allowing the voice and interpretation of the research participants to determine what they consider professional practice to be. This sits appropriately with the writing of McCorquodale (2014), who suggests that professional practice is an entirely personal notion, which is formed and driven by the personal beliefs and history of the individual, and also with Malmberg, Hagger, Burn, Mutton, & Colls (2010), who determine that notions of professional practice are built from more general concerns around personal adequacy, classroom practice, and the teacher's commitment to planning and organisation. Therefore, in the case of this research, the term 'professional practice' refers to the personal actions and decisions undertaken by teachers in the course of their role. The term 'professionalism' is discussed at length in 2.4, but in the case of this research, refers to *the ability on the part of the teacher to enjoy a more holistic view of their pedagogy, using this lens of* professionalism *to act with personal autonomy and confidence in the undertaking of their craft.* The rationale for this definition is included in 2.4.4.

1.4.3 Utilising phenomenography

1.4.3.1 Foregrounding phenomenography

Phenomenography was established as a research approach in the early 1970s by Ference Marton, Roger Säljö, Lars-Öwe Dahlgren and Lennart Svensson (Bowden, 2000), and as such is relatively young as a methodological paradigm, despite its clear links with both phenomenology and grounded theory. I was determined to use this approach after becoming aware of its genesis: an attempt to understand academic learning more, through using the narrative of the trainee in order to understand the phenomenon; to understand variations in trainee learning without the use of a predetermined theory or model (Marton, 2000). This approach tallied neatly with my desire to use only the narrative of the participants of ITT, following my epistemological concern that the perceptions and conceptions of the former trainees in the first order were of more relevance to my research questions than a second order analysis like that utilised by grounded theory.

This one-dimensional approach provides the basis for a key and common criticism of phenomenography, which is not without its detractors (Simoila, 1993), however I suggest that in common with Thomas' argument (2010) that by rigorously applying criteria to the purposive sampling approach, I was able to utilise participants who possessed *exemplary knowledge* of the subject matter at hand; this providing validity to the apparently one-dimensional approach. Richardson (1999) is a well cited critic of phenomenography, although in his concluding chapter he reveals a deep seated antagonism with antipositivist ontology, demonstrated clearly through his criticisms of the use of reflective practice, preferring and promoting an objectivist approach to evaluating educational practice; thus, he is clearly and fundamentally antithetical to the principles of phenomenography, in addition to other antipositivist methodologies. These views are for instance in complete contrast to Micari et al. (2007) who celebrate both the subjectivity and single-dimensional nature of phenomenography in the face of growing accountability and performativity in educational research and evaluation. Despite this, Richardson describes Marton's key descriptors of phenomenography as ambiguous (1999:64). He cites seminal researchers such as Giorgi (1966) and Schütz (1967), however the arguments that he borrows in order to criticise phenomenography do not necessarily hold. For example, Richardson utilises the narrative of Schütz, who tells us that "*the structure of experiences of others must be used signitively*" (1967:217), in other words, without a prior framework. I would therefore argue that

Richardson and his sympathisers would be more justified in aiming this criticism at phenomenology or grounded theory; I used phenomenography precisely *because* of its signitive nature.

By this, phenomenography should involve (and did in the case of this research) participants who possess exemplary knowledge, therefore it is *their* conception of *their* experience that is important, not the researcher's interpretation of their experience. Phenomenography has been used successfully since its inception in the early 1970s, particularly in the field of education. Researchers such as Larsson (1986), Dall Alba (1991), and Trigwell and Prosser (1995; 1997) have all utilised phenomenography as an approach for investigating conceptions of teaching, whilst additionally researchers such as Bowden (1988; 1990; 1991), Marton (1988; 1989) and Laurillard (1993) have used phenomenography in research around teaching practice, whilst Fulop (1995) used the approach in his study of trainee teachers; therefore the pedigree for the approach in terms of suitability for my research is clear.

A consequence (and to this antipositivist's mind, an advantage) is that the participants interpret the research questions themselves, and using their exemplary knowledge reveal their insights into the phenomenon, in this case post-compulsory ITT. Thus the results should not be limited by a pre-determined lens or framework, or as in the case of grounded theory, a framework determined during the primary research phase, which is then used as a lens through which to view and *direct* the following stages of primary research. My desire to operate in this manner was piqued by a passage from Merton (1949), who criticised approaches to research which discounted the 'face value' of participant statements, and tried to find new or 'real' meaning where the analyst "*does not so much create a following as he 'speaks for' a following to whom his analyses 'make sense,' i.e., conform to their previously unanalyzed experience*" (1949: 219). This added value to the use of phenomenography as an approach, where the exemplary knowledge of the participant would be valued so centrally. Therefore, I suggest that phenomenography is a particularly appropriate vehicle when accessing the exemplary knowledge constructed by these graduates of post-compulsory Initial Teacher Training, and would recommend that researchers desirous of obtaining the exemplary knowledge of their participants give consideration to phenomenography as an approach.

1.4.3.2 The phenomenographical position

As discussed above, phenomenography was developed as a research paradigm specifically to study and understand how students conceptualise their own learning (Marton & Booth, 1997; Hales & Watkins, 2004). In common with all approaches to research, it has its critics; however these primarily relate to the ontological tensions that exist between the positivist and antipositivist paradigms (Richardson, 1999; Pring, 2004). Phenomenography as an approach to research seeks to understand how people perceive a phenomenon or phenomena (Marton, 1986), not to identify an overarching subjectivist truth behind a phenomenon.

This research employed a phenomenographic approach in its conceptualisation, its methodology, and its results analysis. As an approach, phenomenography:

> aims to explore the range of meanings within a sample group, as a group, not the range of meanings for each individual within a group.... the set of categories or meanings that result from the analysis are not determined in advance, but 'emerge' from the data, in relationship with the researcher.
>
> (Åkerlind, 2012: 117)

To facilitate this capture, a multi-faceted approach to the collection of data was used. Initially, a questionnaire was distributed amongst participants in order to glean information relating to key areas of the study. Issues such as their immediate comments on the efficacy of their teacher training were ascertained, and the responses to these questions provided insight and direction in the design of the consequent research activities. This phase of the research was aimed at as wide a range of former trainees and key stakeholders as possible, which initially involved a questionnaire completed by 35 former in-service trainees. This was followed by two approaches to interview, both utilising a purposive sampling approach (Stake, 2005). A semi-structured interview was used with a purposive sample of 21 former trainees of in-service ITT, in order to more fully answer the research questions posited above.

This was supported by semi-structured interviews of five members of management from different organisations within post-compulsory education, who use university-led ITT as a source of provision for their staff.

Following this capture, the utterances of the participants were compared and grouped into pools of meaning (Ireland, Tambiya, Neofa & Harding, 2008) by means of a structured thematic analysis (discussed in the methodology section). This was used to identify areas of conceptual commonality within the participant population. Phenomenographic approaches to

research would not be used in order to test a hypothesis, but as an approach of discovery utilised in order to determine the perceptions of others in relation to an experienced phenomenon (Bowden, 2000). For this reason, and in contrast to approaches such as grounded theory, which gradually become more focused on particular aspects of the phenomenon as the analysis and data collection continue (Glaser, 1992), phenomenography considers all utterances by the participants as significant. After **all** the data has been collected (unlike grounded theory), the phenomenographer then utilises the available narrative in order to determine commonly agreed categories of description. It is entirely conceivable that within any category of description, there will be dissenting voices, but these are considered equally significant in deference to the policy of valuing each individual interpretation of the phenomenon in question.

Phenomenography therefore seeks to understand the position of its subjects and identify commonalities in perception. Once these commonalities in perception have been identified and recorded (as 'categories of description'); their content is then interrogated in order to identify precisely what the common concepts within that category are. These are termed 'conceptions' in phenomenography. These conceptions are based on the premise that they represent common concepts articulated by the respondents of the study (Micari et al., 2007). This approach therefore relied on capturing the precise wording and phrasing used by each participant, making this research in my view particularly faithful to the ideas and opinions put forward by each participant.

The phenomenographical approach is not without it's critics. Perhaps the most commonly cited and vocal critic is John Richardson of Brunel University. However I feel that much of Richardson's extensive critique on the efficacy of phenomenography, which uses criticisms of the approaches of several high-profile phenomenographers, can be reduced to two major foci:

1. that phenomenography is anti-positivist, and therefore by definition is a result of the second-order interpretation by the phenomenographer. Whilst this criticism could be leveled at all anti-positivist research, Richardson seizes upon claims by Marton that phenomenography attempts to "*discover and classify people's conceptions of reality in just the same way that a botanist might discover and classify new species of plants on some remote island*" (Richardson, 1999; Marton, 1986, 1988b, 1994). It is entirely conceivable to my mind that this attempt at contextualisation would have seemed inappropriately positivist to Richardson, and I agree. However, I level the criticism at

a flawed attempt to contextualise phenomenography by Marton, rather than at phenomenography itself.

2. that many confuse phenomenography, phenomenology, and ethnography. Whilst all three paradigms can contain philosophies and approaches of the others, Richardson felt that that 'fathers' of phenomenography had not conceptually differentiated phenomenography clearly enough from the others (1999). However, I would posit that this criticism is as much a criticism of previous researchers, who have inaccurately labelled their research as one of these three paradigms, when according to Richardson, it is clear that their epistemological approach was otherwise.

In reference to the above criticisms, I suggest that a correct phenomenographical use of the full collected data, with no agenda or hypothesis to develop can produce a series of conceptions, or middle range theory which demonstrates how participants conceive that a phenomenon (in-service initial teacher training in this case) has, in *their* opinion, influenced *their* practice as teachers.

1.4.4 Mimēses praxeōs

Early in the method piloting process, it became clear that participants wanted to discuss the difference between how they felt at the time of their training, and how those feelings had changed over time. This notion has been referred to in literature as 'growing into the profession' (Flores & Day, 2006; Vonk, 1994). To facilitate this in my writing, I used the concepts of $mimesis_1$, $mimesis_2$, and $mimesis_3$ as posited by Ricoeur (1984). Ricoeur used this tripartite taxonomy to discuss the fundamental importance of time on the reflective and reflexive processes (and indeed is critical of Schön who did not explicitly explore time-elapsed as a factor in reflection). His three categories of $mimesis_1$, $mimesis_2$, and $mimesis_3$, respectively refer to:

- $Mimesis_1$: the familiar pre-understanding we have of a phenomenon;
- $Mimesis_2$: the phase where new understanding and experiences encourage us to reconsider our pre-understanding; and
- $Mimesis_3$: a new configuration of understanding achieved by a refiguring of the pre-understood order of action.

(Ricoeur, 1984)

I posit that this construct, which when taken in sequence forms Ricoeur's *mimēsis praxeōs* (1984: 34), can be related most significantly to the developmental journey undertaken by - in particular - in-service ITT trainees, who often attend their ITT with prior experience of teaching (mimesis$_1$); which will then be challenged by the university-led ITT course and all that it entails, such as a critical engagement with theory (Simmons & Thompson, 2007; Simmons & Walker, 2013) and the development of reflective and reflexive skills using tools such as lesson observation (mimesis$_2$); before the graduate of ITT then develops a more sophisticated or consciously deliberate approach to their professional practice as a teacher (mimesis$_3$). This is congruent with contemporary readings of teacher identity creation, which often identify a blossoming of identity following training; Beauchamp & Thomas (2009) refer to this emerging identity as a tentative one, whereas Vonk utilises the lexicon of 'threshold identity,' and 'growing into the profession' (1994). Following this reading of Ricoeur, I decided that any investigation into the impact of ITT on the professional practice of its graduates *must* therefore allow an appropriate period for the development of mimesis$_3$. To that end, I decided that as part of my purposive sampling approach, any participant would have to have completed their ITT at least one calendar year prior to taking part in my research, to locate the study very much in the arena of 'growing into the profession' (Vonk, 1994).

1.4.5 The creation of a middle range theory of influence

The study draws upon these aims and the approaches highlighted in order to develop, in the lexicon of Merton (1949), a middle range theory: one which is "*intermediate to the minor working hypotheses evolved in abundance during the day-by-day routines of research, and the all-inclusive speculations comprising a master conceptual scheme*" (1949: 5). This would be drawn from an entirely post-factum analysis of primary data (1949: 90), which is concomitant with the ethos of phenomenography (Dunkin, 2000). Leihr & Smith (1999) make explicit links to the value of middle range theory in linking research and practice, whilst Roy (2014) agrees that the development of middle range theory is a recognised method of bridging theory and practice, and that it refers to theories that have a practical application in the real world. She suggests cogently that the development of middle range theory can be described as a process for creating "*knowledge for* practice" (2014: 3). These critiques position middle range theory appropriately with my research: for example, where a 'grand theory,' such as for example those proposed by Karl Marx or Adam Smith, seeks to explain and predict behaviour at a societal level, Merton's suggestion of a 'middle range' theory is used in sociology to

theorise a very specific phenomenon with a limited scope (1949a; 1994). To take further this comparison, where Marx in the *Grundrisse* sets out his treatise on production and its means, on the relations of production and on political economy (1971 – first English translation), which become the origins of the Marxist movement: a grand narrative, conversely, middle range theory addresses "*delimited aspects of social phenomena*" (Merton, 1949: 39-40); or small-scale, clearly defined, restricted and demarcated sections of theory. Where Adam Smith's ideas in 1776 around the 'invisible hand (Smith, 2013) arguably led to the formation of a free-market economy, and the birth of capitalism – again, a grand narrative, middle range theory is conversely "*close enough to observed data to be incorporated in propositions that permit empirical testing*" (Merton, 1949: 39). Therefore although it specifically deals with observable phenomena, it is however larger in scope than those everyday observations experienced in society. For this reason, I propose that this is an entirely justifiable approach to maintain in this research. Furthermore, the use of this terminology validates the creation of my model of 'the influence of initial teacher training on professional practice' as introduced in section 5 of this thesis.

However, despite the popularity of using middle range theory within research such as this, I have been mindful to consider literature that is critical of the approach. Boudon (1991) is perhaps the most noted critic of middle range theory, however this is related to ontological differences between Merton (who proposed middle range theory as an antidote to the catch-all nature of the grand narratives), and Boudon - who proposed and promoted a number of large scale sociological theories, such as his Model of Social Mobility (1973), which in itself is particularly pertinent to the post-compulsory sector of education (Thompson & Simmons, 2013). Boudon pejoratively suggests that "[i]*n other words, MRT* [middle range theory] *describes effectively what the other sciences call simply 'theory'*" (1991: 520). However even cognisant of this critism, it is clear that my use of the term 'middle range theory' rests contently with Boudon's simplification (through criticism) of the term as simply a theory (1991).

1.4.6 Structure employed

The thesis employs a structure archetypal to academic writing, following the convention of introduction, a review of relevant literature, methodology, introduction to and analysis of findings, followed by conclusions and recommendations. This final chapter makes explicit my

claims to new knowledge in relation to this field of study, and draws together the middle range theory of the influence of initial teacher training on professional practice alluded to above.

1.5   Rationale

The inspiration for this research came from an impromptu conversation with a former trainee of ITT, who whilst reflecting on a class he had taught earlier that week, had made the comment that he had experimented with a technique introduced to him by an ITT tutor, in his own teaching. This former trainee had been an experienced teacher in FE for more than ten years, the majority of those years prior to his own ITT – so my interest was piqued as to how the former trainee's professional practice had been altered or enhanced by his ITT experience. This is a fascinating question, as trainees enter in-service ITT with a variety of differing levels of experience, both in classroom teaching, interactions with their own trainees, and managerial and curricula responsibility.

Providers of ITT such as universities and awarding bodies develop their own programmes, based around the required content of the appropriate standards agency. The majority of participants in this study undertook ITT developed with the professional standards developed by Standards Verification United Kingdom (SVUK), who were "*responsible for endorsing generic initial teacher training (ITT) qualifications for the lifelong learning sector in England and Wales, and those for Skills for Life practitioners in ESOL, literacy and numeracy in England*" (SVUK, 2008). Thus, despite the freedom given to each provider to develop their own programmes, strict guidelines (known as units of assessment) enabled SVUK to ensure that all ITT trainees had a similar experience of content, or the *espoused* curriculum (Ball & Goodson, 1984), even if the *enacted* curriculum could not be controlled centrally.

The study carried out therefore examined the perceptions of past Initial Teacher Training (ITT) trainees in the post-compulsory sector of UK education. I argue that this study is just as pertinent now as it was at its inception, as the changing terrain of ITT in the post-compulsory sector continues to change; the most recent adaptation being the removal of a national policy steer on ensuring that teaching staff in the sector have an appropriate ITT qualification. This thesis differs from many other studies in that rather than adopting the approach of the 'satisfaction survey', which would ordinarily glean the thoughts and opinions of current or *completing* trainees, this study examined the views of ITT trainees who have progressed from

their training into employment, using a retrospective lens akin to that utilised by Bathmaker and Avis (2012) in their study linking the concepts of professionalism amongst novitiate teachers. It was envisaged, following primarily the three concepts of mimesis (Ricoeur, 1984), that this retrospective insight would provide a more holistic view of their thoughts in relation to the success, efficacy and focus of their university-led ITT programmes. The primary methodological approach of the study revolved around the reflections of the trainees and the analysis of how the ITT that they undertook influenced their professional practice.

1.6   The Post-Compulsory context

This research is set entirely within the post-compulsory sector of the UK education system, the participants of the research all being teachers trained to deliver within the post-compulsory sector. This sector has been commonly known by a variety names, including Further Education (FE), post 16, post-compulsory, the Learning and Skills sector, and most recently the Lifelong Learning sector – however for simplicity's sake, it shall be referred to as the post-compulsory sector for the remainder of this thesis.

According to Fisher and Simmons (2010), the sector in question is made up by the following types of educational institution:

1. Further education colleges;
2. Local authorities;
3. Public Services;
4. Private training providers;
5. Higher Education.

This sector has historically been perceived as less professional than other sectors of education, indeed it has been pejoratively referred to as the 'Cinderella' sector as early as 1935 by the then President of the Board of Education, Oliver Stanley (No author, 1935), and more latterly seized upon by ex-Minister of Education Kenneth Baker in 1989 (Gray & Griffin, 2000). In fact, the first professional organisation for teaching staff within the sector, the Institute for Learning was launched in 2004 (IfL, 2010). This body then published its first attempt at a professional code of conduct for post-compulsory teachers in 2008.

The changes to ITT within the sector between the publication of the FENTO standards in 2001, and the creation of a professional body to represent the teachers of the sector could be seen as a sustained attempt to professionalise the sector, however this argument is contested by many; Bathmaker & Avis (2012) for instance describe a system of highly codified standards that serve to restrict teacher autonomy, shrouded by dubious claims of professionalisation made by "*government-designated arms-length organisations*" (2012: 734).

Millerson (1964) suggested that in order to be categorised as a *profession*, the following criteria must be demonstrated in the role:

- the use of skills based on theoretical knowledge;
- education and training in those skills;
- a competence ensured by examination;
- a code of professional conduct;
- orientation toward the 'public good'; and
- a professional organisation.

(Evans, 2008)

It could be argued that in using such a taxonomy, the post-compulsory sector was achieving its aim (as posited by the IfL throughout the timeframe in question) of achieving a professional status, employing teachers of professional standing (IfL, 2010), during the epoch where "*all new teachers employed to teach in an FE college in England and Wales had to possess a recognised teaching qualification*" (Huddlestone & Unwin, 2002: 23).

At the time of writing, it is unclear how this determined policy of professionalisation will be maintained, following the previous coalition-led neo-liberal treatise that led to the removal of compulsory ITT for all teaching staff, thus leading to a discourse of deficit in terms of three of Millerson's six criteria of professionalism, namely: the use of skills based on theoretical knowledge; education and training in those skills; and a competence ensured by examination.

The need for professionalism in the sector is reinforced when one considers the importance of the sector within the landscape of UK industry:

> the learning and skills sector and post-compulsory education and training are seen as
> playing a crucial role in the ongoing development of national competitiveness. It is

anticipated that they will make a contribution to the development of skilled labour at craft and technician level, whether this is in service or other sectors of the economy.

(Avis, 2007:5)

Thus one can appreciate the government's desire to enhance the standing of a sector with such lofty targets, when one considers that in 1996, the sector was the most common provider of training outside the workplace (DFEE, 1996). Indeed, in 2008/9, the sector was responsible for the education of almost 4.8 million people[2] (DBIS, 2009), and at the time of writing, the post-compulsory sector forms a major element of the government's endeavour in creating a *skilled* national workforce (Fisher & Simmons, 2012). Following this narrative, the role of the teacher is key in the success of each trainee within this dynamic and vital sector, therefore an investigation into the impact and efficacy of post-compulsory ITT is a critical piece of research to be undertaken.

The next section will therefore address a series of key themes, all of which have been touched upon in this introductory chapter, by critically examining published literature pertinent to this study, and espousing links from said literature to this research.

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[2] Approximately 4,756,600 learners took part in courses funded by the then Learning and Skills Council.

2   Review of Literature

This chapter will examine literature pertinent to this study, and identify how decisions made during the course of this research were framed and made, in terms of the research title and supporting outcomes. This literature sets the context of the study as an ever-changing educational sector that battles with concepts of professionalism, and paradoxically faces ever-increasing external pressures to conform to a changing landscape. This context is necessary in order to respond to the three outcomes for this thesis, which were:

1. To identify any perceived impact that university-led in-service ITT has on the professional practice of its graduates;
2. To explore, with the benefit of experience, if past participants of university-led ITT believe that improvements to the provision can be made, and if so, what are those improvements?
3. To construct a middle range theory to illuminate these influences on professional practice and improvements to provision, in order to determine if university-led in-service ITT meets the perceived requirements of workers within the sector.

Contextualising literature is available which will add both validity and reliability to my findings in terms of these outcomes; the chapter is split into sections, which will look at the following areas of literature explicitly:

- *The recent historical context of post-compulsory education and its ITT*;
- *The contemporary ITT experience*;
- *Professionalism and the post-compulsory teacher*;
- *Perspectives on the efficacy of post-compulsory ITT*; and finally:
- *The impact of time elapsed on critical reflection*.

2.1 The recent historical context of post-compulsory education and its ITT

2.1.1 A short history of post-compulsory education

In order to contextualise my study, this chapter will use relevant literature in order to provide a brief illustration of the historical context of university-led ITT, and the sector of education that it has served. This is intended to add to the originality of this work, through making clear the substantial differences between the post-compulsory sector of education in the UK, and the various elements of the compulsory sector. It will specifically explore the following areas:

- a short history of the wider post-compulsory sector;
- the training of the sector's educators in recent time;
- notions of post-compulsory education as a sector 'out of kilter;'
- notions of post-compulsory education as a community practice; and,
- notions of post-compulsory and the lexicon of performativity.

2.1.1.1 The sector

Post-compulsory education has existed in this country for many years; Fisher and Simmons (2012) usefully assert that the origins of Further Education lie in the requirement for education around industrialisation in nineteenth century England. *Higher* Education, as a component of the post-compulsory sector dates back much further with the creation of universities in Oxford and Cambridge in the 11th (University of Oxford, n.d.) and 13th centuries (University of Cambridge, 2014) respectively. However, along with the age of industrialisation and the creation of the mechanics institutes and technical training schools (Fisher and Simmons, 2012), so the university sector also began to grow beyond its original stakeholders and take the shape that we recognise today (Anderson, 2006).

Despite its roots in supporting the industrialised national economy, Further Education (FE) only became part of national educational policy in 1944, when the new Education Act made the requirement that Local Education Authorities supported the provision of FE (Bailey, 1987).

A number of structural changes took place in the sector. These included the creation in 1966 and subsequent removal in 1992 of polytechnic status for institutions which had previously demonstrated efficacy in delivering both HE and technical education, and, arguably the most significant change in the sector in recent history, when the Further and Higher Education Act (1992) removed FE colleges from the control of local authorities (Fisher & Simmons, 2012), to allow them to exist in a quasi-neo-liberal state. It is vital for any researcher in the sector to appreciate the fluid nature of control over (and within) the sector, indeed government policy towards the requirement for Initial Teacher Training to be undertaken by staff changed *during* my research, and could conceivably change again with a change of government.

Avis, Bathmaker & Parsons discuss the role of post-compulsory education and training (PCET) positing that PCET is positioned "*within the competitiveness educational settlement… seen to have a pivotal role in the expansion of value added labour or, more prosaically, skill development*" (2002:28). Hodgson & Spours (2011) contribute to this narrative by questioning the extent to which the post-compulsory education market is either stimulated or imposed by government. This perspective is continued and built upon in the writing of Avis et al. in 2003 when in defining the *competitiveness settlement,* they make explicit the argued relationship between post-compulsory education and the economic success of the nation, "*by developing the knowledge and skills of the workforce a vibrant and dynamic workforce will be created, able to compete successfully in the global marketplace*" (Avis et al., 2003). Stanley (2007) supports this notion, but also introduces the argument that "*the prediction of workforce demand is notoriously* fickle" (2007: 92), targeting the belief that we can, as a society accurately train students for as yet unclear futures. Avis describes this widely held belief as "*becoming a bulwark of an uncritically accepted common sense*" (2006: 341), adding the importance of flexibility and adaptability to the pre-requisites for success, and suggesting that these arguments have "*a number of mythic elements*" (Avis, 2007a: 196). This argument is built upon by Fisher & Simmons (2012), who mobilise the arguments of Musgrave (1970) to assert that this lexicon of vocational competitiveness is collective amongst the ruling classes of the United Kingdom, and is based upon notions emanating from the late 19th and early 20th centuries (Hyland & Merrill, 2003). Not opposing Avis et al., but commenting on the inability of the UK education system to fulfill its engagement with the *competitiveness educational settlement,* Michael Gove writing as then Secretary of State for Education in introducing the Wolfe Review of Vocational Education stated that:

> Since Prince Albert established the Royal Commission in 1851 policy-makers have struggled with our failure to provide young people with a proper technical and practical education of a kind that other nations can boast. 160 years later the same problems remain.
>
> (2011: 4)

However, Avis et al. also demonstrate a more humanist perspective of the sector, maintaining a theme in their writing based around the notion that individually responsive post-compulsory education *should* enhance the social capital of each student: an area vital to the findings of my research. According to Avis et al, this enhanced capital in turn should lead to an increased occurrence of social justice, which will then permeate into society (2003). This is not however simply a natural result of treating members of the sector appropriately, it needs to be manipulated around the social conditions germane to the environment, indeed "[e]*ducation practices need to be underpinned by a notion of social justice that appreciates the pattern of social antagonism found within society*" (Avis et al., 2003: 206). It is only through immersion in the educational context and in utilising the social constructions that exist in the classroom that this will occur:

> Rather than positioning the teacher as authoritative on the patterns of exploitation that exist in society, it is dialogue with learners that teachers need to make sense of the social relations in which they are all located. All those involved in this dialogue draw upon the resources at their disposal – personal knowledge, skills and lived experience – to make sense of these relations.
>
> (Bathmaker & Avis, 2005a: 13)

This subchapter has provided a background to the reader of the tumultuous nature of the sector, and the national context in which the sector operates. The next subchapter will locate Initial Teacher Education within that policy space.

2.1.1.2   *The training of the sector's educators in recent time*

Supporting the Education Act (1944), McNair published his committee's report in 1944 which extolled the virtues of a trained teacher workforce (Bridge et al., 2003). This began with the promotion of one year duration, pre-service courses (not pertinent to my research), but following the publication of Lord Robbins' report in 1963 (report of the Committee on Higher Education) two year in-service courses, the very genesis of the courses to which this thesis explicitly refers, began to emerge (Simmons & Walker, 2013). However at this time, the subject experience and knowledge of the new lecturer or teacher were largely seen as

paramount, whereas a qualification in teaching was not (Bathmaker & Avis, 2005). I would argue that the sector at large has struggled with this dichotomy since its inception. Indeed, the Russell Report of 1966 recommendation that the new teachers of the 15-18 years age-group (post-compulsory education) should be teacher trained was rejected by the then Labour government led by Harold Wilson (Lucas, 2004), a move which has more recently been echoed by the Conservative-led coalition of 2010 – 2015, adding credence to my statement above that the sector continues to struggle with the dichotomy of subject expert and trained teacher. In 1977, the Haycocks Report specifically recommended a two year, in-service programme for training the teachers of post-compulsory education (Bennett, 1979; Herbert, 1982), and set targets for the speed at which the sector should train its teaching staff.

However, it was only following the recommendations of the Kennedy report of 1997, and the creation of the Further Education National Training Organisation (FENTO) in 1999 that:

1. an agreed standard of teacher training for the post-compulsory sector emerged, and;

2. in 2001, that the completion of such a recognised course of teacher training became mandatory for teachers in the sector (Bathmaker & Avis, 2005a; Lucas, Nasta & Rogers, 2012).

However, the FENTO standards were criticised by various commentators; for instance Wallace summarised her primary research with new ITT trainees in the sector by suggesting that the standards were "inadequate and misdirected" (2002: 79). After the first national Ofsted inspection of FE teacher training which commenced in 2003, and a new framework proposed by the 2006 Further Education white paper (DfES, 2006) *Further Education: Raising Skills, Improving Life Chances,* yet more significant changes were made to ITT in the post-compulsory sector (Nasta, 2007):

- Firstly: the FENTO standards were discontinued, replaced by a new selection of professional standards, known as the LLUK standards (Lifelong Learning United Kingdom);

- Secondly: a national body for the registration of post-compulsory teachers was introduced, the Institute for Learning, or IfL; and,

- Finally: a new status designed to provide equivalency with QTS in schools was introduced, QTLS (Qualified Teacher, Learning and Skills). This status would be

conferred by the IfL, upon evidence of a completed LLUK ITT course, and a demonstrable commitment to CPD on the part of the ITT graduate.

Thus, it was evident that through these three strands, this was a significant attempt to professionalise the workforce of the sector, and it is within this epoch of ITT for the post-compulsory sector that my research is located. This move towards professionalism was a key focus of the 2010 *Teacher Training in Vocational Education* report, which criticised the apparent delay in professionalising the activity of the recently emerging 14-19 agenda, in comparison with the strides being made in traditional FE. The FE sector's attempts to professionalise as noted previously appeared to be at least in part successful; Lord Lingfield's 2012 Review of Professionalism in Further Education stated that:

> a recognisable professional identity in FE exists… the robustness of this identity has become a matter for concern we believe substantially because FE is seen as the sector 'in between' schools and Higher Education (HE), apparently lacking a distinct and unique personality of its own

(DBIS, 2012: 3)

This is particularly interesting, and is worthy of specific consideration by my study, as one of the key findings of my research is the development of a tangible feeling of professionalisation amongst the graduates of university-led ITT (see section 4.3.2.1).

The Institute for Learning took over responsibility for the teaching standards in April 2011, following the closure of the LLUK sector skills council (Fairbairn, 2011), and it is within this context of recent change that this study is situated. However, the Institute for Learning was discontinued in late 2014; it's work being continued by the Society for Education and Training (SET).

Therefore, it is clear from the literature that in much the same way that the sector as a whole has wrestled to maintain its own consistent identity over time, so the initial teacher training that serves it has, somewhat predictably, also found itself particularly susceptible to the wider forces of education policy. The next subchapter will examine how this changing historical context has influenced the sector that we see today.

2.1.2 The contemporary post-compulsory sector of education

2.1.2.1 Post-compulsory as a sector 'out of kilter'

The contemporary reality of post-compulsory education is as complex now as it has been throughout its existence. It contains a myriad of education providers, ranging from large FE colleges, to small private training organisations; it includes public sector training providers, such as Police training schools, voluntary organisations; it includes 14-19 provision, SEN provision, and provision for educating prisoners. This appreciation has been vital in the context of my research as it has provided a clear reminder of the breadth of the sector, which I have consequently considered in my methodology, in order to ensure as wide a coverage of participants as possible.

Randle & Brady (1997) famously use Baker's 1989 reference (in turn taken from Stanley in 1935) to the FE sector (post-compulsory) as the 'cinderella sector,' due to its perceived invisibility amongst policy makers in the UK, in their study of the impact of managerialism on teacher professionalism in a large FE college post-incorporation. This feeling of dissonance with UK education policy litters the discourse of post-compulsory education, for instance Avis et al. (2002) report on a sector whose learner demands are *'out of kilter'* with traditional conceptions of pedagogy. However, Lucas (2004a) suggests that at least the importance of the sector is developing, but is critical of the unfocused manner of change, identifying a transformation from being recognised as "*a state of 'benign neglected' by central government to one which has grown in importance to policy makers and in turn has become more and more regulated*" (Lucas, 2004a: 35).

The increase in regulation that Lucas refers to shall be discussed later (2.1.2.3), however it is important in *this* section to introduce the proliferation and ubiquity of change within the sector. Whereas Bathmaker and Avis cautiously suggest that the sector is not easily definable (2005a), Lucas refers to "*the bewildering changes that have hit FE college teachers in recent years*" (Lucas, 2004a: 49). Edward et al. build upon this, describing a picture of endless change coming from all directions (2007), and catalogue changes to senior management, funding, administration, quality amongst a plethora of others as examples of the changing nature of the landscape. This is particularly useful in the context of my research, as the notion of being subject to continuous change provides a vital lens with which to examine the experiences of my participants, particularly as 'experienced' teachers, they will (if the

literature is to be believed!) have experienced at least some form of this omni-directional change. Helpfully, Edward et al. also suggest three different typologies of response on the part of teachers to the endless change, these being:

1. eager acceptors of change. These were teachers and managers who could see opportunities in change, and represented the smallest number of staff;

2. pragmatic acceptance of change. These staff would not be driven by new approaches, but accepted that in order to survive, they had to acquiesce;

3. discomfort. These staff felt that the enforced changes were antithetical to both their own mores in education, and the training that they had undertaken as teachers (Edward et al., 2007).

This typology provides an interesting context when compared against the work of Bathmaker & Avis, who reported evidence of trainee teachers perceiving that their very *responsibility* was to both embrace change, and act as ambassadors for change in the workplace (2005).

It is clear therefore from the established literature that the post-compulsory zeitgeist is concomitant with the lexicon of change. However what is not clear from the literature available is the extent to which ITT is able to prepare teachers for such change.

2.1.2.2 Post-compulsory as a community of practice

Much of the literature germane to communities of practice within the post-compulsory sector reveals a deficit model, however it has to be clarified that a propensity exists for such literature to examine the trajectories of *new* staff or *trainees* into the workplace. The literature is unable to comment (and nor should it) on how new members of staff or novitiates are received into the environs of other professions, such as the medical, financial or legal professions.

Avis, Bathmaker and Parsons (2002) present a thorough analysis of post-compulsory education, as they present a multivariate analysis incorporating the perceptions of staff development officers, trainee teachers, and also teachers and learners in different settings, under the auspices of considering differing notions of, and perceptions around communities of practice. In a fascinating discourse, the authors found that a central concept (indeed, a

principal artefact of entry) in the communities of practice was the willingness of established staff (core participants) to dichotomise their students in terms of being 'good' students or being 'bad students.' Even in instances where students and teachers had developed their own combined communities of practice, the emergence of restructure was seen to be a catalyst for the return to the polar dichotomy. Avis et al. found that it was the trainee's inability and/or unwillingness to dichotomise their new students that lead to their marginalisation from the established faculty. This is a theme that re-emerges in the writings of both Avis and Bathmaker, where the very conditions of being in the sector are considered in terms of their impact on the formation of both communities of practice, and of individual professional identity. It is clear that of central importance to these ideas however is the critical and fundamental impact that the notion of performativity has had on both the sector at large, and the teachers operating within it. The next subchapter will explore these notions, which abound in contemporary literature on the sector.

2.1.2.3 Post-compulsory education and the lexicon of performativity

As stated above, the impact of managerialism and performativity is replete in the literature on post-compulsory education. It is clear from literature around education in general (as well as other fields such as medicine) and more specifically literature relating to the post-compulsory sector, that the values of performativity and managerialism appear to be completely at odds with notions of professionalism, particularly on the part of the teacher. Randle and Brady for instance (1997) present a vocal and devastating narrative on the deprofessionalisation, the imposition of 'market' and pernicious quality measures, and the 'proletarianisation' of the workforce in the years following the incorporation of a large further education college in the UK. As posited above, they reveal a paradigm of professionalism as being in absolute conflict with the paradigm of managerialism, and use conflicting notions of 'quality' to argue their case.

Ball is perhaps most explicitly critical of the emergence and saturation of performativity in education, and offers a clear definition of the term, stating that:

> Performativity is 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).
>
> (Ball, 2003: 216)

Ball describes a vocation where the actors (in this case teachers) are tasked with producing performances, which in turn must influence the performances of those that they teach. Indeed, this lexicon of performativity appears dichotomic with Avis' previously introduced notion of post-compulsory education leading to enhanced social justice through enhanced social capital. However, Ball asserts that society itself is both complicit in, and an active agent of the construction of performativity, referring to the concept of *exteriorization* (2003: 226), a shift in the societal understanding of workers, and the work that they produce, to one of *cynical compliance*, again providing a vital lens through which to examine the narrative of the experienced teachers in my study. Indeed, literature links the discourse of managerialism and performativity with the regulation and surveillance of teacher practice (Avis et al., 2003; Avis & Bathmaker, 2004; Ball, 2003) and the increase of governmental rhetoric, hidden behind standards enforced by Ofsted.

Edward et al. (2007) focus their attention on the impact that the route to performativity has had on teaching staff, and again question the ability of teacher professionalism and managerial performativity to cohabit the same space, suggesting specifically that the concept of the latter has changed the very meaning of the former for teaching staff in the sector. Like Ball, and Avis et al. above, they uncover a perception that the combined efforts of Ofsted, government initiative, and the LSC are primarily responsible for the growth of managerialism at the expense of teacher professionalism. Storey (2007) notes the requirement of the teaching workforce to remodel itself in order to serve the mantra of performativity at the expense of creativity and personal professionalism, whereas this need to acquiesce is passionately contested by Ball & Olmedo (2013) who promote a policy of resistance at both individual, organisational and societal level. However, here exists an interesting juxtaposition between the perceived erosion of professionalism and *learner-centred ideology* (Edward et al., 2007: 166) and the discovery of a contradiction in terms of student characterisation perceived by Avis et al. in the previous section. Therefore my research is purposefully mindful of how concepts of performativity manifest themselves in the narratives of my participants.

The tumultuous history, combined with the very breadth and scope of the sector makes the process of training teachers for it taxing; it also makes the task of identifying relevant literature challenging, as so much has been written, plenty of which is not strictly relevant to this thesis. However, this short chapter has aimed to provide an overview of the recent history

of the sector, concentrating on the elements of history most relevant to this thesis, namely the expanding breadth of the sector (which are therefore germane to the requirements of the ITT that supports said sector) and the significant changes made to the ITT zeitgeist in the last twenty years.

The next chapter will illustrate how ITT for the post-compulsory sector has developed in order to support the development of the sector's teachers. This includes an overview of the many and varied routes into ITT, and will locate in-service university-based ITT as the central focus of my research, within its wider context.

