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Identifying a pedagogy of initial teacher education (ITE): issues and ambiguities

by

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Abstract

The topic of this thesis is initial teacher education (ITE) pedagogy, exploring the nature of teaching and learning about teaching (or ‘meta-teaching’), and how teacher educators in English universities translate this into practice. Its purpose was to gain an appreciation of teacher educators’ pedagogical practice beyond their first three years in the role: not just how, but why they teach student teachers in a particular way, and to observe what this looks like in practice.

A collective case study approach was taken, involving four participants working in four geographically distanced universities. The methods consisted of a semi-structured interview, videoed observation of a teaching session, and a stimulated recall interview which was led by the participant whilst co-viewing the video. Analysis of the data revealed that, whilst the meta-pedagogical practice appeared to have individual drivers for each of the participants, there could be potential inhibitors to developing a distinct pedagogy of ITE which are inherent in the teacher educators’ experience and practical wisdom accumulated as school teachers. These may hinder teacher educators’ engagement with a theoretically underpinned knowledge base for their pedagogical practice.

The similarities and differences in meta-pedagogical practice were explored using Bourdieusian concepts of developing habitus in the new field, leading to expanding cultural capital. It is argued that distinct drivers for the participants’ respective practices impacted upon the development of first to second order habitus. A continued focus on (curriculum) subject knowledge or on passing on the craft knowledge of (school) teaching was shown to be located in first order practice, whereas a focus on developing meta-pedagogical understandings allowed for an expanding habitus, and thus to the potential for increased cultural capital – both for themselves as individuals, and for the occupational group of teacher educators. Whilst a deep-seated sense of teacher professional identity may help to bridge the two (sub-)fields, it appeared that an accepted body of knowledge based on theoretical underpinnings could distinguish this group and enhance their cultural capital. In light of this, the role of episteme and phronesis were explored as enablers of the development of a shared meta-pedagogy.

By illuminating current meta-pedagogical understandings and practice, the study aims to feed into a wider debate on teaching and learning to teach, at a time when ITE in England is in a state of flux and the future of university-based programmes – as well as university involvement in school-based programmes – is under threat. It is argued that, not only would it be possible to accelerate the process of teacher educators developing their meta-pedagogical practice through exploration of the theoretical perspectives, but that this has the potential to underline and reinforce the distinction between university- and school-led ITE in uncertain times.

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I should also thank my supervisor, Dr Lynn Revell, for her assistance over the past four years.

This work is dedicated to the memory of my dear dad, Dr Leslie Graham Mee (1932-2009).

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Chapter 1: Introduction

1.1 Focus of the study

The topic of my research is initial teacher education (ITE) pedagogy, exploring the nature of teaching and learning about teaching (or ‘meta-teaching’), and how teacher educators in English universities translate this into practice. Its purpose is to gain an appreciation of teacher educators’ pedagogical practice beyond their first three years in the role: not just how, but why they teach student teachers in a particular way, and to observe what this looks like in practice. The findings from a previous study (Field 2012) suggested that new teacher educators may develop a pedagogy of ITE (or ‘meta-pedagogy’) individually in a rather ad hoc fashion, and that there is a lack of shared understandings, either within teams or across institutions. This indicated a need for further research into more experienced teacher educators’ pedagogical practice, which may ultimately lead to the development of a relevant body of knowledge, its application and therefore shared understandings of what a pedagogy of ITE might be. Whilst focussing on the provision of ITE in the university context, it is possible that this study may also provide some guidance on how this may be undertaken in the newer setting of schools (Field 2014).

1.2 Aims of the study

The purpose of my research was to add to the current debate on how beginning teachers are/should be taught how to teach. By investigating university practitioners’ perceptions and ways of working, I hoped to produce useful knowledge in order to support the understanding and development of practice; also that insights may be gained into the nature of teacher education pedagogy/ies within higher education (HE) in England. I intended to explore themes and patterns in analysing the data, so as to interpret meanings (Cousin 2009:31) – generating understandings and insights, rather than predicting behaviour (p9), or indeed prescribing models of good practice (which I would question can ever be the legitimate remit of research). The impact of this could, hopefully, relate to what Furlong (2003) terms the ‘conceptual use’ of research, and add to the body of knowledge, which is a necessary prerequisite for theory. Rather than vast amounts of data, this study’s contribution to new knowledge emanates from nuanced case studies, which can be seen to be a vital stepping stone to developing the thinking about this issue.

The main research questions underpinning the research were as follows:

1. What do teacher educators understand by a pedagogy of ITE, and (how) does this differ from school teaching? What does this look like in practice?
2. How and when do teacher educators develop their pedagogy of ITE?

3. Are there common understandings of ITE pedagogy? If so, what are they? Would it be possible to move towards shared understandings across the ITE community?

1.3 Scope of the study

A teacher educator can be defined as someone “who provides a formal contribution to the development of prospective and active (school) teachers” (Melief et al 2012:12). This study concerns itself with the former role; that is, teacher educators working on ITE programmes. Whilst the 21st century is seeing increasing diversification of the occupational group of teacher educators (Jones & White 2014), with a variety of established and newer ITE programmes situated increasingly in schools as well as in higher education institutions (HEIs), the focus of this study is specifically on the pedagogy of those working within university-led ITE. Although this pedagogy will inevitably link to the role they play in school, with respect to mentors and the practicum, I have chosen to hone in on what happens in the university classroom, and why. This decision was driven by both my previous research (Field 2012), and a desire to explore what might make the university experience distinct from that in school-based programmes; to consider what student teachers gain from attending the university sessions. The term ‘teacher educator’, therefore, is used throughout this study to refer to those working as lecturers/senior or principal lecturers in HEIs with student teachers who are undertaking teaching degrees or post-graduate teaching qualifications, such as the Post-Graduate Certificate in Education (PGCE). Although these student teachers spend a large proportion of their time on practicum experience in schools, they will return to university at frequent intervals throughout the course for teaching sessions led by the teacher educators. Notwithstanding variation between institutions as to how the programme is structured, these sessions will focus on subject-specific as well as generic educational issues.

In order to gain insights into the pedagogical practice of ITE, I sought to involve teacher educators from a variety of universities across England. Whilst I had intended to adopt a formal approach of recruiting participants through contact with deans of education faculties, I received six direct expressions of interest to participate in the study as a result of disseminating ongoing findings to the wider teacher education community. Not only did these all happen to be from PGCE programmes in post-1992 universities, but I was also aware that it was to be expected that these teacher educators would be particularly reflective practitioners, willing to learn from exposing their pedagogical practice. This had the potential to skew the data. However, due to the demanding nature of the methods employed in the study, it was felt that the benefits of having very willing volunteers outweighed the disadvantages. Four of these volunteers, working in four geographically distanced universities, were ultimately able to dedicate sufficient time and effort to partake fully in the study, which was conducted over a period of fourteen months (December 2011 – February 2013). With each of them, this involved a semi-structured interview lasting about forty-five minutes, closely followed

(within a maximum period of two days) by videoed observation of a teaching session; a stimulated recall interview then took place as soon as possible afterwards, which was led by the participant whilst viewing the video with me. The pilot study had clearly demonstrated that the process of two interviews plus an observation was time-consuming and intense, which needed to be made clear to the potential participants, and agreement sought by way of supplying a consent form (Appendix 1). It also highlighted the need to streamline the running of the technical equipment which was required, and to be confident in using it. However, these methods generated a wealth of raw data – amounting to circa fifty thousand words of transcription and over twelve hours of video recordings.

1.4 Nature of area of study: social and political context

There is a political aspect to the focus of my study which it would be wise to acknowledge. Although originally driven by my own interest in and concern with how teacher educators are prepared for their role within ITE, arising from my own professional experience, this study was undertaken during a period of time when the system for the preparation of teachers in England was – and continues to be – in a state of flux (Clark 2012, White & Jarvis 2013). The Department for Education (DfE 2011a) had recently published its implementation plan for Training our next generation of outstanding teachers, which signalled (amongst other wide-ranging reforms) a move towards more school-based ITE¹ (White & Jarvis 2013). Here and elsewhere, this prompted fears from the sector that this may “lead to a form of deprofessionalization that also undermines the expertise associated with teaching about teaching” (Korthagen et al 2005:108). Subsequent announcements regarding reduced funding and allocations for some university-led courses (Harrison 2012) suggest that these may consequently be in decline, although currently still representing the most common route into teaching.

During the 1960s to the 1980s, the disciplines of philosophy, history of education, psychology and sociology had dominated teacher education in the UK (Lawn & Furlong 2009). However, in England since this period, “successive governments of all political persuasions have legislated to make teacher training more ‘relevant’ to practice in schools and more focused on the ‘practical’ knowledge of teaching” (McNamara & Murray 2013:14). Whilst Zeichner (2012) makes reference to ‘the turn once again toward practice-based teacher education’ (PBTE) in the USA, in England this has been referred to as ‘the turn to the practical’ by Lawn & Furlong (2009/2011) amongst others, with its emphasis on competences and standards in ITE. Underlying this “belief that teaching is essentially a practical skill

¹ For the sake of consistency, as is common parlance in university-based programmes, the terms ‘ITE’ and ‘teacher education’ are used throughout this study. This is in preference to the government-favoured ITT - Initial Teacher **Training** (as illustrated in the title of the DfE document). In this, I would hold with Shulman’s (1986) appraisal of the professional teacher as “not only a master of procedure but also of content and rationale, and capable of explaining why something is done” (Shulman 1986:13). It also reflects Loughran & Russells’ (2007, quoted in Martin and Russell 2009:322) observation that, for student teachers to begin to identify and make sense of the complexity of classrooms, teacher preparation requires more “than training; it *requires educative experiences purposefully embedded in meaningful pedagogical situations*” (emphasis in original).

best picked up on the job” is “the discourse of ‘relevance’” (Maguire & Weiner 1994:132). This is seen by Beauchamp et al (2013) as “a powerful part of the (re)turn to the practical” (p1) in ITE, as the focus is on skills and knowledge deemed necessary for creating ‘classroom-ready’ new teachers (p6). The Education Act (2011) reflects this, signalling what many – including myself – view as a threat to the role of HE in ITE (see, for example, UCU 2011).

Whether or not this made my own particular study timely remains to be seen, although it augmented the case for ‘political sensitivity’ (Silverman 2001) and reflexivity, and I needed to be aware of the significance of this in relation to my research. According to Holliday (2002), reflexivity responds to the realisation that “researchers and their methods are entangled with the politics of the social world they study” (p146). I have to admit to a certain degree of defensiveness regarding what I perceive to be the theoretical and research elements of university-led ITE programmes, which will be explored in Section 3.2. In this regard, I would concur with Noble-Rogers’ (2012) reference to “the essential contribution” that universities make to ITE, as well as to the Education Select Committee’s suggestion “that a diminution of universities’ role in teacher training could bring considerable demerits”.

1.5 The role of the university-based teacher educator

Within universities, teacher educators can be seen to occupy a distinctive, yet to some extent disadvantaged, position. Whilst their professional base is within HE, much of their work is related to activity in schools, and it can be hard to reconcile the different demands of the two fields. As Ducharme & Ducharme (1996) observe:

The diverse and sometimes contradictory expectations of educators in elementary and secondary schools and those in higher education institutions influence the reputation, role, and responsibilities of teacher educators. (p58)

The current generation of university-based teacher educators in England will typically have experienced former careers as school teachers (Murray 2006). They will have therefore made the move from what Murray & Male (2005) refer to as ‘first order’ (teaching curriculum subjects in school) to ‘second order’ (teaching teaching) practice, which “applies to the education and supervision of (prospective) teachers who teach pupils.... [and is] characteristic of the profession of teacher educators” (Melief et al 2012:4). There are a number of recently documented tensions inherent in the transition from first to second order practice (explored in Section 2.3.4), linked to the differing demands and culture of the two workplace settings, or ‘activity systems’ (Boyd et al 2006, Trowler & Knight 2004), as well as the shifts in and new demands of the role. Where these two aspects overlap is in the new teacher educator’s changed role (as ‘link’ tutor) in the familiar setting of schools, and the need for ‘boundary-crossing’ between two activity systems (one new, one quasi-new) – both as academics and as professionals, and to maintain professional credibility in the dual roles of

newly ex-teacher/ex-mentor and new teacher educator (Field 2012). This has caused Ducharme (1993) to use the phrases ‘Janus-like’ and ‘schizophrenic’ with respect to teacher educator identity (p4), also noting a tendency – at least initially – for them to view themselves as ‘semi-academics’ within the university. Underlying this is the need to establish a new professional identity, by locating themselves within a new community of practice; it can be argued that it is through this that the substantial self (i.e. the core of self-defining beliefs) and the situational self can become aligned (Murray & Male 2005).

This may be part of the reason why teacher educators are often “not considered a distinct professional group”, and “teacher education is understood as the mastering of an academic discipline with some additional courses on teaching strategies” (Snoek et al 2011:661). However, it has been suggested by Murray (2012:20-21) that teacher educators may draw “on elaborated pedagogies”, including a “pedagogy of guidance” in their work in schools:

These pedagogies and guidance strategies are part of a long tradition of student-centred methods in which teacher educators seek to model, mirror, rehearse and discuss the contested knowledge, professional dilemmas and sophisticated practices to be found in school teaching.

The time consuming nature of this work, coupled with an apparent lack of recognition of its value within HE, results in what is referred to as “the beleaguered field of teacher education” (p22).

1.6 Background reading

An initial review of the literature suggested that the focus of this study was an area ripe for investigation. For some time, the practice of teacher education has been acknowledged as an under-researched area (Ducharme 1993, Murray & Male 2005, Berry 2009). The literature and body of research are limited (Cameron & Baker 2004, Loughran & Berry 2005, Lunenberg et al 2007, Lunenberg & Korthagen 2003), also when compared to other areas in HEIs (Hau-Fai Law et al 2007, Taylor 2008). The result of this is that teacher educators as a professional group are not well understood (Mueller 2003, Wood & Borg 2010).

Significantly, this lack of evidence applies also to how student teachers learn to teach (Bronkhorst et al 2011), and how teacher educators may contribute to this:

The research to date tells us little about teacher educators’ contribution to the learning of student teachers. We currently lack research evidence about how teacher educators conceptualise the knowledge and understandings that they seek to develop in student teachers. (Cameron & Baker 2004:35)

The paucity of research and literature suggests that teacher education can be seen to have an “anti-theoretical bias” and to lack “an explicit epistemology” (van Huizen et al 2005:268), which may also link to “notions of teaching itself as an under-theorised field” (Berry 2009:306). This is reflected in Ure’s (2010) following observation:

The fundamental problem for teacher educators is the absence of a model for teacher development that explains how desirable teacher qualities are learnt and taught. As a consequence, debates persist about what it is that teacher candidates need to support their learning...and confusion remains about...the supporting pedagogy needed. (p466)

There are indications, however, that this situation may be starting to change (Berry 2009:305), with a growing recognition of teacher education as an area worthy of academic research, and perhaps even “a certain urgency” for this to be undertaken (Korthagen et al 2006:1021). Following a comment made at the 2008 International Professional Development Association (IPDA) conference that few papers had hitherto focused upon the “teachers of teachers” (Swennen & Bates 2010:1), a special issue of their journal on the theme of ‘The Professional Development of Teacher Educators’ was published in 2010. The reportedly significant response to their Call for Papers had indicated that, globally, this had become an area of particular interest; IPDA’s subsequent decision to publish this as a double issue, and the republishing of this as a book (Bates et al 2010), further endorses this.

Within teacher education, one area of increasing interest is the notion of ‘teaching about teaching’ and ITE pedagogy – also termed within this study as ‘meta-teaching’ and ‘meta-pedagogy’ respectively. Davey (2013) suggests the importance of this is to be seen in terms of understanding impact on student teachers – and ultimately, the pupils they teach:

If the quality of teaching in schools is determined in large part by who teachers are, and how, and what, they teach, then the quality of teacher education is also likely to be similarly affected by who teacher educators are, and how, and what, they teach. (p4)

Teacher educators, as Murray & Harrison (2008) comment, “are at the heart of the learning processes through which new teachers develop in pre-service courses” (p109), and Snoek et al (2011) suggest that it appears “appropriate to assume that teacher educators have an important influence on the quality of the learning of student-teachers” (p651). Loughran (1997) goes so far as to claim the following:

if they are to understand the complex nature of teaching and learning, and if they are to be ‘teachers’ not ‘tellers’, ‘trainers’ or ‘programmers’, then this first contact through pre-service programs is crucial. The pedagogy involved in teaching teachers is very important. (pp68-9) (my emphasis)

However, although there is evidence that ITE programmes, and the specific pedagogies they are based upon, may have a noticeable impact on the practices and skills of teachers (Cameron & Baker 2004,

Korthagen 2010b²), meta-pedagogy remains a contested area. Internationally, there appears to be increasing interest in articulating and developing an appropriate pedagogy of teacher education (Hobson et al 2008, Lampert 2010, Loughran 2006, Loughran & Russell 2009), although Philpott (2014) suggests that “a rationale for the pedagogy of teacher education is under researched and under theorised, and this is especially the case in England” (p4). There is a perceived need for studies exploring the nature of teaching and learning to teach (Bullock 2009, Cameron & Baker 2004), in order to gain new and better understandings of effective meta-pedagogical models (Bullock & Ritter 2010, Zeichner 2006). There are hopes that a coherent body of knowledge can be constructed and established through rigorous enquiry of the specific skills, knowledge and expertise demanded by this pedagogy (Korthagen et al 2005).

It was hoped that this study would contribute to the development of a shared body of knowledge about ITE pedagogy. As any theory is an explanation and tying together of relevant forms of knowledge, it is imperative to have a reliable body of knowledge around which theory can be based. If the theoretical underpinnings of meta-pedagogy were not only widely understood, but shared throughout the teacher education community, the development of teacher educators’ (meta-)pedagogical practice could be based upon these as a collective and professional endeavour. Currently, in the absence of this agreed body of knowledge, it would appear that teacher educators have little choice but to find their own way towards what might constitute effective practice, hence the risk of continued ad hocery.

1.7 Chapter conclusion

This chapter has provided a background for the study in terms of a contextualisation of university-based teacher educators in England at the time of the empirical research. This is seen to be a contested role, and ambiguous in terms of having to bridge the two activity systems of school and higher education. A discussion of the social and political context has revealed teacher education to be in a state of flux, and the researcher’s stance on this has been identified. The aims of the study and main research questions have been provided, and the focus and scope of this piece of research have been made clear. The pedagogy of teacher education – or meta-pedagogy – has been shown to be an under-researched area, and therefore ripe for study. This chapter has provided a basis for this thesis, which aims to contribute to the development of a shared body of knowledge about ITE pedagogy.

² However, elsewhere Korthagen (2010a) claims that “the impact of teacher education on their students’ practice is limited”, and that “there is no clear evidence that certain approaches in teacher education may be more effective than others, and even that it may be questionable whether teacher education can make a difference at all” (p1037). Whilst the first appears to be a statement of how things may be at present, and a call for a new form of meta-pedagogy, the second seemingly negates this. This appears to be a minority view within the literature, however – including in his other work.

1.8 Summary of the content of the thesis

The literature review (Chapter 2) highlights a number of issues militating against the development of a knowledge base for ITE, including the layered, complex and uncertain nature of meta-pedagogy, the impact of apprenticeships of observation, and the tacit nature of teachers' knowledge. Standards for teacher educators developed in a number of countries do not clarify forms of meta-pedagogy beyond the concept of 'modelling', reflection, and discussion. Whilst there may be acknowledged models and elements of a meta-pedagogy reported upon within the literature, it is not clear to what extent these are either recognised or practiced by teacher educators. In exploring the transition from teacher to teacher educator from a Bourdieusian perspective, it appears that teacher educators may not consciously acknowledge the inevitable disjunctures between habitus and field which occur. This will impact upon how their habitus, in the form of pedagogical practice, changes or expands to 'fit' the new field, and the extent to which this contributes to cultural capital. Crucially, how and why teacher educators develop their particular practice is unclear. The paucity of research-based evidence of this, particularly within an English context, was a further driver for this study.

Chapter 3 provides a shape to the process of study, identifying the research as sitting within a qualitative framework, based on a social constructivist model. As an exploration of ideas and practices, warranting interpretive elements, a collective case study approach is shown to be most appropriate. Arguments are presented for the choice of a convenience sampling technique, and the range of methods utilised. The latter consist of a preliminary semi-structured interview, and a stimulated recall interview following an observed teaching session. An examination of ethical issues allowed for an appropriate code to be applied, assuring and enhancing the quality and robustness of the research design. Within this chapter, the inductive analysis of data is elucidated, showing how the emerging codes have been categorised conceptually into themes, drawing on and developing the conceptual framework derived from the review of the literature, organised and presented as a matrix. These main themes to be explored are: the teacher educator role, elements and models of meta-pedagogical practice, the role of theory, and the impact of former school teacher identity.

The research findings presented in Chapter 4 illuminate both similarities and differences in meta-pedagogical practice, which are explored using Bourdieusian concepts of developing habitus in the new field, and the expansion of cultural capital. It is argued that distinct drivers for the participants' respective practices impacted upon the development of first to second order habitus. A continued focus on (curriculum) subject knowledge or on passing on the craft knowledge of (school) teaching is shown to be located in first order practice, whereas a focus on developing meta-pedagogical understandings allows for an expanding habitus, and the potential for increased cultural capital. Whilst a deep-seated sense of teacher professional identity may help to bridge the two (sub-)fields, it appears that expanded cultural capital depends on a theoretical underpinning.

In Chapter 5, an interpretation of the findings is provided. It is suggested that first order habitus may be so ingrained as to inhibit the development of a distinct pedagogy of ITE. An emphasis on the practical aspects of teaching, and an unwillingness to engage with a theoretical base for teaching and learning to teach may lead to a fossilisation of habitus, which may be imitated by student teachers in the school classroom. Three aspects identified from the data to be impacting to a greater or lesser extent upon how the meta-pedagogy was enacted by each of the participants were: the practitioner culture; the privileging of practical wisdom above other forms of knowledge; and ‘cloning’ as a default approach in terms of meta-pedagogical practice. Without theorising their pedagogical practice, it is argued that it would not be possible for teacher educators to go beyond their own experience, and develop a new habitus for the new field. This leads to an exploration of the role of episteme and phronesis in the process of enhancing cultural capital – for individuals as well as the occupational group of teacher educators, and thus as enablers of the development of a shared meta-pedagogy.

The implications and conclusions of this study are presented in Chapter 6. It identifies the key findings and their contribution to original knowledge. What the literature tells us is that teacher educators lack recognition as a distinct professional group, and that a body of knowledge underpinning meta-pedagogical practice is also lacking. This study has identified a correlation between the two. Unless teacher educators recognise – or are supported in recognising – the different habitus of the first and second order fields, any disjunctures they experience will not lead to transformation of understandings and (meta)pedagogical practice, and enhanced cultural capital. It can be seen that more expansive engagement with theory as a way of expanding habitus would enable a more confident articulation of a body of knowledge relevant to the identification of a pedagogy of ITE, and the dissemination and sharing of these insights would enhance the cultural capital of the field. Thus, the case for induction and subsequent professional development relating to meta-pedagogy emerges from the research as a pressing priority, involving collaborative research, and a refocusing of what it means to teach in university-based ITE.

Chapter 2: A review of the literature

2.1 Introduction

One of the ways in which the aim of the study would be addressed was to unpack practice and to extricate key components of meta-pedagogy, and to identify core elements and the forces behind the variables. These variables may be connected to personal values, drivers and experience, as well as socially, politically, professionally or culturally bound. Whilst my previous study (Field 2012) had produced a number of insights into the pedagogy of new teacher educators, I needed to bring my reading up to date, as well as to broaden it to explore the nature and practice of meta-pedagogy and the ways in which teacher educators may develop this as they become more experienced in the role. In conducting the review of the literature, I sought to gain an overview of and to problematise ITE pedagogy; to explore aspects which might impact upon how this is understood and enacted by teacher educators. I also wanted to uncover whatever relevant body of knowledge already existed, despite the evidence suggesting that there is insufficient shared and agreed knowledge upon which to base any theory of meta-pedagogy. Whilst teaching teachers might appear to be a relatively simple undertaking for teacher educators, themselves usually experienced teachers, the literature revealed a range of issues and inherent complexities which had the potential to create confusions and ambiguities for these practitioners. Hence, the literature review served two purposes: it helped to frame the questions being posed, and it assisted in building a conceptual framework for analysis purposes.

The literature search focused specifically on the pedagogy of ITE, or meta-pedagogy, which narrowed the scope sufficiently to engage in and develop a deep understanding of the issues surrounding this particular aspect of teacher educators' practice. The original search terms used (on the library web pages of Canterbury Christ Church, Wolverhampton and Birmingham Universities) were 'teacher educator pedagogy' and 'initial teacher education pedagogy', and various configurations of these. This revealed a number of seminal works, as well as more recent articles, and the references from these led on exponentially to a wide range of other authors. Academics such as John Loughran and Tom Russell, from Australia and the USA respectively, Fred Korthagen from the Netherlands, and Jean Murray from the UK figured large in the field of teacher education, and had also written extensively on meta-pedagogy. Decisions about worthiness of inclusion were taken on a case-by-case basis, depending on provenance and the level of focus on teacher educators' pedagogy. As the study progressed and the important issues emerged, 'progressive focusing' (Strauss and Corbin 1998) occurred, and I was able to focus down on key concepts to augment the search terms. Thus, terms such as 'teacher education layers' and 'teacher educator modelling' proved fruitful, allowing me also to see how these concepts were interrelated.

This literature review is structured in distinct parts. It was important to provide working definitions for this study of the key terms of pedagogy and meta-pedagogy, included in Section 2.2. Subsequently, Section 2.3 serves to demonstrate the complexities inherent in ITE pedagogy, and an exploration of this from a Bourdieusian perspective. It was felt that this was particularly apt, in view of the model he developed for organising socially constructed knowledge. Sections 2.4 and 2.5 identify what can be gleaned from the literature as elements and models of meta-pedagogical practice. Section 2.6 identifies key elements raised in the literature review which have informed the conceptual framework.

2.2 Defining the terms

2.2.1 What is meant by pedagogy?

The notion of pedagogy is a contested one. Whilst generally taken to mean “the art or science of educating children”³ (Ashton & Newman 2006:828), there is evidence that the word appears to be “under-defined and under-theorised” (Canning 2007:393). The uncertainty about what is meant by the term is picked up by Edwards (1995), who builds on Shulman’s narrower definition of “those broad principles and strategies of classroom management that appear to transcend subject matter” (p597) to include theories of learning, teaching, and knowledge, and the relationship between goals, processes and teacher actions. This would appear to be key, as is demonstrated by Cuenca (2010), who draws on Dewey and Freire in suggesting that “self cannot be separated from action”, elaborating on this as follows:

behind every pedagogic action lays the intent of the pedagogue. Typifying the classic Cartesian dualism, pedagogy is as much about mind as it is about body... Thus, in any pedagogical relationship, separating act from actor is untenable. (p16)

Similarly, whilst pedagogy is commonly used as a synonym for teaching (so, as a ‘catch-all term’ for instruction, teaching procedures and practice, and so on), Alexander (2008) insists that the latter “is a practical and observable act”, whereas “(p)edagogy encompasses that act together with the purposes, values, ideas, assumptions, theories and beliefs that inform, shape and seek to justify it” (p75) (emphasis in original). This suggests that, whereas description can capture the act of teaching, it is necessary to drill down to understand what ‘goes into the act’ in terms of pedagogy. Loughran (2006) also highlights a view of pedagogy as “encompass(ing) much more than simply teaching” (p2),

³ Although this definition makes reference to ‘children’, I am, in line with Loughran, Shulman, and many other established researchers and writers within the field of teacher education, eschewing the use of the term ‘andragogy’ in preference for the more general term, pedagogy. Whilst there are undoubtedly practices inherent within teacher education which stem from the fact that the learners are adults – and these are occasionally highlighted within this study, where they arise in the data – I do not see the distinction between these two ‘-gogies’ as being useful for the particular purposes of the research. Similarly, whilst one of the participants makes reference to ‘heutagogy’ (or “self-determined learning” (Ashton & Newman 2006:828)), this does not appear to be a productive line of enquiry for this study.

reflecting his belief that “any sense of pedagogy as a one-way process is counter to its underlying meaning” (Loughran 2010:36):

pedagogy is not merely the action of teaching (which itself can easily be misinterpreted as the transmission of information), more so, it is about the relationship between teaching and learning, and how together they lead to growth in knowledge and understanding through meaningful practice. (Loughran 2006:2)

This definition is referred to within Bullock’s (2009) study, who concurs that “pedagogy is a relationship between the teacher and learners, not simply a synonym for teaching strategies” (p299), and also that “pedagogy is about the relationship between the teaching strategies that a teacher enacts and the effects those strategies have on the quality of students’ learning” (p301).

It is the latter interpretation which provides the most useful understanding of the term for the purposes of this study, as it sets out to explore not only what teacher educators do in their pedagogical practice, but why they do it – in terms of drivers, and what they perceive the impact on student teachers to be. Contextual factors are also significant in this study, as it focusses specifically on university- rather than school-based ITE. Whilst similarly defining pedagogy as addressing interactions between teacher, learner and the knowledge produced by both, Canning (2007) suggests that it “can also be viewed as encompassing the broader environment of HE as it impacts upon these interactions” (p393). As I was keen to explore the distinctive nature of ITE in universities, this was something which I expected would be revealed within the meta-pedagogical practice of the participants.

2.2.2 The nature of meta-pedagogy

Within ITE, the pedagogy is related to second order teaching, which involves what Lunenberg & Dengerink (2010) refer to as ‘stratification’, in terms of “teacher educators working with student teachers who in turn will be working with pupils” (p4) – hence the choice of term ‘meta-pedagogy’ in this study. This is referred to within studies towards a ‘knowledge base for teacher educators’ developed by the Vereniging van Lerarenopleiders Nederland (VELON) as a “specific pedagogy in which behavioral examples are explained and discussed” (Melief et al 2012:4), and “pedagogical and methodological choices...explicitly justified for trainee teachers” (Snoek & van der Sanden 2005:6-7). However, Lunenberg & Dengerink (2010) suggest it is not only “a matter of explicating the pedagogical choices”, but also of “underpin[ing] them with a theoretical basis” (p4). All of this underlines the fundamental difference between first and second order teaching in terms of subject matter, and therefore the ways in which this may be taught and learnt (i.e. pedagogy).

Loughran (2009) builds on the notion of pedagogy as revealed in Section 2.2.1 in describing the way in which he envisages knowledge and (meta-)pedagogical practice being developed within ITE:

Drawing on such a perspective, teaching teaching must be articulated and practiced as something that goes well beyond teaching as telling, technical-rational views of practice, and the simple sharing of tips and tracks (sic) about practice. A pedagogy of teacher education requires understanding the problematic nature of teaching, how that influences teaching and learning about teaching, and how knowledge of such practice is developed from an evidential base. (p200)

Whilst a number of these points might beg further exploration, the literature suggests that such a vision of the principles underlying meta-pedagogy may not reflect reality, as pedagogical practice in teacher education appears to be disparate and lacking in shared understandings. Hau-Fai Law et al's (2007) observation, that this state of affairs "seems counter-intuitive in many senses and provides [a] rationale for looking more closely at the teaching practices of teacher educators" (p250), reflects the thinking process which foregrounded this research.

Put simply, meta-pedagogy can be defined as consisting "of those strategies that are intentionally employed to facilitate the process by which teachers learn how to teach" (Philpott 2014:5). However, views on what student teachers need to learn, and the ways in which to achieve this, are contested. Towards the end of the last century, a paper was produced by Ashton (1996) in which she called for far-reaching improvements in teacher education. This appeal "for a search for a radical new and effective pedagogy of teacher education" (Korthagen et al 2006:1020) has continued to resound, as this observation illustrates:

If teaching is indeed a complex practice, and not something that individuals will naturally develop on their own, then teacher educators must develop new approaches for preparing ordinary people, in an extraordinarily brief amount of time, to be prepared for the challenge. (Grossman et al 2009:287)

At a fundamental level, it could be argued that there are two key questions for teacher educators in determining their pedagogy of teacher education:

- (1) What are the essential qualities of a good teacher, and
- (2) How can we help people to become good teachers? (Korthagen 2004:77)

On the face of it, these principles are deceptively simple, both to understand and to enact – especially for practitioners who are likely to have come from successful and lengthy careers as school teachers (Berry 2009, Cameron & Baker 2004, Murray & Male 2005, Murray 2006). The response from one of the new teacher educators in Boyd & Harris' (2010) study, that "the one thing I've felt confident about is the fact that I can teach" (p14), would suggest this, as well as their finding that distinctions drawn between school teaching and meta-teaching were often not very clear. However, Northfield and Gunstone (1997) comment that "no coherent pedagogy of teacher education can be developed without first addressing fundamental questions about teacher knowledge and learning", and that aligning practice with principles requires "considerable commitment and energy" (p56). So, whilst initially

using his prior identity as a successful teacher in his developing pedagogy of teacher education, Bullock (2009) comments that he was “unable to articulate a pedagogy of teacher education beyond a personal belief in the power of learning to teach from practicum experiences” (p294). The following explanation of where potential difficulties may lie is provided by Berry (2009):

The role of teacher educator demands a focus on knowledge about, and learning of, teaching in new and different ways such that expertise as a teacher can in fact have limited applicability in practice as a teacher educator. (p306)

Teacher educators must not only be aware of, but should also understand, the subtle and intricate differences between teaching and meta-teaching (Korthagen et al 2006). However, what has already been acknowledged as the limited literature and knowledge base currently available to teacher educators tends not to refer to meta-pedagogy. Cochran-Smith (2003) comments on the amount of attention paid to what school teachers need to know and do, and contrasts this with teacher education ‘knowledge base texts’ available in the USA, where content is privileged over process:

the emphasis tends to be more on demographics and general trends – who teacher educators are, what their backgrounds are, what they teach in methods and foundations courses – than on what they know or need to know and/or on how it is that they learn to teach teachers. (p6) (my emphasis)

It is probable that “how we teach teachers may send much more influential messages than what we teach them” (Russell 1997:44), and that teacher educators (as well as student teachers) need to develop these skills. However, the relevance of meta-pedagogy often appears to be overlooked. Therefore, as there was no definitive framework for meta-pedagogy against which I could assess and appraise empirical evidence, it was clear that I had to build an informed conceptual framework for myself. In order to understand the ‘how’, it was necessary to drill down and relate to the ‘why’. This would begin to explain the personal values and beliefs, and other variables impacting upon meta-pedagogical practice, which can then add to the understanding of the core knowledge and core principles.

2.3 Problematising ITE pedagogy

2.3.1 The lack of a knowledge base for ITE pedagogy

As an under-researched and under-theorised field, teacher education lacks a coherent and specialised body of knowledge (Cameron & Baker 2004, Korthagen et al 2006, Loughran 2006, Mueller 2003): Colucci-Gray & Fraser (2008) suggest that “the landscape of teacher education is not only contested, but also fragmented” (p483). So, whilst Shulman (1986, cited in Colucci-Gray & Fraser 2008:475-6) refers to the “web of knowledges” underpinning (school) teachers’ classroom practice, any knowledge base for a pedagogy of ITE is elusive at best. Writing towards the end of the last century, Loughran (1997) refers to the lack of “progress in developing our collective understanding of the pedagogy

unique to pre-service teacher education” (p4), and still, ten years later, Kane (2007) refers to the “lack of coherence and explicit pedagogy” (p73). Even within the limited literature on teacher education, the focus tends to be on content, not process (Cochran-Smith & Lytle 1999); that is, on what beginning teachers should know, rather than on how they might learn/be taught. Some studies (e.g. Cheng et al 2012, Buitink 2009) focus on student teacher learning, but neglect to explore the meta-pedagogy which may bring this about, referring instead to loose generic terms such as ‘provided’, ‘taught’, ‘introduced’ and ‘demonstrated’. This is reflected in the latest government policy documents for ‘the reform of initial teacher training’ (DfE 2011a, DfE 2011b), neither of which make direct mention of ‘pedagogy’. Instead, the former refers only to “the design and delivery of training” (p13), and the latter (twice) to the “nature and content of training” (p3 & p13). Although there are repeated references in both to the ‘skills and knowledge’ needed by newly qualified teachers (NQTs), how the student teachers may be helped to learn or develop these is not clear. The suggestion from Koster et al (2005) that policy makers consider “that teacher educators have a minor role to play” (p160) further devalues meta-pedagogy; however, it should also be noted that the teacher educator ‘pedagogical competencies’ which they developed from their own study are mostly generic, and could equally well apply to school teaching.

Whilst a core knowledge base for meta-pedagogy may yet be embryonic, there is a growing body of expertise and support for self-study as a research method for teacher educators articulating and developing their own pedagogy of ITE (Loughran 2009). Commenting that more and more of the research about teacher education is being conducted by teacher educators, Zeichner (1999) suggests that “(t)he birth of the self-study in teacher education movement around 1990 has been probably the single most significant development ever in the field of teacher education research” (p8). Guidelines for conducting self-study have subsequently been developed (Lunenberg and Samaras 2011:842), and the Self-Study of Teacher Education Practices (SSTEP), a Special Interest Group of the American Educational Research Association (AERA), was formed in the 1990s. Holding its tenth (biennial) international conference in England in August 2014, it is concerned with “developing deeper understandings of the scholarship of teaching teaching” (Loughran 2009:199). Its members publish studies on a range of issues concerning the professional development of teacher educators, including an international handbook (Loughran et al 2004), employing “a wide variety of qualitative methodologies and...focus[ing] on many different kinds of substantive issues” (Zeichner 1999:11). Within this, meta-pedagogy can be seen as key; as Loughran (2007b) suggests, “an important aspect of self-study...is embedded in the desire of teacher educators to better align their teaching intents with their teaching actions” (p12). The justification for this methodology as a “way for a new teacher educator to develop his or her basis for knowing about teaching teachers” is provided by Bullock (2009) thus:

The construction of a pedagogy of teacher education that goes beyond transmitting best classroom practices to teacher candidates requires a sustained, systematic, and careful inquiry into one's own practice through self-study. (p292)

Whilst the term may suggest solitary endeavour, self-study is taken to be both interactive and collaborative (LaBoskey 2004), in line with the view that “alternative perspectives and interpretation can lead to genuine reframing” (Lunenberg and Samaras 2011:845). Whitehead (2004) also suggests that checking interpretations of data and challenging perspectives with colleagues will increase the credibility and validity of self-study research. Validation is achieved “through the construction, testing, sharing, and re-testing of exemplars of teaching practice” (LaBoskey 2004:860) (my emphasis). This reflects Loughran's (2007b) suggestion that “there is a need to demonstrate scholarship by making clear that personal theories are challenged in ways that help the researcher (and the audience) see beyond the personal alone” (p13). Similarly, Cuenca (2010) notes that “the aims of self-study research are twofold: personal and professional growth” (p19). All of this might suggest that meta-pedagogy currently is about experimentation, evaluation and reflection, although that may lead to a core set of principles and knowledge.

Whilst Bullough & Pinnegar (2004) and LaBoskey (2004) point to the imperative of ‘audience’ and publication, the extent to which this is having an impact on the body of teacher educators across England may be revealed in this study. However, Cuenca (2010) suggests that “(r)ooted in the historical debate over what counts as legitimate knowledge, forms of practitioner inquiry such as self-study are often considered a lesser form of academic research” (p21). Perhaps most importantly, these studies have yet to be synthesised with a view to establishing a theory for ITE pedagogy (Davey 2013). Moreover, Martin & Russell (2009) observe that there still appears to be a resistance to considering this as a focus for personal research, and to a disciplined approach to analysing teaching and teacher education. Whilst this may have to do with the lack of recognition (until recently) of the specialised expertise of teacher educators' work within academia (Loughran & Berry 2009), Martin & Russell (2009) attribute it to the possibility that many of them are “accidental teacher educators” (p321), who may not have understood the potential of carefully exploring classroom interactions at the start of their careers. This highlights one of the tensions inherent in the transition from school teacher to teacher educator, explored in Section 2.3.4. Findings from a previous study (Field 2012) indicate that the development of an understanding of ITE pedagogy is key to this transition – and, therefore, to teacher educators' subsequent practice.

Whilst becoming part of the professional community of teacher educators may require an articulation of what underpins meta-pedagogical practice, views concerning what the knowledge base for meta-pedagogy might be vary according to perspectives on the intended goals and purposes of teacher education (Cameron & Baker 2004). Furthermore, since the 1990s, despite responses to the calls from

scholars in the field for programmes to develop clear visions of teacher education, McDonald & Zeichner (2009, cited in Grossman et al 2009: 285-6) found that “this conceptual work has left the actual pedagogy of programs relatively untouched”. Whilst there remain misunderstandings about the link between meta-pedagogy and the knowledge and skills student teachers need to develop (Cameron & Baker 2004), it may be that teacher educators also misinterpret notions of a meta-pedagogical knowledge base:

Calls for the creation of a knowledge base for teaching tend to encourage teacher educators to synthesize research-based propositions from fields such as psychology, philosophy, sociology, and the traditional subject-matter disciplines for easy transmission during teacher education programs. (Bullock 2009:292-3)

Again, this suggests the privileging of content over process, and a confusion between teaching and telling.

Almost three decades ago, Shulman (1987) was calling for an improved understanding of teaching and pedagogical processes to inform meta-pedagogy. More recently, he has commented on the continued lack of a “signature pedagogy” for teacher education (Shulman 2005), which he defines as follows:

a mode of teaching that has become inextricably identified with preparing people for a particular profession. This means it has three characteristics: One, it’s distinctive in that profession... Second, it is pervasive within the curriculum... The third feature is another aspect of pervasiveness, which cuts across institutions and not only courses. Signature pedagogies have become essential to general pedagogy of an entire profession, as elements of instruction and of socialization. (p9)

Compared with the professions of law, medicine, engineering, and the clergy, he sees teacher education’s first problem as being “the incredible uncertainty of the pedagogical models of practice” (p16). One of the effects of this may be that each programme and faculty of teacher education is left to enact their individual vision of meta-pedagogy (Davey 2013, Grossman et al 2009, Shulman 2005). This could also be the case for individual teacher educators within individual institutions; in the absence of an established knowledge base for the pedagogy of teacher education, research indicates that new teacher educators develop their own system of ‘what works’, as the studies by Field (2012), Boyd & Harris (2010) and McKeon & Harrison (2010) suggest.

In their study of teacher educators’ practice in Hong Kong, Hau-Fai Law et al (2007) identified “progressivist pedagogies”, which they describe as “highly responsive to context and eclectic in nature”, and suggest these may be “incompatible with the notion of a single dominant pedagogy for the profession of teaching” (p258). This implies that the variables impacting upon meta-pedagogical practice override any notion of core knowledge or cultural principles. However, there appears to be

general consensus within the literature that it will be difficult to move teacher education forward in the absence of an agreed and shared pedagogy (Kosnik 2007, Loughran 2006), which would support the rationale for this study.

A professional knowledge base of meta-teaching might need to frame teaching as a discipline in its own right (Bullock 2009), which could then be “elaborated and shared” to help teacher educators develop and improve the quality of teacher education (Berry 2009:316). This would also countermand the widely-held perception, identified by Labaree (2004), that teacher educators “are seen as simply teaching prospective teachers to teach what everyone already knows” (p58). If teaching is accepted as a discipline, then “the notion of a pedagogy of teacher education emerges as a way of making tangible, through both language and practice, the skills and expertise of teaching teaching” (Loughran 2009:199). Labaree’s (2000) observation that “there is no form of professional practice that is more demanding [than teaching], except, perhaps, teacher education” (p231) is reflected in Loughran’s (2006) argument that, as teaching is complex and problematic, the teaching of teaching must also be complex as well as highly skilled; therefore, teacher educators need to be scholars of that field. If the content (as well as the process) of teacher education is teaching, they should be “expert pedagogues with sophisticated knowledge and skills of teaching teaching” (Loughran 2009:199). From the literature currently available, there may be a gap between Loughran’s vision and what appears to be the case generally. The complexities of teaching are perhaps recognised by teachers and others; however, the compounded complexities of teaching teaching appear not to be well understood, either by teacher educators themselves (most evidently, by new teacher educators), or more widely.

Thus, the lack of an acknowledged knowledge base which would provide a foundation upon which teacher educators could ground their meta-pedagogical practice means that, although they may ostensibly be doing the ‘right thing’, they may not know or appreciate the reasons why. The personal, cultural, social and political variables are likely therefore to impact upon individual teacher educators’ practice to a greater degree than might otherwise be the case. This study aims to uncover the participants’ justifications for their meta-pedagogical practice, and whether they acknowledge the existence of any core knowledge base.

2.3.2 The layered nature of ITE pedagogy

One of the inherent causes of complexity of ITE pedagogy lies within the notion of ‘layers’, reflected in this study in the choice of the terms ‘meta-teaching’ (teaching about teaching) and ‘meta-pedagogy’ (how teaching about teaching is enacted). This is represented in the following diagram, which demonstrates the different layers of knowledge required.

