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Trainee teachers' constructions of their learners' identities and participation in the post-compulsory education and training (PCET) sector in the UK.

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# Trainee teachers' identities and participation in the Lifelong Learning sector in the UK

## Methodology and Perspective

### Research questions

What is the nature of cultural reproduction and how helpful is it as a theoretical perspective in the debates surrounding widening participation?

Why do trainee teachers learn about factors influencing learning?

How does a process of engagement with professional development impact on trainee teachers' assumptions and constructions about their learners' identities and learning trajectories.

How far does an understanding of their own learning trajectories and identities affect their understanding of that of their own learners?

How far can teacher educators break the cycle of educational reproduction, by engaging teachers in a critical understanding of learning trajectories and identities?



Participant researcher  
Reflexive  
Situated

Ethnographic  
Narrative and phenomena  
Everyday practice and expression

Discourse analysis  
Interpretive  
Socio-culturally constructed  
dispositional



## Context and situation

A teacher educator, or any teacher for that matter faces trainees in revolt over engaging with "stuff that is good for them". It doesn't matter if it is less or more, abstract, related, contextualising, enabling, emancipatory, practical, useful, the discourse is owned by the teacher, not the trainee who objects to the material – the power over their actions, not whether it may or may not be good for them .

(after Foucault 1977)



From the problem:

It is already known that there are varying levels of participation in post-compulsory education and training by for different groupings in society, such as socio-economic status, gender and ethnicity. (Gorard et al 2006). It is likely then that these inequalities will be reproduced in ITT courses, but interestingly for in-service trainee teachers, particularly those following a Certificate route their entry into formal education at HE level (professional courses are considered to be at this level) can be the result of significant overcoming of many of the recognised barriers to participation.

- Dominant discourses
- Troublesome knowledge
- Educational Reproduction
- Power relations, governmentality and surveillance

Towards a wider debate:

- Culturally responsive teaching
- Critical understanding of learner trajectories and identities

I intend to explore, understand and examine the interface between teacher educators and trainee teachers and their assumptions and constructions of the learner. The intention is to create and construct knowledge which can then be conceptualised, shared and distributed, rather than objectified and rationalised. Those reading the thesis will find historical, philosophical and biographical thick descriptions and thereby rich sources for exploration and understanding of the nature of the constructions of learner identity, the teacher and learner interface, and of inclusive learner participation in the lifelong learning sector in the UK.