2.2   The contemporary ITT experience

This chapter will investigate the literature around the contemporary ITT experience, by specifically exploring the following areas:

- the very recent history (I refer to the lay of the land) in post-compulsory ITT;
- the variety of approaches to post-compulsory teacher training available to prospective trainees;
- the standards against which ITT trainees are assessed; and finally,
- notions of structure and quality in ITT.

2.2.1 The lay of the land in post-compulsory ITT

This thesis relates to university-led ITT in the post-compulsory sector. Previous chapters have outlined the tumultuous nature of the sector, and its corresponding ITT: this chapter will allow the reader to visualise in a more pragmatic sense the experiences intended for trainees of ITT. This primary research took place between 2010 and 2013, therefore this chapter will maintain focus on the provision, trainees, and standards of that timeframe. In addition, this study relates only to generic initial teacher training, and therefore will not consider subject and context-specialist routes developed and delivered over this timeframe in relation to teachers of English: Literacy, English: ESOL, or Mathematics: Numeracy (LSIS, 2013).

In 2011, the Office for National Statistics reported that over 4.6 million adults were undertaking some form of government funded post-compulsory education (Barnes, 2011). As part of this statistic, by the end of 2010, 88% of all 16 year olds together with 76% of all UK 17 year olds in England were in full-time education (Bolton, 2012). However, despite the huge impact of post-compulsory education, and therefore, post-compulsory ITT on society, national policy has seemingly failed to offer a consistent direction for the sector. As stated previously, Lucas famously suggested "*a state of 'benign neglected' by central government*" (2004a: 35), whereas Huddleston & Unwin describe a clear dichotomy between the support and direction provided to compulsory schooling and the indiscriminate growth of the post-compulsory sector (2007). This is summed up succinctly by Ball, who offers that "[m]*ost policies are ramshackle, compromise, hit and miss affairs, that are reworked, tinkered with,*

nuanced and inflected through complex processes of influence" (1998: 126). However, according to Lucas & Unwin, the sector has come under greater scrutiny from government policy makers since the turn of the millennium (2009), as shall now be discussed.

ITT qualifications for the sector became compulsory for teachers in 2001 (Avis, Canning, Fisher, Morgan-Klein & Simmons, 2012) - a move since overturned by the recent Conservative-Liberal coalition. This sea-change in policy was significant at the time in question; Simmons & Thompson remind us that in this period, "*the general academic requirements were still significantly different from those relating to schoolteachers, with no formal requirement for GCSE Mathematics, English and Science and no move towards an all-graduate profession*" (2007: 176). During the same period, Ofsted undertook a survey of ITT for post-compulsory education, which very much supported the rationale for change proposed by the then New Labour government. The results of the national Ofsted survey inspection were announced in 2003, and concluded that amongst other deficits, the FENTO standards were not sufficient for determining the final attainment of trainees (Simmons & Thompson, 2007; Lucas, Nasta & Rogers, 2011), a measure required were post-compulsory ITT to be considered 'equivalent' to that undertaken in maintained, compulsory education. Indeed, questions existed as to whether or not these standards could even be categorised as 'standards,' Scott for instance questioned the lack of any reference points, benchmarks of either knowledge or pedagogical performance, and no specification of level (2005). However, it could be argued that the nature of these 'standards' were such due to the complex and perhaps fragmented nature of post-compulsory education at that time.

The conclusions reached by Ofsted served as a catalyst for an array of changes over the following twelve years - up to the submission of this thesis. The first major change of the epoch following Ofsted concerned the awarding body for ITT; despite the standards (the *Standards for teaching and supporting learners*) being adhered to by ITT providers only having come into existence in 1999, FENTO (the National Training Organisation) ceased to exist in April 2002 (Lucas, 2004). It was effectively replaced in 2004 by LLUK (Lifelong Learning UK), along with a new array of standards for post-compulsory teachers which would come into operation in 2007 (Nasta, 2007). These standards were then converted into ITT programmes, a process endorsed by Standards Verification UK (SVUK) together with minimum requirements for English and Maths (the literacy and numeracy minimum core); a process which again attempted to achieve parity with the maintained compulsory sector

(Simmons & Thompson, 2007). These changes to standards coincided with the creation of the Institute for Learning, which in turn took over responsibility for the registration of post-compulsory teachers between 2007 and 2012. Membership of the IfL would bestow QTLS (Qualified Teacher, Learning and Skills) status on the teacher, assuming that they had both met both the initial standards promoted by LLUK and committed to a minimum of 30 hours CPD per year (Lucas & Unwin, 2009). QTLS was sponsored as being equivalent to QTS (Qualified Teacher Status, the status required of teachers working in the maintained compulsory sector of education), and although the IfL ceased to exist in 2014, QTLS was added as an amendment to the 2003 Education (School Teachers' Qualifications) (England) Regulations to allow holders of QTLS apply for teaching roles in maintained schools and settings (HM Government, 2014). Even in the early stages of this epoch of change, Lucas (2004) warned of the impact of this plethora of top-down regulation and guidance, referred to by Simmons & Thompson as a "*strong and accelerating drive towards central control*" (2007a: 524). Set in a context of welcoming necessary and important change in order to improve standards and promote professional development, Lucas counselled that in order to fully support the diverse nature of the sector, ITT should remain able to respond to that diversity. As typified by the respondents in my research, the sector attracts many of its teaching staff later in life; many enter the profession in a part-time basis around their primary careers, their family commitments, or enter the profession following career breaks (Simmons & Thompson, 2007a). Lucas suggested that HM Government should be coordinated and deliberate in its approach to improving outcomes in the sector, in order to compensate for "*the bewildering changes that have hit FE college teachers in recent years*" (2007: 49). These changes to the sector alluded to above have coincided with the conversion of the sector from one largely consisting of subject expertise in technical, vocational or craft-based training, to a sector of professional knowledge and skills (Simmons & Thompson, 2007). However, writing in 2012, Lucas et al. warned that the original aspirations of this process of change had not been met, suggesting that the changes had not resulted in parity between compulsory and post-compulsory, had served to further confuse the sector as a whole, and as a result had not managed to address the concerns of the 2003 Ofsted survey (2012).

Throughout the period of my study, it remained a professional requirement of teaching in the sector that all teaching staff should obtain a relevant teaching qualification (a move since overturned following the Lingfield report, as part of the recent coalition government's continuing neo-liberalisation of all sectors of UK education), the nature of the qualification

depending on their level of engagement with learners. Simmons and Walker summarise this distinction succinctly, discussing the qualifications as *"intended for those with a limited range of teaching responsibilities. Those undertaking a fuller role were required to complete a Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)"* (2013: 355). Such teacher training could be undertaken either prior to employment (via a pre-service route), or as was, and continues to be more commonly, an in-service route, where ITT trainees use their experiences in work (rather than in placement in the case of pre-service courses) to contextualise their learning in ITT classes.   The university sector trains around 50% of the teachers in the post-compulsory education sector, and approximately 90% of those trainees are educated in an in-service manner (UCET, 2009), adding to the pertinence of this study. However, in order to locate this training, and therefore the focus of my research, the following subchapter will introduce the broader range of training opportunities for teaching staff in the sector.

2.2.2 The multiplicity of approaches to post-compulsory initial teacher training

As identified above, this subchapter will introduce the reader to the variety of approaches available to potential trainees of post-compulsory ITT, and will position this work on in-service, university-based ITT in relation to the wider post-compulsory context. As stated in the introduction to this thesis, university-based in-service ITT for post-compulsory education is the longest established, and most popular form of post-compulsory ITT in the UK, the genesis of which followed the 1944 McNair Report (Simmons & Walker, 2013) and the introduction of ITT courses at four Colleges of Technical Education (each of which latterly became universities). Fulford, Robinson & Thompson reiterate that despite many national reforms, the popular acceptance of the in-service route has not wavered (2015), despite the observation by Noel that the cohorts of in-service trainees - at least in her institution – have become younger, and have less previous experience of teaching than at any point before (2009). The Robbins Report of 1963, argued by Watson (2014) to be the first serious attempt to mobilise the 'widening participation' agenda, led the way to the comparative massification of post-compulsory teacher training, and the advent of the two year, in-service course that is now offered by around 50 Higher Education Institutions in the United Kingdom (SVUK, 2008). In the UK, post-compulsory ITT is awarded by both HEIs, and by national awarding bodies such as City & Guilds (Noel, 2006).   However, Maxwell (2014) usefully reminds us

using the learning transfer metaphor of Hager & Hodkinson (2009), that workplace learning is crucial in the development of novitiate teachers, and that the success of any training – whether university-based or otherwise – is reliant on workplace conditions and affordances on the part of the trainee.

2.2.2.1 University-based ITT for post-compulsory

As stated above, teacher training for the post-compulsory sector began post-World War 2 in the university sector, with the four Colleges of Technical Education alluded to above; Bolton, Greenwich, Huddersfield and Wolverhampton. With the growth in importance of the post-compulsory sector as discussed previously in 2.1, the Haycocks report of 1977 continued the ethos of the Robbins Report, by promoting the critical importance of in-service teacher training for the sector, noting at the time that "*a very high proportion of serving teachers in Further Education have received little or no professional teacher training*" (Bennett, 1979: 44). The same report promoted the role of experienced, professional teachers in devising and delivering in-service training for these novitiate teachers; this paved the way for the HEIs of the time to seize the initiative and foster their two-year in-service programmes, together with the traditional – but less popular in terms of both places and enrolments – one year pre-service programmes.   By utilising the frameworks of Higher Education accessible to HEIs, they were able to offer courses gaining university credit, which in turn could open doors to first degrees and beyond for participants (Bathmaker, 1999). It is perhaps for this reason that Simmons & Walker (2013) found a perception amongst trainees of university-based training being the 'gold standard' amongst ITT options for potential trainees. However, it can be argued that the citing of ITT within the university sector led to a disconnect between training and practice, this being demonstrated by the findings of the Ofsted report of 2003 into the initial training of Further Education teachers, which was critical of the consistency of support provided to trainees in the actual workplace. This in turn led to sweeping reform of the sector's ITT.

In 2007, following discussion with the sector, the then Department for Innovation, Universities and Skills (DIUS) introduced a tripartite qualifications framework for post-compulsory ITT (Bilcliffe, 2014), intended to further address the earlier criticisms of Ofsted (Fulford et al, 2015). The three awards introduced at this time were:

1. *The PTLLS Award* (Preparing to teach in the lifelong learning sector); this being an introductory, short award, which would be attained as soon as possible for the new teacher, within the first year of their first teaching position;

2. *The CTLLS Certificate* (Certificate in teaching in the lifelong learning sector); a longer qualification at level 3 or 4, aimed at those in an associate teaching role. This qualification was also accompanied by a CPD-based professional status, ATLS (Associate Teacher Learning and Skills);

3. *The DTLLS Diploma* (Diploma in teaching in the lifelong learning sector); considered to be a complete teaching qualification in terms of achieving QTLS (Qualified Teacher Learning and Skills). This included assessment against a minimum 'core' of wider knowledge around the basic skills of language, literacy, numeracy and ICT, in order to further consolidate the status of QTLS against the more established QTS for the maintained sector.

As discussed previously, research suggests that trained teachers in the sector consider university ITT in the form of CertEd or PGCE to be the 'gold standard' (Simmons & Walker, 2014), however in order to maintain compliance, universities had to adopt the framework proposed by DIUS which for many universities meant mapping the framework to their existing 'gold standard' CertEd and PGCE qualifications.

2.2.2.2 Non-university-based ITT for post-compulsory

Alternatively, many new teachers opt to undertake their training for teaching in the sector from other providers, who offer qualifications equally as well recognised in the sector as those offered by the HEIs discussed previously. As national standards were introduced for ITT in the sector, it was noted by stakeholders such as *City & Guilds* that an NVQ-type approach of evidencing clearly demarcated standards of teaching would be appropriate for ITT, eschewing the university-based approach in favour of this system (Bathmaker, 1999). In keeping with these beliefs, City & Guilds developed very popular programmes such as the 7307, and latterly the 7303, 7304 and 7305 qualifications which mated to the Award (PTLLS), Certificate (CTLLS) and Diploma (DTLLS) standards following the 2007 reforms discussed previously.

However, doubts over the efficacy of such programmes are perhaps best encapsulated by Bathmaker in this quote, "*NVQs may be a way of ensuring that workers are sufficiently competent to do the minimum of what is required of them (Eraut, 1994), but their narrow specification limits what is considered to be relevant to the workplace*" (1999: 188). Simmons and Walker built upon this notion and proposed that in many cases, those completing '730' courses and similar, still wanted the prestige and transferability of the qualifications offered by universities, and would often use their non-university gained qualification in order to access further ITT within the HEI sector, moving on to qualifications such as the CertEd or PGCE (2013).

The next subchapter will introduce the standards against which trainees were assessed, during the time period of my primary research.

2.2.3 The standards against which ITT trainees are assessed

Following a consultation period of just over a year, LLUK revealed their professional standards for teachers, tutors and trainers in the lifelong learning sector (LLUK, 2007) as discussed in the previous subchapter. Taken in conjunction with the introduction of a professional body for the teachers in the sector (the IfL), a professional status for teachers in the sector (QTLS), and a framework of professional development and necessity to evidence continued *professional standing* amongst the workforce, that these standards would play a significant part in the "*desire to professionalise a disparate workforce*" (Simmons & Walker, 2013) and "*create a national system for further education ITT qualifications comparable to that operating in the schools sector*" (Lucas et al., 2012: 679). The standards introduced were based around six core professional areas, known as *overarching professional standards*, and related to the following areas:

- Professional values and practice;
- Learning and teaching;
- Specialist learning and teaching;
- Planning for learning;
- Assessment for learning;
- Access and progression (LLUK, 2007).

Each of these areas were split into three subsections, containing statements of compliance around the areas of *professional values* (a series of value statements that ITT graduates hold)*, professional knowledge and understanding* (a series of statements stating what teachers should know and understand)*,* and *professional practice* (an exemplification of what teachers should pragmatically *do* in their roles). In total, there were 191 statements, spread throughout the six overarching professional standards and their constituent subsections.

Even during the consultation phase, the depth and breadth of the proposed standards, indeed even the very necessity for standards came under scrutiny. Nasta discussed the ethos of the requirement, and the futility of trying to codify such a complex profession as teaching, suggesting that such attempts:

> often take the form of complex and elaborate specifications. The 1999 FENTO standards and the 2006 draft LLUK standards that will eventually replace them are no exceptions. Both sets of standards make an implicit assumption that it is possible to capture in written statements—codified knowledge—the richness and complexities involved in the process of teaching.
>
> (Nasta, 2007: 3)

Eraut is sympathetic to this argument, suggesting that whilst technical knowledge can be appropriately codified, practical knowledge cannot. He likens (like Schön) teaching to a 'hot' environment, where decisions must be instantaneous and intuitive (unlike, he argues, 'cool' managerial environments where there is a greater place for reflection, and taking time in decision making), and therefore argues that the very principle of reducing teacher professional action to a codified set of behavioural statements is extremely problematic (Eraut, 1994).

Avis et al. (2012) add to this discussion by contrasting the training of teachers of vocational education and training in England and Scotland, noting key differences between the two, including:

- the nature of Scottish *guidelines* for teacher training content in their TQFE (Teaching Qualification in Further Education) programmes, dichotomic with the *standards* driven framework of England; and of key relevance to my research findings:
- the purely pedagogic model of the Scottish system, dichotomic with the English approach emphasising subject-based knowledge, or subject-specialist pedagogy.

Interestingly, Carr and Skinner, although discussing the education system as a whole, rather than post-compulsory in isolation, make reference to one further dichotomisation between English and Scottish teacher education, suggesting that the *anti-teacher discourse of derision* is less prevalent in Scottish society than in English society (2009). They are critical of the technicism of standards-based systems in teacher education, and as an alternative discuss the promotion of virtue and morality as key elements of teacher professionalism, promoting in particular the thoughts of Aristotle on deontic (following obligation), aretaic (following virtue), and technical dimensions of skill and self.

Maxwell (2010) contributes a critical discussion on the appropriateness of the reforms, citing both epistemological and contextual vagaries in both the ethos, and the enactment of the standards. She too refers fittingly back to Nasta, who summarises this debate succinctly when he suggests that "*teachers 'know' and 'do' much more than they can say or can be written in sets of written standards. Their knowledge and performance is in many respects unique and dependent upon the contexts in which they work*" (2007: 4). Lucas et al. (2012) both draw upon and reiterate the earlier work of Nasta in questioning the extent to which it is even possible to condense the complexity of teaching into a series of written statements, but suggest following their own primary research across a variety of universities providing post-compulsory ITT that there were still significant differences in content, approach and assessment in the pedagogy of ITT. I had to take this factor into consideration when undertaking my primary research, as I purposefully included participants from two different awarding universities, in order to ensure that any findings presented were not simply as a result of a particular university's approach to ITT. This in turn made the selection of phenomenography as an approach to research particularly appropriate, as it placed the experiences of the individual former trainee as paramount to the process, irrespective of which university they had attended. The words of Hyland resonate with the literature in this area when discussing the imposition of such standards on a humanist field such as education:

> [u]nderpinning such implications is a reductionist view of human agency which assumes that knowledge, skills and values can be codified in terms of lists of competence statements and measured objectively in abstraction from everyday experience. This leads to an excessively instrumentalist conception of knowledge and skills.
>
> (Hyland, 1997: 495)

To provide a perspective from compulsory education, Blake and Lansdell (2000) argue that the current standards for teacher training in *schools* are largely irrelevant, and that success (or failure) in becoming a 'good' teacher is derived from the "*conditions of learning established in particular teacher education programmes*" (2000: 64) – in essence that trainees learn to become successful teachers despite the national standards set for them, rather than because of them. Although their research is based entirely within the compulsory sector, the parallels between their paper and the focus (within post-compulsory teacher training) of my research ensured that the findings of Blake and Lansdell were key in the preparation phase of this research.

2.2.4 Structure and quality in ITT

Campbell and Husbands (2000) adopt a different focus to examine a similar theme, that of quality in teacher training, by examining the impact and efficacy of inspection on ITT. Although dissimilar to the approach to be undertaken by my research, this article does reveal insight into perceptions of quality in initial teacher training, and also asks questions of the manner in which quality has been formally judged in recent years, within the field of teacher training.   These quality issues are amongst others, identified within the work of Simmons and Thompson (2007). In a similar vein to that of Nasta, mentioned previously, this paper charts the history of teacher training delivery in this country, but concentrates on the attempts to professionalise the post-compulsory sector and the provision of national standards. It also, importantly in terms of the proposed research, discusses how the changes have affected the financial treatment of trainees, and consequently their expectations of their training.

Noel (2006) questions the manner in which teacher educators find themselves in the role of trainers or educators of teachers, and uses primary research conducted on the staff of a nationally recognised consortium of providers. She sets the scene by suggesting that "*the learning and skills workforce is predominantly female, white and ageing. The teacher education workforce, to which attention is drawn here, is more female, more white and yet older*" (Noel, 2006: 151), therefore she explores the experience and experiences of those delivering the training which is being examined by this thesis. The paper also provides a necessary and timely reminder of the attempts contemporarily being made by government to professionalise the sector, before beginning the analysis of how trainers are recruited. Her investigation reveals, using interviewee accounts, that in the post-compulsory sector, a

significant number (over 50%) of current teacher educators were employed in the post without said post being advertised, without being interviewed, and without references being taken (2006: 164). The research went on to suggest that many teacher educators had accepted the role on a part time basis, often due to *"a loss of hours elsewhere, maybe because of the decline of another area of work"* (Noel, 2006: 166). However, the tone of the piece is upbeat, concluding that:

> teacher educators in the learning and skills sector have always come from a variety of subject/vocational backgrounds and communities of practice, and these will have necessitated diverse initial qualifications and experience. Given the emphasis Ofsted has placed upon subject specific pedagogy, and in order to meet the needs of diverse trainee groups, this will continue
>
> (Noel, 2006: 168)

Despite the fact that this thesis was not intended to replicate the methodology of a course satisfaction survey, but a more holistic exploration of the experiences of past ITT trainees, an appreciation of the findings and approaches utilised by Noel in her work proved useful in the analysis stage of this thesis.

The next chapter will further explore literature around the dynamic and contested notions of teacher identity, as introduced initially in this current section. It will consider literature from the wider field of compulsory teaching, whilst teasing out issues pertinent to post-compulsory teaching and learning, before looking at issues specific to the creation and re-creation of teacher identity specifically in post-compulsory education.

2.3 Notions of teacher identity

This chapter will investigate notions of teacher identity as they pertain to the post-compulsory teacher, by specifically exploring the following areas:

- the contested nature of teacher identity in literature;
- readings around factors of teacher identity that are *external* to the individual;
- readings around factors of teacher identity that are *internal* to the individual;
- the posited dynamic nature of teacher identity;
- specific notions of identity in post-compulsory teaching; and,
- examining the location of identity development within the actions of teaching,

and will conclude with a section that positions this thesis in relation to the notion of 'identity.'

2.3.1 A contested notion

Of great service to the ethos of this thesis is the belief of MacLure, that teacher identity can be used as a lens through which teachers can "*explain, justify and make sense of themselves in relation to others, and to the world at large*" (1993: 311). Olsen (2008) seizes this notion and uses it to promote the belief that this creation of identity must be harnessed by ITT, in order to improve the effectiveness and standing of ITT in the eyes of its stakeholders. However, this is problematic due to the contested nature of teacher identity, and the absence of any agreed definition of teacher identity (Hong, 2010), as the notion of identity does not relate to any fixed attributions of an individual, but is instead a relational phenomenon (Beijaard, Meijer & Verloop, 2004). Beauchamp & Thomas (2009) eloquently express the complexity of the notion when they state that in order to achieve a definition of teacher identity:

> One must struggle to comprehend the close connection between identity and the self, the role of emotion in shaping identity, the power of stories and discourse in understanding identity, the role of reflection in shaping identity, the link between identity and agency, the contextual factors that promote or hinder the construction of identity

(2009: 176)

However, literature does reveal a number of general points of agreement in the make-up of identity, namely that:

1. Teacher identity is partly formed by factors external to the individual (Flores & Day, 2006; Sachs, 2005);

2. Teacher identity is partly formed by factors internal to the individual (Rodgers & Scott, 2008; Van Vleen & Sleegers, 2006);

3. Teacher identity is not static, it morphs with the individual as they process the intrinsic and extrinsic factors mentioned above (Beauchamp & Thomas, 2006, 2009; Thomas & Beauchamp, 2007);

4. It relates to the actions and practice of pedagogy and teaching (Beijaard, Verloop & Vermunt, 2000; Borich, 1999).

Flores & Day (2006) present a four-fold model of influences on identity, which encompasses the interactions between the teacher's pre-teaching identity, their past personal influences, social constructions of teaching, and their evolving (reshaping) identity. Their model suggests that teacher identity is constructed and reconstructed through time, dependent upon the relative strength of each of the four components at any one time. Hong (2010) provides a similar model, which promotes the value of six factors; commitment, value, emotion, efficacy, micropolitics and knowledge and beliefs in forming a notion of teacher identity.

According to Beijaard et al., identity formation is, "*a process of practical knowledge-building characterized by an ongoing integration of what is individually and collectively seen as relevant to teaching*" (2004 :123). Geijsel and Meijers (2005) try to model this integration, treating the formation of teacher identity as a continuous learning process, where each vocational observation is reflected upon against a dynamic background of emotions and knowledge. They posit therefore that the development of teacher identity is a continuous learning process with both personal and social foci (Bullough & Gitlin, 2001; Rodgers & Scott, 2008).

This chapter will examine literature pertinent to teacher identity formation, and will identify writing of relevance to my study.

2.3.2 The creation (and re-creation) of identity

2.3.2.1 Factors external to the individual

Contemporary literature points to the importance of factors external to the individual in the formation of professional identity. Coldron & Smith (1999) suggest that professional identity is created by the active location of the teacher in the educational social space. By this, they suggest that a teacher's identity is formed by each teacher understanding their position in relation to the others around them. This ensures that, at least according to Coldron & Smith, the creation of a teacher's identity is largely dependent on the actions, habitus, and ways-of-being of the other teachers and stakeholders around them. Indeed, they suggest that one of the key practices of teaching is demonstrating a commitment and ability in "*continually constructing a sustainable identity as a teacher*" (1999: 714). Although Knights & Clarke (2014) do not explicitly synthesise their findings in terms of an internal/external dichotomy, they do demonstrate the impact that external pressures in education such as increasing performativity, audit and accountability, in fact create 'fragile academic selves' contrary to the desire of academic staff to identify themselves through the security of their position.

Dagenais, Beynon & Mathis expand this notion of the social creation of teacher identity, by suggesting that "[c]*lassrooms and schools are a de facto microcosm of* [the authors'] *society*" (2008:104). They noted in their Canadian study that teachers used their own social and cultural experiences and histories in order to locate their own notions of professional identity. As discussed previously in this chapter, Flores & Day (2006) likewise highlight the importance of the teacher's social context and history. They note the vital impact of the teacher's personal biography, the way in which their ITT encourages their development of identity, the leadership that they experience, together with the culture in which they work (2006) that contribute significantly to the construction, deconstruction, and reconstruction (2006: 230) of teacher identity. Avis and Bathmaker (2009) support this notion by identifying - in their study on the journey of post-compulsory ITT trainees into employment – the paramount importance that their participants' own educational histories had played in their emerging identities. The work of Sachs (2001) defines these influences; it identifies the social nature of identity creation by utilising Wenger's five dimensions of identity, these being:

1. Identity as *negotiated experiences* (Wenger, 1998), where identity is contributed to by how teachers perceive themselves, and are perceived by others;

2. Identity as *community membership* (Wenger, 1998), where identity is contributed to by teachers identifying of groups of belonging and otherwise;

3. Identity as *learning trajectory* (Wenger, 1998), where identity is contributed to by teachers recognizing where their professional journey has been and is going;

4. Identity as a *nexus of multi membership* (Wenger, 1998), where teachers attempt to reconcile the various personal identities that they possess with the socially predicated notion of teacher identity; and,

5. Identity as *a relation between the local and the global* (Wenger, 1998), where teachers attempt to reconcile local perceptions of identity with wider perceptions.

It can be seen that each of these five areas requires engagement between the teacher's cognitive processes and the environment around them, thus validating the notion that external factors are key in the construction of teacher identity. The following subchapter will introduce the factors of identity creation that are conversely, *internal* to the individual.

2.3.2.2 Factors internal to the individual

The literature around teacher identity is replete with the importance of an individual's sense of self in forming an identity as teacher. As part of their four-point model, Flores and Day suggest two such internal factors. The first is the teacher's pre-identity (2006: 223), which includes a raft of prior experiences seized upon by teachers in order to begin their development of an identity. According to the primary research undertaken by Flores & Day, factors such as the new teacher's own positive and negative experiences as a student, together with the lack of organised opportunities and a feeling of security for developing identity whilst undertaking ITT. Flores & Day liken this to being 'lost at sea' (2006: 224), and refer to the overwhelming impact of balancing theoretical and actual pedagogical approaches, in unknown environments with often incompatible and confusing cultures. This tallies with the perspective of Beijaard et al., who suggest that the formation of identity amongst trainee teachers is particularly difficult due to this myriad of competing perspectives (2004). This relates to earlier work undertaken by Vonk who distinguishes between threshold experiences (those experienced by trainee teachers), and those experienced whilst 'growing into the profession' (1994); this is a particularly useful revelation in terms of my research – where I am purposively using the representations of former ITT trainees who have spent at least one calendar year in teaching *since* successfully completing their initial training.

Vonk's work criticises teacher education for being overly protective of its trainees from these competing perspectives, whilst Hong likewise posits the changing impact of personal emotion on the formation of teacher identity as teachers progress through their careers (2010). Like the authors mentioned previously, and of significant interest to this study, Hong delineates between 'beginning teachers' and experienced teachers. Her research suggests that pre-service trainees have a greater struggle with the competing demands on professional identity formation than in-service trainees, as in-service trainees will already have an emotional ability to co-exist with efficacy, commitment and micropolitics: three of the six factors of professional identity development hypothesized by Hong. Although my research does not consider pre-service trainees whatsoever, it is interesting to use the observations of Hong as a lens with which to view the writings of others, as it seems that literature in relation to pre-service training is much more readily accessible to the reader.

The previous subchapters have introduced the researcher and reader to two perspectives on the creation of identity as a teacher; the next subchapter will illustrate the need for teachers to continually adapt their identity in order to prosper as teachers, a notion which ties neatly with the literature previously examined around the ever changing nature of the post-compulsory sector (2.1.1).

2.3.2.3 The dynamic nature of teacher identity

Beauchamp & Thomas (2009) remind us that teachers must continuously seek to adapt, or reconstruct their identity if they are to cope with the ever-changing demands placed on educators. A common subtext within this dialogue of developing identities is the notion that trainees, or recently qualified teachers will have a very different identity to that developed by experienced practitioners. Beauchamp & Thomas refer to this emerging identity as 'tentative' (2009: 180), and note that trainees shift in their identity as their training progresses, and consequently as their early careers develop. Vonk (1994) likewise discusses the transition from a threshold identity into one which 'grows into' the profession, and this is supported by Flores & Day, who observe a very different, evolving and reshaping identity (2006) as trainees and early-career teachers develop. Forde, C., McMahon, M., McPhee, A., & Patrick, F. (2006) confirm this belief by stating categorically that teachers must claim and define their own professional identity, but cannot do this until they have become secure in their place within the profession. Indeed, Timoštšuk & Ugaste (2010) conclude that new teachers rely

extensively on the influence of their ITT trainers through the role modeling of practice, and the pedagogic activity that they are exposed to whilst undertaking ITT. This notion is thoroughly supported by Beijaard et al., who posit that identity is about change *because* teaching and schooling are about change, and that trainee teachers in particular struggle with this concept because of the variety of competing perspectives that they face (2004). Much of this literature however is set within the compulsory sector of education; the following chapter whilst building on what has gone before, will introduce a number of factors which are unique in identity creation to post-compulsory teaching.

2.3.2.4 Notions of identity in post-compulsory teaching

Literature on identity in the post-compulsory sector largely reveals a discourse of deficit, due it seems to a number of factors. This is typified by Robson, who posits that when viewed upon from outside, the teachers of the sector "*appear as an anomalous group, with an ambivalent status and an unclear identity*" (1998: 586). She introduces this notion as being symptomatic of the very different starting points that new teachers in post-compulsory education have, suggesting that this diversity of entry points (when for instance, compared with the controlled routes into maintained compulsory education) creates "*a weak professional boundary*" (1998: 588). Jephcote & Salisbury (2009) describe this as a *fragmented professional base,* and state, like Robson, that the very diverse starting points for new teachers into the sector, in terms of their own qualification profile, their previous careers and vocations, and the ways in which they find themselves teaching in post-compulsory education create this fragmented base. This leaves both the sector at large and the teachers themselves more susceptible to the growing managerialism and audit culture which has permeated the post-compulsory sector (Gleeson & James, 2007).

Robson (1998) reminds us of the writing of Tipton, who found in 1973 that identities in the sector could be dichotomised in terms of *practical* and *academic*, and found that the combination of own qualifications, work history and the very structures implicit in post-compulsory institutions contributed to this split in identity. For instance, teachers of academic subjects would typically have a very different personal history in terms of work experience and qualifications profile when compared to a teacher delivering practical subjects such as masonry, or carpentry. This 'fragmented base' (to use the lexicon of Jephcote & Salisbury) would then be further exacerbated by the staff being situated in different buildings, perhaps on different sites, and not encouraging the differing staff or even student bodies to mix. Thereby,

the structure of the post-compulsory institution "*invited staff to feel different from one another rather than alike*" (Tipton, 1973: x), and thus contributed to the lack of a socially agreed identity. Although Tipton was discussing life in a College of Further Education, the moral is clearly applicable to the post-compulsory sector as a whole, especially when discussing the nature of post-compulsory identity: it is therefore particularly pertinent to my research.

Gleeson & James (2007) propose that the formation of identity in post-compulsory education is complicated by the emergence of the performative culture brought about by what they describe as '*new' public management*. They describe a paradox of identity in the sector, brought about by the polar requirements of structure and agency. In terms of structure, they note the pressures from outside of their own influence, such as those brought about by performativity, marketisation and the casualisation of the workforce. With reference to agency, they reference the professional autonomy developing in teachers. Colley et al. complete this 'cycle of identity' by examining the influence of an often pejorative culture in education on the formation of an identity which teachers can feel comfortable with (2007). They use the work of Avis, Ball and others to question the extent to which teachers can form an identity which conforms with their own notions of teaching, in the face of established managerialist and performative cultures pervading post-compulsory education in particular. According to Gleeson & James, in order to survive this paradox, teachers commit to the "*restorying of professional identities in and against the audit culture*" (2007: 459), whilst Jephcote & Salisbury note that in the face of such increasingly managerialist demands, teachers subvert managerialism by prioritising the needs of their own students over those of performativity, an approach which Jephcote & Salisbury described as a *principled ethic of care* (2009: 971). However in many cases, such a compromise is impossible: Colley et al catalogue both an exodus of post-compulsory teachers from the profession, and disillusionment with teaching amongst many of those that remain. This, Colley et al. suggest, relates to a feeling of "'*shuttling' between confidence and self-doubt, between striving for legitimacy as an FE teacher, and seeing* [their] *scope for action within that sector dependent upon going well beyond its formal bounds*" (2007:184). Colley et al. also note what they describe as the *triple jeopardy* of teacher identity formation in the post-compulsory sector:

> teaching *per se* is of low status in the hierarchy of professions; FE is of low status in the hierarchy of educational sectors; and many FE teachers are also positioned

> marginally by their 'accidental' entry into the profession, and continued identification with their former occupations
>
> (2007: 186)

Here, in addition to the previously discussed personal histories of the teacher, the status of the sector (pejoratively referred to by some as the 'Cinderella sector' in 1935 by Oliver Stanley of the Board of Education (No author, 1935), and Kenneth Baker on 1989 (Gray & Griffin, 2000) as discussed in section 1.6) is also considered paramount in the creation of a post-compulsory teacher's identity.

Also, we are reminded of the notion of dual *professional* identity, where teachers continue to identify with their former occupations, rather than their new identity as post-compulsory teacher (Orr & Simmons, 2010). Although this notion of 'dual professionalism' is key to any discussion on the changing nature of identity, as a teacher's allegiance to a former profession can change over time (Clow, 2001; Gleeson, 2005), a more thorough discussion of dual professionalism comes later in 2.4.3.2. Additionally, Orr and Simmons (2010) suggest a further complication in the identities of post-compulsory teachers, when they discuss the emergence of *dual identity*, noting that since the majority of post-compulsory ITT trainees are in-service (like the participants in this study), they are at once both trainee and employee of an educational institution. They posit that in order to learn, one must construct an alternative identity to that of the teacher. Their research found a disjuncture between the seemingly theoretical and removed context of the ITT classroom, and the *"real and overwhelming"* (2010: 86) environment of their vocational context. Importantly, they found that in many cases, the identity of trainee was overridden by that of teacher, because of the demands of their teaching workloads. Moreover, this introduction to the hectic business of post-compulsory teaching amongst emerging teachers led to the development of teaching as a bureaucratic exercise, and post-compulsory teacher identity being that of someone who can learn to *"get by in difficult circumstances"* (2010: 86). This notion of developing resilience is a vital consideration therefore when investigating the experiences of former trainees.

The next subsection will develop this notion of dynamism in the creation and recreation of identity, but will locate this dynamism within the pedagogy of the individual.

2.3.2.5 Locating identity within the actions of teaching

This notion relates very closely to the previous subchapter on the dynamic nature of identity; this relevance is perhaps best elucidated by MacLure, who usefully suggests that "*identity should not be seen as a stable entity – something that people* have *– but as something that they* use, *to justify, explain and make sense of themselves in relation to other people, and to the contexts in which they operate*" (1993: 312). This sentence purposefully locates the dynamic milieu of identity with the need to locate it within a context of the realities of teaching. Indeed, Coldron & Smith posit that identity is both partly given *and* partly received when a teacher actively locates themselves in a social space of teaching (1999). They refer to the rich and varied array of educational traditions, and ways of acting and thinking that teachers are exposed to within the profession, all of which contribute to the individual's ability and willingness to create a professional identity. However, as a precursor perhaps to Avis and Ball in the previous section, Coldron & Smith remind us that because of the competing demands and priorities placed upon teachers, "[t]*he theoretical possibilities for choice are not the same as the actual possibilities*" (1999: 714). This resonates with the observations of Colley et al., who noted the frustration and helplessness of some teachers in forming the identity that they actually desired (2007). All this serves to suggest that identity creation is a social process, where the teacher must attempt to reconcile their own histories and values, with the vocational context in which they are practicing, or, as eloquently presented by Epstein, "[i]*t represents the process by which the person seeks to integrate his various statuses and roles, as well as his diverse experiences, into a coherent image of self*" (1978: 101)

Forde et al. attempt to add structure to this multi-faceted discussion by presenting a model of factors contributory to identity development. The authors argue that their eight factors also can be segregated according to the internal/external subchapters above, all of which are subject to change and to their location within the social context of teaching, notably internally:

- *Perceptions of self as a learning expert*;

- *Perceptions of self as a subject expert*;

- *Perceptions of autonomy*;

and externally:

- *Induction and professional development*;

- *Communities of practice*;

- *Managerial and other similar discourses*;

- *Expectations of society*;

- *Public perceptions and value of schooling* (Forde et al., 2006).

This notion of internal and external factors replete in the literature is particularly critical to this thesis, when one considers my third objective around the construction of a theoretical model to address the influence that ITT has on the practice of its graduates.   The next subchapter will identify how this thesis will use the term 'identity' henceforth.

2.3.2.5 *Positioning this thesis in relation to 'identity'*

I am particularly fond of the notion that identity is not constant (Beauchamp & Thomas, 2006; 2009), and that teachers develop identity as a tool for interrogating themselves and their relationship with the profession (MacLure, 1993).   In relation to positioning myself and this thesis, I define identity in this context to mean:

> **a fluid lens through which teachers contextualise themselves and their pedagogical practice in relation to the wider profession.**

As stated in the introduction to this chapter, and as demonstrated throughout, the concept of teacher identity is both thoroughly explored, and thoroughly contested in literature. Wenger usefully reminds us that this incongruity is a reflection on the very different lived experiences of teachers; at the macro level there are differences in the various sectors of education in this country, whilst at the micro level there are significant differences within individual schools, colleges and universities in relation to the way in which circumstances allow identity to develop, "[t]*eachers' professional identities are rich and complex because they are produced in a rich and complex set of relations of practice*" (Wenger, 1998: 162).   However, an appreciation of current thinking on identity creation is vital in order to position this thesis, and consequently realise the objectives of this thesis.

To supplement the notions of identity examined in this section, and the definition of identity to be utilised in the remainder of this thesis, the following chapter will explore concepts of professionalism and professional practice located specifically within the post-compulsory sector and the remit of the post-compulsory lecturer.