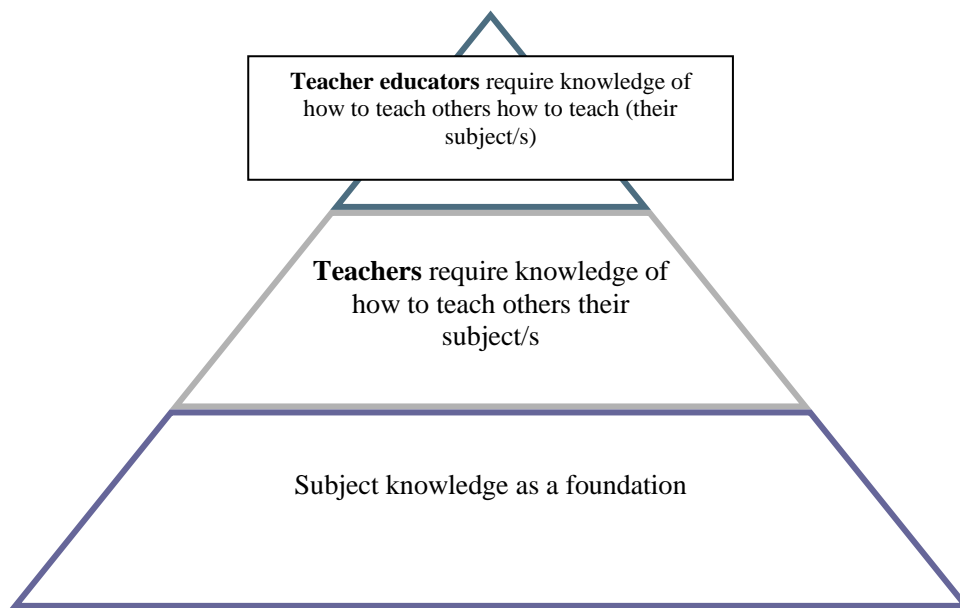


Figure 1: Layers of knowledge for teacher educators (adapted from Field 2012:823)

This means there are “different levels of objective” within teaching practice (Boyd & Harris 2010:17), which Berry (2009) refers to as “the ‘complex dual role’ that teacher educators play as models of teaching as well as teaching their students about teaching” (p307). It is this, Korthagen et al (2005) suggest, which differentiates teacher educators from other professionals:

the teacher education profession is unique, differing from, say, doctors who teach medicine. During their teaching, doctors do not serve as role models for the actual practice of the profession, i.e. they do not treat their students. Teacher educators, conversely, whether intentionally or not, teach their students as well as teach about teaching. (p111)

This not only separates teacher education from the professions of law, medicine, and so on, but could be seen as the distinctive feature which also separates it from school teaching, in that teacher educators must reflect on their own teaching whilst also teaching student teachers to reflect, and should also be “role models and explain the pedagogical and didactical choices they make” (Loughran & Korthagen 2003:42). Similarly, Berry (2009) identifies reflection as carrying a dual purpose for teacher educators, as “it is both personally relevant, as a means of gaining insight into experience, and a capacity to be developed in student teachers” (p308). So, whilst teachers may be expected to reflect daily on their practice, for teacher educators this is doubly significant (Lunenberg & Korthagen 2003).

The consequent “complex and conflicting pedagogical...dilemmas” and “competing pedagogical demands” (Berry 2009:312) generate challenges as well as potential opportunities for the teacher educator’s pedagogical practice. Russell (1997) refers to this as follows:

becoming a teacher educator (or teacher of teachers) has the potential (not always realized) to generate a second level of thought about teaching, one that focuses not on content but on how we teach... This new perspective constitutes making the '*pedagogical turn*', thinking long and hard about how we teach and the messages conveyed by how we teach... I have come to believe that learning to teach is far more complex than we have ever acknowledged. (p44)

Reflecting these compounded difficulties of teaching teaching (Loughran 2006, Labaree 2000), Berry (2009) acknowledges the "messy and unpredictable nature of teaching", which necessitates "within the moment" informed reactions, but suggests that meta-teaching is yet more demanding:

the nature of teaching about teaching demands even more sophisticated understandings of practice...since the teacher educator is required to both recognise and productively manage this complexity within her own practice while, at the same time, support new teachers to do the same in theirs. (p306)

She acknowledges that this presents teacher educators with another pedagogical dilemma; they need to represent the 'problematic nature of teaching' so that students can recognise and begin to manage these complexities, whilst "(m)uch of what comprises the problematic is not easily seen or understood since it lies beneath the apparently smooth surface of teaching" (p306). The image of a swan comes to mind here; as Loughran & Russell (2007:218) note, "teaching just looks easy, and good teaching looks even easier". This might suggest to student teachers that a meta-pedagogy based simply upon sharing tips and tricks about practice (Loughran 2009) may indeed be all that is required. However, Korthagen et al (2006) observe that

(t)eacher education practices that support the search for "the recipe" for how to teach or that make it appear as though teaching is simple and unproblematic reduce the impact of the conflicting demands associated with learning to teach. (p1027)

There is an added dimension to this: the dual role of the student teacher, which needs to be acknowledged and encompassed within the teacher educator's pedagogical practice. In referring to "the complex process of student teachers' learning", Bronkhorst et al (2011)⁴ suggest that:

This complexity results from the fact that student teachers are also learning to learn, as this learning differs vastly from the studying they were used to before. Essentially, they are learning to teach while learning to learn and develop as a teacher. Current models of how learning environments and teaching influence the nature of learning...do not take this added complexity into account. (pp1128-9)

This complicated process involves "learning about the specific content being taught, learning about learning and learning about teaching" (Loughran 2006:5), resulting in "continuously conflicting and

⁴ As a pedagogical intervention to foster 'deliberate learning', Bronkhorst *et al* (2011) also advocate that teacher educators "teach about learning to teach" (p1126) which suggests yet another layer, and the spectre of *meta-meta-teaching*.

competing demands” (Korthagen et al 2006:1025). The knowledge needed for learning to teach can be seen to include the following:

personal knowledge and interpretation of experience, tacit knowledge, process knowledge, propositional knowledge, theoretical knowledge of learning and teaching children, and subject content and pedagogical knowledge. (Taylor 2008:68)

Whilst it may be that “(u)nderstanding learning about teaching from a student’s perspective....is important in shaping a pedagogy of teacher education” (Loughran 2006:102), it appears that student teachers’ own expectations of learning to teach may resemble new teacher educators’ understandings, as reflected in the studies by Boyd & Harris (2010), Field (2012) and McKeon & Harrison (2010). It would appear that they may “commonly enter their teacher education with a view of teaching as simple and transmissive”, believing that teaching involves “the uncomplicated act of telling students what to learn” (Berry 2004:1302). This runs counter to the complex nature of learning to teach as outlined above.

It would appear that, unless the notion of layers within ITE pedagogy is acknowledged and embraced within teacher educators’ practice, student teachers’ experiences and understandings of ‘learning teaching’ (Lampert 2010) may be severely restricted. The literature points to these inherent complexities and associated considerations, but this study aims to uncover how they play out in teacher educators’ practice, by teasing out the extent to which they are acknowledged, and their impact in the university classroom.

2.3.3 The uncertain nature of ITE pedagogy

In acknowledging ‘the problematic nature of teaching’, Loughran (2009) is referring to the world of teaching – and by inference of teacher education – as “a world of...uncertainty” (p201), reflected in Cassidy & Tinning’s (2004) suggestion that “certainty is not an option within teacher education” (p187). Shulman (2005) talks of “pedagogies of uncertainty” (p13) in teacher education, and about the difficulties of preparing professionals for uncertain work (Wilson 2004:6). The uncertainty can be identified as a paradox in the scholarship of teaching:

one has to engage in knowledgeable, thoughtful and purposeful action in order to achieve as good as possible predefined goals, yet at the same time this committed and purposeful action allows things to happen, events to literally take place, educationally meaningful experiences to appear for students. (Kelchtermans 2009:267)

This makes the task of the teacher educator – and the pedagogical choices they make – yet more complex. The study by Cassidy and Tinning (2004) found that, despite “the modernist desire for certainty and for getting things “right”” (p187), there was “considerable “slippage” between the

teacher educator's critical pedagogy inspired intentions and what was understood by the student-teachers" (p175). This reflects Kelchtermans' (2005) observation that:

In spite of thoughtful planning and purposeful skilled action..., the "pedagogical" relationship can never be fully controlled, nor can one be sure that one's actions will convey the meaning they were intended to have for the students. (p998)

This uncertainty poses another challenge for the teacher educator, although it is not clear within the literature whether it is recognised as such by the teacher educators themselves. Whether or not the subjects of this study acknowledge this aspect of the nature of meta-pedagogical practice, and the perceived impact, may shed new light on this.

2.3.4 The transition from school teacher to teacher educator

Contrary to widely-held tacit assumptions (Korthagen et al 2005, Swennen et al 2008), research tends to show that the transition from school teacher to teacher educator is not an easy one (Ducharme 1993, Murray & Male 2005, Loughran 2006). Not only would this appear to include the development of pedagogical practices, these are perhaps key to the 'trials of transition' (Field 2012). Berry (2009) and Bullock (2009) both report on the difficulties in adapting to the new (meta-)pedagogy; the first commenting that "the professional knowledge I had developed in my former role as a high school teacher was limited in terms of enacting a pedagogy of teacher education" (p310), and the latter admitting that his "knowledge of teaching physics to secondary school students did not translate into knowledge of teaching future teachers" (p302). Mueller (2003) identifies this as an, often unanticipated, tension between first and second order practice.

In my previous study, I describe this professional journey as "fraught with difficulty", and suggest that teacher educators "may inevitably default to an impoverished pedagogical model in the early stages of their practice" (Field 2012:811). This apparently counter-intuitive finding is linked to the, often unexpected, differing demands of teaching about teaching – or meta-teaching (Berry 2009, Bullock 2009, Mueller 2003). The challenges involve "learning how to understand, effectively use and develop knowledge of practice in ways that can support student teachers' learning about teaching" (Berry 2009:306). This not only means that teacher educators have to learn new pedagogical knowledge and practice, but also unlearn well-rooted ideas, beliefs and practices (Cochran-Smith 2003) and re-examine prior assumptions about teaching and learning (Bullock 2009) – and all this whilst also struggling with other obligations linked to their new role (Bullock & Ritter 2010).

So, not only does the transition require deconstructing prior knowledge and experience, it also involves acquiring new knowledge and understandings, which Hobson et al (2006) refer to as "the

additional knowledge base that differentiates school teachers from teachers of teachers” (p61). They link this specifically to meta-pedagogy:

The pedagogical demands **for teachers of student teachers**...are many and are significantly different from those needed by teachers of pupils...in schools... It follows that programme personnel cannot rely solely on practices learnt as school teachers. (p58) (emphasis in original)

It would therefore appear that there is a difference between being a good teacher and being a good teacher educator (Korthagen et al 2005, Nicol 1997), and, as Loughran (2006) suggests, teacher educators require “an understanding of teaching that goes beyond being a good teacher” (p14). This is a key part of the conceptual framework for this study. The expertise of meta-teaching comprises a “complex interplay of skills, knowledge, and attitudes” (Korthagen et al 2005:110). Further elaboration of the areas in which teacher educators need to expand their knowledge of pedagogy is provided by Swennen, Volman & van Essen (2008, cited in Berry 2009:306):

The knowledge required by teacher educators is also, in many ways, far more extensive than that required of schoolteachers, since teacher educators must know not only about their subject discipline, school aged learners and schooling, but also about how student teachers learn and develop and strategies for assisting student teachers in the processes of their professional growth.

However, in the move from first to second order practitioners, it appears that new teacher educators may not always be cognisant of a need to develop “extended pedagogical skills” (McKeon & Harrison 2010:26), as this participant’s response in my previous study illustrates:

I think I overestimated how much I needed to upgrade that pedagogy (school teaching), because when it came down to it, it was mainly experience and common sense transferred into a different situation. (Field 2012:820)

Despite the ‘vast difference’ between teaching and meta-teaching (Bronkhorst et al 2011:1128), research indicates that new teacher educators often attempt to simply transfer school-based pedagogy to the new context (Boyd & Harris 2010, Field 2012, McKeon and Harrison 2010). Although there is evidence from these studies that teacher educators are able to transfer successfully certain (practical) skills and knowledge from the school classroom, it is also suggested in my previous study that the emerging pedagogy for ITE “seems to be predicated on a simplistic notion of providing a diet of ‘tips for teachers’, rather than on an exploration of how students may learn to become teachers” (Field 2012:817) (emphasis in original). This is reflected in Kosnik’s (2007) comment that her practice as a new teacher educator was to “give the student teachers an endless stream of practical resources, tips, strategies, and materials” (p17). This would run counter to Lunenberg & Korthagen’s (2009) observation that “(i)nduction into the profession should indeed be more than learning some tricks from a veteran teacher” (p233), and suggests that (new) teacher educators are not necessarily recognising ‘teaching and learning’ as process and content. Loughran (2006) observes that avoiding a

meta-pedagogy of ‘tips and tricks’ requires teacher educators and students to pay attention to the subject matter and the manner in which it is taught, with both being “overtly....embraced in a pedagogy of teacher education” (p11).

It is this observation which highlights the main reason why the school teacher’s practice cannot simply be ‘transplanted’ into the ITE context; rather than teaching national curriculum subjects, such as mathematics or science, the curricular content in teacher education is pedagogy (Loughran & Russell 2009). This positions the teacher educator initially as the “expert become novice” (Murray 2006:3), which may be a painful learning experience for those new to the role. Consequently, Williams and Ritter (2010) explore self-study as a way of helping to construct new professional identities, within the context of tensions inherent in being ‘expert’ teachers and ‘novice’ teacher educators. As Wood & Borg (2010) observe:

Conflict arises when the teacher educator begins to recognise that first-order practice is not sufficient for teaching students about teaching, and that one now needs to include the practices and discourses of both school teaching and teacher education. (p19)

They suggest that this separates the role of the teacher educator from other lecturers in HEIs, “in that the two elements of disciplinary knowledge (knowledge about teaching) and pedagogical knowledge (teaching about teaching) are not easily separated” (p20). This is also reflected in the following statement attributed to Loughran (2006, 2008, cited in Ure 2010:467): “an effective pedagogy for teacher education should establish links between the knowledge about learning and teaching and the practical knowledge of (doing) learning and teaching”.

So, whilst received wisdom suggests that the transition from teacher to teacher educator should be fairly natural and relatively unproblematic, the literature suggests that this is anything but the case. Indeed, in the same way as culture shock can be most severe when it is unexpected (British Council 2007), it is possible that new teacher educators experience ‘transition shock’ particularly acutely, as they too anticipate more similarities. However, if and when they acknowledge any differences between pedagogy and meta-pedagogy remains a contested issue. This study aims to explore this, and to look at how teacher educators extend their practice beyond transition, drawing on first order pedagogy to develop a pedagogy of ITE.

2.3.5 Developing meta-pedagogical practice

There appears to be some discrepancy regarding the length of time required for new teacher educators to become established in the ITE context, and to develop their own pedagogy of teaching teaching, ranging from two to ten years. Murray & Male (2005) suggest it takes between two and three years to create the new professional identity; that new teacher educators focus on survival in their first year,

and may not begin to focus on student learning until their third year in the role⁵. Bullock & Ritter (2010) argue that it takes three years to establish the teacher educator identity, which involves becoming research active and developing pedagogies; they also comment that the pressure of this “can compel teacher educators to shift their focus away from teaching” (p45). Similarly, McKeon & Harrison’s (2010) study of ‘beginning teacher educators’ is of their first three years in post; they report a shift in their participants’ second and third years in an HEI from teacher educator-directed to student-teacher-led learning, and a “greater clarity about pedagogy and a deepening perception of the breadth of benefit of the learning process and of their own role as agent of change”⁶ (pp34-5). My previous study (Field 2012) also considered ‘transition’ as the first three years as a teacher educator. The ‘new teacher education lecturers’ in Boyd & Harris’ (2010) study were within four years of their appointment to HE. Lunenberg et al (2007) classify their participants as either ‘beginners’ or ‘experienced’ – the latter having a minimum of five years’ experience (p594). However, in their study involving the pedagogy of ‘expert teacher educators’, Bronkhorst et al (2011) explain that they “sought experts with at least ten years of experience as a teacher educator, as this length of experience is generally considered a prerequisite for expertise” (p1122).

This may suggest that teacher educators with between three and five years’ experience have developed a meta-pedagogy (albeit perhaps not yet as ‘experts’), even though the literature indicates that this may be on an individual basis, and not shared with other practitioners. It is possible, therefore, that each of them may hold a different meta-pedagogy. Certainly, in their transition from teacher to teacher educator, it is not clear how they learn to teach others to teach (Cameron & Baker 2004, Cochran-Smith 2003). The literature reveals that there is a lack of formal training for new teacher educators (Martin & Russell 2009, Mueller 2003, Shagrir 2010), as well as of ongoing support (Berry 2009, Cochran-Smith 2003). The professional development of teacher educators is recognised within the literature as an important, but often overlooked, issue (Hobson et al 2006, Korthagen 2010a, Loughran 2006, Loughran 2007a, Lunenberg & Korthagen 2003, Swennen et al 2008). As Cochran-Smith (2003) observes,

there has been little attention to development of a curriculum for educating teacher educators, or to local and larger policies that might support the development of what teacher educators need to know and do in order to meet the complex demands of preparing teachers for the 21st century. (p5)

⁵ This also reflects Lampert’s (2010) reference to “evidence that *teachers* do become more effective with 2 years of experience” (p27) (my emphasis). However, as NQTs, they will already have shifted their focus from teaching to learning (within nine months if on the PGCE), to have been awarded Qualified Teacher Status (QTS).

⁶ This occurred as part of their looking to understand the ‘learning to teach’ process – as distinct, it could be argued, from the ‘teaching to learn’ process with which they were familiar in school. Making reference to Loughran (2006), the authors suggest it may also reflect a move towards their “self-perception as a teacher educator with expertise about teaching”, rather than as “a teacher involved with teacher preparation” (p36).

From the literature, the content of this ‘curriculum’ is unclear, how long it takes to assimilate it is contested, and how it is learnt and applied is unknown. Whilst a knowledge gap is acknowledged, it is not clear how, when and why teacher educators develop specifically their meta-pedagogical practice, and this was one of the drivers for this study. Whilst there are emerging views on what the ‘end product’ is/should be in terms of practice, this study is focusing on identifying a perceived content and process.

2.3.6 The impact of the ‘apprenticeship of observation’

The notion that student teachers – in common perhaps with the general public (Bullock 2009, Labaree 2000) – may have unrealistic expectations and beliefs about learning to teach (Labaree 2004) can in part be attributed to the fact that “they have had extensive exposure to approaches to teaching and learning that have subconsciously shaped their thinking based on what Lortie...described as the ‘apprenticeship of observation’” (Loughran 2006:105). As acknowledged previously, ‘the smooth surface’ of good teaching does not reveal the problematic nature of what lies beneath, about which pupils/students would not have been aware – and the better the teaching, the easier (or ‘smoother’) it appears. Bullock (2009) identifies this as a major problem for students learning to teach as well as teacher educators learning to teach teachers:

Students experience teachers’ lessons without the opportunity to talk about the reasons for enacting particular pedagogies. As Lortie...notes, students ‘are not pressed to place the teacher’s actions in a pedagogically oriented framework’... The tacit messages gained from apprenticeships of observation contribute to common conceptions of learning to teach, and hence create expectations for teacher education programs. (p292)

The apprenticeship of observation is also acknowledged by Darling-Hammond (2006, cited in Bronkhorst et al 2011:1120) as one of the three challenges unique to teacher education (the other two being “the problem of enactment and the complexity of teaching”). A priority for student teachers therefore, according to Fisher et al (2010), is the need to “critically and objectively evaluate and understand their own internalized belief systems regarding the nature of learning that most likely have been acquired during their own schooling”, which may have been driven by “more traditional forms of pedagogy” (p94). For example, with reference to the Hong Kong education system, Hau-Fai Law et al (2007) also refer to student teachers’ school experiences as being in the context of “a highly didactic teaching and passive learning paradigm” (p258).

Loughran (2009) reminds us that what also needs to be acknowledged is that “school students become the politicians, bureaucrats, policymakers, teachers, academics, and teacher educators of tomorrow” (p191) (my emphasis). It is suggested by Martin & Russell (2009) that the apprenticeship of observation “is as apparent in the actions of teacher educators as it is apparent in the actions of those

learning to teach” (p322). Its impact on new teacher educators, as well as on student teachers, may be underestimated, as:

If knowledge of teaching is acquired in an undisciplined way based largely on imagining what a teacher might be thinking, then knowledge of teaching teachers might be understood simply as a matter of transferring the knowledge gained from the school context to the university context. (Bullock 2009:297)

In addition to their own experience at school, as teachers as well as pupils, teacher educators have had their own apprenticeship of observation as ‘receivers’ of ITE (Hobson et al 2006), which is likely to have impacted upon their thinking about learning, and specifically about learning to teach. One of the participants in my previous study explained that he “had modelled his teaching on his own PGCE tutors” (Field 2012:820). However, Bullock (2009) reflects that his own experiences as a student teacher were no more effective a preparation for being a teacher educator than being a pupil had prepared him for being a teacher, and even that both of these two apprenticeships of observation constricted his “view of what a good teacher educator should be able to do” (p298). This not only illustrates the folly of trying to build practice on assumptions, but also relates to the notion of needing to adapt according to the times.

It should perhaps also be acknowledged that modelling the practice of others who are ‘one step ahead’ (e.g. novice to experienced teacher educator), and acquiring ‘tips and tricks’ by having been a first order practitioner, are ways of expanding meta-pedagogical practice, but in themselves are clearly not sufficient. This is because there is no consideration of ‘why’, nor of specific conditions which may prohibit transferability.

2.3.7 Teachers’ tacit knowledge

Despite the impact of apprenticeships of observation on understandings of pedagogy, Loughran (2010) observes that “many of the things that we experience as learners seem to be forgotten somehow when we assume the role of teacher” (p60). This opens up the possibility that many of the things that we experience as teachers also seem to be forgotten somehow when we assume the role of teacher educator. This reflects back to Cochran-Smith’s (2003) assertion that new teacher educators need to unlearn and re-learn what may be fossilised pedagogical knowledge and practices, although Berry (2009) also emphasises the importance of knowledge gained through prior experience as a school teacher in developing practice in teacher education:

being able to examine and articulate personal understandings of pedagogy developed through experience is important for teacher educators in building their professional knowledge of practice and developing meaningful ways of supporting the learning and development of their student teachers. (p308)

Whilst teachers' professional knowledge and teaching skills may constitute "an essential starting point" (Loughran 1997:3) for second order practice, these are widely acknowledged as largely tacit, and based on implicit theories and personal experience (Loughran 2007a, McKeon & Harrison 2010). Teachers are not accustomed to articulating what this knowledge is and how they know it (Shulman 1987). Therefore, although Loughran (2006) tells us that "(t)he often tacit knowledge of teaching needs to be made explicit in order to enhance teaching about teaching" (p9), teacher educators, as former teachers, may not consciously 'know what they know', and are likely to lack the experience of communicating this to others (Berry 2009).

This suggests that teacher educators may not feel enabled or empowered to do as Loughran promotes, and he may not be articulating what is the case for all or even most of them. Whilst he presents self-study as a means for developing meta-pedagogical practice, not all teacher educators involve themselves in this form of research, which begs the question of how others may progress. This will be explored within the study.

2.3.8 Implications

So, in problematising ITE pedagogy, it is clear there are elements emerging which must form part of the conceptual framework for this study, helping to frame the questions as well as in codifying the data. It can be seen as inevitable that these complexities will, to a greater or lesser degree, impact upon and influence the development of a pedagogy of ITE for individual – and potentially, the wider body of – teacher educators, as Figure 2 (below) illustrates.

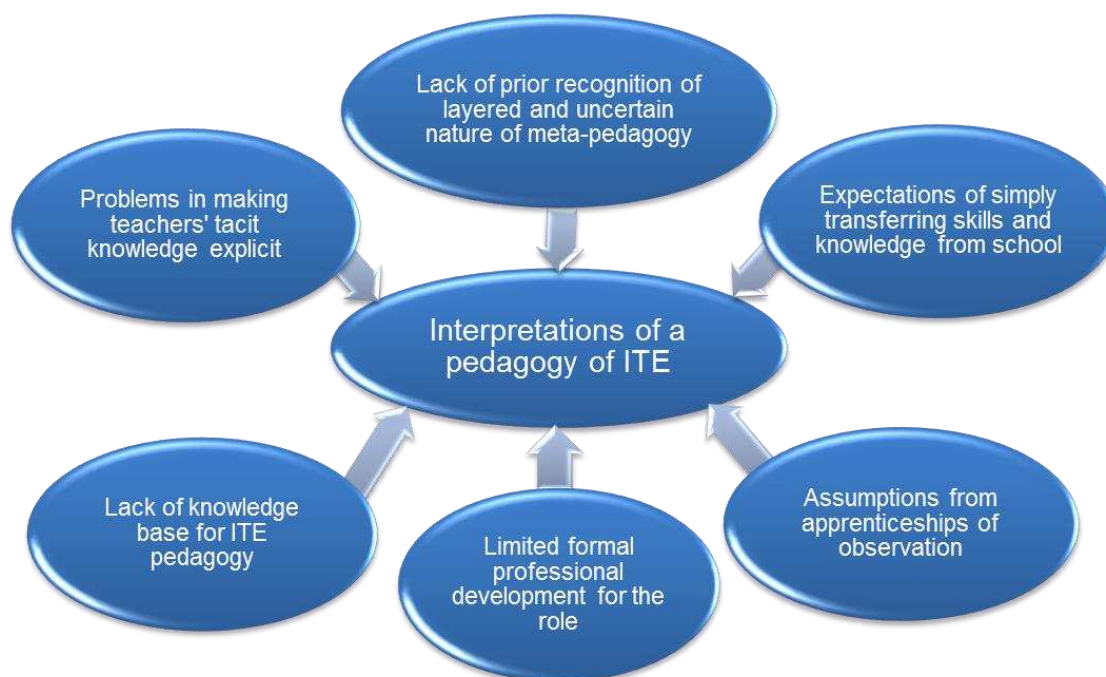


Figure 2. Issues impacting upon how teacher educators may interpret a pedagogy of ITE

The implication is that these issues, as revealed through the literature search and explored in detail above, result in teacher educators starting their new career ‘on the back foot’, and may have the potential to undermine efforts to develop common understandings of effective practice in ITE pedagogy. Whilst there are some elements and models upon which there is some agreement, and which are explored in Sections 2.4 and 2.5, it would appear that if, how, why and when teacher educators move from the situation they are likely to find themselves in (as illustrated above) is relatively undocumented. As this is the focus of this study, the research can be seen to plug a gap as revealed by the literature review.

2.3.9 A Bourdieusian perspective

Some of the elements in Figure 2 (above) relate to practice, some to the scope determined by policy and expectations, and some to the perceived freedom enjoyed by self-labelled experts. These relate to how Bourdieu organises and categorises social/professional knowledge. Overwhelmingly, the literature review suggests that – for a variety of reasons – school teachers transferring to the role of teacher educators in a university setting often attempt to transfer their way of working, including their pedagogical practices, to the new environment. This transition from teacher to teacher educator could also be explored from a Bourdieusian perspective, in terms of field (social structure – in this case, university-based ITE⁷), habitus (knowledge, understanding, values and dispositions, which generate practices), and cultural capital (credentials that symbolise competence and authority). Webb et al (2002) suggest that

[Bourdieu’s] concepts of habitus, field and capital...constitute what is arguably the most significant and successful attempt to make sense of the relationship between objective social structures (institutions, discourses, fields, ideologies) and everyday practices (what people do, and why they do it). (p1)

It is possible to use these concepts to explore how both individual and institutional habitus influence the way in which ITE pedagogy is enacted by the teacher educators.

In their previous field, as experienced and – typically – successful school teachers, those making the transition are likely to have enjoyed ‘a feel for the game’ (see, for example, Nash 1999, Webb et al 2002), and a sense of being “like a fish in water” (Bourdieu & Wacquant 1992, quoted in Reay 2004:436). Their professional identity would have been “based on an assumption of standing in the field” (Grenfell 2007:127) (*italics in original*). As such, they will bring rich cultural capital, as well as

⁷ Both university-based ITE and school could also be viewed as sub-fields (Fenge 2011, Hart 2013) existing within the larger field of education. This would highlight the close relationship between them. However, they can be perceived as fields in their own right, as Thomson (2008) suggests in his reference to “(t)he field of power, the field of higher education, the discipline as a field, the university as a field and the department or school as a field” (p79).

“deeply rooted dispositions and assumptions” (Green 2012:396), or habitus, linked to the field of the school. The latter would include their pedagogical practice, which could be seen as the ‘taken-for-granted’ in Reay’s (1995) following observation:

Habitus is a way of looking at data which renders the ‘taken-for-granted’ problematic. It suggests a whole range of questions not necessarily addressed in empirical research; How well adapted is the individual to the context they find themselves in? How does personal history shape their responses (sic) to the contemporary setting? What subjective vocations do they bring to the present and how are they manifested? (p369)

Whilst new teacher educators may expect to be able to transfer their pedagogical and other skills and knowledge directly from school, “disjunctures between habitus and field” may occur as they enter the world of HE; these are most likely “when individuals with a well-developed habitus find themselves in different fields or different parts of the same social field” (Reay 2004:438). Whilst this may ultimately generate transformation, the more immediate resulting destabilising effects could cause them to fall back on the cultural capital gained as school pedagogical practitioners. This may not be a conscious choice, as habitus is defined as “the partly unconscious ‘taking in’ of rules, values and dispositions” (Webb et al 2002:36), operating “below the level of calculation and consciousness” (Hart 2013:50), and also implying “habit, or unthinking-ness in actions” (Grenfell & James 1998:14). It operates at a conscious level only when an individual is placed in situations which create self-questioning, and subsequently “develops new facets of the self” (Reay 2004:438). For this reason, habitus can be seen to be “in a process of ongoing change throughout our lives” (Fenge 2011:381). Nash (1999) suggests that “while being the product of early experience, it is subject to the transformations brought about by subsequent experiences” (p176). One of the “conditions of existence” (Hart 2013) which influence its formation would include the field in which one works.

As the new field becomes more familiar, the teacher educator may seek ways of establishing credibility and “cultural validation” (Green 2012:396) – through the acquisition of cultural capital. As Mahar et al (1990) note,

The field is...a partially autonomous field of forces, but also a field of struggle for positions within it... Positions are determined by the allocation of specific capital to actors who are thus located in the field. (p8)

As their position within the field changes, “the dispositions which constitute the habitus” (Mahar et al 1990:11) also change. So too, as a teacher educator’s repertoire of pedagogical practices expands, the practices could be expected to change. Both the habitus and the field are always in a state of flux, and each impacts upon the other: Grenfell & James (1998) comment that

the field structures the habitus, which is the product of the embodiment of immanent necessity of a field (or of a hierarchically intersecting sets of fields)...[and] habitus

contributes to constituting the field as a meaningful world, a world endowed with sense and with value, in which it is worth investing one's practice. (p16)

Within the field, "certain discourses and activities" are produced and authorised (Webb et al 2002:44), as "dominant and subordinate groups struggle for control over resources" (Bourdieu & Wacquant 1992, cited by Fenge 2011:378). Cultural capital in university-based ITE may thus be acquired through self-confidence and professional profile. This is not to say that all teacher educators will arrive at the same point, as habitus is affected by a multitude of other forces. Most importantly, the body of teacher educators need to have confidence in and be respected for an established and accepted body of knowledge, some of which needs to be flexible, as it will be personally constructed.

One explicit aim of this research is to identify where a number of teacher educators are situated in terms of developing their meta-pedagogical practice from the replication of a habitus which appeared successful to them in their former field, to a new way of working, appropriate to the new field in which they work, and which can warrant them cultural capital. Habitus can be used as "a tool for exploring the assumptions and dispositions that influenced, regulated and informed the participation of the actor in an alternate cultural setting" (Green 2012:399). An examination of professional practice is complex in itself. The researcher experiences an holistic impression, where complex elements interact in a social setting. Bourdieu's concepts enable the close and analytical examination of the elements, without treating them in isolation of each other. My research will enable me to identify pedagogical practices (habitus) that teacher educators fall back on and also develop.

To uncover these practices, it is possible to use these Bourdieusian principles as the basis for analysing the data and evidence. 'Habitus' can be seen to include the participants' meta-pedagogical practice and what underpins it; 'field' would include the policy and discourse of university-based ITE; and 'cultural capital' reflects the confidence with which approaches are justified and explained. The model could be to:

1. Ascertain whether the habitus of teacher educators of differing levels of experience 'fits' the new field in which they work
2. Identify the extent to which the teacher educators recognise the habitus of the new field of work
3. Explore how individuals' habitus expands to fit this new field
4. Consider whether expansion of habitus into the new field leads to increased cultural capital, both as individuals, and for the body of teacher educators as a whole.

So, Bourdieu provides a way to study the issues, and of developing the conceptual framework for analysis of evidence and data collected through observation and deconstruction of practice.

2.4 Significant elements of ITE pedagogy

This section scrutinises common practices used in ITE to see how they are relevant, how they could be relevant, and how teacher educators fall short of making them relevant.

2.4.1 Theory and practice in teacher education

How to reconcile the perceived gap between theory and practice is recognised as a core problem in teacher education (Grossman et al 2009, Ure 2010), and portrayed by Fullan (1991, quoted in Segall 2001:225) as “a desirable, if elusive, goal”. In England as elsewhere in the world, student teachers have been required to spend progressively more time in school on teaching ‘practice’ (or practicum) during their pre-service programmes (Lunenberg & Korthagen 2009), reflecting the ‘turn to the practical’ as explored in Section 1.4. In light of Lampert’s (2010) observation that “(p)robably the most common way in which the word practice is used in relation to the learning of teaching is to contrast it with theory or research” (p23), it is perhaps not surprising that school-based teaching placements on traditional programmes are seen as opportunities to apply theories which have been taught in the university sessions (Korthagen et al 2006:1021). Research indicates that courses where “theory is presented without much connection to practice” (Korthagen et al 2005:107) appear to have little impact on student teachers’ teaching:

This is what Clandinin...calls “the sacred theory-practice story”: teacher education conceived as the translation of theory on good teaching into practice. However, many studies have shown that the transfer of theory to practice is meager or even non-existent. (Korthagen 2001:2)

Traditional teacher education may be based upon a training model whereby the theory, methods and skills (‘propositional knowledge’) are provided by the university, the school provides the setting to practise that knowledge, with the student teacher providing the effort to apply it (Korthagen 2010a). However, Mueller (2003) refers to the issue of finding “a balance between the practical and the theoretical” (p81) as a teacher educator. For the student teacher, according to Carter (1990, quoted in Edwards 1995:597), learning to teach involves “translating knowledge from one form to another, from propositional to procedural”. Propositional knowledge, or episteme, is contrasted here with phronesis⁸.

The impact of the theory/practice divide upon course design and pedagogy is acknowledged by Grossman et al (2009):

⁸ Whilst Korthagen *et al* (2001, cited in Loughran 2006:64) identify these two forms of knowledge within teacher education, based on the work of Aristotle and Plato, Lunenberg & Korthagen (2009) have since reconceptualised these as three kinds of knowledge – practical wisdom, theory and experience – reflecting the increased emphasis on school-based practicum in ITE.

Though scholars of teacher education periodically revise the relationship between theory and practice, teacher education programs struggle to redesign programmatic structures and pedagogy to acknowledge and build on the integrated nature of theory and practice as well as the potentially deep interplay between coursework and field placements. (p276)

There is a view that regular alternation of university and school may help student teachers to integrate theory and practice (Bronkhorst et al 2011, Korthagen et al 2006), with the essential tool for linking the two acknowledged as reflection. Notwithstanding McIntyre's (1993, cited in Edwards 1995:600) observation that "there is a dearth of evidence to suggest that, in the U.K. at least, reflection on practice in initial teacher education is an opportunity to connect any form of pedagogical theory with practice", teaching can therefore be viewed as a process of teachers putting received knowledge into practice, through implementation, translation, use or adaptation of what has been learnt of the knowledge base (Cochran-Smith & Lytle 1999). Whilst Cheng et al (2012) comment that teacher educators' "modelling, pedagogical practices and field supervision are...crucial factors to support student teachers' making sense of theoretical knowledge in their professional learning" (p783), van Huizen et al (2005) propose that "any theory a teacher-education programme presents to trainees will only be used by them as far as it becomes part of a personal working conception guiding their practice as teachers" (p269). Korthagen (2010b) contends that "(s)tudent teacher learning does not simply result from teaching them valuable educational theories" (p99), but also suggests that there are teacher educators who believe that the theories they present in lectures will really impact upon practice in the long term (Korthagen 2001).

The distinction between episteme and phronesis is an important one to draw here, although Kessels & Korthagen (1996) suggest that this is "still unclear and continues to be a major cause of ineffective approaches to teacher education" (p18). Within the literature, episteme and phronesis are contrasted variously as presented in the following table:

Episteme	Phronesis	Source
expert knowledge	practical wisdom	Loughran & Berry (2005)
related to generalisability and abstract terms	linked to specific as well as complex and ambiguous situations	
"Theory with a capital T" "understanding a situation"	"theory with a small t" "how to act in the situation"	Korthagen (2001:8)
	personally relevant and linked to concrete contexts	
conceptual knowledge	perceptual knowledge	Kessels & Korthagen (1996)
"formal knowledge"	"the conventional wisdom of common practice, which some have referred to as natural, intuitive, or normative"	Cochran-Smith & Lytle (1999:254-5)
theoretical/propositional	practical knowledge	Cheng et al (2012)

knowledge		
'knowing that'	'knowing how'	Martin & Russell (2009:325)
"traditional, scientifically derived...objective and timeless" knowledge	"developed through experience ...appropriate to the given situation"	Loughran (2006:8-9)

Table 1. Interpretations of episteme and phronesis

Whilst it is important to acknowledge, as Korthagen (2001) tells us, "that theory with a small t is not a reduction or simplification of formal academic knowledge, but fundamentally different in nature" (p8), it is episteme which is referred to by Cochran-Smith & Lytle (1999) as

the general theories and research-based findings on a wide range of foundational and applied topics that together constitute the basic domains of knowledge about teaching, widely referred to by educators as "the knowledge base". (p254)

The notion that teaching has a distinctive and unique formal knowledge base which needs to be mastered by practitioners, and "is not pedestrian or held by people generally", is central to the knowledge-for-practice approach to teacher education (Cochran-Smith & Lytle 1999:255). In contrast to this, the phronesis approach does not attempt "to bridge a gap between theory and practice":

To be able to develop this wider, perception-based type of knowledge in teacher education programs, what we need is not so much theories, articles, books, and other conceptual matters, but, first and foremost, concrete situations to be perceived, experiences to be had, persons to be met, plans to be exerted, and their consequences to be reflected upon. (Kessels & Korthagen 1996:21)

This accords with the view of a practical curriculum, or clinical practice, as proposed by Grossman (2009) and Segall (2001), amongst others (see Section 2.5). Buitink (2009) refers to 'practical theory', which "contains all the terms, notions, perceptions, opinions and convictions that the student teacher uses when preparing, delivering and evaluating teaching and when thinking about teaching" (p119). Interestingly, Loughran & Berry (2005) suggest that teacher educators also need to develop their understanding through phronesis (p199), as they themselves are confronted by the distinction between this and episteme:

The knowledge of teaching that the teacher educator has developed over time, and that may well be framed in the form of episteme, is not necessarily immediately helpful to their emerging problems of teaching about teaching. In many ways, just as the student of teaching needs to experience the tensions, dilemmas and problems of practice in order to learn through the accumulation of knowledge of practice, so too the teacher educator is confronted by a similar situation in learning through the accumulation of knowledge of teaching about teaching. (Loughran 2006:9)

The two extremes of episteme and phronesis are brought together by Cheng et al (2012) in talking of "theorising practical knowledge" and "practicalising theoretical knowledge" (p782) as a way of

developing teachers' expert knowledge; by this, they mean making tacit knowledge explicit, and interpreting formal knowledge through practice. This is referred to by Segall (2001) as "theory and practice...brought to operate with/on/against the other in learning to teach in order to make practice more theoretical and theory more practical" (p226).

Identifying reflection as "the vital instrument for making the connections between experience, theory, and practical wisdom", Lunenberg & Korthagen (2009) suggest that "promoting detailed reflection is essential to the development of practical wisdom" (pp235-6). Elsewhere, Korthagen (2010b) suggests:

we need a pedagogy of teacher education that combines fruitful practical experiences – i.e. experiences that help form the type of gestalts the teacher educator wishes to develop – with the subsequent promotion of reflection in student teachers aiming at the development of adequate schemata. (p103)

Building on his notion of 'realistic teacher education' (Korthagen 2001), this requires teacher educators to know and understand theory, and to be able to synthesise and present it, in order to enable student teachers to make these connections.

So, it would appear that teacher educators need to have a firm grasp of how theory relates to practice in order to promote student teacher learning. Teacher educators need to teach theory as well as enabling student teachers to theorise, and there is a place for episteme and phronesis in this process. Relating practice to theory through reflection is a learning process which student teachers need to undertake, but also one they should apply to their own learners. The study will explore how far this applies also to teacher educators, and how comfortable they feel with the notion of 'theory'.

2.4.2 Modelling

As already indicated, a central component of pedagogical practice in ITE is modelling, in which classroom routines and activities are modelled for student teachers (Grossman et al 2009). This is nothing new; as Lunenberg & Korthagen (2003) inform us, "the 'be like me' phenomenon" was first pointed out in an article by Egan in 1978, whereby "teacher educators regard themselves as role models" (p31). This also pertains to modelling teacher (as well as teaching) behaviours, such as professionalism and self-reflection; Hau-Fai Law et al (2007), for example, found that some of their participants "expressed a strong ethical position about their role as a model for student teachers" (p256). This may be instinctive on the part of the teacher educator, in the belief they need to model outstanding practice (Jarvis & White 2013). Although Korthagen et al (2005) and Lunenberg et al (2007) report that there is little recognition in the literature about this important feature of teaching

about teaching⁹, this has not been my own experience in conducting a literature search. Certainly, two recent studies of new teacher educators indicate the continued prevalence of this pedagogical method (Boyd & Harris 2010, McKeon & Harrison 2010), although the former also reports on the lack of consensus among their participants as to what modelling involves. Partly, this may be to do with the inherent complexities, to which I referred in my previous study as “the multi-layered issue of ‘modelling’ as espoused by Loughran & Berry...(teaching about teaching through teaching)” (Field 2012:814). Boyd & Harris (2010) provide further elaboration of the process of modelling in teacher education:

it is related to the layered nature of teacher education: it is complex because it includes teaching and learning about teaching and learning, and often the teacher educators referred to different levels of objective within their teaching practice. (pp16-7)

On the one hand, the notion of modelling appears simple, and relates to the idea of being a good model of the kind of teaching that is being promoted, reflecting slogans such as “walk your talk” (Swennen et al 2008:531), and ‘how I teach is the message’ (Russell 1997). All of the teacher educators in Lunenberg et al’s (2007) study felt it was important to “teach as they preach” (p594). Kelchtermans (2009) suggests that, whilst this principle relates to credibility (getting the student teachers to accept, ‘believe’ and understand), it also relates to empathy:

the principle also implies that for student teachers it is not only important to rationally see and understand the message that is conveyed, but also to personally experience what particular forms of teaching actually do to them as learners. The awareness and analysis of those experiences adds to their developing insights in the learning processes that take place in learners/students and thus enhances their skill of getting into their students’ skin while teaching (empathy), anticipating the possible impact of their teaching acts on learners. (p259)

Overall, modelling appears to be accepted as a ‘good thing’. Korthagen et al (2006) observe that teacher educators modelling the teaching and learning approaches advocated in their programme enhances the process of learning about teaching for the student teachers. Similarly, Hau-Fai Law et al (2007) suggest that “(e)clectic strategies are part of the content of teacher education and the modelling of them through authentic use is a powerful teaching method” (p257).