2.4   Professionalisation and the post-compulsory teacher

It has been commented in literature that the very nature of notions of post-compulsory teaching and teacher have come under considerable scrutiny and debate, "[t]*he reforms taking place in FE in England, as well as in education systems more widely, involve a struggle over what it means to be a teacher*" (Bathmaker & Avis, 2005a: 26).   This chapter will investigate notions of professionalism and professionalisation as they pertain to the post-compulsory teacher, by specifically exploring the following areas:

- a discussion around notions of 'the typical post-compulsory in-service ITT trainee';
- an evaluation of literature in determining the nature of professional practice;
- an introduction to post-compulsory issues in professionalism such as dual-professionalism;
- an introduction to restricted and extended professionality; and,
- an exploration of the relationship between professionalism and managerialism,

and will conclude with a section that positions this thesis in relation to the term 'professionalism.'

2.4.1 The typical post-compulsory in-service ITT trainee

It can be argued that the post-compulsory sector of education is represented by the most diverse range of academic staff in the UK education system; being aware of this is key when designing any kind of primary research campaign with the sector. This diversity is perhaps a legacy of the nature of the sector and its role in the policy environment of the UK since World War II (Bailey, 2007). The Ofsted survey of ITT in the post-compulsory sector (2003) saw fit to contextualise its survey with a narrative on the diversity of experience, and educational history of the trainees of ITT, whereas Clow (2001) mentions somewhat antithetically to her own argument that it could be the very diversity of the academic staff within the sector that prevents it from being considered as a *profession*. Gleeson et al. (2005) discuss the varied nature of entrants and entry-routes into teaching roles in the sector. They reveal casual approaches to role formation, recruitment and induction, which in turn are catalysts for casual practices in the workplace, and posit the effects of this *entryism* (2005: 450) on the intrinsic and extrinsic conceptions of worth amongst the workforce. The methodological summary of Simmons and Walker's (2013) study on comparisons of contrasting ITT providers through

interviewing current ITT trainees intentionally reveals this variation in the sector's teaching demographic:

> Reflecting the eclectic nature of the workforce, the participants had a wide variety of subject disciplines and vocational backgrounds ranging from business, engineering and information technology through to nursing, hairdressing and basic skills. Some had a substantial amount of teaching experience, whilst others were quite new to teaching. Although some participants were employed as full-time teachers or trainers, many taught on a part-time basis, sometimes alongside continuing to work elsewhere – as is commonplace across the life-long learning sector.
>
> (Simmons & Walker, 2013: 358)

As can be seen from this brief sojourn into the literature on the workforce of the sector, identifying a 'typical' ITT trainee is an unlikely task. Therefore, the task of professionalising a sector of such diversity is an increasingly challenging proposition. The next subchapter will introduce the nature of professional practice in the post-compulsory sector, and it's changing nature over recent years.

2.4.2 Determining the nature of professional practice

Lucas (2004) suggests four dominant models of professional practice, which have each emerged over time due to the unique nature of post-compulsory education.   The 'vocational specialist' relates to early notions from the 1950s and 1960s around the training (rather than teaching) of more practical subjects in technical colleges. This resonates with notions of dual-professionalism discussed later in this chapter, where teachers hold on to the professional ideals and approaches of their original profession, whilst attempting to familiarise themselves with those of teaching (Gleeson & Mardle, 1980). This perceived reluctance to fully embrace the role and identity of teacher over that of vocational trainer, despite the apparent transformation in the nature of colleges from 'technical' to 'further education' is noted by Green and Lucas (1999), and reflected an epoch of the sector's history where teacher training was intermittent and erratic, with less than one third of fulltime teaching staff, and less than one-fifth of part-time teachers having teaching qualifications (Ministry of Education, 1957). According to Lucas (2004), the epoch of the 'competent practitioner' was brought about as a response to the diminished importance of the teaching self when compared with the vocational self noted above. This evolution was attempted in the early 1990s (Elliott, 1996) through the creation of nationally recognised competency standards, which teachers in

training were required to meet in order to evidence their aptitude in teaching. Concurrently, Lucas also noted the emergence of the 'subject specialist' practitioner, linked more commonly to the academic routes available in post-compulsory education (Furlong, 2001; Lucas, 2004) such as Advanced level qualifications or degree level 'Access' courses. These practitioners were more likely to be educated to a high level in their more academic subject, rather than experienced in the vocation as posited previously. However, Nissilä, Karjalainen, Koukkari and Kepanen (2015) note that a teacher's role will encounter difficulties that cannot be unscrambled simply through the use of their technical knowledge, "[v]*alues and ethical commitment as well as personality have an impact*" (2015: 20) on their ability to undertake their professional role.

The sector attempted to reconcile these dichotomous approaches to practice with a commitment to the development of 'reflective practitioners,' again through the introduction of new standards, professional requirements and the eventual changes to the necessity for formal training in or before employment as a teacher. However, the notion of reflection, or perhaps more importantly, relevant and critical reflection is still problematic (Appleby & Pilkington, 2014; Ruth, 2013). Goodson (1997) in his paper on 'Trendy Theory' and teacher professionalism notes the contested nature of effective reflection, although still ultimately promotes good teaching to be carried out by reflective teachers, who are committed to improvement through reflection and local action research. This viewpoint is now accepted wisdom in contemporary post-compulsory ITT (Reynolds & Suter, (2010), and a key concern of the professionalised teacher (Helterbran, 2008). McCorquodale (2014) posits that reflection is one of her five key elements or 'generative themes' of 'mindfulness' in developing and informing professional practice, describing reflective practice as "*one of the most influential theories of professional practice and education*" (2014: 233)

Lucas himself suggests that these models do not in themselves portray all the individual practices evidenced by post-compulsory teachers (2004:166), although they do underscore clear contradictions in the way in which professional practice is both considered and valued by stakeholders in the sector. These contradictions are examined by Taubman (2015), who suggests three separate discourses around professionalism, these being:

1. *traditional* professionalism, where the pedagogic skills, and commitment to personal CPD of the teacher are paramount;

2. *managerialist* professionalism, where the practices of private-sector enterprise are seen as favourable and appropriate for education, and professionalism is defined by compliance with external regulation and notions of performativity (see Ball, 2000: 2003); and,

3. *democratic* professionalism, following the writings of Sachs (2001; 2005) which suggests that educational professionals have a responsible beyond the classroom, and is concerned with society and the elimination of exploitation, inequality and oppression (Taubman, 2015: 108-109).

He argues that teacher professionalism has to be reclaimed from the current neoliberal context, and should in fact rest upon the values of equality, social justice, democracy, sustainability, wellbeing and creativity (2015). The next subchapter will take forward these notions of professional practice, and investigate notions of the professional teacher.

2.4.3 The professional teacher

2.4.3.1 Exploring the professionality landscape

Krishnaveni and Anitha (2007) present a particularly useful model of the professional characteristics of an educator, developed from an internationally situated review of literature into the field. Unfortunately this particular study is not supported by any primary research, and is not critical in terms of the overarching debate on teacher professionalism. However, it does serve as an expedient model on which to investigate notions of professionalism. Their model consists of three major schema, these being: *skill, concern for others,* and *concern for self* (2007: 151). Each of these areas is then split into three further taxonomic sub-domains, revealing the professional characteristics posited by the authors. The authors provide a narrative definition of each of the nine characteristics, and then as an addendum to the model proposed, reveal the need for an ethically sound code of conduct to provide guidance and boundary in achieving the nine characteristics of professionalism. Krishnaveni and Anitha therefore attempt to precisely codify professionalism where most other authors of pertinent literature philosophise, in an attempt to identify meaning and locate constructions of *being* professional. This draws comparisons with my own work, in that both Merton (1949) and Boudon (1991) would acknowledge that Krishnaveni and Anitha have contributed a middle range theory using the overview mooted above.

For Bathmaker & Avis, a fundamental element of professionalism is the relationship between the trainee teacher, and the community of practice that they inhabit. They elucidate the impact of a marginalisation in the workforce (2005; Avis et al., 2002), their primary research detecting a culture of student denigration and rejection of the employer-hegemony, amongst both new and experienced members of the workforce (Bathmaker & Avis, 2005). Interestingly, the insights of Bathmaker and Avis into the marginalisation of labour has tones of Krishnaveni and Anitha (2007), who propose that collegiality is a fundamental principle of professionalism, where "*a teacher's colleagues form a significant relationship which has impact in the profession. Shared ideas, goals and practices among the colleagues help them develop their professional skills and knowledge*" (2007:153-154).

However, in the various writings of Bathmaker and Avis, the *ethos* of Krishnaveni and Anitha is shared, in terms of the vital creation of support and sharing networks through dialogic engagement (which in turn correlates with my findings in the connectivity conception, in 4.3.1.2), however their primary research with pre-service ITT trainees fails to detect this ethos being demonstrated in practice. This notion of pre-service versus in-service experience is again revealed by Orr & Simmons (2010), who detect a notion that the in-service trainees that they studied "*were considered 'of' the college and expected to perform like any other teacher*" (2010: 86); highlighting the differing experiences of their primary respondents, and those of Bathmaker & Avis.

Clow offers insight into one of the fundamental concerns of teaching in the post-compulsory sector, when she questions whether or not FE teachers *know* what kind of professionals they are (2001), and questions the ability of the sector's professionals to be able to agree a definition of their professionalism without an external catalyst. Clow arrives at this conclusion through a narrative making reference to the varied nature of staff in the sector, citing amongst others, the varied level of training that teachers have undertaken[3] and the depth of knowledge *about* teaching that they have, the diametrically opposed experiences of teachers within the same sector in terms of daily workplace experience (because of the breadth of the sector) and the vocational history of each teacher. This gives rise to a key, and unique factor in post-compulsory teacher education, that of dual-professionalism. This will be explored further in the next subsection.

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[3] The primary research for this thesis was undertaken in a period of relative tranquillity for the sector in terms of ITT, the policy being that all staff must undertake a post-compulsory teaching qualification. Although written in 2001, Clow's argument again becomes relevant, as during the write-up phase of this thesis, the recent Coalition government relaxed this instruction.

2.4.3.2 Dual-professionalism

Orr and Simmons add valuable detail to the status quo alluded to above, when they described the nature of the post-compulsory trainee teachers that they had interviewed in relation to their lived experiences in the sector, "[f]*urther education teaching was at least a second career for all of the trainees interviewed; some had entered almost by 'accident'; others had used it to escape from other jobs*" (2010: 84). This dialogue builds on the writing of Gleeson and James (2007), who remind us that professionalism remains "*a paradoxical concept*" (2007: 451) because of these competing elements of identity. This dichotomy within career trajectory has given rise to the existence of notions of *dual-professionalism*, a simplistic concept with more complicated ramifications on inspection. In 1980, Gleeson & Mardle commented on the tendency for post-compulsory teachers to construct their teaching identities from their *former* vocational identities, constructed during careers outside education.

This transition to post-compulsory education is often not unperturbed, "[i]*t often coincides with lifestyle changes, career breaks, redundancy, divorce and relocation*" (Gleeson et al., 2005), however this contrasts more and more over time with the addition into the same workforce of a professionalised, focused group of teachers who have entered post-compulsory teaching as their first-choice career, as is more often the case in primary and secondary education in the UK. The term dual-professionalism requires analysis, as it refers haphazardly in the post-compulsory lexicon to the notion of having two careers, sometimes concurrently, sometimes consecutively. However, as we have seen the notion of post-compulsory professionalism is one not without its doubters; additionally, an assumption is made implicitly within the terminology that the previous, initial vocational experience of the teacher was a *professional* one. Indeed, if one were to refer to the criteria espoused by Millerson (1964), of:

- the use of skills based on theoretical knowledge;
- education and training in those skills;
- a competence ensured by examination;
- a code of professional conduct;
- orientation toward the 'public good'; and
- a professional organisation,

then not only did it become difficult to locate post-compulsory teaching as a professionalised role (Clow, 2001), but it also casts doubt over many claims to have *come from* another profession. Clow refers to this as *segmented professionalism* (2001), where the teacher feels professional in one element of their being, but not in another. An example of this could be a former tradesperson who was established in their original career, but now feels a newcomer in terms of their pedagogical practice. Cushing (2012) explains that this factor in itself leads to confusion and diversity of understanding and agreement in terms of *what* professionalism is in the sector in question. Although a well-established observation from Clow and others in the context of ITT professionalism, the discourse regains efficacy following the recent Coalition government's change in policy described previously in this section.

To add a further dimension to this discussion, Clow introduces the concept of *ex-officio* professionalism (2001: 413), using the testimony of a former Chartered Engineer (clearly a 'professional' according to the criteria of Millerson) and suggests that:

> This type of professionalism is entirely based on the previous role of the teacher, who may be untouched by the professional knowledge base of learning and teaching. Their previous profession is the only one they recognise.
>
> (Clow, 2001: 413)

2.4.3.3 Restricted and extended professionality

Hoyle (1975) presents a particularly relevant and ultimately seminal model of teacher professionalism, based around the notion of engagement. This model reveals itself in terms of a continuum, one end occupied by a *restricted professional*; the other end occupied by an *extended* professional (1975). The *restricted* professional is one who relies on technicism, procedure and guideline, and perceives only their immediate surroundings in terms of teaching and learning, whereas the *extended* professional has a more holistic, contextualised view (see my findings chapter, sec. 4.3.1.1) of their pedagogy, and develops and uses their own autonomy by employing their thorough understanding of theory and the principles of education. Orr and Simmons (2010) add further to this debate by introducing the impact of ITT on new teachers, revealing a discourse of technicism amongst respondents; a narrative of scheme of work production, and creating electronic resources (2010: 85).

Bathmaker & Avis (2004) touch upon this in pragmatic terms when attempting to isolate a preferred teacher identity through case studies constructed from trainee lecturers. Their respondents, in and amongst other concerns, discuss a desire to make learning more fun; to

use their own resources with their students rather than prescribed texts, and to have more influence in terms of behaviour management approaches (2004: pp9-11). Here we see a clear vision of ITT graduates being both aware of, and desirous of (albeit minus the professionality terminology) the transfer along Hoyle's continuum, from restricted professionality to extended professionality (1975). Bathmaker & Avis summarise by suggesting that these case studies provide evidence of new post-compulsory teachers adopting a *schooling identity* (2004), whereby due to factors such as the lexicon of performativity, and behaviour management issues, the two teachers adopt an approach to pedagogy of control and regime, that is more commonly seen in compulsory schooling, despite their acknowledged desire to operate in a more autonomous manner.   The literature does not make explicit the role of, or success of ITT in allowing or encouraging a teacher to progress from restricted to extended professionalism, which therefore provided a lens for my analysis. However the findings of Husband (2015) determined a clear link between undertaking ITT for post-compulsory education, and an increased desire to undertake, and ability to determine the requirement for own continued professional development. This resonates with the ethos of transfer along the restricted-extended professionality continuum. Additionally, the impact of performativity on a new teacher's ability to undertake the role in a manner which they perceive appropriate introduces a further area of discussion, in terms of the relationship between professionalism and managerialism.

2.4.3.4 Uncomfortable bedfellows: professionalism and managerialism

Randle & Brady (1997) describe professionalism and managerialism as *conflicting paradigms*, in their paper which helped to cement the previously used[4] term 'Cinderella service' as a pejorative label for the post-compulsory sector. As part of their analysis they reveal a taxonomic dichotomy between the dissonant priorities of the two perspectives (Table 1).

Although based on their critical observations of management practices in a large further

Professional paradigm	Managerialist paradigm
Goals and values	
primacy of student learning and the teaching process	primacy of student through-put and income generation
loyalty to students and colleagues	loyalty to the organisation
concern for academic standards	concern to achieve an acceptable balance between efficiency and effectiveness
Key assumptions	
lecturers as funds of expertise	lecturers as flexible facilitators and assessors
resources deployed on the basis of educational need	resources deployed on the basis of market-demand and value for taxpayers' money
quality of provision assessed on the basis of input	quality assessed on the basis of output/outcomes
Management ethos	
collegiality/'community of practice'	control by managers and the market
professional autonomy/the trust principle/accountability to peers/tacit knowledge	management by performance indicators and surveillance
pluralism	unitarism

Table 1 Conflicting paradigms of professionalism and managerialism (Randle & Brady, 1997: 128)

education College in the UK, together with an arguably idealised view of the role of teacher in such an institution, their analysis does provide a bridge between the theoretical discourse of Hoyle (1975) in terms of restricted and extended professionality, and the more pragmatic analysis of Bathmaker & Avis (2004) who uncover the personal impact of this dissonance on the new teacher. Indeed, Randle & Brady specifically refer to questionable practices around quality which undermine the notion of professionalism amongst teaching staff, and effuse the perceived decline of professional control amongst the teaching staff of the sector, brought about in part by the increasingly codified nature of syllabi. Ball (1993; 1997; 2000; 2003; 2012 with Olmedo) presents a seminal and deleterious canon examining the negative impact of increasing performativity in education on the professional practices and environments of teaching and learning, focusing on what Ball describes as "*a radical attempt to reconstruct and redefine the meaning and purpose of teaching, both as vocational practice and mental labour*" (1993: 106). This performativity according to Ball is no longer simply a symptom of

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[4] by Oliver Stanley in 1935, and Kenneth Baker in 1989.

government doctrine, but has been assimilated into the wider lexicon of modern society (2003).

The work of Hoyle (1975) previously introduced assumes that a professional will transfer between *restricted* and *extended* professionality as their skills, abilities and attributes as a knowledgeable, ethically centred professional develop; the writing of Randle & Brady reminds us that other factors, in this case the agents of the managerialist paradigm serve to 'demote' the post-compulsory teacher in the opposing direction, in order to control teaching staff through "*deskilling and the degradation of work and a radical deterioration in their conditions of employment*" (1997: 137). Indeed, in order to locate the writing of Randle & Brady solidly in the Marxist lexicon of workforce exploitation, they refer to the conflict between the professional and managerialist paradigms (and therefore, the reversal of Hoyle's professionality trajectory) as the *proletarianisation of academic labour* (1997: 134). The next subsection will use the canon of literature introduced previously in 2.4 in order to position this research in relation to the contested term 'professionalism.'

2.4.4 Positioning this thesis in relation to 'professionalism'

As revealed earlier in this chapter, Clow (2001) somewhat astutely asked whether or not post-compulsory teachers actually *know* what kind of professionals they are; the range of literature examined reveals the contested nature of this concept. However, it is important that I position this thesis in terms of 'professionalism,' in order to define how the term is used in the context of this research. Rather than the delineated approach of a set of statements or criteria to define professionalism, such as those espoused by Millerson (1964) or Randle & Brady (1997) which I discussed previously, I suggest that a more useful picture of professionalism can be achieved when one considers, for instance the arguably more fulsome and outward facing suggestion of Bathmaker & Avis (2005), who determine that professionalism is realised through the relationship between the teacher and the community of practice that they inhabit. Therefore, and in keeping with the ethos of phenomenography, I use the writing of Hoyle (1975) on *extended professionality* to position this thesis; and posit that professionalism as used in this thesis refers to:

> **the ability on the part of the teacher to enjoy a more holistic view of their pedagogy, using this lens of *professionalism* to act with personal autonomy and confidence in the undertaking of their craft.**

This chapter adds a multi-faceted discussion to the professionalisation of the teacher in post-compulsory education, and the challenges brought about by the very nature of the sector; the following chapter will therefore examine how ITT within the sector can hope to influence the fortunes of its new entrants, through investigating the efficacy of ITT in post-compulsory education.

2.5   Perspectives on the efficacy of post-compulsory ITT

This chapter will investigate a variety of perspectives on the efficacy of post-compulsory ITT, by specifically exploring the following areas:

- the contemporary political voice on ITT;

- criticisms of ITT in literature;

- a discussion of some alternatives to university-led ITT; and,

- the efficacy of the status quo in post-compulsory ITT.

2.5.1 Contemporary political voice on Initial Teacher Training

It is clear from contemporary literature that both the post-compulsory education sector, *and* the ITT that serves it, have received unprecedented political interest in the last twenty years, which is currently manifesting itself in the neo-liberal zeitgeist underpinning the thinking of both the recent right of centre Conservative-Liberal Democrat coalition government (Turner & Yolcu, 2014), and the current Conservative government. This discourse is situated within a national education policy which has delivered 'Academy status' to many schools within the compulsory sector, which in turn has given willing leaders the opportunity to recruit unqualified teachers (Chitty, 2014); and in the post-compulsory sector, has removed in late 2013 the compulsion for all staff to hold a recognised teaching qualification, again giving agency to local education management to create homegrown employment policies for teachers.

Whilst de-regulation is a core concept in the lexicon of the various governments through recent history (Gleeson & Knights, 2006), this concept in terms of education policy is internally validated by the government as being a necessary and viable solution in the current economic climate; which has also enabled a discourse of skill development as a national priority:

> Liberal education and progressive vocationalism both place emphasis on 'skills' rather than content, on student-centred learning rather than the teacher, on group-based learning and co-operation rather than competitive individualism, on an integrated curriculum rather than traditional subjects, and on 'real world' relevance rather than abstraction.
>
> (Fisher & Simmons, 2012: 40)

Here, Fisher & Simmons in one sentence reveal the current government's propensity for the enhancement of workplace skills, and the reduction in input from *teacher*. However, when combined with the recently-departed former Minister for Education's desire for Classics and Latin to be taught in schools (Holehouse, 2014); it could easily be argued that current policy is still pushing for an explicit divide between a proletarian workforce (Randle & Brady, 1997) and a bourgeois leadership.

Where distinctions between the compulsory and post-compulsory sectors of education are clear, Lucas and Nasta reveal a dichotomy *within* the post-compulsory sector, most notably and usefully between the traditional FE sector, which has had "*professional standards pushed by regulatory bodies but applied in quite different ways and meeting quite different cultures of previous professional identity*" (2010: 448); and the HE sector which has "*had the lightest touch*" (2010: 448). This does highlight the difficulty in considering the post-compulsory sector as a whole in this study; however I would argue that this implicit difficulty adds validity to this study, as it serves to highlight vagaries in the sector.

2.5.2 *Criticisms of Initial Teacher Training*

Gibbs and Coffey (2004) present a largely quantitative analysis of the impact of training on the efficacy of university lecturers from a number of countries. This paper is critical of the impact of training, and offers the dichotomy of 'training to improve teaching' versus 'training to improve student learning' (2004: 89), surmising that teacher trainers themselves are often unclear and unsure of which approach is most appropriate. This is an interesting revelation in the context of my research, as my findings on 'contextualisation' (see section 4.3.1.1) indicate a clear impression from respondents that they have a renewed understanding and perspective on *what* teaching in the post-compulsory sector is, but offer a deficit model in terms of student needs addressed by their teacher training, particularly in terms of SEN (now referred to in policy as SEND) and safeguarding their own learners (see section 4.3.3.1).

Philpott (2006) questions the extent to which learning within a Higher Education institution can be transferred to or replicated within a teaching setting. Although obviously not written using post-compulsory examples, the principle of transferring knowledge gained in the ITT classroom to the trainee's own professional practice remains the same. Philpott posits using learning transfer theory that successful learning requires a series of conditions to be in place. These are matching affordances, perception, motivation, and culture (Philpott, 2006: pp292-

294). Despite using compulsory sector teacher training as the focus of its methodology, the paper looks at the way in which university-led ITT marries with the workplace practicalities of teaching. Of significance to this research, the four *necessities of condition* listed above link effectively with this thesis:

Affordances; the importance of *situating* the learning taking place in ITT effectively correlates strongly with the *contextualisation* conception in my findings;

Perception; the perception of the learner's place within the learning taking place, which correlates with the *professionalisation* conception in my findings;

Motivation; or in the case of Philpott, the motivation to exist and excel in a specific learning situation, which in turn correlates with the *enhancement of self* conception in my findings, and;

Culture; or the ability to translate the teachings of ITT into the workplace context, which correlates with the *externality* conception within this thesis (Philpott, 2006).

Following the above sectioning, the inability of an ITT institution to replicate and utilise the situated learning opportunities with which participants are familiar in their own classes is raised, as is doubt over the ITT provider's ability to act as a legitimate participant in the ITT trainee's situated learning process.

This is disputed by the findings of this thesis. I have identified above where Philpott's criteria align with my findings, however Philpott's work indicates deficit, whereas my research indicates a perception that these areas of understanding are actually clarified by ITT. However, the fact that my research is based on in-service trainees of ITT will have a considerable bearing on this area: the trainees of ITT in my study are all employed by the settings of the work-based learning, they are not inserted by means of placement into these settings (see previous sections on *habitus* and the *contemporary ITT experience*).

Maxwell employs a local study of in-service trainees, and when writing on ITT in the post-compulsory sector calls for a far greater integration between the university-led taught elements of ITT, and the management of the workplace learning experiences afforded to the trainees of ITT. This would involve micro and macro change in, "*major changes in the organisation of ITE, teacher educator and mentors' roles, and the organisation of work in LSS settings. Implementing such proposals would require political and employer will*" (2010: 200). However, in supporting her longitudinal case studies, Maxwell uses some literature

from studies of pre-service courses[5] in order to situate and defend her conclusions about interactions between trainees of ITT and their workplace. In that vein, I would dispute the findings of Philpott, precisely *because* of the fundamental differences in the workplace experience of:

- in-service trainees (who already exist in most cases as members of staff within their workplace); and
- pre-service trainees who attend relatively short-term placements, at institutions which they will have no previous experience of.

I suggest that this will have a significant impact on their acceptance of and into each workplace; and although the community of practice may have the same parameters, in-service trainees will often already be an established, integrated member and practitioner in that community (irrespective of not yet holding their ITT qualification), whereas a pre-service trainee will ordinarily be the novitiate to the community, and as identified in previously discussed literature will experience a very different conception of reality in, for instance, that staffroom or office (see Bathmaker & Avis, 2005).

The lexicon of Maxwell in terms of a necessity for greater partnership between university and employer resonates in the literature of the field. Lucas & Unwin (2009) detect an undercurrent of miscommunication between university-led ITT and the workforce which it serves. They call for a greater alliance between ITT and the workforce development strategies employed by FE colleges: they are complimentary about the level and depth of covert learning that occurs amongst the workforce in such colleges, but seek a greater partnership between workplace management and ITT in order to *"render this learning more visible and, importantly, seek to create conditions that enable this learning to be fostered, sustained and enhanced"* (2009: 431). This theme is continued, albeit somewhat covertly by Lucas et al. (2012), when they call for a less prescriptive approach to the regulation of teacher training in order to better serve the (in their view) very different needs of the constituent parts of the post-compulsory sector.

Korthagen (2004) supports the theme of a less regulated ITT approach, and like Carr and Skinner (2009) promotes a less regulated, more holistic, even moralistic (Carr & Skinner,

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[5] for instance, Bathmaker & Avis (2005)

2009: 148) approach to teacher training. He posits six key strands that 'good' teachers need to exhibit, and suggests that initial and continuing development maintains these themes of:

1. environment;
2. behaviour;
3. competencies;
4. beliefs;
5. professional identity; and,
6. mission (Korthagen, 2004: pp87-88).

Simmons & Thompson (2007) would concur with the ethos of Korthagen's findings; when they predict that following increasing regulation in ITT, the concept of quality will be replaced by a notion of meeting standards, and bemoan the potential loss of ITT as "*a critical and rigorous course of training which places classroom-centred skills within a philosophical and social context*" (2007: 179).

Having explored some of the criticisms of university-led ITT, the following section will navigate a selection of potential alternative concepts.

2.5.3 Alternatives to university-led ITT

The doubt cast by Philpott explicitly and others implicitly in the previous section into the role of Higher Education Institutions in the provision of ITT warrants an examination of work published on proposed alternatives. In order to accommodate perspectives on alternative methodologies in teacher education, several papers have been considered. O'Reilly and McCrystal (1995) explore opportunities for competence-based teacher training, and although the focus of their investigation is dissimilar to that of my research, a working understanding of alternative approaches to ITT is necessary in my thesis. In addition, the paper also discusses opportunities for integrating work-based competence assessment to the professional development of trainee teachers, thus gaining *some* similarities with the writings of Maxwell (2010) and Lucas and Unwin (2009) as discussed previously in this chapter. However, despite O'Reilly and McCrystal's support for the competence-based system, their own findings – limited to staff and trainees of the Advanced Diploma in Education (FE) which uses an NVQ-style approach to teacher training in Northern Ireland – is far from overwhelmingly positive about the efficacy of their system. To elucidate this analysis, they suggest summarily that:

> It appears, therefore, that as a group the college staff-based assessors responding to the survey registered general satisfaction with the value of the competence-based course… but there is still significant level of uncertainty about its value.
>
> (1995: 19)

Prescott (1995) also discusses the theoretical impact of introducing a competence-based approach to teacher training, through promoting the NVQ approach to assessment and validation, which draws into question the perceived value of university-led ITT, an aspect that my research explicitly explores. As with O'Reilly and McCrystal, this is an aged paper from a notoriously turbulent epoch in post-compulsory teacher education, following incorporation but prior to the development of the FENTO standards. Both papers however implicitly recognise the importance of the practical skills of teaching, which has been previously explored in this chapter. Prescott also attempts to mediate potential resistance to conceptions of suspicion and elitism from the university sector, suggesting that:

> there is a long history of the élitist ranking of academic as opposed to vocational learning, but it is increasingly difficult to accept a taxonomy which places manual and performance skills at a lower level of esteem than verbal and expressive skills.
>
> (1995: 21)

This demonstrates an uncomfortable dichotomy in the analysis of *what* a teacher does, where manual and performance skills have been separated from verbal and expressive skills. However despite this discomfort, Prescott does explicitly reveal tensions between university-led provision and the vocationally assessed approach, which is seized upon by Simmons and Walker (2013) who when comparing trainee perceptions of alternative forms of ITT suggest that their respondents considered university-led provision to be the "*gold standard*" (2013: 364), and conclude that although not necessarily empirically reliable, they have determined a lexicon of *quality* on the part of university-led ITT, whereas they struggled to find perceptions of value in the analyses of vocationally assessed approaches, in the perceptions of their respondents. This is a theme continued from Harkin et al. (2003) who identify a feeling that the vocational approaches provide a solid perceived initial basis for teaching, but with a feeling amongst candidates that "*everyone passes*" (2003: 24), and re-affirming my position on the importance of exploring the perceived 'value' of university-led ITT.

Diametrically opposed to this lexicon of anti-theory, or anti-academia is the discourse of Avis and Bathmaker, who sustain an argument for *critical pedagogy* in post-compulsory ITT through their writing. Avis and Bathmaker give a useful definition of critical pedagogy,

stating that it is "*concerned with an emancipatory practice underpinned by an interest in social justice as well as recognition of social antagonism*" (2006: 186). This position is perhaps most explicit in Avis et al. (2003), and Avis & Bathmaker (2004) who within the context of the current neo-liberal hegemonic paradigm, present an argument for a criticality of practice and pedagogy amongst teachers, both trainee and otherwise. They question the extent to which trainee teachers engage with the pedagogic processes and situations which they find themselves involved in, and the extent to which new teachers are able to locate their own pedagogic practices within the discourse of the society around them. This link between critical pedagogy and communities of practice is referred to previously in 2002, when Avis et al. posit that:

> This notion of dialogue and contradiction underpins understanding of critical intelligence and expansive learning. The latter concepts stress the importance of dialogue and the formation of a community of participants who address a shared difficulty and who seek a resolution of the contradictions they encounter.
>
> (Avis et al., 2002: 31)

Although this series of papers is not constructed in order to explicitly critique the status quo of post-compulsory ITT, it does using the writing of Zukas & Malcolm implicitly recommend a need for, and detect imminent opportunities for (Avis & Bathmaker, 2004) an enhanced criticality and engagement on the part of the ITT trainee, in order to add a perceived needed value to their pedagogic practice.

2.5.4 *On the efficacy of the status quo*

Harkin, Hilier & Clow (2003) present arguably the most expansive survey of UK post-compulsory ITT in relation to the perceptions of its trainees, in their LSDA (Learning, Skills & Development Agency) sponsored research, *Recollected in tranquility? FE teachers' perceptions of their initial teacher training*. In this work, they focus efforts on answering one key research question, "*What are FE teachers' perceptions of the effectiveness of initial training in helping them to teach and to support learning?*" (2003:1). Their study was different to this one in several key ways:

1. The study was based in the epoch of the FENTO standards, not the LLUK descriptors;

2. The focus of the research was on the impact on teaching and learning. Although this can be argued to be the most fundamental element of the role of teacher, and therefore teacher training, my study does not limit itself thus;

3. The research utilised only FE college teaching staff as respondents, whereas my research is spread (albeit more thinly) throughout the post-compulsory sector;

4. The study was geographically limited to the south-east of England, whereas mine is geographically limited to the Yorkshire and Humber region.

Despite these differences in approach, Harkin et al. present key research in terms of this thesis, and provide a useful validatory tool for my own findings. Their key findings can be summarised as:

- There should be a greater emphasis on career-long professional development;

- Skills development is a key factor of ITT, and their respondents felt that although some basic skills of teaching were initially well covered, this was limited, and ITT trainees were left wanting more. This correlates very neatly with my findings in terms of the skills development conception, and the practicality conception;

- Their respondents felt that more should be done to prepare teachers for dealing with the multitude of needs that trainees within the post-compulsory sector have. Again, this perception is reflected in my findings, within the learner issues conception;

- Their respondents questioned the role and necessity for 'theory' in ITT. This finding was not replicated in my research, and is a key debate in the zeitgeist of ITT (see previous section on alternatives to university-led ITT).

I have elected to discuss this one piece of literature explicitly in this sub-section, as it provides a key source of comparison for my own findings, as briefly illustrated above. Being the most similar research to my own, it also will provide a useful starting point in discussions of *contribution to knowledge* in my concluding chapter.

2.6   The impact of time elapsed on reflective perception

2.6.1 Relevant reading on reflection

A conscious decision was made in the design of this research to ensure that only graduates of post-compulsory ITT who had experienced teaching roles *since* their graduation were included in the study. The rationale for this was thus:

1. The objectives for the study relate to development *since* and *because of* their completion of post-compulsory ITT;
2. It was never intended to be a 'course evaluation' of trainee satisfaction; I wanted a wide spread of perspective from respondents, so used not only participants from multiple universities, but from multiple cohorts in time, since 2005;
3. Eraut's (1994) commentary that reflection is enhanced, with time.

In addition to the above points, this thesis also aimed to identify to what extent, if at all, the perspectives of graduates of post-compulsory ITT changed in the time between them undertaking their ITT, and the time that I interviewed them; which in actuality could be anything between 1 year and 8 years. This was a key consideration given the importance of time elapsed on identity formation. Therefore, this chapter will investigate notions in literature of the impact of time elapsed on reflective processes, by specifically exploring the following areas:

*   relevant reading on reflection;
*   the narrative of morphing professional identity over time; and,
*   time and narrative: the three mimeses.

2.6.2 The narrative of morphing professional identity over time

The necessity for acknowledging the impact of time on these participants is replete in literature on professional identity, as discussed previously in 2.3. Beauchamp and Thomas (2009) discuss notions of the 'tentative identities' of teachers as they enter and progress through ITT, and then begin to negotiate their own sense of identity as they encounter new experiences (Sachs, 2005). Flores and Day present the perception that teachers enter the profession with a 'pre-identity' (2006), which is adapted as a teacher becomes immersed in

their vocation, whilst Vonk (1994) differentiates between the 'threshold experiences' of the trainee and novitiate teacher, which make way through experience and negotiation into a phase referred to by Vonk as 'growing into the profession' (1994). When one further considers the previously deliberated words of Beijaard et al., who extol that teaching is *about change* (2004), then I posit that this deliberate attempt to identify changes in the perceptions of the respondents over time is of interest. Therefore, this research utilises what Schön would have described as *reflection-on-action* (1987: 26), where we are able to examine our previous experiences, as opposed to *reflection-in-action* where the reflection takes place at the time of the experience. Embree makes a similar distinction between reflecting *then* and reflecting *now*, but refers to these approaches as *recollective reflecting* and *reflective perceiving* (Embree, 2011: 81) respectively.

Eraut (1994) is critical of Schön, and by the same logic is therefore critical of Embree, as no mention of the impact of time elapsed on reflective practice is ever made by Schön. Embree discusses the impact of projecting reflective notions into the future, termed *reflection in expectation* (2011:82), but again does not consider the impact of time passing on the reflective process, beyond (like Schön) the establishment of a dichotomy between reflecting now, and reflecting later. However Eraut is conscious that time itself has an impact on the depth and efficacy of reflection, in that because reflection is a meta-cognitive process, it therefore requires an extended timeframe in which to mature, "*extending the period for reflection still further is likely to result in the reflection assuming a more deliberative character, with time to consciously explore a range of possible options or even to consult other people*" (1994: 145).

However, although reflective practice is a fundamental element of the education zeitgeist, the manner of its implementation and apparent ubiquity of reflectivity is a cause for concern for many. For instance, Galea (2012) is positive about reflection, but uses the voices of Plato, Dewey and Irigaray to argue that reflective practice has become too mechanised in academia. This stems from a desire to systemise and routinise reflective practice through the overuse and overabundance of *models* of reflective practice in the educationalist lexicon. She argues that the promotion of reflective practice has behaviourist overtones, and suggests that reflective practice "*is manifested in 'how to' manuals that seek to teach the specific modes of reflection of/on teaching, contributing to the homogenization of reflective practice*" (2012: 246).

Carr and Skinner identify the success of reflective practice in maintaining a constant position of pivotal importance in education despite the ever changing trends, policies and directions of

education. However they, like Galea, show concern at the way in which reflection is used as such a wide-ranging 'theory,' despite it having "*little direct or immediate application to classroom practice*" (2009: 143).

2.6.3 Time and narrative; the three mimeses

Brown and Roberts (2000) use the writing of Derrida on deconstruction, and Ricoeur (1984) on temporality, to discuss the impact of time when undertaking practitioner-based research in education. Although neither the work of Derrida nor Ricoeur form the theoretical underpinning of this thesis per se, a brief illustration of, in particular, the ideas of Ricoeur does add to the notion of giving extended time to respondents prior to questioning, as I have employed as a methodological approach in my research.

Ricoeur (1984) posits three frames of time which are relevant to this study, these he calls mimesis$_1$, mimesis$_2$, and mimesis$_3$, which taken together form the *mimēses praxeōs*, or an 'imitation of action' (1984: 34; Dowling, 2011). According to Ricoeur, these three frames can be explained as:

> Mimesis$_1$: a reference back to the familiar pre-understanding we have of the order of action;
> Mimesis$_2$: an entry into the realm of poetic composition;
> Mimesis$_3$: a new configuration by means of this poetic refiguring of the pre-understood order of action.

Brown & Roberts (2000) helpfully relate to these as follows: Mimesis$_1$ applies to a pre-existing understanding of the field. Vandevelde refers to this being "*the level of life, action and events that are already prenarrative*" (2008: 147). In terms of this research, this relates to the career phase of respondents who were teaching in the post-compulsory sector prior to undertaking their in-service ITT.

Mimesis$_2$ "*applies to unfamiliar situations in which normal ways of working are modified or disrupted through some sort of new initiative*" (Brown & Roberts, 2000:654). In the context of this research, this refers to the ITT processes of instruction, practice and development that respondents undertake and develop in order to graduate as trained teachers.