However, these accolades for implicit, or simplistic, modelling need to be considered in the light of evidence which suggests that it seems to have a low impact as a pedagogical intervention (Lunenberg et al 2007), and Swennen et al’s (2008) observation that student teachers may not learn from the

⁹ This could be because these, and other, researchers have a different vision of modelling from the implicit form which appears to be prevalent elsewhere in the literature; Loughran (2007), for example, states that he means “the term modelling to suggest that teacher educators’ practice should be seen as offering ways of seeing into teaching; not to be mimicked or copied “letter perfect”, but to be a case from which exploration, development, innovation and adaptation might be generated in different ways for different learners of teaching” (p8). This equates more to what is termed ‘explicit modelling’ within this study.

teacher educators' model behaviour "because they do not recognise it as such" (p531). Taking these reservations into account, the following comments from Buitink (2009), whilst referring to school-based teacher education, could equally relate to simplistic modelling practices on university programmes:

In the implicit learning process, teachers and student teachers learn how to teach without being conscious of it, let alone of how they mastered the skill...(T)his type of teacher education equates with the master-apprentice model, with all its attendant disadvantages. (p118)

Loughran (2006) also highlights the "misconception that modeling is a mock teaching demonstration or a tacit call for students of teaching to "teach like me"" (p95), which encourages a pedagogy of 'do as I do'. This conception was evident amongst the (new) teacher educators in my previous study, where I suggest that, on the contrary, teacher educators should be aware that

by modelling (good) teaching practice, their students will fail to understand teaching as problematic, which, MacKinnon...argues, avoids the 'experimenting and the inevitable "mistakes" and confusions that follow (which) are to be encouraged, discussed, viewed as departure points for growth'. This resonates with Loughran's...assertion that, although new teacher educators 'frame their professional identity through the lens of 'ex-schoolteacher'...teaching needs to be able to be taught not just demonstrated'. (Field 2012:823)

In this regard, one of the participants in McKeon & Harrison's (2010) study reports on challenging his students through presenting an incorrect model of teaching in order to create a cognitive conflict, and White (2011) also talks of identifying issues through deliberately modelling poor practice. This accords with Loughran & Berry's (2005) observation that modelling should consist of "(l)aying bare one's own pedagogical thoughts and actions for critique...to help student-teachers "see into practice" – all practice, not just the "good things we do"" (p200). Loughran (2006) elaborates on this notion thus:

Teaching about teaching should not be confused with modeling teaching practice. Teaching about teaching goes beyond the traditional notion of modeling, for it involves not just teaching in ways congruent with the expectations one has of the manner in which pre-service teachers might teach, it involves unpacking teaching in ways that gives (sic) students access to the pedagogical reasoning, uncertainties and dilemmas of practice that are inherent in understanding teaching as being problematic. (p6)

So, student teachers should not only experience teaching through their teacher educator modelling certain behaviours, but by being helped to focus and reflect on what this means, they can use this to develop their own teaching (Lunenberg et al 2007). As Colucci-Gray & Fraser (2008) observe, for ITE to be more than modelling what happens in the classroom, "then we need to create learning contexts in which students can engage with epistemological, cultural and subject-specific aspects of knowledge" (p482). This would involve continually making explicit "modeling approaches that create

opportunities for student teachers to be cognizant of their learning about learning and their learning about teaching” (Korthagen et al 2006:1026); in other words, explicit modelling:

Making the pedagogical reasoning for practice clear, explicit and understandable for student teachers is an important aspect of modeling teaching in teacher education. Talking aloud...is one way of doing this, but at the heart of this principle is the need for student teachers to see into their teachers’ thinking about teaching so that they can access the ideas and feelings associated with taking risks and learning about teaching in meaningful ways. (pp1036-7)

This can relate to both cognitive and affective aspects, as this comment from Bullock (2009) suggests: “It was incumbent upon me to explicitly model how to create a safe context for building relationships throughout the course and during post-observation discussions” (p301).

The link between implicit and explicit modelling is an important one. The latter cannot take place in the absence of the former, even if the implicit modelling is of deliberately incorrect practice. Whilst referring to these as two ‘levels’ of explicit modelling, Loughran & Berry’s (2005) description provides an explanation of how they relate to each other:

Explicit modelling operates concurrently on two levels. At one level, explicit modelling is about us “doing” in our practice that which we expect our students to do in their teaching. This means we must model the use of engaging and innovative teaching procedures for our students rather than “deliver” information about such practice through the traditional (and often expected) transmissive approach. At another level, there is also a need to offer our students access to the pedagogical reasoning, feelings, thoughts and actions that accompany our practice. (p194)

Swennen et al (2008) refer to this as ‘congruent teaching’, three important aspects of which are: modelling, explaining the choices while teaching (meta-commentary), and linking the choices to the relevant theory. However, they also comment that the literature reveals that this does not appear to be common practice in teacher education. A study by Lunenberg & Korthagen (2003) found that only a few teacher educators offered meta-commentary of pedagogical choices, and then only rarely. The observations of teacher educators from a later study, by Lunenberg et al (2007), also indicate that explicit modelling is not common, leading them to conclude:

The findings of our study confirm the problems cited in the literature, namely that teacher educators apparently lack the knowledge and skills needed to use modelling in a productive way, to make their own teaching explicit, and to rethink the connection between their teacher education practices and public theory. (p597)

More recently, van Velzen’s (2013) study found no evidence of explicit modelling from school-based teacher educators. However, it would appear that Buitink’s (2009) comment about the ‘sitting by Nellie’ approach in school-based teacher education, that “(u)nderlying principles often remain unaddressed and, if they are addressed, are not always theoretically underpinned” (p118) could, again,

equally well apply to university-based teacher educators' practice. The reasons for this are not entirely clear, especially as there is scant discussion in the literature on how teacher educators both exhibit model behaviour and make the connection with theory (Swennen et al 2008). Whilst describing explicit modelling as a "desirable professional competency", Loughran & Berry (2005) offer some insight into the difficulties and complexities associated with teacher educators articulating their knowledge of practice, suggesting that it "demands considerable awareness of oneself, pedagogy and students" (p193). Elsewhere, Loughran (2006) comments:

the manner in which a teacher educator might come to know that which is worth investigating in teaching about teaching, and for whom it is helpful (the teacher educator and/or the student-teacher), is exceptionally challenging. (p5)

It would appear, therefore, that new teacher educators might be expected to take some time to develop this aspect of their practice. This is perhaps reflected in the finding from McKeon & Harrison's (2010) longitudinal study that the teacher educators gradually moved their practice on, from implicit modelling to including strategies such as 'stopping to reflect' and 'thinking aloud' (p34); "(w)hen modelling they are more able to demonstrate higher-level modelling...or 'congruent teaching'...by employing both pedagogic reasoning and questioning of their own practice and theory" (p41).

From this, it can be seen that modelling has the potential to be a key component of meta-pedagogy if it is made explicit, rather than remaining implicit and even unnoticed. The literature suggests that explicit modelling does have an impact on student teachers' learning, whereas implicit modelling remains latent and potentially of limited discernible value. However, the extent to which teacher educators are aware of, or practice, explicit modelling is questionable, and this will be explored within the study.

2.4.3 Transmission

Whilst, as already discussed, the majority of teacher educators are expert teachers, Korthagen (2010b) makes the point that many "seem to forget that educational knowledge cannot be simply 'transmitted' to teachers, and thus improve their actions" (p99). Despite the prevalence of messages in the literature such as "the tyranny of teaching as telling" (Loughran 2006:94), "(t)eaching cannot be told" (Martin & Russell 2009:322) and "(t)eaching teachers is not about telling" (Mueller 200:81), it would appear that a transmissive approach is both wide-spread and well established in teacher education (Martin & Russell 2009). This flies in the face of evidence "that quality in teaching teaching requires considerably more than telling prospective teachers how to teach" (Loughran 2009b:199), which echoes Martin & Russell's (2009) suggestion that "prospective teachers soon realize in practice that they learned very little from the experienced teacher...turned teacher educator, who announces, 'I'm going to tell you everything I know'" (p322).

If simplistic modelling can be translated as ‘do as I do’, and transmission as ‘do as I say’, then the two make an uncomfortable partnership. The inherent contradictions are best summed up by ‘do as I say, not as I do’. According to Peck & Turner (1973, quoted in Loughran 2006), this is a formula which teacher education has followed for centuries, despite it being acknowledged as a poor way to encourage people to act in a particular way. This incongruity is illustrated by Perrone (1997, quoted in Martin & Russell 2009:327) as follows:

so much of what students experience in their education, especially at the collegiate level, is lectures, one after another. Teacher education students often discuss with me, mostly with disdain, all the lectures they receive in various education courses about the power of cooperative learning, the need to listen carefully to their students, the importance of the dialogue that Paulo Freire wrote so much about, the constructivist nature of most learning that matters. They have no problem understanding there is a good deal of parody here.

Similarly, Korthagen (2001) suggests that “(i)t is not exceptional for teacher educators to explain to student teachers not to rely too much on explaining” (p12), whilst Cochran-Smith & Lytle (1999) refer to “the tension between transmitting a widely accepted pedagogical theory – like constructivist teaching, for example – to new...teachers and, in contrast, constructing it along with them” (p259).

When Russell (1999, quoted in Korthagen 2001:12) observes that “(t)he image of ‘teaching as telling’ permeates every move we make as teachers, far more deeply than we would ever care to admit to others or ourselves”, this would appear to apply to first and second order practitioners. Specifically within teacher education, the reasons for this are not entirely clear, especially as (like so much within teacher education) it may appear to be counter-intuitive. Ellis (2010) suggests that policy-driven designs for teacher education often rely “on an acquisition view of learning and a view of knowledge as a thing that is transferred (experienced teacher to beginner)” (p106). New teacher educators may find it particularly difficult to resist telling student teachers how to teach, “particularly when [they]...are naturally full of questions about the practicum” (Loughran 2005, cited in Bullock 2009:297). Whether or not the teacher educator is aware of the conflict, Loughran & Berry (2005) identify a struggle “between informing (delivering the propositional knowledge) and creating opportunities to reflect and self-direct (making experiences about the issues personally meaningful)” (p199).

Viewed as a more traditional form of teacher education, Korthagen et al (2006) argue that transmission has “limited relationship to student teachers’ needs and...meager impact on practice” (p1020), and is

generally characterized by a strong emphasis on theory that is “‘transferred’” to teachers in the form of lectures... (L)ecturing appears to be viewed as an appropriate form of

teaching about teaching; this theory-into-practice view of teacher education is increasingly being challenged for its many limitations and inadequacies. (p1021)

When teacher education programmes are driven by 'knowledge-for-practice' (with knowledge for teaching seen to consist primarily of 'formal' knowledge), there may be "an inevitable pull toward teaching as transmission and learning as accruing knowledge" (Cochran-Smith & Lytle 1999:259), and a focus "on the transfer of curriculum knowledge and teaching strategies to student teachers" (Colucci-Gray & Fraser 2008:477). This approach is what Korthagen et al (2006) refer to as 'theory-into-practice' (p1020), which Bullock (2009) observes is "implicit in the paradigm of technical rationality" (p295). Kessels & Korthagen (1996) appear to be suggesting the same thing through their notion of an 'episteme conception'; that is, teacher educators working from "the tacit presupposition that the knowledge students need is conceptual, external to them, and objective, that it somehow needs to be transmitted, and that it is their job to transmit it" (p21). This is represented by Cobb & Bowers (1999) as a belief that learning "entails the transportation of an [knowledge] item from one physical location to another" (p5).

In contrast to this is Kessels & Korthagen's (1996) proclamation that "there is nothing or little to transmit, only a great deal to explore. And the task of the teacher educator is to help the student teacher explore and refine his or her perceptions" (p21). This is reflected in Loughran's (2009) observation that "teacher education must...be much more than the delivery of knowledge about teaching" (p198). Studies which suggest transmission may not be so prevalent within teacher education include those by Hau-Fai Law et al (2007) and Carpenter & Tait (2001). The latter's findings, based on interview data alone, found that, whilst lecturers in law and science "openly demonstrated their allegiance to more traditional forms of teaching" (p198), this was not the case for those in education. They suggest a number of reasons for this, the final one of which would contradict Loughran & Berry's (2005) assertion that teacher educators are often expected to 'deliver' information through the traditional transmissive approach:

First, it may well be that education lecturers, almost by definition, are more experienced in, and knowledgeable of, a diversity of 'progressive' pedagogic techniques, and hence do not need to 'resort' to the traditional one-hour, direct delivery lecture. A second explanation may lie in the fact that the subject areas covered in law and science do not lend themselves as easily to progressive, interactive styles of teaching as does education. Finally, there is the issue of the students themselves, and their own expectations. (Carpenter & Tait 2001:198)

It should be pointed out, however, that 'lecturing' is not the only transmissive form of teaching. It would appear from the literature that transmission, to a greater or lesser extent, does constitute part of teacher educators' meta-pedagogical practice.

This raises the issue of the intended curriculum and the received curriculum. The expectations of student teachers influence the teacher educator, and transmission can be seen as the lazy answer to ‘How do I...?’ type questions. This means that interviews will need to be combined with observation in the study.

2.4.4 Teacher educator standards

A number of national teacher education organisations (for example, the Netherlands, USA, Belgium/Flanders, Australia, Israel) have developed teacher educator standards in order to codify the “notion of what it means to be a teacher educator” (Philpott 2014:7), which inevitably includes meta-pedagogical practices. The most established of these emanate from initiatives by the Association of Teacher Educators (ATE) in the USA and VELON in the Netherlands¹⁰. Whilst both identify the criteria for national accreditation (‘Master Teacher Educator’ and ‘certified teacher educator’ respectively), they can be seen to vary in terms of emphasis on the different aspects of the work of teacher educators (Murray 2008). This is perhaps particularly true of the role of pedagogy of teacher education.

In the former document, Teaching is the first of nine standards. This standard includes modelling “appropriate behaviors in order for those behaviors to be observed, adjusted, replicated, internalized, and applied appropriately to learners of all levels and styles” (ATE 2008:1). Whilst this is said to include teaching (as well as ‘service’ and ‘scholarly productivity’), and reference is made to ‘instruction’ and ‘classroom activities’, there is no mention of (meta-)pedagogy. However, within the subsequent standard, there are a number of references to pedagogy, including ‘pedagogical methods’, and ‘culturally responsive/relevant pedagogy’. The statement that teacher educators “do not merely understand the concepts underlying the definitions of cultural competency but clearly demonstrate how those concepts are applied in their own teaching and in that of their students” (p2) suggests that this standard relates specifically to second order pedagogical practice.

Written in four sections, the latest manifestation of the Dutch Professional Standard applies to school-based as well as university-based teacher educators. It is important to note that they have been “developed for the more experienced teacher educator, who has an average of five years of experience” (see Section 2.3.5), and include competencies such as “models excellent teaching” (Koster & Dengerink 2008:140). The Fundamental principles reflect the notion of meta-teaching, in referring to knowledge of first and second order pedagogy (Melief et al 2012:19). The first of the four Competency areas is “pedagogically competent” (p3), and one of the six Knowledge base domains is

¹⁰ The latest versions of these were published in 2008 (ATE) and 2012 (VELON).

“Pedagogy of teacher education” (p21). There are suggested pedagogical questions from the knowledge base which are generic, applicable to both first and second order practice.

Building upon the work done by both VELON and ATE (VELOV 2012:5), the Belgian/Flemish initiative refers to the ‘pedagogic-didactic’ approach of teacher educators. Rejecting the term ‘professional standard’ as “too static” and as more of “a benchmark with which individual teacher educators...are required to comply” (p1), the Vereniging Lerarenopleiders Vlaanderen (VELOV) developed the Flemish Teacher Educator Development Profile. Within this, second order pedagogical practice, or “congruent teacher education” (p4) is at the fore:

While, on the one hand, [teacher educators] need to have explicit knowledge with regard to the teaching and supervision of pupils in a particular subject or discipline, at the same time they also need to have explicit knowledge about educating teachers. (p3)

Teacher educators are described as “master-teachers” (p9) and as an “expert teacher education didactician”; not only are they expected to be able to stimulate student teachers’ learning through knowledge of a varied repertoire of teaching methods, but their “subject didactics is second order didactics” (p10). This therefore includes awareness of choices in teaching situations, explaining learning and teaching processes explicitly, actively renewing their extensive teaching methods, and modelling reflection.

Whilst the pedagogy of ITE is included in all versions of these standards, they stop short of clarifying what form this may take, beyond the concept of ‘modelling’, reflection, and discussion. It is therefore up to individual and groups of teacher educators to develop their own pedagogical practices and approaches which meet the desired learning outcomes.

2.5 Models of meta-pedagogy

Whilst reducing meta-pedagogy to its possible elements, in isolation of each other, is helpful in terms of analysis, the meta-pedagogical approach taken by teacher educators will be holistic. The elements may come together in different ways, relating to particular models of meta-pedagogy. Whilst it is undoubtedly true that there is no “one best way of educating teachers” (Hoban 2005, quoted in Loughran 2007a:11), there are a number of models of current meta-pedagogy presented in the literature, as well as visions of what it should be. Grossman et al (2009) refer to “our existing repertoire of pedagogies of reflection and investigation” (p274). ‘Pedagogies of investigation’ are referred to by Lampert (2010), who suggests that this enables teacher education to “attend to theory in a way that is situated in practice” (p25). Mueller (2003) also writes of “a pedagogy of reflective

practice” (p72), which, according to Ure (2010), has been the main pedagogical response to the problem of the gap between theory and practice in teacher education – “in the belief that iterative processes refine skills of observation in learning and teaching” (p463). However, despite the emphasis on encouraging student teachers’ reflection (Fisher et al 2010, Kessels & Korthagen 1996, Loughran 2010, Lunenberg & Korthagen 2009), research findings suggest that ‘reflective practice’ lacks clarity in terms of definition and implementation, with the result that it “often defaults to little more than lay thinking” (Ure 2010:463). This contrasts with the professional expertise which is needed, according to Korthagen et al (2005):

The issue of promoting reflection is only one example of an area in which teacher educators need a complex understanding of teaching and learning...[requiring] expertise that, in a professional sense, needs to be clear, explicit and applicable in teaching about teaching. (p108)

Due to time constraints on teacher education programmes, Lunenberg & Korthagen (2009) also suggest that the “intensive individual supervision” (p236) required to promote detailed reflection may not happen. In the absence of an agreed approach to nurturing reflective practice (Mueller 2003), it appears that “there may well be little shared meaning about what it means to do reflection or inquiry in preservice teacher education” – despite similarities in the language used and the activities which are encouraged (Cochran-Smith & Lytle 1999:272).

Cochran-Smith & Lytle (1999) suggest that there is a ‘new’ model of teacher education that is generally “more constructivist than transmission oriented” (p258), which recognises the prior knowledge and experience that student teachers bring with them. However, the “telling, showing and guided practice approach” (Myers 2002, quoted in Loughran & Berry 2005:197), consisting largely of transmission, anecdotes and modelling (Field 2012), appears common, particularly amongst new teacher educators. Adopting a phrase from Berry (2007:118), Bullock (2009:296) talks of the temptation of “(e)nacting a ‘pedagogy of presentation’..., in which I told my candidates about strategies and scenarios that worked when I was a classroom physics teacher”, which reflects the findings from my own study (Field 2012). In addition to this, within the literature there is reference to “a pedagogy of pandering” (Bullock & Ritter 2010:46) and “pedagogies of the obvious” (Segall 2001:240) in HE, and “mediocre pedagogy” demonstrated by (albeit school-based) teacher educators (Buitink 2009).

Although Hau-Fai Law et al (2007) and Carpenter & Tait (2001) comment on the progressive pedagogical practice adopted by the teacher educators in their respective studies, there appears to be a degree of consensus within the wider literature regarding a need to develop the effectiveness of ITE pedagogy, as previously indicated. Somewhat alarmingly, Korthagen et al (2006) suggest that

“teacher education practices are often counter-productive to teacher learning” (p1021), and comment on

the challenge that confronts teacher educators in altering deeply held, acculturated views of teaching and learning and the imperative of moving beyond a narrow instrumentalist approach that emphasizes the “how to”, the “what works”, and the mastering of the “best” teaching methods. (p1036)

In contrast to this ‘narrow approach’, Loughran (2009) suggests that meta-pedagogy “is about knowing the what, why, and how of practice in sophisticated ways” in order to be “able to create pedagogical situations that encourage students of teaching to learn about the problematic nature of teaching” (p201), and needs to

be most clearly evident in a teacher educator’s deep knowledge of, and expertise in, practice in relation to both learning about teaching and teaching about teaching. This view of a pedagogy of teacher education builds on the notion of pedagogy as the relationship between teaching and learning and is particular to the way that such knowledge and practice is developed and enacted in and through teacher education practices. (p199)

As a way forward, Grossman et al (2009) suggest that the existing pedagogical approaches of reflection and investigation should be supplemented by “pedagogies of enactment” (p274): that is, teacher educators attending to clinical aspects of practice, and a move from discussion of what a teacher might do towards student teachers enacting practice. The benefits of this are seen to be as follows:

The more laboratory-like settings provide the chance for novices to get immediate, targeted feedback on their early efforts to enact components of practice..., which can help them hone their practice before entering the more authentic, but also more complex, setting of the...classroom. (p284)

This ‘practice-based curriculum’ would appear to reflect Segall’s (2001) call for teacher education classrooms to be “practicum environments in-and-of themselves where practice gets theorized and theory is not only considered for practice but is indeed practiced” (p240), as well as Kazemi and Hubbard’s (2008, cited in Lampert 2010:27) call “for the rehearsal of “routine instructional activities” in teacher education”. Lampert also refers to the use of “rehearsal as a pedagogy”, and van Huizen et al (2005:284) to “clinical supervision”. The notion of “research-informed clinical practice” is articulated by Burn & Mutton (2013), who describe the latter component as “a deliberate process of rehearsal, intended to refine particular skills...[emphasising] the experiential processes by which novices develop their abilities to teach effectively” (p3). This is not taken to mean learning by imitation, but rather engaging in enquiry, and “the creative processes of interpretation, intervention and evaluation, drawing on diverse sources of knowledge that include research evidence as well as [pupil] data” (p3). The Oxford Internship Scheme is identified as an early model of a programme built

upon these principles in the UK, a collaborative partnership between HE and schools, which relied on on-going analysis and research to inform its development (McIntyre 1997). This has subsequently been incorporated into the Oxford Education Deanery¹¹.

Rather than ‘clinical practice’, which is traditionally associated with medicine, Shulman (1986) proposes ‘case method’, related more readily to law education:

I envision the use of case method in teacher education, whether in our classrooms or in special laboratories with simulations, videodisks and annotated scripts, as a means for developing strategic understanding, for extending capacities toward professional judgment and decision-making. These methods of instruction would involve the careful confrontation of principles with cases, of general rules with concrete documented events – a dialectic of the general with the particular in which the limits of the former and the boundaries of the latter are explored. (p13)

As a first step to developing a new pedagogy of teacher education, if this is indeed desirable, Korthagen et al (2006) advocate an approach which is more focused on the learner – both student teacher and pupil:

If the telling, showing and guided practice approach is to be displaced, there is a need to reconceptualise teaching about teaching in terms of teaching the students, not the curriculum. A subtle, but important reformulation is that this means helping student teachers learn how to teach, i.e., helping them to learn how to help children learn. (p1030)

Gale (2000) also proposes a need “to become ‘learner-centred’ rather than ‘content-centred’” (p136), which will require a rethinking of meta-pedagogy. He suggests moving to problem-based learning, which “challenges traditional assumptions about knowledge, its ownership (expertise) and appropriate relations between teachers and learners” (p136). In similar vein, Edwards (1995) talks of the teacher educator’s role as “contingent supporter of the learning of the less expert [student teacher] ... managed through the selection of tasks designed to promote particular forms of dialogue” (p600).

The value of dialogue is also highlighted by Fisher et al (2010), who perceive it as enabling a process where student teachers can “construct new meaning, understand their own learning and their psychology of being a teacher” (p95). How teacher educators adapt their pedagogy to embed learning to learn (or learning how to learn) in their ITE courses is seen to be the challenge here (p97), and, reflecting Edwards’ (1995) observation (above), the possible key to this is “to develop a more collaborative and reciprocal model of teaching and learning” (p99).

¹¹ See <http://www.education.ox.ac.uk/about-us/the-oxford-education-deanery/the-oxford-education-deanery-201314-examples-of-practice/>

Colucci-Gray & Fraser (2008) privilege a pedagogy of personal inquiry and reflection-based learning for the student teacher, whereby teacher education becomes less “about delivering concepts and models of teaching practice”, and more about “uncovering conceptual maps and adjusting the teaching and learning processes to the learner, so that new learning maps and new conceptualisations can be produced” (p478). Similarly, Ure (2010) suggests a pedagogy which is comprised of these three elements:

discursive processes that favour the use of deep conversations about teaching; professionally constructed learning experiences; and non-judgemental feedback that is focussed on the use of evidence for teaching (p472).

Perhaps more prosaically, Hobson et al (2006) suggest that an effective pedagogy of teacher education

would need to address differentiation and the individualisation of provision within group settings, as well as in one-to-one mentoring or tutoring and, within that, specifically age-related pedagogies, the combining of, and tensions between, providing scaffolding (educational support for learning professional practices) and emotional support. (p61)

What the literature also reveals is the emphasis placed on what student teachers need to learn, rather than on what might be the most effective pedagogical interventions or methods to bring this about, as illustrated in the following statement: “teacher educators should support student teachers in acquiring practical wisdom, theory, and experience in connection with each other” (Lunenberg & Korthagen 2009:232). Cochran-Smith & Lytle (2010), however, do provide some examples of these, making reference to constructivism, pedagogical inquiry, deliberations/reflections (including journal writing and cases of practice) (pp270-1). Korthagen (2004:88) identifies six further methods: modelling, contingency management, giving feedback, instructing, questioning, and cognitive structuring. Zeichner (2007:40) refers to microteaching, case methods, practitioner research, and teaching portfolios. A range of pedagogical strategies which have been used with student teachers to promote reflection are provided by Cheng et al (2012), as “the development of reflective tasks, (video) cases, portfolios, and regular site-based seminars during which tertiary faculty work closely with interns to examine practice against more theoretical inputs” (p783). However, these extracts are not typical, and descriptions of meta-pedagogy are relatively rare within the literature on teacher education.

So, from the literature, it would appear that the current focus in many ITE programmes is on reflection, investigation, and reflective practice, and the associated meta-pedagogies. Within the realm of their ‘elaborated pedagogies’, teacher educators may also adopt a pedagogy of guidance (Murray 2012) related to their work with schools. This links to pedagogy which privileges student teachers enacting practice, which is reported to occur in pockets; these include clinical supervision, case method, and research informed clinical practice, as well as the notion of ‘rehearsal as a pedagogy’. In

addition, a number of researchers have found evidence of constructivist and progressive pedagogies. It appears likely that I may experience various iterations of these meta-pedagogies in conducting my research. What may be less likely is that I encounter models which are predominantly learner-centred, or collaborative and reciprocal. It is possible the research will uncover pedagogies of presentation, pandering, or the obvious – or indeed, mediocre pedagogy. Above all, the study will illuminate elements of these focuses in the teacher educators’ meta-pedagogical practice, whether or not teacher educators label it as such.

2.6 The study

This literature review has helped in several ways:

- To establish what constitutes a knowledge base at this point in time
 - That there is a need to identify the similarities and differences between the content and processes of ITE
 - To clarify what constitutes an ITE curriculum
 - That some meta-pedagogical practices are used, but they are not necessarily complete
 - That habitus must fit the field (scope and policy restraints, adherence to teacher educator standards in some countries)
 - That the ability to articulate meta-pedagogy is part of the individual’s learning process, and also the means by which personal practices contribute to the body of knowledge (cultural capital).
- To understand what is missing from the existing body of knowledge, and therefore what a meta-pedagogy can resolve

In practical terms, this informs the research in terms of what to ask, as well as how to organise and categorise the findings. The themes that have emerged can be used to validate themes arising from the data. It has revealed the main research questions to be both pertinent and pressing, and these were teased out in order to explore the areas drawn from the literature review, as follows:

Research question 1:

- What teacher educators understand by a pedagogy of ITE: perceptions of the nature of meta-pedagogy, and of pedagogy-inspired intentions
- How and if this differs from school pedagogy: recognition of meta-pedagogy as a distinctive endeavour, and of the first and second order fields
- What the meta-pedagogical practice consists of and what it looks like: influences on and focuses in individual meta-pedagogy, elements and models discernible in the enacted meta-pedagogy

Research question 2:

- Beliefs, ideas and theories which underpin their meta-pedagogical practice: based upon first and/or second order habitus
- How, when and why teacher educators develop their pedagogy of ITE: building on prior (possibly tacit) knowledge, and support systems in the new field
- The impact of prior experience, including former professional identity as a school teacher: ‘trials of transition’ (Field 2012), issues of cultural capital in the new field

Research question 3:

- If there are common understandings of ITE pedagogy, and if so, what they are: similarities and differences in perceptions of and enacted meta-pedagogy/ies
- The possibilities of developing a shared knowledge base for a pedagogy of ITE: exploring perceptions of effective practice.

By interviewing and observing a sample of teacher educators from HEIs across England, this study aims to illuminate current meta-pedagogical understandings and practice in a way which may feed into a wider debate on teaching and learning to teach.

2.7 Chapter conclusion

The literature review has demonstrated that any notion of a knowledge base for ITE pedagogy is contested, and that there are a number of issues militating against the development of this which are perhaps not well understood either by the public at large, or indeed amongst teacher educators themselves. As revealed in the literature, these would include the layered, complex and uncertain nature of meta-pedagogy, and the tacit nature of teachers’ knowledge. Expectations regarding a natural transition from teacher to teacher educator, founded in part upon apprenticeships of observation, would appear to result in a lack of training or professional development opportunities for the new role. This begs the question of how teacher educators hone their second order pedagogical practice in response to the new demands.

Using Bourdieusian concepts as a lens, it is argued that teacher educators may not consciously acknowledge the inevitable disjunctures between habitus and field which occur, and that this will impact upon how their habitus, in the form of pedagogical practice, changes or expands to ‘fit’ the new field, and the extent to which this leads to increased cultural capital. Standards for teacher educators developed in a number of countries do not clarify forms of meta-pedagogy beyond the concept of ‘modelling’, reflection, and discussion. Whilst there may be acknowledged models and elements of a meta-pedagogy reported upon within the literature, it is not clear to what extent these are either recognised or practiced by teacher educators. Crucially, how and why teacher educators

develop their particular practice is unclear. The paucity of research-based evidence of this, particularly within an English context, was a further driver for this study.

The literature review has helped in structuring the questioning, by uncovering the key elements of meta-pedagogical practice, or habitus. It has provided me with a conceptual framework which marries up with the questions, and will allow me to codify and categorise the findings.

Chapter 3: Methodology

3.1 Introduction

This chapter presents and critically evaluates the research plan for the study, and the philosophical assumptions and stance of the researcher upon which it is based. It provides contextualisation in terms of the nature of current educational research. A methodological framework for the study is explored, including the means of sampling, and detailed argument and justification for the choice of approach (collective case study) as well as data collection methods (semi-structured interview, observation, stimulated recall interview) is provided. These clearly have to address effectively the research questions and meet the aim of the study, which is to gain insights into meta-pedagogy, with a view to creating possibilities for shared understandings across the field. The process of data analysis is outlined and explained, and issues relating to rigour, ethical considerations and validity are covered systematically.

The nature of the research questions and the desire to explore individuals' perceptions also reflects the researcher's epistemological and ontological understandings and beliefs, in that reality is perceived as relative rather than fixed. The study is about teacher educators' meta-pedagogical practice, what feeds the practice, how it is manifested, and how practitioners locate their own practice within a personal theoretical framework. This fits with Bourdieu's concept of organising socially and personally constructed habitus. The aim is to uncover values, attitudes, beliefs, behaviours and personal explanations. None are scientifically externally existing forms of knowledge. They are 'constructed', borne from circumstances particular to the context of the practitioners' working lives – their 'field'. The final outcomes relate to the policy context (university-led ITE being under threat). The research is not intended to have a direct impact on policy, but it may serve to contribute to an explanation of how university-led ITE operates. Such an articulation, in Bourdieu's terms, constitutes an element of cultural capital.

3.2 Positionality

As a researcher, I occupied a somewhat ambivalent position. Prior to taking redundancy at around the time of commencing this thesis, I had accumulated over eleven years' experience as a university-based teacher educator. Involved in both initial and continuing teacher education, I had latterly worked on a highly successful national government-funded website (the Teacher Training Resource Bank, or TTRB) – providing access to the research and evidence base selected to inform teacher education. This had inevitably led to an enhancement of my profile within the teacher education community. However, whilst conducting the empirical research for this study, I was variously either unemployed, or undertaking part-time work in the field – including nationwide dissemination activity

for the Higher Education Academy (HEA). For these reasons, I could have been viewed as researcher either as an insider, a former insider, or as someone on the periphery, but with ‘insider knowledge’. Therefore, a deconstruction of my own values and beliefs was required, as it was important to adopt as objective a stance as possible, as well as uncover my bias for myself.

Since my own induction into the teaching profession, I have always believed that ITE is best conducted in a university setting and through partnerships with schools. My experience as a university-based teacher educator persuaded me of the value of theoretical and reflective components, which were overwhelmingly part of the university contribution. This is borne out by ‘substantial and robust evidence’ that research contributes significantly to teacher education, and ultimately to pupil learning (Furlong 2014:4). Therefore, deep down I expected to find evidence of a well-thought out and enacted meta-pedagogy amongst ITE colleagues, to justify my own suspicions and bias – particularly as I felt that all I stood for professionally was under threat. This, of course, meant that I had to be very self-aware when designing data collection methods, and also in analysing the data. It was essential to assure reliability and validity to negate any potential prejudice.

Beyond acknowledging my own stance and particular position within the field as researcher, as Cohen et al (2000) highlight, it was imperative for me to consider from the outset the impact that my ontological and epistemological assumptions would have on methodological considerations, which then influenced the choice of instrumentation and data collection methods. This perception

recognizes that research is concerned with understanding the world and that this is informed by how we view our world(s), what we take understanding to be, and what we see as the purposes of understanding. (p3)

These assumptions will inevitably have arisen through my own personal biography: Denzin & Lincoln (2005) refer to the ‘biographically situated researcher’, who inevitably “approaches the world with a set of ideas, a framework (theory, ontology) that specifies a set of questions (epistemology) that he or she then examines in specific ways (methodology, analysis)” (p21). Although an important aspect of my biography is my own background as teacher and teacher educator, they also point to the influence of class, gender, racial, cultural, and ethnic community perspective. Being a white, middle class female not only situates me as a fairly typical example of a teacher/teacher educator, but this has also undoubtedly prompted an interest in the social and potential emancipatory aspects of research.

As researcher, it is essential to consider “your own moral, ethical, political or emotional position about the research question” (‘positionality’), which means “recognising and acknowledging where you stand on an issue” as well as the reason for pursuing a particular area of research (Smith & Bowers-Brown 2010:113). However, Burton & Bartlett (2005) point out that research is inevitably positional, as “it is imbued with the perspective of the researcher...and is derived from a set of

circumstances where a problem was defined necessarily from a particular viewpoint or position” (p16). Clough & Nutbrown (2002) go so far as to suggest that all social research is persuasive, purposive, positional and political, and state:

Research which did not express a more or less distinct perspective on the world would not be research at all; it would have the status of a telephone directory where data are listed without analysis. (p10)

The intrinsic reason for undertaking this research coincides with what Holliday (2002) expresses as “a concern with issues which have arisen through previous experience – some sort of problem, inconsistency or shortcoming which has led to a desire to look into the issue further” (p25). The questions informing this thesis emanate from an earlier study on new teacher educators (Field 2012) from which I had developed certain tentative hypotheses or ‘leads’, namely:

1. that teacher educators may develop an understanding of a (distinct) pedagogy of ITE over time, but that, to a greater or lesser extent, they do this ‘under their own steam’; and
2. that this process is delayed, as they may have been too concerned with their credibility as (former) school teachers at the start of their career – accentuated by their own lack of confidence in the demands of the new role – to focus adequately on what an effective pedagogy of ITE might look like.

Moreover, it is unclear whether there is an agreed body of knowledge which could be said to constitute ‘ITE pedagogy’ (Loughran 2006), any more than there appears to be agreement on a pedagogy for schools in England (Simon 1981, Alexander 2004) – and can there be one without the other? It is possible that the cumulative effect of these types of studies could contribute to that, in unearthing whether or not there are common understandings of meta-pedagogy within and across faculties of education. These could lead to greater cultural capital, by contributing to an increasingly accepted and established body of knowledge.

3.3 The nature of educational research

Despite a current movement across the world towards evidence-based education (Tymms 2008), educational research itself is variously perceived as being of poor quality, disengaged with the practical realities of schools and teaching, fragmented, and of limited immediate use to policy makers or practitioners (Pring 2004). These criticisms have been debated long and hard, particularly over the past two decades. Perhaps most contentiously, as a relative newcomer to the social sciences, there remain fundamental questions regarding whether or not educational research should aim to be scientific. Many here in England (e.g. Tymms 2008), but more particularly in the USA, would perceive the ‘gold standard’ of research to be Randomised Control Trials (or RCTs) in their quest for ‘truth’. Other techniques, such as action research and case study, based more on humanities traditions,

are concerned with interpreting behaviour and actions. It would seem self-evident that the various purposes of educational research (e.g. supporting a social agenda or development of a particular initiative, developing knowledge in order to improve practice or understanding of educational activities) demand different approaches; and some would be more suited to particular research questions than others. I would argue that no one approach is of itself more – or less – ‘worthy’. I have sympathy with Cousin’s (2009) view that “(t)he point of research is to enable us to make informed judgements about what might be going on within and beyond the situations we are researching” (p13) – and no more than this.

In Mortimore’s (1999) presidential address for the British Educational Research Association (BERA), whilst accepting the Higher Education Funding Council for England (HEFCE) definition of research as “an original investigation undertaken in order to gain knowledge and understanding”, reference is also made to the familiar Stenhouse definition of “systematic inquiry...to provide a general theory of educational practice...made public” (Ruddock & Hopkins 1985, quoted in Mortimore 1999: no pagination). It can be argued that it is these three aspects (systematic approach, generalisability and wider dissemination) which set it apart from the more informal type of reflective activity that education professionals would engage in as a matter of course: finding things out, analysing information, looking to improve, adapting to emerging demands. It can also reasonably be argued that the main purpose of educational research is to improve the experience of learners in any particular system; Mortimore (1999) refers to this as “furthering educational improvement”, and suggests that, although research may lead to theory building, it is more important that “something should happen as a result of the endeavour”. By this, it would appear he is referring to accountability and impact – on policy and/or practice. It is to be hoped that this is possible with non-funded small scale individual enquiries typified by Ed D dissertations such as my own, especially as this study fits within a growing body of research into ITE (for example, Murray & Male 2005, Boyd et al 2006, Loughran 2006, Swennen & Bates 2010). In a later (2003) BERA presidential address, Furlong suggests that policy makers and practitioners increasingly want to “take research seriously” (p2); indeed, recent governments have increasingly relied on selected studies to provide justification for particular policy decisions (the much-vaunted quest for ‘evidence-based policy’ (Boden & Epstein 2006:226¹²)). However, in addressing the question of how research actually does influence policy and practice, Furlong refers to Weiss’ (1980, cited in Furlong 2003:12) finding that “the impact of research is indirect, contributing in the long term rather than the short term through what she calls ‘knowledge creep’”. On the other hand, the important impact of this – what Furlong terms the ‘conceptual use’ of

¹² However, while acknowledging that “routines of ‘evidence-based policy’-making have been hardwired into the business of Government”, Boden & Epstein (2006) also suggest that the type of ‘research’ through which governments may seek “to capture and control the knowledge producing processes...might best be described as ‘policy-based evidence’” (p226).

research, i.e. insights, ideas and new understandings – should be acknowledged; this would have the potential to challenge educational practice based upon dogma and prejudice, or ‘taken-for-granted’ premises. He therefore suggests that, in the way they work in practice, studies based on scientific or engineering models of research may have more in common with those “carried out in the humanities tradition” (p13) than generally recognised. I would suggest that this adds weight to the argument that no one approach in educational research can claim inherent superiority, even in terms of potential impact. It should perhaps be added that different approaches can be complementary.

For many of the reasons already outlined, I would not expect this piece of research to have a direct impact upon policy, but possibly – through ‘knowledge creep’ – could provide good quality information in terms of conceptual use for my colleagues, and even help to improve practice. The impact could ultimately be felt in schools by pupils through the enhanced practice of (student) teachers (Cameron & Baker 2004, Korthagen 2010b), although I readily acknowledge that this may be somewhat ambitious for an exploratory study of this nature and scope. However, this does relate to the aims and purposes as outlined in Section 1.2, in that the intended outcomes were to produce useful knowledge in order to support the understanding and development of practice of ITE.

3.4 Methodological approach to the research

As the information sought within this study was related to attitudes and beliefs, the approach had (almost) inevitably to be inductive; Newby (2010) contrasts this with the experimental and positivist approaches of quantitative research. Denzin & Lincoln’s (2005) pen portrait of a qualitative researcher mirrors my own position:

Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of inquiry. (p10)

The methodological framework for this study can, then, be categorised as an interpretive, qualitative study based on a social constructivist model. Whilst Silverman (2001) comments that “(q)ualitative researchers still largely feel themselves to be second-class citizens whose work typically evokes suspicion, where the ‘gold standard’ is quantitative research” (p26), he also makes the point that “the value of a research method should properly be gauged solely in relation to what it is trying to find out” (p27). Certainly in this instance, my own research was exploratory in nature, located within defined settings, and providing opportunities for investigating possible variables (Holliday 2002). The study aimed to uncover individual values, perceptions and reasons underpinning pedagogical practice. The intention was to interpret the situation, rather than reach conclusive results. Phillips & Pugh (1994, quoted in Walliman 2001:204) identify this type of research as delving “into the unknown, tackling new problem issues or topics...in the anticipation that the outcomes will be of value”. Due to

the lack of a coherent and specialised body of knowledge of teacher education (Cameron & Baker 2004, Korthagen et al 2006, Loughran 2006, Mueller 2003), this seemed to be particularly apt.

3.4.1 Sampling

The participants of the study were teacher educators drawn from well-established and successful faculties of education in universities across England. Originally, the plan was that faculty deans were to be contacted with regard to approaching potential participants. In the event, teacher educators volunteered to be part of the study, either through personal contact or during the workshops which I had co-led at conferences running up to conducting the research (see Appendix 2). The sample was therefore ultimately self-selecting, consisting of two men and two women, with length of experience in ITE varying from four to over twenty-five years, and all working on PGCE programmes in post-1992 universities. Termed by Cohen et al (2000:103) as convenience (or, alternatively, accidental or opportunity) sampling, it was hoped that the parameters of generalisability were enhanced to some limited degree through recruiting participants from a range of faculties across the country (the North, North-West, Midlands and South-East), as well as the range in terms of age and length of ITE experience, and gender balance. However, as these teacher educators had volunteered to give generously of their time, and to open up their practice to critique, there was a possibility that they were relatively reflective practitioners – or at least wanting to be reflective. At the same time, with the distinct focus on a total of four participants, it was hoped that findings from the study might be relatable, as opposed to generalisable, and that this might reveal new insights.

3.4.2 Case study

As the literature search had revealed the complex nature of ITE, and teacher educator role as nuanced and multi-layered, it was decided that the most effective way to begin to get to the heart of what might impact upon interpretations of meta-pedagogy was to take a case study approach. This has the potential to provide powerful insights into behaviours, and can “contribute uniquely to our knowledge of individual, organizational, social, and political phenomena” (Yin 1984:14). As this was a small sample, it was felt that the individual characteristics and behaviours of the four participants might be as significant as what might be construed as shared understandings. For this reason, the decision was made to treat these as ‘collective case studies’, which Stake (1994, cited in Cohen et al 2000:183) identifies as one of the three main types of case study; that is, “groups of individual studies that are undertaken to gain a fuller picture”. Elsewhere, Stake (2000) also refers to “multisite qualitative research”¹³ (p449), as well as to the practice of using collective case study with a grounded theory approach (see Section 3.6). Harling (2002) provides further clarification that the purpose of these is

¹³ After Herriott & Firestone (1983) Multisite qualitative policy research: Optimizing description and generalizability. *Educational Researcher*, 12(2), 14-19.

“to provide a general understanding using a number of instrumental case studies that either occur on the same site or come from multiple sites” (p2).

Taking the particular features of this study into account, the appeal of this methodological approach is best captured by Cousin (2009) as follows:

Case study research has the potential to generate rich understandings be they of a single case or a set of similar cases; it offers flexible and creative ways of researching live settings; and it licenses evocative write-ups that aim to describe, interpret and persuade the reader. (p148)

It was felt that rich and thick descriptive accounts from this ‘set of similar cases’ would yield more illuminating insights than if the data were analysed with a view to producing generalisations across the field. With regard to case study research, Stake (1995:12) offers “assertion” as a viable alternative, whilst also advising the researcher to exercise an “ethic of caution” in making any assertions. As Newby (2010) reminds us, case study as a methodology “looks at particular instances rather than searches for general truths” (p51). With regard to the specific area of research, Lunenberg and Korthagen (2003), in their study on teacher educators, cite one of the reasons for focusing on case studies is that “this method is useful for carrying out in-depth studies in a still unexplored field” (p31).

As I intended to understand how and why teacher educators in universities practised meta-pedagogy as they did, case study appeared to be the obvious approach to adopt. In his seminal work on case study research, Yin (1984) identifies it as “the preferred strategy when ‘how’ or ‘why’ questions are being posed...and when the focus is on a contemporary phenomenon within some real-life context” (p1). Particularly significant in the field of education, as “statistics is not what education is really about”, case studies “can provide both descriptive richness and analytic insight into people, events, and passions as played out in real-life environments” (Yin 2005:xiv). Providing “a unique example of real people in real situations” (Cohen et al 2000:181), one of the distinguishing features of case studies is that they are bounded by context. Harling (2002) suggests that the bound system will consist of phenomenon (in this study, ITE pedagogy) and the natural setting (the university faculty of education). Cohen et al’s (2000) references to the defining characteristics of the group, and participants’ role and functions, within case studies would relate in this study to the ITE community in HE.

In his seminal text on case study method, Stake (1978) claims that in “the study of human affairs”, as in this research, “case studies will often be the preferred method of research because they may be epistemologically in harmony with the reader's experience and thus to that person a natural basis for generalization”, linking this to “the epistemology of social inquiry” (p5). This resonates with my position as researcher, and my choice of (collective) case studies using only qualitative research

techniques. It is to be hoped that this study will add to “existing experience and humanistic understanding” (p7).

Frequently following the qualitative paradigm, Cohen et al (2000) point out that there is “a resonance between case studies and interpretive methodologies” (p181). Clough & Nutbrown (2002) elaborate on this notion thus:

Case studies...are often seen as prime examples of qualitative research – which adopts an interpretive approach to data, studies ‘things’ within their context and considers the subjective meanings that people bring to their situation. (p17)

Whilst the influence of scientific methodologies is apparent in Yin’s work, Brown (2008) notes that “(a)s case study methodology has developed and been proven to be a strong strategy for research in the qualitative paradigm, [he] has acknowledged the value of the interpretive perspective” (p6). The range of instruments for collecting data in this study were chosen with the case study ‘holistic inquiry’ approach in mind, which, according to Harling (2002),

involves collection of in-depth and detailed data that are rich in content and involve multiple sources of information including...observation, ...interviews, audio-visual material... The multiple sources of information provide the wide array of information needed to provide an in-depth picture. (p2)

There are a number of limitations associated with case study research which are important for the researcher to bear in mind. Indeed, Yin (2003) suggests that data analysis is “one of the least developed and most difficult aspects of doing case studies” (p109), and that it is therefore imperative “to develop strong, plausible, and fair arguments that are supported by the data” (p137). The difficulties of cross-checking are highlighted by Nisbet & Watts (1984, quoted in Cohen et al 2000:184), which could lead to case studies being “selective, biased, personal and subjective”; they suggest they are also “prone to problems of observer bias”. With regard to my own positionality, as explored elsewhere, it was hoped that careful handling and analysis of the data, and use of the literature, would enable a more objective stance to be maintained. Carrying out the case studies in HEIs other than where I had worked had the effect of detaching me as researcher, which also increased objectivity. Furthermore, it was significant in this regard that the stimulated recall interviews involved the participants selecting what to discuss. Newby (2010:54) warns that there may be a problem of getting at the ‘truth’, due to participants providing inaccurate or incomplete responses; triangulating their responses in two separate interviews with the videoed observation (i.e. observing what the pedagogy looks like in practice) went some way to alleviating this potential shortcoming. Newby (2010) also warns of the problem of “get[ting] it horribly wrong. If we start off on a track seeking to show something, it can lead us to wrong conclusions” (p54). In this research study, the themes (and consequently, the ‘conclusions’) were allowed to arise from the analysis of

data, rather than the other way around. This relates to grounded theory (see Section 3.6), as the data was verbal, and the process involved “(t)he development of an explanation or theory that is grounded in the evidence” (Newby 2010:655).

Stake’s (1978) depiction of a typical social science case study would mirror what I was aiming to achieve:

descriptions that are complex, holistic, and involving a myriad of not highly isolated variables; data that are likely to be gathered at least partly by personalistic observation; and a writing style that is informal, perhaps narrative, possibly with verbatim quotation, illustration, and even allusion and metaphor. Comparisons are implicit rather than explicit. Themes and hypotheses may be important, but they remain subordinate to the understanding of the case. (p7)

According to Cousin (2009), key to success in case study research is “(e)nabling...naturalistic generalizations through skilful, thick, descriptive, write-up” (p136). Hitchcock & Hughes (1995, cited in Cohen et al 2000:182) also suggest that one of the hallmarks of a case study is an attempt “to portray the richness of the case in writing up the report”; two further defining features are “rich and vivid description” and “blend[ing] a description of events with the analysis of them”. Harling’s (2002) advice regarding a possible format for the write-up would seem to be appropriate for this study:

When multiple cases are used, a typical format is to provide detailed description of each case and then present the themes within the case (within case analysis) followed by thematic analysis across cases (cross-case analysis). In the final interpretative phase, the researcher reports the lessons learned from the analysis. (p2)

Through this, it is hoped that “the whole [may be] more than the sum of its parts” (Nisbet & Watt 1984, quoted in Cohen et al 2000:181), and that knowledge and new understandings may be created from the data: as Harling (2002) observes, “the analysis has the researcher concentrate on the situation, pulling it apart and putting it back together using analysis and synthesis in direct interpretation until meaning emerges” (p5).

3.5 Data collection methods

The data needed to address the three basic research questions for my study:

1. What do teacher educators understand by a pedagogy of ITE, and (how) does this differ from school teaching? What does this look like in practice?
2. How and when do teacher educators develop their pedagogy of ITE?
3. Are there common understandings of ITE pedagogy? If so, what are they? Would it be possible to move towards shared understandings across the ITE community?

The methods used for data collection in this study were taped semi-structured interviews (in order to explore the processes involved in individual teacher educators developing their own meta-pedagogy, and their perceptions of teaching and learning in ITE), followed by videoed observation of a teaching session (to see what the teacher educator's meta-pedagogy may look like in practice). Although notes, in the form of prompts to possible lines of thinking, were taken during the session, it was the video which was then used as the basis for a taped stimulated recall interview. During the viewing of the video, the teacher educator was asked to reflect aloud on the pedagogical reasoning behind their teaching actions, and any thoughts which had occurred to them at the time (Swennen et al 2008:535). As this was driven by the participant, they had ownership of the dialogue, thereby reducing potential observer bias and prejudice. The sum of these data collection methods would seem to address Newby's (2010) observation that "(t)alking, listening and watching are the backbone of data collection" (p337).

3.5.1 Taped semi-structured interviews

Semi-structured interviews were conducted to explore the processes involved in individual teacher educators developing their own habitus in terms of meta-pedagogical practice, and their perceptions of teaching and learning in ITE. The choice of semi-structured, as opposed to structured or unstructured, interviews is perhaps not surprising, given the nature of the data which were sought. The intention was to probe and expand on responses, revealing more complex factors than structured interviews might do, whilst remaining easier to manage than the more ethnographic unstructured variety. This enabled insight into the participants' assumptions, experience, values and beliefs, as well as to their personal body of knowledge, which, with regard to Bourdieu's essential elements of habitus, are factors which drive and shape practice. Semi-structured interviews, therefore, provided the perfect opportunity to generate data for examination. The advantages of semi-structured interviews, according to Newby (2010:342), include their capacity to reflect research questions, clarify misunderstanding, allow questioning to explore the issue, and produce rich data; the disadvantages are related more to resource issues of time and cost, which meant the number of participants had to be kept to a manageable level.

In the early stages of planning the study, I had considered using questionnaires in order to get a 'broad sweep' understanding of how tutors perceive teaching and learning in ITE, but initial attempts at formulating a draft of this suggested that more useful data would be collected more effectively through extending the interviews instead. Due to the complexities inherent in the research focus, interviews seemed to be more likely to yield the rich data required, exploring personal opinions which are a core part of habitus. I would concur here with the view that "the questionnaire procedure is often not good at enabling us to explore [findings] in more detail, in short providing an answer to the 'Why?' behind it" (Opie 2004:111). However, it was also the 'what' and 'how' questions demanded

by my study which required further elucidation than a questionnaire might allow, in order to tease out participants' nuanced feelings, beliefs, attitudes and insights. Resonating with these purposes was Newby's (2010) perception that "(t)he flexibility of interviews and their ability to expose issues creates an understanding of processes, events and emotions, all of which makes them particularly suitable in qualitative research" (p338).

In formulating the interview schedule (Appendix 3), questions were phrased in such a way as to encourage fulsome responses, with the intention of harnessing the richness and depth of insights required for the study, whilst following Kvale's (2007) advice that the "interviewer's questions should be brief and simple" (p60). However, the schedule was treated as a working document, with the option of adding and amending (sub-)questions both during and in-between interviews as the need seemed to arise (Cousin 2009:83). This, and the use of prompts and probes (Cohen et al 2000:278), would go some way to addressing Newby's (2010:340) perception that the term 'guide' is preferable to 'schedule' in relation to semi-structured interviews, and Kvale's (2007) observation that:

The quality of an interview relies not only on the questions posed: the way the interviewer reacts after an answer may be just as important, such as allowing a pause for the interviewee to continue an answer, by probing for more information and by attempting to verify the answers given. (p65) (emphasis in original)

According to Cohen et al (2000), an interview schedule for a semi-structured interview, "where topics and open-ended questions are written but the exact sequence and wording does not have to be followed with each respondent", might include the specific possible questions to be put for each topic, as well or instead of a series of prompts and probes (p278). Wragg (2012:110) suggests that the resultant flexibility can encourage a degree of natural conversation, albeit with "a structure and a purpose determined by the one party – the interviewer" (Kvale 2007:6). However, a possible weakness of this type of interview is that the flexibility of the interviewer can lead to a reduction in the comparability of the responses during analysis (Cohen et al:271), and I needed to be wary of this.

Whilst interviews also appeared to be the most appropriate research instrument where the subject matter is potentially sensitive, as in this study, I acknowledge that this method does require particular skill from the interviewer in order to elicit reliable data (Hinds 2000). I was aware that taking cognisance of tone of voice and body language can be an important way in which the researcher may be able to achieve this, especially in light of the particular position of researcher as 'quasi-peer', as previously outlined. Hitchcock & Hughes (1989) warn of the possibility of a "degree of reciprocity" between interviewer and interviewee as peers, which means that interviewees may provide answers they think the interviewer may want to hear, but also that "some teachers being interviewed may feel that evaluation or criticism is being implied" (p89). Perhaps even more salient in my case, they highlight the position of the 'teacher (educator) researcher', and the need for (her) to

consider the context of each interview and examine the nature of any of her own values or prejudices... Teacher researchers as well as the subjects of their research have values, attitudes, political affiliations, and often firmly held opinions on what constitutes 'good teaching'... The important point...is that she attempts to understand the significance and impact of them. (Hitchcock & Hughes 1989:89)

Cousin's (2009) advice, that "the researcher needs to take a reflexive stance by problematizing positionality throughout the interview process" (p76), is apposite in this regard, and was a guiding principle to be borne in mind at each stage. Cohen et al (2000) encapsulate these two aspects as "a reflective approach to the knowledge sought and the interpersonal relation of the interview situation" (p274), also suggesting that the subsequent analysis of qualitative data will be interpretive, and therefore

less a completely accurate representation (as in the numerical, positivist tradition) but more of a reflexive, reactive interaction between researcher and the decontextualized data that are already interpretations of a social encounter. (p282)

The unstructured nature of the responses also posed challenges for the coding and categorisation of data.

In asking "What status do you attach to your data?", Silverman (2001) raises the issue of whether we view interviews as potentially 'true' reports or situated narratives (p113), and suggests that this depends in part on the purposes of the research. The nature and purpose of this study meant from the outset that the interview would be viewed more as a situated narrative, which then raises issues of validation. Cohen et al (2000) suggest that this must take place at all stages of the interview-based investigation, from what they refer to as 'thematizing' and designing through to reporting; above all, "the notion of fitness for purpose within an ethically defensible framework should be adopted" (p286) (see also Section 3.8).

3.5.2 Videoed observation

The subsequent observation of a teaching session provided a contextualised 'snapshot' of what the teacher educator's pedagogy looked like in practice, and formed the basis of the stimulated recall interview. The session to be observed was ultimately chosen by the participant, although this was constrained by factors of timing, timetabling, etc. It provided an opportunity to see at first-hand what was taking place in situ, and

to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews), and to access personal knowledge. (Cohen et al 2000:305)

It also enabled any discrepancies between what participants said and what they did to be identified. Observation is suggested by Morrison (2003, cited in Cohen et al 2000:305) as a method for enabling

the researcher to gather data on pedagogic styles, and is eminently suitable for capturing the multi-dimensional nature of teaching and classroom interaction. It is also effective in validating as well as generating data.

The key characteristic of observation as a research method is that it takes place in a natural setting, and, according to Newby (2010), “there are no conditions or variables that are not usually present which could influence or disrupt what is being observed” (p364). However, I was aware that my presence as a ‘close observer’ – with a video camera – could affect the dynamics of the session, as Wragg (2012:14) cautions. Although my role was non-participatory, as an observer I was overtly an outsider to the group; Newby refers to this as being “inactive and known” (p367), which has the potential to be obtrusive. For this reason, I chose not to circulate during the sessions, and the camera remained static on a tripod at all times, positioned alongside me at the back of the room. The decision on whether or not to introduce me to the group, and then which details to provide, was left to each teacher educator. This provided them with ownership and authority within the research process. As student teachers had to be given the option of not being included in the filming (none took up this offer), and guarantees of confidentiality also had to be provided to them (see Appendix 4), they did need to be aware that this formed part of a research study, however. I was conscious that this may have made my influence non-neutral, as both teacher educator and students may have felt that judgements were being made on their ‘performance’; Cohen et al (2000) also warn of the potential of Hawthorne and halo effects (p315). It was also impossible to know to what extent the teacher educators were ‘performing for the camera’.

As the main purpose of the observation was to provide the video for stimulated recall interview, my role as a ‘close observer’ in three of the four cases (i.e. taking place within the setting, rather than as a ‘remote observer’ of the video (Newby 2010, p365)) was limited. Contemporaneous notes were taken, relating to pedagogical issues which had arisen from the semi-structured interview with the teacher educator, and which it was felt may provide leads for probes during the stimulated recall interview. In this way, the observation blended into the other forms of data collection, which meant that the structure of the manual recording procedure was not pre-determined. Cohen et al (2000) make reference to a ‘semi-structured observation’, which

will have an agenda of issues, but will gather data to illuminate these issues in a far less pre-determined or systematic manner [than a highly structured observation]... [They] will review observational data before suggesting an explanation of the phenomena being observed. (p305)

In this way, an ‘emic’ approach was taken; that is, using the perceptual frameworks of the participants, rather than that of the researcher, “where the definitions of the situations are captured through the eyes of the observed” (p313) – particularly as the observation was linked inextricably to

the stimulated recall interview. This ruled out the possibility of using a systematic approach with pre-determined categories, such as the Flanders Interaction Analysis Category System (FIAC), which has been widely used in (school) classroom research as a way of gathering quantitative data (Wragg 2012).

Whilst the purpose of the video was to facilitate the next stage of the research, there are also further benefits of having an audio-visual record of the observation. According to Cohen et al (2000), it “can overcome the partialness of the observer’s view of a single event”, and

has the capacity for completeness of analysis and comprehensiveness of material, reducing both the dependence on prior interpretations by the researcher, and the possibility...of only recording events which happen frequently. (p313)

Whilst these statements could also hold true in this case for the ‘observed’ (i.e. the teacher educator), there are further caveats in the case of this study to do with *participants’* interpretations and selectivity during the subsequent stimulated recall interview (outlined in the next section), as well as caution about the risks of reactivity and selectivity with the installation of video cameras – either fixed or movable. These issues of validity and reliability (see also Section 3.8) related to observation methods pertain to the observation per se, as well as to that taking place within the stimulated recall interview, although, conversely, Cohen et al (2000) suggest that multiple methods of gathering data can “provide corroboration and triangulation...to ensure that reliable inferences are derived from reliable data” (p315).

3.5.3 Stimulated recall interviews

Stimulated recall interviews are described by Paterson & Graham (2000, cited in Swennen et al 2008:535) as “retrospective reports of thinking based on the provision of extensive retrieval cues...of the preceding activity”. The justification for this is provided by Bloom (1953), often cited as the first user and advocate of the method:

The basic idea underlying the method of stimulated recall is that the subject may be enabled to relive an original situation with vividness and accuracy if he is presented with a large number of the cues or stimuli which occurred during the original situation... Since the individual is a participant in an event at one time and is a subject reporting his conscious-thought participation after the event, this type of investigation can be carried on in such a way as to have only minimal effect on the nature of the original situation. (p161)

Newby (2010) refers to the method of video-stimulated reflective dialogue (VSRD), using a ‘think aloud’ approach, albeit with respect to its use as a stimulus “with children or with people whose experience of what is being investigated is limited” (p355). This clearly is not the case with my own study, where – conversely – it was felt that this process had the potential to provide richer data than

researcher-driven observation notes alone, precisely because of the depth and breadth of knowledge on the part of the teacher educator. Involving the participant and researcher watching through the video of the teaching session together, with the former leading the viewing and reflection/discussion, it was a method which the researcher had not undertaken before piloting this study.

The choice of method was also driven by the need for the researcher to link the research questions into a coherent whole: observation allowed for a glimpse into what the teacher educator's pedagogy looked like in practice, but not the pedagogical reasoning and knowledge base underpinning this habitus. A teaching session, in "the complex and entangled environment of the classroom" (Meijer et al 2002, cited in Reitano 2006:2), does not allow for cognitive processes to be investigated during the event without the researcher intervening in the activity; however, stimulated recall has been used in educational research since the 1980s as a technique to capture these retrospectively (for example, Gass & Mackey 2000). Reitano (2006) describes it as "an effective technique for identifying and examining teachers' thoughts and decisions, and the reasons for acting as they do" (p2), which are component parts of habitus. In his study of sports coaching, Lyle (2003) reports that "the procedure successfully elicited expert accounts of decisions taken and maintained the benefits of the naturalistic context" (p861), which reflects the aims of the methodology within this piece of research.

Despite the obvious benefits of generating rich verbal accounts of pedagogical reasoning in- and on-action, there are a number of methodological issues raised by this technique. Theobald (2008), whilst referring more to young children than adults as the subjects, warns of possible distortion or misrepresentation as a result of participants being influenced by the researcher. In this case, attempts might be made by them to provide what may be perceived to be 'text book' justifications of teacher educator behaviour, particularly as the participants would be aware of the researcher's own background and experience in teacher education, as well as the purpose of the research. However, Calderhead's (1981, cited in Lyle 2003) advice to 'screen' the research goal from the participant does not seem desirable – or attainable – in this instance. In relation to this, although Lyle (2003) warns that the researcher's familiarity with the context may also have the potential to contaminate the process of research design and data collection (pp872-3), the concomitant advantages of shared understandings with regard to knowledge about teaching and learning when transcribing and analysing the data must also be taken into account. Other limitations of this method which are raised by Lyle (2003) include those related to the perspective of the video (i.e. researcher, rather than subject), the time lapse between the event and the interview process (causing potential 'recall decay', and/or allowing time to reflect and elaborate – or censor), and the opportunity to 'sanitise' accounts. The possibility of causing the participants anxiety and stress, both at being videoed and watching the tapes of their lesson, is also referred to by Reitano (2006). The question of whether tacit knowledge can be verbalised was particularly pertinent to this study, as teaching is recognised as a highly

complex activity which relies heavily on tacit knowledge and ‘automatisation’ (Calderhead 1981:213). However, Reitano (2006) refers to a number of studies which “give detail to the argument that video stimulated recall enables teachers to make explicit their implicit understandings of their interactional cognitions” (p4).

It was important to incorporate procedures at the research design stage to minimise the potential impact of any limitations. Reitano (2006) advises that “(t)he effectiveness of video stimulated recall procedures will first of all depend upon the unobtrusive nature of videotaping of the classroom lesson” (p8), and particular care was taken to avoid disrupting the classroom dynamics. As participants were very much volunteers, it was hoped that they would be less prone to feelings of stress or anxiety at taking part. Perhaps most importantly, and following Swennen et al’s (2008) lead, it was decided not to use questions to prompt the teacher educator’s recall. Instead, the participant was invited to co-watch the video, and to pause the tape and ‘reflect aloud’ (Swennen et al 2008:535) at sections where they felt pedagogical reasoning was appropriate; probes were only used when it was felt these would be useful. In this way, the method had more in common with the ‘think aloud’ technique outlined by Newby (2010), rather than a more traditional two-way interview procedure. This minimised the potential of ‘power asymmetry’, resembling more “collaborative interviewing where the researcher and subject approach equality in questioning, interpreting and reporting” (Kvale 2007:15). This obviated the “need to ensure that the questions/prompts do not alter the cognitive process being employed at the time of the event”, which, according to Lyle (2003), is “(k)ey to the validity issue” (p865). In addition, the stimulated recall interviews were scheduled to take place as soon as was possible after the teaching session, minimising the time lapse. The maximum period of two days corresponds with Bloom’s (1953:162) assertion that it is within this time frame that 95 % of the events of the lesson can be recalled with the help of stimuli. Attempts were made to disabuse participants of the notion that their pedagogy was being ‘judged’ in any way, or that there were common understandings of what constitutes effective ITE pedagogy – whilst at the same time accepting that participants would inevitably want to present themselves in the ‘best light’.

In combining this method with semi-structured interviews and observation (involving note-taking during the videotaping of the session), triangulation of evidence was made possible, allowing for enhanced reliability and validity (Newby 2010:122). As Calderhead (1981) asserts, some

indication of the validity of reported thoughts [in stimulated recall interviews] may be obtained from their internal consistency, and the degree to which teacher [educator]s’ accounts appear to match observed classroom practice (p215).

This made an in-depth exploration of the participants’ habitus more likely.

3.6 Data analysis

As the data collected was in the form of speech, the first step in the analysis was transcription of both interviews into a text format; Newby (2010:461) reminds us that decisions need to be made about how and what we transcribe (every word, speech fillers, questions, expression, etc.). Despite having made the decision in previous studies to select out interview data, by paraphrasing rather than transcribing verbatim what did not appear to be necessary, as well as making notes during the interview itself, I felt that a full transcription of the interviewee's utterances (complete with speech fillers, and pauses) would be necessary to yield the insights needed for this study – whilst also being mindful of the possibility of “treating people's testimonies as their last and definitive word on the topic” (Walford 2001, cited in Cousin 2009:91). Notwithstanding Cohen et al's (2000) reminder that transcripts form “already interpreted data” (p281), some of the researcher's questions and interjections were paraphrased where this was felt not to impede subsequent analysis, and sections of the stimulated recall interview which were deemed to be ‘off the point’ were summarised. Where relevant, notes pertaining to nuances in reactions – such as elements relating to body language and instances of participants' hesitation, laughter, or need for prompting – were also included. Transcripts of both interviews were sent to the participants for checking, as well as copies of the videos (see also Section 3.8).

In analysing the data, I expected themes – extrapolated from the literature review – to emerge, allowing for categorisation of responses. If these proved not to be as anticipated, it was hoped that linking them together might render the analysis more of a learning process than may have been expected, leading to possible fresh insights. This is recognised as a key characteristic of qualitative research: that is, “attention paid to categories and theories which emerge from data rather than sole reliance on a priori concepts and ideas” (Government Chief Social Researcher's Office 2004:5). This approach could be said to be in the spirit of grounded theory (Strauss & Corbin 1998), whereby “data form the foundation of our theory and our analysis of these data generates the concepts we construct” (Charmaz 2006:2). With respect to grounded theory, Miles & Huberman (1994) suggest an analytic sequence which “moves from one inductive inference to another by selectively collecting...., comparing and contrasting [data] in the quest for patterns...., and then gradually drawing inferences from the links” (p14). My approach could also be viewed as akin to Kvale's (2007) account of “bricolage”:

This eclectic form of generating meaning – through a multiplicity of ad hoc methods and conceptual approaches – is a common mode of interview analysis. In contrast to systematic analytic modes such as...conversation analysis, bricolage implies a free interplay on techniques during the analysis. (p115)

Once the interviews had been transcribed, highlighting was used in an initial tagging exercise, to identify what were perceived to be the key messages and concepts exemplifying relevant ‘units of

meaning' (Taylor 2008:74) within each of the transcripts. It was then possible to start coding segments of data in such a way that initial insights could be gained; Harry et al (2005) refer to this as 'open coding'. As outlined above, the coding structure was allowed to emerge from the data, and the approach was therefore inductive; Charmaz (2000) refers to this process as "the researcher's interpretations of data shap[ing] his or her emergent codes" (p515). Elsewhere, Charmaz (2006) suggests that "(g)rounded theory coding requires us to stop and ask analytic questions of the data we have gathered...[and] consists of at least two phases: initial and focused coding" (p42). The initial coding has the effect of moving the researcher towards "later decisions about defining...core conceptual categories" (p47). Hence, the next stage of the analysis was to categorise and group the utterances and observations accordingly, drawing on the conceptual framework developed from the review of literature. Referring to this process as "group[ing] the discrete codes according to conceptual categories that reflect commonalities among codes", Harry et al (2005) observe that "when engaging in categorizing/axial coding, these properties are being identified through the interpretive lens of the researcher, who is already beginning to abstract meaning from the data" (p5). As I had transcribed all of the interviews myself, preferring to do this 'manually' (that is, without the use of transcription software), I had already begun to abstract meaning during this process. As Miles & Huberman (1994) comment:

From the start of data collection, the qualitative analyst is beginning to decide what things mean – is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded. (p11)

Not only can the human ear detect nuances such as irony, humour, regret, and so on, this process had enabled me to 'get inside' the data at the earliest stage. Whilst Charmaz (2000) acknowledges that "(a)nalysis begins early" (p515) in grounded theory methods, she suggests that the "focus on the development of early analytic schemes" (p514) renders data gathering problematic. However, this process also inevitably meant that I was interpreting what I was hearing, and continually gaining insights – some of them entirely unexpected. I view this as being a positive attribute of this particular piece of research, as this observation from Harry et al (2005) would suggest:

We acknowledge that no model can represent the intuitive leaps that are an essential part of any analysis. Such intuitions represent moments of insight in which the researcher makes inferences based on what Glaser and Strauss (1969) called "sensitizing" concepts, which allow the researcher to quickly grasp the meaning implicit in social situations. (p4)

The next stage was to link these categories together thematically. Referring to "data display", Miles & Huberman (1994) describe this "second major flow of analysis activity" as "an organised, compressed assembly of information that permits conclusion drawing and action" (p11). This is demonstrated in Appendix 5, where the data have been organised and presented as a matrix, which enabled me to

progress the process of analysis and interpretation. Most, but not all, of the themes were derived and developed from my previous research and reading, and could be used to identify and explore the principles, development and practice of the teaching and learning to teach process of each particular teacher educator. These could be checked against the theoretical perspectives identified in the literature review to verify and validate the findings. In this way the conceptual framework is informed from two angles – the empirical data and the theory extrapolated from the literature. However, some were not only new, but appeared to be ‘driving’ the individual teacher educator’s pedagogical practice, as will be explored.

The categories which originated from the second stage of the analysis were organised as follows within the following four themes:

- **The teacher educator role**
 - Training for and development in the role
 - Relationships with student teachers
 - Constraints
 - Compliance

- **Elements and models of meta-pedagogical practice**
 - Modelling
 - Transmission
 - Constructivist teaching approaches
 - Focus on enhancing subject knowledge/pedagogical content knowledge (PCK)

- **The role of theory**
 - The nature and theory of learning and teaching per se
 - Integrating theory and practice in ITE (including perceptions of practicum)
 - Recognition of distinctions between pedagogy and meta-pedagogy
 - Theoretical underpinnings of meta-pedagogical practice

- **The impact of former school teacher identity**
 - Transference of skills and knowledge
 - Professional values and commitment to the profession
 - Passion for subject/children/education
 - Sensitivity to student needs

This was used as a conceptual framework through which to organise and interrogate the data, as well as to interpret “what has been said in terms of the research questions and existing literature” (Smith & Davies 2010:155).

3.7 Ethical issues

According to the BERA Ethical Guidelines for Educational Research (2011), “(a)ll educational research should be conducted within an ethic of respect for:

The Person
Knowledge
Democratic Values
The Quality of Educational Research
Academic Freedom”. (p4)

This was used as a framework through which to explore the ethical considerations and issues arising from my research.

BERA advises that the researcher “must seek to minimize the impact of their research on the normal working and workloads of participants” (p7). In terms of this ‘bureaucratic burden’, it was possible that (potential) participants of this study may not have felt this to be a good use of their time, particularly with the changes in ITE signalled in the Education Act (2011), as indicated above. It was hoped that the arguments why the research may have been worthwhile would convince potential participants of the value of taking part. However, a major concern remained that participants may have felt that the basic premise of the research was invalid; somewhat surprisingly, my own prior experience indicated that not all teacher educators hold with the idea that you can ‘teach someone to teach’, and therefore the idea of exploring the pedagogy of teacher education may have appeared unwarranted by some. For this reason, the notion of ‘voluntariness’ was important.

Further in terms of non-maleficence, there was a danger that the teacher educators may have felt their practice was being unduly criticised, rather than ‘critiqued’. This is where the significance of obtaining ‘process consent’ (Silverman 2010) came in, providing assurances that participants could withdraw at any time, and a commitment to debrief. The Canterbury Christ Church University (CCCU 2006) guidelines refer to this as ‘free and informed consent’, which involves the need for ‘voluntariness’, full and accurate information, and comprehension of this by the participants. To this end, a consent form was provided (Appendix 1), signed by the researcher and the participants at the start of the project. As Denscombe (2007, cited in Cousin 2009:23) advises, this contained: brief details of the aims, methods, anticipated outcomes and benefits of the project; broad ethical code; contact details; expected participant contribution; the right to withdraw consent; and confidentiality and security of the data. In addition, the principle of ‘researching with’ (Cousin 2009:21) was an

important one to bear in mind here, as I was researching peers; the CCCU (2006) guidelines also stress the importance of a participant-centred perspective, and collaboration (p5).

Account also needed to be taken of the notion of beneficence, both for the institutions/departments and for the individuals themselves, as I could not be sure that teacher educators would see the benefits in participating. Whilst BERA (2011) maintains that participants should be debriefed at the conclusion of the research (p8), only one of the participants of my previous study (Field 2012) into the transition from school teacher to teacher educator had been interested in a discussion of findings. It should be added that she did, however, later express that it had helped move her practice on. Either way, if the impact could indeed be such that people are shaken out of their 'comfort zone', it was felt to be worth taking a slight risk if it was to benefit others – also beyond the actual participants of the study. With regard to all of these considerations, notwithstanding the small-scale nature of the research, it was necessary to be mindful of the acknowledgement in CCCU's (2006) guidance that

because research involves advancing the frontiers of knowledge, its undertaking often involves uncertainty about the magnitude and/or kind of benefits or harms associated with individual research projects... This imposes particular ethical obligations on researchers to ensure the scientific validity, design and conduct of their research. (pp4-5)

This, of course, also links in to issues of quality.

It was self-evident that confidentiality had to be assured, as "(t)he confidential and anonymous treatment of participants' data is considered the norm for the conduct of research" (BERA 2011:7). However, the fact that the research population was small, combined with the nature of teacher education departments ('small worlds'), made it likely that teacher educators would be able to recognise themselves, and therefore each other as colleagues. Names of participants were therefore changed, and universities were identified only by (broad) geographical region. It was a challenge to find other ways of protecting the privacy of participants, although I exercised particular discretion in terms of identifying factors of universities or participants when sharing and disseminating findings.

According to the CCCU (2006) guidance, standard ethical principles underpinning research include the following: autonomy (or self-determination); veracity (i.e. adherence to the truth); privacy and confidentiality ("Each person ... has the freedom to decide the time, extent and circumstances under which they will withhold or share information" (p 4)); justice and inclusiveness (by which is implied fairness and equity). These correspond to the values I endeavour to uphold in all aspects of my professional life, whether in relationships with colleagues and students, or with research participants. However, Silverman (2010), amongst others, points to the significance of power relations when conducting research, and I needed to be alert to this. It could be, for example, that relatively new teacher educators would bestow length of service in HE, my national profile through the TTRB and

HEA work, and the fact that this is doctoral research, with some kind of seniority. It was attempted to tease this out during the time through discussion when obtaining consent, but ultimately, it did not appear to be an issue.

With regard to the principle of academic freedom, the Education Reform Act 1988 (Section 202:2) enshrined the right of UK academics to

have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges they may have. (p2)

In the current climate, amid claims by Academics for Academic Freedom (AFAF¹⁴) and others that this principle is under attack, it is perhaps more important than ever that what appear to be legitimate lines of inquiry are pursued, and that I endeavoured to disseminate findings as widely as possible with a view to contributing to the debate on – and, ultimately, the knowledge base of – the nature of teaching and learning about teaching. Throughout the period of completing my thesis, dissemination and professional discussions enabled me to provide information and intelligence, and for me to co-construct knowledge with others. This has included co-presenting papers and workshops at national and international conferences with established researchers and experts in the field (Appendix 2), as a way of disseminating interim findings, as well as to feed into and inform the study. The network has served as a focus group, enabling testing and enhancing understandings. This, therefore, became part of the analytical approach.

3.8 Valorisation and validity

As outlined above, the intention was to add to the knowledge base of teacher education, specifically with regard to the pedagogy of teaching about teaching. For this to be the case, the research needed to be credible. Cousin (2009) suggests that one way of ensuring ‘trustworthiness’ is to embed reflexivity in the research (p18); this required me to remain aware throughout of my positionality and how this might influence my report, as previously outlined. CCCU (2006) guidelines also stress the importance of high scientific as well as ethical standards in social research, placing the ‘duties’ of honesty, integrity, objectivity, accountability and openness alongside “thoughtful inquiry, rigorous analysis, and the application of professional standards” (p2). Within the research process itself, the guidance suggests all of the above needs to be applied to the research design, sample and data collection (p4). Understanding of these methodological issues needed to be thorough, involving ongoing reading and refining throughout the research process; as Kvale (2007) notes, “(v)alidation rests on the quality of the researcher’s craftsmanship throughout an investigation, continually checking, questioning and theoretically interpreting the findings” (p123).

¹⁴ See website at <http://www.afaf.org.uk/>

Findings were cross-referenced and related to the literature, and agreement on accuracy of the data was sought from participants. This accords with Burton & Bartlett's (2005) observation that, with an interpretivist approach, it is particularly important to make clear the evidence upon which the findings are based. This can include full explanations regarding collection of data, and "member checks....whereby research participants are asked if their accounts have been recorded accurately" (p27). Using a range of research methods also contributed to the process of triangulation, in that the object of the study was approached from "different angles and perspectives":

In order to produce a more thorough and rigorous piece of research, several research methods are often used in conjunction with one another. The main methods, in fact, often complement each other. For instance, what has been seen during observations can be raised in interviews. (Burton & Bartlett 2005:28).

It is, however, important to acknowledge the situated nature of interview data, and so the aim is not to seek "universal knowledge.... What matters is not arriving at context-independent general knowledge, but producing well-described situated knowledge from the interviews" (Kvale 2007:143). Within this, Miles & Huberman (1994) point to five areas of 'standards for the quality of conclusions', which include objectivity, reliability, internal and external validity, as well as utilisation. The first four deal respectively with acknowledgement of any researcher bias, the consistency of the process of the study, "truth value" or credibility of the study, and transferability/generalisability (pp277-279). The fifth of these deals with Kvale's (1989) notion of 'pragmatic validity', where the focus is "on whether the new interpretations lead to changes in behavior, and whether an investigation can be used to improve the conditions studied" (Kvale 1994:168). All of these issues were considered and informed the approach at all stages of the study. The findings from the study also formed the basis of a chapter regarding the contribution of meta-pedagogy to developing teachers (Field 2014), in a series of Critical Guides for Teacher Educators, edited by Ian Menter, and launched at the UCET (Universities' Council for the Education of Teachers) 2014 conference.

3.9 Chapter conclusion

The critical evaluation of the research plan contained in this chapter has highlighted that the study sits within a qualitative framework, as it sets out to study 'things' (teacher educators' meta-pedagogy) in their natural settings (university classrooms) "attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln 2000:3). In order to research ITE pedagogy at the current time in England, it is necessary to explore prevailing and underlying understandings of teaching and learning about teaching, and how these are translated into meta-pedagogical practice by a sample of teacher educators. The lack of a knowledge base as revealed by the literature review (Grossman et al 2009, Shulman 2005) suggests a need to focus on values, beliefs and prior experience, and how these impact upon habitus. As the study is not concerned with levels of performance, quantifiable metrics are not of importance. Instead, the information sought is related to

teacher educators' understandings and enactment of meta-pedagogy; how and when they develop their meta-pedagogical practice; and whether there might be shared understandings. Focussing on behaviour and personalised theories, it demands a qualitative approach, and the main research questions warrant interpretive elements of case study and ethnography.

The study is an exploration, which seeks to explain the provenance of ideas and practices, and which considers the range of variables influencing habitus. Accordingly, the choice of overall research strategy, collective case study, is deemed most appropriate. Within these case studies, the research questions are explored by way of a preliminary semi-structured interview, which is able to probe and expand on answers as required of qualitative research (Hitchcock & Hughes 1989), and a stimulated recall interview following an observed teaching session. The latter has the potential to provide rich data linked precisely to examples of the enacted meta-pedagogical practice of the participant teacher educators. Data are analysed inductively, with the emerging codes categorised conceptually into themes, and then organised and presented as a matrix, which allows conclusions to be made.

As the methods could be deemed to be intrusive for the participants, a convenience sampling approach is taken, and particular consideration given to ethical issues such as 'voluntariness' and beneficence. The CCCU (2006) and BERA (2011) ethical guidelines are strictly adhered to throughout. Aware of the importance of being conscious of my positionality and role as researcher, and of a need to strive for a robust research design, matters of valorisation and validity are closely monitored at all stages of the study.

Chapter 4: Research findings

4.1 Introduction

In this chapter, the data arising from each of the four case studies are presented and discussed under the headings identified in Section 3.6, which represent the conceptual framework. Data sets from both interviews and the observation are compared and contrasted as a way of exploring how the teacher educators' beliefs and understandings were translated into meta-pedagogical practice. The stimulated recall interview, linked as it is to the observation of the video, allowed for particularly illuminating insights – both for the researcher and the participants. Often the latter were unaware of aspects of their practice which were revealed by the video recorder, and these ruminations are captured in the subsequent interview. The quantity of data allowed for rich and thick descriptions for each of them, which are then summarised as cross-case findings in Section 4.6, and presented as a collection of continua in Section 4.7. Whilst this helped to illuminate similarities, as well as differences, in approach, it highlighted what appeared to be different drivers for their respective meta-pedagogical practices.

In line with the previous discussion regarding a theoretical lens (Section 2.3.9), Bourdieusian concepts are applied in analysing the data and evidence, in order to uncover practices. This enables an exploration of the extent to which the habitus of teacher educators 'fits' the new field, their recognition of this, and whether and how this expands and leads to increased cultural capital. These principles are used as a lens to analyse data within this conceptual framework.

4.2 Case 1: Rachel

Rachel had had eight years' experience in ITE, following a successful career teaching in schools in London, latterly as part of the senior management team in an international school. She was working at a post-1992 university located in the southeast of England.

The session observed was with a group of PGCE Modern Foreign Languages (MFL) secondary and 7-14 (key stage 2-3) students on the theme of key stage 2-3 transfer & transition in MFL. Taking place towards the end of the first term of three, it followed the first block practicum. The teacher educator input at the start of the session was interspersed with question and answer interaction. This was followed by carefully structured group work and feedback regarding developing a school policy for transfer and transition. Visuals on the PowerPoint were used to stimulate discussion, and students were encouraged to explore their own previous experience in order to build new understandings.

The main driver for Rachel's pedagogical practice in ITE appeared to be a sense of teacher professional identity. This was demonstrated throughout both interviews and in the observation, as her practice and beliefs focused at all times on membership of the teaching profession – as first, as well as second, order practitioner. Indeed, she viewed this professional responsibility as being heightened through her role as 'gatekeeper' to the teaching profession. It was important for her to model what she saw as professional behaviours, both as a teacher practitioner and in her teaching practice. As a consequence, her meta-pedagogy and habitus were rooted very firmly in teacher identity.

4.2.1 The teacher educator role

4.2.1.1 Training for and development in the role

From the interviews as well as the observed session, it appeared that Rachel's former identity and habitus had continued to impact significantly upon pedagogy, as her new identity as 'second order practitioner' (Murray & Male 2005) had been developed and established. Whilst professional identity can be seen as being central to the quality of teacher educators' pedagogical practice (Davey 2013), the distinctions between teacher and teacher educator might appear to be somewhat blurred, which demonstrates the complexity of 'field':

One difficulty associated with framing professional identity through the lens of "ex-schoolteacher" is that the teacher educator may be viewed as simply being a teacher teaching in teacher preparation rather than as a teacher educator with an expertise in teaching and learning about teaching. The distinction being that knowledge, skill and ability in teaching needs to be able to be taught not just demonstrated. (Loughran 2006:13)

Rachel said that she had needed to '*reflect upon my own practice*', although she acknowledged that skills and knowledge transferred from the school setting had served as a 'basis' for the ongoing development of her practice as teacher educator. This reflects Bullock's (2009) observation that he used his prior identity as a successful teacher for his developing pedagogy of teacher education, and Brookfield's (1995, quoted in Loughran 2006:61) suggestion that, as well as more immediate concerns about objectives and knowledge about the students, teacher educators' "choices and injunctions spring from [their] past experiences as teachers". From the semi-structured interview, it would appear that Rachel had to some extent driven her own professional development, through reflection and finding 'thinking space', reading, and working alongside colleagues. She reported using Socratic questioning techniques with student teachers to encourage reflection, which appeared to be a pedagogical insight gained from her experience as a teacher educator, and evidence of her expanding habitus in the second order field: '*I think this is how my pedagogy has developed over the years [in ITE],...I think I try to get them to think more. Rather than giving them information, I try now to use questioning*'.

4.2.1.2 Relationships with student teachers

Rachel identified both herself and the students as *'participants'* in the teaching and learning process, not wishing to perceive herself as the *'expert'*. She was thereby rejecting the notion of 'expert to novice' (Colucci-Gray & Fraser 2008), or a 'cascading expertise' approach, in favour of a more holistic view of 'student as teacher and learner' (Taylor 2008). When referring to her transition from school teacher to teacher educator, and her consideration of the needs of adult learners as compared to children, she commented: *'I'd hope that I don't patronise my students. I wouldn't want to, and I hope I haven't done that'*. However, she also observed that *'sometimes making the transition from working with pupils, even if you're working with A-Level pupils a lot, to working with graduates, is perhaps a harder transition...than sometimes it appears'*. Whilst this suggests she had recognised that her existing habitus did not 'fit' the new field, these statements reflect an acknowledgement of the differences between adult and young learners, rather than subject matter; that is, context, rather than content.

4.2.1.3 Constraints

Rather than talking about constraints, Rachel referred to having more opportunities to reflect upon her own and other people's practice than she had had as a school teacher. She commented that she had more opportunity for *'thinking space'* at university, but that, although it was encouraged, it was becoming more scarce in the current climate. She did, however, suggest that, in order to gauge the success of the student teachers' experience on the PGCE programme, she would need to be *'able to revisit them over several years'*.

4.2.1.4 Compliance

Although Rachel repeatedly referred to encouraging the students to draw conclusions, in terms of critical thinking, this was perhaps tempered by the following comment: *'I'm trying to lead them – rightly or wrongly,...successfully or not, but I'm trying to lead them to draw conclusions. I know what I want them to draw, but I'm not trying to tell them'*. Whilst this pragmatism might be entirely understandable, it raises questions about the student and teacher educator roles, and could be seen to run counter to Rachel's claim of not being the 'expert'. It could also be perceived that the pedagogy is (perhaps inevitably) confined by the constraints of the central requirements of ITE and the national teachers' standards, which are an immanent part of the field.

4.2.2 Elements and models of meta-pedagogical practice

4.2.2.1 Modelling

In the semi-structured interview, Rachel talked of the constant aspiration to be a role model to the students. For her, this meant demonstrating best teaching practice, although she accepted that this might not always be the case. Many of the strategies employed by Rachel in the observed session

appeared to reflect her habitus and subject background as an MFL teacher, and, as such, the choice of these for this ITE session may have been made on two levels: adherence to these as – personally and professionally – tried and tested methods of teaching and learning (albeit in a different field), as well as modelling what might be good practice for the future teachers of MFL. Although Loughran (2006) points that “simply modelling practice through the use of a range of teaching procedures..., or teaching about teaching by using engaging strategies, is in itself not sufficient in teacher education” (p83), as identified in Section 2.4.2, this implicit form of modelling is one which appears to be common practice amongst teacher educators (Grossman et al 2009, Lunenberg & Korthagen 2003). The observed session also revealed professionalism modelled in teacher (as well as teaching) behaviours, many of them presumably transferred from the school context and habitus; these included punctuality, timings, interactions (including with latecomers), encouragement and tone of voice. Rachel revealed the underlying professional belief or value with this comment:

I...always try to be as well-prepared as I can, because that's what I expect of them, and...I don't think it's appropriate for me to...have expectations of them that I'm not prepared to try and fulfil myself.

This links to the ethical dimensions of role modelling identified by Hau-Fai Law et al (2007), who also found that teacher educators modelled sensitivity towards student needs.