Mimesis$_3$, or the *new configuration by means of refiguring* stipulated by Ricoeur above applies when mimesis$_2$ has been completed, and has impacted on the original pre-narrative in existence in mimesis$_1$. When one considers the following passage, relating the three phases of mimesis to the construct of initial teacher training and this study I would argue is a straightforward process.

Mimesis$_3$ exists:

> after the experimental phase has been assimilated into normal practice. Here, past struggles have become dissipated as they lose their experimental edge, with the new forms of practice that have been tried out becoming familiar components of everyday practice

(Brown & Roberts, 2000: 654-655)

This is the phase in which my respondents find themselves contemporaneously, acting within the *temporality of action* itself, their actions a result of what has gone before in mimesis$_1$ and $_2$. As Ricoeur summarises, there is *"a present of the past, making the case that the present course of action is prepared by the past: because of what took place. And there is the now of the action in a present of the present"* (1984: 60).

All ITT graduates will be familiar with the work of Schön, particularly in relation to his ideas on reflection-on-action, and knowing-in-action, which could easily find a place in this thesis. Additionally, in deference to the validity of the criticisms of reflective practice posited by authors above, this research has intentionally not resorted to the arguably mechanistic approaches to reflective practice often alluded to by reflective models. However, once inspired by the criticisms of Schön elicited by Eraut, I believe that Ricoeur in his depiction of mimesis provides a fundamental rationale for the investigation of perspectives since and because of the respondents ITT course.

This overview of literature has attempted to give a context for both the field of study, and the theoretical underpinnings of the research, whilst drawing out gaps in the current literature to be exploited by my research. The next chapter will now introduce more pragmatically, how the research was conducted in terms of a methodology.

3 Research Methodology

None of the possible methods for data collection can be regarded as perfect and none can be regarded as rubbish. None has the sole key to truth, and none can be dismissed as hopelessly irrelevant for enhancing knowledge.

(Denscombe, 1998: 84)

3.1 The phenomenographical paradigm

3.1.1 Introducing phenomenography

This chapter introduces the methods that I utilised in order to produce a phenomenographical analysis to the following research aims:

1. To identify any perceived impact that university-led in-service ITT has on the professional practice of its graduates;

2. To explore, with the benefit of experience, if past participants of university-led ITT believe that improvements to the provision can be made, and if so, what are those improvements?

3. To construct a middle range theory to illuminate these influences on professional practice and improvements to provision, in order to determine if the curriculum for university-led in-service ITT meets the perceived requirements of workers within the sector.

Hasselgren and Beach (citing Marton, 1992) suggest that phenomenography is "*a research method designed to describe the qualitatively different ways in which a phenomenon is experienced, conceptualised, or understood, based on an analysis of accounts of experiences as they are formed in descriptions*" (1997: 192). It therefore sits within the interpretivist paradigm, and was developed initially through research into trainees' perceptions of their university learning experiences (Booth, 1997: 135), the research attempting to see the world through the eyes of the student body (Svensson, 1997; Ashworth and Lucas, 1998).

> Phenomenography is not a system of philosophical assumptions and theses, and it is not derived or deduced from such a system. It is an empirical research tradition. This means that metaphysical beliefs and ideas about the nature of reality and the nature of knowledge do not come first.

(Svensson, 1997: 164)

This demonstrates how phenomenography differs from other epistemological stances: its primary focus is on how the participants of research intellectualise a phenomenon or experience, rather than on the phenomenon itself. Therefore it is ideally suited to a piece of research designed to ascertain the perceptions of the former ITT trainees to the phenomenon that they experienced: their in-service teacher training. Hasselgren and Beach provide a simple codification of the phenomenographic procedure, which is:

Adapted from Hasselgren and Beach (1997: 197)
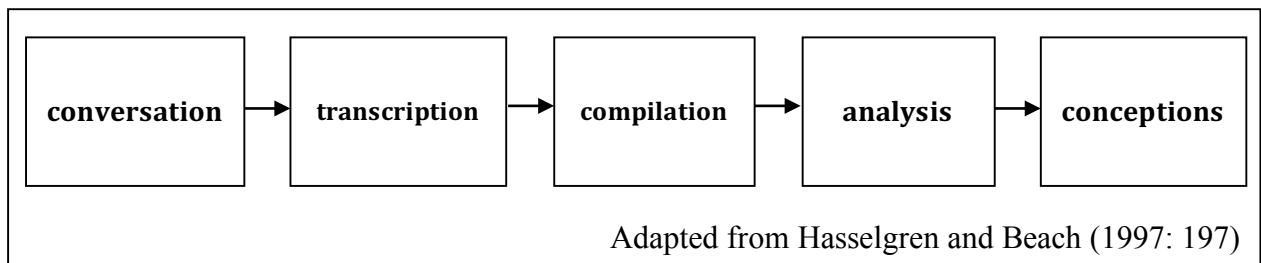
Figure 1 Simplification of the phenomenographical approach

This diagram demonstrates a key distinction between phenomenography and the more commonly used approach of grounded theory: in grounded theory, coding begins soon after initial data collection, and is used as a frame with which to examine (and reveal the need for) new data with which to refine the categories (Bryman, 2008).

Using thematic coded analysis of the raw data, the principle areas of commonality around the subject matter are drawn from the various participants, in order to meet the aims of the research. The primary aim is to uncover a collective phenomenon, arrived at by generating through phenomenographic analysis a "*clearer and more articulate account of* [participants'] *conceptions than* [participants] *would themselves have generated unaided*" (Ashworth and Lucas, 1998: 417). The 'categories of description' arising from the process are termed 'conceptions' which when analysed and synthesised become the 'outcome space,' or the phenomenographical overview of the area being studied. The relationships within and between the categories when identified become the results of the study.

3.1.2 The methodologies of others using the perceptions of ITT graduates

This subsection will examine a selection of primary research-based literature that has examined the views of authors who have employed *similar* methodologies to this thesis. Nasta is well published in the field of Initial Teacher Training relating to the post-compulsory sector. His work includes articles such as *Translating national standards into practice for the initial training of Further Education (FE) teachers in England,* which provides a rigorous overview of the recent history of changes in the training requirements of individuals involved in the sector in question. He incorporates "*testimonies to illustrate the different ways in which standards are perceived and received by key participants in the production and consumption of standards*" (2007: 3) – and although only a small number of these testimonies come from actual trainees of ITT, the paper provides insight into key areas of research within this field. In *From trainee to FE lecturer: trials and tribulations*, Avis and Bathmaker examine the relationship between a trainee's professional practice and experiences of the sector, and their work placement (2006). Although this study used full-time trainees, and did not seek to look at the efficacy of the whole training experience (rather the impact of the placement), the piece provides a great insight into the expectations of ITT trainees, of great relevance to this study, and builds upon previously published work, including *Critical pedagogy, performativity and a politics of hope: trainee further education lecturer practice*, which again through exploring the experiences of ITT trainees, provided insight into both the experiences of, and expectations of newcomers to the vocation (2004).

These two focuses are fused by the two authors in *Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice*, in which Avis and Bathmaker again examined the efficacy of the teaching placement, and through the use of respondent diaries, explore the concept of professional practice amongst trainees (2005).

Sue Wallace continues this theme of examining the expectations, experiences, and conclusions of full-time trainee teachers (2002) in her paper, *No Good Surprises: intending lecturers' preconceptions and initial experiences of further education.* Although again, differing somewhat from the focus of my study, Wallace's work considered the expectations of newcomers, which sought to identify the expectations of in-service trainees, providing good areas for comparison.

Barber and Turner (2007) focused their paper on the ability of compulsory teacher education to prepare trainees for one element of the TDA curriculum, that of dealing with Special Educational Needs. Although arguably not relevant to the aims of this study, the method of research employed here is similar to that of the proposed paper, with NQTs, i.e., teachers within their first year of teaching following training. They used questionnaires to elicit the extent to which NQT's confidence in key areas has grown (or otherwise) since completing their training. Loo (2006) also used a subject-specialist approach (this time adult numeracy) to evaluate the efficacy of adult numeracy teacher training programmes, and through discussion with both training practitioners, and trainees, compiled a theoretical *ideal adult numeracy teacher training course* (2006: 474-476).

3.2   Methods

3.2.1 The semi-structured interviews

3.2.1.1 The Interview

Unlike grounded theory, which is not aligned to a particular favoured research methodology (Flick, 2009), phenomenography upholds the interview as its central tenet for data collection (Bowden, 2000). This thesis continues the phenomenographic tradition of the interview, but also uses a questionnaire in order to provide validation and triangulation to the findings of the interviews.

3.2.1.2   Interview procedure

> To ask how the interview situation influences the data as a result of the different social encounters into which the interviewers and respondents must enter is to seek the relevance of common-sense knowledge for general social interaction
>
> (Cicourel, 1964:pp73-74)

This section will attempt to elucidate the above citation from Cicourel through the exploration of the design and piloting of an interview schedule. The interview is the most commonly used method associated with phenomenographical research (Richardson, 1999), where "*'interviewees are encouraged to reveal, through discussion, their ways of understanding a phenomenon, that is, to disclose their relationship to the phenomenon under consideration*" (Bowden, 2000: 9 in Bowden and Walsh, 2000), via an approach of contemporary storytelling

(Gubrium & Holstein, 1998) on the part of the respondent. If one accepts this notion, then it can be seen that the interview, if used correctly, can be the ideal tool to elicit the 'rich' detail necessary to fully explore a sociological issue such as the research at hand. The interview schedules can be found within the Appendices at B and C, where Appendix B refers to the schedule used with former trainees of ITT, and Appendix C contains the interview schedule used with the managers of education staff using university-led ITT.

The most notable changes made as a result of the pilot study involved the integration of space for the interviewer's notes. It was not intended that I would transcribe the responses of the interviewee at the time of the meeting, but more that these spaces be used for 'jottings' (Emerson, Fretz & Shaw, 1995), whereby the researcher uses the opportunity of jotting to make notes on matters that may not be easily identifiable via audio tape transcription at a later date:

> In attending to ongoing scenes, events and interactions, field researchers take mental note of certain details and impressions. For the most part these impressions remain 'headnotes' only. In some instances, the field researcher makes a brief written record of these impressions by jotting down key words and phrases. Jottings translate to-be-remembered observations into writing on paper as quickly rendered scribbles about actions and dialogue.
>
> (Emerson, Fretz & Shaw, 1995: pp19-20)

The need for such jotting space was highlighted from both reading around the subject of interview methodology, and also from the practical experimentation phase of the pilot study. In addition, it was realised that each interview schedule should contain opportunity for the researcher to note down any unique factors in relation to the interview, such as date, time of meeting, the unique name or identifying number of the digital file onto which the meeting was recorded, and also any other factors that may include reference to the state of the respondent, such as anxiety etc. which would have a bearing on the manner in which the transcript was or was not used.

In addition to these changes, 'prompt' words or phrases were added to the schedule in order to enable the interviewer to elucidate more information from the respondent should that person not fully grasp the meaning of the question. This strategy is in keeping with the ethos of a focused interview, which:

is based upon the respondent's subjective responses to a known situation in which they have been involved. The interviewer would have prior knowledge of this situation and is, thus, able to re-focus respondents if they drift away from the theme.

(Gray, 2004: 217)

Many potential problem areas with the design of the questions were avoided through experience gained by completing the first pilot study with the questionnaire, thus wording issues such as the potential confusion from using a variety of terms to denote 'teacher training'.

A relationship must be developed through the course of the interview if the results are to be considered worthwhile and valid. Cicourel suggests that *"the interviewer, through his intuition, must develop a community with the respondent that will enable him to elicit frank answers with the questions of the study"* (1964: 75). To achieve this 'community,' Hammersley and Atkinson (2007) suggest a simple format of interviewing, consisting of the introduction, a 'warm-up' where basic questions are asked in order to begin a rapport-building process, the main body of the interview, the 'cool off,' and finally the closure element. As part of the introduction, I welcomed each respondent, and explained the reason for the interview, together with the context of the research study. At this stage, a number of key concepts to the interview were discussed, namely confidentiality and the importance of the respondent's control over, or power to be able to leave the interview at any time, or decline the answering of any question. Gray refers to this element as the 'preliminaries,' suggesting that:

> The first task of the interviewer is to explain the purpose of the interview, who the information is for, how the information is going to be handled (including issues of confidentiality), why the information is being collected and how it will be used. This should not require a long speech, but should be done quickly and simply. Above all, the importance of the information should be stressed.
>
> (Gray, 2004: 222)

It was also imperative that in addition to the above points being covered, that any questions that the respondent may have were answered at this point. It is imperative that the respondent feels at ease in the interview situation, and there are measures that the interviewer can undertake in order to assist in this process. This was achieved primarily by being aware of the power positions inherent in the interview process, although Cicourel would argue that these positions can never be fully overcome, as:

the interview will always contain variable meaning structures which influence all social interaction, even when one party (the interviewer) or the other party (the respondent) is trained (or has trained himself) to manage his presence before others carefully.

(Cicourel, 1964: 97)

Despite this seemingly impossible task, it is imperative that the interviewer does undertake steps to lessen the potential impacts of the power positions within the environment of the interview. In the case of my interviews, a number of steps were taken.

The interview schedule was semi structured in design, in that "*interviewers have their shopping list of topics and want to get responses to them, but they have considerable freedom in the sequencing of questions, in their exact wording, and in the amount of time and attention given to different topics*" (Robson, 2002: 278). It can be seen from the final interview schedules (Appendices B and C) that the content of the interview revolved around two distinct types of questions and consequent answers.

The first section of the schedule contained a series of closed questions that serve to set the scene of the interview, to provide the 'warm up' or the framing for the interview (Fontana & Frey, 2005) that enabled the respondent to engage with the context of the interview, but also provide a basis for simple demographic analysis of the breadth of the respondents. The main thrust of the interview however contained open questions, that related directly to the aims of the research project. Here, the reflections and perceptions of the respondents on their teacher training were discussed. The questions began with a continuation of the 'warm-up' period by enquiring about the initial thoughts of the respondent's teacher training. It was hoped that this line of questioning would both invigorate the respondent's memory of their teacher training and also help to develop a rapport between myself and the respondent (Cicourel, 1974), thus leading to a more rich interaction between us. The schedule then progressed to address areas of paramount importance to the study, beginning with an analysis of how the respondent's teacher training assisted with a number of teaching themes, such as lesson planning, learning theory and classroom management, before asking to what extent the respondent feels their teacher training had assisted them in becoming a teacher. After the themes mentioned in the previous question, the interview schedule would take on a mode of *unstructured response* (Fontana & Frey, 2005) where the respondent could answer the question in their own way. It was vital in this instance that the respondents had the freedom to answer questions in their

own manner, if the community between interviewer and respondent (Cicourel, 1964) was to be maintained.

Each interview was concluded by a reminder of the main features of the preliminaries, such as the reasons for the research and the rules of confidentiality to be followed by the interviewer. The respondents were also thanked for their time and their insight into the context, and were given the opportunity to ask any questions that they require. The respondents were then provided with my contact details and if appropriate, were escorted from the scene of the interview.

In addition to the common issues with educational research, such as consent, transparency, confidentiality, etc. the interview process involves a particularly 'human' element, which introduces a number of key issues. Critical to this process was an awareness of notions of power within the interview, and the effect that the research process and involvement (and nature) of the researcher might have on the representation of information on the part of the respondent, even before any biases on the part of the researcher can influence the findings. After all, I am not a neutral observer of either the interview process or the phenomenon in question; I am actively constructing new knowledge with each respondent. In response to this, I had to be conscious of my epistemological and personal reflexivity, or put simply I had to develop a commitment to asking, "how have I impacted on the research?"

The most pragmatic approach to this reflexive consciousness was a commitment during interviews to never validate or corroborate the narrative of the participant, irrespective of my own views, experience, or knowledge of the item under discussion. Schutz (1967) refers to this as non-consociation.

3.2.1.3 Limitations of the approach

All approaches to primary research have limitations which must be overcome. Hammersley (2005) identifies three key criticisms which are often leveled at interviewers, these being:

1. How does the interviewer know that the participant is telling the truth, and does that truth tally with our own notions of 'truth?'

2. Does the interview give a rich enough depth of primary data, when compared to other immersive approaches such as participant observation in ethnography?

3. Is the participant sufficiently reflexive to determine the differences between how they perceive themselves and their own actions, and how the community at large might see them?

I suggest that a commitment to the principles of phenomenography, and the conscious decision to involve a sample as wide as possible allows the researcher to overcome these issues. Phenomenography accepts as its most core belief that it is the perception of the phenomenon that is key, not the phenomenon itself. Therefore, if a group of people each individually perceive commonalities in a phenomenon (in this case, the influence that ITT has had on their practice) then that realisation in itself is significant. Phenomenography relies on the identification of commonalities of perception (Marton, 1981) amongst the participants, which in turn replace questions of 'truth' and 'reflexivity,' with notions of belief and consistency amongst a sample population. In the case of this thesis then, phenomenography makes no claims to identify the influence of ITT on trainees, it claims to identify how ITT trainees collectively perceive their ITT to have influenced them, thus overcoming the three key questions leveled by Hammersley. It is for this reason that the interview is considered to be the most appropriate approach to phenomenographic research, the approach must enable the participants to individually express their perceptions.

Pring (2004) reminds us that anti-positivist research into a socially constructed arena such as this can never be truly removed from the influence of the researcher, therefore I had to be conscious of ensuring that my use of phenomenography was governed in some way in order to validate it. To achieve this, I was able to translate Guba and Lincoln's five criteria (2005: 207) for research validity effectively into my approach (see p105 for more detail). In terms of *fairness* in representing the perceptions of participants, my research in its very nature as a phenomenographic piece of work was centred around the perceptions of the participants. With relation to *ontological authenticity,* phenomenography is rooted firmly within the subjectivist ontological paradigm. For that reason, I relied solely on the intuition of my respondents in determining the nature of the analysis, and in phenomenographic fashion, allowed the themes to emerge naturally during the analytical process. The third criteria, *educative authenticity* was achieved through the use of strict and premeditated purposive sampling; I was clear in the fact that I had identified respondents who both had appropriate

perceptions and experiences to contribute, and for whom taking part in the research would be a hopefully valuable exercise. The use of current teachers (as part of my purposive criteria) also enabled me to meet both *catalytic authenticity* and *tactical authenticity*.

3.2.1.4 Sampling of participants

As previously stated, this study utilised a purposive approach to sampling (Hammersley & Atkinson, 2007), where respondents must have met the following criteria:

1. Have completed their in-service post-compulsory ITT programme since 2005;
2. Have spent at least one calendar year as a teacher in the post-compulsory sector *since* completing their ITT; and
3. Be currently employed as a teacher in the post-compulsory sector.

In the case of the managers of teachers interviewed, a simple purposive statement was used to determine suitability for the study, this being that managerial participants should:

1. be a current manager within a post-compulsory education institution, who has responsibility for staff development including promoting the need for ITT with their staff.

Thus, the reliability of the study would be enhanced by ensuring this consistency of respondent used.

3.2.1.5 Treatment of participants

Many of the issues around the power relations within an interview were dealt with through my commitment to the consistent and thoughtful treatment of my participants. This treatment also contributed significantly to my claims of reliability within this research. Notably, I adhered to the following guidelines whilst interviewing participants:

1. Participants selected a location convenient and appropriate to their own needs. I was particularly aware that interviewing participants in a location such as a university classroom could alter the context of the interview, so interviews were held in a variety

of places relevant to the participant, in order to minimise considerations of researcher 'power' (Olesen, 2005);

2. My own personal conduct was considered at all times. This included *impression management* (Oppenheim, 1992; Fontana & Frey, 2005), where I ensured that I was dressed appropriately to the setting of the interview, and not to my perceived status as a researcher per se. I ensured that I had a script in order to introduce the interview, which also incorporated my commitment to ethical awareness in the interviews (see section 3.2.2);

3. Questions were asked in the same sequence in every interview (Emerson, Fretz & Shaw, 1995) so that no vagaries in terms of schema development could be argued with this primary approach. However, in order to ensure that participants were able to fully explore their reflections, the questions were used simply as a prompt, which participants could then develop according to their own constructions of the subject (Cicourel, 1964).

However, one must be mindful when analysing this methodology in terms of reliability and validity that phenomenography seldom attempts to explain a universal truth (Bowden, 2000), and that this research was carried out in order to ascertain the perceptions (hitherto termed conceptions following analysis) of this purposively sampled selection of former trainees and managers.

3.2.1.6 Participants

3.2.1.6.1 Participant selection

Participants were selected using a purposive approach, in order to ensure rich data (Stake, 2005). As stated earlier, only those who fit the following criteria were included in the research:

1. Have completed their in-service post-compulsory ITT programme since 2005;

2. Have spent at least one calendar year as a teacher in the post-compulsory sector *since* completing their ITT; and

3. Be currently employed as a teacher in the post-compulsory sector.

The most often cited disadvantage of purposive sampling is the potential for the researcher to omit a vital characteristic or perspective from the selection. This was acknowledged through ensuring that each of the five sectors of post-compulsory education identified by Fisher and Simmons (2010) were included within the population:

1. Further education;
2. Local authorities;
3. Public Services;
4. Private training providers;
5. Higher Education.

In order to maintain a phenomenographic approach, this purposive relevance was vital. Indeed:

> It is important that the interviewees from whom the data are collected are appropriate to the purpose of the research.... subjects to be interviewed should represent a cross-section.... not to ensure statistical rigour but to maximise the range of perspectives encountered.
>
> (Bowden, 2000: 9 in Bowden and Walsh, 2000)

This approach was also validated by the writing of Thomas (2010): whom whilst discussing the likelihood of social science research ever being truly generalisable, posited the idea that it's 'ungeneralisability' should be celebrated as the phronesis, or practical wisdom of academic research, suggesting that "[m]*ine is different from yours, and always will be, and you may disagree profoundly with my interpretations and judgements*" (2010: 13). This ethos resonates particularly strongly with the second order, differing understandings of reality that are promoted by a phenomenographical approach to research (Marton, 1986).

3.2.1.6.2   *Summary of previous trainee respondents*

This study captured the unique perspectives of 21 currently employed, former 'In Service' trainees of Initial Teacher Training carried out in the United Kingdom via semi-structured interview. Additionally, the views of 35 former trainees were gained via questionnaire (Appendix A). The participants had each undertaken their ITT courses from one of two universities located in the north of England (identified as either Meadowmill University or Steelsteppe University), both of which have established national reputations with regard to

ITT. The participants had either attended one of the actual universities, a satellite campus or a local College franchised by one of the two universities.

Of the interview respondents, all were aged between 21 and 50 years, however more than half were aged between 31 and 40 years. The opinions of both male and female respondents were sought, with 10 of the 21 former ITT trainees, and one of the five managerial respondents being female.

Participants were asked how much time had expired between the completion of their training and the date of the interview, in order to ensure sufficient time elapsed for the concept of mimēsis praxeōs (Ricoeur, 1984). This ranged between one and seven years. The respondents also reported a wide variety of experience in teaching in the sector prior to undertaking their training, with as little as 6 months in some cases, and as much as 14 years in others.

A wide variety of teaching contexts were also revealed, demonstrating appropriately the breadth of the post-compulsory sector, with college staff, the Police Service, the Prison Service, the Third Sector, Adult and Community education, and private industry all represented in the study.

The relevant personal information relating to the interviewees is given below. Names have been changed using a random name generator in order to ensure anonymity; the names chosen to represent the participants simply reflect the gender of the original participant, and hold no further meaning:

Unique id	Gender	Sector	Short biography
Natacha	Female	Further Education College	*Natacha is a female who had taught in Further Education for five years. Her interview took place two years after she had completed her ITT. She was aged 31-40 and undertook her ITT through Steelsteppe University.*
Levi	Male	Further Education College	*Levi is a male who had taught in Further Education for six years. His interview took place four years after he had completed his ITT. He was aged 31-40 years and undertook his ITT through Steelsteppe University.*
Elin	Female	Further Education College	*Elin is a female who had taught in Further Education for 12 years. Her interview took place seven years after her graduation from in-service ITT. She was aged in the 31-40 years group, and undertook her ITT through Meadowmill University.*

Kristian	Male	Public Services Training	*Kristian is a male who had taught within a Police Training School for eight years. His interview took place two years after the completion of his ITT, and he was aged 41-50 years. He undertook his ITT through Steelsteppe University.*
Malachi	Male	Further Education College	*Malachi is a male who had taught in Further Education for five years. It was two years since he completed his ITT, through Steelsteppe University. He was aged 41-50 years.*
Zahra	Female	Private Training	*Zahra is a female who had taught in the private sector of post-compulsory education for eleven years. Her interview took place seven years after her graduation from ITT, which she undertook through Meadowmill University. She was aged 31-40 years.*
Kassandra	Female	Private Training	*Kassandra is a female who had taught in both FE and the private sector for 14 years. At the time of her interview, seven years had passed since her ITT was completed. She was aged 31-40 years, and undertook her ITT through Meadowmill University.*
Lizzie	Female	Public Services Training	*Lizzie is a female who had taught within a large hospital for seven years. Her interview took place two years after her graduation from ITT. She was aged 31-40 years, and gained her ITT through Steelsteppe University.*
Daryl	Male	Further Education College	*Daryl is a male who had taught in FE for almost six years. His interview took place two years after he graduated from ITT, which he undertook through Steelsteppe University. He was aged 31-40 years.*
Myfanwy	Female	Further Education College	*Myfanwy is a female who has taught in Further Education for four years. Her interview took place two years after she graduated from her ITT, delivered through Steelsteppe University. She was aged 31-40 years.*
Agnes	Female	Voluntary Sector	*Agnes is a female who had taught post-compulsory education in the third sector for six years. Her interview took place two years after the completion of her ITT. She was aged 31-40 years and undertook her ITT through Steelsteppe University.*
Dave	Male	Higher Education	*Dave is a male who had taught both HE and FE for 13 years. His interview took place five years after his graduation from ITT. He was aged 31-40 years, and undertook his ITT through Steelsteppe University.*
Hannah	Female	Higher Education	*Hannah is a female and was aged between 31 and 40 years. She completed her ITT through Steelsteppe University slightly over seven years prior to her interview, and works as a Lecturer in Higher Education.*
Alison	Female	Private Training	*Alison undertook her ITT through Meadowmill University seven years prior to her interview. She was aged 31-40 years, and had taught for three years (part time) prior to undertaking her ITT.*
Kate	Female	Private Training	*Kate taught in the private sector, having undertaken her ITT through Steelsteppe University. She had taught for three years prior to her ITT, and had completed her ITT four years prior to her interview.*
Bear	Male	Voluntary Sector	*Bear undertook his ITT through Steelsteppe University, four years prior to his interview. He had taught for five years prior to his ITT, in the voluntary sector.*
Kilroy	Male	Higher Education	*Kilroy had taught for twelve years, initially in an FE college, before moving to a university. He undertook his ITT through Meadowmill University, seven years prior to his interview.*

Tommy	Male	Higher Education	*Tommy was aged between 51 and 60 years, and had taught for twelve years prior to his ITT in FE. Upon moving to a HE position six years ago, he undertook his ITT through Steelsteppe University.*
Irwin	M	Private Training	*Irwin taught in the Private sector, and had done for seven years prior to his interview. He completed his ITT training 3 years prior to the interview, through Steelsteppe University.*
Maurice	Male	Further Education College	*Maurice was a male who had taught in Further Education for six years. It was four years since he completed his ITT, through Steelsteppe University. He was aged 41-50 years.*
Martin	Male	Voluntary Sector	*Martin worked in the voluntary sector, teaching in the community. He undertook his ITT through Steelsteppe University, two years after his first teaching role began. He graduated from ITT three years prior to his interview.*

Table 2 The ITT graduate respondents

3.2.1.6.3 *Educational managers*

Five representatives of management from both public and private subdomains of post-compulsory education were also interviewed. They were:

1. **Christopher: the Human Resources Manager of a large College located in the North of England;**

   The College was an employer of over 450 academic staff, and delivered primarily Further Education courses. The College enjoyed excellent relationships with both Meadowmill and Steelsteppe in relation to ITT.

2. **Kevin: the Training Manager of a large Police Force in the North of England;**

   The Force had approximately 6000 staff, with an approximate 50/50 split between police operational and support staff. The Force Training School typically recruited 150 new students (police recruits) per year, in addition to offering internal courses to the Force. Kevin managed a training team of approximately 60 staff. The Training School had previously had an excellent relationship with both universities in recent years, however it had (at the time of writing) established an exclusive relationship with Meadowmill University.

3. **Maggie: an NHS training manager for clinical services;**

   The NHS trust was considered to be one of the most successful in the United Kingdom. It had over 3000 members of staff, supported by a specialist internal Learning and Development unit. The trust was aiming to achieve Investors In People Bronze Award at the time of writing.

4. **Lawrence: the Managing Director of a small-medium Private Training Organisation;**

   Lawrence's organisation provided training in technology to members of the public, and employed over 40 tutors [their terminology]. It was partly funded by the Local

Authority, and also through charity status. The organisation recruited *tutors*, before giving them the option of undertaking short introductory teacher training (such as PTTLS), or more traditional university-led provision such as CertEd or PGCE.

5. **Leopold: a Head of Department in a medium to large College located in the North of England;**

The College employed over 400 academic staff, working primarily on Further Education courses. Although not exclusively, its geographical location tended to lead its staff to use Meadowmill University for ITT.

These managers were selected because they or their institutions would routinely send their staff on recognised ITT courses at university level.

3.2.2 Questionnaire

3.2.2.1 The questionnaire approach

This chapter relates to the design of the questionnaire used in the data gathering phase of the research. This questionnaire was designed with the intention of being one tool in a selection of research methods aimed at determining the extent to which the perceptions of former ITT trainees have changed over the period of time since they undertook their qualifications, with regard to the efficacy of their teacher training qualification. The questionnaire was originally piloted amongst a group of peers in May 2007, the peer group consisting of persons both knowledgeable of, and also unaware of ITT, in order to ensure that stylistic as well as subject-specific issues were identified. In deference to the advice of Opie (2004), potential respondents of the 'live' questionnaire were avoided.   The questionnaire was then modified, a process that shall be examined explicitly within this chapter, in order to respond to the comments and challenges made by the pilot group. This modified and final questionnaire can be found at Appendix A.

The modifications made to the original prototype questionnaire were numerous and related to both the style and content of the survey device. This section shall examine and deal with these changes. The first change related to the introduction to the questionnaire:

> It is important, perhaps, for respondents to be introduced to the purposes of each section of a questionnaire, so that they can become involved in it and maybe identify with it. If space permits, it is useful to tell the respondent the purposes and focuses of the sections of the questionnaire, and the reason for the inclusion of the items
>
> (Cohen, Manion and Morrison, 2007: 338)

A key observation amongst the pilot group was that the introduction to the questionnaire was not thorough enough to either motivate a potential respondent or set their minds 'at rest' regarding the use of the questionnaire. This was countered in the modified version by including reference to the rationale for the study and to the fact that the survey is being conducted as part of Doctoral research, and not as something perhaps more sinister.

In addition, the questionnaire required a change of 'approach' on the part of the respondent, in that they have to answer similar questions from two distinct viewpoints:

- the point of view that their current position as trained, experienced teachers afforded them; and
- also casting back their minds to being current or very recent ITT trainees.

It was felt by the pilot group that these two sections required a more explicit explanation of the purposes behind the questions, in order to provide secondary guidance (without leading) on how the questions actually differed from one another.

Pilot group members were largely happy with the layout of the questionnaire and with the sequencing of questions, but felt that a small number of stylistic irregularities lead to a bunching of certain questions, particularly the ordinal scale questions (originally 6 and 7) which were difficult to read. These issues were remedied with the addition of separating lines between each line of text.

One non-subject specialist pilot group member noted that a variety of terms, including ITT, post-compulsory, post-16, teacher training, teacher qualification etc., were used interchangeably throughout the survey. It is now clear that these questions would not be clear to a respondent not familiar with this variety of terminology. Gray (2004:193) provides a checklist of steps to ensure the success of a question, stating that:

- The researcher has to be clear about the information required and encode this accurately into a question;
- The respondent must interpret the question in a way that the researcher intended;
- The respondent must construct an answer that contains information that the researcher has requested;

- The researcher must interpret the answer as the respondent had intended is to be interpreted.

It was evident that these steps could not be guaranteed because of the identified 'loose' use of terminology in the questionnaire, which would in turn raise significant questions of validity.

A content-based change was also made to the likert scales used in questions 6 and 7 (which became questions 8 and 9 in the final copy). This involved the removal of one of the ordinal response options, *no feeling*. After discussion, it was agreed that the inclusion of such a response option gave respondents an easy option that would effectively remove a means of analysis from the researcher, and make any question answered with *no feeling* redundant in the final analysis. By removing the option, respondents had to submit either a positive or negative response to each issue they were considering.

The final two questions consisted of free-text fields which asked for the respondent's general perceptions of ITT. There was no structure to this, in an attempt to glean the widest possible coverage of perceptions. Whilst offering difficulties in identifying the breadth of coding to be used, it is at least apparent that the transcripts will only provide a 'thin' transcript (Miles & Huberman: 1994), which ought to minimise the difficulties encountered due to the potential breadth of responses. The over-riding benefit of this approach is noted by Cohen, Manion and Morrison, who suggest that, "*an open-ended question can catch the authenticity, richness, depth of response, honesty and candour which…. are the hallmarks of qualitative data*" (2007: 330).

3.2.2.2   *Questionnaire respondents*

The questionnaire was completed by 35 respondents, of whom 17 were female, 16 were male, and a further two respondents did not reveal their gender. The participants were split across the five subsectors of post-compulsory education previously highlighted by Fisher and Simmons (2010), although 15 of the 35 were employed in colleges of Further Education. All participants met the sampling criteria previously discussed; indeed all questionnaire respondents had been teaching for between one and nine years since completion of their ITT. Twenty-one of the respondents claimed that their ITT had assisted them in attaining their current role. Returned questionnaires were kept anonymous, and were not codified in any way. They asked for a minimum of personal information, such as the length of time that had

elapsed since they had undertaken their ITT, and the type of educational environment that they were employed in (not the name of their employer), therefore maintaining the confidentiality of each response.

3.3   Ethical considerations

3.3.1 Ethical commitment

I have been mindful of ethical considerations at all times over the course of the research, and have been conscious of linking my ethical approach with my research practice throughout (Doucet & Mauthner, 2002). This research has embraced a deontological, non-consequentialist approach which dictates that participants should be treated with an ethic of care (Olesen, 2005).

Fontana and Frey suggest that during the interview:

> ethical concerns have revolved around the topics of *informed consent* (receiving consent by the respondent after having carefully and truthfully informed him or her about the research), *right to privacy* (protecting the identity of the respondent), and *protection from harm* (physical, emotional, or any other kind).
>
> (Fontana & Frey, 2005: 715)

Ethical considerations were therefore paramount in interview design and implementation. Olesen concurs with the above three key areas of ethical behaviour to be considered during the interview process, these being informed consent, confidentiality, and any consequences of involvement in the interviews (2005). Ethical considerations must also be taken into account when analysing the completed questionnaires and codified transcripts, particularly in relation to the primacy of the researcher's own knowledge:

> Educationalists and content analysts may have understandings of the phenomenon which they find hard to reconcile with those others whom they regard as less expert in their area. They might see non-expert conceptions as incomplete subsets of the accepted conception
>
> (Walsh, 2000:29 in Bowden and Walsh, 2000)

This is imperative when considering the flow of the discussion – true to the central ethos of phenomenography, I was conscious of showing commitment to hearing each participant's voice, and not exerting my own influence onto either the discursive flow, or how I appreciated

and valued the commentary of the participant. However, I had to remain mindful of Alldred & Gillies, who caution that "[t]*he research interview is not a clear window onto the interviewee's experience, rather it is a joint production of an account by interviewer and interviewee through the dynamic interaction between them*" (2002: 146). This extends to the analysis stage of the process, as I then had responsibility for an accurate and 'truthful' synthesis of the many ideas uncovered; creating the categories of description. Indeed, "*the idea of constructing categories suggests that the researcher has a better grasp of the world than the interviewee, and it presupposes the need for the categories to fit some predetermined framework*" (Walsh, 2000:21 in Bowden and Walsh, 2000). It was vitally important that I had no such predetermined framework for reference prior to the depiction of the categories, therefore I had to be conscious of a number of important factors, including the extent to which I could unintentionally or unwittingly influence the outcome of the research:

> Researchers in the social sciences are faced with a unique methodological problem; the very conditions of their research constitute an important complex variable for what passes as the findings of their investigations. Field research, which for present purposes includes participant observation and interviewing, is a method in which the activities of the investigator play a crucial role in the data obtained

> (Cicourel, 1964: 39).

3.3.2 Informed Consent

BERA (2011: 5) instruct us that "*researchers must take the steps necessary to ensure that all participants in the research understand the process in which they are to be engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported.*" All participants were given an explanatory briefing which set the context for the research, and elucidated why they had been invited to take part, as part of my purposive sampling policy. All were made fully aware that the research would contribute to a doctoral thesis on in-service teacher training, and all were made aware of how the data that they provided would be analysed, and anonymised prior to submission for consideration.

In addition, all interviewees were given a script in relation to ethical concerns before each interview commenced. The script gave a thorough overview of the nature and context of the research which they had agreed to be part of, a copy of which can be found at Appendix F. All participants confirmed that they understood this fully, and were furnished with the

researcher's contact telephone number and email address, in order to ensure that they could indeed request such a deletion, if they required it. In a small number of cases, participants accidentally revealed information about themselves, such as their employers name, or the name of the institution where they studied their ITT; this information was removed from the transcripts as they were processed, due to it being both ethically sensitive, and in no way relevant to the research itself.

All participants were also asked if they had any objections to the use of a digital dictaphone, and once again, no participants objected at all. I endeavoured to follow the guidance of Duncombe & Jessop, who stipulate the necessity of "[b]*eing conscious of having a rapport with interviewees, rather than doing rapport to them*" (2002: 108).

3.3.3 Confidentiality and the consequences of participation

A clear and effective commitment to confidentiality ensured that there were no consequences of participation for any participant. Interview transcripts were codified with a unique alphanumeric sequence, and participants were asked not to reveal any personal information during the interview. The interviewer did not refer to any individual by name (including participants themselves), or any employing or educational institution.

Interviews were arranged at times convenient to the participant, and in the location of their choice. In all cases, this involved me meeting participants in either their workplace, or their homes. This was consciously identified as a policy, in order to minimise potential pitfalls relating to perceived 'power' discrepancies between myself as the researcher and my participants (Olesen, 2005).

3.4   Considerations of validity

The concept of validity has been a key concern through the development of this research. *Validity* refers to the extent to which a research method measures that which it is supposed to measure (Greenwood & Levin, 2005). In this study, I elected to use both questionnaires and

semi-structured interviews to elicit answers to the three guiding research aims as mentioned previously in this chapter.

In order to ensure such validity, all questions asked of the participants related directly to the research aims, both in the questionnaire (Appendix A), or the interview schedules designed for both previous trainees (Appendix B) and managers of teachers employing ITT (Appendix C). Additionally, demographic and vocational questions were also asked, in order primarily to ensure that all respondents qualified as part of my purposive sample. Validity was therefore a key consideration during the piloting phase of the research, to be discussed later in this chapter. However, in order to ensure that former trainees and managers were not led in any way towards a 'preferred' answer, questions were asked in a balanced manner, for instance the question:

In your own words, and from your own perspective, how would you describe your Initial Teacher Training?

as taken from the questionnaire, was designed to lead the respondent towards neither a positive or negative response, and to present no boundaries as to what they decided was pertinent in answering the question. Likewise, wherever a question specifically asked for a value-laden response, i.e:

What were the three most useful aspects of your teacher training course?

then the following question would allow them to redress the balance, for instance with a question such as:

What did you find least useful about your teacher training course?

These steps were undertaken in order to ensure that the research maintained a commitment to ensuring internal validity (Della Porta & Keating, 2008).

I was at all times during this research conscious of Guba & Lincoln's five criteria for validity (2005), which are described below in Table 3.

Guba & Lincoln's criteria of validity (2005: 207)	Brief explanation	Relation to my approach
Fairness	The research is balanced, and represents the perceptions of all participants, using where possible their own voice.	My research in its very nature as a phenomenographic piece of work is centred around the perceptions of the participants. The task of the phenomenographer is to determine commonality between these various perceptions, in order to present an 'outcome space' of the area of study (Bowden, 2000).
Ontological authenticity	That the researcher is ontologically secure.	Phenomenography is rooted firmly within the subjectivist ontological paradigm. For that reason, I have relied solely on the intuition of my respondents in determining the nature of the analysis, and in phenomenographic fashion, have allowed the themes to emerge naturally during the analytical process.
Educative authenticity	That there is clear relevance in the study to the social or organisational needs of the participants.	Following the purposive sampling undertaken, I was clear in the fact that I had identified respondents who both had appropriate perceptions and experiences to contribute, and for whom taking part in the research would be a hopefully valuable exercise.
Catalytic authenticity	The ability of the research to enable the participant to take action as a result of involvement in the research.	As part of my duty of care over the respondents, I ensured that I was in a position to give them suitable direction should an issue emerge in the course of their interview.
Tactical authenticity	The necessity for the researcher to be able to take action on the part of the respondent should it be necessary.	Again, as part of my duty of care over the respondents, I ensured that I was in a position to give them suitable direction should an issue emerge in the course of their interview.

Table 3 Adapted from Guba & Lincoln's (2005: pp207-208) criteria for validity and my research

With the methods utilised in this study clarified, the next section will discuss the findings gleaned by these approaches, and will introduce the phenomenographical 'outcome space.'

4   Findings

4.1   Introducing the findings

4.1.1 The context for analysis

This chapter introduces the findings of this research, and will discuss them in line with the original research questions, which were:

1. To identify any perceived impact that university-led in-service ITT has on the professional practice of its graduates;

2. To explore, with the benefit of experience, if past participants of university-led ITT believe that improvements to the provision can be made, and if so, what are those improvements?

3. To construct a middle range theory to illuminate these influences on professional practice and improvements to provision, in order to determine if university-led in-service ITT meets the perceived requirements of workers within the sector.

The research employed a phenomenographical approach to research, which is appropriate to these outcomes because of their focus on accepting and documenting the perspectives of others, in this case the perspectives of the former trainees. The study is therefore concerned with developing an understanding of how the phenomenon in question is conceptualised by the respondents, not understanding the nature of the phenomenon itself (Marton, 1986). The rationale and approach undertaken for this methodology were explained in the previous chapter.

4.1.2 The approach to analysis

4.1.2.1 Coding, identifying categories of description, and the building of conceptions

The analysis of the primary data collected was undertaken using a six-stage thematic approach, as posited by Braun and Clarke (2006).   The first stage involved familiarisation with the data. This was achieved through my jottings throughout the interview process, followed by the verbatim transcription of each interview recording.

The second stage involved the generation of initial codes. This was undertaken across both the transcribed interview scripts and the collected questionnaires. This resulted in the

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identification of 59 initial codes, all of which can be viewed in Appendix E of this thesis. Appendix D provides a demonstration of how these codes were located within a sample of transcript. This coding was undertaken in an inclusive manner, in that multiple codes could be used to describe a single statement from the participant (Gray, 2014).

The third stage required the formulation of themes from the generated codes, "*a list of themes, a complex model with themes, indicators, and qualifications that are causally related*" (Boyatzis, 1998: vii). This was an entirely manual process, and was mindful of three key perspectives (Gibson & Brown, 2009); examining commonality, examining differences, and examining relationships.

This process was then validated by stage four of the process, where the themes were reviewed against the entire data set, in order to establish any errors or omissions in the theme-creation phase. The final breakdown of codes into themes is available to view at Appendices E2-E11. From this point, and in deference to phenomenographic tradition, the themes are now referred to as *categories of description* (Marton, 1986), and refer to the variation in, and commonalities of the participants' experiences.

Stage five of the process requires the definition and naming of these themes, or categories of description. In phenomenographical parlance, this process of taking a category of description, and then ultimately defining its nature and its constituents, and identifying its boundaries then creates a phenomenographical *conception* (Säljö, 1979); in this study there are nine such conceptions, which are introduced and discussed in detail in section 4.3 of this thesis.

Stage six of the process, according to Braun & Clarke (2006) refers to the dissemination of the findings, where the researcher must use "*vivid and compelling extracts relating back to the original research questions*" (Gray, 2014: 610). These 'vivid and compelling extracts' are discussed in the following subchapter.

4.1.2.2 The avoidance of 'cherry picking' or 'quote mining'

The sixth stage introduced above causes concern in terms of validity, as I had to identify *vivid* and *compelling* (Gray, 2014) sections of narrative from my participants which effectively demonstrated the nature of my identified conceptions, whilst being clear that I was not 'cherry picking' quotes that suited my own perspective on the research conducted. This was achieved by being conscious of two key elements related to the analysis.

The first element was through transparency in the six stage process described in section 4.1.2.1; the route from raw transcripts, to code identification, to the identification of categories of description, and the finalisation of the nine conceptions in this study. This transparency is demonstrable through the inclusion of narrative samples, the inclusion of the codes identified in the data, and the manner in which they were delineated in order to create categories of description (all in the appendices of this thesis), together with the commentary of how each conception was built from the categories of description in each individual section of 4.3 in this thesis. In this way, the nature of each participant quote selected for use can be contextualised as appropriate to the conception in question, due to its compatibility with the transparent process demonstrated. Therefore, a third-party can reverse-engineer any quote included in the findings of this thesis back to the original list of codes identified in appendix E, and consequently confirm its pertinence to the conception in question.

The second element is through my own reflexivity, which I discuss in the next section.

4.1.2.3 Personal and epistemological reflexivity

As an interpretivist researcher, I must be conscious that I am not a neutral observer of phenomenon, I am an active participant in the creation of this knowledge, as has been described in the previous pages. This personal reflexivity "*requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgement of the impossibility of remaining 'outside of' one's subject matter while conducting research*" (Nightingale & Cromby, 1999: 28). Therefore, I have to be conscious of both how I have impacted on the research, and how the research has impacted on me. Whilst undertaking the primary research for instance, I was conscious of not validating or corroborating the narrative of the participant; in the lexicon of Shütz I did not consociate (1967) with the participant. This reluctance to allow my own perspective to influence my analysis of the data was also imperative. However, a strict adherence to the six stages of analysis described in 4.1.2.1 ensured that although my influence on the creation of knowledge was unavoidable, it was managed in a transparent manner.

This commitment to transparency was also evident in my epistemological reflexivity (Willig, 2001), or my willingness to question the assumptions that had been made in the research process. This included on the macro scale the acknowledgement of alternative methods of

conducting the research (as discussed in the concluding sections of this thesis), and on the micro scale the willingness to rephrase questions where appropriate (Cicourel, 1967), or to clarify terminology or language with the respondent.

The next section will introduce the outcome space and conceptions identified using the approach to analysis described over the previous pages.

4.2 The Outcome Space

4.2.1 Phenomenographical findings

Phenomenography relies on the researcher completely accepting the perspective and the language of the respondent. These perspectives are then analysed in order to determine *categories of description*, or areas of commentary or agreement shared by the respondents, in this case themes highlighted by the respondents through the interview and questionnaire phases of the research. These categories are then further analysed to produce *conceptions*, a more detailed or focused interpretation of the category of description; indeed, what it is that is being said about that area of common narrative. It is these conceptions when taken together that form the Outcome Space (Marton & Yan Pong, 2005), or the overall findings of the research:

> The basic idea of the phenomenographic approach, then, is to identify and describe individuals' conceptions of some sort of reality as faithfully as possible... the more faithful we, as researchers, can be to individuals' conceptions of an aspect of reality, the better we are to understand learning, teaching, and other kinds of human action within society
>
> (Sandberg, 1995: 157)

Each conception is synthesised from the various sources of primary research undertaken, following a detailed coding process, where themes emerge from the data through analysis.

This chapter will introduce in turn each conception within the outcome space, following the phenomenographic analysis of the interviews of twenty one former trainees of university-led ITT, five educational managers who engage university-led ITT for their staff, and the returned questionnaires of thirty five former trainees of university-led ITT.

4.2.2 Contextualising findings using questionnaire results

The first open question on the questionnaire asks the respondent, '*In your own words, and from your own perspective, how would you describe your Initial Teacher Training?*' Despite the fact that the question in no way leads the respondent towards a 'positive description' of their teacher training, the results of this question are overwhelmingly positive. An initial coding exercise reveals five key themes that re-occur in the responses to this open question, these being:

- Skills Development;
- Enjoyment;
- Networking;
- Observing Best Practice;
- Professionalism.

Respondents were not guided towards these categories in any way. Returned questionnaires also presented a replicated pattern with respondents who stated that they had enjoyed their ITT course. One respondent commented, *"I really enjoyed my teacher training, I found it challenging personally.... I also found I enjoyed researching and assignment writing once I got into it."* This viewpoint was supported by other former trainees who suggested *"I thoroughly enjoyed my ITT course"* and *"I enjoyed all of it. The amount of input from the teachers, discovery learning, feedback and support given were all excellent."*

4.2.3 Initial thoughts on mimēsis praxeōs

The questionnaire featured one section which explicitly required respondents to answer retrospectively using their feelings at the time of undertaking ITT, and consequently with their contemporary feelings (at the time of undertaking the questionnaire). This question asked respondents to identify with a series of six statements, using an ordinal likert scale (Gray, 2009: 350). Participants were first asked to state whether or not when they were trainees, the extent to which they agreed with the following positive statements:

- They enjoyed their teacher training;
- They felt that their teacher training was giving them the necessary skills to be an effective Post-compulsory teacher;
- They felt that the areas of study on the course were relevant to their professional development as a teacher;
- They believed that their training was preparing them well for their careers as teachers
- They were valuing their training;
- They would recommend that their colleagues undertook similar training.

They were then asked to comment on the same statements but from their current perspective, i.e., that of an employed teacher within the sector, utilising the experienced gained since the completion of their training.

In all but six instances of a statement being assessed (from a total 210 individual question responses), respondents indicated either strong agreement or agreement with the positive statements posited in relation to their thoughts at the time of their ITT. This initially indicates a high level of overall satisfaction with the training programmes undertaken by the participants. Five of these six instances were reported by the same respondent, who twice stated disagreement with the statements 'I enjoyed my teacher training', and who originally stated disagreement with 'I feel that my teacher training has helped me to become an effective post-compulsory teacher' and 'I can see the value of the teacher training that I took' before altering his perspective to 'agreement' when two years had passed since his training. This respondent was by far the most negative during the questionnaire phase about his teacher training experience.

In only seventeen instances (again, from 210 potential responses; approximately 8% of all responses) did a respondent demonstrate a diminishing level of agreement with a statement, between their feelings at the time of undertaking ITT, and their contemporaneous feelings.

Of the seventeen negative changes identified, the most commonly changed statements were *I feel that the areas of study on the course prepared me for my role as a teacher,* and *I can see the value of the teacher training that I undertook*, with four instances each.

Often these relegations were mitigated by statements within the free text; one instance involved a respondent initially stating that she strongly agreed with the statement, 'I can see the value in the Initial Teacher Training that I undertook' – but changing this from 'strong agreement' to 'agreement' after a period of five years. This was qualified by the respondent who stated:

> even though I found my teacher training very useful in a number of ways, from my own views now, I personally feel the areas that could be improved or covered within the ITT, are more practical skills and techniques e.g. looking at effective behavioural management within the classroom.

This particular quote was of interest for two distinct reasons, the first being that it explained the respondents rationale for reducing her level of agreement with the original statement, but also added credence to the rationale behind this study, which posited that a trainee's perspective on the benefits or otherwise of what they had learnt in training may change with experience. This provides a key instance of a former trainee demonstrating that, as posited by Flores & Day (2006) and Vonk (1994), they were beginning to 'grow into the profession' following their 'threshold' experiences as a teacher. However on only five occasions (approximately 2% of all responses) was a response relegated from a positive opinion (i.e., agree strongly or agree) to a negative opinion, such as disagree or disagree strongly.

Of perhaps greater significance were the positive changes in perspective made over time. From the 210 total responses, 27 (approximately 13%) 'improved' over the period between completing ITT and undertaking the questionnaire. Of these 27 improvements, nine involved improvements from a negative perception (disagree or disagree strongly) to a positive one. I submit that this adds validity to the methodological decision to allow time for the former trainees to develop through the three phases of mimesis (Ricoeur, 1984). This was demonstrated most notably with the likert responses to the statement *I believe that the areas I studied helped me in my professional development as a teacher*. Importantly, from 35 questionnaires, eleven respondents (almost one in three) noted an improvement over time in the extent to which they agreed with the statement, four of them noting an improvement from disagreement to agreement. However, the free text boxes of these responses did not provide detailed specificity into these responses, and there were no contextual similarities between the respondents. This is tempered by the acknowledgement that from 210 individual question responses, 166 (approximately 79%) did not change over time.

Despite this, the decision to specifically explore these changes in perception over time was validated by a number of interviewees. These can be seen in terms of the overall impact of the respondent's ITT, and on the nature of the curriculum content of ITT.

In relation to overall impressions of the impact of ITT, Irwin, a male teacher in the private sector who had taught prior to his ITT (which he completed 3 years prior to his interview) stated emphatically:

> I enjoyed it [ITT] but I have to say that now looking back at it, with both hindsight and reflection, that it was much better for me than I thought it was at the time. The position I'm in now, not everyone who teaches in that organisation has a CertEd, people will

> come to me for advice, they're coming to me for expert knowledge, because I've got a
> CertEd. Not because they're not good teachers, because they are, but they see that I've
> done this, so I can help and support, and gives me the confidence.

This viewpoint was legitimised by Levi, a teacher who had been by his own admission,

particularly disengaged by his ITT:

> At the time I was doing the course, working fulltime, it was a strain. I used to think
> 'what the hell am I doing here?' I could've been at work doing my marking or
> whatever, but there were four of us from our department who went and it actually gave
> us time to reflect and talk to each other, and build up a professional bond. I think at the
> time I thought 'why the hell am I doing this?' but now reflecting back I think that if I
> hadn't done that [ITT] then I wouldn't have been in the position that I am today.

This particular example demonstrates the former trainee's transference through the three

mimesis (Ricoeur, 1984), from a disengaged trainee of ITT (mimesis$_1$), through the

opportunities provided to him to discuss, debate and reflect (mimesis$_2$), to the

acknowledgement that the process undertaken had allowed him to operate in the manner that

he does at the current time (mimesis$_3$).

Lizzie, a nurse with seven years of teaching experience was more positive in general in

relation to her ITT, but she too acknowledged that the importance of some areas of her studies

had grown in importance in her mind since completing the course, in this case relating to the

academic study of curricula:

> It increased my knowledge. To the point that I now do things that I didn't actually
> realise I needed to do. There were a lot of things, mundane things, history, politics of
> education, that I didn't think were of use to me, but obviously now I know that I need
> to understand this stuff in order to do my job properly.

Myfanwy, an FE teacher who had two years of teaching experience prior to her interview,

also interestingly reflected on the same area of study in her interview, and again reiterated that

she did not see the value of the studies at the time. In this case, her increased awareness of the

area is related to a promotion within the field of education:

> I would say it was an insight into curriculum planning, probably not as much for the
> job that I had before, but probably more so for now where I'm much more involved
> with curriculum planning, because that is my job now as curriculum leader. So, erm,
> massive benefit, even though I couldn't see it at the time. Two years later, it's coming
> out now!

Kassandra summarised her thoughts on this change in perspective quite succinctly, "*While we were doing it* [ITT], *there were some things that were not utilised, but once I'd finished the course, I did. Things that at the time I didn't think were relevant.... but have seen the relevance since.*"

When asked specifically, five of the twenty one (almost one quarter) former trainees interviewed stated that their perspective on their ITT had not changed at all since their graduation. However, these five respondents were all positive about their experience. From these five respondents, both Daryl and Hannah attributed their success in their occupations to undertaking ITT, whereas Malachi used his experiences on his own ITT to assist new staff in his department with their own training. However, of the fifteen former trainees interviewed who did report perceiving a change over time in their perceptions about their own ITT, all reported a positive change in their perceptions, thus interviewees were notably more positive in their appreciation of change over time than questionnaire respondents. These changes over time will be incorporated into the following findings chapters as relevant.

4.3 The Categories of description

Following the analysis approach detailed earlier, it was clear from the analysis of the results that the principal themes or categories of description emerging could be separated into three clusters;

- Categories of description relating to impact external to the respondent
- Categories of description relating to impact internalised by the respondent
- Categories of description relating to suggestions for moving ITT provision forward

These clusters will now be examined in turn.

4.3.1 Categories of description relating to impact external to the respondent

This section refers to categories of description where the respondents have reported an impact of ITT, previously outside the locus of their control. The responses within this cluster were invariably favourable, and provided an inherently positive commentary on the impact of ITT. The categories could be broken down into three conceptions:

- The *Contextualisation* **conception** identified the notion that ITT graduates were able to locate their own role and responsibilities within the wider context of post-compulsory education. It revealed an enhanced appreciation of the context in which the trainee works, and the role of *post-compulsory teacher* that they are undertaking;

- The *Connectivity* **conception** introduced the feeling of connectedness of the graduated ITT trainee to the teaching profession, and practices and contexts therein. I used this conception to identify a feeling of being more connected to their chosen professional of post-compulsory teacher, and to developing shared understandings with other members of that profession; and

- The *Externality* **conception**, which demonstrated the sensation of being able to act, or being perceived to act differently outside their ordinary sphere of influence. Therefore, *Externality* refers to a perception amongst the participants of being able to act with enhanced authority outside their ordinary sphere of influence, and is related to an

increased feeling of confidence and empowerment when amongst stakeholders in post-compulsory education, outside their immediate colleagues and students.

This notion of an awareness of enhanced externality resonates with the literature well: Coldron & Smith (1999) discuss at length the key influence of a teachers active location within an identifiable educational social space, where a teacher's identity develops because of the actions, beliefs and ways-of-being developed by the social actors in their arena. Similarly, Flores & Day (2006) recount the importance of the teacher's social context, and in a lexicon very similar to that summarised above, discuss the impact of the leadership that a teacher experiences (or is subjected to), the ITT that they undertake, and the culture in which they operate, on the emerging identities of new teachers.

4.3.1.1 The Contextualisation conception

The first conception to be considered is that of 'contextualisation.'
Contextualisation refers to an enhanced appreciation of the context in which the trainee works, and of the role of *post-compulsory teacher* that they are undertaking.
It was identified through the following codes emerging from the phenomenographic transcripts (see Appendices E and E2):

- Appreciation of post-compulsory sector;
- I understood my position more;
- I understood my role more;
- It gave me context;
- It gave me perspective;
- It made my job clearer.
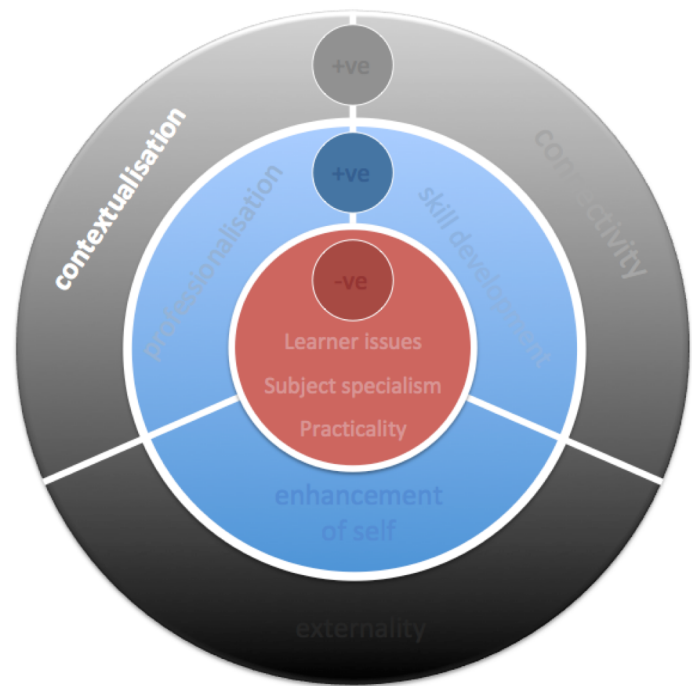
The conception refers to the extent to which respondents felt that their training provided a required context for their roles and responsibilities as teachers. It differs from the forthcoming connectivity conception in that it refers to the contextualisation of the role, rather than situation of the trainee within that role.   In addition, it differs from the externality conception, which addresses how training broadens the perspective and influence outside their immediate sphere of influence, or community of practice.

Being mindful of the above discrepancies between the three categories of description relating to the impact of ITT external to the person, the 'contextualisation' conception was constructed through the use of intrinsic descriptors in both the interviews and questionnaires, for example: *it made my job clearer*, or *I understood the role more*. This tallied closely with the writing of Coldron & Smith (1999), who discussed the critical importance of 'knowing one's place' in the early stages of forming a professional identity. They suggest that "[i]*dentity as a teacher*

is partly given and partly achieved by active location in social space" (2009: 712), ratifying the phenomenographical findings disclosed here, which emphasise the feeling that respondents had in relation to being able to locate and structure their practice more easily in the social context of teaching following their ITT.

Respondent Zahra completed her teacher training 7 years prior to her interview, although she had been a teacher for 11 years. She had a variety of experiences in the post-compulsory sector, having worked previously for both a large FE College and a small private training salon. At the time of the interview, she had opened her own training academy. In answering question 6 of the interview (See Appendix A), she suggested that:

> It [ITT] gave me everything that I needed for my job, it made a lot of things clearer. It made everything come together. I think you're a little bit blind at first, you know, there's your teaching hours, there's your lesson plan. It [ITT] put the job together for me.

This was supported by respondent Daryl, a tutor in an FE College who had undertaken his ITT at a different university to the previous respondent, and had undertaken his training much more recently, it only being two years since its completion. Relating neatly to Philpott's concept of *matching* affordances (2006), and like Zahra, having had experience of teaching prior to starting his ITT, he stated that:

> I think it helps to put things into perspective more than anything, I don't think it [ITT] necessarily develops your ideas, but it helps you to put things into context. It's given me structure more than anything, you could never teach someone how to deal with a certain situation, it just happens like that, bump, but everything's easier because it's been put into context.

Interestingly, this seems to infer some existence of employed teachers working prior to undertaking their ITT, existing in a vocation without perhaps being able to see the 'bigger picture' of their role. Whilst this lack of training has not been unusual in FE, it is acknowledged that in the sector in question, teachers are already in post and teaching when they receive their first training (Maxwell, 2010), it is interesting to note the issue of contextualisation.

This conception was supported by the questionnaires analysed, where *observing best practice* was one of the five key areas highlighted in free text identified earlier in the findings chapter, respondents referring to observing both the practice of their ITT lecturers, and their ITT peers.

This was validated by Korthagen (2006), who suggested that observing best practice, aided the emphasis on working together with peers, one of his five key principles for effective teacher education. The small-scale longitudinal research of Maxwell, conducted with six *current* in-service ITT trainees revealed a cogent similarity here, where ITT trainees felt that they gained through observing the different approaches of different lecturers on their courses; this contributing to the feeling of empowerment amongst the ITT trainee body (2010a). In addition it can be seen from the narratives revealed in this chapter, that ITT graduates perceive a deepening of their understanding of the context of their role, a key concern in Hoyle's model of *enhanced professionality* (1975) as discussed in the literature chapter (2.4.3.3), where being able to locate oneself effectively within a context of practice can contribute to a person's transference from restricted professionality to enhanced professionality. To complement the contextualising capability of ITT, the diversity of traditional in-service ITT groups was also praised. Prior to the previous quote, in the same interview, Kassandra had stated when asked about her initial thoughts, good or bad about her ITT had answered instantly:

Kassandra:	I really enjoyed being in a diverse group of people, not everybody was from my [subject] background, and listening to their experiences, their points of view, and their perspectives on teaching, that was the thing that I gained the most from.
S Burton:	You mention this diverse group of people, what was it that you gained from that?
Kassandra:	We'd got, on my course, hair and beauty, there was sport, there was English, I think there was physics, you know, there was just a *really* diverse range of people so for instance we [in hair and beauty] do certain things in a set way, and when you get someone else's perspective [from another subject specialism] you think, 'well I wouldn't do it like that' or just to get the different opinions on what they thought were good teaching methods, bad teaching methods, how they dealt with certain situations. It was really interesting to listen to how *they* would deal with certain situations, and then did I agree, did I not agree, it got me thinking a lot.

Elin, a beautician who undertook her ITT with several subject specialist colleagues within a larger mixed subject group, was extremely positive about the diverse specialist group that she had been part of at Millmeadow University:

> studying with people from the same [subject] area did help, so I liked that there were people from my area. But I also liked that there were people from other [subject] areas

there because you got different perspectives of where people worked and what their job roles were. It brought something extra into group conversations.

Her views were echoed by Lizzie, a nurse who attended Steelsteppe University:

It was nice that we were all different. Over the two years, there were lots of people from college, there were people from the community, there were hairdressers, beauty therapists, and they were all different ages. It was nice from that point of view to see *how* they taught, and the problems that they had to face….. I didn't want it to be all nurses! [laughs]

This view was supported by an anonymous questionnaire, which compared the impact of fellow ITT trainees on the learning process with that of ITT tutors, 'the knowledge I gained from fellow peers from diverse areas of education & training was equally if not more supportive.'

Hannah, a HE lecturer in the subject of Early Years affirmed that in the case of her ITT:

The group was so diverse, different age ranges, different professions, [pauses] different abilities if you like in terms of how long they had physically been teaching. There was prison service there, police officers, opticians. It really wasn't just from my perspective, as in Early Years… it helped, because there were different ways of delivering teacher training… some people's techniques were completely different to how I was delivering at that time… being able to share different ideas and perspectives, that was one of the main things that I got from the course.

Orr and Simmons (2010) would undoubtedly find this positivity familiar, having complemented the subject variety of post-compulsory ITT, together with the social element of learning to be a teacher.

4.3.1.2 The Connectivity conception

Connectivity refers to a feeling of being more connected to their chosen professional of post-compulsory teacher, and to developing shared understandings with other members of that profession.

The conception refers to the extent to which respondents felt that Initial Teacher Training enhanced their connectivity with the profession of teaching.   It was identified through the following codes emerging from the phenomenographic transcripts (see Appendices E and E3):

- Common ground with classmates;
- Common ground with ITT tutors;
- I found I had things in common with…;
- It helped me to know that I was okay;
- Sharing experiences of teaching and learning;
- Support from classmates;
- Support from ITT tutors;
- Validating own classroom practice;
- Valuing ITT-based discussion.

Although categorised differently from the 'contextualisation conception', this conception is on many levels clearly linked as it deals with the ability of ITT to provide connectivity for the trainee to the profession or field of teaching. The analysis within this conception resonated with the writing of Sachs (as discussed in 2.4.2), who discussed the importance of teacher identity creation as a nexus of 'multi-membership' and as an active member of a community (2001), in that "[t]*eachers' professional identities are rich and complex because they are produced in a rich and complex set of relations of practice*" (2001: 160). It is the feeling on the part of the respondents of being connected both *to* and *with* these relations of practice that the phenomenographical approach to this research revealed.

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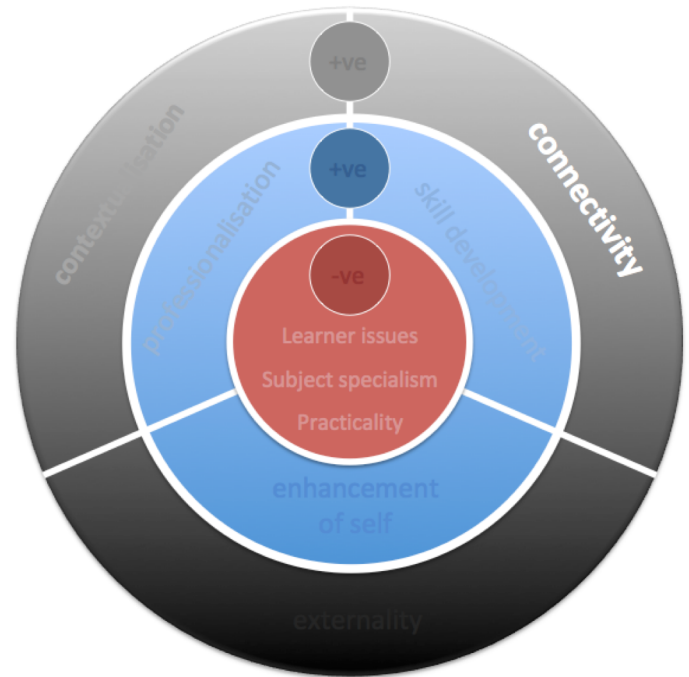
Respondents were unanimous in their praise for the shared experiences gained through being in class with other trainees. Respondent Daryl, a male trainee in his forties, with a five year career in teaching at the time of interview revealed: "[laughs] – *it helps you to get a lot off your chest in class, you might be frustrated but people listen. And you learn from everybody else doing that as well, you can help people out as well*." This aligned with Krishnaveni & Anitha's professional characteristic of *collegiality* (2007), and was echoed by another respondent, Lizzie, a trainee who had undertaken the same university's ITT as course as Daryl, but with more prior experience and stated:

> It was nice that we were all different, over the two years there were a lot of people from college that were teaching, there were some that were teaching in the community, there were hairdressers, beauty therapists, and they were all different ages. It was nice to see how they taught and the problems that they had encountered.

Although not making specific comments regarding what was learnt, respondents clearly identified with and felt that they benefitted from the community of the classroom. Here the findings of Timoštšuk & Ugaste (2010) resonate, where the personal teacher identity is found to be deeply connected to the personal and social context in which the teaching and learning is situated, and that the ongoing learning and development of teachers is a fundamentally social exercise.

Malachi, a tutor with thirteen years of experience, six of which were prior to any teacher training confirmed the importance of the classroom community, "*I could relate what I was being taught in the classroom to what I was actually doing, I could actually put it into practice. But equally if I put it into practice I could come back the following week and discuss it with the group*."

Elin undertook her ITT through a different university to the respondents mentioned previously in this chapter, but shared with them a passionate belief in the strength of the classroom community, stating that:

> I enjoyed the group that I was in, we all helped each other out, we were all supportive. We worked really well as a team, in the classroom situation we all helped each other out, and then we also saw each other outside the group, and helped each other out with work, you know if anyone was struggling.

In addition to the rich information gleaned from the interview phase of the primary research, the questionnaires also provided insightful clues into the importance of connectivity within the classroom community. The following comments were provided when respondents were asked to identify the three most useful aspects of their teacher training course (Question 13, see Appendix A). The respondents were not guided in any way in the contextualisation of their responses:

- *Sharing experiences from other teaching environments;*
- *Learning from other trainee teachers from different employers/sectors;*
- *Group work as [we] got different views;*
- *Peer experiences and sharing of teaching history;*
- *Insight into other people's teaching techniques.*

These responses were spread across FE, work-based learning, and the public services, and could not be categorised in terms of gender, age, university attended or length of teaching experience.

In addition to the support provided by the trainees of the class, connecting with tutors, particularly through the use of lesson observations was also highlighted. Respondent Zahra in interview suggested that, "*The teachers, the support, we got a hell of a lot of support from the tutors. They made it a lot more straightforward for us,*" whereas one anonymous respondent via questionnaire used question 11 (In your own words, and from your own perspective, how would you describe your Initial Teacher Training?) to describe "*A very relaxed environment and course, trainees and tutors were very friendly and helpful.*"

As in the previous section, a number of respondents used the non-directed (free text) question 13 of the questionnaire (what were the three most useful aspects of your teacher training course?) to identify the impact of connecting with the ITT tutor:

- *Knowledgeable tutors*
- *Tutor for guidance*
- *The experience of the course and listening to experienced tutors and fellow colleagues*

This theme of connectivity with tutors and their *deontic professionalism* (Carr, 1992), which correlates with the findings of Harkin et al. in their 2003 study, was continued when

respondents (without prompting) revealed high praise for the observation process undertaken. Kassandra was a female former ITT trainee, who at the time of the interview had 14 years of teaching experience mused that, *"The one thing that boosted my confidence was the lesson observations. I think they were key, you know when somebody came and observed you and said, 'this is what you're good at,' they were vital.... and everybody hates them at the time!"*

Like the previous sections relating to the connectivity conception, participants used the questionnaire anonymously to validate the use of observations, particularly when providing the three most useful elements of their ITT:

- *assessment of teaching delivery by tutors;*
- *lesson observations;*
- *the observations, these were indepth, personal and constructive feedback was given.*

To support this, one respondent when asked via anonymous questionnaire was asked to suggest possible improvements to the ITT curriculum implored, *"more observations!"*

Maxwell proposes two opposing viewpoints on this concept; in one study (2010a) conducted with six current in-service trainees she extols the importance of workplace interactions and support, citing examples of good practice with relation to the relationships of trainees with mentors and others, but concluding that trainees experience a dissonance with the workplace, often related to issues around the physical isolation of many community venues; some trainees part-time status, and; departmental micro-politics (2010a: 192). Maxwell confirms this dichotomy in a further study (2010) where the value of such relations is celebrated, with an accompanying subtext that not all trainees receive such support. This continues a central theme of Bathmaker and Avis, who highlight and demonstrate an apparent *"disjuncture between official rhetoric about lifelong learning, and the experience of those working and studying in English further education"* (2005: 61); an observable marginalisation of newcomers into the teaching profession within the post-compulsory sector, which is staffed by the cynical and demoralised (2005a). However, unlike my research, their research was centred on *pre-service* ITT trainees, undertaking a comparatively short-term placement in an FE college; and also speculated on the involvement of a demotivated and overstretched workforce as a contributing factor to the perceptions of marginalisation experienced by the ITT trainees. Indeed, in earlier research carried out by Bathmaker and Avis, a respondent refers to her own placement colleagues as *"the miserablest bunch of people I've ever met"*

(2004: 9). Without any demographical information on the nature of the trainees in their study, it is unclear in addition whether the trainees themselves contributed unintentionally to their own marginalisation. Conversely, it is unclear from my research to what extent the celebrated connectivity in this instance is related to the fact that respondents in most cases would have already existed in their community of practice (their workplace) prior to beginning their ITT.

4.3.1.3 The Externality conception

Externality refers to a perception amongst the participants of being able to act with enhanced authority outside their ordinary[6] sphere of influence, and is related to an increased feeling of confidence and empowerment when amongst stakeholders in post-compulsory education, outside their immediate colleagues and students.
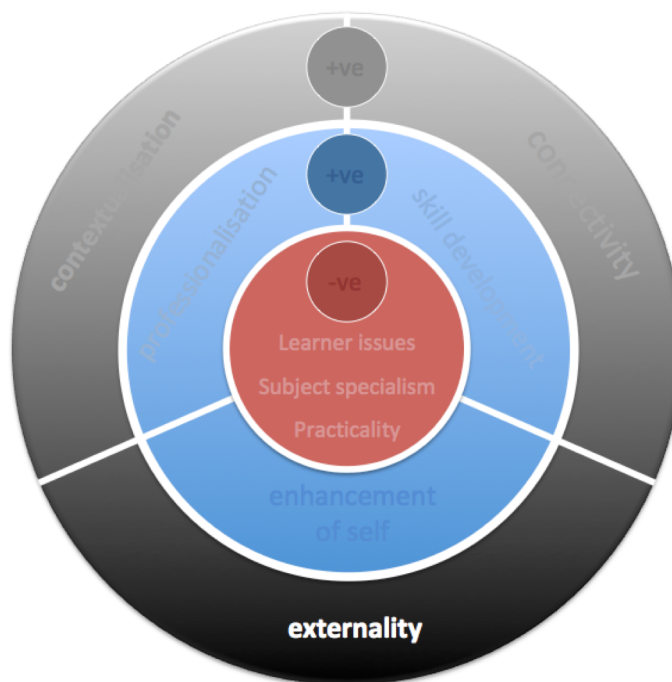
It was identified through the following codes emerging from the phenomenographic transcripts (see Appendices E and E4):

- Confidence to express opinion;
- Feel empowered;
- I'm more confident in dealing with External Examiners;
- I'm more confident in dealing with Ofsted;
- I'm more confident in dealing with parents;
- I'm taken more seriously.

It included reference to how former trainees themselves felt they were perceived by outside bodies, and therefore links closely in particular with the confidence development element within the 'enhancement of self' conception.

Like the previous conception, the phenomenographical investigation revealed resonance in the feelings of respondents with the writing of Ball (2004) on his notion of *exteriorization,* and also Sachs, who discussed teacher identity as a negotiation between the local and global environment (2001). She suggests that "[i]*dentity must be forever re-established and negotiated. It defines our capacity to speak and act autonomously and allows for the differentiation of ourselves from* [others]" (2001:155). When one considers the introduction

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[6] i.e., the professional sphere of influence that they perceived prior to undertaking their in-service ITT programme.

to this conception given above, together with the codes generated from the phenomenographical transcripts, the echo between Sachs' writing and these findings is clear.

In my research, former ITT trainees reported a sensation of being more respected and more able to express their views in the wider workforce arena. An example of this came from Daryl, who boasted about having a noticeable increase in being able to 'stand his ground' with the external verifiers who visit from his awarding body:

> You're not frightened now, at the end of the day, I've got the qualifications and the experience now, not to *take on* an EV [External Verifier], but to discuss things with an EV. A lot of people think an EV's coming in to be the headmaster and to browbeat, that's not right, that's not right [pauses]. No, I'm sorry you're here to help us and guide us. I've got that from the [ITT] discussions that we had in groups.