When Rachel was asked if she ever made this modelling explicit, she replied *'sometimes I do, and sometimes I make it implicit'*. However, although she acknowledged that this may involve 'stepping out', she does not relate this to theory:

rather than making it explicit, I might say to them, 'are there things that we've done today' – because there are things I do as workshop activities... 'how might you tweak that, ...how might you use that – or would you not use it?'... I do do that sometimes, but I don't do it that often.

This would not therefore qualify as 'congruent teaching' (Swennen et al 2008) within ITE, as student teachers would not be made aware of any theoretical perspectives.

4.2.2.2 Transmission

There was little evidence of a transmissive approach in the observed session, or in the interviews. Rachel commented that *'activities that are underpinned by theory, but...which are actually quite practical in nature, ...I think are much more effective than...students listening to a lecture'*, and spoke of finding alternatives to *'giv[ing] them loads of information'*. Her responses to suggestions that she seemed to be avoiding a transmissive approach seemed to confirm this: *'Yes, because they're not going to remember it, are they?'*, as well as *'really, if I'm transmitting, then it's just a lecture'*.

4.2.2.3 Constructivist teaching approaches

Rachel stated that her ITE pedagogy was heavily influenced by a piece of research on developing pupil (sic) autonomy, which found that these remember 10% of what they hear, but 90% of what they do. Whilst this indicates a blurring of lines between teaching and meta-teaching, there appeared to be a focus on experiential and active learning in her practice. This comment in the stimulated recall interview related to what Rachel perceived as the effectiveness of active learning strategies: *'I just try to make things as 'workshopy' as I can, because I think that's how they remember. And how they learn'*. Whilst this might be seen to link to theories of learning, that was not made explicit.

She provided an indication of how her meta-pedagogy may have been informed by her own tacit understanding of the process of learning to teach; that by *'giving them something to think about and to reflect upon, ...that's helping them learn to teach'*. There was evidence of reflection, critical thinking, and experiential learning in the wide range of teaching strategies in the observed session. Rachel explained that, at one point in the session, the student teachers *'have to question themselves. You know, just to unpick what they're doing, and why they're doing it, and where it's leading them'*.

It was clear during the observed session that the group dynamic was one of a learning community (*'because they learn from each other'*), with students being encouraged (and feeling comfortable) to partake in debate and discussion: at one point in the stimulated recall interview, she was pleased to report that *'then they were really debating things'*. Rachel recognised that *'they come in with a variety of experience, ...a lot of them very successful in the field already, in a different field'*, and commented that she took account of the students' starting points, referring to *'trying to drill in to their expertise'*, and then building step-by-step upon that. In the stimulated recall interview, she explained that she had intended *'for each activity to kind of set them up for the next one'*. All of this could be viewed as a constructivist approach, even though she needed to be prompted in the stimulated recall interview before recognising it as such. She also talked of using *'questioning to draw out...knowledge, draw inference, to draw information out of students, and perhaps...help them to make links that they might not have made'*.

4.2.2.4 Focus on subject knowledge/PCK

Rachel cited subject knowledge as one of the important qualities for a teacher educator, but referred to the difference between subject knowledge and subject application – or how you teach your subject to others. This is defined by Shulman (1987, cited in Cochran-Smith & Lytle 1999:255) as pedagogical content knowledge (PCK):

that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding.. . it represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues

are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction.

This indicates an acceptance of the distinct nature of the new field.

4.2.3 The role of theory

4.2.3.1 The nature and theory of learning and teaching per se

Rachel did not identify theories of teaching and learning in the interviews, although they appeared to be implicit in her practice. This would reflect the “unthinking” (Grenfell & James 1998:14) nature of a well-developed habitus. So, for example, despite indications of a constructivist approach in the observed session, as indicated above, she did not volunteer this as being a theoretical underpinning of her practice, even when prompted. However, she was tentatively receptive to the idea when this was explicitly suggested to her: *‘I guess. Erm, probably without even me necessarily being aware..., that’s really what I was doing’*. This could be seen to reflect the findings from Swennen et al’s (2008) study, which raised possible concerns about teacher educators’ level of theoretical knowledge, and/or the ability to articulate this, especially in unprepared situations. However, whilst Rachel’s articulation of formal theoretical knowledge was limited, this may have been linked to the fact that Rachel had a wealth of tacit knowledge and personal theories underpinning her habitus built upon years of experience of ‘what works’. As explored in Section 2.3.7, teachers’ professional knowledge is widely acknowledged as being largely tacit within the literature (Loughran 2007, McKeon & Harrison 2010).

4.2.3.2 Integrating theory and practice in ITE (including perceptions of practicum)

Despite the lack of clarity about what she understood as ‘theory’, Rachel referred in both interviews to the importance of linking theory with practice, and whether the students are then able to apply this in specific situations, reflecting the distinction between episteme and phronesis. Within sessions, Rachel explained that *‘we might start by looking at the theory, but then actually quite quickly try and unpack that through workshops and through practical activities’*. In the stimulated recall interview, she explained that *‘they’d started thinking about practical, and then we looked at theory, then they hopefully used that theory to underpin...the practical again’*. This reflects Loughran’s (2006) reference to the “symbiotic relationship” which enhances the process of “phronesis informing episteme informing phronesis” (p135). Rachel commented that she could evaluate through school visits if student teachers have understood her ‘pedagogy inspired intentions’ (Cassidy & Tinning 2004), and if they have *‘actually tried to embed some of that into their practice’*.

4.2.3.3 Recognition of distinctions between pedagogy and meta-pedagogy

Rachel suggested that the transition from school teacher to teacher educator involved a process of ‘deconstructing our (school) pedagogy first, and then constructing maybe...reconstructing a

pedagogy'. This reflects the need to develop second order practice in the new field. However, despite her comment that *'I think we bring subject knowledge with us, but we have to learn then subject application – how do you teach that application of knowledge?'*, when asked to define her meta-pedagogical approach, she ultimately referred in both interviews to the pedagogy of the curriculum subject (in this case, MFL), and the theory and evidence base related to this, rather than perceiving 'teaching' as the discipline. This might demonstrate a disjuncture between habitus and the new field (Reay 2004).

4.2.3.4 Theoretical underpinnings of meta-pedagogical practice

Rachel referred to the notion of theory informing her practice as a teacher educator, and to her attempts *'to ensure that the theory...underpins the pedagogy'*, which, in itself, reflects McKeon & Harrison's (2010) finding that theory began to inform teaching strategies as the teacher educators in their longitudinal study gained in experience. However, Rachel's use of the term 'theory' in this instance appeared to relate to theory about teaching and learning, rather than any theory of meta-teaching; her response to the direct question of whether there is a theory underpinning the pedagogy of teacher education was as follows: *'maybe it does, but I don't think I've got that, I don't think I've unpicked that'*.

4.2.4 The impact of former school teacher identity

4.2.4.1 Transference of skills and knowledge

Rachel referred specifically to her background as an MFL teacher, which had meant that she was *'used to communicating, and working with different groups, and setting up classrooms in a variety of groups'*, but also to more generic pedagogy:

...all the skills, you know, that I think...are implicit anyway, that...you use as a teacher, and the knowledge that you have as a teacher. You bring them with you, but I think perhaps you use them differently, and you develop them differently.

In providing the rider here, of having to use these 'differently' in ITE, Rachel cast doubt on the widely-held assumption that the transference of school-based teaching skills to the university sector is straightforward – a premise which a growing body of research is also challenging, as explored in Section 2.3.4. Her increasing recognition of the new field was reflected in her comment that, as a new teacher educator, *'I probably thought I was transferring more than I was'*. She expands on this when she talks of having transferred the following:

an understanding of how - I was going to say how to teach the subject - an understanding of how I taught the subject. That's not necessarily an understanding of how to teach it. Because that's quite a subjective perspective, isn't it?

There were a number of ways in which teacher identity was evident in Rachel's practice as a teacher educator, perhaps most obviously in terms of transferable knowledge and skills about teaching and learning. Resonating with the first of Hau-Fai Law et al's (2007) designated teaching themes, 'eclectic teaching and learning strategies', the pedagogical practice in the observed session demonstrated a range of these, which would appear to have been drawn from Rachel's wide experience as both first and second order practitioner, reflecting the habitus developed in both fields. The examples of teaching and learning activities within the session included: question and answer interaction, quizzes, guesswork/estimation, groupwork (including 'jigsaw' activity), link-making, sorting/matching, memorisation techniques, and use of visual aids. Rachel also clearly focused on a structured approach to teaching and learning, reflected in her comment, *'that's why I sequenced things the way I did'*. The planning of the session revealed this, through the sequencing of 'stirrers and settlers', and student- and teacher educator-directed activities. All of this was likely to have been honed in her former practice and habitus as a school teacher, and could be directly applied in the new field. As Hau-Fai Law et al (2007) suggest:

As well as possessing a repertoire of strategies from their experience and training as professional teachers at the school level, [teacher educators] may also be able to utilise processes for selecting and using of teaching strategies which parallel the approaches used by professional school teachers. (p257)

The temptation here may be to dismiss disjunctures between habitus and field, and opportunities for the expansion of cultural capital may be lost.

4.2.4.2 Professional values and commitment to the profession

A focus on professionalism appeared to be a fundamental principle underpinning Rachel's practice. She demonstrated a commitment to the profession of teaching, reflected in her perception of acting as *'gatekeeper'* to the profession, and her concern for *'our primary colleagues'* (by whom she meant primary school teachers). Rachel's focus on developing her own professional practice as a teacher educator was evident within her responses during both interviews, and can be seen to be a measure of professional commitment, as well as of her expanding habitus.

4.2.4.3 Passion for subject/children/education

Rachel professed a *'love for the subject'* transferred from her school experience. Although she viewed the latter as *'superficial'*, Hau-Fai Law et al (2007) combine the two elements of 'showing professional commitment and passion' as another of their teaching themes, which "can involve a commitment to the profession of teaching itself, again reflecting the inter-relationship between the content of their teaching and their own teaching practice" (p258). These would appear to form part of Rachel's first and second order habitus.

4.2.4.4 Sensitivity to student needs

Rachel demonstrated an inclination to be student-centred, focusing on the student teachers' affective as well as cognitive needs, and hence on their learning; this included an informed use of feedback and plenaries. From the interviews and the observed session, it would appear that the creation of a safe learning environment was an underlying principle of her pedagogy, which reflected the focus on student needs. In the semi-structured interview, she expressed the need for empathy as a teacher educator, and then, in the stimulated recall interview, identified encouraging the students to empathise as a teaching and learning strategy:

And I think they did that [activity] really well, because most of that was from empathising, and *thinking about their own position they'd been in as a learner, and then thinking about the position they'd been in now as an observer.*

During the session, her sensitivity towards students' feelings was seen to impact directly on the way teaching methods or interactions were modified, and pedagogical decisions-in-action were made. During the stimulated recall interview, she repeatedly expressed satisfaction about students demonstrating their learning and new insights during the session – as well as sensitivity about where learning had not been so effective, either for individual students, or as a result of pedagogical interventions (for example, *'that's where I tried to get them to think what they thought the bridges might be called, but it was too hard for them'*).

Her clear focus on student needs, identified by Hau-Fai Law et al (2007) as an aspect of practice which can be linked to former school teacher identity (and therefore habitus), reflected a sophisticated perception of 'student as teacher and learner' (Taylor 2008); students were encouraged to think critically, question practices and explore principles. Also, by recognising their different starting points and needs, Rachel said she felt able to help them as individuals, and collectively, to develop a broad understanding of teaching and learning. She provided scaffolding in the form of prompts and stimuli, and appeared to be aware of individuals' progress. In the semi-structured interview, she referred to the fact that there were *'some weak students'* in this year's cohort, which again highlighted her perceived role as *'gatekeeper'* in preparing all of the students as entrants into the teaching profession.

There were repeated allusions throughout both interviews to the importance of formal and informal student feedback informing Rachel's practice, which reflected the recognition of her role as co-learner. In both interviews, she referred to the importance of plenaries, in order to evaluate outcomes, and to modify her practice. Her emphasis on the pastoral or affective domain within her practice appeared also to link to her school teaching background, and habitus. Hau-Fai Law et al (2007) suggest that sensitivity towards student needs reflects the layered nature of teacher education:

Teacher educators' background as professional school teachers may well influence how this sensitivity is seen and exercised by them. In a way that parallels teacher educators' knowledge of and use of strategies, sensitivity to student needs is both part of what teacher educators value from their school teaching backgrounds and something to be modelled for their higher education students. (p257)

This harks back to Section 4.2.2.1, and the issue of modelling.

4.3 Case 2: Julie

Julie was in her fifth year as teacher educator, following a long and varied career as a music teacher: *'from teaching in a young offenders' institute,...a very top ability grammar school,...primary school,...secondary school'*. She was working at a post-1992 university situated in the north-west of England, teaching on both the secondary and primary PGCE programmes, and was conducting doctoral research into how primary PGCE students learn to teach music.

The session observed, on the theme of differentiating the music curriculum, took place a quarter of the way through the PGCE course with a secondary music group, who were undertaking serial practicum for three days a week. The session began with teacher educator input on differentiation, followed by whole group discussion of what this might mean in teaching and learning music. The remainder of the session was very 'hands on', with the students working in groups to compose a piece of music. The task was differentiated for each group, according to their perceived abilities in music. The session concluded with each group performing their composition, and whole class discussion.

It would appear that the main driver for Julie's pedagogical practice in ITE was the subject (music). Not only did she make this very clear in the interviews, but the session itself had the feel of a music lesson, rather than being about the teaching of music. The ability to practice music – by way of playing at least one instrument – was viewed as paramount in terms of first and second order teaching of music.

4.3.1 The teacher educator role

4.3.1.1 Training for and development in the role

Despite Julie's comment that she had *'never had any training in this job'*, reflecting findings from the literature identified in Section 2.3.5, she attributed any development in the role and field to *'working with a more experienced colleague...who's, luckily for me, another specialist in this area'* (music). This had entailed observation, collaborative teaching, and receiving advice and feedback. As a result of this, and *'a lot of reflection after my first year on the job'*, Julie felt that she was *'almost on automatic pilot now'*. When asked about whether there is a knowledge base underpinning ITE pedagogy, she identified *'other people'*, and mentioned joining the National Association of Music

Educators as significant for her in this regard: ‘They do loads for teacher education, specifically in *music*’. Thus, her habitus seemed rooted in music, rather than music education.

4.3.1.2 Relationships with student teachers

Julie reported a ‘*really good dialogue*’ between teacher educators and student teachers at the university, and suggested that they were ‘*both in a learning role*’, with sessions sometimes almost being led by the latter. This may imply a ‘student as teacher and learner’ approach, as identified by Taylor (2008); however, although Julie referred favourably to sessions going ‘*off at a tangent*’, she also expressed concern about this ‘*taking too much time*’.

4.3.1.3 Constraints

Lack of time was identified by Julie as a major problem in terms of pedagogical practice. Although she claimed to prefer discussion to ‘*telling them stuff*’, she found difficulties in reining these discussions in, which meant losing time: ‘*sometimes they’re really...good discussions, and they go off, and then...you start to feel like you’re wasting time. And you know it’s not a waste of time, but it’s not what we’re talking about today*’. The length of the PGCE course (‘*a nine/ten month course*’) was also seen to have wider negative implications:

when I first came into this job, *I thought, ...I’m going to really make a difference here to the teaching workforce, and now I’ve actually sat back, and thought, actually, a course like this – how much difference can a course like this make? ...It’s made me wonder....how much impact you can have in such a short space of time without being able to build on it at all.*

This reflects concerns regarding lack of impact expressed by Korthagen (2010a). Within these perceived constraints, Julie commented, ‘*it’s just – we’re doing our best, aren’t we?*’

4.3.1.4 Compliance

Whilst Julie’s pedagogical practice appeared to be underpinned to a large extent by her firmly held beliefs and values surrounding the subject, this was tempered by frequent references to the impact of the teachers’ standards, national curriculum and Ofsted criteria as part of the ITE field. So, for example, she referred to ‘*those things that Ofsted require if you like, that everybody knows we’ve got to focus on*’. With regard to inclusion in music, she commented that ‘*everyone can do it. And must do it, because it’s a statutory national curriculum subject, and they must teach all pupils. And challenge all pupils*’. During the stimulated recall interview, she acknowledged that she made the links to statutory requirements (‘*what all these important people are saying*’) in order to give the university-based session ‘*more credence*’ when compared to their school teaching experience:

It's almost like I'm saying, 'You do need to listen to this, because actually this is what you're being judged against, the standards, this is what Ofsted are going to look for when they come in and judge you. Actually, this is important'.

The choice of the word 'outstanding' (itself part of Ofsted parlance) in the reported comment to the student teachers, '*if you want to be an outstanding teacher...*', might also be relevant in this regard.

Fisher et al (2010) point to "the current climate of heightened accountability, a mandated curriculum and associated national Standards", suggesting that teacher educators "can, at times, find themselves treading a narrow path between compliance with external demands and the desire to promote reflective teaching and learning" (p99). It is suggested by Taylor (2008) that there is a link between compliance and how learning to teach is understood. However, during the observed session and then again in the stimulated recall interview, Julie made it clear that she retained a certain amount of critical distance towards the music component of the national curriculum, and expected the same of the students: '*it's not a subject that you can grade in that way, and I'm really glad [the student teachers] get that... I don't want **them** to be afraid to stand up and say, 'This is actually ridiculous'*'. Maintaining that '*every music teacher...in the world*' recognises the '*stupidity*' of the national curriculum levels, and that '*they're just not usable, they're not user-friendly for the music teacher*', she balanced her criticism of them within the session by making the point to students that they had to find ways of working with them in their professional practice. She reflected on her approach to this within the stimulated recall interview, suggesting that '*(m)aybe it's my job to say, you know, 'we've got the levels, from the DfE...and we must – and it's part of the national curriculum'*'.

4.3.2 Elements and models of meta-pedagogical practice

4.3.2.1 Modelling

Although she commented '*I'm not sure if we don't just make it up as we go along*', it was clear from the videoed observations as well as from the interviews that modelling had been developed as a key part of Julie's pedagogical practice as teacher educator. Whilst she also referred to modelling professionalism, for the most part the references were in terms of simplistic modelling of practice; that is, replicating within ITE teaching and learning sessions what might be seen as good practice in the (music) classroom. This equates to modelling first order habitus in the second order field. Julie talked of '*modelling what you want them to do in the classroom*', and of demonstrating and offering the student teachers a variety of '*ways to do things*'. Loughran (2006) refers to this as "teaching in the very ways we encourage our students to teach", but expands upon this as follows: "to do so with the intention of offering them access to the thoughts of, and knowledge about, such practice by explicating the underlying teaching approach" (p95). When questioned about explicit modelling, Julie responded that '*I think that we both do that in music education here... We question them a lot about...why are we doing this activity, what's the point of it, what can we learn from it?*'. This would

relate to ‘stepping out’. Although this was not apparent from the observed session, she commented in the stimulated recall interview that *‘it’s exactly the same as what I want them to do in class. And I want them to kind of understand that, and I do try and point that out’*.

Julie also stated the importance for (student) teachers to be a role model for playing an instrument, as it ‘follows on with the pupils, that we should be encouraging the pupils to play **their** instruments in the *classroom*’; in this way, extra-curricular and classroom learning can come together as *‘part of the same learning journey’*. The modelling (related to subject knowledge), therefore, can be seen on two levels: teacher educator modelling to student teachers, and student teacher modelling to the pupils – possibly even pupils modelling to (as yet non-playing) pupils. However, when questioned about the layers (or levels) of modelling within the session, Julie did not seem to be aware of this.

4.3.2.2 Transmission

Although Julie modelled playing the piano during the observed session, she recognised the paradox with her partial reliance on transmission to reinforce this message. In the stimulated recall interview, she commented on the fact that she had seized the opportunity within the session to emphasise the point that *‘(i)f you want to be an outstanding music teacher, don’t stand and talk at the kids and tell them things – show them through music’*, but then added:

And, of course, that’s the difficulty, because I’m standing there talking to them. And they’re talking back at me. I suppose I could have sung the whole thing, or rapped! And so, you know, there’s a limit – you have to speak as well, but...if you don’t model what you want on an instrument...

Reflecting Berry’s (2004) observation of (beginner) student teachers’ simplistic view of teaching, Julie referred repeatedly to students expecting a transmissive approach from teacher educators; that *‘they see us as the font of all knowledge when they first come’*, and therefore think, *‘you tell me what I need to know, I’ll go and do it’*. However, whilst Julie said that they need to understand that, as teacher educators, *‘we’re not really in a position where we’re here to tell you everything’*, she referred twice to thinking that what she did tell them was ‘right’. This suggests that she felt she had acquired cultural capital as a school teacher, which appeared to be impacting on her habitus in the new field.

4.3.2.3 Constructivist teaching approaches

In the interviews, Julie described her meta-pedagogical practice as *‘quite discussion-based’*, *‘thought-provoking’*, and *‘interaction, all the time’*. She also spoke favourably of having a *‘reflection session’*, but tempered this with:

I know that in this group some of them do reflect really well, and they, some of them just won’t bother. Because they’re so worried that tomorrow they’ve got a lesson. It’s difficult to know how reflective they are being.

This might suggest that reflection was seen as something occurring independently of pedagogical interventions.

Julie referred to a preference for student teachers working in groups, learning from and *'feeding off'* each other, which was illustrated in the observed session. However, in talking about her development as a teacher educator, she demonstrated reluctance to label this as constructivism:

I've read things that I would never have read before about, for example, something like constructivism. ...I wouldn't have known anything about that really, and trying to think 'Am I teaching in a constructivist way or not, or is it something else that's a bit like that?'

This does suggest a development of habitus in the second order field, albeit not necessarily on a conscious level.

4.3.2.4 Focus on subject knowledge/PCK

With regard to teacher educators, Julie commented that *'without subject knowledge, it's very difficult for us to do our job in ITE'*, and that, for student teachers also, *'their subject is...very, very important'*. In this and other respects, as already highlighted, Julie's habitus appeared to be centred around music, and she had a tendency to view the new field as university-based music ITE.

During the stimulated recall interview, Julie commented: *'what I'm trying to do is challenge all their thinking about what music's about'*. This was evident throughout the observed session. She talked about having to deal with misconceptions about the subject (*'one of the biggest misconceptions that music teachers have is that, if you learn an instrument, you equal gifted and talented in music'*), as well as emphasising what it was that distinguishes music from other subjects on the school curriculum. One of these aspects was differentiation: *'In music it's really hard to differentiate. I mean it probably is in all subjects, but I just think there are so many things that make it difficult in music'*. It is for these reasons that subject specialism, and therefore a sound command of subject knowledge, was identified as being of particular importance:

*I always say to them, 'Could that lesson have been taught by a geographer? Or a scientist? Or a maths teacher? Because what did **you** do to make it different?... (W)hat did you do that made it musical?'*

With that in mind, as explored above, she saw it as important for her to model (musical) behaviours which she believed should be replicated in schools; to *'(s)how them through music'*, by using music as the 'main language', which reflects the current emphasis in music education. She commented that she was *'absolutely trying to instil in them that good music teachers are using music all the time to demonstrate everything they can through music'*, reinforcing the point that the students need to play

their musical instruments in class, otherwise *'(t)hey forget to show that they're musicians... A music teacher stops being musical. And, and that's...like the worst thing that you can do'*. This again reflects her music-centric habitus.

The emphasis Julie placed on subject knowledge could be seen to mirror what Bullock (2009) refers to as “popular notions of teaching often espoused by teacher candidates and the general public: that teachers require only subject-matter knowledge relevant to their course (e.g., physics...or history)” (p291). This reflects the historical debate on “whether any teacher preparation was necessary beyond knowledge of the content to be taught” (Zeichner 2006:332), and the prevailing emphasis on subject specialism in governmental documentation on ITE. The DfE announcement that the rapidly expanding cohort of academies and free schools (which are independent of local authority control) can hire unqualified teachers, so that “more schools can hire great linguists, computer scientists, engineers and other specialists who have not worked in state schools before” (Mulholland 2012) is testament to this. On the other hand, Cochran-Smith & Lytle (1999) observe that subject knowledge is “only the beginning” (p258), and warn against separating it from knowledge of pedagogy and practice. Over the past couple of decades, as Colucci-Gray & Fraser (2008) point out,

there has been an emphasis on increasing teachers' subject knowledge. Effective teaching of primary science is seen as dependant on adequate understanding of science concepts (subject content knowledge) and the ways in which these concepts may be taught successfully (pedagogical content knowledge [PCK], as defined by Shulman....) in order to raise pupils' achievement. (p478)

They observe, however, that Shulman considered PCK (or how to teach a subject) to be more important than subject content knowledge.

Julie also identified subject knowledge as an area of concern – albeit for different reasons – with regard to both secondary and primary students. On the one hand, she felt she had to help the students on the primary programme to increase their subject knowledge in music, in order to give them the confidence to teach it. Her ITE pedagogy with them had become *'much more centred around skills and knowledge in the subject'*, rather than PCK: *'what they need is subject knowledge, rather than pedagogical knowledge'*. How primary PGCE students learn to teach music was also the focus of her doctoral research, the preliminary findings of which indicated that *'people respond really well once they have some skills and understanding and knowledge, because they actually feel, maybe this is something I can actually teach'*. In contrast, the secondary student teachers' wealth of subject knowledge is perceived as a potential hindrance in learning to teach it:

They can't rewind, and get all their subject knowledge out of their heads. It's...like the opposite of the primary scenario, where the primary teachers need more subject

knowledge, and the secondary almost *need to dump some of it. Because it's...stifling* their ability to think outside of the box. And just think of a new way of doing things.

However, it was Julie's own musical knowledge which appeared to continue to underpin her habitus as second order practitioner.

4.3.3 The role of theory

4.3.3.1 The nature and theory of learning and teaching per se

Julie believed there were principles of teaching and learning which transcended context, stating that *'ultimately I do actually think good teaching is good teaching, whoever you're doing it to'*, which is reflected in Wood & Borg's (2010) comment that "teaching is teaching" (p25), but does not take account of different fields within education. As an experienced and successful teacher, with well-developed first order habitus, she admitted that it was *'difficult not to say what you think is right'*, or as Bullock (2009) suggests, to respond to student teachers' enquiries about practice with "the 'right' answer" (p296). He (2009) also refers to the temptation of telling students what had worked for him as a school physics teacher, and which would therefore have earned him cultural capital.

4.3.3.2 Integrating theory and practice in ITE (including perceptions of practicum)

Despite having a deep affiliation with school teaching (explored below in Section 4.3.4), Julie also recognised a tension with the practice student teachers would experience in schools: *'a real tension between telling them what I'm telling them they should be doing, and how important it is, and then they go into school, and the teacher's too busy to do it'*. This does accentuate a distinction between the two fields through recognition of different habitus. She repeated this idea a number of times throughout the interviews, referring to *'a kind of balancing act between what we want them to do and what they will do in school'*. This correlates with Taylor's (2008) finding that teacher educators' practice includes "compensat[ing] for any (real or perceived) deficiencies of school placements", and the suggestion from one of the participants in her study that "however much you do with students before they are in school it all goes out of the window" (p75). In common with the studies by Bullock (2009) and Ellis (2010), Julie also observed that student teachers view their experience in school as most important; also that *'they separate school and university'*, which is acknowledged as a risk by Fisher et al (2010). This suggests a separation of practice from 'theory', which could be expected to be part of the ITE habitus at university.

However, Julie acknowledged that she was *'quite light on theory'* within her sessions, preferring instead to think in terms of providing *'some kind of context or background'* or *'reasoning why we do things'*. So, she explained that the structure of the observed session was *'thinking about it, and discussion about it, and then...actually having a go at it'*. As was apparent in this session, Julie remarked in the semi-structured interview that almost every session included practical music, and *'a*

lot of practical trying things out that would...work in the classroom'. This was reflected in further comments about *'balancing theory with practice'*, and *'we do...theory and then do the practice'*; however, the example she provided was not of 'Theory with a capital T', which may indicate, as Swennen et al's (2008) study found, a lack of theoretical knowledge. Her comment, that *'I think we can overdo theory, and...I feel a bit bad saying that, 'cause in a university we should be quite theory-based perhaps'*, might indicate this. She did, however, make a distinction between theory and music theory: reporting that *'they get the theory about how people learn'* in the (general) Professional Development course, she added *'I'll touch on that, but..., I want it to be more about how people learn in music, so I try to keep it very specific to the subject, and there is theory that comes into that obviously'*.

4.3.3.3 Recognition of distinctions between pedagogy and meta-pedagogy

Although during the stimulated recall interview Julie conceded that *'obviously this is not a music lesson in school'*, there were occasions during the session when the boundaries between first and second order habitus appeared blurred. This was highlighted during the stimulated recall interview through comments such as *'I think maybe making it composition rather than performance in that task threw them'* and *'I was trying to push them to the next level on that Bloom's taxonomy, if you like'*. Also, in referring to a student teacher who had requested a *'theoretical explanation'* of an activity which was being modelled for use in the (school) classroom, *'she wanted the information, and you don't need it'*.

It appeared to be the case that, when Julie talked of teaching in the interviews, she did not acknowledge distinctions between the subject content of music teaching and of teaching to teach music – and therefore between first and second order habitus. She did, however, refer to the process of teaching music, rather than learning music:

I'm not teaching [student teachers] about music. But first and foremost, I'm trying to show them how to do that. I have to kind of turn it on its head, and say 'OK, I'll show you this activity, but instead of you doing it to learn about music, you're doing it to look at the processes you have to go through to learn about music. So, ...it's not looking at what you've learnt musically at the end of it, ...it's what you've learned about working on this activity in a group, or as a musician, to see – it's about the processes rather than the outcome'.

Beyond this, there were limited suggestions of any distinct form of meta-pedagogy, which may be further evidence that her habitus had not expanded to fit the new field.

4.3.3.4 Theoretical underpinnings of meta-pedagogical practice

Julie expressed beliefs about the challenging nature of learning to teach, which was why she emphasised the need for student teachers to acknowledge this, and to *'try things out and to...get*

things wrong'. These beliefs may have been linked to the tacit knowledge she had acquired as a teacher educator, but did not appear to be attached to any particular (formal) theory. This could be seen to be borne out by the statement *'I don't know if there's any one place that I would go, that I would know where to go to find out something generic about teacher education. No.'*, and subsequent references to the content, rather than the pedagogy, of ITE.

4.3.4 The impact of former school teacher identity

4.3.4.1 Transference of skills and knowledge

In terms of knowledge and skills, Julie commented that she had tried to *'transfer everything'* from the school classroom, as *'no-one showed me any other way'*, and that, although it had evolved, it was only *'slightly different'* now; so, first order habitus in the second order field. This would reflect the finding from Boyd & Harris (2010) that, whilst the teacher educators in their study spent time during the first four years in the role on reconstructing pedagogy, it appeared to be all curriculum subject-focused, which may in part be due to the process of "seeking credibility as a school teacher practitioner" (p18). It also chimes with Wood & Borg's (2010) observation that "(i)nitially, in teacher education, the teacher educator relies on deep knowledge and understanding of the classroom as her or his disciplinary knowledge" (p19), which is part of the well-developed teacher habitus.

4.3.4.2 Professional values and commitment to the profession

In talking of the values underpinning her practice, Julie commented that these *'are centred around my subject; so, not as a teacher, but as a music teacher'*. Not only does this make a statement about her adherence to the field of her subject, and its impact upon her habitus, it also reflects the finding from my previous study, that new teacher educators "still recognised their professional identity to be fundamentally that of a teacher" (Field 2012:816).

Her view of the purposes and benefits of 'music for all' was made clear in the following statement:

Some of [the student teachers] think that we are training the next generation of musicians. That is not what I think we're doing. Because I can count the number of professional musicians that I've taught on the fingers of one hand, but I can tell you hundreds of kids that I taught to be musical and to enjoy music.

This would reinforce the cultural capital acquired as a school teacher.

4.3.4.3 Passion for subject/children/education

Julie demonstrated in the observed session and throughout both interviews that she was a passionate advocate of her subject. Whilst rooting her professional values firmly within her subject, she also referred to herself at one point quite simply *'as a musician'*, and, with regard to the student teachers, *'they have to understand that they are musicians first and foremost, and that the most important thing*

they can give to their classroom is their music, their musical experience'. From the beginning of the semi-structured interview, Julie's passion for music/music education was clearly articulated as central to her professional identity and habitus, as well as a key part of her approach towards meta-pedagogy. These two aspects were apparent when she stated: *'I very much see myself as a musician teacher, ...so that is...very, very important to me, and I want [students] to understand that, because I want them to be as musical in the classroom as they can be'*.

This passion, and belief in the significance of music education, manifested itself in the emphasis on inclusion which underpinned her practice and habitus as a teacher educator: *'for me, it's about teaching [student teachers] that everyone is a musician'* and *'we are not here to train A-level musicians, we're here to teach children, all children about music'*. In commenting that *'we're* here as music teachers to...*help all children to become musicians'* (my emphasis), Julie also again reinforced her affiliation with first order teachers of the subject, and the prevalence of her first order habitus.

4.3.4.4 Sensitivity to student needs

During the observed session and the stimulated recall interview, Julie demonstrated that she was very aware of individual student needs, as well as sensitive towards the feelings of the class as a whole. She explained that she had adapted her approach at the start of the session, because she had sensed they were feeling tired and finding it hard at that point in time. In the semi-structured interview, she commented that *'students get very worried, and very stressed, and very tired, and I think quite often you have to help them just stay on that straight and narrow path, just see the goal at the end'*, and also about having adapted the programme in response to student feedback. On a different level, and demonstrating her sensitivity towards pupil needs, Julie reported telling the student teachers that they need to be aware of pupils experiencing similar feelings to them when they get things wrong in the classroom situation: *'they're mortified, but it's actually 'Well why have you got it wrong? – well, that's what happens to your pupils', you know'*. This is further evidence of Julie modelling first order habitus in the second order field.

4.4 Case 3: Bill

Bill had spent about 25 years as a teacher educator, following a very successful career as secondary MFL teacher/head of department; a TV documentary was made in the 1990s to showcase the pioneering methods his department was using to teach MFL through the medium of the target language in a comprehensive school. He was working at a post-1992 university located in the north of England.

The session observed was an introductory interactive 'lecture' (*'not really a lecture, as you can see'*), which had been filmed by university technicians for inclusion on the faculty's website. Bill's session

took place in a lecture hall, and was the first ‘welcome’ session for the new cohort of cross-subject student teachers on the secondary PGCE, commencing the nine-month course. Whilst ostensibly a ‘lecture’, it included a wide range of student-led, as well as teacher educator-led, activities. In an email sent on 19.05.2012 to the researcher, Bill described it thus:

This is the first session the students receive on day one of their secondary PGCE programme. I do this three times over because of the number of students. Although it is a formal lecture, there are built into it lots of pedagogical devices and stepping-stones for future theoretical developments. (I call this the ‘cognitive waiting-room’ approach).

Working alone or in pairs, students were asked to consider aspects of teaching and learning, and encouraged to confront their assumptions regarding these. This involved guesswork, link-making, and sorting/matching techniques, and whole group feedback took place at regular intervals throughout the session. Stimulus was provided in the form of visual (as well as aural) aids – both on the screen and as objects (‘realia’). None of these aids, however, were intended to be taken at ‘face value’, but rather to stimulate associations. These were then explored in relation to their assumptions regarding teaching and learning, in whole group feedback.

The main driver for Bill’s pedagogical practice in ITE appeared to be developing understandings of meta-pedagogy, whilst acknowledging that he knew little about it as a new teacher educator. This reflects Kane’s (2007) observation that her practice “was and continues to be fuelled by a drive to understand better how to prepare beginning teachers” (p69), and is likely to lead to enhanced cultural capital in the new field. He talked freely and openly about current – albeit limited – research regarding the pedagogy of ITE, and was keen to incorporate any evolving theories into his meta-pedagogical practice. As this was a frequently repeated session, he had had the opportunity to refine this according to the perceived impact.

4.4.1 The teacher educator role

4.4.1.1 Training for and development in the role

Overall, Bill credited the students with leading his professional development as a teacher educator (*‘they virtually trained me’*), through observing them and building up a wealth of tacit knowledge about student teachers’ perceptions, understandings and needs. He acknowledged that the journey was not straightforward or rapid, taking *‘many many years’* through a process of *‘insightful ad hocery’*. This contrasted sharply with his depiction of himself as a new teacher educator, operating **in the new field** *‘with quite a lot of passion and a modicum of understanding’*, and *‘I hold my head in horror when I look back on my early days’*. This reflects Berry’s (2007) following observation: “I moved into

teacher education with great enthusiasm ...[but] I had little understanding of what I needed to know as a teacher of teachers” (p118).

4.4.1.2 Relationships with student teachers

Whilst acknowledging that *‘some of what we do I would say is training and some of what we do is education’*, Bill referred to the imperative of *‘a collaborative [rather than] a cooperative form of training’*. This involved a shared vision between the HEI and the school (the importance of which is emphasised by Cheng et al (2012)), and also teacher educators and student teachers developing together within *‘a community of practice in the broadest sense of the word’*. The teacher educator was thus required to set the parameters (the *‘enabling constraints’*), but then step back. Within this, the teacher educator’s role was to *‘foster emerging understandings’*, and to *‘exploit the human potential of the classroom’*. This involved avoiding *‘telling them the answer’*, but allowing student teachers to provide this and to construct their own meanings – with the teacher educator then *‘drawing it together’*.

This reflects a ‘student as teacher and learner’ (Taylor 2008) understanding of learning to teach, characterised by a pedagogy aimed at helping student teachers “to develop a broader sense of underlying principles of teaching and learning” (p78). This suggests a developed second order habitus. Bill identified elements of complexity theory within his approach, acknowledging the *‘continually evolving systems and ecology of learning’*, but hoping that by trusting students to work on it and bringing their ideas together, *‘the sum of the parts will be greater than the whole’*. Associated tensions were suggested in his statement that *‘you hope that the right thing emerges at the end’*. Bill’s perception of his role as teacher educator reflects Kessels & Korthagen’s (1996) depiction of the phronesis approach:

One is there to help the student see, not to teach the student a number of concepts. One is there to help the student refine his or her perception, not to provide the student with a set of general rules. One is there to help the student make his or her own tacit knowledge explicit..., to help the student capture the singularities of the experience, to find the rightness of tone and the sureness of touch that only holds good for the particular situation. One is not there to lecture about educational theory, to instruct general rules, or extensively discuss instructional principles. (p21)

In addition, as *‘power relationships’* inevitably emanated from the role of the teacher educator as assessor (*‘we are the people who say yay or nay in terms of passing’*), attaining the correct balance between challenge and support was seen to be an issue. As –*‘highly academically successful’* – adult learners, potential feelings of insecurity as regards the new demands of learning teaching needed to be acknowledged and dealt with. At the same time, student teachers needed to be moved on from *‘wanting answers, answers, answers...into a more nuanced way of thinking’* in order to fulfil the Masters element of the course.

4.4.1.3 Constraints

Compared to teacher education systems in other countries, Bill felt the main constraints in the field of ITE in England were *'the rush to practice and mileage on the clock'*, which prompted a focus on quantity rather than quality, and being continually requested to measure impact: *'cause learning seems to be boiled down to...set some objectives and measure it'*. However, this did not appear to impact upon his pedagogical practice. Whilst he did mention the issue of time, this was in relation to adjusting his teaching plan, rather than as a constraint: *'I'm having to stick to a time, so I'm chopping things out...as I go along, and editing,...and I've got stuff up my sleeve which I may or may not use accordingly... (I)t has to fit in to a certain time'*.

4.4.1.4 Compliance

Bill's antipathy towards this *'objective-setting malarkey'*, and some disparaging remarks made about the mechanistic approaches to measuring impact, suggested that his approach was not one of compliance – or, at least, that he would prefer it not to be.

4.4.2 Elements and models of meta-pedagogical practice

4.4.2.1 Modelling

From the interviews as well as the observation, it was clear that modelling formed a significant part of Bill's meta-pedagogical practice. He explained this as *'I've done this, and I've done it in this way, and will expect the same of you'*. However, his understanding of this appeared to be more nuanced, as he made a clear distinction between implicit and explicit forms of modelling. By dismissing the popularist view that *'all you really need to do is to watch a good teacher in action, and...copy them and all is hunky dory'*, he was questioning the effectiveness of simplistic, implicit modelling; that is, replicating what might be seen as good practice in the school classroom within ITE teaching and learning sessions. In the observed session, he used anecdote to demonstrate the shortcomings of implicit modelling, demonstrating that student teachers needed to generate new understandings rather than imitate practice, and articulated its potential pitfalls thus: *'the issue there is that the...meaning can be missed. And the meaning is difficult to transfer into...reality'*. This issue is also highlighted by Swennen et al (2008). Despite this, in the semi-structured interview, Bill referred to the need to model professionalism (*'mirroring the best possible practices of anyone who is in any situation with someone who is vulnerable'*), and commented twice on the imperative of *'congruence between medium and message'*. A number of statements within the stimulated recall interview clarified how he modelled pedagogical processes and classroom management techniques, such as progressing from open-ended to closed questions, *'unpicking learning'*, literacy strategies, and *'ways of working'*.

He provided an example of where the simplistic modelling merges with the explicit, in telling the students:

So you start where your learner is. And that's where we're starting with you, the PGCE students. We will listen to you. We won't make assumptions. We will move forward from this point, and together we will go on this journey.

The layered nature of this modelling is most apparent in the following statement:

they've got to create the meaning in the classroom to get the concepts across, and that's where the challenge of pedagogy lies. In a sense, I'm modelling this all the way through this lecture: how to create the...context to get the understanding.

At the same time, Bill had a firm grasp of the concept and different aspects of explicit modelling. He talked about providing the students with 'a running meta-perspective', as well as 'stepping out' ('stop, take stock, say 'Why have we been doing this, and what does it mean?'...we're now going to unpick it'). Throughout both interviews, as well as being evident in the videoed observation, he talked of sharing theories of teaching and learning with the student teachers during apposite activities throughout the session; thereby there was also evidence of linking pedagogical choices to theory, and of 'concretising' this by translating it from 'Theory with a capital 'T'' (Swennen et al 2008:541). This can be seen to be a distinguishing feature of ITE, rather than school, pedagogy and habitus. As proposed by White (2011), Bill also referred to deliberately modelling what might be perceived as ineffective practice in order to elicit critical responses from the students. In the stimulated recall interview, he commented that 'one of the most important things that we need to do as teacher educators is to continually draw out the meaning', and made reference to 'making the implicit explicit'.

4.4.2.2 Transmission

Bill acknowledged that there are occasions when simply telling the students the right way to do something was the correct way to proceed, but that this had to be judged carefully: he explained the notion of 'a time for telling', which he attributed to Borko:

'a time for telling' is, provided the student's had the experience, and has a context in which to do something with it, you have to cut your losses, because you have got the connections, and say, 'Actually, you've done that. Don't do it like that, do it like this'. And that apparently does work. But if you were to do the telling without the context beforehand, and the experience, it doesn't work.

Aside from this, Bill said his approach was to avoid telling student teachers answers: '(n)ever tell a class anything at all. Make them struggle to arrive at meaning'. He suggested that they had expectations of experiencing transmissive teaching in ITE, as Loughran & Berry (2005) observe, particularly as they are used to being in lectures at university. Describing PowerPoint as 'electronic chloroform', he explained that he used it judiciously, with minimal text: '(t)he last thing we want is somebody putting up a PowerPoint and saying 'this is this''. Somewhat surprisingly, however, he also

admitted that he was *'having to make huge efforts...to show visually what the messages are, because my natural tendency – and I've got to be so aware of this – I would just talk'*.

Whilst he clearly and consciously avoided a transmissive approach, the following remark about his thoughts when observing student teachers on their practicum appeared to be delivered with some irony: *'we've covered that tons of times. What, why are you not doing that? I told you that on the 23rd of March! How dare you not do that in the classroom?'*

4.4.2.3 Constructivist teaching approaches

Whilst he commented upon a general lack of clarity about the term 'critical reflection', Bill related it both to 'M-levelness' and to inclusive practice, which suggests a recognition of the distinctiveness of second order habitus. In the stimulated recall interview, he observed that he was encouraging the student teachers to be critical from the beginning of the course. He talked of the process, adapted from Sprenger¹⁵, of *'reach, reflect, recode, retain'* as a way of students making meaning for themselves; and of *'fostering dialogic interaction'* through engineering students' desire to interact and to *'struggle to arrive at meaning'*. This suggests a recognition of the gap "between learning as acquisition and learning as engagement and transformation" (Colucci-Gray & Fraser 2008:477), and also a view "of teaching as facilitating understanding and facilitating conceptual change and intellectual development" (Kember 1997, quoted in Hau-Fai Law et al 2007:249). Taylor (2008) also refers to this as a "conceptual change" conception of teaching (p67).

During the interviews, Bill repeatedly referred to the value of experiential learning. Although the observed session took place in a lecture hall with a very large group, he observed that *'(t)his is not giving a lecture on beliefs. It's experiencing beliefs and how they...impinge on the judgements that we make'* commenting on the *'constant stream just gently running through this, of beliefs at this stage, assumptions'*. Bill explained how student teachers were encouraged to take forward the learning from this introductory session through a range of interpretation activities, such as writing a poem, or creating a banner with visual to encapsulate the session.