Showing connectivity with Krishnaveni & Anitha's professional characteristic of *empowerment* (2007), this train of thought was further clarified from a managerial perspective by Maggie, a manager within a large Health authority. She managed medical training staff, directing them towards ITT as part of their CPD; "*Their confidence is enhanced. They seem to be a lot more creative, because they're seeing a lot more teaching strategies. They have a lot more knowledge regarding teaching strategies, session plans and they can bring that back then to the business.*" She added explicitly that ITT enables her staff to defend and explain their teaching decisions:

> Our staff come under a governing body, and are accountable for everything that they do. They need to have that theory to practice [gained from ITT], and they have to reflect on that theory to practice. Whatever they're doing, they need to have the grounding behind them to explain *why* they're doing it.

The way in which teaching staff are viewed by the external environment was also seized upon by Kevin, a training manager within a Police Force, who manages both the police and civilian teaching staff within his Force's training school:

> As an organisation, we're always very interested in the Investors in People [Award], [ITT] is a big contribution towards that. We focus very heavily in the organisation on Continuous Professional Development, to support staff towards any qualification is a contribution towards CPD, and it probably gives us a bit more flexibility if we've got people who are qualified with a recognised qualification, particularly when we're looking at the accreditation of certain courses. As an organisation now we try to

income generate, so if we've got qualified staff then we're a lot more likely to be able to deliver courses from Colleges and Further Education establishments. There is a requirement on many of those accredited courses that the staff are qualified.

Lawrence, a manager in a voluntary training organisation supported Kevin's assertion by simply suggesting that his project was:

committed to the health and wellbeing, and development of staff; we have Investors in People silver status, we're going for gold, and personal development and enrichment is so important in that. Having qualified and well trained staff helps towards the aim of the project and our corporate objectives. There are so many ways of looking at it, social justice and betterment for our staff, but also the corporate angle.

One former trainee, with 13 years of teaching experience, six years of this being prior to undertaking any ITT commented on how the lexicon of ITT had enhanced his belief in his position within the wider context of the role. Dave suggested that:

We learnt a new language, a language that benefits management and observers more than trainees! Ha, we've been told this year by [his employer] that we have to put schemes of work online, and you think, why? Trainees won't understand that scheme of work. But it's [ITT] that taught us to survive in this scenario of Ofsted and internal observations.

This viewpoint is perhaps supported by Munby and Russell's suggestion of the 'authority of experience' (1994). They employ Schön's writing on knowing-in-action, which Schön himself described as, "*the sorts of knowledge we reveal in our intelligence action – publicly observable, physical performances..... the knowing is* in *the action. We reveal it by our spontaneous, skillful execution of the performance*" (1987: 25).

Edwards, Gilroy & Hartley acknowledge the importance of this *syntactic knowledge* of education (2002: 99), particularly if teaching is to recognise itself as a profession, rather than a vocation.

4.3.2 Categories of description relating to impact internalised by the respondent

This section refers to categories of description where the respondents have reported an influence of ITT that was internalised by the individual trainee. The responses within this cluster were invariably favourable, and again provided an inherently positive commentary on the impact of ITT.

The conceptions could be broken down into:

- The ***Professionalisation* conception,** which revealed discussions around enhancements both intrinsic and extrinsic in the perceived professionalism of the ITT graduate. The conception was typified by a perception of increased professionalism amongst the participants, as a result of undertaking post-compulsory ITT;

- The ***Skills development* conception** examined the development of practical, pedagogical and administrative skills. The conception revealed a notion amongst participants that their technical or pedagogic skill was enhanced by undertaking in-service post-compulsory ITT;

- The ***Enhancement of self* conception**, which revealed enhancements to confidence, self-belief and perceived employability. Within this conception I identified a perception of academic and vocational self-improvement and increased autonomy.

Again, phenomenography's key principle of remaining faithful to the voice, understanding, and interpretation of the respondent was key in these conceptions. This was particularly so in regard to the *skills development* conception, where respondents were keen to discuss the ways in which they felt their skills had been enhanced, despite the fact that those perceived skills were diffuse across a variety of areas, as revealed later in this chapter. Identifiable notions of internal influences resonate with literature on the development of a teacher's identity. Van Vleen & Sleegers (2005), as discussed in 2.3.2, define teachers identity as being their self-image, or the way in which the teacher sees themselves in terms of the professionalism, ability, and teaching skill that they can mobilise. Rodgers & Scott (2008) also posit the importance of a teacher's own pedagogical agency in the continuing development of a recognisable identity. Indeed, the authors are critical of other studies that place (in their view) too much emphasis on the social factors affecting a teacher's development, and not enough

emphasis on the teacher's ability to produce their own meaning and structures in term of professional identity. The following sections will therefore examine the conceptions revealed by respondents that were concomitant with internal influences to the teacher.

4.3.2.1 The Professionalisation conception

Professionalisation refers to a perception of increased professionalism amongst the participants, as a result of undertaking post-compulsory ITT[7].

The category was constructed from comments received that highlighted responses in relation to the professionalism of the ITT trainees, or their perceived professionalisation. This observation appeared ubiquitous throughout the research undertaken.
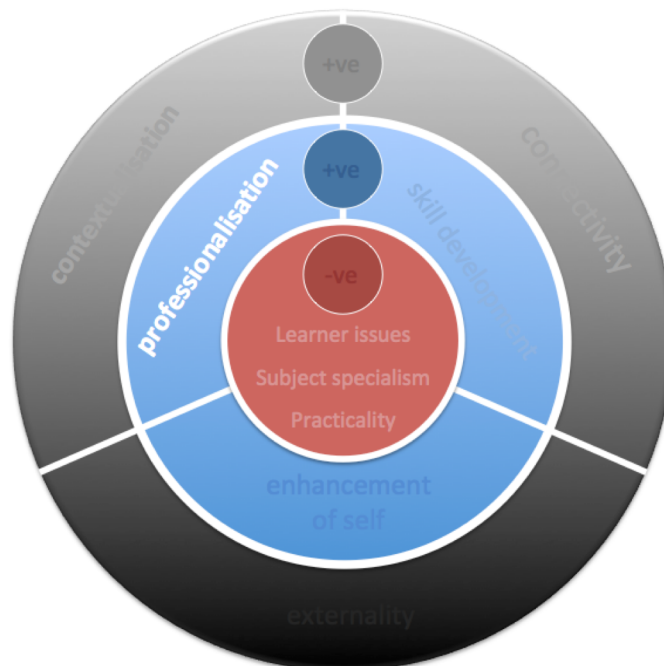
It was identified through the following codes emerging from the phenomenographic transcripts (see Appendices E and E5):

- Acknowledgement of the capital of the qualification;
- Approaches validated;
- Issues around dual-professionalism;
- Issues around ex-officio professionalism;
- Making professionalism 'real';
- "More professional";
- Remuneration.

This conception shares much with the two other 'internal' conceptions of *skill development* and *enhancement of self*. This analysis delineates the three internal conceptions using the following process:

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[7] In this thesis, I use the following definition of professionalism: *the ability on the part of the teacher to enjoy a more holistic view of their pedagogy, using this lens of professionalism to act with personal autonomy and confidence in the undertaking of their craft.*

- in the 'professionalisation' conception, respondents must have used the terminology professional, professionalism, or professionalised when discussing their ITT experience;

- the 'skill development' conception refers to observable, tangible skills. Although these might in turn lead to 'professionalisation', this link (using phenomenographical principles) is not made on the respondent's behalf;

- the 'enhancement of self' conception refers to more intangible but equally identifiable factors such as increased confidence and feelings of worth. Like the *skill development* conception above, it could easily be argued that these factors are inextricably linked to professionalism, but again, as phenomenography dictates, this link is not made on behalf of the respondent.

The conception resonated with the writing of Flores & Day (2006) who noted the interplay between personal history and beliefs, with the contextual stimuli of the teacher's workplace when constructing, de-constructing and re-constructing teacher identity.   Professionalism as an issue is a contemporary subject within ITT, as curricula deal with concepts such as the dual professionalism (IfL, 2010) of many teaching staff in the post-compulsory sector. Therefore it is of little surprise that *current* trainees would refer to professionalism as a key concept in their ITT, however of significance to this research is the fact that former trainees, with the benefit of hindsight and mimēsis praxeōs were able to so succinctly seize upon the benefits to their professionalism that ITT provided.

Korthagen (2004) discusses the comparatively recent focus of trainee teachers and ITT on professionalism, identifying the increasing popularity of 'self' and 'identity' in research terminology in recent decades, and identifies the changing nature of the teacher from giver of knowledge to enabler of learning. He also reminds us of the difficulty experienced by teacher trainers in enhancing a new teacher's self image, or improving a negative self-concept, referring to the importance of developing these 'core qualities' of the teacher. This context therefore enables a particular resonance with Agnes, a teacher with six years experience (two of which were prior to her undertaking her ITT) of working in the voluntary sector. She suggested that her ITT qualification helped to enhance her perceived professionalism, and combat the stigma that she felt was attached to her role:

> I got a lot of validation out of it, a lot of confidence in what I do, I think working in a profession such as youth worker that's always been questionable in terms of its

> professionalisation.... so the validation was particularly important, there's a lot of confidence that I got because when you go into secondary schools in my position, particularly when you're dealing with like GCSE trainees, trainees that are not going to achieve, teachers don't necessarily give you the value that they should for what you're doing, for providing an alternative provision, you're not always given that recognition that you're a professional doing a job, so it felt good to have that.

This was supported by Kristian, a trainer with a local police force, who completed his ITT after four years of teaching without a recognised ITT:

> I feel far more professional having got the qualification, more than I ever did before. It gave me a lot more job satisfaction, knowing that I was a qualified teacher rather than just a practising teacher, it gave me a lot of pride in what I did, the personal sense of achievement.

This was particularly interesting, as the respondent in question had almost thirty years of policing experience, and was ranked as 'Inspector' – a rank that less than 5% of serving police officers hold[8] (Home Office, 2011). It was therefore intriguing that such an accomplished officer, responsible for teaching probationer officers (complete novitiates in terms of policing knowledge and ability) would have derived such pride and satisfaction in his teaching role, having completed his ITT. This was explored further in interview with a training manager from the same police force; here Kevin revealed his thoughts about the high priority that *teaching* as a profession is given within his training school:

> [ITT] gives us more credibility, definitely. Teaching is what we're about, that's what we're seen as. Probably more so now, when I think back to the times when teaching qualifications were unheard of, we were seen as trainers. Now that we've got a majority that are qualified, that kudos goes up, and we're seen as teachers rather than trainers [pauses] or maybe we perceive ourselves as teachers rather than trainers, that might be a more accurate way of looking at it. But as a department we view ourselves as more professional. That's evident in the calibre of staff that we now attract, because we say that you must have, or must be willing to work towards the [ITT] qualification.

Anonymous questionnaires received were also pragmatic in their free text descriptions of the course, respondents positing their ability to draw parallels between discussions in class and their teaching, or describing how a better understanding of the education system after attending the course was improving their perceived professionalism.

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[8] The Home Office Statistical bulletin (2011) reveals that of the 139,110 serving police officers at the time of publication, 6764 had reached the rank of *Inspector*, a percentage of 4.86%

The terms 'professional' and 'professionalism' also littered the free-text boxes of the questionnaires returned. When asked to describe in their own words, how they would describe their ITT (question 11 – See Appendix A) , one respondent suggested that:

> [I felt that] my confidence grew, which in turn began to come through professionally in my teaching as I had more knowledge and confidence in what I was delivering in class and I started to use a variety of teaching methods which I believe made my lessons more interesting.

Another posited the importance of "*more theoretical aspects of teaching, we covered the topic of professionalism, that I personally enjoyed. It made me more aware of my role within education, as well as the other bodies that I have to conform to.*"

One respondent helpfully summarised, *"It helps to put into perspective the reasons for being professional and how your experiences can help towards becoming a better teacher."*

This perceived professionalisation can bring with it an increased sense of monetary worth, according to Kevin, the police force training manager interviewed who added, *"having completed the qualification, they start to think that they're worth more! Financially! [laughs]. However they do start to compare themselves with staff in other departments and start asking, 'why am I not getting paid what they're getting paid?'"* When one considers that wages in post-compulsory education have fallen behind those in compulsory education, this provides a fascinating insight into one of the key arguments regarding the professionalisation of teaching in the post-compulsory sector since 2001; that of a positive relationship between the promotion of wages and terms and conditions of teachers (Edward & Coffield, 2007), in tandem with the perceived promotion of professionalisation through qualification, commitment to CPD, and membership of a professional body (DfES, 2004; Skills Commission, 2010; DBIS, 2012).

Irwin, a tutor in the private sector confirmed both this link to Krishnaveni & Anitha's professional characteristic of remuneration, and to the suggestion above, when summarising his feelings about his ITT experience, suggesting that:

> It's made me a much better teacher, and my OTLs [observation of teaching and learning] have improved, so where I was probably initially getting threes, which is satisfactory, since I got my CertEd they've all been really strong twos and even ones. So [laughs] if they're going to bring in performance pay then obviously it makes a

difference! But I have copies of those OTLs, so I can take them with me and say to prospective employers, look, this is what I can do, the CertEd has given me that economic worth, it gives me a bargaining tool for saying, *yes I do deserve* this *amount of pay, because I am* this *good*.

However, Natacha gave an interesting response to the question of '*how do you feel that your teacher training has helped you to become a teacher?*' which does cast a shadow on the perceived omnipresent importance of dual-professionalism in the post-compulsory teacher training curriculum. Natacha was a relatively young teacher trainee (mid 20s at the time of her ITT) in what could be considered an ageing workforce[9], and gave a response perhaps more in keeping with a young primary or secondary QTS trainee, who perceived their qualifications (both subject and ITT) to teach their subject more important than any previous professional (vocational) experience that they did not have. This was demonstrated in the following conversation:

Natacha: It's given me a lot of administrative skills. It's given me an understanding of how a teacher should work, professionally. The professionalism – I can understand that it's particularly relevant for some people, but for me, it wasn't.

S Burton: Why not?

Natacha: Erm, just due to the fact that I wasn't, I didn't [pauses] I wasn't a professional in that field, so maybe I should have been a little more academic about it and thought 'yes it is relevant' because it was part of the course, and I did research it, but I didn't feel that it was relevant.

S Burton: So when you talk about professionalism, and say that it wasn't that relevant for you...

Natacha: [interrupts] well at the time [of undertaking ITT] I was teaching key skills and functional skills, but because there's no sort of profession there, I wasn't a writer, I wasn't a journalist, but I was teaching English basically, obviously there was a focus on being a professional and behaving professionally, but then there was also the aspect of being a dual-professional – so I can understand that that was relevant for some people but it wasn't particularly for me.

Thus, she acknowledged the importance of the professionalism of teaching, but appears to have a diminished view of her professionalism in her subject area, due to her lack of a previous career in the field. This indicates a disaffection with the otherwise championed term of 'dual professionalism'.

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[9] According to the Skills Commission, one in five of FE teaching staff will be 65 years old by 2020 (Skills Commission, 2010). The average age of an FE lecturer is 38 (Skills Commission, 2010).

This was confirmed by Dave, a music teacher with 13 years of teaching experience, who when reflecting on his ITT suggested that:

> [ITT] showed the importance of professional development, and [the need] to remain on top of your knowledge. At the time of my [ITT] I would have a sly dig at being a musician and a teacher, saying that you've got to be a musician first and a teacher second, whereas now I'm actually the other way around; I'm a teacher first and a musician second.

This illuminates the notion of *ex-officio professionalism* posited by Clow (2001), whereby the values and attitudes of a person's first vocational role become the guiding principles of their teaching role, to the extent that the former role takes precedence over the new role of teaching. It is particularly interesting to note that Dave is conscious of this polar flip. This 'view from the coal face' was enhanced by Lawrence, a manager of a part publicly funded, part charitable training organisation who discussed comparisons between his staff who had undertaken ITT and those who had opted to undertake internal, unaccredited online training. Clear dichotomies were apparent, and furthermore supported by the findings of Gibbs & Coffey (2004) when he suggested, whilst reflecting on how ITT impacted on his staff:

> All our staff do a very good job, but what's striking about those that do [ITT] is the continual improvement of them, and the professionalism, and the immense pride that they take in what they're doing. They're reflecting on what they're doing, and then improving. It's more noticeable that their standards are always rising, whereas perhaps tutors who are just sticking with their basic training [pauses] what they're delivering is perhaps the same as it was twelve months ago. The people who we're seeing do their [ITT] improve immensely. They still get the outcomes that we want but in a more efficient and effective manner.

These statements are clearly in line with the findings of the Independent report into Professionalism in Further Education, undertaken by Lord Lingfield and his group, who stated categorically that professionalism is autonomous to the member of staff, and comes from the respect that a teacher has for themselves, their own work, and their trainees (DBIS, 2012). There is also a clear link to the concepts of *restricted* and *extended professionality* (Hoyle, 1975) here, where it appears that Lawrence is promoting a view that ITT has acted as an extending agent of professionality. Despite this, Lawrence uses the lexicon of performativity (Randle & Brady, 1997) in that same quote; *standards; efficient; effective* thus perhaps revealing a dissonance between the professional paradigm and the managerial paradigm (1997) on the part of Lawrence.

4.3.2.2 The Skill development conception

4.3.2.2.1   Conception overview

Skill development refers to a notion amongst participants that their technical or pedagogic skill was enhanced by undertaking in-service post-compulsory ITT.

This conception was constructed following responses around the development of practical, pedagogic and administrative skills whilst undertaking ITT.   It was identified through the following codes emerging from the phenomenographic transcripts (see Appendices E and E6):

- Documentation of teaching improvements;
- Skills improved – academic;
- Skills improved – creativity;
- Skills improved – key skills (English specifically);
- Skills improved – pedagogic ICT use;
- Skills improved – personal ICT use;
- Skills improved – subject specialist;
- Skills improved – teaching;
- Skills improved – time management.

Carr (2000) refers to this area as *dispositional competence,* and disputes the notion that a teacher would possess a 'standard' set of generic competencies, thus adding value to this chapter, which asserts that graduates of ITT do embody particular competencies following training. In keeping with the phenomenographic approach, these codes emerged from the transcripts, and represent the entirety of the perceived skill development reported by respondents. The writing of Lucas also resonated here, particularly in relation to his notion of the 'competent practitioner' (2004), which referred to an approach in ITT which emphasized the need to demonstrate recognised skills and competencies of teaching. Indeed, the positive
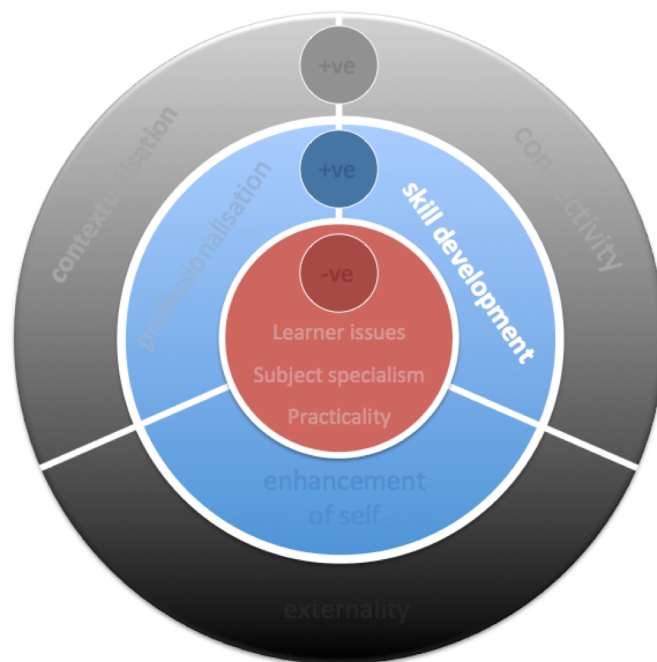
emphasis on the practical skills of teaching reported by respondents in this study is interesting when one considers the evidence of a current dichotomy in the lexicon of post-compulsory teacher education, where HEI or university provision is often considered to be more academic or theoretical than other options, such as PTLLS, CTLLS or NVQ-based routes (Simmons and Walker, 2013). Despite this perception, there are clear areas of skill development that respondents feel were worthy of comment, these being categorised as:

- Own academic skills

- Creativity in teaching and learning

- General pedagogic skill

4.3.2.2.2   *Own academic skills*

The extent to which the academic standards adhered to by university based ITT provision had impacted on the academic skills of the trainees was evident in the analysis of transcripts. Elin was keen to extol how her ITT course had benefited positively on both her own self esteem in terms of previously worrisome academic skills, and on her ability to provide academic skills support to her own trainees:

> In all aspects, my IT skills, I wasn't very good with computers, by the end of the course I felt really confident with that so that was a massive help. It helped with my English, with my grammar, so personally it helped me. I came from school and I didn't have that [confidence with English] so I felt that doing that [ITT] has massively helped me. Now I can pass that on to my learners.

This newfound confidence in relation to own academic skills was continued by Lizzie, who concentrated her discussion on the opportunities outside her chosen career path afforded in her eyes by the completion of her ITT:

> My CertEd (ITT) has enhanced my English skills, my confidence in writing emails, memos, and writing on patient's notes. So much so, I'm 36 years old now and I'm finally writing the book that I've wanted to write since I was young. That's what CertEd has done for me. It's given me inspiration really, I always thought that I'd stick to nursing, and now it's given me that boost to do something different and it's given me a big, big opportunity.

Irwin was interviewed three years after completing his ITT, but whilst he was undertaking an honours degree in a related educational field (which he has since successfully completed). He simply stated, "*I wouldn't be here now. Not doing this* [pointing to his honours dissertation proposal] *anyway. I think my life would be very different without it*." This academic

development implicit in such university-led ITT combines well with the thoughts of Korthagen (2006) who suggests that the ability of the teacher to undertake their own 'teacher research' projects is an imperative ability for success in the teaching field; I would argue that without increased confidence in academic ability, this would not be possible.

4.3.2.2.3   *Creativity in teaching and learning*

Deverell and Moore (2014) join the plethora of literature arguing that creativity in teaching is paramount in terms of developing the trainee's problem solving ability, increasing their motivation, and providing opportunities for trainees to develop their intrapersonal skills and intelligence, whilst McWilliam suggests that creativity ought to be a principal learning outcome of any educational route (2009). This positivity towards the omnipotence of creativity in education is universal in literature, although debate does rage around definitions of and barriers to creativity (Rinkevich, 2011). If creativity is therefore essential in developing motivated, interpersonal problem-solvers, then its primacy in ITT would be supported by Jerome Bruner, who explained that:

> the teacher does not play that role as a monopoly, that learners 'scaffold' for each other as well. The antithesis is the 'transmission' model… [b]ut in most matters of achieving mastery, we also want learners to gain good judgement, to become self-reliant, to work well with each other.
>
> (Bruner, 2003 :170)

Therefore it is clearly imperative that ITT is able to foster and develop the creative approach in its own trainees. This was adequately portrayed by the respondents, who felt that creativity in particular was an area well served by ITT.   Myfanwy very much correlated with the arguments from literature above when she expressed that "*The CertEd enforced that you don't have to chalk and talk, you be creative as long as it's relative to the learner, it allowed me to be creative and to allow the trainees to be creative as well*." Levi added to this reflection by suggesting that:

> Creativity is something that I really did pick up on as part of the CertEd, even though I was teaching in Early Years and Childcare, my background in nursing didn't let me bring my creative side out. I always remember the creativity sessions that we had [on ITT] with ICT, that's something that is still with me now, and I still do, and push with others.

However he went on to quantify the value of this element of his ITT, using the lexicon of inspection and performativity, when without further prompt he added that, "*I think with the*

teaching side of things, I was already in the job anyway, I think the creativity stuff took me
from being a grade 3 lecturer up to a grade 1 lecturer, because I was able to bring in the
creativity, which we did a lot of on the course."

Zahra ensured that this impact on skill was encoded, and furthermore made the link between
being able to be creative, and having the confidence to be creative when discussing how her
ITT had impacted on her practice, "*It's built my confidence, it's enabled me to be creative....*
in experimenting, it's helped me to believe that yeah, I can do that*, I can experiment like*
that.... *without teacher training everything feels like a big risk*" (her emphasis).

McWilliam refers to this ability to experiment as *epistemological agility* (2009: 282). It was
discussed from the managerial perspective by Lawrence, who was able to summarise the
importance of creativity in the staff that he supported in undertaking ITT:

> Creativity is vital, you have to engage and inspire people to carry on learning. [Our]
> entry levels are pretty low, fear and lack of confidence and lack of motivation are the
> biggest barriers, so creativity in terms of making an engaging and enjoyable [learning]
> experience is vital.

4.3.2.2.4   *General pedagogic skill*

The questionnaires returned perhaps gave the most revealing clues into the perceived
importance of generic pedagogic skill development. The responses identified that this area
could be further sub-divided into looking at (in order of popularity):

- the development of skills in relation to teaching/delivery methods;
- the development of documentation skills (compiling lesson plans and schemes of work
  are mentioned explicitly);
- the development of ICT skills.

The development of skills in relation to teaching/delivery methods

References to improvements in terms of practical teaching approaches were explicitly argued
throughout both the questionnaire and interview phases of the research. Interestingly, this was
evident irrespective of the length of teaching service that a person had prior to undertaking
ITT. All elements of practical training were referred to, from initial introductions to the

classroom, to the more complex considerations of effective assessment and differentiated practice. Indeed, one anonymous respondent suggested via questionnaire that:

> for someone new into teaching this course is very valuable. I learnt the skills of teaching and learnt how to plan good effective lessons correctly, right from the start. Therefore the course guided me along the right path and acted like a mentor to me whilst I was finding my feet and getting my head around the art of teaching..... it gave me the tools to teach.

This particular learner had no previous experience of teaching prior to starting the course, these views echoed other less experienced former trainees: one respondent with 6 months teaching experience prior to starting the course stated, *"I thoroughly enjoyed my ITT course. The course gave me the knowledge about teaching practices whilst I was working full time as a teacher,"* whilst a trainee with one year of prior experience commented, *"A great learning opportunity, it helped develop my teaching and delivery methods"*.

Conversely, whilst some more experienced graduates valued the confirmation that they were indeed conducting their vocation to the expected standard, or working within the accepted norms of the prevailing habitus; others, also with significant prior experience acknowledged the development of additional skills new to their teaching, with a clear link to Ricoeur's concept of mimēsis praxeōs (1984), Irwin positing:

> It makes me wonder what I did before to be honest. My lesson plans must have been so basic, and as for differentiation, I probably did it a bit, but that's it. And I was actually held up as someone who knew what they were doing, even before [ITT]. I'm a different teacher now, actually, I am a teacher now.

In interview, Malachi posited the importance of these pedagogic skills, and also commented on the extent to which ITT had helped him to develop said skills, whilst being mindful of the limits of ITT in covering every conceivable pedagogic skill:

> It showed me actually what's involved, people think that, teachers they've got a 'Bobby's job' and there's a saying around isn't there, 'those who can, do, and those who can't, teach.' Well you know I'm sorry, but if you can't, then you can't teach, it involves a lot of skills all rolled into one; teacher training actually showed us *some* of those skills, there's only so much you can actually learn in a classroom, other [skills] have to come from experience.

Martin typified respondent positivity around improvements in teaching ability, despite in his case having two years of teaching experience in FE prior to undertaking his ITT:

> Teacher training gave me a greater insight into how people learn obviously, so it quickly made me a better teacher because I could get my stuff across differently, you know, different strokes for different folks. It definitely improved me, it gave me a greater awareness.

Evidently, essential tenets of differentiation and inclusivity have resonated with former ITT trainees, who are able to enunciate their value in the learning process. This example relates effectively to the increasing embodied cultural capital of the ITT graduate. Maurice extoled the virtues of reflection, an area that was new to most ITT trainees, and a historically vital element of education (Stenhouse, 1975) and therefore teacher training: "*Reflecting is an important thing from the* [ITT], *learning to reflect on how you teach and learning from it, and actually sometimes watching other people teach, you learn what not to do, from reflecting!*"

The development of documentation skills

This research in addition to others conducted previously (e.g., Harkin et al., 2003) highlighted the importance with which the administrative skills of teaching are considered in university-based ITT. For some, this involved an introduction to structured lesson planning, which surprisingly was not limited to new employees within the sector; Timothy, who had taught in FE and HE for seven years *prior* to undertaking his ITT exclaimed enthusiastically in interview, "*I tell you what, I can do a bloody lesson plan now* [laughs]. *But to be fair, why couldn't I do one properly before I went* [to his ITT course]*? It's vital! I suppose I didn't know that it was vital beforehand*."

For others, it added a level of sophistication to their administrative skills. Matthew pejoratively suggested that this, "*made them* [lesson plans and schemes of work] *more managerial… more management friendly.*" However, others were less dismissive, and suggested that their teaching had practically been improved through developing an understanding of areas, particularly:

- identifying aims and objectives for a session, and;
- examining differentiation and inclusivity.

Despite this emphasis being on the administrative elements of ITT, interesting parallels were drawn between administration and successful classroom activity. In relation to differentiation and inclusivity, two terms that are often used together, John suggested that:

> I did differentiate [before ITT] but I don't think I knew that what I was doing was differentiating. Being taught about it made me better at it [differentiating in class], but then when we started to look in more detail at how you would actually demonstrate differentiation on a lesson plan, you know, for Ofsted or whoever, but that made me better at differentiation in real life, in class! Having to think about writing it down, made me so much more conscious of it!

This is a particularly interesting revelation, as it promotes the perceived wisdom of university-led ITT, over that of more practical competence-based approaches to ITT, who are often critical of the academic nature of university-led ITT (O'Reilly and McCrystal, 1995; Prescott, 1995).   However it does tally neatly with the findings of previous research; Harkin, Clow and Hillier (2003) report increased engagement with and value in the planning and activities undertaken by teachers following ITT, whereas Maxwell reported after an investigation with in-service ITT trainees in one university that the following (amongst others) developments were made by trainees of ITT:

- more careful planning accompanied by improved planning documentation;
- a wider engagement with different teaching strategies and methods;
- utilising differentiated approaches to cater for individual needs (2009:469).

Mutton, Hagger & Burn (2011) mirror my findings noting a tangible increase in confidence and efficacy in planning, as trainees and former trainees progress through the early stages of their career, as their own appreciation of, and acceptance of the 'flexible yet precise' nature of good planning becomes internalised in their professional practice.

The development of ICT skills

A number of respondents commented on perceived improvements to their own skills in relation to using Information and Communications Technology. However there was an obvious dichotomy between what many would consider essential or fundamental ICT skills, and the more advanced skills. Salmon (2000) would categorise the former as level 1 ICT users, who require extrinsic motivation in order to engage with ICT; this was complemented

in ITT by those trainees who did not already possess such skills. However the trainees already more confident in such technologies, or trainees using ICT at levels 2-5 (Salmon, 2000) were far more critical of the lack of more sophisticated ICT techniques, for instance using social media in teaching which was seen as notably absent by more sophisticated users of ICT (see *practicality conception* for more, later in this chapter).

Agnes explained that she had faced a steep learning curve in bringing her ICT skills up to the required standard for the course, "*I had to type things up, I had no idea! Oh bloody hell, attaching files to emails. That was fun. But* [ITT] *made me do it, and now I can do it.*" Conversely Martin reflected on the consequential impact on his own trainees, "*Ha, I had to do it, so now I expect my trainees to hand in everything typed up, you know, electronically. It's* [ITT] *brought me into the 21st century* [laughs] *or maybe the twentieth century*." This pattern of what some advanced users might argue to be a superficial engagement with ICT is also supported by questionnaire responses.

The virtues of teaching with technology are well established (BECTA, 2008; Bennett, Burton, Iredale, Reynolds & Youde, 2014), however in 2003, following their large research project investigating FE teacher perceptions of their ITT, Harkin, Clow & Hillier proposed a draft core curriculum for ITT in FE; instead of any mention of ICT, it did make specific reference to using overhead projectors and boards in its suggested content. It appears therefore that the position and importance of ICT has perhaps not yet been completely accepted in the field of post-compulsory initial teacher training.

4.3.2.3 The Enhancement of self conception

4.3.2.3.1   Conception overview
Enhancement of self refers to a perception of academic and vocational self-improvement and increased autonomy.

The conception was developed around respondents feelings relating to their self-enhancement.   It was identified through the following codes emerging from the phenomenographic transcripts (see Appendices E and E7):

- ability to cope;
- enhanced confidence;
- feeling valued;
- heightened self belief;
- increased academic prowess;
- increased commitment to own learning;
- increased prospects;
- willingness to take risk.

It deals with more intangible concepts such as confidence and employability, thus justifying a distinct category of description, which then logically produced a conception separate to skills development, or professionalisation for example. A more thorough examination of the data reveals three significant subsections within this conception, these being:

- Sense of prospect;
- Sense of confidence; and,
- Commitment to own development.
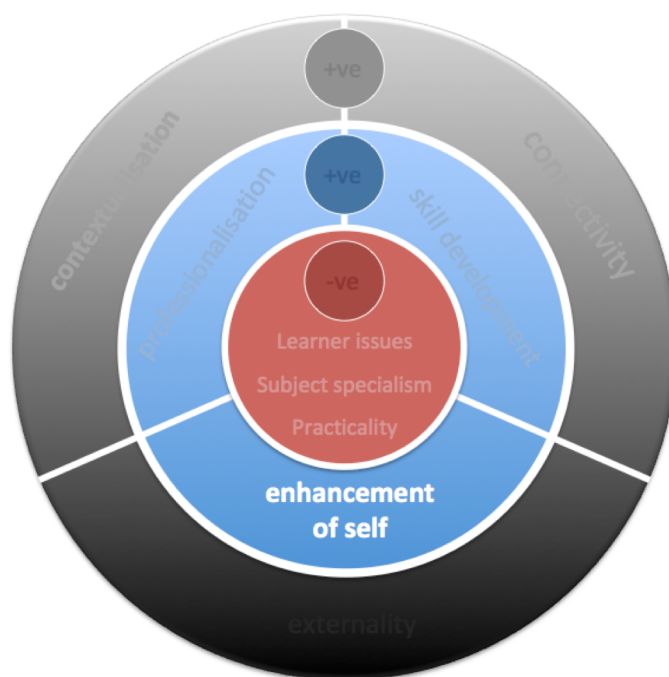
4.3.2.3.2   Sense of prospect

The research detected a tangible feeling that graduates of ITT felt that they had increased their professional prospects by undertaking the programme. Irwin simply stated in interview, "*You feel valued because you've got your CertEd.*" Initially it was unclear as to whether Irwin was referring to the fact that he had achieved the qualification necessary in order to teach; achieved his institutionalised cultural capital (Bourdieu, 1986) or he was referring to his increased embodied cultural capital (ibid); whereby the skills, knowledge and abilities of teaching gained through his ITT had enhanced his feeling of *being valued*.   However it became clear that he was indeed referring to the latter, providing an example of how his status within his private sector training company had increased following his completion of ITT, suggesting that, "*people will come to me for advice, they're coming to me for expert knowledge, because I've got a CertEd.*"   This was confirmed by Kilroy, a Higher Education lecturer who had undertaken his ITT two years after beginning his career has teacher, but had since progressed from teaching in an FE college, to a role in quality management within the same college, before joining a university as a Senior Lecturer. Reflecting on his feelings upon graduating from his ITT, he enthused, "*You've got to make it work for you, but, I knew I'd got my ticket. I knew I'd got my ticket and I could now start building my career* [laughs]. [I] *haven't looked back since!*"   This perception is confirmed by Simmons and Walker, who in their research found evidence of a perceived intrinsic credibility and marketability of ITT graduates, that would enhance the prospects for former ITT trainees in employment (2007).

This intrinsic credibility was also touched upon by a passionate Myfanwy, who enthused at the positive impact of ITT on her career:

> Let me tell you about two instructors, both female, and both about the same age. One of them is on long term sick, even though her timetable is really light. The other's flying. My manager says that the difference is teacher training. The flyer is trained and knows how to cope with the job.

These examples demonstrate effectively that the ITT programmes encountered by these former trainees are far more than simply a paper qualification, or academic exercises in pedagogy, but have had a genuine impact on their practices. In addition, there are overtones of Bathmaker & Avis (2005), who identified a feeling amongst their *pre-service* respondents that they themselves were distancing themselves from the ingrained and negatively modeled practices of the sector, and were taking responsibility for bringing change to the classroom.

Additionally however, Lawrence, who as manager of a training organisation encourages his staff to undertake university-led ITT:

> I think the recognition that goes with it [university-led ITT] and the kudos and carries weight. In terms of the staff I manage, where there's previously been a reluctance to do training that's not accredited, getting a qualification from a well-recognised university provides an incentive.

This interchange suggested that such courses explicitly enhance the prestige of staff, through the recognised quality of the award.

4.3.2.3.3   *Sense of confidence*

Where trained and experienced teachers are aware of the importance to learning of engendering esteem and confidence amongst their trainees, Lawrence makes the connection when discussing social learning theory that it is therefore essential that teachers themselves whilst working with or teaching their trainees must demonstrate esteem and confidence (1999). This is countered somewhat by the findings of Griffin (1983), who posited that in order to initially consider the option of teaching, one must already have demonstrable confidence in the teaching and learning context.

Despite this, the feeling of increased confidence was both explicit and implicit throughout the data analysis, both from the perspectives of former trainees and educational managers. Myfanwy unconsciously referenced the observation by Griffin highlighted previously, whilst discussing the impact that ITT had had on her professionalism:

> I was a fairly confident person to start with, but the confidence boost has been massive: Not only when you have your lesson observations from uni, and you get your feedback, and what you're doing is right, but when you talk to the other trainees in the [ITT] class as well, you're getting feedback from them, sharing ideas. Confidence is a massive one [impact of ITT on professional practice]."

When asked the question in interview, *how has ITT helped you to become a teacher,* Zahra exclaimed:

> Brilliantly! I think it built my confidence, it enabled me to be creative, it gave me an understanding of 'teaching,' what to do… time management, organisational skills, everything! It built my confidence in experimentation, my confidence to say 'I can do

that, I can take that risk' and do it well! Before teacher training everything feels like a big risk, 'shall I do that, dare I do that!'

This was perhaps particularly significant in the case of Zahra, as she had opened a small training salon (hair and beauty) which she owned and managed, therefore the enabling increase in confidence has an even wider potential than that in a 'normal' classroom; she is now an employer in the post-compulsory sector. Alison, an employee within the private sector was equally enthused about her enhancement in confidence, *"it's done my confidence the power of good, and that helped me calm down, so confidence, motivation, and probably self belief… yeah, I can actually do it and achieve it*!" Where Zahra and Alison were referring to their differing careers in the private sector, Lizzie provided an equally engaging narrative in relation to her teaching role within the National Health Service, again extolling the impact on confidence that her ITT had given her:

> The impact that it would have if I wasn't a good teacher on the ward, wow. There are trainees that I've had to fail basically for their own benefit. The CertEd has given me the confidence and skill to do that because before, with my English, I really struggled. If someone asked me a question that wasn't on my session plan then I really struggled, whereas now I've got that confidence to deal with the situations that come up with trainees.

This was triangulated by the thoughts of education managers, indicating a sincere satisfaction with sending their staff on such training. Kevin, a training manager in a large police force's training division suggested that, "*it gives them* [the graduates of ITT] *kudos, it appears to give them confidence in their own abilities, and provided that they're given time to get the qualification within work time, as well as their own time, they value it more."*

Leopold, a head of department in a large FE college mentioned a growth in the confidence and growth of his staff, allied to an increase in the trust that he felt he could place in successful graduates of ITT; "*well, they* [ITT graduates] *cope better, full stop! I suppose they come back with more ideas, more opinions* [laughs] *they're probably more argumentative! But they're directed, they can get on with it, they make my job as manager easier*." This ability for graduates of ITT to manage their own role is highlighted by Orr and Simmons (2010), whilst Simmons and Walker demonstrate the development of a more critical approach to practice on the part of ITT trainees, who develop tools such as reflective practice as a result of their training.

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Daryl, a recently graduated ITT trainee added his perspective to his enhancement at work, combining the discussed elements of increased confidence and therefore increased trust; despite the fact that he had taught for three years before commencing his ITT training, *"I've gone from 'zero' to 'hero' because of the qualification. I'm now functional skills leader because I'm now confident to put my own opinion across."* As with all the references to interviews made in the findings of this thesis, these were Daryl's own words; the emphasis on his ITT qualification's role in enhancing his career progression is particularly significant. Questionnaire responses also fortified this conception, with a large number of responses highlighting increased confidence, one respondent typifying these statements suggesting that, *"I found that I enjoyed researching and assignment writing once I got into it. Due to this I feel my confidence grew, which in turn began to come through professionally in my teaching as I had more knowledge and confidence."* This confidence also impacted on the development of commitment to own learning and development, linking nicely to the consequent subchapter in this section, one female respondent stating that, *"I felt that the training was excellent for confidence building in my role…. the course inspired me to go on to* [an honours degree in education]."

4.3.2.3.4 *Commitment to own learning and development*

A significant number of respondents in interview commented on their perception that ITT had improved their commitment to their own learning and development. This links to both their own pragmatic continuous development as a teacher on one hand (Harkin, Clow & Hillier, 2003), and their own more general development in academia. Indeed, Maxwell (2010a) made the link following her research between an enhanced sense of confidence (as discussed in the previous section) paving the way for teachers to *then* commit to their own development. Again, this links succinctly to notions of changing professional identity (Beauchamp & Thomas, 2009; Beijaard, Meijer & Verloop, 2004) as discussed previously in this thesis.

In relation to his own emerging development needs in and around teaching (CPD), music lecturer Dave suggested that:

> I thought I was a teacher before I did it [ITT], I think the teacher training obviously gives you a certificate and a payrise [laughs], but it opened my mind to learning more. I think I may have started the teacher training thinking 'why do I have to be here' but once I'd got some of it covered, that [made] me want to know more, and then later I went on to *do* more.

This links to Krishnaveni & Anitha's professional characteristics of both *updating knowledge* and *remuneration* were clear. The concept was further examined by Maurice, who commented favourably on his newly invigorated motivation for development:

> there was a lot of written work but then that's the point of traditional Higher Education; I would say *extremely* higher education, and I would say that I'm glad that I got to that level. Reflecting on the time since, I don't think that I'd have the thirst for knowledge and extra training if it wasn't for persevering with the [ITT].

This emphasis on written work has been the focus of many criticisms of university-based ITT, particularly amongst those promoting an NVQ-style route (Prescott, 1995), whilst O'Reilly and McCrystal found that only 53% (1995: 19) of the existing staff that they interviewed considered competence-based teacher training to be efficient. Relating to motivating a commitment to own development, Bathmaker suggests that the NVQ approach "*does not hold much hope that it can motivate teachers to be lifelong learners*" (1999: 189); whilst research undertaken by Harkin, Clow & Hillier for the then LSDA commented that whilst NVQ routes provided a good practical introduction to teaching, although as one of their respondents commented, *everyone passes* (2003: 24), whereas university-derived ITT provision (in their case, the CertEd) was deemed to be more academic, therefore more challenging, therefore more desirable on the part of trainees. This is supported by one anonymous questionnaire response from a male aged 41-50 who simply stated when asked how to describe their ITT in own words, "*It developed my critical thinking.*"

4.3.3 Categories of description relating to suggestions for moving ITT provision forward

This subset of the outcome space relates to areas in which in-service ITT could be improved, or in which with experience and reflection, former trainees felt that their ITT curriculum had been lacking. There were three principal conceptions for former trainees revealed by the analysis:

- The *Learner issues* **conception** dealt with the extent to which ITT provides support for teachers in dealing with issues of their trainees. It found a notion amongst participants that in-service post-compulsory ITT did not equip participants with a suitable appreciation of contemporary issues affecting post-compulsory learners;

- The *Subject specialist* **conception** revealed the extent to which subject specialist pedagogy is incorporated within ITT. I defined the conception as: the discussion around the perceived success of subject specialist instruction in their post-compulsory training; and,

- The *Practicality* **conception** identified the extent to which ITT keeps pace with contemporary developments in teaching. It located a perception of deficit in terms of the practical skills of teaching, where former trainees had to investigate their own development opportunities outside their ITT in order to develop themselves sufficiently.

This section resonated with the writing of Husband, who found that former trainees of in-service ITT demonstrated a clear positive correlation between undertaking ITT, and a commitment to, and ability to determine own continued personal development (2015). This ethos is replicated in this section of my research.

4.3.3.1 The Learner issues conception

Learner issues refers to a notion that in-service post-compulsory ITT did not equip participants with a suitable appreciation of contemporary issues affecting post-compulsory learners.

This conception was constructed from participant's perspectives relating to understanding the more complex requirements of their own learners. It was identified through the following codes emerging from the phenomenographic transcripts (see Appendices E and E8):

- Could be improved/enhanced;

- Elements missing from ITT;

- "I still don't know….;"

- "I would like more….;"

- "Things have changed since….;"

There was a strong feeling that whilst balanced and considered, contemporary issues (issues at least considered contemporary by the respondents) had not been adequately covered by ITT. There were two principal areas after analysis, these being:

- Special Education Needs
- Safeguarding

4.3.3.1.1 Trainees with Special Educational Needs (SEN)

Whilst specialist training exists for teachers who are routinely involved with trainees with SEN, or teachers in specialist facilities for trainees with more uncommon or serious SEN, it was felt by respondents that more common elements of SEN, which teachers face on a daily basis, such as dyslexia, dyspraxia, or Attention Deficit Hyperactivity Disorder (ADHD) were
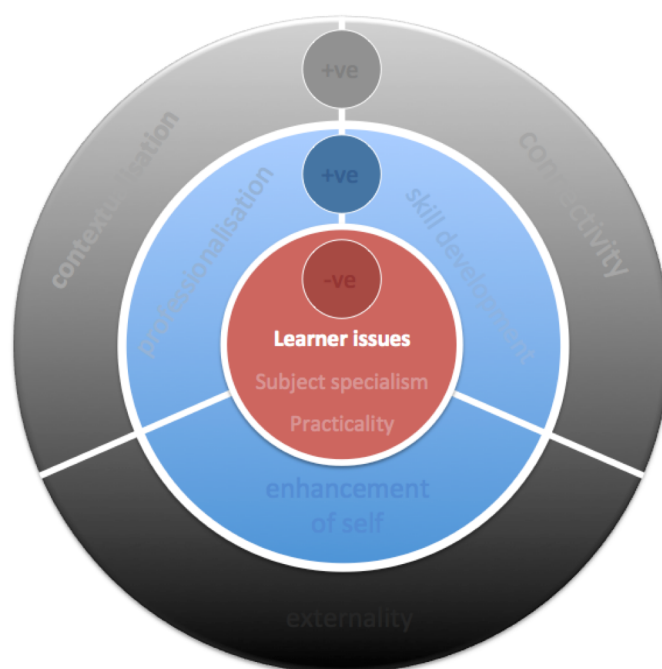
areas that were not routinely covered in ITT. Maurice, a teacher in an FE college commented that:

> dealing with kids with conditions such as Asperger's, that could have been something that could have been on the PGCE, we're getting more and more kids with Asperger's, autism, ADHD, so that's probably the key thing that's missing for me from modern teacher training. I've had to research these things myself, but that's what the [ITT course] has left me with; to want more knowledge.

Agnes made the observation that:

> it was all about us, our past experiences, our subject, our ability. Don't get me wrong, we did Maslow and learning theories and that was good, so we were taught to identify potential issues, but that was very general. I might have a trainee with a particular need, I can empathise, I can appreciate how that might make them feel about learning. I know I have to differentiate, but I don't think [ITT] has taught me, 'right, *this* is what I should do now'.

This perspective tallied with the findings of Harkin et al., who found that ITT within the post-compulsory sector was not adapting quickly enough in terms of new groups of trainees, with more diverse requirements, be they behavioural, learning disability, or coping with disaffection (2003). This is antithetical with the findings of Barber & Turner, who were particularly positive about SEN engagement with *compulsory* sector NQTs, and praised the relative ease with which compulsory sector trainees were able to access support with in relation to SEN pupils (2007). Questionnaire responses also validated this conception; one anonymous male respondent suggested under *suggested improvements to ITT* that, *"I still don't know how to teach a learner with SEN, but I'm expected to. In fact it's common!"* whereas another stated, *"I'd like to know more about providing support to trainees with additional needs."*

4.3.3.1.2 Safeguarding issues

Knowledge around safeguarding learners emerged as an area in which respondents felt they had been required to develop themselves after ITT, despite a strong feeling that it should have been included within ITT. Maurice is a relatively experienced tutor in an FE College, and completed his ITT four years before his interview took place. We were discussing how the nature of trainees within his FE cohort appeared to be changing, when he suggested that:

> **Maurice:** Right down to the problems at home. There's a lot more of that now, trainees that have problems at home.

S Burton:	When you say 'problems at home,' can you just be more specific?
Maurice:	Well, we've had trainees with problems with violence at home, safeguarding issues to do with violence or getting in with the wrong people, and also substance misuse.... maybe that's the gap [in the ITT curriculum] the telltale signs of how to identify trainees like that.

Although the *Every Child Matters* agenda (DfES, 2003) no longer represents current government policy relating to safeguarding, the lack of a coherent replacement policy has meant that many institutions continue to base their own safeguarding policies and procedures around ECM. All 'children' below the age of 19 years fell under this agenda, which therefore includes the majority of fulltime trainees educated by FE Colleges, and many trainees of private training organisations. However, it was felt that ECM, although included in the ITT curriculum, had not received sufficient attention. Matthew, an FE college teacher with eight years teaching experience prior to his ITT was particularly enthusiastic about this point:

> I know everything there is to know about including ECM on a lesson plan, and I know all about poor Victoria Climbié, but nobody's told me what to look out for, you know, signs of kids that are 'in trouble' [pauses] or, just *what to do* if someone needs my help! What do I do?

Malachi supported this apparent need to focus safeguarding input on ITT on the practical and personal impact, rather than the policy:

Malachi:	One area that could be improved, or even included I guess, would be something around safeguarding, or safeguarding procedures. This year I've got quite a lot of issues, in relation to safeguarding, I'm not talking life-threatening stuff, but certainly we need to be aware. Like last year, we lost a lot of learners last year.
S Burton:	Are we talking retention-wise losses here?
Malachi:	Yeah, just through personal baggage, I mean we're talking sixteen years old, we're talking children, and we're expecting them to come to college and study on a fulltime programme, but they're carrying all this baggage. I just think maybe something around support for you as a tutor, and obviously the learners themselves [should be more prominent in ITT studies].

Elin complimented this, touching on the area of support for trainees with problems or issues, when she thoughtfully commented:

> I would have liked more input on tutorial support, how to deal with trainees when they come to you with problems. And also real-life classroom management; guidance on how to deal with situations that happen in class, so you're not making a mistake first and then thinking, 'actually, I'll do it differently next time' because I've had to do that over the years!

Questionnaire responses supported the assertion that ITT could have contributed more to its graduates awareness of the issues faced by their own trainees. One female respondent simply stated, "*do more on supporting learners and dealing with their problems*."

4.3.3.2 The Subject specialism
conception

Subject specialism refers to the
discussion around the perceived
success of subject specialist instruction
**in their post-compulsory training.**

This conception was constructed from
respondent feedback relating to the
inclusion of subject specialist input or
criteria within their ITT provision.   It
was identified through the following
codes emerging from the
phenomenographic transcripts (see
Appendices E and E9):

- Class diversity;
- Relevance of other subjects;
- Subject specialist mentor;
- Subject specialist observation.

This conception was perhaps the most difficult to define, as opinions were polarised as to how
successful the inclusion of subject any specialist element to teacher training had been
undertaken, and also about whether or not subject specialist input was required in such a
programme. Following the 2003 Ofsted survey of 'Further Education Teacher Training'
(FETT), the need for subject specialist provision was introduced to post-compulsory ITT by
the 2007 LLUK professional standards (Burton et al, 2015), which stated that teachers should:

- understand and keep up to date with current knowledge in respect of their subject
  area;
- enthuse and motivate learners in their own specialist area;
- fulfill the statutory responsibilities associated with their own specialist area of
  teaching;
- develop good practice in teaching their own specialist area.

(LLUK, 2007)

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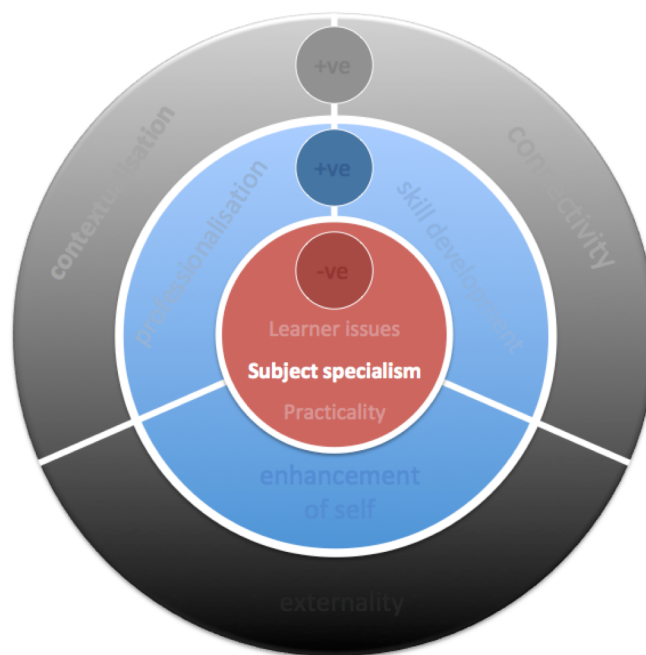
This epoch of recent ITT and post-compulsory education policy was reflected by Lucas in his writing on the 'subject specialist practitioner' (2004), who concludes with a note of caution in relation to such practice, "*the FE practitioner who sees him or herself primarily as subject specialist can become entrenched in attitudes and practices, which makes it difficult to create a concensus around a body of professional knowledge and identity shared with other practitioners*" (2004: 160-161). In my research, many respondents did not see the rationale behind any subject specialist input during their ITT, a feeling of 'already being a subject specialist' appearing to pervade opinion. Zahra appeared perplexed by the notion of subject specialist training within ITT, "*You should have your subject knowledge before you come [on ITT], when you're in a teacher training class you've got people from everywhere, so your teacher trainers aren't going to teach you your specific subject are they?*" Korthagen et al. (2006: 1027) could be interpreted as referring to this dichotomy when they suggest that, "*learning about teaching requires a view of knowledge as a subject to be created rather than as a created subject.*" This vein was continued by Levi, who suggested whilst discussing how his subject specialist expertise had been enhanced by ITT that, "*to be fair, I probably shared more expertise with the other trainees on the course. I think the staff that taught us on the [ITT] programme really didn't have the subject knowledge to the level that I had anyway.*" However, the seemingly universal popularity of the lesson observation system used in in-service ITT was seen as an area where increased subject specialist input would be beneficial, Kassandra suggesting that:

> I'd like more observations from a subject specific person [subject specialist]. If I was teaching 'structure of the hair' and you've got somebody from university observing you, you could be telling these kids anything and they'd [the university observer] never know, they're just looking at how you're delivering it.

4.3.3.2.1 Contradictions in views on subject diversity

However, subject specialist content within ITT was not universally welcomed; this was exemplified by Matthew, a chef lecturer who laughingly blurted in interview, "*What can* you *teach* me *about cooking?*" Although this statement is simplistic in its apparent confusion between specialist subject knowledge, and an appreciation of subject specialist pedagogy, it does reveal an undercurrent of uncertainty in relation to the inclusion of subject specialist provision in university-led ITT (Burton et al., 2015). Indeed, Maxwell noted an omission of discussion of subject specialism amongst her own respondents in her research (2004; 2009) despite the centrality of subject specialist pedagogy as a concept in the contemporary ITT

lexicon. Lucas et al. (2012) document the difficulty that ITT leaders find in supporting trainees to develop their own subject-specialist pedagogy; this research takes their claim one step further by questioning the extent to which that provision is welcomed by the trainee teachers that it aims to serve.

The following conversation with a manager from a local police force training school (Kevin) revealed much of the tension existing in the field relating to subject specialism, where the conversation begins with a discussion around shortcomings in ITT provision, and through conversation, concludes with an unexpected revelation about an organisation-wide change of policy in relation to ITT for staff:

> **Kevin:** It's difficult for the university, or whoever it is delivering the course, in that they're trying to meet the needs of such a diverse audience. When I think about the classes that I'm told about [by his staff], the difference or variation of backgrounds that people are from, for example beauticians and hairdressers alongside police trainers. It's like chalk and cheese, and yet, alright some of the theory's the same but I can't correlate sometimes the learning that you go through and how it would be applied to different occupations like beauticians or nail therapists or someone who's working with kids from difficult backgrounds. I know of one instance where a member of staff was working with a chap who worked with kids who didn't want to learn. We found that difficult to correlate because the trainees that we have, have to learn because otherwise they don't get a job, so from a teaching point of view I empathise with the difficulty that he [the teacher of educationally disaffected adolescents] had – how can he be a good teacher to kids who don't want to learn? Whereas I could stand there and tell them, 'shut up and listen' because I work in an organisation that respects authority. Now as a university trying to teach such a diverse class, I think it spends a lot of time trying to meet everybody's needs and I just feel that if the audience can be a little bit more similar in their own backgrounds, then perhaps they wouldn't be going off the beaten track sometimes in discussions, and trying to solve individual problems for individual class members.
>
> That came out in a conversation about summer school[10] because trainees were all from similar backgrounds, they had prison service, probation service, police, 999 stuff, people from the army. They came from organisations that had the discipline, they all understood straight away the mechanics of teaching people who want to learn. My staff just felt that that audience was easier to talk to, and easier to be in the company of, because they all had similar experiences.

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[10] A module delivered centrally within a consortium of ITT providers, where ITT trainees are grouped by subject specialism, in order to address the professional standards of subject specialism mentioned previously.

S Burton: Did the diversity ever have an advantage?

Kevin: Yeah, it gave you a wider view on what teaching's all about, teaching's not just about delivering legislation which is written in black and white, it gives you the insight that teaching might be knowledge, it might be skills, it might be understanding, it might even be emotions, or it might even be pleasure. It gave you a very broad spectrum of understanding and experience, but when you're on a course which is limited in time, sometimes that can be a distraction from perhaps what you want to be getting on with.

S Burton: So as the manager of training within a police force, have you thought about other options that you might have for your staff, could you offer your own ITT provision?

Kevin: That has actually been put in place now, we're teaching our own CertEd in-house, and it's been accredited by [a university]. The benefit is that the [ITT] trainees are of a similar ilk and some of the objectives and outcomes can be very particular to the group now, and the assessment of trainees becomes a lot easier now as well because it's in house, therefore staff will be assessed [through teaching observation] by their own supervisors.

S Burton: Do you think that's an improvement, a step in the right direction?

Kevin: I think there's a danger of it becoming very insular, in the sense that, and I don't want to use the word 'cheat' [laughs] but because trainees work together, play together, and also now learn together, I know that there's a lot of, 'if I do *this* for you, will you do *that* for me?' It's one thing helping each other, but it's another thing doing work for other people, and I know that goes on a little bit sometimes.

S Burton: What about the variety of subject matter, do you think they [the new internal cohort] miss out on anything?

Kevin: Yeah, they probably miss out when it's internal, because everything suddenly becomes police focused again, and there's always that danger that…. well, it's not *all* police officers because we have shared it around other emergency services so there's people from the NHS, from the fire service, coming in on those courses, so we have income generation there, which is another reason why it's been done, but they are from a similar background of emergency services, so there is *some* diversity.

Interestingly, Kevin sees the value that university-led ITT has on his staff, yet is willing to risk insularity in controlling the class dynamic; he acknowledges the dichotomy between the two opposing arenas (Gaventa, 2003), and the consequences of each approach.

4.3.3.3 The Practicality conception

Practicality refers to a perception of deficit in terms of the practical skills of teaching, where former trainees had to investigate their own development opportunities outside their ITT in order to develop themselves sufficiently.

In contrast to the previously covered conception of *skills development*, in which participants developed a picture of the development of practical and administrative skills, this classification reveals a lexicon of deficit, areas of professional practice where respondents felt their ITT experience had been remiss, or had been overtaken by contemporary trends or subjects. It was identified through the following codes emerging from the phenomenographic transcripts (see Appendices E and E10):

- Skills deficit – creativity;
- Skills deficit – pedagogic ICT use;
- Skills deficit – personal ICT use;
- Skills deficit – subject specialist;
- Skills deficit – teaching.

This theme is not new in the field of ITT, indeed international research has discovered similar findings, for example Karagiorgi and Symeou (2008) found in their study that the practicality of teaching was not emphasised enough by in-service teacher training programmes in Cyprus, whilst Krishnaveni & Anitha discuss the necessary professional characteristic of *teaching prowess* (2007). This is supported in this study by respondent Hannah, who stated when summing up an otherwise positive reflection on her ITT experience in interview:

> We covered things like reflection, but the actual things that you need for 'on the job' weren't really covered back then. Like giving feedback, how to give meaningful, concise feedback that's going to help them [her trainees] attain a higher grade next time… looking back with hindsight there were things that we should have covered that we never actually did.
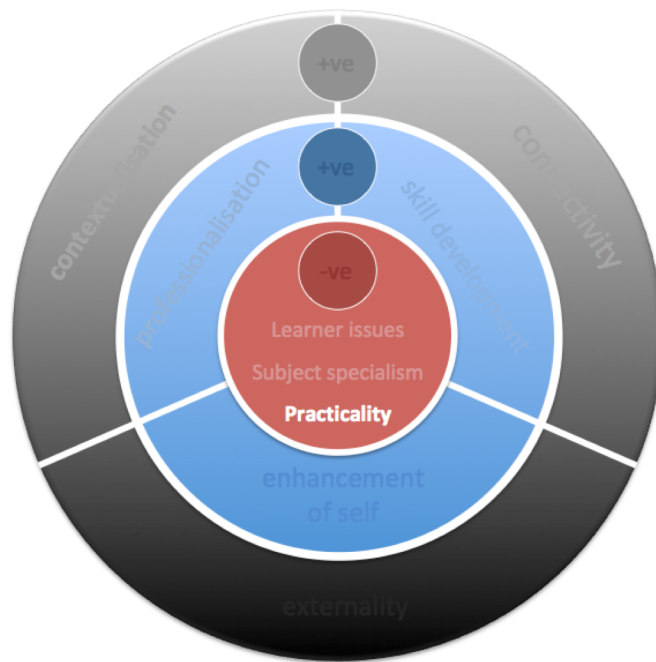
4.3.3.3.1 Behaviour Management

A key theme emerging from interview data was a groundswell of respondents who felt that

the areas of behaviour management and classroom management should have received more

attention during their ITT[11]. Levi, a relatively inexperienced teacher at the time of his ITT

revealed that:

> one of the big things for me that was missing was behaviour management. I think for a
> lot of new teachers, that's the biggest thing. Before I came into teaching I was a nurse
> in a hospital, so was used to teaching and mentoring on a one-to-one basis, but with 16
> to 18 year olds it's very different. One of our trainee teachers this year - we had three -
> has actually left the profession, it's not for him. That was purely because of the
> behaviour management side of things…. how you deal with that situation.

Kassandra contextualised this feeling in terms of how she felt that society was changing, and

where ITT was struggling to keep pace, suggesting that ITT courses should endeavour to

include:

> Definitely more on behaviour management, dealing with a diverse range of trainees
> that we have now who may have learning difficulties, social problems, things
> happening at home: that's changed quite dramatically since I did my teacher training.
> We have Tutorial Learning Mentors now who do tutorials with trainees; well that's
> something that we used to do, and we need more development in that area of dealing
> with it all, because it's your classroom where everything comes to a head isn't it?

This view is supported by authors such as Palmer (2006), who notes an apparent explosion of

behavioural issues and societal disorders amongst the youth in Western societies.

Consequently, UK education discourse such as the green paper *Youth Matters* (HM

Government, 2005) reminds us that trainees with BESD (Behavioural, Emotional or Social

Difficulties) are predominantly included in mainstream settings; however, it is clear that

trainees of ITT still feel that this is an area of provision either notably absent or insufficiently

covered within the ITT curriculum. Bathmaker & Avis (2004) acknowledge this when

discussing the experiences of two fulltime pre-service trainees on placement (I feel that the

differences between the pre-service cohort of respondents utilised by Bathmaker and Avis,

and the former in-service trainees considered by my study are less relevant in this instance, as

I am primarily discussing the trainees of those respondents, not the respondents themselves),

who report a dissonance between their recollections of their own former behaviour as FE

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[11] The two terms refer to different phenomena, however, the term 'classroom management,' whilst technically referring to a wide range of activities, is often, and has in this research been used by respondents to areas around 'behaviour management.'

trainees, and the disruptive, disaffected behaviour experienced on ITT placement. However, the work of Bathmaker and Avis focuses on the emerging identity of the ITT trainees, and does not address the extent to which their *continuing* ITT curriculum goes on to resolve their issues around behaviour management.

Questionnaire responses also supported this apparent desire for more practical skills in relation to behaviour management. One female respondent who was relatively new to teaching commented "*more practical skills and techniques e.g. looking at effective behavioural management within the classroom…. looking at counselling as I feel learners come to you first with a variety of issues.*" This was supported by another questionnaire completed by an FE College lecturer who pragmatically stated, "*in my current role I would have been better equipped if my* [ITT] *had included more information about classroom management, behaviour and assessment.*" One questionnaire respondent who evidently valued brevity in his responses simply stated when asked how ITT could be improved, "*more development regarding classroom management.*"

This was supported in interview by Hannah, who was also inexperienced as a teacher at the time of her ITT, but had reflected that:

> I think there's an assumption that maybe because you're a mature teacher, that maybe you've got some life experiences or because you're already employed that you haven't got any of these issues perhaps. When I think about where I started at that time, there were no classroom management issues, but when I moved to [another employer in a different sector of Post-Compulsory education] I did have those issues… that's never been challenged or covered within those teacher training sessions.

This is thoroughly acknowledged by Harkin et al., whose own research confirmed a feeling of non-preparedness on the part of their respondents in dealing with classroom management issues following ITT (2003). Maxwell (2009) contributes to the testimony of Hannah (above), when she states that a lack of discussion on behaviour management by her own respondents "*reflects the LSS context. Behaviour management may be a central issue for trainees working with young learners in colleges but it is not a concern in many other LSS contexts*" (2009: 475). Although the essence of this argument relates to the huge variety of provision in the post-compulsory (LSS) sector, I would argue that behaviour management also refers to a much wider concept than simply dealing with overt negative behaviours. However, the challenges faced by teachers in the post-compulsory sector in relation to behaviour

management is not new; the research of Edward et al. conducted between 2004 and 2007 (whilst ITT remained under the auspices of FENTO) identified that an increased emphasis on widening participation, together with an increased volume of trainees operating at levels 1 and 2, had brought with it a changing trainee body that due to issues such as disaffection with learning, or personal issues; which in turn led to a perceived increase in classroom management issues (Edward et al., 2007). It appears that this perception has not been adequately dealt with by the current standards for ITT, or indeed the sector at large.

4.3.3.3.2 Contemporary teaching strategies and resources

A number of respondents highlighted a desire to make the practical elements of their ITT more contemporary, and at times questioned the currency of some of the more practical provision. This was perhaps most easily identifiable in this research in terms of ICT coverage within ITT, where respondents without provocation had a number of suggestions to make. Bennett, Iredale and Reynolds confirm the changing face of trainees, suggesting, "*[t]hat today's trainees are not the same as yesterday's is self-evident from how they communicate with one another, create and maintain friendships or engage in study*" (2010: 143): respondents in this study appear to confirm that their ITT in many cases left them with more questions than answers in relation to incorporating contemporary ICT into their practice. Maurice positively enthused:

> [t]here should be a lot more technology used in your teaching. Seventeen year olds today were born, what, 1996-1997? They missed the birth of the internet! I value the newer techniques of Facebook and tweeting and blogs, the times are changing so maybe they are things that should be focused on in teacher training?

Whilst undoubtedly an area that would polarise opinion, the mere fact that recent graduates of ITT are raising this as an issue makes it worthy of inclusion in such a report. The opinions of Maurice were supported by another former ITT trainee, Kassandra, who had felt that significant areas of her ITT had been dated, but used ICT as an example of where she felt a more contemporary outlook from ITT would have benefitted, requesting:

> a little bit more on what is current and happening in the classroom, not theories from donkeys years ago, but how do we deal with situations now. So more on IT, and different areas of IT, that was one area that I felt was hard. Developing learning resources, and IT resources, and putting things on 'moodle' [a Virtual Learning Environment].

Questionnaire responses supported this suggestion, for instance one male respondent aged 51-60 suggested when asked how teacher training could be improved stated, "*more hands on sessions of classroom management e.g. interactive whiteboards, ICT.*" This observation flies in the face of prevailing managerial attitudes in further education, who often suggest and expect that new technologies and techniques can be learnt and used within minutes of introduction (Marshall, 2007).

In relation to the more general practical skills of teaching, the important research conducted by Harkin et al. emphasised in its conclusions the importance of designing practical skills development into all teacher training, highlighting a perceived deficit in post-compulsory teacher training that they had discovered in London and the South East of England (2003). Husband's research, which was undertaken in the same timeframe as my own, replicated precisely the notion that graduates of ITT felt that they required more guidance in relation to classroom and behaviour management, and teaching students with SEN (2015). Bathmaker (1999) complements this by positing the importance of maintaining a balance of theoretical and practical competence in both a teacher's ITT, and after acknowledging the ever-changing nature of post-compulsory education, in their continuing development.

The following section will present the overall 'outcome space' (Bowden, 2000; Marton & Saljo, 1976), which is the representation of knowledge constructed from the conceptions discussed over the preceding chapter.

4.4   Chapter summary

4.4.1 Presenting the outcome space

As stated previously, phenomenographers identify categories of description within primary data, and use these categories to determine conceptions, which in turn are used to develop the outcome space, or the overall picture of reality as experienced by the respondents (Marton & Saljo, 1976). This research identified nine key conceptions arising from the respondents' experiences. The nine conceptions are highlighted on the diagram below (Fig 2, the outcome space), and can be seen to occupy three sub-categories, these being:

- related to influence external to the respondent;
    - how ITT was conceptualised by the respondents to have had impact on their interactions with the field around them, for instance how others perceived them once they had become trained, or how they were able to interact with others after ITT.
    - The three categories here are: ***contextualisation, connection***, and ***externality***.
    - This area links directly to research questions 1 and 3 of this thesis, which were to *determine what impact in-service ITT has on the practice of the trained teachers in the post-compulsory sector of education*, and to *explore if trained, experienced teachers believe that the curriculum for in-service ITT meet the requirements of workers within the sector*.

- related to influence internalised by the respondent;
    - how ITT was conceptualised by the respondents to have had impact on their own intrinsic characteristics, for instance on how they perceived themselves, or how they had developed as teachers through their ITT experience.
    - The three categories within this section are: ***professionalisation, skill development***, and ***enhancement of self***.
    - This area also corresponds with research questions 1 and 3 of this thesis, as stated previously in this thesis.

- related to suggestions for moving ITT provision forward;

- o how respondents conceptualised, using their experience as trained teachers, elements where they had felt unprepared for professional practice following their ITT.
- o The three categories within this section are: *learner issues, subject specialism*, and *practicality*.
- o This area relates to research outcome 2 of this thesis, which was to identify how should university-led ITT develop in light of the views of its former trainees?
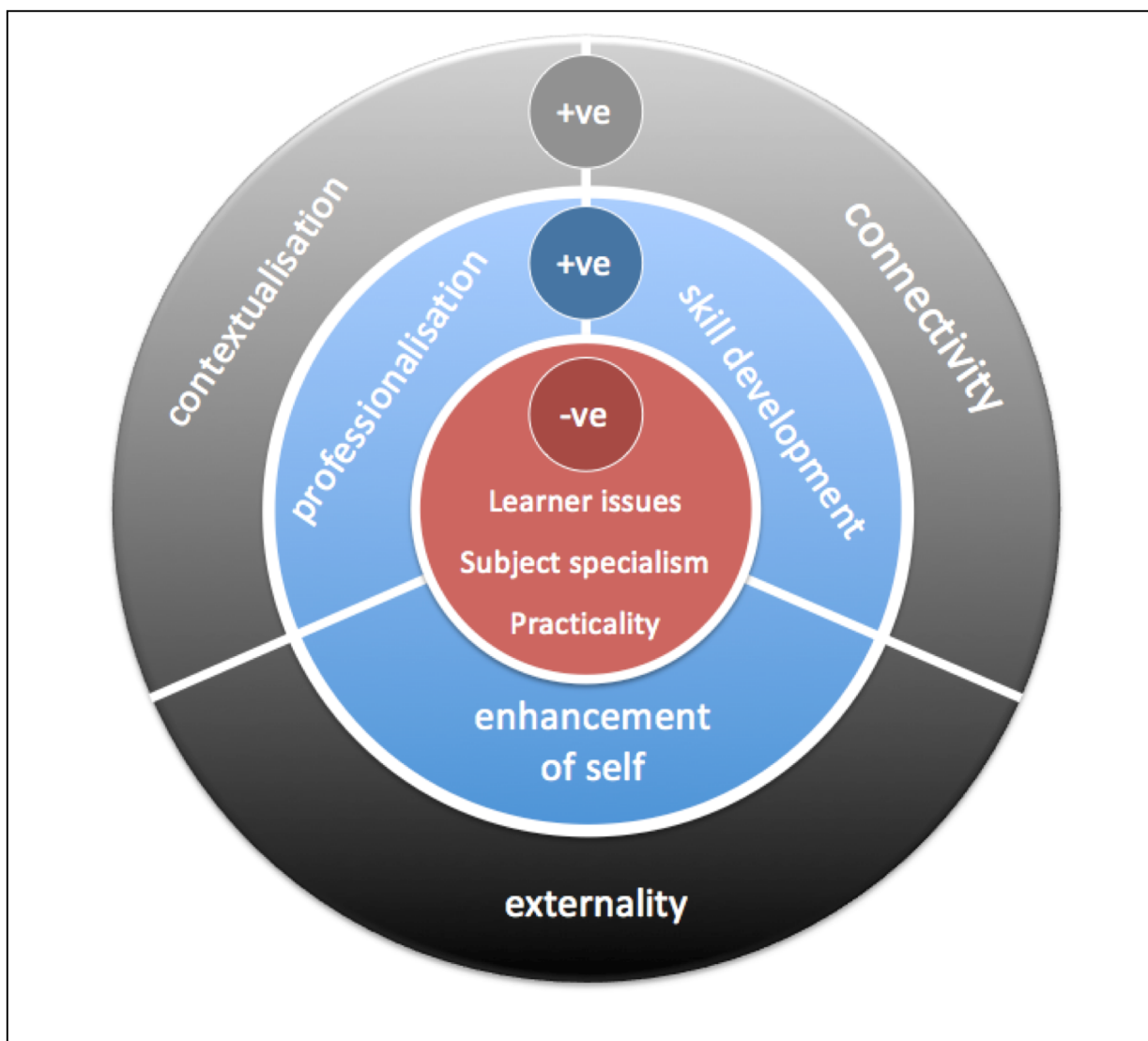

Figure 2 Outcome space with all conceptions highlighted

This chapter has elicited a series of findings which will be discussed more holistically in the concluding chapter of this thesis, and presented as a middle range theory on the influence of initial teacher training on the professional practice of in-service post-compulsory teachers.

5   A contribution to knowledge: towards a 'middle range' theory on 'the influence of initial teacher training on professional practice'

5.1   Introducing a middle range theory

Merton (1949; 1949a) usefully provided sociology with the concept of theorization in the middle range, where he discussed both the existence and importance of theories of the middle range. He defined these as those theories that lie between the grand, unified theories of sociology, and the more mundane "*minor but necessary working hypotheses that evolve in abundance during day-to-day research*" (1949a: 448). This theory is formed through an analysis of the landscape as interpreted by the respondents to this study, who have developed a form of negotiated understanding (Gergen & Gergen, 2003) of how their ITT experience has influenced their professional practice as post-compulsory teachers.

I introduce a middle range theory in the form of a model (Fig.3), which provides a visual representation of the influence of initial teacher training on professional practice, which I present as my contribution to knowledge. The model fills a gap in current knowledge, as no other published study has set out to determine the perceptions of this type of *former* trainee, with the emphasis being placed on those who have taught for at least one year, following the successful completion of in-service only, post-compulsory ITT. Additionally, no other study has proposed a middle-range theory such as this at Figure 3, which seeks to present a wholesome visualisation of what the former trainees themselves perceived were the influences
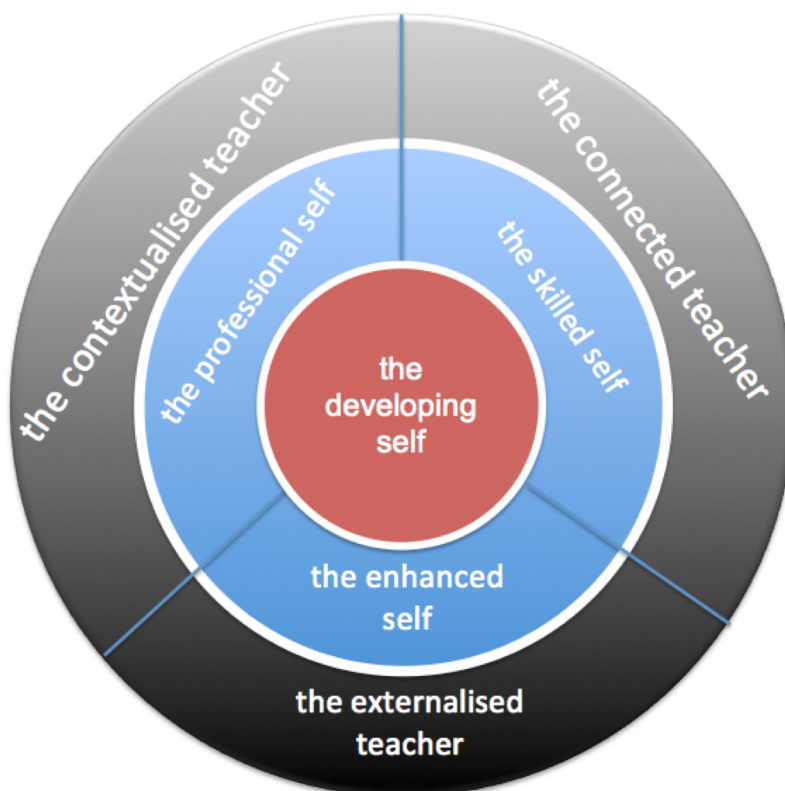

Figure 3 A middle range theory: a model of the influence of initial teacher training on professional practice

on their professional practice as post-compulsory teachers, following their in-service ITT.