Bill appeared to have a leaning towards a social constructivist theory of learning, referring to *'getting the students themselves to use their expertise to...teach each other'*, and to using the key points from the observed session *'as a building block'* in later sessions. As outlined above, he encouraged student teachers to construct their own meanings, rather than providing the 'answers'. He also suggested that he sometimes turns his planning processes over to the students *'to construct their own meaning using different channels'*. During the stimulated recall interview, he identified one activity in the session

¹⁵ See Sprenger, M. (2005) *How to Teach so Students Remember*. Alexandria, VA: ASCD.

specifically and directly as ‘social constructivism’; he also commented in the semi-structured interview that there is sometimes the need to ‘*go for the jugular on some jolly good old behaviourism!*’ However, he referred to ‘*those troubling binaries, those dichotomies, like...behaviourism versus...constructivism*’ as being ‘*in a learning sense, ...not very helpful*’, suggesting that there is a need to ‘*bring them together...much more*’.

4.4.2.4 Focus on subject knowledge/PCK

Perhaps as the session observed was not subject-focused, Bill did not refer to subject knowledge in terms of his meta-pedagogical approach. Whilst also making no reference to PCK, Bill suggested that some of the learning involved in learning teaching might appear counter-intuitive, in that students’ ‘*massive subject knowledge*’ required them ‘*to scrape away conceptually as to where the learner is*’.

4.4.3 The role of theory

4.4.3.1 The nature and theory of learning and teaching per se

During the interviews, Bill repeatedly referred to learning as a ‘*messy business*’ (as opposed to ‘*nice and linear*’). Resonating with Loughran’s (2010) reference to the “messiness of teaching” (p15), Bill was referring here to the messiness of both the student teachers’ and the pupils’ learning, and suggested the fundamental question guiding the pedagogical practice of teachers and teacher educators should be: ‘*what is the level of understanding there, and what is going on?*’. He made reference to warning the students about the need to avoid making assumptions about pupil learning, as well as about how ‘messy’ the student journey on the PGCE was going to be. This demonstrates an expansion of his habitus in the second order field, building on that developed as a school teacher.

Whilst Bill made frequent references throughout the interviews to what Swennen et al (2008) refer to as ‘Theory with a capital T’, he described theory as ‘*only a way of trying to explain something, which may or may not be right...according to the circumstances and the context*’. Despite this, he was clearly aware of a range of theoretical perspectives on teaching and learning, which could be seen to impact directly on his practice. A particular example from the stimulated recall interview would be his comments that ‘*(i)t’s almost...a Bruner-esque spiral curriculum within one session*’. He demonstrated heightened awareness of his own theoretical position in the following statement:

if you are of a particular disposition in terms of your epistemology or learning – ...*and I like to think that I’m reasonably flexible, but I will use this in that context, and that in another,...but at least I’m hopefully aware of what I’m doing.*

This suggests that he had reconciled disjunctures he had experienced between habitus and field, which may have led to enhanced cultural capital.

4.4.3.2 Integrating theory and practice in ITE (including perceptions of practicum)

Bill did not appear to perceive a gap between theory and practice in ITE, as recognised widely in the literature. He commented that ‘theory is a servant to practice, and practice is a servant to theory, *because the two can work together completely in harmony*’, and explained that he merged and used competing theories for the student teachers’ benefit – including showing them how they could be used in the classroom. Although he referred to student teachers transferring what they write in their reflective diaries to the classroom, at another point he dismissed ‘transfer’ as *‘quite an outdated metaphor. ‘Cause you’re not taking something from one area and putting it into another, you’re almost reconstituting it’*. Emphasising the importance of working with student teachers’ beliefs, he observed that

(t)he idea that by giving...some sort of stunning lecture, and all sorts of cognitive messages that suddenly can be transported into some classroom reality, and have some marvellous transformational effect, is possibly pie in the sky.

Similar reservations are expressed by Korthagen (2010b) and van Huizen et al (2005).

He also reported on giving the student teachers practical things to do repeatedly in the university, including making them rehearse in empty classrooms so that they are able to address the ‘pupils’ (desks) by name. This reflects Kazemi and Hubbard’s (2008, cited in Lampert 2010:27) call for the rehearsal of “routine instructional activities” in teacher education, as

a focus on rehearsing and becoming proficient at the routine aspects of teaching can provide a backdrop for learning how to make the more complex interactive judgments that are required in the context of an activity.

A number of times, Bill referred to the failure of student teachers to *‘take on board the messages’* and *‘rehearse it into the school, transfer it into the school context’*. Suggesting that they *‘drop plates’* because of the amount they have to think about, he commented that *‘despite this being modelled, despite it being made explicit, despite them experiencing, despite them being impressed by it, it still doesn’t work’*, adding that *‘I don’t think there’s any answer, you just keep plugging away!’*. Whilst he referred to *‘creative conflict’* between the school and university, he also suggested that systems within school may have the potential to destroy any originality displayed by student teachers. This underlines perceived differences between first and second order habitus.

4.4.3.3 Recognition of distinctions between pedagogy and meta-pedagogy

Whilst Bill talked of acquiring *‘a series of principles which...gave me a template for all learning...be it in the classroom, or...training people to teach’*, he was evidently cognisant of a distinction between teaching in the school classroom and meta-teaching at university, and differences as well as similarities between the two fields. This was clearly demonstrated when he talked of his ambition to

make *'the link between the pedagogy of teacher education and learning generally, and where do the similarities and differences lie'*. As well as being *'a physical thing'*, he saw learning to teach as being *'about proceduralisation of knowledge, automisation, awareness, meta-cognitive ability'*, all of which combined to demand a different pedagogical approach from teaching curriculum subjects in school. An example of this would be to do with his use of PowerPoint, where *'the visual is there to concretise the meaning of a metaphor, which is linked to some principle'*. This demonstrates a clear distinction between first and second order habitus.

Bill raised the issue of deconstructing practice, giving it the label of *'noticing'*. So, in the semi-structured interview, he commented on the need for students to *'pull apart'* teachers' performance, much of which is based on subconscious and instinctive elements, and *'the slicker it looks, the more complex it is'* – an issue also identified by Loughran & Russell (2007, quoted in Bullock 2009). Reflecting Mason's (2002, cited in Loughran 2010:15) work on *'the discipline of noticing'*, Bill talked in the stimulated recall interview of the *'big strand on the PGCE course of noticing'*, and of *'putting in the noticing agenda'* during the observed session; this involved the skill of *'deciding which bits to make salient at what point in time'*. Kessels & Korthagen (1996) also refer to the imperative of teacher educators helping the student teachers become aware of *"salient features of the experience"* (p21). Bill acknowledged the layered nature of this when he commented that, for teachers, it was similarly necessary to *'direct the attention onto the things we want the children to notice'*.

4.4.3.4 Theoretical underpinnings of meta-pedagogical practice

Despite his remark that *'(s)ometimes I just make it up as I go along!'*, it was clear throughout the interviews with Bill, as well as through the observation of his session, that he consciously built his practice on highly developed understandings and beliefs of how students learn to teach. This suggests an expanding habitus, and developing cultural capital in the new field.

He articulated a framework for meta-pedagogy with defined theoretical underpinnings, demonstrating an engagement with and a grasp of what might be seen to constitute the current (limited) knowledge base; indeed, this could be acknowledged as an area of apparent strength in his practice as teacher educator. In the stimulated recall interview, he talked of *'drawing on my knowledge of pedagogy, teacher education, in the overall theme'* throughout the session, and that one of his activities was taken from *'a book on the pedagogy of teacher education'*. He recognised stages of development in the learning to teach process, and referred to *'unconscious incompetence'*¹⁶ as the initial stage. He paid attention to how he delivered key messages within the session, and said that he viewed *'everything you do as a teacher educator'* as *'a teachable moment'*.

¹⁶ Attributed to Dubin (1962), in Watkins, C., Carnell, E., Lodge, C., Wagner, P. & Whalley, C. (2000) *Learning about Learning: Resources for Supporting Effective Learning*. London: Routledge.

During the interviews, Bill frequently referred to the theoretical underpinning for his meta-pedagogical practice, which indicated expanding habitus in the new field. These included references to: *'optimal adaptiveness'*, *'episodic memory pathway'*, *'the pedagogical you'*, *'lexicon of learning'*, *'multiple entry points'*, *'maximum traction for current and future teaching'*, *'cognitive waiting room'*, *'assumptions trail'* and *'assumption hunting'* (Brookfield¹⁷) from students' *'apprenticeship of observation'* (Lortie¹⁸). He expanded upon this in the stimulated recall interview as follows:

I'm hitting on the pedagogy of teacher education, Lortie's apprenticeship of observation, and getting them aware that, although they've spent a lot of time in the classroom, they know nothing. Other than their own prejudices and that is now the theme I'm moving on to.

This reflects Bronkhorst et al's (2011) observation that a preliminary concern in challenging the apprenticeship of observation "is making student teachers' implicit assumptions explicit and subsequently contesting them, inviting student teachers actively to consider and possibly revise their assumptions about teaching" (p1124). Similarly, Loughran (2010) notes the importance of working with student teachers' prior knowledge to develop understanding, and the potential of erroneous knowledge (including that gained from apprenticeships of observation) to hinder progress.

Bill also talked of working with students' beliefs, which resonates with Fisher et al (2010). He acknowledged this as *'one of the key things...from the literature'*, and, referring to work by Korthagen, of producing a Gestalt moment which leads to a schematisation process: Socratic questioning could then be used to help students crystallise out their thoughts. He referred to the necessity of making a link between the sessions with student teachers and the mentor training sessions, and that he was aiming for *'a DNA epigenetic effect on the entire programme'* to amplify key messages.

4.4.4 The impact of former school teacher identity

4.4.4.1 Transference of skills and knowledge

Bill referred to skills and knowledge that he was able to transfer, including a *'certain philosophy...that people really needed to do things, to experience them in order to understand them'*, and a technique to *'say something outrageous, and see if they'll come back at me'*. He made a number of references to effective practices which he had honed in the MFL classroom, including oral cloze activities, *'dripping in'* information, think-pair-share, and techniques to make pupils *'struggle to arrive at meaning'*, all of which was *'the kind of thing that we use, that we've done for centuries, as language teachers'*. This first order habitus was very evident in the observed session. He felt there were links between how people learn a language and how you learn the skills of teaching, as both

¹⁷ See Brookfield, S. (1995) *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

¹⁸ See Lortie, D. C. (1975) *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

involved automisation, proceduralisation, processing information and working out meanings. He identified the key principle as giving the activity a purpose beyond learning the language/learning to teach. When referring to generating new understandings as opposed to imitation, he suggested that *'(i)t's a bit like grammar in a foreign language; you're able to generate new structures, and new sentences'*. All of this is evidence of building upon and expanding the habitus developed as a school teacher in the new field.

4.4.4.2 Professional values and commitment to the profession

Bill's professional values were demonstrated in his comment that teaching is about *'showing the interest in individuals and humanity'*, and (as referred to above) *'exploiting the human potential of the classroom'*. He also referred to *'the wonder and the awe of when the penny drops, and that makes it all worthwhile'*. In talking about the changes being wrought by School Direct (a recently introduced school-based ITE programme, currently still requiring links to an HEI), he felt it important that *'our principles need to imbue it'*.

4.4.4.3 Passion for subject/children/education

This was expressed very clearly by Bill in the following statement: *'I think you've got to be passionate about children and their education and how to improve it, and how to motivate them'*. He expanded this beyond school teaching when he highlighted his fascination with learning, commenting that *'we'll never know the answer. And that's part of the fun'*. His affinity with his subject, MFL, was evident when he talked of the skills and knowledge he had transferred from the school setting (first to second order habitus). The observed session was not, however, subject-based.

4.4.4.4 Sensitivity to student needs

Bill appeared to place great store on 'listening to the student', and of responding to individual need: *'you know that that student will benefit from x, y and z at that point in time, but you've got to hold back'*. According to Taylor (2008), the 'student as teacher and learner' approach (as identified above) includes viewing them as independent teacher-learners with different needs:

This is achieved through teaching in which students are viewed as independent teacher-learners because different students have different starting points and concerns at different stages in the programme and relate to these differently. (p78)

This was reflected in his report of telling the student teachers that *'you're starting out...with different world knowledge, and you'll go off in different directions at different speeds along different paths, and somehow, we've got to get you to the same place'*.

In both interviews, he demonstrated a particular focus on student needs, and on the imperative of making students feel safe and secure, so that they were able to take the necessary risks in learning to teach; this involved getting *'the right affective and cognitive scaffolding'*. 'Taking risks' is acknowledged by Korthagen et al (2006) as a necessary element of learning to teach, and Shulman (2005) suggests that "one of the great pedagogical challenges is to create an environment that is simultaneously risky but not paralytic" (p12). In addition to this, Bill stated that he was aware that some might feel uncomfortable on the course, as *'some of the things you do, really do spark off emotions in them..., because you've got this high intensity of contextualised experience, something that's really powerful'*. His comments expressing concern for a student who did feel uncomfortable after one of the sessions, and, for another, *'when I realised that she was worried about that, I went immediately to see the group of students concerned'*, suggested that he did react to student concerns and feedback. All of this was reflected in what he explained was his overall 'message' to the students: *'this is about risk-taking, this is about support, this is about success! And yes, you will succeed! And it's gonna be difficult!'* This would suggest a confidence in the cultural capital acquired in the new field.

4.5 Case 4: Steve

Steve was in his fourth year as teacher educator, following a career as a primary school teacher with an English specialism. He had volunteered to take part in the study as he was conducting similar research for his Ed D, *'in the field of developing pedagogy within Primary English ITT PGCE trainees'*. He was working at a post-1992 university located in the Midlands. The session observed was with a primary English PGCE group, taking place in February – at the half-way point of the course, and following a period of practicum ('attachment').

Steve's session was entitled 'Poetry, and Responding to Children's Work', which was part of a course on English in the Primary School Today. The subject knowledge was related to poetry definitions and characteristics. Despite the first half of the session being labelled as a 'lecture' on the accompanying PowerPoint, this included student-led as well as teacher educator-led activities. It involved exploration of a range of poetry and narrative devices, as well as formative assessment of pupils' work. The poetry writing workshop which followed (using the principles of Talk 4 Writing) explored motivation and raising attainment in writing. The students were given the task of creating their own poem, working in pairs and also in groups, and then took part in a shared write as a whole class.

Steve's pedagogical practice in ITE appeared to be driven by the perceived need for passing on the craft knowledge of teaching. This was reflected in his choice of language in the interviews, as well as comments regarding the respective roles of teacher educator and student teacher. However, this was

less pronounced in terms of his meta-pedagogical practice as observed in the session, where students were encouraged to contribute their own ideas and thoughts at points throughout the session. They also took part in groupwork, albeit in the role of primary school pupils.

4.5.1 The teacher educator role

4.5.1.1 Training for and development in the role

Steve referred to the lack of training for the role of teacher educator in the semi-structured interview; about knowing nothing in the beginning (*'you don't know what you're doing'*) and how he had simply talked through others' PowerPoints (*'(a)lmost like working your way through a...text book'*). He said that he had based his 'lectures' on his own university experience, which Bullock (2009) suggests is likely to have had a "transmission-oriented pedagogy" (p297). This supports the notion of an apprenticeship of observation; that his experiences as a student (and as a teacher) had "shaped [his] prior assumptions about teaching teachers" (Bullock 2009:296). It also reflects Boyd & Harris' (2010) finding that new teacher educators "tended to rely on didactic styles of teaching" (p16) early on, partly because they felt this was expected of them, but also because they lacked confidence to do anything else more risky.

With regard to the ways in which he had developed his meta-pedagogical practice and habitus in ITE, Steve referred to peer observation, *'imbibing'* others' practice, re-acquainting himself with research, and the impact of undertaking the Ed D. He commented that it had taken him a couple of years to hone the practice he was striving for, and was now *'able to put in pedagogical content that I am more happy with'*. This resonates with Bullock's (2009) observation of his early practice falling short of what he felt he should have done, commenting that "(f)rustration arose when my intended pedagogy did not match my enacted pedagogy" (p298).

4.5.1.2 Relationships with student teachers

Reflecting the cultural capital gained as an experienced school teacher, Steve described his role as *'holder of the knowledge to some degree'*, whilst that of the student was to come to sessions ready to engage. This chimes with widely-held assumptions "that teaching is a matter of transmitting knowledge from experts (teachers) to novices (students)" (Bullock 2009:291), with the role of the teacher educator "as transmitter" (Edwards 1995:600). Ellis (2010) relates this "acquisition view of learning" (p106), with its associated notions of transferring knowledge from expert to novice, to current policy in ITE.

Although Steve maintained that he did not want to be a *'power relation'*, he referred to his breadth and length of experience resulting in strongly-held views, and that students were unlikely to be able to shake these: *'it would take a heck of an argument, I think, to kind of persuade me. Especially from a*

trainee'. In this, he appeared to be referring to his wealth of knowledge in the first order **field**. However, although Wilkes (1998, cited in Loughran 2006:69) suggests that not to be 'the source of answers' may appear to be a counter-intuitive practice for teacher educators, she argues that this is actually more effective. Martin & Russell (2009) report on a previous study they conducted, which found that student teachers felt they learnt more from teacher educators who

were less concerned with 'the answer' but instead 'developed the questions with us ... and sometimes you don't leave the classroom with an answer, but maybe more questions, and that's leading you towards finding the answer'. (p327)

They suggest that enabling (even struggling) student teachers to find the necessary information for themselves is a more empowering strategy than providing answers.

Steve also alluded to his role as assessor in the current field, with the associated tensions:

I am kind of aware that they're taking on board at least some of the things that I'm saying, 'cause they are repeating it back. Maybe just because they have to, 'cause...they know it's me who's going to look at it.

At the same time, he referred to the importance of positive relationships with student teachers, both within and outside of sessions, and more specifically, that he tried '*to be as non... 'power-relationship' as I can... So that people aren't afraid to put their hands up*'. He also commented that he attempted '*to make an environment in which making mistakes is perfectly acceptable*', and defined the relationship as '*like friendship*'.

4.5.1.3 Constraints

Due to issues of time, Steve suggested that he had to rely heavily on transmissive techniques in his ITE pedagogy: 'I essentially harangue them for two hours..., because there is so much I want to get across that...I'm constantly saying, '*Do what I'm telling you, don't do what I'm doing*'. This suggests a 'do as I say, not as I do' approach (Martin & Russell 2009). Despite the qualifier ('frantically') indicating frustration with the state of affairs, his subsequent comment that '*I'm just frantically trying to give them all this stuff that they can get across*' reflected the layered nature of the transmission (transmission for transmission to pupils).

Time constraints, therefore, appeared to be an overriding concern for Steve in the second order field, which is reflected in the literature on teacher educators (Bullock 2009, Fisher et al 2010, Swennen et al 2008). He saw this to be related to the length of course for the PGCE students, as well as how this impacted (negatively) on his teaching behaviours within individual sessions. He suggested that, unlike on the undergraduate ITE course, there was not the time to allow PGCE students to '*sit back*' and

learn (*'(c)ause I've only got ten sessions in the whole year, I don't dare sit back and mess about'*) – in contrast, he said that *'there's no way I can teach 'em everything'*.

4.5.1.4 Compliance

Steve referred to education policy on a number of occasions during the interviews, appearing to have 'absorbed the rhetoric', rather than maintaining any critical distance. He suggested that, within the last ten years, the current student teachers *'will have had some of these much more exciting facilitating learning experiences'* as pupils. This decade was the period when the National Strategies (1998-2011) were impacting upon schools, and were the object of some criticism, not least in the way in which they were implemented in schools (Curtis 2006). Steve also suggested that student teachers *'will know whether they're visual learners or auditory'* due to the promotion of VAK (concept of learning styles as either visual, auditory, kinaesthetic) in primary schools. The validity of this approach is disputed, with Sharp et al (2008) noting that:

Through the casual acceptance and promotion of VAK..., it is our assertion that the complexity of learning is becoming increasingly trivialised and scholarship at all levels within certain sectors of the education community compromised. (p293)

Steve referred positively to *'promulgating the governmental...cultural norms'* within the ITE programme at his institution, and of a possible need for his institution to move more towards a model of ITE that *'Ofsted are looking for'*. He saw phonics as *'such a huge thing nationally'*, and although adding the more critical comment *'whether it should be or not'*, it appeared he did not share this suggestion of criticality with the student teachers. The effectiveness of this approach to early reading is another issue which has ignited considerable debate and criticism (Wyse & Styles 2007).

4.5.2 Elements and models of meta-pedagogical practice

4.5.2.1 Modelling

Although it became apparent in the structured recall interview that Steve was not consciously modelling practice on one particular occasion within the session, he demonstrated an awareness of this aspect of his second order habitus, and commented elsewhere that modelling the technique of 'guided groupwork' *'would...acculturate further what it is I'm trying to get them to do in their own classrooms'*. He made it clear that he was modelling behaviours and activities for the student teachers to replicate in the classroom; for example, *'I will model something, and they will do some writing'*, and *'it...has a knock-on effect, 'cause that's how [student teachers] ...will teach'*. Loughran & Berry (2005) point out that this practice carries with it the risk that it reinforces a sense of "being told what to notice/learn" and therefore further diminishes the possibilities for genuine learning about teaching" (p197). This was also reflected in Steve's reference to a form of explicit modelling in the observed

session: *'we've had that brilliant collaborative session, taking on board their ideas and things, and this is now me exposing particularly why I'm doing it, and how it works'*.

4.5.2.2 Transmission

There was a particular emphasis on transmission in the interviews with Steve, also reflected in his choice of language; there was frequent use of 'transmit' and 'lecture', as well as the terms 'espouse', 'inculcate', 'acculturate', 'holder of the knowledge', 'give the knowledge', 'get it across', 'put across', 'disseminate'. Steve talked of transmitting values, beliefs, cultural norms, pedagogies, research, subject knowledge (again reflecting the cultural capital gained as a first order practitioner) – and also of how the knowledge *'is then transmitted to children'*. These two levels or layers (transmission for transmission, as noted above) are expressed particularly clearly in the following statement: *'[student teachers] understand how they have to transmit what I've given them to little ones, which is what it's all about'*. Despite expressing some dissatisfaction with having to rely on a transmissive approach, he talked of the desired outcomes being that student teachers will *'espouse exactly the same things'*, *'espouse the pedagogies that I have espoused'*, be *'repeating it back'*, have *'taken on board [what] we have been transmitting'* and be *'put[ting] it into practice'*. This suggests a 'cascading expertise' approach (Taylor 2008), expert to novice, as Steve appeared to perceive there was a body of knowledge, 'held' by him, and which needed to be imparted. This would refer to school habitus, and cultural capital gained in the first order field.

Notwithstanding the acknowledged differences between teaching and telling (Bullock 2009), Korthagen et al (2006) observe that "(t)he doctrine that teaching is telling has deeply influenced both teachers and teacher educators" (p1027). This would reflect "a teacher-centered/content orientation [which] includes conceptions of teaching as imparting information or transmitting structured knowledge" (Kember 1997, cited in Hau-Fai Law et al 2007:249). Whilst Loughran (2009) points out that the professional knowledge of teaching should be "understood as something much more than simply passing on tips and tricks about teaching or sharing stories of classroom episodes, events, and experiences" (p200), teacher educators often adopt a "teaching as telling, showing, guided practice approach" (Myers 2002, quoted in Loughran & Berry 2005:197), as was highlighted in Section 2.4.3. However, it is not clear with regard to Steve's frequent use of the word 'espousing' whether he was referring to 'showing' or 'telling' students how to act (i.e. modelling or transmission), or whether this is a combination of both approaches. The observation suggested the latter may be the case.

Despite the prevalence of references Steve made to transmission, he did suggest at times that he wished to avoid this in his approach to meta-pedagogy. So, for example, he stated: *'I don't go for this transmissionist...this didactic approach'*, and referred to his belief that encouraging students to find out for themselves (*'heutagogy'*) is a more effective way of learning. Whilst the plan of the observed

session, as provided in his PowerPoint presentation, identified a division between ‘Lecture’ and ‘Workshop’, he commented in the stimulated recall interview that *‘it wasn’t just a didactic lecture, but...there was lots of involvement’*. It may be significant that he uses ‘didactic’ only in a negative sense, in contrast to his references to transmission, which are only occasionally used negatively, and much more frequently in a neutral way.

4.5.2.3 Constructivist teaching approaches

Steve remarked that he did not *‘have time to set up these wonderful experiential, dialectic, dialogical, you know... Which is the way I believe learners learn best’*. This perhaps demonstrates a disjuncture between habitus and the new field. He made a number of references to time constraints within individual sessions causing him to forego a discussion-based approach. The following extract from the semi-structured interview demonstrated this perhaps the most clearly:

the kind of ideas of expansive learning..., looking at reflectivity, ...dialogue, ...self-reflection, and transformative events... (It’s about getting...the trainees to engage in dialogue...with yourself, and also with each other, you know. And, the trouble is, ...we are constantly banging the socially constructivist drum in terms of what (sic) we want our children to learn. It’s not about – I keep telling all of them, you’re not there to teach – which sounds stupid, seeing as you’re being paid to be a teacher – you’re there to allow them to learn. And yet, dichotomously, in our sessions, we can’t do that.

Steve referred to social constructivism as *‘the dominant kind of rhetoric...that between us...we culturally espouse’*. However, when asked to describe his own meta-pedagogical practice, he replied that *‘it’s not what I would like it to be... I would like it to be that kind of constructivist, ...dialogical, ...student-centric, ...experiential...’*. This is perhaps best illustrated in his following observation:

I tend not to engage with any group [during groupwork], ‘cause there’s not a lot of point. ‘Cause I then get sucked in, and it’s a three-minute conversation, and I’ve lost some of the time off my lecture.

4.5.2.4 Focus on subject knowledge/PCK

Whilst pointing out his own strong subject knowledge in literacy and language, and acknowledging its importance in teaching and learning, Steve expressed a strong belief that students can find this out for themselves; for example, *‘I’m not really interested in their knowledge of rhyming couplets, because they can look that up’*. Therefore, in the stimulated recall interview, he repeatedly referred to the dominance of the PCK element of his teaching in ITE. Steve placed great value on *‘how you teach the children’*, commenting favourably on the frequency of what he saw in the session as being based on pedagogical, rather than subject, knowledge, and stating in the stimulated recall interview: *‘I’m glad that I’m so pedagogically minded’*.

However, Steve did not appear to acknowledge any distinction between the PCK of teaching the curriculum subject (English) and the PCK of ‘teaching’ as the subject, suggesting an adherence to his former habitus. This is reflected in Bullock’s (2009) observation regarding his own development as a teacher educator:

My pedagogical content knowledge of teaching physics is far more developed than my pedagogical content knowledge of teaching about teaching. The two domains of professional knowledge do not map simply or directly onto each other. (p303)

Neither is it clear how teacher educators are supported in developing their PCK “to assist student teachers to develop curriculum understandings” (Cameron & Baker 2004:33).

4.5.3 The role of theory

4.5.3.1 The nature and theory of learning and teaching per se

Steve referred to heutagogy three times within the interviews, described by Ashton & Newman (2006) as “self-determined learning’ and ‘another ‘-gogy’...[which] has now emerged to revolutionise knowledge creating” (p828). This might reflect an acknowledgement of the distinction between the first and second order fields. However, there appeared to be mixed messages regarding self-determination and transmission. In the semi-structured interview, whilst emphasising transmission in his choice of language and expression, Steve also commented on his conviction that adults are ‘*capable of leading themselves to knowledge on their terms*’. He referred to the preliminary findings of his own research (‘*looking at exactly how we teach our trainees to teach*’), which suggested to him that:

we andragogically teach pedagogy, but we expect heutagogy...i.e., we are trying to teach adults in an adult fashion...how to teach children the way they need to teach children, so we’re teaching them andragogically to teach pedagogically. What we expect from them, by halfway through their course or so is heutagogy, which is leading oneself to knowledge.

The session observed did take place halfway through the course, and, in the subsequent structured recall interview, the following remark appeared to conflate transmission and heutagogy thus: ‘*if I can transmit the pedagogy to them, they can – heutagogy, let’s go back to that phrase – find out for themselves what it is they’ve got to teach*’. Perhaps less obviously, the use of ‘given’ in the following statement suggested similar conflation:

I believe that they, trainees, learn to teach best by being given some simple pedagogies to start with. ‘*Get in there and try...and set up experiential learning for children. Try and find out how you facilitate learning, rather than just, erm, transmit*’.

The final sentence in this quotation also reflected a degree of contradiction in terms of pedagogical approach.

4.5.3.2 Integrating theory and practice in ITE (including perceptions of practicum)

As referred to above, Steve talked of student teachers putting what has been transmitted at university into practice in school. This equates to communicating first order habitus in the second order field. He spoke about this in terms of the structure of the programme (*'we have a large up-front loading...of information. And then they go and try and fit it into practice'*), and with regard to the assignments:

most of our assignments are about how you put it into practice...some of the key things around...differentiation, about working in small groups, about powerful pedagogies like that: how do you work, how does that work in the classroom. So, if they've seen it, they can do it empirically; if they haven't seen it, it's got to be through the research – through what...has been transmitted to them.

Recognising the practicum as a valuable learning experience, he appeared to be questioning the value of his own meta-pedagogical practice (here restricted to 'telling') as compared to real 'experiential learning':

You get that situated learning, within a community of practice... (A)ll of those things add up to far more powerful experiential learning than just being told by somebody this is how you attempt to...scaffold... If you're actually doing it, it's more powerful.

This appears to question the potential impact of second order meta-pedagogical practice on (embryonic) first order habitus.

4.5.3.3 Recognition of distinctions between pedagogy and meta-pedagogy

Whilst Steve perceived there to be a difference between teaching adults and children, he did not appear to demarcate between first and second order teaching, or habitus. Perhaps related to this, within the interviews, there appeared to be an element of confusing student teachers and pupils in Steve's responses. He referred to the former as 'kids' on three occasions, subsequently correcting himself only once. There was similar ambiguity about whether he was scaffolding student teachers' learning in the observed session on one occasion, and setting them a *'linguistic challenge'* on another – or modelling these practices to them.

4.5.3.4 Theoretical underpinnings of meta-pedagogical practice

Whilst Steve's doctoral study involved research into how student teachers develop their pedagogy, he did not appear to have thought about the possible existence – or relevance – of a knowledge base for meta-pedagogy which might have impacted upon his own habitus as teacher educator. Although he referred to 'texts', these were concerned with content rather than process, which reflects findings from Cochran-Smith (2003). When prompted directly, Steve remarked that he was aware *'there are studies into it'*, but that these were not disseminated to new teacher educators. (He went on to equate this to lack of awareness amongst teachers in primary schools about *'how teachers learn'*, by which he meant continuing professional development, or CPD.) He suggested the need for new teacher

educators' self-examination of personal epistemologies in order to develop a new identity and new ways of working, and talked of having had the courage to finally enact practice with which he was comfortable. This would suggest that he is developing his habitus through self-questioning. Although he commented that he would continue '*espousing*' these ideas (rather than perhaps developing them) the best he could, he did acknowledge that there was one area (guided group time) that he was still working on.

4.5.4 The impact of former school teacher identity

4.5.4.1 Transference of skills and knowledge

Steve suggested that his meta-pedagogical practice was essentially a continuation of what he had been trying to do as a school teacher combined with his reading (therefore essentially first order habitus in a second order field). When asked about the skills and qualities required of a teacher educator, Steve initially talked of the qualities of a (school) teacher, and, when prompted, considered what he had '*added to myself*' in his current role and the new field.

4.5.4.2 Professional values and commitment to the profession

Steve demonstrated a particular affinity with primary education throughout the interviews. He referred to going out from the university to '*teach poetry*' in a local primary school, providing the following explanation: '*you start to feel after a while, I haven't been in schools for ages. So, let me get back in and pretend I'm a real teacher*'. This suggests he is more at ease in his former field.

4.5.4.3 Passion for subject/children/education

Quite early on in the stimulated recall interview, Steve observed '*(t)hat's where my passion lies though, teaching children*'. He also talked about the need for primary teachers to demonstrate a '*nurturing presence in the class*', although this could also be 'used' for classroom management purposes:

in many ways it's easier to be friends with children [than student teachers], 'cause they want your love. I know that's not a phrase you're supposed to use, but kids need, in my opinion, to love you. You know, they want to know that you want them in your classroom,...you're happy with them around, you want to spend your time with them. Which makes, in my opinion, discipline much easier, 'cause if you withdraw that love – however temporarily – they really feel it. So, you're not angry with them, you just withdraw that...affection for the child.

This again reflects more of an affinity with the first order field.

4.5.4.4 Sensitivity to student needs

Steve referred to differentiating to accommodate individual student teacher needs, and showed sensitivity towards them. When one of them did not respond well to a task in the observed session

(*'(s)he put her scarf over her face, and just had a mental block'*), Steve went over to sit with her, explaining in the stimulated recall interview that *'I tried to make that as friendly and as non-threatening as possible, you know, by making a joke of it as I went over and so on'*. However, he also told her and the other students that he wanted them to experience what *'children are faced with every day'*, which suggested more empathy with pupil needs. This could be seen as a form of modelling, but it is also a reflection of first order habitus.

4.6 Cross-case discussion

Whilst there were marked differences amongst the four participants, there were also elements which featured across the case studies, and appeared therefore to be significant. These are presented according to the themes previously identified, and the categories within each of these. A number of issues and ambiguities were raised through this, and pointed to a lack of consensus about the nature of ITE pedagogy, and how this might be enacted. These are outlined under the relevant headings below.

4.6.1 The teacher educator role

4.6.1.1 Training for and development in the role

Any training for or development in the role appeared to be as a result of the teacher educators' own efforts, rather than any organised induction and/or professional development programme. This meant that recognition of differences between first and second order pedagogy had apparently been gained through experience and a willingness to acquire and embrace new knowledge in the new field. Whilst three of the participants (Julie, Steve and Bill) noted that study for the Ed D had impacted upon their understandings and practice, it seemed clear that length of service was an important factor here. From this small sample, it appeared that depth of understanding correlated strongly with extent of experience in the role; that is, from four to over 25 years. Although this finding may not be surprising, the question remains of why received wisdom does not deem it necessary to provide training or professional development for new teacher educators (Martin & Russell 2009, Mueller 2003, Shagrir 2010), if new understandings are so hard won, and seemingly developed in a rather ad hoc fashion - as I had indeed presumed prior to commencing this study.

As my previous study had suggested that new teacher educators had difficulties in adapting their school teacher pedagogy to the different field, and a number of studies identified this transition period to be about three years, I had set this as the minimum experience required by participants. However, the findings from my study reflected Bronkhorst et al's (2011) supposition that ten years' experience was needed to acquire expertise as a university-based teacher educator. Only Bill, and, to a lesser extent, Rachel (in her ninth year in the role) came over as expert teacher educators, in the interviews and in the observed session, rather than as "teacher[s] involved with teacher preparation" (McKeon & Harrison 2010:36).

All of the participants talked of the influence of other people in the new field on their development; Julie, Rachel and Steve referred to peers and colleagues, and Bill to how the student teachers had impacted upon his practice. Whilst the latter perhaps broadens out the notion of community of practice as proposed by Wenger (1998), this could be said to be pivotal, in the absence of more formal routes for induction and professional development.

4.6.1.2 Relationships with student teachers

As might be expected, how participants expressed their role in relation to the student teachers could be seen to impact directly on their teaching style and pedagogical choices. So, Julie and Rachel, who stated that they saw both themselves and the student teachers as being in learning roles, emphasised the importance of dialogue in their pedagogy, which was evident in their second order habitus. Steve alluded to an 'expert to novice' role as teacher educator, and his style appeared to be largely transmissive. Bill, on the other hand, talked of facilitating the process of allowing the student teachers to arrive at their own meanings, and his approach could be seen to be more constructivist in style.

However, there appeared to be anomalies, with participants alluding to the importance of positive relationships, and not wishing to appear as the giver of knowledge, and yet recognising that the teacher educator, as assessor, is inevitably in a position of power within the relationship.

4.6.1.3 Constraints

Three of the four participants talked of constraints, and two of them reported that this had a negative impact upon their meta-pedagogy. Julie and Steve suggested that they needed to 'get across' so much information in such a short space of time, they would revert to more transmissive techniques. Bill also talked of external pressures in the field which led to a focus on quantity rather than quality, but this did not appear to impact upon his habitus. On the other hand, Rachel spoke of the opportunities afforded to teacher educators to reflect, when compared to school teachers.

4.6.1.4 Compliance

The degree of compliance in the attitudes of the participants seemed to be related to length of experience in the teacher educator role and second order field. So, Steve appeared to accept uncritically the recent policy agendas and statutory requirements of ITE, whilst Julie referred to these almost as a necessary evil. With Rachel, compliance was only hinted at, when she admitted to having to lead the student teachers to reach the 'right' conclusions during apparently open discussion. Not only was Bill very critical of externally imposed constraints, his pedagogy appeared to be unaffected by them. For the latter two participants, this could be related to enhanced cultural capital, and the more confident development of a second order habitus.

4.6.2 Elements and models of meta-pedagogical practice

4.6.2.1 Modelling

All of the participants spoke of implicit modelling – of school teacher habitus – during the interviews, and this was evident in the sessions observed. When questioned about explicit modelling, Rachel, Julie and Steve claimed to ‘step out’ on occasions and explain to the student teachers the purpose of an activity, although this was not apparent in their observed sessions. On the other hand, Bill spoke of explicit modelling without being prompted, and this was also evident in the observed session. He also talked of making the link with theory and concretising this. This demonstrates a clear distinction between first and second order habitus.

4.6.2.2 Transmission

It would appear that this aspect of practice was again related to length of experience as a teacher educator, and the development of habitus in the second order field. Despite claims to the contrary, Steve appeared to rely on it heavily, whilst Julie said she resorted to this reluctantly due to time constraints. On the other hand, Rachel talked of preferring more active strategies, which was evident in the session, and Bill of only using it selectively in particular circumstances – and not at all in the observed session.

4.6.2.3 Constructivist teaching approaches

Whether articulated as such or not, there was agreement amongst the participants that social constructivism, and the related elements of (critical) reflection, discussion, interaction, experiential and active learning, were valuable teaching approaches – for learning generally, as well as specifically for learning to teach. This, then, would cross the boundary between first and second order habitus. This has to be tempered by two observations. Firstly, Julie claimed not to know what ‘constructivist’ really meant in terms of her own teaching, and Rachel did not view her own teaching as constructivist prior to being prompted. Secondly, Steve talked of this only in terms of what he was not able to do in his practice. However, Bill spoke about this knowledgably in the interviews, and it was evident in the observed session.

4.6.2.4 Focus on subject knowledge/pedagogical content knowledge (PCK)

The government is currently placing great store on teachers’ subject knowledge, perhaps at the expense of PCK. Whilst Julie’s session placed great emphasis on the former, Steve made a point of privileging the latter, suggesting that student teachers could build upon their own subject knowledge which had been acquired through their degrees. Rachel referred to the importance of both subject knowledge, and of how this is applied. Whilst Bill did not make mention of either of these as focuses, the session observed was not subject-specific.

4.6.3 The role of theory

4.6.3.1 The nature and theory of learning and teaching per se

All of the participants referred to strongly-held views of the nature of teaching and learning, and about the effectiveness of active and dialogic approaches – across the first and second order field. Whilst these were also evident during the observed session in the practice of Bill particularly, as well as of Rachel, this was less so with Julie and Steve. Bill appeared to be comfortable talking about Theory (with a capital T), and how this may relate to teaching and learning generally, as well as specifically within teacher education. His understanding and knowledge was broader and more nuanced than the others' seemed to be, particularly regarding the process of learning.

4.6.3.2 Integrating theory and practice in ITE (including perceptions of practicum)

Rachel and Julie referred to moving from theory into practice during their sessions – although this did not appear to be 'Theory with a capital T'. Three of the four participants spoke of student teachers putting into practice in the school setting what had been learnt in the university-based sessions, and, although all of them referred to 'reflection', they did not elaborate upon the process through which this could be achieved. Bill doubted the notion of being able to transfer knowledge from one context to another, suggesting that, even if messages were understood and assimilated, these new understandings would need to be reconstituted in order to use them in practice. He described this as a spiral process of 'reach, reflect, recode, retain', and demonstrated how this was brought about through his meta-pedagogy.

This perhaps demonstrates the issue highlighted by Loughran (2006) that teacher educators have to accumulate knowledge of meta-teaching, and to question how theory may – or may not (Korthagen 2001) – be assimilated by student teachers in their teaching practice. From this study, there appears to be a need (not necessarily recognised by practitioners) for teacher educators' own practical wisdom, developed as (former) teachers, to be developed further in the new context and role. This equates to expanding the habitus in the new field, and may lead to enhanced cultural capital. There is perhaps also an imperative for them to acquire deeper knowledge of formal theory. For these four practitioners, all of this seems to be related in part to length of experience as teacher educator, which again might further support the notion of providing some form of 'training'/professional development at the time of transition – as well as post-induction – to allow for the new understandings to be acquired more speedily.

Whilst Steve seemed to suggest that the practicum was a more valuable learning experience than the university sessions, Julie felt that it may hamper the student teachers' progress. This tension between school and university was also implied in Bill's interviews, although it appeared to be viewed as a professional opportunity and challenge rather than a drawback of the course.

4.6.3.3 Recognition of distinctions between pedagogy and meta-pedagogy

This was demonstrated clearly by Bill. Although in the interviews Rachel and Julie both acknowledged that there were differences between first and second order teaching, ultimately they talked about teaching their curriculum subject, reflecting their habitus as school teacher. Curiously, despite conducting a study into the ways in which student teachers learn to teach, Steve referred only to the differences between teaching adults and teaching children.

4.6.3.4 Theoretical underpinnings of meta-pedagogical practice

These were very clearly articulated by Bill, as well as demonstrated in practice. These appeared to emanate from his wide reading and personal study. The other three participants appeared to be working on personal theories of ‘what works’, developed from their first order practice and habitus. When questioned, their responses suggested that were not aware of any knowledge base underpinning meta-pedagogy.

This lack of theory underpinning practice may seem odd. It might be expected that teachers – wittingly or not – base their practice on theories of teaching and learning. Whilst these same theories may continue to impact upon pedagogical practice as teacher educators, in three of the four cases there appeared to be either an unawareness, or a dismissal/rejection, of theory – certainly theory which may relate to second order practice. For them, this would suggest that first order habitus still prevails in the second order field.

4.6.4 The impact of former school teacher identity

4.6.4.1 Transference of skills and knowledge

There was ample evidence that all four participants had transferred skills and knowledge into the new field, as might be expected. The broad repertoire of teaching and learning strategies demonstrated this clearly, particularly in the observed sessions of Rachel and Bill, as well as their evidently sound understandings of the processes of teaching and learning. However, Julie and Steve did not appear to have developed these skills and knowledge significantly in the new field, and did not seem to recognise a need to expand their habitus. This points to the possibility that it takes a long period – longer than the three years I had anticipated might be the case – to move beyond the pedagogical practice and habitus of a teacher (focussing on the teaching and learning of curriculum subjects), and to develop a distinct pedagogy for teacher education, taking account of the content and process of learning to teach.

4.6.4.2 Professional values and commitment to the profession

All of the participants demonstrated a professional attitude during the interviews as well as during the observed sessions, in that they clearly cared about the impact of their practice. Their values appeared

to be centred on providing valuable learning experiences for (all) student teachers as well as pupils, which was modelled in the sessions; in Julie's case, these were related to musical learning experiences. Their commitment to the profession of teaching was evident throughout, both as former teachers, and as teacher educators. This, therefore, applied across the two fields, or sub-fields.

4.6.4.3 Passion for subject/children/education

Rachel and Julie professed a passion specifically for their subject (MFL and music respectively), and, although Bill was not teaching a subject-based session, his affinity with MFL was evident. Bill and Steve referred to a passion for teaching children, which was also implicit in Julie's interviews. In this regard, their former habitus and identities as school teachers were apparent; also, for all four participants, this passion seemed to be central to their identity as teacher educators.

4.6.4.4 Sensitivity to student needs

This featured strongly both in the interviews and the observed sessions, and could be seen to relate back to the participants' former habitus as school teachers. Bill and Steve talked about the imperative of creating a safe environment, conducive to learning. Rachel, Julie and Bill were seen to modify their teaching to accommodate student teachers' needs, and Steve spent time with a particular student teacher who was struggling in his session. All of them focused on, and expressed pleasure in, student teacher learning, and were quick to pick up on whether certain activities were successful or not. This can also be seen to be a form of modelling – of first order habitus in the second order field.

4.7 Developing the conceptual framework

Whilst the individual participants' pedagogical practice can be seen to incorporate similar elements, their perceptions and iterations of, and different emphases they place upon, each component part of the meta-pedagogy, and how this is reflected in their habitus, reveal marked differences. These could be viewed as a collection of continua, as detailed in Table 2 (below), along which the participants have been placed as approximations translated from the research findings regarding the themes identified above.