My model of the influence of initial teacher training on professional practice comprises three major components, two of which are comprised of three modular parts. The model is therefore akin to the outcome space as described throughout the findings chapter of this thesis; the modular parts expanding on the various conceptions previously examined. Taken holistically, the model presents a visual interpretation of the trained post-compulsory teacher who is in the first instance, more aware of both their position in, and influence on the post-compulsory workforce (influences external to self – the outermost concentric circle), and who can use their heightened external exposure to the benefit of themselves and their locales. The model then reveals a perception of enhanced practice and thinking (influences internalised by self – inside the outermost concentric circle) on the part of the trained in-service teacher. Here the teacher is able to identify where their own professionalism has been enhanced, along with the development of practical pedagogical skills, and development of their own sense of worth outside the classroom. Finally, and depicted centrally, the model reveals a teaching practitioner existing within an ethic of development, who can identify where they themselves require development beyond that offered by their in-service ITT. The following sections will develop this theoretical model.

5.1.1 Influences external to self

5.1.1.1 Introducing three external factors

The first and outermost component of the model is that of *influences external to self*, which comprises three further modules of:

1. the **contextualised teacher** (from my contextualisation conception);
2. the **connected teacher** (from my connectivity conception); and
3. the **externalised teacher** (from my externality conception).

Previously, the original *contextualisation* conception revealed a perception amongst participants that they felt an increased notion of being able to contextualise their roles and responsibilities as teachers, within the milieu of both the post-compulsory sector, *and* their own institutions. This is particularly interesting when one considers that all respondents had undertaken in-service ITT, and were therefore already employed as teachers. It brings to mind the writings of Bathmaker and Avis (2005) depicting a marginalised workforce encountered

by their pre-service ITT trainees; however in my research, in-service ITT trainees appear to have benefitted in terms of de-marginalising themselves by undertaking their own ITT. The original *connectivity* conception revealed an enhanced perception of connection to the field of post-compulsory education, which again, reveals a discourse of prior marginalisation like that encountered by Bathmaker & Avis (2005). In this conception, graduates reflected that the university-led ITT that they had undertaken had enabled them to feel closer to the wider teaching community, citing practical examples such as being observed in their teaching, having knowledgeable ITT tutors, or taking part in in-class debates with other trainees.

The last of the three external influences was found in the conception of *externality*. This conception was built around the perception that respondents felt that they were perceived differently by those around them, which provided them often with increased confidence when dealing with for instance, external examiners or line managers; because of their perception that they carried more influence on completion of their ITT – but also that there was a perception external to themselves that they could now take on more responsibility. This was perhaps the first evidence of respondents implicitly revealing a transference on Hoyle's professionality continuum; in this case professionality is increasing from *restricted* to *enhanced* (1975).

5.1.1.2 Summarising the external factors

Graduates of ITT are more able to locate themselves and their practice within the wider context of teaching in the post-compulsory sector. They are able to contextualise their position more fully, both in terms of having a more considered understanding of what it means to be a teacher, and in terms of their understanding of the sector in which they work.

Following the successful completion of ITT, teachers feel a far more significant connection to the post-compulsory sector and to the other employees and stakeholders within the sector. This includes the trainee body, as well as other teachers and management within their institutions.   Following teacher training, trainees feel that they themselves are more visible in their practice. This gives a feeling of confidence which they perceive enhances their standing when viewed by external stakeholders. Examples of this included perceptions of increased confidence when dealing with external examiners, with their own internal management systems, or with external inspection regimes.

Therefore, the previously identified *contextualised teacher* relates to an identification and interpretation of the field that is post-compulsory education; the *connected teacher* relates to a growing familiarisation with said field; and finally the *externalised teacher* relates to a growing confidence in both interacting with, and manipulating the field. These influences can be considered to be latent functions[12] (Merton, 1949) of ITT, in that they do not reflect specific aims of in-service ITT, however they are evidently of great benefit to the ITT graduate. Working in unison, these modules present an image of the trained post-compulsory teacher who is more aware of their environment, of their position and influence within the workforce, and is more mindful of the external context within which they operate.

5.1.2 Influences internalised by self

5.1.2.1 Introducing three external factors

The next series of conceptions related to the perceptions amongst the respondents of the influences of ITT that they were able to internalise. The first of these internalised conceptions was that of *professionalisation*. This represented an overwhelming perception that participants considered themselves to be more professional, having completed their university-led ITT programme. This often stemmed from a feeling of enhanced confidence in the operation of their teaching roles, bestowed by completion of the ITT course. This also illuminated debates around dual professionalism and ex-officio professionalism (Clow, 2001); where having experienced the three phases of mimesis (Ricoeur, 1984), there appeared to be a tangible relegation of ex-officio professionalism following university-led ITT, accompanied by an increase in perceivable *teacher* professionalism. Pleasingly, this perception was overwhelmingly shared by the managers of post-compulsory education that were also interviewed.

The next internalised conception related to *skills development*. Here, analysis revealed three major areas of improvement on the part of the respondents, these being in the contexts of own academic skills, creativity in teaching and learning, and general pedagogic skill. In terms of academic skills, respondents volunteered information on how they felt that their ICT skills, their research skills, and their written skills had all been improved by undertaking ITT courses. Regarding creativity in teaching and learning skills (which I separated from general pedagogic skill in the analysis phase of the research, because of its specificity), respondents

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[12] Merton suggests that latent functions are those functions which are unintended consequences of action.

enthused about the opportunities that they had been afforded by ITT to explore and experiment with creative teaching techniques, indeed these proved to be some of the most fondly and apparently vividly remembered of the experiences of ITT. I split the general pedagogic skill into three subsections, each containing positive perceptions of developed skill: the development of skills in relation to teaching/delivery methods; the development of documentation or administrative (in relation to their pedagogy) skills, and; the development of ICT skills. Again within this section, clear links to Ricoeur's theory of mimesis were apparent, respondents seemingly able to contrast what their skills in these areas had been like prior to undertaking their ITT, contrasted against how they *now* perceived those skills internally: essentially the journey from $mimesis_1$ to $mimesis_3$ (1984). However it is important to mention that although respondents celebrated the skills and knowledge that they *had* learned from ITT, with experience they were able to identify skills and knowledge that were in deficit following their ITT experience. These shall be discussed in 5.2.2.

5.1.2.2 Summarising the external factors

Graduates of teacher training also possess an enhanced self-esteem and enhanced sense of self. This firstly relates to a perception of enhance professionalism. Throughout the study respondents gave countless examples of how they perceived their professionalism to have been enhanced. Evidence included reports of inspection grades improving, reports of enhanced promotion prospects within institutions, all of which were perceived by the respondents to be linked to their successful undertaking and completion of ITT.

Additionally, graduates of teacher training felt that their personal and pedagogical skills have developed considerably following their training. These enhancements in skill could be around their own academic skills, for instance in terms of academic writing, or primary and secondary research skills. They also included enhancements in their own creativity as teachers, with evidence provided through rich narrative where former trainees discussed the positive impact on their own learners, that they linked back to improvements in the creativity of their teaching brought about by their ITT.

Despite the fact that many participants in the research had been teaching for a considerable length of time before undertaking their teacher training, it was found that teacher training had a considerable impact on the pedagogic skill of trainees. These included the development of

new and innovative teaching methods, and enhanced and improved engagement with classroom administration, such as lesson planning and the creation of materials and schemes of work. Additionally, the development of ICT skills for the classroom were felt to be improved, although in some cases this simply served to whet the appetite for more sophisticated methods which were not forthcoming.

Vitally, the study located a significant perception of personal enhancement amongst the graduates of teacher training. This included an enhanced commitment to their own professional development as teachers, and an enhanced sense of confidence which was evident throughout the rich narratives of former trainees, and related to both their professional practice and their confidence outside the teaching arena.

The research also revealed a sense of prospect amongst the graduates of teacher training, who were willing to state that teacher training had improved their standing within their own institutions, which in turn impacted significantly on their own confidence as teachers. Again, this was irrespective of the length of time that the trainee had taught prior to attending their initial teacher education course.

Therefore, the second component of the model is that of influence internalised by self, which is displayed as the second concentric circle, and comprises the following modules:

1. **the professional self:** from my professionalisation conception;
2. **the skilled self:** from my skills development conception; and
3. **the enhanced self:** from my enhancement of self conception.

This layer depicts those influences that are internalised by the graduate of in-service ITT, which were all positive in nature. The professional self module relates to the perception that graduates of ITT 'feel' and 'act' more professionally following their ITT; the skilled self module relates to the perception that the graduate is forearmed with valuable pedagogic skills such as the ability to teach creatively, administrative skills, and the development of ICT skills for teaching and learning. The third module refers to the enhanced self, and includes a variety of enhancements both inside and outside the classroom, including enhanced confidence, and an increased commitment to own learning and development.

5.1.3 The developing self

5.1.3.1 Introducing the developing self

The final of the three conceptions of impact was simply entitled, *enhancement of self*. Again, I was able to fragment this conception into three subsections, which were: sense of prospect; sense of confidence, and; commitment to own development. The sense of prospect referred to a perception that graduates had an increased feeling of vocational self-worth following completion of their ITT, which linked clearly notions of 'growing into the profession' (Vonk, 1989). Sense of confidence was another conception that leapt from the transcripts of interviewees, both teaching and managerial, with former trainees enthusing about the impact of increased confidence on their overall performance, and job satisfaction; whilst managers commented on the increased trust that they had in teachers who had undertaken ITT. The final subsection of this conception of self-enhancement was a perceived increase in the commitment to own learning and development of graduates, where using the confidence and skills development discussed, some graduates now felt motivated to undertake further academic courses, such as postgraduate qualifications.

The model, in its innermost segment presents the finding that graduates of ITT are cogent in discussing areas of professional practice which are not sufficiently (in their eyes) covered by the ITT that they experienced. The initial questionnaire, together with the interview schedules for both former trainees, *and* the managers of former trainees specifically made enquiries around what ITT did not support, and what measures individuals had to undertake in order to develop their own practice.   The phenomenographical approach revealed that former trainees become keenly aware of how their practice must develop and evolve in order for them to succeed as post-compulsory teachers. This was highlighted during the research via the participants identifying areas of deficit in their ITT that they had, on reflection been able to identify. From the perspective of the middle range theory, the detail of the deficit will change through time, as the social and professional contexts of teaching adapt. However, at this point in time, the element of the model was identified through the respondents reflecting on:

- the myriad of issues experienced by post-compulsory learners, especially teaching trainees with Special Educational Needs (SEN), and safeguarding practice;
- the requirement for teachers to maintain their own subject specialism; and,

- building upon the vaunted skills development of ITT with a raft of more advanced techniques of teaching.

5.1.3.2 Summarising the developing self

The graduates of teacher education were able to identify areas in which their own professional practice still required enhancement. On a practical level, these areas related to issues around their own learners, such as for instance safeguarding requirements, or dealing with trainees with special educational needs. They also considered issues around their own subject specialism, and following their teacher training had a deeper understanding of how their own pedagogical practice could be further improved, thus committing them to the ethos of continued professional development. Thus it was seen, the graduates of initial teacher training were both more open to, and more knowledgeable about the requirement for a commitment to their own continued professional development.

This contribution was set within a context of reflexivity and reflective practice. Many of these considerations around initial teacher training have developed over time, since the respondents' completion of their own training. The narrative revealed that these perceptions were often not representative of the graduates feelings whilst they were undertaking their teacher training courses, but developed over time following graduation from training. These findings are encapsulated by the middle range theory on the influence of in-service ITT on post-compulsory teachers (shown previously at Figure 4). The model utilises this new knowledge to create a vehicle with which to analyse training in the sector, and potentially beyond. Additionally, this study is conceptually dissimilar to others in the field of post-compulsory ITT in critical ways, which also demonstrates cleanly how this thesis contributes new knowledge to the field of study.

5.2   Articulating the model through the research outcomes of this thesis

This section will conclude the three research aims for this thesis. It will then make recommendations for future practice, in terms of actions for university providers of ITT, and also for policymakers in relation to ITT.

5.2.1 Towards Research Outcome 1: What perceived impact does university-led in-service ITT have on the professional practice of its graduates?

This primary outcome for this thesis is answered by the model introduced in section 5.1. The following sections will conclude the two remaining outcomes for the thesis.

5.2.2 Towards Research Outcome 2: With the benefit of experience, do past participants of university-led ITT believe that improvements to the provision can be made, and if so, what are those improvements?

The analysis phase of the research revealed three key areas of deficit in terms of the provision of university-led ITT. This was particularly interesting as, unlike in the case of a typical course evaluation questionnaire, the policy of allowing mimēsis praxeōs (Ricoeur, 1984) meant that graduates of ITT had to spend at least one academic year in teaching following their training, in addition to any time that they had spent prior and during their in-service training. This in my view enabled respondents to focus on critical observations of deficit, built on their experience as teachers. The key areas of deficit were around learner issues; the subject specialism agenda, and; practicality.

The first area of deficit, the learner issues conception could be further subdivided into two sections, these being dealing with trainees with special educational needs, and dealing with safeguarding issues. As part of the first dichotomy, respondents reported a feeling of unpreparedness in dealing with trainees with any special educational needs, with relatively

commonplace issues such as dyslexia exemplified, as well others such as dyspraxia and ADHD. This deficit was set within a narrative of growth, the perception being amongst respondents that they were coming into contact with increasing numbers of their own learners who suffered because of these disorders, but felt that their ITT had not contributed to their knowledge-base or skills set in these areas.

The concept of phenomenography as a methodology is imperative here, as it is this perception of deficit that is critical, not a discussion of whether or not ITT is a suitable venue for such provision. The second learner issues deficit was around safeguarding, and revealed a perception that trainees had, on reflection, been well schooled in, for instance, making reference to the now defunct Every Child Matters policy on a lesson plan or scheme of work, but had a fundamental shortfall in knowledge in the event that they were faced with an actual or suspected safeguarding incident.

The second conception related to areas of deficit around the inclusion of subject specialism studies in ITT. This was a conception of confusion however, being developed from a wide category of description, with many respondents unclear on the role of university-led ITT in developing their subject specialist knowledge. Former trainees who were encouraged to join subject specialist groups for particular sessions or activities appeared to welcome this, but also enjoyed the diverse nature of the typical in-service class, and were pejorative in their discussions around the ITT tutors being involved in this subject specialist input. To support this, respondents were also complimentary about the introduction of subject specialist observed lessons.

The final area of deficit related to practicality, or more specifically, practicality in terms of behaviour/classroom management, and also contemporary approaches to teaching and learning. This posed issues in the analysis phase of the research; as discussed earlier, respondents were complimentary about the inclusion of some practical areas (taxonomised in the skills development conception), but were clearly concerned at the absence of others. Behaviour management was an area that many respondents felt had had to be covered in-house in their institutions, often through the use of guest speakers on training days. The ICT skills development narrative mentioned earlier clearly did not go far enough for some respondents. Whereas those that appeared to lack confidence with ICT praised ITT for encouraging their development in this field, those that already possessed knowledge of ICT

perceived a ceiling in the skills and modernity of their ITT tutors, suggesting that contemporary technologies such as Facebook[TM], Twitter[TM], building an educational online presence and blogging should be explored, rather than relying on the 'clunky' Virtual Learning Environments of the universities as the sole examples of ICT inclusion in the ITT provision. Thus it can be seen that respondents were focused in their considerations of ITT deficit, and in all cases, have recommended the future inclusion of particularly pragmatic solutions in order to fill those perceived gaps in provision. This desire to commit to future development therefore gives rise to the third and innermost section of the proposed model, that of *the developing self*.

5.2.3 Towards research outcome 3: Does university-led in-service ITT meet the perceived requirements of workers within the sector?

The outcome space and its supporting middle range theory of the influence of initial teacher training on professional practice, together with the previous sections of this concluding chapter, and indeed the narrative of the findings chapter itself, have revealed a discourse of considerable satisfaction with university-led ITT. This is manifest in the outcome space, which contains six clear conceptions of positive impact on the participants of ITT, perceptions that are borne out by both the narratives of former trainees of ITT, and the managers of qualified teachers in the post-compulsory sector. Indeed, where a deficit in provision has been detected, participants were eager to enthuse that university-led ITT introduced them to the areas, but simply did not go far enough, for instance in the case of the learner issues conception; participants accepted that they had investigated the notion of learner issues, often through examining learning styles and motivational theory; but with the benefit of reflection thought that this coverage should have been deeper, being inclusive of areas such as recognising *and* developing strategies to cope with trainees with Special Educational Needs, and a greater practical awareness of safeguarding policies and procedures.

Likewise, the deficit conception of practicality was built upon a positive critique of the skills introduced to ITT trainees by their course; however following time for reflection (passing beyond mimesis$_2$), respondents presented an argument for a more in-depth introduction to issues such as behaviour/classroom management, and use of contemporary teaching and learning methods.

Additionally, the deficit area that I have identified in relation to subject-specialist input on university-led ITT was actually mixed; respondents welcomed the concept of practical input in this area, for example being observed teaching by a subject specialist in their field, but were bemused by the role of the university in supporting subject specialist pedagogy. This resonates with Maxwell (2009).

To conclude this section, again with the perception of Irwin,

> I have to say now looking back at it, with both hindsight and reflection, that it was much better for me than I thought it was at the time. The position I'm in now, not everyone who teaches in that organisation has a CertEd, people will come to me for advice, they're coming to me for expert knowledge, because I've got a CertEd.

5.3   Recommendations

5.3.1 Recommendations for university-led ITT

This thesis finds that the stakeholders considered by this study are largely satisfied with the university-led ITT experience. However it is clear that through the benefit of both experience and time, these stakeholders are able to provide critical commentary on improving that experience still further. I therefore recommend to universities offering post-compulsory ITT that:

1. university provision pays more attention to the practical requirements of the ITT trainee's own learners (sec 4.3.3.1 of this thesis), to a much greater extent than the introductions to learning theory and learning styles that were mentioned in interviews. In particular, this research has found a significant gap in provision relating to:
    o   teaching and supporting students with Special Educational Needs;
    o   knowledge of safeguarding procedures and underpinning knowledge around safeguarding; and,
    o   behaviour or classroom management principles and techniques.

2. university-based providers update their provision to reflect modern teaching and learning practices (sec 4.3.3.3), such as the use of modern technologies, and new approaches to providing feedback to learners.

These were specific areas where respondents felt that university-led ITT could improve. However, one more recommendation must be made to universities following this research, which is:

3. to use this research and the emerging middle range theory, or commission similar research) in order to provide information for the internal and external marketing of university-led ITT. I would argue that this contextualised study of impact is overwhelmingly positive in terms of the overall effect of ITT on its participants, and that university providers of ITT should both celebrate and promote this.

5.3.2 Recommendations for policymakers in ITT

In terms of policymaker recommendations, I would suggest that:

4. recommendations made previously (5.3.1); specifically recommendations 1 and 2 of this thesis are incorporated into any future professional standards or teaching standards that are developed for the sector; and,

5. the previous coalition government's removal of compulsory completion of ITT for teachers in the sector is dissonant with the concepts of professionalism existing in both academic literature, and the perceptions of the participants in this study. I have used the work of Millerson (1964) to highlight this deficit, but the overwhelming positivity of participants to how ITT has impacted on extending their professionalism (Hoyle, 1975) makes a particularly strong case for re-introducing compulsory ITT in the post-compulsory sector.

5.4 Limitations to this research

Clearly a recommendation for future research is that a larger sample of respondents be used. I have used literature to determine the scope of the post-compulsory education sector, before endeavouring to include the voices of many participants, from throughout the sector in this research. However, it is concomitant that another similar study could benefit from a greater sample of the workforce, including a scope wider than the two universities that I used. I realised during the analysis phase of the project that a more explicit reference to the concept of mimēsis praxeōs (Ricoeur, 1984) in the interview stage would have added a fascinating dimension to this work. Unfortunately, this realisation came too late, however I would recommend that in future research, designers are conscious of explicitly drawing out perceptions of respondents in relation to *when* or *how* they felt that they were transferring between the three states of mimesis. In this work I have had to rely on their narrative in order to elucidate such observations in the findings chapter.

The nature of phenomenography means that a researcher would not choose phenomenography as a guiding principle if their aim were to prove a hypothesis. I entered this process with a completely open mind, and was genuinely surprised by the narrative of my participants. No

response is ever considered 'unhelpful' in phenomenography, which did lead to a deal of confusion around the concept of, for instance, subject specialist pedagogy. However in phenomenography, this confusion actually reveals much, even if the revelation is evidence of the confusion surrounding apparently agreed understandings around the terminology of subject specialist pedagogy (as seen in 4.3.3.2), rather than reaching a conclusion, or proving a hypothesis relating to the subject. However, I would also suggest that now this confusion has been highlighted, then phenomenography has both proved its worth, but also reached its limit in what it can tell us about the subject matter.

5.5 Closing remarks

This thesis has answered the three research aims that it initially set out to address, relating to the extent to which university-led ITT in the post-compulsory sector firstly impacts on its participants; secondly on whether or not it meets the requirements of the sector's workforce, and finally on how respondents perceive, with experience, that such provision could be improved for other participants. Using a phenomenographical approach to the collection and analysis of primary research has allowed me to remain faithful to the insights, perceptions and narratives of the recipients of contemporary ITT, even where (as in the example of subject specialist pedagogy) respondents are unable to reach a consensus. This has been a significant exercise, when one considers the limited scope of similar studies included in my literature review. However because of this scope, it has contributed new knowledge to the field of studies in post-compulsory Initial Teacher Training.

6   *References*

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Appendices

Appendix A   Questionnaire for completion by respondents

Initial Teacher Training Perception Questionnaire - This questionnaire is being used as part of a Doctoral study to determine the extent to which the perceptions of teacher training trainees have changed regarding the effectiveness of their training since they completed their training. It will require you to think back to the time when you were completing your training (either Cert Ed or PGCE in post-compulsory education) and explore how, if at all, your views on your training have changed in the years since completion. The results of this survey will be COMPLETELY CONFIDENTIAL.

1. What is your gender? (please tick) ☐ Male ☐ female

2. What is your age group? (please tick) ☐ 21-30   ☐31-40   ☐41-50   ☐51-60

3. Did you undertake your teacher training through personal ambition or because of an employer requirement? ☐Personal ambition ☐Employer requirement ☐Both

4. How many years have you been teaching in Post-Compulsory Education? _____

5. How many years is it since you completed your Teacher Training? _____

6. For how many years were you teaching prior to beginning your PGCE or Cert Ed? _____

7. What is your job title now?   Did your teacher training qualification assist you in attaining this role?

_____   _____

8. **In which** part of the sector are you employed? (i.e., sixth form college, adult and community, prison etc..)

_____

9. This question requires you to think back to your perceptions at the actual time you undertook your teacher training. Please concentrate only on your feelings, perceptions and views at the time of your training. Please rate your experiences of your Teacher Training as you felt during or immediately at the end of the course.

	Agree Strongly	Agree	Disagree	Disagree Strongly
I enjoyed my Teacher Training	☐	☐	☐	☐
I feel that my Teacher Training is giving me the skills to be an effective post-compulsory teacher	☐	☐	☐	☐
I feel that the areas of study on the ITT course are relevant to my professional development as a teacher	☐	☐	☐	☐
My ITT is preparing me well for my role as a teacher	☐	☐	☐	☐
I am valuing my teacher training	☐	☐	☐	☐
I would recommend that colleagues undertook a similar ITT course	☐	☐	☐	☐

10. This question is similar in content to that answered above, but is to be answered from your current perspective, i.e., now that a number of years have passed since completing your training, please rate how you now perceive your experiences of your initial teacher training.

	Agree Strongly	Agree	Disagree	Disagree Strongly
I enjoyed my Teacher Training	☐	☐	☐	☐
I feel that my Teacher Training has helped me to become an effective post-compulsory teacher	☐	☐	☐	☐
I believe that the areas I studied helped me in my professional development as a teacher	☐	☐	☐	☐
I feel that the areas of study on the course prepared me for my role as a teacher	☐	☐	☐	☐
I can see the value in the Initial Teacher Training that I undertook	☐	☐	☐	☐
I would recommend that colleagues undertook a similar ITT course	☐	☐	☐	☐

11. **In your own words, and from your own perspective, how would you describe your Initial Teacher Training?**

12. **In your own words, and from your own perspective, how would you improve your initial teacher training?**

13. **What were the three most useful aspects of your teacher training course?**

1st _____

2nd _____

3rd _____

14. **What did you find least useful about your teacher training course?**

Thank you for completing this questionnaire, your thoughts are vital in understanding this area of academic research, and will contribute in a completely confidential and de-personalised manner to the study.

Please return the completed form to:

Email:
s.j.burton@hud.ac.uk

Postal address:
Steven Burton
University Campus Barnsley
Church Street
BARNSLEY
S70 2AN

Appendix B   Interview Schedule for former trainees of ITT

Researcher's coding
(date / time / tape / state of resp.)

WELCOME – THANKS – CONFIDENTIALITY – RULES (OPT OUT) – EXPLAIN STUDY – EXPLAIN TERMS

1.   **What is your gender?**
2.   What is your age group?   ☐21-30   ☐31-40   ☐41-50   ☐51-60
3.   **How many years have you been teaching in Post-Compulsory Education?**
4.   How many years is it since you completed your Teacher Training?
5.   **Where did you undertake your Teacher Training?**

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6.   I'd like to start with your initial thoughts about your Teacher Training. Did you enjoy it, and what were your lasting memories, good or bad?

> Explore any pertinent issues

---

7.   I'm going to give you some themes from teacher training. I want you to recall how, if at all you felt your teacher training helped you in these areas:

> Ex Cues: How do you feel, how has it impacted on you?

   Lesson planning
   Learning theory
   Classroom management
   Creativity
   Curriculum planning
   Your subject knowledge

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8.   Thinking about the answers that you have just given, how do you feel that your teacher training has helped you to become a teacher?

> Remind categories if necessary

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9.   Were there gaps in the support offered by your teacher training, and if so, did you learn or develop any skills during your teacher training that would help you to fill these gaps yourself?

> Reflective practice / study skills / networking skills / Key skills

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10.   How do you think that your perceptions of your teacher training have changed in the time since you completed your training?

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11.   Finally, how would you rate the impact that your teacher training has had on your professional practice?

Appendix C   Interview schedule for education managers

Researcher's coding
(date / time / tape / state of resp.)

1.   **Size of organisation**

2.   I'd like to start with your initial thoughts about Teacher Training. What are your overall opinions on the impact that it has on your staff

3.   Why does your organisation support it's staff in undertaking in-service teacher training?

4.   Are there any particular areas of study that you want your staff to undertake as part of their teacher training?

Lesson planning
Learning theory
Classroom management
Creativity
Curriculum planning
Subject knowledge

5.   Thinking about the answers that you have just given, to what extent do you feel that in-service teacher training improves the effectiveness of your staff?

6.   Were there gaps in the support offered by your staff's teacher training, do you ever have to fill in those gaps yourselves as an organisation?
        What shortcomings are there in the university / approach?   - subjects covered, - approaches covered, - anything else?

7.   Why do you send your staff to a university / college in order to undertake their teacher training?

        Why not choose one of the following options?
        - a shorter academic programme such as PETLS
        - learning from peers in your institution / or an evidence collection approach (NVQ)?
        - an internal 'train the trainer' style programme

 - would you have utilised either of these approaches in different circumstances?

8.   How would you categorise the feedback that you receive from your staff in relation to their teacher training?

10.   Finally, how would you rate the impact that teacher training has had on the professional practice of your staff?

THANKS – CONFIDENTIALITY REMINDER

Appendix D   Exemplar coded interview transcript

Interview transcript for: **Malachi** (male)
Teaching: Further Education for five years
Time since ITT completion: 2 years
ITT provider: Steelsteppe University
Age group: 41-50 years

SB: *I'd like to start with your initial thoughts about your Teacher Training. Did you enjoy it, and what were your lasting memories, good or bad?*

Malachi: Yeah, I enjoyed it. Erm, I think it was really relevant. I think I enjoyed it more because I was doing it in-service, it was relevant to what I was doing and I could relate what I was being taught in the classroom to what I was actually doing, so I could actually come back some weeks and put into practice what we'd learnt that week. erm, but equally, if I put it into practice I could come back the week after and discuss it, which was really good. Lasting memories? I just really, really enjoyed it. I enjoyed the summer school bit.

> It gave me context

> Practice / skills?

> Common ground with classmates

SB: *And what did you do on your summer school?*

Malachi: We er, had to prepare a presentation on subject specialism, I think I, if I remember right, chose gender and how it impacts on health and social care, why more females than males go into it, and that's still true today. Out of 39 learners we've got 3 males. Lasting memory was that the powerpoint broke for me, I just had to do it on a blank canvas sort-of-thing. No, it was good. It stood me in really, really good stead to do the job.

> Subject specialism – positive narrative

> It helped me to know that I was okay

SB: *Okay, I'm going to give you some themes from teacher training. I want you to recall how, if at all you felt your teacher training helped you in these areas. The first one is lesson planning.*

Malachi: Erm, yes. Like I said, I was doing it! So the lesson planning either confirmed or sort-of-like guided what to do actually in a lesson plan.

> Documentation of teaching improvements

> Practice / skills?

SB: *Same question for learning theory; how, if at all, you felt your teacher training helped you here.*

Malachi: Yes, it did. But like any theory, erm, to me theories can give you a footing, they give you a foundation to work from, erm, but once you are actually there, you have to be a bit flexible I think on theories.

SB: *Classroom management.*

Malachi: Er, yep. It helps, yep. I mean, the learners that I actually work with, and with my background in children's

> Reinforcement of prior skills?

residential services, it gave me useful tips like when we came in [ITT tutor] had put our names on pieces of paper on the tables, I use that quite a lot, so yeah, things like that to actually split groups up [coughs].

Skills improved - teaching

SB: *Creativity?*

Malachi: I'm probably the most least creative person [laughs]. Er yeah, it helped. I can't remember a lot about it sadly, but yeah, it did help. I come up with ideas, I'm alright coming up with ideas but I'm not very creative in actually fetching them to fruition. This year I'm quite lucky, I've got a TLM in with me…

SB: *Sorry, TLM?*

My clarification of terminology

Malachi: Er, Tutor Learning Mentor, and she's doing quite a lot of the displays and stuff, so I'm still learning in that sense.

SB: *Curriculum planning.*

Malachi: From what I can remember, yes, it helped, everything helped, from what I remember, yes. That will come into itself I think this summer, because my course is totally changing. Totally. I can't believe how much its changing in such a short space of time.

It helped me to know that I was okay

SB: *So you feel that your CertEd's going to help you cope with that?*

Malachi: Yeah, oh yeah.

SB: *And your subject specialism?*

Malachi: Er not really no. In the sense of, in our group we all came from different backgrounds so we'd got construction, we'd got health and social care, we'd got dentistry in there, so I felt that the CertEd was sort of like a generic course, but it suited all the different professions. It gave a good grounding.

Subject specialism

Preparation for role as teacher

SB: *Did that 'genericness' help or hinder?*

Malachi: Oh it helped. Everything was relevant, and then we went off to summer school to be with our own subject areas, so that part of it was good.

Subject specialism – positivity around 'genericness' of group

SB: *So thinking about the answers that you have just given, how do you feel that your teacher training has helped you to become a teacher?*

Malachi: It's given me a good grounded into what's expected in terms of going and standing in front of a class to deliver.

Contextualising

SB: *Were there gaps in the support offered by your teacher training, and if so, did you learn or develop any skills*

Practice / skills?

during your teacher training that would help you to fill these gaps yourself?

Malachi: Er no, everything was covered. All the training that we do in College is bog standard mandatory training to fill our CPD in, you know what I mean, we've got to get 30 of them in every year and its just basic stuff like that, nothing compared with what we did on CertEd. Although, one area that could be improved, or even included I guess, would be something around safeguarding, or safeguarding procedures. This year I've got quite a lot of issues, in relation to safeguarding, I'm not talking life-threatening stuff, but certainly we need to be aware. Like last year, we lost a lot of learners last year

Skills deficit
Safeguarding

SB: *Are we talking retention-wise losses here?*

My clarification of terminology

Malachi: Yeah, just through personal baggage, I mean we're talking sixteen years old, we're talking children, and we're expecting them to come to college and study on a fulltime programme but they're carrying all this baggage. I just think maybe something around support for you as a tutor, and obviously the learners themselves [should be more prominent in ITT studies]. Was that your question?

Skills deficit
Safeguarding

SB: *Yes, thank you. How do you think that your perceptions of your teacher training have changed in the time since you completed your training?*

Malachi: My perceptions? They haven't really. I mean that Tutor Learning Mentor, she's now doing her teacher training so we can help here a little bit, my perceptions haven't changed at all, it's a good course, I've said this before, it gives you a good footing and good grounding to what to expect really.

It gave me context

SB: *Finally, how would you rate the impact that your teacher training has had on your professional practice?*

Malachi: A big impact!

SB: *A big impact?*

Malachi: Yeah! It showed me actually what's involved, people think that, teachers they've got a 'Bobby's job' and there's a saying around isn't there, 'those who can, do, and those who can't, teach.' Well you know I'm sorry, but if you can't, then you can't teach, it involves a lot of skills all rolled into one; teacher training actually showed us some of those skills, there's only so much you can actually learn in a classroom, other have to come from experience.

Skills improvement

Personal development area

Appendix E – Codes identified in primary data

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Codes identified

Ability to cope
Acknowledgement of the capital of the qualification
Appreciation of post-compulsory sector
Approaches validated
Class diversity
Common ground with classmates
Common ground with ITT tutors
Confidence to express opinion
Could be improved/enhanced
Documentation of teaching improvements
Elements missing from ITT
Enhanced confidence
Feel empowered
Feeling valued
Heightened self belief
I found I had things in common with…
I still don't know…
I understood my position more
I understood my role more
I would like more
I'm more confident in dealing with External Examiners
I'm more confident in dealing with Ofsted
I'm more confident in dealing with parents
I'm taken more seriously
Increased academic prowess
Increased commitment to own learning
Increased prospects
Issues around dual-professionalism

Issues around ex-officio-professionalism
It gave me context
It gave me perspective
It helped me to know that I was okay
It made my job clearer
Making professionalism 'real'
More professional
Relevance of other subjects
Remuneration?
Sharing experiences of teaching and learning
Skills deficit – creativity
Skills deficit - pedagogic ICT use
Skills deficit - personal ICT use
Skills deficit - subject specialist
Skills deficit – teaching
Skills improved – academic
Skills improved – creativity
Skills improved - key skills (English specifically)
Skills improved - pedagogic ICT use
Skills improved - personal ICT use
Skills improved - subject specialist
Skills improved – teaching
Skills improved - time management
Subject specialist mentor
Subject specialist observation
Support from classmates
Support from ITT tutors
Things have changed
Validating own classroom practice
Valuing ITT-based discussion
Willingness to take risk

Appendix E2 – Codes attributed to contextualisation category of description

<u>Codes aligned to contextualisation</u>

    i.   Appreciation of post-compulsory sector
   ii.   I understood my position more
  iii.   I understood my role more
  iv.   It gave me context
   v.   It gave me perspective
  vi.   It made my job clearer

Appendix E3 – Codes attributed to connectivity category of description

Codes aligned to connectivity

    i.   Common ground with classmates

    ii.   Common ground with ITT tutors

   iii.   I found I had things in common with…

   iv.   It helped me to know that I was okay

    v.   Sharing experiences of teaching and learning

   vi.   Support from classmates

  vii.   Support from ITT tutors

 viii.   Validating own classroom practice

   ix.   Valuing ITT-based discussion

Appendix E4 – Codes attributed to externality category of description

<u>Codes aligned to externality</u>

i.   Confidence to express opinion
ii.   Feel empowered
iii.   I'm more confident in dealing with External Examiners
iv.   I'm more confident in dealing with Ofsted
v.   I'm more confident in dealing with parents
vi.   I'm taken more seriously

Appendix E5 – Codes attributed to professionalisation category of description

Coding aligned to professionalisation

i.   Acknowledgement of the capital of the qualification
ii. Approaches validated
iii. Issues around dual-professionalism
iv. Issues around ex-officio-professionalism
v.   Making professionalism 'real'
vi. More professional
vii. Remuneration?

Appendix E6 – Codes attributed to skills development category of description

Codes aligned to skills development

i.	Documentation of teaching improvements
ii.	Skills improved – academic
iii.	Skills improved – creativity
iv.	Skills improved - key skills (English specifically)
v.	Skills improved - pedagogic ICT use
vi.	Skills improved - personal ICT use
vii.	Skills improved - subject specialist
viii.	Skills improved – teaching
ix.	Skills improved - time management

Appendix E7 – Codes attributed to enhancement of self category of description

Codes aligned to enhancement of self

    i.   Ability to cope
   ii.   Enhanced confidence
  iii.   Feeling valued
  iv.   Heightened self belief
   v.   Increased academic prowess
  vi.   Increased commitment to own learning
 vii.   Increased prospects
viii.   Willingness to take risk

Appendix E8 – Codes attributed to learner issues category of description

Codes aligned to learner issues

    i.   Could be improved/enhanced
   ii.   Elements missing from ITT
  iii.   I still don't know…
  iv.   I would like more
   v.   Things have changed

Appendix E9 – Codes attributed to subject specialism category of description

Codes aligned to subject specialism

    i.   Class diversity
   ii.   Relevance of other subjects
  iii.   Subject specialist mentor
  iv.   Subject specialist observation

Appendix E10 – Codes attributed to practicality conception

<u>Codes aligned to practicality</u>

   i. Skills deficit – creativity
  ii. Skills deficit - pedagogic ICT use
 iii. Skills deficit - personal ICT use
  iv. Skills deficit - subject specialist
   v. Skills deficit – teaching

Appendix F – Script read by interviewer to ensure ethical awareness of interviewees

The introduction gave a thorough overview of the nature and context of the research which they had agreed to be part of, and concluded with the statement:

Everything discussed in this interview will be treated with the utmost confidentiality, and the results will be completely anonymous. Your name, your employers name, and the name of the institution where you undertook teacher training will not be referred to at all in the research project. If at any time you feel that for any reason, you want to withdraw from the research today, or at a later date you wish to withdraw your 'voice' or any part of your interview, then contact me and I will immediately remove your interview transcript from the research, and delete the audio recording, with no explanation necessary. Is that policy clear, and are you happy to proceed?