The most similarities were discernible in the final section of 4.6 (the impact of former school teacher identity), which reflected their values and beliefs. Where they did differ here was in the relative 'distance' they appeared to feel from their former identity, which seemed closely linked to the amount of time they had spent as teacher educators. It is for this reason that this section has been subsumed under the continuum of 'professional identity'.

It can be seen that, in most instances, Bill is to the right hand side of each continuum, and Julie and

Steve towards the left. Rachel can also be seen to be positioned towards the right. However, in the case of the impact of constraints, the degree of compliance, and whether there was a particular focus on subject knowledge or PCK, it can be seen that the positions are reversed, with Bill and Rachel occupying positions to the left. They each appear to be drawing on a particular ‘set’ of habitus with the accompanying cultural capital, with two of the participants (Julie and Steve) firmly rooted in their first order practice, and persisting in identifying themselves in terms of their skills in the school field rather than that of HE.

←-----Length of experience as teacher educator-----→			
4 years	9 years		25 years
Steve Julie	Rachel		Bill
←-----Professional identity-----→			
Teacher	Reconstructing identity		Teacher educator
	Julie Steve	Rachel	Bill
←-----Professional development-----→			
Through community of practice	Through reflection on action		Seeking out theoretical base
	Julie Steve	Rachel	Bill
←-----Relationships with student teachers-----→			
Expert to novice	Participants in learning process		Student as teacher and learner
Steve	Julie Rachel		Bill
←-----Constraints-----→			
Maintaining focus on ‘quality’	Freedom compared to school		Restricting pedagogical choices
Bill	Rachel		Julie Steve
←-----Compliance-----→			
Questioning authority	Wanting the ‘right’ answers		Lack of criticality
Bill	Rachel	Julie	Steve
←-----Modelling-----→			
Implicit, do as I do	‘Stepping out’		Explicit, linked to theory
Julie Steve (Rachel Bill)	Rachel		Bill
←-----Transmission-----→			
Do as I say	Reflect on what I say		Only when ‘a time for telling’
Steve	Julie	Rachel	Bill
←-----Constructivism-----→			
Discussion based, interactive	Experiential and active		‘Construct their own meanings’
Steve	Julie Rachel		Bill

←-----Focus on enhancing subject knowledge/PCK-----→		
No obvious focus on either	Application of subject knowledge	Talked of particular focus
Bill	Rachel	Julie(SK) Steve(PCK)
←-----The role of theory-----→		
Rejection of theory	Acknowledgement of theory	Impact of (T)heory evident
Julie	Steve Rachel	Bill
←-----Integrating theory and practice in ITE-----→		
Practicum as most important	Theory into practice	‘Reach, reflect, recode, retain’
Steve Julie	Rachel	Bill
←-----Recognition of distinctions between pedagogy and meta-pedagogy-----→		
‘Teaching is teaching’	Building upon school practice	Meta-pedagogy distinct
Julie Steve	Rachel	Bill
←-----Theoretical underpinnings of meta-pedagogical practice-----→		
‘What works’	Knowledge base acknowledged	Articulated and embedded
Julie	Steve Rachel	Bill

Table 2. Identifying continua in the participants’ practice

So, whilst it is not intended that the continua represent ‘bad’ to ‘good’ practice, it could be argued that the extremes of each denote development and a deepening of understanding of the process of learning to teach, from left to right (and the reverse might be said to be true of the three continua identified above), as each become accustomed to the new field. Whilst broadly corresponding with the length of experience in the role, theorising practice appears to be key here. This has the potential to distinguish university-based teacher education from the current government’s view of the school-led model. For these reasons, the decision was made to analyse the case studies through the lens of the discourse of theory in ITE.

4.8 Chapter conclusion

In analysing the data, this chapter has highlighted the similarities and differences in meta-pedagogical approach of the four participants. By applying Bourdieusian principles as a lens, it has been possible to explore these approaches in terms of developing habitus in the new field, leading to expanding cultural capital. This revealed what appear to be distinct drivers for their respective practices, which impacted upon the extent of development of first to second order habitus.

It has been argued that a continued focus on (curriculum) subject knowledge or on passing on the craft knowledge of (school) teaching as drivers of practice can both be located in first order practice,

suggesting a lack of development in the new field of ITE. However, practice driven by a focus on developing meta-pedagogical understandings allows for an expanding habitus to fit the new field, potentially leading to increased cultural capital. A sense of teacher professional identity spanning the two (sub-)fields appears to create a bridge allowing for a developing habitus, although, in the absence of theoretical underpinning, it would appear that this lacks sufficient scaffolding to expand cultural capital.

This would go some way to explaining the marked differences in perceptions and emphases placed upon each component part of the meta-pedagogy enacted by the individual participants. Displayed as a set of continua, it has been demonstrated that the development of a distinct habitus of second order practice is linked to what is driving practice, which in turn impacts upon cultural capital. The role of theory and theorising practice appears here to be key.

Chapter 5: Interpretation of findings

5.1 Developing second order habitus

Whilst the analysis of data arising from each of the four case studies helped to illuminate similarities, as well as differences, in approach, it highlighted what appeared to be different drivers for their retrospective pedagogical practices. Thus, it appeared that the participants' personal histories and belief systems impacted profoundly upon their individual interpretations of ITE pedagogy, and how far they had developed this from their school practice and habitus. The ways in which they perceived or acknowledged, and the extent to which they had accommodated, the complexities and issues represented in Figure 2 (p36) within their meta-pedagogical practice, differed significantly from case to case. Factors in the process leading to their personal iterations of meta-pedagogy are represented in Figure 3¹⁹ below, and these are explored and interpreted through a Bourdieusian lens.

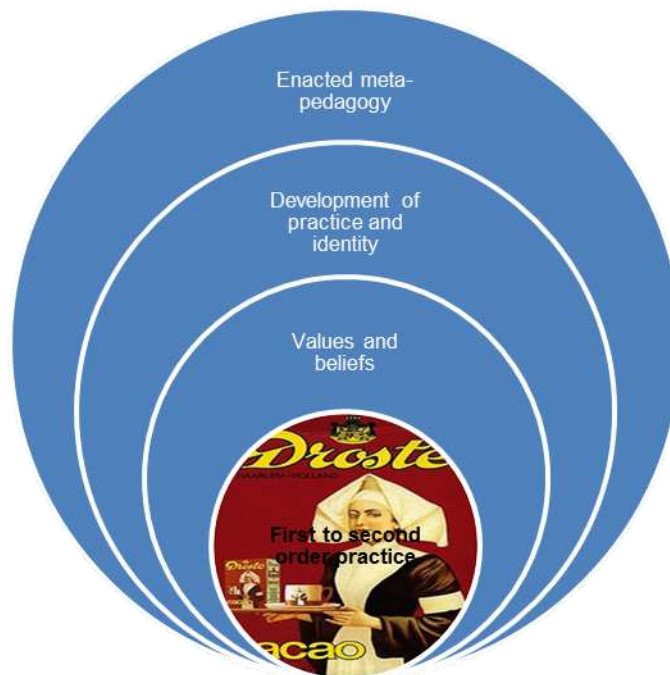


Figure 3: Factors in the development of the participants' meta-pedagogy

First to second order practice: the dual identities as first and second order practitioners appeared to underpin the meta-pedagogy for the four participants – predominantly as 'teacher', and progressively

¹⁹ The image in the innermost circle of this diagram symbolises 'the Droste effect', and represents the move from first to second order practice. The teacher identity is represented by the largest of the Droste figures, and that of the teacher educator by the (first) image on the box she is holding. (*This is then repeated, ostensibly *ad infinitum*). This notion was taken from a presentation which I co-presented with Anja Swennen at IPDA 2011, and reflects Shulman's observation on the cover of Loughran (2006): "In Plato's *Republic*, the philosopher asks, "who will guard the guardians?" In this important book, John Loughran asks, "who will educate the teacher educators and how should that work proceed?" (However, the latter could indeed be identified as *third* order practice – see * above.)

as ‘teacher educator’ as they move seemingly slowly (perhaps even reluctantly) towards what McKeon & Harrison (2010) refer to as “self-perception as a teacher educator with expertise about teaching”, rather than as “a teacher involved with teacher preparation” (p36). This appeared to impact upon their perceptions of the relative importance of (curriculum) subject knowledge and PCK. In Bourdieusian terms, first and second order practice can be viewed as two fields, demanding different forms of habitus. As experienced (and successful) first order practitioners, the participants’ habitus would have been well-developed, conferring cultural capital and therefore standing in that field. As newcomers to university-based ITE, they may initially have experienced “disjunctures between habitus and field” (Reay 2004:438), causing them to resort to practices with which they were familiar, and which had proved successful in school.

Values and beliefs: there were marked similarities with respect to these, including a commitment to teaching/education, professionalism, and sensitivity to student needs. Their understandings about the process of learning per se also broadly concurred. However, there was less agreement regarding the role of student teachers and teacher educators in the learning process, ranging from what Taylor (2008) refers to as a ‘cascading expertise’ approach to a more holistic view of ‘student as teacher and learner’. Perhaps most significantly, their values and beliefs underpinned what was driving the participants’ meta-pedagogical practice in each case. Habitus is underpinned by values and beliefs, as well as the “deeply rooted dispositions and assumptions” (Green 2012:396) about practice, which arise from spending time in a particular field. The similarities observed with respect to these could be attributed to the fact that first and second order practice may be viewed as sub-fields within the field of education. This may also explain the discrepancies with regard to perceptions of their role in the learning process, if there are differences in levels of recognition of the discrete nature of each of these sub-fields.

Development of practice and identity: there was general acknowledgement that their knowledge and skills transferred from the school classroom needed to evolve to a greater or lesser extent. All cited reading and reflecting as being key to this developing practice, and Bill also acknowledged a clear distinction between pedagogy and meta-pedagogy. However, although studying for the Ed D appeared to have had a recognised impact on the practice of three of them, none appeared to have experienced structured professional development for, or in, the role. It appeared to be their attitudes towards, engagement with, and understandings of ‘theory’ which had the most profound effect upon the degree to which their practice had developed, and the consequential nature of their meta-pedagogy. As the participants have engaged in the new field, they can be seen to have developed a new habitus to differing degrees. This will have come about through the self-questioning demanded by the new situation they found themselves in, and the disjunctures they experienced. For at least one of the participants, this appeared to have led to transformation in terms of the practice, and an

acceptance of a new, theoretically driven, discourse within the field of university-based ITE. This could reasonably be expected to lead to increased cultural capital in the second order field.

Enacted meta-pedagogy: for all of them, this incorporated a wide range of teaching and learning strategies, including (largely implicit) modelling and constructivist approaches, although the evidence of anecdotes and transmission increased in inverse proportion to the length of experience as teacher educator. The degree of compliance also seemed to lessen as they gained in experience in the role, as well as their perception of constraints – most notably, time – which meant that the pedagogical practice of two participants (Julie and Steve) was said to be not always what they might want it to be. The findings suggest that, while there were similarities and common threads displayed in the pedagogical practice of the participants, there appeared to be few shared understandings of what might constitute effective meta-pedagogy, and why. The participants’ first order habitus was particularly evident in the range of teaching and learning strategies, although the use of anecdotes and transmission suggested a proclivity towards ‘show-casing’ their former practice rather than developing and expanding their habitus for the second order field. This perhaps clouded those participants’ vision of what a pedagogy of ITE may be, as distinct from a school-based pedagogy.

The intention of this study had been to see how teacher educators develop their distinct pedagogy of ITE beyond the first three years in the role, as my previous study (Field 2012) had revealed that the new teacher educator participants tended to simply transfer their school pedagogy into the university field. That this tendency was also apparent in the practice of two (and, to a certain extent, three) of the four more experienced teacher educator participants in this study demanded an exploration of why this may be the case, particularly as the remaining participant appeared to buck this trend. Whilst what appeared to be the individual drivers in the other three cases could be seen to be linked to practical, rather than theoretical, concerns, consideration of aspects of participants’ practice in terms of continua (Table 2, pp127-8) suggested that theory and theorising practice may indeed be key.

Therefore, whilst maintaining a focus on Bourdieu’s concepts of habitus, field and cultural capital, this cross-case analysis considers and interprets the individual case studies through the lens of the discourse of theory in ITE, as a way of addressing the three main research questions:

1. What do teacher educators understand by a pedagogy of ITE, and (how) does this differ from school teaching? What does this look like in practice?
2. How and when do teacher educators develop their pedagogy of ITE?
3. Are there common understandings of ITE pedagogy? If so, what are they? Would it be possible to move towards shared understandings across the ITE community?

An exploration of what is meant by ‘theory and practice’ in ITE, and how this was understood by the participants, is presented in Section 5.2. The impact upon their meta-pedagogical practice and habitus is then considered, in terms of the practitioner culture (Section 5.3), the privileging of practical wisdom above other forms of knowledge (Section 5.4), and ‘cloning’ as a default approach (Section 5.5). The implications of this are considered in Section 5.6.

5.2 Theory and practice in ITE

As discussed previously (see Section 2.4.1), this can be viewed on two levels: the theory underpinning the teacher educators’ pedagogical understandings and habitus, and the ways in which theory is incorporated into their pedagogy – with a view to generating student teachers’ deeper understandings about their practice in school. It is with regard to the latter sense that the perceived ‘gap’ between theory and practice in ITE is widely referred to, most recently by the head of Ofsted, who has said that “(t)he disconnect between providers and schools, between theory and practice..., has bedevilled our education system for far too long” (Wilshaw 2014:3). His phraseology mirrors this from a paper published at the end of last century, referring to a need to “bridge the theory-practice gap which has so long bedevilled teacher education” (Wilkin 1999:16), itself reporting on a paper from almost a decade prior to that. During the 1980s, the Oxford Internship Scheme (see also Section 2.5) had been developed partially in response to the perceived discontinuity between university (‘theory’) and school (‘practice’) (BERA 2014:23). This perception, evidently long-lived, is reflected in Taylor’s (2008) following depiction of the school and university experiences:

with the university as the place where students receive expert theory and have opportunity to reflect on this, and school the place where they receive expert practice and have opportunity to demonstrate the application of this. (p83)

Whilst this ‘binary divide’ of the two sub-fields currently involved in ITE is open to much debate, this at the very least pre-supposes a secure knowledge of ‘expert theory’ relating to teaching and learning in the habitus of the university-based teacher educators. This was demonstrated by those in Hau-Fai Law et al’s (2007) study, who articulated an “explicitly theory-oriented approach to their teaching”, reflecting a “high level of familiarity with educational theories...[and] access to a range of theories” (p258). It is perhaps to be taken as a given that knowledge of public theory should be part of their expertise (Korthagen et al 2005), so that they can include this within the kind of support they offer to student teachers (Korthagen & Kessels 1999), as well as “supplying theoretical information” and creating “theoretical knowledge generated from research” (Smith 2005:177-8).

This level of knowledge was evident in this study in the habitus of Bill, who demonstrated this throughout both interviews and the observed session; for example, he referred to making theoretical links in his teaching to a range of areas, including, *‘theories of memory pathways, the episodic, ...the*

semantic, procedural, ...*the automatic, and the emotional memory pathways*'. His apparently self-deprecating comment that '*there are probably as many theories of critical reflection as there are teacher educators*. So,...*I haven't a clue really what that really means*' may actually demonstrate a heightened awareness of what might be seen as theoretical underpinnings of meta-pedagogy. At the other extreme, Julie described her practice as '*quite light on theory*', and also suggested that theory can be '*overdone*' in university. In the interviews, Rachel was not comfortable with articulating theoretical knowledge, and Steve did not appear to connect notions of theory to his own practice. This indicates a vast difference not only between their attitudes towards, but also their apparent levels of knowledge about, formal theory. Whilst this will inevitably impact upon how (or even whether) teacher educators incorporate this in their pedagogy, this analysis is principally concerned with how and to what extent this knowledge has informed – and therefore underpins – the participants' developing meta-pedagogical practice. It is possible that a 'theory-practice gap' exists within teacher educators' developing habitus, albeit being based in universities.

5.3 Practitioner culture

As a number of studies (e.g. Field 2012) have shown, new teacher educators appear to rely on their former teacher identity as a way of establishing themselves in the new role and field of HE. This affords them credence at a time when their sense of professional identity may be fragile (Murray & Male 2005). As they are likely to have been successful as teachers (and often 'managers') in school, their pedagogical practice will have been viewed as at least good (Berry 2009), which would afford a sense of confidence in this area – even if a good teacher does not necessarily make an effective teacher educator (Taylor 2008). This may be exacerbated by the fact that teaching tends to be perceived as a 'practical activity' (Wilkin 1999), and in terms of 'doing' rather than 'knowing' (Berry 2009), so it follows that credibility and cultural capital may be afforded to those who can demonstrate secure teaching competence. It is, then, perhaps not surprising if they emphasise this initially in the new field, as my previous study indicated. However, it had not been anticipated that this would still be the case with any of the participants in this study, as they were more experienced as teacher educators. It appeared that two of them (Julie and Steve) were considerably more concerned with their own and the student teachers' teaching practice – rather than epistemic theory – as the key to teaching and learning to teach. This also reflects the "turn to the practical" (Lawn & Furlong 2009/2011) and the "discourse of relevance" (Maguire & Weiner 1994) in current policy direction (see Section 1.4), which can be viewed as a threat to the role of university-based ITE.

5.3.1 Prioritising practice in sessions

The strong link between Rachel's former and current identity and habitus as a teaching practitioner was apparent in both the interviews and the observed session, and, as explored in Section 4.2, this appeared to drive her pedagogy. In prioritising practice, she implicitly demonstrated sound

pedagogical knowledge and skills, but also privileged this for student teachers, as indicated through her observation that students remember and learn through workshop activities. Steve also refers to having *'some form of workshop'* in every session, although his description of this, *'so I will model something, and they will do some writing'*, perhaps emphasises his practice rather than the student teachers'. During the stimulated recall interview, he commented of the second section of the session that *'this is the...real key part now, the actual 'them doing''*. All of this may be linked to the suggestion from Morris & Williamson (1998, cited in Cheng et al 2012) that ITE curricula in anglo-centric countries tend to be practice-oriented, when compared to the focus on academic content knowledge in Confucian heritage cultures. This would contradict the prevailing view from the DfE that university-based ITE programmes are "overly theoretical or academic" (BERA 2014:22).

Whilst it was not observed in any of the sessions, Bill and Rachel referred to the inclusion of microteaching, and Julie to 'peer teaching', as part of their meta-pedagogy. This reflects what Grossman et al (2009) refer to as 'approximations of practice', highlighting the benefits of student teachers being able to take on the role of a teacher in a less complex environment than the school classroom, and to receive immediate feedback on their enacted practice as novices. It forms part of what they refer to as 'clinical practice', which includes 'pedagogies of enactment'. This links to the notion of "research-informed clinical practice", as articulated by Burn & Mutton (2013). Bill, however, acknowledged a number of inherent difficulties in this (*'all the pitfalls...and its disembodied, decontextualized nature, etc.'*), whilst conceding that, *'(f)unnily enough, the students realise the same shortcomings, but still find it incredibly useful'*. This appears to demonstrate nuanced understandings of 'practice', and its place in helping student teachers learn to teach.

Julie emphasised that, in her sessions, they *'do a lot of practical trying things out that would...work in the classroom'*. Similarly, Bill referred to practice in terms of rehearsing; for example, he talked of giving the student teachers 'safe' things to do repeatedly in university classrooms *'in meaningful ways'*, but also commented: *'I do take this to quite brutal extremes with the students sometimes. I make them rehearse in empty classrooms addressing desks. So that they are able to...address the pupils by name'*. This would reflect Lampert's (2010) call for the need to use rehearsal as a pedagogy for routine activities. So, when Bill remarked that *'some of what we do I would say is training and some of what we do is education'*, it appeared that he viewed this as 'teacher training', which Wilkin (1999) suggests is separate from the 'critical tradition' (p2) of the university field.

5.3.2 Theorising from practice

However, there was evidence that theorising from practice was part of the university experience for the student teachers in this study, which Wilkin (1999) identifies as part of the invaluable contribution of HE in ITE. Bill talked about linking theory to *'what they could do in the classroom'*. Rachel

referred to '*activities that are underpinned by theory, but...are actually quite practical in nature*' as being effective pedagogical interventions. Whilst she did not expand upon what she meant by 'theory', in terms of incorporating this into her observed session, she commented that '*they'd started thinking about practical, and then we looked at theory, then they hopefully used that theory to underpin...the practical again*'. (In the semi-structured interview, this was explained slightly differently as follows: '*so we might start by looking at the theory, but then actually quite quickly try and unpack that through workshops and through practical activities*'.) From the observation, it was clear that what she meant by 'theory' in terms of this session was the findings from research about managing pupil transition and transfer between schools. It would appear that Lawes' (2002) observation that "the discussions of theory at the present time [in ITE] are actually discussions of practice" (p45) is apposite here, albeit with reference in her study to reflective practice leading to the redefinition of practice as theory.

This may also be true in terms of Julie's habitus. In the semi-structured interview, she referred to the need to balance theory and practice, commenting that the student teachers '*do...theory and then do the practice*' in her sessions. She suggested the linking, or theorising, was conducted through discussing with the student teachers what had been learnt from a particular practical activity: '*How have we linked the theory, the documentation, whatever it is to the practical, and then what can we learn from that about what we're doing in school*'. However, she appeared to dismiss theory to a certain extent with her comment that '*(t)hey get theory in a different course*', and seemed to view it to some degree as an 'add on': '*I've sort of tried to, artificially sometimes, put some theory in* (laughs). *And I don't think...that really works*'. Despite her comment, '*I'll try and put some theory in when I can see real value in it, to really making them think*', this would suggest a superficial understanding of the potential role of theory in ITE.

As already outlined in Section 4.3, it became clear that Julie still saw herself primarily as a music teacher, rather than as a teacher educator, and saw practical music skills as being of primary importance. This is also where she felt the 'theory' might be included in her sessions; not about learning as such, but specifically with regard to learning in music. When probed further about this in the semi-structured interview, she appeared to be making theory functional, in that the example she provided was in fact of practical advice from an expert professional ('we had a guy come in to talk about techniques of conducting'). This was made clear when she talked about '*giving them at the beginning some kind of, not necessarily theory, but some kind of context or background – making them do some thinking if you like*'. When questioned further on in the same interview about incorporating theory in her sessions, she replied: '*I don't know how much of that I do really. I'm not sure I see it as 'theory' as much as...reasoning why we do things. I'm not sure it's about theory*'. It appeared, therefore, that the 'reasoning' was related to practical considerations.

Steve referred to *'tying together the theory and the practice more closely'* in his sessions, but did not elaborate upon this. Instead, he talked of *'doing something for an hour perhaps, and then they get to actually put it into practice on each other'*. In the lesson observed, what counted as the 'theory' comprised an Ofsted survey and an article from the Times Educational Supplement (TES), both of which could be said to be practically based sources.

5.3.3 The practicum

Julie's observation that student teachers 'see the lesson observation as the most important thing. They want to show us that they can teach' suggests that the practitioner culture may be replicated in student teacher perceptions and habitus. Wider research also indicates that they tend to view the practicum as the most credible and valuable part of their ITE (Bullock 2009, Kane 2007), which may have to do with the practical nature of teaching, meaning they need to be in a classroom in order "to develop their own body of practical theories" (Taylor 2008:66). However, Lunenberg & Korthagen (2009) observe that this does not happen automatically:

it requires a high level of expertise on the part of both co-operating teachers in schools and teacher educators to promote student teachers' practical wisdom by enhancing their awareness for certain aspects of their experiences, and to promote student teachers' ability to use this practical wisdom during new teaching experiences. (p240)

Much as the teacher educators in Cameron & Baker's (2004) study feeling they needed "strategies to link course content with practicum experiences" (p33), Bill identified this as an issue. Emphasising the importance of close working with partnership schools and of 'mentor training', he demonstrated as one such strategy how the materials he used in the fields of school and university relate to each other, *'(s)o it's all linked in philosophically, but also using the same symbols'*. As identified in Section 4.4, he also identified 'noticing' as a way of student teachers learning from observation of practising teachers during the practicum, and how this is developed during university sessions:

that teacher's bringing together so many moments in time, and is dealing with them just instinctively, subconsciously, and...that's really difficult to pull apart. So we've got to be noticing. We...put a lot of store on getting people to notice things they've not noticed before.

Whilst it was not clear how, or indeed whether, the remaining participants promoted the student teachers' practical wisdom back in university-based sessions, the importance of the practicum was emphasised by Steve as well as Julie, with the former privileging this over the student teachers' university experience – including the perceived impact of his own teaching. His observation that 'doing' is a far more powerful learning experience than 'being told' also reveals the emphasis on transmission in his meta-pedagogical practice and habitus, as previously outlined in Section 4.5. In light of the 'showing, telling and guiding' approach seemingly adopted by these two participants (see Sections 4.3 and 4.5), it is noteworthy that Martin & Russell (2009) attribute student teachers'

“frequently voiced critique...that their practicum experiences were the most significant part of their teacher education program and their concomitant devaluing of their on-campus courses” (p327) to a ‘do as I say, not as I do’ meta-pedagogical approach. Furthermore, as Myers (2002, cited in Crowe & Berry 2007:31) observes, “(s)how-and-tell teaching by teacher educators cannot help prospective teachers to think in more complex ways about their practice”.

Whilst not referring to ‘theory’ directly, Steve also appeared to reinforce the theory/practice divide between the two fields when he explained that they *‘have a large up-front loading of...information. And then they go and try and fit it into practice’*, and commented that *‘(i)n some ways I think it would be better if I had a day a week, or a morning a week, from the start, where they could immediately begin to start applying things in the classroom’*. This would suggest that this is an easy or natural procedure, which Korthagen (2010b) refutes. However, Steve’s observation that an outstanding student teacher *‘was inculcated not just from us but from [the school]*. He was putting into practice *what he saw others doing’* reinforces a view of ‘cascading expertise’ (Taylor 2008) in terms of developing practice.

Julie, however, also observed that, whilst the student teachers recognised the practicum as being of the greatest significance, the ‘practice’ demonstrated in schools may run counter to what may be propounded at university. The tensions between the two fields are seen as being between what she ‘tells’ the student teachers they should be doing, and what happens in the classroom. As well as reinforcing Julie’s partial focus on transmission, this reflects Buitink’s (2009) observation that the day-to-day practice demonstrated to student teachers in schools reinforces

the acquisition of a ‘mediocre pedagogy’ reflecting traditional teaching culture...[whereby] (u)nderlying principles often remain unaddressed and, if they are addressed, are not always theoretically underpinned (p118).

This begs consideration of whether this could also apply to ITE habitus in the university field.

5.3.4 ‘Practicum’ replicated in university

Buitink’s depiction of the school-based practice in ITE as “an everyday pedagogy of ‘showing and telling’, in which the underlying principles are not made explicit and learning occurs through imitation and adaptation” (p118) would appear to have a good deal in common with both Julie’s and Steve’s university-based habitus, as previously outlined. In addition to this, as it is not clear that their pedagogy has developed significantly from that which they practised in schools, it is possible that this also represents ‘traditional teaching culture’, albeit in a different field. It would appear that, although the blame for student teachers’ failure to integrate theory and practice has traditionally been placed on the structures and culture of the school-based element of teacher education (Armento 1996, cited in

Segall 2001), it may equally be linked to their university experience. Either way, Cole & Knowles (1993) argue that, in part, “(p)erpetuation of the status quo by new teachers comes about, it seems, from less than solidly grounded understandings of...the relationship between theory and practice” (p465). This is explored further in Section 5.4 below.

5.4 Practical wisdom

It appeared that, for some of the participants, the privileging of the practitioner culture may have legitimised the teacher educators’ practical wisdom, or the personal theories and knowledge accumulated as a teacher, at the expense of them seeking out epistemic theory to underpin the developing pedagogical practice and habitus in the new field. Whilst the teacher educators in this study had clearly built up a knowledge of theory about teaching and learning as school teachers, it is widely acknowledged that the nature of such knowledge is largely tacit, and developed through experience (see Section 2.3.7). This results in an accumulation of personal theories, or phronesis. Kelchtermans (2009) refers to “‘subjective educational theory’ as [one of the] components of the personal interpretive framework every individual teacher develops throughout his/her career” (p257), combining knowledge and beliefs. The importance of this is encapsulated in Munby & Russell’s (1994, quoted in Loughran 2007a:9) reference to the “authority of experience”. When teachers make the transition to HE in becoming teacher educators, this practical wisdom is recognised as an important foundation upon which to base their burgeoning practice (Loughran 1997:3) in the new field. Indeed, Loughran & Berry (2005) suggest that teacher educators need to develop their understanding through phronesis as teacher educators (p199), accumulating knowledge and developing habitus through experiencing meta-teaching. However, in the same way as an understanding of formal theory, or episteme, may have underpinned their developing practice as teachers, it might be expected that gaining an appreciation of any theoretical underpinnings of the process of teaching and learning to teach – however sparse – may inform their practice as teacher educators, especially given the duality of the role in the new field. The findings from this study would seem to throw doubt on this.

5.4.1 Teacher to teacher educator

The analysis of data from Julie and Steve, and to a lesser extent Rachel, indicates that teacher educators may in no small measure continue to rely on the knowledge gained, and pedagogy practised, as (individual) teachers. This habitus in itself may not have been underpinned by episteme, as Julie commented that *‘as a school teacher, I never touched on theory’*. Rachel talked of encouraging her students *‘to use research and theory to inform practice’*, but then added the following rider: *‘which I don’t think I did when I was in the classroom. Or certainly not to the extent now that I would encourage my students to do’*. Similarly, whilst subsequently discounting himself

from his portrayal of new teacher educators with the statement *'I did my Masters'*, Steve suggested that

when you start lecturing, you begin to start looking into research probably for the first time since you were a kid, you know, since you were at university, because most teachers *don't do a huge amount of CPD*.

Therefore, it appeared that practical wisdom may have underpinned habitus both as (experienced) school teachers and as teacher educators.

Both Julie and Steve suggested that their pedagogical practice had not changed significantly in the new field: the former that, in the absence of anyone showing her any other way, she *'just taught them as if they were kids in school to some extent. And actually, it worked OK, it's just evolved into something slightly different now'*, and the latter that *'it's kind of what I used to do as well as what I'm reading about'*. This, albeit muted, reference to 'reading', may have been a reference towards the role of theory in developing meta-pedagogical practice, although this was not borne out by other evidence from Steve's interviews or the observed session. He did refer readily to theory which he was exploring as part of his doctoral research, although it was not clear how this had impacted upon his pedagogical practice.

Rachel referred to developing a theory of her own regarding how student teachers learn to teach, and she reported having developed her meta-pedagogy accordingly over a number of years, which was evident in the observed session: *'it's a bit like using Socratic questioning, ...they have to question themselves. You know, just to unpick what they're doing, and why they're doing it, and where it's leading them'*. This demonstrates the conscious development of habitus in the new field. However, beyond this, there was limited recognition of the distinctive nature of meta-pedagogy from three of the four participants. Although Julie acknowledged that *'obviously this is not a music lesson in school'*, she repeatedly emphasised the 'constants' in her pedagogical practice as school teacher and teacher educator. She talked of *'the essence of good teaching which just stays the same'* across different fields, and in both of the interviews opined that *'good teaching is good teaching...whoever you're doing it to'*. This practice had been honed as a school teacher. Steve also appeared to see little need to move his habitus on from being a school teacher, recognising only that there was a difference between teaching children and teaching adults in referring to 'andragogy' as well as 'pedagogy'. This would suggest a lack of recognition of what Labaree (2004) describes as "the extraordinary challenge of trying to teach people to teach well" (p59) (emphasis in original), as distinct from teaching mathematics or science, for example. As Taylor (2008) observes,

(u)sing one's professional knowledge in teaching children is very different to conceptualising what it is to learn to teach and being able to articulate such an understanding in a meaningful way for the adult student learner. (p82)

In contrast to this, whilst Bill referred to *'a series of principles'* which had provided him with *'a template for all learning...be it in the classroom, or be it...training people to teach'*, he acknowledged theory as central to his practice and habitus, both as a teacher and as a teacher educator. To this end, Bill identified links *'between the pedagogy of teacher education and learning generally, and where...the similarities and differences lie'*, and considered learning to teach partly in terms of *'proceduralisation of knowledge, automisation, awareness, meta-cognitive ability'*, and as *'a physical thing'*. It was not just the level and range of his theoretical knowledge of learning – and learning to teach – that was striking, but his enthusiasm to apply these to teacher education, and to his own pedagogical practice and second order habitus. In this, he appeared willing to move beyond practical convenience, and to expose his vulnerability as a practitioner. So, for example, he reported that occasionally he deliberately modelled poor practice, in order to encourage a critical response from the student teachers:

what you do should model the messages that you're trying to get across. I do sometimes turn that on its head, and on purpose I teach in a completely different way. I do a very deductive lecture. ...'Do...you spot a slight paradox there?'

Encouraging this cognitive conflict is reported upon in studies by McKeon & Harrison (2010) and White (2001). It is part of the process of teacher educators exposing their pedagogical practice for critique, which Loughran & Berry (2005) suggest allows student teachers to see beyond 'good practice', and therefore begin to appreciate that teaching is problematic (Loughran 2006). This would, of course, make no sense in the first order teaching field, which distinguishes ITE habitus from that of the school.

5.4.2 Building on the practical wisdom

Whilst Rachel suggested that the skills and knowledge transferred from the school field are used and developed differently in ITE, this appeared to be through phronesis, as her response to whether a theoretical base to meta-pedagogy exists was *'maybe it does, but I don't think I've got that, I don't think I've unpicked that'*. Similarly, when asked about a knowledge base for meta-pedagogy, Steve replied that he knew there were *'studies into it'*, but that they were *'not disseminated amongst those who are learning to teach teachers'*. Julie suggested that the knowledge base was *'other people'*: *'It's the people that know how to do it, and you tap into that'*. The choice of the 'do' here reflects an emphasis on practical wisdom.

For these three participants, there appeared to be little recognition of the "personal and collective knowledge construction" which Loughran (2006:175) suggests is a requirement for the development

of a pedagogy for the complex work of ITE, and thus enhanced cultural capital, balancing academic theory with personal practical theory and research ('self-study' – see Section 2.3.1). The reasons for this are not clear, but Martin & Russell (2009) suggest that, although disciplined study of one's own teaching should be paramount for teacher educators' developing pedagogy,

experienced...teacher educators would...resist disciplined approaches to the analysis of teaching and teacher education, not deliberately or intentionally but subconsciously and unintentionally, because they...are likely to have begun their careers without understanding the potential of careful attention to classroom interactions. (p321)

This may seem at odds with the notion of 'expert pedagogue', but could be part of the reason why any of these participants appeared to be unaware of, or largely disinterested in, theory or the theoretical underpinnings of meta-pedagogy. Even though Rachel did say that she tried '*to ensure that the theory kind of underpins the pedagogy*', she was unsure about where that theory might be found – or the nature of it, as indicated above. This would provide a rather negative response to Cameron & Baker's (2004) query, "(t)o what extent is [teacher educators'] teaching informed by research about the process of becoming a teacher or about the ways to foster quality teaching?" (p35). This, of course, would differ from research which might have informed their practice teaching children curriculum subjects, as school teachers, and distinguishes first from second order habitus.

5.4.3 Theory-practice tension

Participants may also have been experiencing the "theory-practice tension" in their second order role, which Berry (2009) suggests is characterised by "feelings of conflict between personally developed knowledge generated through experience and, abstract, theoretical knowledge" (p308). This tension between phronesis and episteme is said to pervade the professions, but to be particularly acute for teacher educators. The tension is located in the peculiar nature of the ITE habitus and field, and the disjunctures experienced by those making the transition from school to HE. There was evidence of this with Julie talking overwhelmingly of teaching her (practical) subject, despite acknowledging that she was teaching student teachers to teach, and in her referring to incorporating theory in her pedagogy whilst illustrating this with examples of what might be seen as practical wisdom from invited speakers. Also, Steve did refer to the existence of theories which may have impacted upon his practice, although his habitus seemed to be based on a combination of practical wisdom and convenience. Rachel demonstrated depth of understanding of effective teaching and learning approaches, but had difficulties in relating this to a theoretical knowledge base. Whilst she appeared to privilege practical wisdom as essential, she seemed to recognise that there was a need to move beyond this (talking of '*deconstructing our pedagogy first, and then...reconstructing a pedagogy*'); therefore, it could be that practical wisdom was acting for her as a 'dead weight', and disrupting the development of first to second order habitus. Similarly, whilst McKeon & Harrison (2010) found some of the teacher educators in their study were familiar with and could articulate a theory-oriented

approach to their meta-pedagogy, others demonstrated little or no recognition. Swennen et al (2008) suggest that “the theoretical knowledge of teacher educators may be limited, and perhaps confined to their specific specialisation” (p538). This apparently counter-intuitive finding was also identified in Lunenberg et al’s (2007) study:

The finding that the teacher educators did not link their practice with theory is remarkable in view of the fact that establishing such links is a key issue in teacher education. This disturbing finding seems to confirm...that teacher educators tend to ignore public theory, relying instead on common sense, personal experience and implicit theory. (p597)

This may mean that the habitus becomes fossilised, as teacher educators do not deviate from their familiar patterns and understandings of practice – whether or not these underpin effective ways to teach teaching. If the disjunctures between (the new) field and (former) habitus do not create self-questioning, then transformation is unlikely to happen; without “openly confronting their practice and questioning their taken-for-granted routines and rationales”, Martin & Russell (2009) suggest that “there is little likelihood of change” (p323). This may partially explain why research (Murray 2006) shows that teacher educators may not focus on student learning until after three years in the role, focussing instead on themselves and their own performance. Whilst practical wisdom becomes instinctive, the nature of epistemic theory means it has to be engaged with actively; the model of ITE professionalism demonstrated by Julie and Steve appeared to severely hamper theoretical engagement. This in turn limits the scope to expand and deepen knowledge, and to transform habitus.

From the interviews, it appeared that Julie and Steve recognised a need to think about what they did (which certainly appeared to ‘work’), but not about why they did it, in the second order field. Julie’s observation, ‘*I think we do evolve a way of doing things. We find out what works and we sort of just stay with it*’, reflects Korthagen’s (2001) observation that

(m)ost teacher educators are used to and happy with one particular view of teacher development... Over the years they have developed their personal way of working and feel comfortable with it. (p12)

This was exemplified by Julie’s apparent lack of awareness of a theoretical base to her own pedagogy with regard to whether she took a constructivist approach. She ponders about her own practice, ‘*Am I teaching in a constructivist way or not, or is it something else that’s a bit like that?*’. Rachel also required prompting about this in the stimulated recall interview when she commented that ‘*I’m sure there is a label, but I don’t know what it is*’, to which she responded affirmatively. However, later on in the same interview her response is more ambiguous: ‘*I guess. Erm, probably without even me necessarily being aware, you know, that, that’s really what I was doing*’. For these participants, whilst their rationale for their meta-pedagogy was apparently based on practical considerations, there appeared to be – as Swennen et al (2008) also found in their study of teacher educators – an inability

to articulate knowledge about their practice. Steve was able to offer theoretical perspectives on teaching and learning, although it did not appear to have influenced his enacted meta-pedagogy: *'it's not what I would like it to be, ...I would like it to be that kind of constructivist, ...dialogical, ...student-centric, ...experiential... And it...just isn't'*. Rather than being based on philosophy or principle, the rationale for his enacted practice was related to issues of (lack of) time, which Grossman et al (2009) suggest calls for the development of new and effective meta-pedagogical approaches – not the abandonment of them. Steve did appear to recognise the paradox, but felt unable to reconcile the situation: *'the trouble is, ...we are constantly banging the socially constructivist drum in terms of what (sic) we want our children to learn... And yet, dichotomously, in our sessions, we can't do that'*. The use of 'we' rather than 'I' suggested that Steve presumed he was speaking for the body of teacher educators; that enacted practice and habitus in the field of ITE generally was not underpinned by theoretical understandings, but that this was down to externally imposed constraints. The findings from this study might support this view to a certain extent.

In addition to acknowledging the importance of (practical) competence as a teaching practitioner, Bill was able to articulate the knowledge and theory underpinning his practice as teacher educator, and how this had developed from that as a school teacher. Whilst many of his strategies were grounded in his habitus as a former MFL teacher, the following statement makes clear the distinction between this and ITE pedagogy: *'Hopefully I've reached them through the teaching in some way, they've thought about it, and I've turned it into their own terms. Reach, reflect, recode; reach, reflect..., and there's also retain'*. It would appear that his professional knowledge had been enhanced through engagement with research, rather than continuing to rely on “‘what works’ protocols” (BERA 2014:2000), and his expanding habitus was likely to have afforded him cultural capital in the field of university-based ITE. However, this knowledge would need to be shared and agreed within the field to provide wider cultural capital for the occupational group of teacher educators, which demands dissemination and peer reviewed publication. Bill had not engaged in such activity, suggesting that others could be destined to follow the ad hoc approach he said he had taken to developing his meta-pedagogical practice.

5.4.4 Developing through episteme

Bill appeared to have embraced the requirement to 'unlearn and relearn' (Cochran-Smith 2003) his former teaching practice and habitus through deconstructing his practical wisdom acquired as a school teacher, by way of acquainting himself with epistemic knowledge specifically about teaching and learning to teach. This resonates with White's (2011) recognition that teaching in the new field demanded that she examined her tacit knowledge (or theories-in-use), matched it up with epistemic learning theory, and then put it into practice by embedding it again – the practice being enacted in large part through dialogue and explicit modelling to student teachers. It indicates an ability to 'frame' and 'reframe' practice, and to connect the 'big picture' (episteme) and specific (phronesis)

perspectives (Berry 2009:308). Similarly, Kane (2007) describes the process of developing her pedagogy as one of problematising and reframing her teaching practice in the new field in order to identify the ways in which her “teaching was related to students’ learning as beginning teachers” (p69).

In doing this, Bill had not only acknowledged that the ‘wisdom’ he had brought from school could not “‘simply’ be transferred into the thinking and actions of...student teachers”, as Rachel also had, but had recognised the different challenges posed by “learning how to understand, effectively use and develop knowledge of practice in ways that can support student teachers’ learning about teaching” (Berry 2009:306). This demonstrates an acknowledgement of the differences between the two fields, and the need to consciously develop habitus. Despite the lack of a shared knowledge base for meta-pedagogy, and therefore of theoretical underpinnings, it was clear in Bill’s interviews that he was familiar with the limited literature and research available, and had interpreted and integrated this within his practice. As previously stated, he had identified similarities and differences between learning per se, and specifically learning to teach, acknowledging the distinctions between the first and second order habitus – in his individual practice.

5.5 ‘Cloning’ as a default approach

In the absence of knowledge about any theory of meta-teaching, the pedagogical practice of Julie and Steve – and, to a certain extent, Rachel – appeared to be based largely upon a ‘sitting by Nellie’ premise; that is, that student teachers would learn to teach through a process of listening, watching and copying what was essentially first order habitus. As outlined above, this presupposes a meta-pedagogical model consisting largely of modelling and/or transmission – of what may be fossilised practices.

5.5.1 Modelling

From the interviews and the observed session, it was evident that Rachel placed great store on modelling teaching and teacher behaviours as the cornerstone of her habitus as teacher educator. Julie also referred to modelling, but these were mostly to do with musical, rather than teaching, skills. Steve suggested that impact of his pedagogical approach could be seen in school if student teachers were replicating his practice during the practicum. This indicates a narrow view of modelling, which appeared to be championed by these three participants, and contrasts with Bill’s understanding of (explicit) modelling, involving a ‘running meta-*perspective*’ on what he was doing, linking this to theory. However, they did not appear to have questioned how and why it may impact upon student teacher learning – only on student teaching behaviours. The tension between content and process arises here; as Cochran-Smith & Lytle (1999) observe,

there is no necessary relationship between a particular version of constructivism and a particular pedagogy of teacher education. However....(t)he image of teacher learning that emerges from direct instruction about constructivism is quite different from the image that emerges from constructing constructivist pedagogy. (p259)

5.5.2 Transmission

All of the participants talked of an imperative to avoid transmission in their pedagogical approach. Rachel suggested that her practice had been more transmissive as a new teacher educator, but this had developed as she became accustomed to the new field: *'I think I try to get them to think more. Rather than giving them information, I try now to use questioning'*. This could be seen to demonstrate expanding habitus, although she suggested it was *'because they're not going to remember it'*, dismissing the technique as follows: *'if I'm transmitting, then it's just a lecture. You know, it may be jazzed up with a few pictures, but that's essentially all it is'*. Julie also recognised the limitations, seemingly rejecting the notion of 'spoon-feeding' when she commented that *'I would hate them to think that I just stand there and give them all this information, they write it down, and, and then off they go. 'Cause they're not having to think at all then'*.

Despite this, Julie referred several times during the interviews to 'telling' her student teachers, suggesting that this might be due to time constraints on the PGCE programme: *'I'd much rather have a discussion with them, than it be me telling them stuff. The problem with that is, then the discussions can take over. And that's the bit that I find difficult'*. Similarly, although Steve is dissatisfied with his emphasis on transmission (as outlined in Section 4.5, and exemplified by his statement that *'I do have a whole session of stuff to transmit'*) was also justified on the basis of the pressure of time in the field of ITE. These justifications would resonate with Cole & Knowles (1993) observation that "(s)ceptics often argue that....reflexive/inquiry practices are too time consuming given the "content" demands of teacher preparation programs" (p466), but that this runs the risk of preparing new teachers for little more than maintaining the status quo. As outlined above, they would argue that this situation is exacerbated by insecure knowledge of the relationship between theory and practice.

5.5.3 Finding the teacher within themselves

Bill dismissed both transmission and simplistic modelling as effective meta-pedagogical approaches in themselves. Whilst he felt both might play a (relatively small) part in a teacher educator's repertoire, he discounted the notion of 'cloning' the next generation of teachers, suggesting instead that the student teachers needed to find the teacher within themselves, or to "understand themselves as teachers" (Kane 2003:372). Martin & Russell (2009) refer to this as people constructing and developing "their teacherly selves" (p330). To this end, Bill commented of his pedagogical approach

that he *'would turn it over to them to construct their own meaning using different channels'*, and this was demonstrated in the observed session.

The fact that, within the study, this focus is apparent in one out of four participants' practice and underlying philosophy would resonate with Cole and Knowles' (1993) assertion that "most pre-service programs concentrate almost entirely on teaching pre-service teachers to teach; little attention is placed on helping them to become teachers" (p469). It would appear that Bill could be deemed to have been at the 'third level' in terms of conceptions of teaching, indicating expanding habitus, which are summarised by Taylor (2008) thus:

At the limited level, teaching is understood as transmitting the teacher's knowledge and concepts of the syllabus to students. At the intermediate level, teaching is seen as facilitating students to acquire the teacher's knowledge. Only at the third complete level does teaching bring about conceptual change in students. (p67)

These conceptions will, of course, impact upon pedagogy as well as wider habitus. If, as Bill appeared to demonstrate in practice as well as articulate in the interviews, student teachers are perceived as "independent teacher-learners", Taylor further suggests that the pedagogy will be "largely generic and wide-ranging in approach to help students to develop a broader sense of underlying principles of teaching and learning" (p73). Whilst her research did not investigate connections between what her participants said and what they did, this study did look at how ways of understanding learning to teach were enacted, and this description she provides of possible 'higher level' practice would apply to Bill's observed and articulated meta-pedagogy and habitus.

As a way of 'helping them to become teachers', it might be expected that student teachers would be encouraged to critically examine the teacher educators' meta-pedagogical practice. Segall's (2001:235) observation that

(p)rospective teachers may be encouraged to ask questions about content or pedagogy in their teacher education courses but are rarely encouraged to ask similar questions of those teacher education courses

would be apposite here, as this also has the potential to provide teacher educators with a different perspective on whether and how their pedagogy is relevant to learning teaching. This would involve student teachers and teacher educators engaging "in a dialogue about the reasons and justifications for specific pedagogical decisions and teaching practices" (Grudnoff & Tuck 2005:10), and a chance for the latter to re-examine the (theoretical) underpinnings of their meta-pedagogy. However, this practice was not directly observed. In this respect, it could be said that each of the participants held, to a greater or lesser extent, the perception of the 'expert' teacher educator and 'novice' student teacher, with expertise apparently gained either largely through experience (Julie and Steve), through

reflection on practice (Rachel), or through experience augmented with more formal knowledge and theory (Bill). The ways in which each of the participants viewed their own journey to expertise in the new field undoubtedly impacted upon the methods through which they believed the student teachers would progress towards it. It is then perhaps not surprising that the former three participants privileged practice at the expense of theory in their meta-pedagogy.

5.6 Developing a meta-pedagogy

The analysis of data has revealed the incongruity of first order (school) habitus in a second order (university) field. The differences – as well as similarities – in perceptions, and the emphasis placed upon component parts of the participants’ meta-pedagogy, were revealed in Table 2 (pp 127-8). These correlate with the length of time each had spent as teacher educator, reflecting the individual reaction to the disjunctures experienced between (old) habitus and (new) field. This is represented by the innermost circle of Figure 3 (p130). Whilst the reaction to these disjunctures initially may be to fall back on successful practices in the former field, and the (implicit) modelling of these, in time they appeared to prompt a move towards new practice, to a greater or lesser extent. In the case of the most experienced teacher educator, this also appeared to be based on epistemic theory. As acknowledged in the second ring of Figure 3, the values and beliefs underpinning the habitus of teacher educators may have their basis in first order practice, but a recognition of the distinct nature of second order practice opens up possibilities for development of habitus in the new field.

With respect to the data provided by Julie and Steve, and explored in Sections 5.3 - 5.5, the notion of teacher educators recycling their own experiences, practices and habitus for the next generation of teachers is represented in Figure 4, where each of the aspects discussed above legitimises and supports each of the others, and creates a self-perpetuating circle of meta-pedagogical practice.

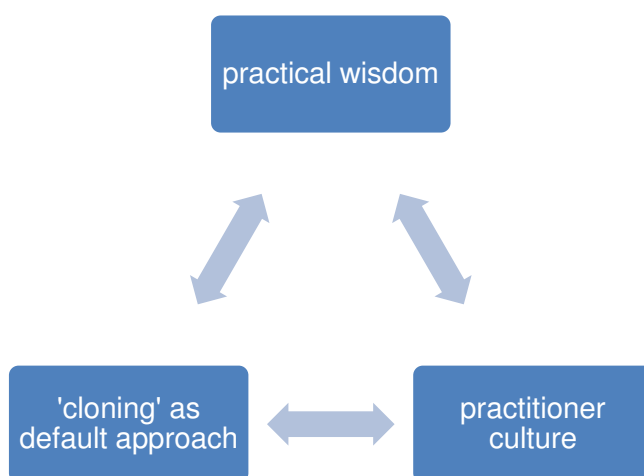


Figure 4. The potential ‘vicious cycle’ of the privileging of practice

The data provided by Bill – and, to a certain extent, Rachel – suggests that the inevitability of this cycle, with nothing to disrupt it, is potentially broken only by the introduction of new epistemic knowledge – through external sources and/or by framing and reframing one’s own practice, as represented in Figure 5 (below).

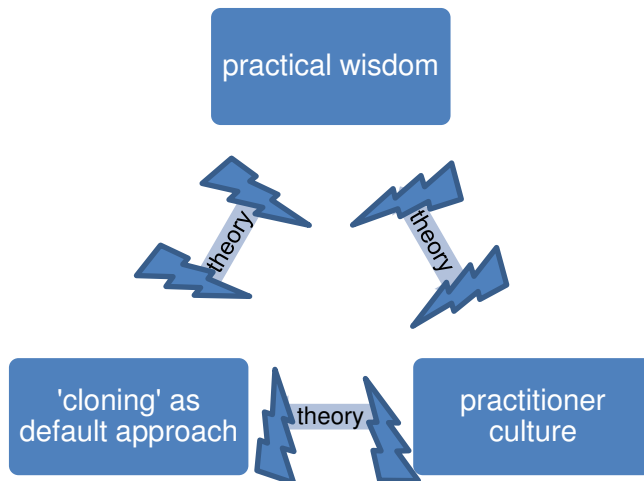


Figure 5. Disrupting the cycle

This fracturing would allow for opening the ways to other discourses, which may in turn enable the development of distinct habitus and pedagogical practice for ITE, based on a combination of phronesis and epistemic conceptions of what teaching and learning to teach actually means. This would resonate with Cheng et al’s (2012) reference to “teachers making of personal interpretations of theoretical knowledge” (p782), but here with regard to teacher educators. Similarly, the interim report from BERA (2014) also suggests that teachers should “interrogate their own practice in light of evidence from wider research, as well as drawing on new ideas for inspiration and looking to adapt them to their own settings and context” (p20). However, Bullock’s (2009) exhortation to teacher educators to conduct “careful inquiry into one’s own practice, predicated on the understanding that teaching is a discipline” (p291) lacks the sense of this being a shared enterprise, suggested only by the final word in the sentence. A ‘discipline’ implies a community of practice, and shared understandings, which currently ‘teaching’ does not have, although Cameron & Baker (2004) refer to the possibility of “rethinking the relation between teaching and research in ways that might allow the emergence of a legitimate scholarship of teaching”, which could involve “the development of educationally defensible understandings of the relationship between disciplinary knowledge, pedagogical knowledge, and knowledge of teaching” (p101). All of this points to a view of learning teaching which goes far beyond the current governmental emphasis on “the craft of the classroom” (Wilshaw 2014:4), which could be equated to a “simplified view of teaching..., similar to other craft occupations such as pottery or blacksmithing” (BERA 2014:20).

In the spirit of Popper (1972, cited in Grudnoff & Tuck 2005:9), who concludes “that our dearly held theories, including those about learning and teaching, are best regarded as conjectures”, these personal theories would need to be ‘tested and re-tested’ in order to be able to move forward. This would apply to teacher educators as well as student teachers, who are expected to become critically reflective practitioners by drawing on wider research and personal evidence, “rather than simply engaging in ‘reflective practice’ on the basis of their own subjective perceptions and personal experience” (McIntyre 1993, cited in BERA 2014:24). The reference earlier in this report to “compelling reasons for...teacher educators to draw on research findings to inform and update their professional knowledge” (p21) must surely also apply to their pedagogical practice within their second order habitus. As Loughran (2006) observes:

In endeavouring to better understand teaching about teaching, it seems inevitable that a concentration on practice must continually resurface, first and foremost, through a focus on our own teaching. (p82)

This focus needs to be related to the new context; in this way, the cycle becomes instead a reflective learning spiral, allowing teacher educators to move on beyond the habitus and practical wisdom gained as teachers, and to reflect upon it with a new perspective. This is represented in Figure 6; however, in terms of developing knowledge and practice, the curve would ideally move in a continuously increasing distance from the centre point.

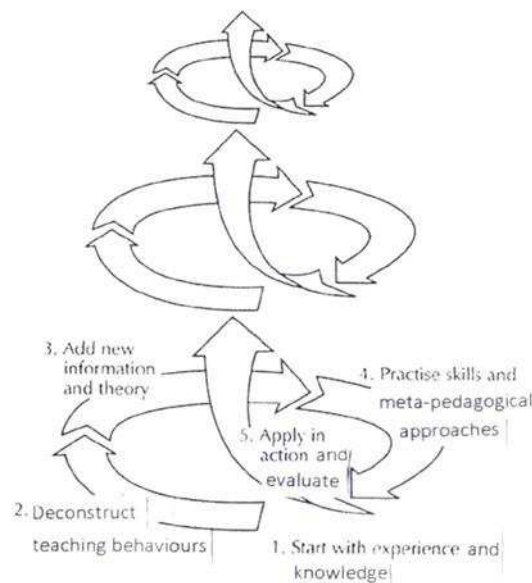


Figure 6. A reflective learning spiral for teacher educators (adapted from Belfiore 1996)

In Bourdieusian terms, the self-questioning brought about by engagement in the new field, and the subsequent disjunctures in habitus they will have experienced, are an important part of developing the new identity (see Figure 3, p130). Whilst three of the participants (Rachel, Julie and Steve) referred to

the impact of their community of practice on the development of their habitus and pedagogical practice, it is not known to what extent these colleagues' practice was based on epistemic theory or phronesis – and therefore if the effect of fossilisation of practice may have been compounded. The possibility that whole communities of practice in universities may be stifling – rather than supporting and encouraging – the development of meta-pedagogical practice is a disconcerting thought, but one that could be considered in further research. Whilst Husbands (2011) suggests that, in the current shift towards more school-based ITE, schools alone are not “able to explore the research base, synthesise the research evidence and cull the insights on which changing practices depend” (p9), this study raises the uncomfortable question of whether university-based teacher educators are applying this even to their own pedagogical practice. This is particularly apposite in light of Noble-Rogers' (2012, cited in Tamvakis 2014:11) suggestion that “(e)ntirely school-based training risks replication of established orthodoxies and institutional conservatism” (my emphasis). Although this observation from Taylor (2008) also refers to school communities, and school-based ITE, it could be applied to faculties of education:

While communities of practice succeed if they have the ability to continue to reproduce themselves by passing on skills and knowledge to the next generation, it is through contradictions that we generate learning. (p66)

It would appear that Bill may have actively sought out these contradictions. His engagement with the literature specifically regarding ITE, and with epistemic theory, appeared to have enabled him to develop his habitus and pedagogical practice in the field of ITE as distinct from that as a school teacher. In this, he appeared to have experienced a similar ‘journey’ to Bullock (2009) in developing practice as a teacher educator, who describes it thus: “Context matters because it shapes our perceptual knowledge – our phronesis...My epistemic knowledge was created as a result of an inquiry into the nature of my own practice” (p302). However, although this may have increased Bill's individual cultural capital, without engaging in ‘collective knowledge construction’ (Loughran 2006), the impact on the body of teacher educators would be minimal.

The marked differences between the participants' pedagogical practice, as represented in the outermost ring of Figure 3 (p130), appeared to have been caused by whether or not they had thought through the question of how student teachers learn to teach, and how they may (or may not) translate ‘theory’ into practice in the classroom. Whilst the first of these may seem to be a very basic requirement for the teacher educator's developing professional knowledge and understanding, there appear to be contradictory messages regarding this, based on some misguided notions and limited evidence. As Bronkhorst et al (2011) comment, “there is little attention to teaching student teachers about learning to teach” within the literature, and they suggest that a variety of issues need to be addressed in ITE, “starting with what actually constitutes learning in learning to teach” (p1128). This deceptively simple notion is paramount to developing shared understandings of a pedagogy of ITE.

5.7 Chapter conclusion

In this chapter, it has been argued that the wealth of practical wisdom and experience accumulated by teacher educators during their time as school teachers may, in fact, inhibit the development of a distinct pedagogy of ITE – both as individuals, and therefore across the sector more widely. A re-examination of what is meant by ‘theory and practice’ in ITE, and how this was interpreted, helped to reveal vast differences amongst the participants in both attitudes towards and knowledge about public theory. This could be seen to have determined their approach towards theorising their pedagogical practice. The data appeared to highlight three aspects which emerged from this, impacting to a greater or lesser extent upon how the meta-pedagogy was enacted by each of the participants: the practitioner culture; the privileging of practical wisdom above other forms of knowledge; and ‘cloning’ as a default approach in terms of meta-pedagogical practice.

The analysis of data suggests that, in the absence of injections of new knowledge of theory or insights about teaching and learning to teach, university-based teacher educators may be recycling, or ‘regurgitating’, their own experiences and practices for the next generation of teachers. It could be argued that, without theorising their pedagogical practice, it would not be possible for teacher educators to go beyond their own experience, and develop a new habitus for the new field. This is the area where the key findings are located. They demonstrate that the practitioner culture appears to be detrimental to teacher educators’ practice, reflecting a fossilisation process.

An apparent emphasis on the practical aspects of teaching may restrict their vision of what learning to teach entails, and of how their meta-pedagogical practice might be expected to bring this about. In the absence of a willingness to engage with any theoretical base for teaching and learning to teach, and to acknowledge the subject matter as ‘teaching’, not only may teacher educators’ own practice become fossilised (remaining essentially rooted in their curriculum-focused school practice and habitus), but that of their student teachers may be little more than attempted imitations of this. These points have been drawn out in more detail, and the role of episteme and phronesis explored as potential enablers of the development of a shared meta-pedagogy, and increased cultural capital.

Chapter 6: Implications and conclusions

6.1 Summary of the findings

This study has highlighted the role of the university-based teacher educator to be contested and ambiguous, and, at the time of the empirical research, in a state of flux. Within this, the pedagogy of ITE has been recognised as an under-researched area, and this study has aimed to contribute to the development of a germane shared body of knowledge. Despite the inherent complexities, such as the layered and uncertain nature of meta-pedagogy, the inevitable disjunctures between habitus and field which occur in the transition from school teacher to teacher educator in terms of pedagogical practice may not be acknowledged. This study has explored how this may impact upon how teacher educators' particular practice and habitus may expand to fit the new field, and the extent to which this may contribute to increased cultural capital – for individual, as well as the occupational group of, university-based teacher educators.

Within a qualitative framework, a collective case study approach was taken to explore and interpret ideas and practice. The methods of a preliminary semi-structured interview, and a stimulated recall interview following an observed teaching session, allowed for insights into meta-pedagogical practice to be gained, illuminating similarities and differences, as well as distinct drivers in each of the cases. These appeared to impact upon the development of first to second order habitus, and cultural capital in the new field. A continued focus on first order content and skills could be seen to hinder engagement with a theoretically underpinned knowledge base for meta-pedagogy, whereas a focus on developing meta-pedagogical understandings allowed for an expanding habitus and of increased cultural capital. The findings also suggested that a deep-seated sense of teacher professional identity may help to bridge the two (sub-)fields, although theory was key to increasing cultural capital.

An interpretation of the findings suggests that the development of a distinct pedagogy of ITE may be hampered by the fossilisation of first order habitus in the second order field – which in turn may be imitated by student teachers in the school classroom. This manifests itself in a focus on the practical aspects of teaching and an unwillingness to engage with a theoretical base for teaching and learning to teach. Within a practitioner culture, where the emphasis is on practical wisdom above other forms of knowledge, and the pedagogical approach is one of 'cloning', there would be no perceived need for teacher educators to theorise their own practice. In the absence of this, they are unable to go beyond their own experience and develop a new habitus for the second order field. Framing and reframing well-established pedagogical practice indicates an ability to connect the 'big picture' (episteme) and specific (phronesis) theoretical perspectives (Berry 2009), which might pave the way to the development of a shared meta-pedagogy, and enhanced cultural capital.

6.2 Significance of the work and contribution to original knowledge

6.2.1 Significance of the study

The aim of this study had been to explore teacher educators' pedagogical practice beyond their first three years in the role: not just how, but why they teach student teachers in a particular way, and to observe what this looks like in practice. The intention had been to augment the notion of a shared knowledge base for meta-pedagogy, which is acknowledged as being underdeveloped at present. Despite the apparent lack of an explicit body of knowledge underpinning ITE pedagogy, I had anticipated finding common understandings implicit in the teacher educators' pedagogical practice, and similarities in descriptions of the 'journeys' they had undertaken in their development from new to more experienced teacher educators. I had expected to find evidence of the distinctive nature of the pedagogy of university-led ITE which might distinguish it from the school-based model being increasingly promoted and implemented by the current government. This was particularly because my connections and engagement in conferences with those involved in HE-led ITE concurred that their "essential contribution" (Noble-Rogers 2012: no pagination) risks being lost if current policies are fully realised. In the event, I found very different models of pedagogical practice enacted by the each of the four participants, underpinned by diverse beliefs and levels of theoretical understandings. This served to highlight the complexities of individual teacher educators developing a meta-pedagogy with the associated tensions involved in moving from first to second order habitus, and of expanding cultural capital, in the field of university-based ITE.

6.2.2 Addressing a gap in the literature

The lack of an agreed and shared body of knowledge underpinning meta-pedagogy is acknowledged within the limited literature available, but this study – uniquely – explores the causes of this using Bourdieu as a conceptual lens, in terms of how, why and when teacher educators develop their own habitus as demanded by the new field. What is already contained within the literature tends to focus on manifestations of practice rather than the causes for individual teacher educators' developing meta-pedagogy, which does not meet my own needs and interests as expressed in Section 6.2.1. In this way, this study adds to the body of knowledge in going some way to addressing the gap in the literature, as highlighted in Section 2.3.8. By exploring and thus extrapolating causes, it becomes possible to identify ways forward in terms of enhancing the cultural capital of teacher educators.

6.2.3 Contribution to original knowledge

The findings reveal that the privileging of practice appeared to lead to fossilisation of first order habitus, whereas developing these understandings was seen to have the potential of expanding cultural capital in the second order field. Significantly, what appeared to be driving the participants' practice was distinctive in each case, which can be identified as original knowledge – or at least unique to the specific cases. These drivers seemed to be related to, or possibly responsible for, the extent to which

each participant had developed their second order habitus – or even recognising any need to do so. So, a persistence of what could be viewed as first order habitus (focussing on the – curriculum – subject), or an inclination towards passing on the craft knowledge of (school) teaching, seemed to act as a barrier to embracing the new field and expanding cultural capital. It was seen that a bridge between the two (sub-)fields could be provided by a deep-seated sense of teacher professional identity, although the development of habitus brought about through framing and reframing one's own practice would appear to depend on a theoretical underpinning, connecting episteme and phronesis. This finding builds on the work of Korthagen et al (2001). So, although not wholly original in terms of its provenance, this work does add to the body of knowledge in this respect. A drive to develop better understandings of second order habitus, and of teaching and learning to teach, allowed for the expansion of cultural capital in the field of ITE. This is a key, and original, finding. Significantly, what I had presumed to be an issue for new teacher educators – of not recognising any distinctions between teaching and meta-teaching, pedagogy and meta-pedagogy – appeared to be the case for other more experienced teacher educators in this study. This lack of recognition of disjunctures between habitus of the first and second order fields may appear to contradict claims to the distinctiveness of university-led ITE.

The analysis also revealed that, whilst the development of meta-pedagogical practice is related to some extent to time and experience in the role, theory is key. A further original finding indicates that the place of theory in ITE has been misunderstood generally. Not only does the analysis put into doubt the long standing prejudice that there is too much theory in university-based ITE, but the work using habitus, field and cultural capital as conceptual tools illustrates how the practitioner culture is, paradoxically, maintained, and then actually serves to inhibit a habitus where theory can thrive. Nevertheless, the findings indicate that it is theory that can break the barriers between the different habitus of the two fields of university and school, and allow the teacher educators to develop the cultural capital appropriate for the HE setting. The case for an extrinsic catalyst to stimulate individual awareness of these issues, as well as formal induction and post-induction CPD opportunities for developing a meta-pedagogy, is outlined in Section 6.4.

6.2.4 Previously unidentified issues

The use of case study allowed for the identification of questions to be explored in future research; the originality of the study therefore also lies in the unearthing of issues and questions not previously identified. These would include:

- What do teacher educators identify as the distinctive features of the habitus and field of university-based ITE (as compared to the sub-field of school-based ITE)?

- How might disjunctures between habitus and field in the transition from first and second order practice be acknowledged and channelled in order to support transformation of practice?
- What do teacher educators themselves perceive to be the drivers of their own meta-pedagogical practice?
- How can a professional learning and development programme be devised, and by whom, which accelerates what can be seen to be achieved through an organic maturation process?

These questions would enable the specific issues identified above to be further explored in order to gain fresh insights. It can be seen, therefore, that the findings from this study have both added to the existing body of knowledge and have also uncovered original concepts and possibilities.

6.3 Reflections on the methodological process

The qualitative approach demanded by the main research questions, and the choice of collective case study as the research strategy, proved to be worthwhile in terms of providing rich data. Despite the time-consuming nature of the methods, they were shown to be effective in exploring and revealing values and beliefs linked to enacted meta-pedagogical practice. The use of probes, rather than questions, in the stimulated recall interviews enabled the participants to ‘set the agenda’ in terms of what was deemed to be worthy of mention, which went some way to addressing the concerns regarding my potential ‘observer bias’ as a researcher. This was particularly important with respect to my somewhat ambiguous role as researcher (an insider/a former insider/someone on the periphery, but with ‘insider knowledge’).

The choice of transcribing the data without the use of transcription software suited the elements of grounded theory approach to the analysis of data. Again, whilst time-consuming, the opportunity to ‘get inside’ the information at the earliest stage enabled me to gradually interpret and gain insights inductively into what I was hearing. However, the task of not only transcribing, but of organising and displaying the data, was laborious. This may have been achievable in a less laboured manner, although this may have been at the cost of the more in-depth understandings.

I did not set out in the study to judge what might be deemed to be ‘good practice’ or otherwise, instead probing how and why the participants themselves felt their pedagogical practice to be effective. Nevertheless, I had to acknowledge that there were differences in the participants’ levels of understanding of the processes through which student teachers may learn to teach, and therefore in the apparent quality of the teaching and learning experience offered to them. These differences became evident not only from the interviews, but also the observed pedagogical practice, and were

unexpected. Significantly, these seemed to be related to the length of experience as teacher educator, which suggests it may have been beneficial to the study either to have recruited participants with more similar length of service in teacher education, or to have set the minimum requirement of experience considerably higher than the three years which I had stipulated as a result of other research and reading.

As all of the teacher educators who volunteered to take part in the study worked in post-1992 HEIs, the more established (including the more prestigious Russell Group) universities were not represented. In hindsight, it may have been preferable to have ensured that the net was spread wider; however, the convenience sampling approach was successful in terms of voluntariness, and ensured that participants were willing to make themselves available for the intensive set of research tools. Other variables include the timing of the session within the PGCE course, phase/subject discipline, and whether teacher educators' meta-pedagogy would be different with student teachers on other routes – although Julie did suggest that it was with undergraduates, and Rachel commented that her meta-pedagogy took a different form with Graduate Teacher Programme (GTP)²⁰ student teachers:

But...it depends who I'm teaching. Because when I'm teaching GTP students, they...don't want the theory. And when I've tried giving them theory, they're not interested. They just want...to know, how do I do it, and how do I do it in my classroom.

Both of them also commented that the impact of their meta-pedagogy would only be properly discernible if they tracked the progress of the beginning teachers during their early careers. This resonates with Ofsted's (2014) recent proposed revisions to ITE inspections, whereby inspectors would return to observe the former student teachers in their first term as NQTs. Despite these limitations, analysis of the data provided a number of insights which may not otherwise have been revealed, including the range of drivers for individuals' meta-pedagogical practice. It should be acknowledged that case study provides a snapshot, identifying questions to be posed in future research, as identified in Section 6.2.4.

6.4 Implications for practice

This study has implications for teacher educators' development of meta-pedagogical practice in the second order field, albeit - with a small sample size of four participants - the findings that are presented are relatable, as opposed to generalisable. Rich and thick descriptions from this 'set of similar cases' (Cousins 2009) have yielded insights which may not have been possible if the data had been analysed with the aim of producing generalisations across the field. Whilst the study is not expected to impact upon policy, it could provide good quality information for my colleagues through

²⁰ This route was replaced by the School Direct Training Programme (salaried) at the end of the academic year 2012/13.

‘knowledge creep’, and even help to improve practice. If so, the impact could ultimately be felt in schools by pupils through the enhanced practice of (student) teachers.

As outlined, it would appear that development from first to second order pedagogical practice occurs as a result of teacher educators embracing and embedding theoretical perspectives on teaching and learning to teach, rather than continuing to privilege practical elements in their habitus. This would include theorising their own practice, and verifying this against established theory. However, in the absence of more formal induction and professional development programmes and qualifications, it would appear that the individual teacher educator has firstly to acknowledge a need for this. This study helps them to do this. The findings, albeit from a small sample, revealed that the recognition of an imperative to engage in professional and academic development is linked to length of experience in the role, but also to personal proclivity. This was reflected in the aforementioned drivers. Particularly in light of the notion that new teacher educators may start ‘on the back foot’, as demonstrated by Figure 2 (p36), and that it may take many years for them to develop their understandings of meta-pedagogy (see Table 2, pp127-8), the case for induction and subsequent professional development relating to meta-pedagogy emerges from the research as a pressing priority. The significance of professional development can be viewed as a key finding of the study, as the suggestion is that it is not about adding new knowledge but a qualitatively different type of knowledge. The argument is that it would be possible to accelerate the process of teacher educators developing their practice through exploration of the theoretical perspectives of ITE pedagogy. The transformative nature of this is apparent, as it would involve a refocusing and reimagining of what it means to teach in ITE. This would also help to underline the distinction between the sub-fields of university- and school-based ITE.

Whilst I needed to be aware of my own positionality throughout the research process, as outlined in section 3.2, the analysis of findings has thrown up unanticipated perspectives, which challenge any observer bias. As indicated in Section 3.2, I had believed that theoretical and reflective components were overwhelmingly part of the university contribution in ITE. However, this study indicates that, far from the DfE’s judgement of university-based ITE programmes being too academic, the focus may predominantly be on the practical rather than the theoretical aspects. Underlying this judgement, one of the assumptions made is that school teachers will automatically and naturally evolve into teacher educators, and that particularly those in university will embrace epistemic theory about teaching and learning as part of this ‘evolution’. The paucity of professional development opportunities would suggest that this also happens to a large extent independently and organically. However, as three of the four participants observed that they had not been concerned with theory as school teachers, it is unclear what might act as the catalyst for this process – especially as they had enjoyed success in their former field. As expert practitioners, they would perhaps see no obvious reason for them to seek out

any theoretical underpinnings of meta-pedagogy. Certainly, in the current system in England, there does not appear to be much – if any – regard paid to this aspect of new teacher educators’ professional development. The various iterations of the Post Graduate Certificate for Learning and Teaching in HE, now widely offered to new university lecturers, might build knowledge of how to teach others in HE, but not of how to teach others (within an HE environment) how to teach in schools. Inevitably, this generic professional development qualification will focus on andragogy rather than meta-pedagogy – as the latter would only be relevant for teacher educators (Field 2012).

In this study, content, rather than process, appeared to be a major consideration particularly for Julie and Steve, who displayed a high regard for compliance (as outlined in Sections 4.3 and 4.5; see also Table 2, p127-8) and a particular focus on the teachers’ standards. Paradoxically, in a climate where university-based ITE appears to be under threat in the face of a shift towards school-led programmes, these teacher educators may be increasingly focused on ‘getting the job done’, rather than on ‘getting it right’. The latter might involve a wide-spread re-evaluation of the distinctive nature of university-based ITE, and the place of phronesis and epistemic theory within this – across the teacher education community. This would be helped by a wholesale examination of what the university-led sessions are for in terms of learning to teach, and how the pedagogy inspired intentions are understood and translated by the student teachers. If, as an HEI respondent in the interim report from BERA (2014) maintains, “the involvement of universities is crucial for providing and promoting links to the research base” in teacher education, and that “(t)he ability to bring together research and practice is arguably the mark of a professional” (p23), then teacher educators need to be demonstrating this in their own practice – to a greater degree than may be evident with the majority of participants of this study.

There are further, unanticipated, implications arising from the findings of this study, linked in turn to each of the three research questions. Firstly, in the absence of engagement with theory, it appears that the main distinction between the pedagogies of school teaching and ITE is that, whilst both involve teaching, the latter risks combining teaching with preaching that particular way of teaching, through transmission and simplistic modelling. The research raises questions regarding truisms about ITE teaching, including the primacy and value of role modelling. However, whilst this would distinguish school-based pedagogy from meta-pedagogy, there is no theoretical link between the two. So, Swennen et al’s (2008) call for teacher educators to ‘preach what they teach’ (i.e. to teach congruently) takes on another, rather negative, layer of meaning. Secondly, it may be significant that Bill had many more years of practice as a teacher educator than the remaining three participants, and, in the absence of formal support and guidance, this raises the spectre of (potentially) exceptionally long ‘induction’ periods required for teacher educators to develop their pedagogy of ITE, depending on ad hoc processes. Thirdly, whilst there were similarities in enacted meta-pedagogical practice,

certainly between Julie and Steve, and to a lesser extent across all four participants, any common understandings appeared to be based on practical considerations rather than being underpinned by a shared view of any knowledge base for a pedagogy of ITE (as explored in Chapter 5). This does not augur well for any prospect of shared, informed, understandings across the ITE community.

This is borne out by both Julie's and Bill's passing comments about 'just making it up as we go along', and the somewhat wistful observation from the former that *'it's just – we're doing our best, aren't we?'*. This supports the notion of 'ad hocery', as I had suspected. However, in terms of beneficence, taking part in the study seemed to provide participants with new and fresh insights regarding their practice. Notwithstanding the possible impact of the Hawthorne effect (see p70), this is demonstrated in the following comments during the interviews: *'I haven't thought about that before', 'that's made me think now'* (Rachel); *'it's only when you sit down and someone fires questions at you, that you start actually thinking 'well, what do I do?''* (Julie); *'That's just triggered that [insight]. Not what I was thinking at the time'* (Bill); *'that's me unpicking it now'* (Steve). Whether, and to what extent, this impacted upon their pedagogical practice, and reflective thinking about practice, is beyond the remit of this study – but could form the basis of future research. However, it suggests that this may have acted as a catalyst for them to 'move on' from their (then) stage of development as teacher educators. Consequently, I would argue that engagement in self-study and collaborative research into meta-pedagogy is a way forward for ITE tutors. This would constitute the first stage of developing a community of practice (mutual engagement) (Wenger 1998), and has the potential to result in the key characteristic of a 'shared repertoire', justifiable through joint research findings and emerging theoretical models.

This, then, points a way forward towards a shared repertoire, and this study can therefore inform professional action. The findings indicate that there may be a need for an extrinsic catalyst for teacher educators to develop their meta-pedagogical practice, which makes a clear case for formal induction with this as a focus. Whilst this again raises the question of 'who will educate the teacher educators' (see Footnote 19), a formal induction should enable them to 'find the teacher educator within themselves', rather than consisting of didactic input from so-called experts. This study has identified a number of aspects which should be explored through interrogation of the available literature, as well as through accumulated practical wisdom; that is, through episteme and phronesis. These include, inter alia, (new) teacher educators confronting their own belief systems about teaching and learning – and learning to teach, consideration of the models and elements of meta-pedagogy, and reflection on how student teachers might both perceive their pedagogy inspired intentions and apply these in their practice.

However, this study also suggests that there may be a need for targeted and focused research-led post-induction professional development for meta-pedagogical practice, following the first three years in the field. This not only addresses the issue of teacher educators developing a research profile, which Griffiths et al (2010) suggest “requires as much attention as the pedagogical aspects of their role” (p245), but actually combines these two elements. Whilst self-study indicates a willingness and receptiveness on the part of the individual teacher educator to apply theoretical notions to personal practice, being engaged in mutual research (as outlined above) would allow for meaningful exchange within – possibly also beyond – communities of practice. This could lead to ‘collective knowledge construction (Loughran 2006), and the development of a shared knowledge base which is underpinned by theoretical perspectives of ITE pedagogy.

6.5 Implications for personal practice

Undertaking this study has had a profound impact upon me, and will undoubtedly affect future personal practice. It has caused me to be more reflective about my own meta-pedagogy, and forced me to question aspects of my practice which may not have been based upon notions of teaching and learning to teach. As an experienced teacher and teacher educator, I can now recognise elements of first and second order habitus which were not apparent to me before, and also the ways in which this has developed in the new field. Whilst still pursuing the elusive knowledge base for a pedagogy of ITE, the cultural capital I have acquired places me in a position to be able to mentor and be part of developing post-induction professional development programmes with a focus on meta-pedagogical practice for those new to HE. This would build upon the component parts of meta-pedagogy identified in this study (see Table 2, pp127-8).

6.6 Future research

There are a number of possibilities for further research, building upon these findings. As indicated in Section 6.4, to what extent (if any) engaging in this piece of research had on the habitus and meta-pedagogical practice of the participants would be worthy of study. This would consider the value of collaborative and mutual research, and potentially identify processes for valuable professional development activity. Another avenue would be to explore the extent to which faculties of education are actively supporting and encouraging the development of meta-pedagogical practice – informed by epistemic theory – within their communities of practice. The study by Griffiths et al (2010) would suggest that this may already a focus of professional development for teacher educators, but there is little evidence from the current body of literature to support this. These are areas of research that I would be keen to undertake as a follow-up to this study, and to feed this back into my personal practice.

The research also highlights a possible imperative to track the progress of beginning teachers during their early careers in order to provide a better idea of the impact of teacher educators' meta-pedagogy. This points the way towards more large scale, quantitative, longitudinal studies, whereby meta-pedagogies could be tracked against student teacher/NQT outcomes.

6.7 Final thoughts

It is clear that this research has implications beyond the confines of the study. As this study was completed, the National College of Teaching and Leadership (NCTL 2014) announced that the Secretary of State had agreed to remove the criterion that requires school-based ITE programmes to provide student teachers with at least 60 days 'training activity' per year. The reason given for this was that it had "caused confusion as most providers consider that every day on their course includes training" (p2). However, as this activity has been largely conducted in partnership with HEIs, this further diminishes the role of universities in ITE. As the government rapidly expands School Direct, a number of university-led PGCE courses are currently closing (for example, at the University of Bath), and it is reported that "HEI education departments that are the source of [specialist] expertise are being jeopardised" (Tamvakis 2014:11). It would seem that it is currently of paramount importance that faculties of education make a compelling case for the distinctive contribution that they make to ITE, in the face of the impending potential demise of the university-based programmes. This study indicates that the role and status of theory, and theorising practice, would appear to be key to this.

The rationale for this study is based upon the premise that it would be difficult to move teacher education forward – and to develop cultural capital – in the absence of an agreed and shared body of knowledge underpinning meta-pedagogy, especially in light of the current move towards more school-based provision. That this is lacking is acknowledged within the literature, whilst the causes of this remain largely unexplored. However, if teacher educators persist in identifying themselves in terms of their skills in the school field rather than that of HE, the disjunctures experienced between (old) habitus and (new) field are not being recognised. Indeed, the sub-fields of university- and school-based ITE become blurred. The key conclusion of the study is that, whilst the values and beliefs underpinning the habitus of teacher educators may have their basis in first order practice, recognition of the distinct nature of second order practice opens up possibilities for development in the new field. This would be based upon developing deeper understandings of the role of episteme and phronesis in the process of teaching and learning to teach. On the other hand, the continuing privileging of practical elements in the second order field may hamper the expansion of cultural capital, at a time when the continued existence of university-based ITE remains under threat.

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Appendix 1



CONSENT FORM

Title of Project: A pedagogy of Initial Teacher Education: the nature of teaching and learning about teaching, and how teacher educators translate this into practice

Name of Researcher: Sue Field

Contact details:

Address:

c/o The Graduate School
Canterbury Christ Church University
Canterbury CT1 1QU

Tel:

07709770912

Email:

s.e.Field8@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I give my consent for the interviews to be audiotaped.
3. I give my consent for a video recording to be made of the observed teaching session.
4. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
5. I understand that any personal information that I provide to the researcher will be kept strictly confidential.
6. I agree to take part in the above study.

Name of Participant

Date

Signature

Researcher

Date

Signature

Copies: 1 for participant
1 for researcher

Appendix 2

Papers and workshops (co-)presented at national and international conferences

- Escalate ITE (2007-2010): Becoming a Lecturer in Initial Teacher Education Workshops
Reviewing for the TTRB
Presenting alongside Professor Jean Murray, Pete Boyd and Kim Harris
- IPDA 2011
Developing a shared knowledge base for the pedagogy of initial teacher education
Co-presented with Anja Swennen
- TEAN 2012
Exploring our pedagogy for initial teacher education in schools and HEIs (workshop)
Co-presented with Elizabeth White
- CCCU 2012
Exploring the developmental needs of teacher educators situated in different contexts
(workshop)
Co-presented with Elizabeth White
- ECER 2012
The impact of teacher identity on the developing pedagogy of teacher educators
Symposium with Professor Jean Murray, Anja Swennen and Isabel Rots
- IPDA 2012
Teacher to teacher educator: developing pedagogy, developing identity
Symposium with Anja Swennen and Elizabeth White
- TEAN Partnership of School Direct event (2013)
Becoming a teacher educator
Invitation to contribute to 'In conversation with...', attended by Pete Boyd
- TEAN 2013
Exploring the pedagogy of initial teacher education
Presentation
- CCCU 2013
Do we 'just make it up as we go along'? Exploring the pedagogy of initial teacher education
Presentation

Appendix 3

Interview schedule

Purpose of this study: to explore ITE pedagogy in English universities as understood and practised by a sample of teacher educators in four HEIs.

Findings may illuminate the epistemological underpinnings of teacher education: What is (the) knowledge? How is (that) knowledge acquired? How do we know what we know (about teacher education)?

What are your thoughts on how student teachers learn to teach?

- How do you think teacher educators can help students to learn to teach?
- What personal qualities do you feel are important as a teacher educator?
- What is the place of personal/professional values?

How would you describe your pedagogical practice in ITE?

- What do you see as your role in the ITE classroom? and that of the students?
- What kind of teaching and learning activities do you consider to be effective in ITE, and why?
- How can/do you evaluate if the students have understood your ‘pedagogy inspired intentions’, and measure the impact on their practice?
- Could you describe a typical teaching and learning session with your students?

What factors have contributed to the development of your pedagogical practice? How have you constructed your pedagogy of ITE?

- What pedagogical skills and knowledge do you feel you were able to transfer directly from the school classroom as a new teacher educator?
- What has brought about any changes in your pedagogical practice? (considerations of adult learners, teaching about teaching, contextual factors, colleagues, etc.)
- What place does theory have in your pedagogy? What would you say constitutes the evidential/knowledge base underpinning your pedagogy? (e.g. reading/theory, experience/reflection, student feedback/outcomes, colleagues’ views/ideas)
- What about contextual factors (HEI, programme, structure)/own beliefs

Is there anything else you would like to add about ITE pedagogy?

Appendix 4

Example of email sent from participant to student teachers

This is to let you know that I will be being filmed on Wednesday morning as part of a colleague's doctoral research into the pedagogies of teacher trainers. The focus of the video will be me, and Sue has given me all the assurances I need about the ethical validity of her researches, in that you – should you appear at all on the video – will not be named; nor will the video ever be shown to an audience either physically or online. It is solely a reflexive exercise in which I will watch myself with Sue at a later date, and we will be discussing my pedagogical and epistemological choices as evidenced by my actions, and comparing this to the answers I gave to an interview in which I espoused my pedagogical and epistemological beliefs.

It will be very interesting to me to find out if what I say is what I do in practice, and this exercise, along with others with colleagues from three different Higher Education Institutes, will be of material benefit to Sue as she researches into the pedagogical practices of teacher trainers in the UK.

If you are worried about this, or would prefer to ensure that you do not appear on film at all, even if you want to take part in the class dialogue, please arrive at...ahead of the 9am start time so that we can discuss this with you.

Appendix 5

Coding of transcripts: Matrix

Categories	Rachel		Julie		Bill		Steve	
	SSI	SRI	SSI	SRI	SSI	SRI	SSI	SRI
THE TEACHER EDUCATOR ROLE								
Lack of 'training' for role	(transferring) an understanding of how...I was going to say how to teach the subject - an understanding of how I taught the subject. That's not necessarily an understanding of how to teach it. Because that's quite a subjective perspective, isn't it?3+		one of my biggest gripes is I've never had any training in this job.5 I'm not sure if we don't just make it up as we go along.7+		I would go and talk to his students in York.9 I hold my head in horror when I look back on my early days10 It was done with quite a lot of passion and a modicum of understanding10	Sometimes I just make it up as I go along! (laughs)11+	you don't know what you're doing.6 essentially you just take what's given to you, and you talk it through.6 (Pp) and I had the PowerPoint and... - we might have a brief chat about it, but quite often it just arrived - and I would then just display it on the screen, and I would then talk to it. Talk to the trainees about what it..., you know, without, without any real input into it. Just it was just... It was... Almost like working your way through a, a text book, you know, which I was fully aware of then.6 But I think, when you come, you, you have an idea in your head about what a lecture should be. Er, and you try and live up to that, you know. Mainly based on my own experience at uni7	
Development in role/impact	Yeah, but in terms of skills and knowledge...I mean, there's obviously all the skills, you know, that I think that are implicit anyway, that go - that you use as a teacher, and the knowledge that you have	I think this is how my pedago involve a refocusing and reimagining of what it means to teach in ITE. gy has developed over the	I've watched my colleague, who's more experienced than me doing it, and that's how I've learnt how to do it.5 I think the biggest impact has been doing the Ed Doc.6		it's both mechanistic, 'cause you're doing things automatically, but at the same time, if you were to stop, you'd be able to give a reason as to why that is, and why it's working and why that's going on. Erm, and		I think it would be a really useful task for every new member of a, a faculty like ours, a school of education, in whatever guise, to have to undergo some form of self-examination in terms of what is..., and	It's something I'm trying to build in. I'm not finding it particularly easy7

	<p>as a teacher. You bring them with you, but I think perhaps you use them differently, and you develop them differently, and some...it's a bit like developing muscles, isn't it? Some become stronger, because you use them more, and some maybe become weaker because you don't draw upon them to such an extent.4+</p> <p>Reflection. And...working alongside (an MFL colleague) for a couple of years really did, it really did kind of inform my practice. No, that did inform my practice, definitely, in a very positive way. Erm...I think reflection is really important, and I don't think I can stress how important it has been for me. It's4 just, I think, being able – the more time I've spent out of school, then actually the more, erm, opportunities I've had to reflect upon my own practice, and also upon others, other people's practice.5</p> <p>(observation) I think that's been really helpful. And, doing things like, erm...you know, like say working with (a colleague), doing a conference paper with (him), erm, doing, you know, I suppose various</p>	<p>years, in so far as5 I'm...well, I dunno, I think I try to get them to think more. Rather than giving them information, I try now to use questioning. Sometimes that's explicit, but sometimes it's almost implicit – you know, I give them activities, and they may even be thinking, why are we even doing this, and hopefully then they'll realise. So that I'm trying to lead them - rightly or wrongly, but, you know - successfully or not, but I'm trying to lead them to draw conclusions. I know what I want them to draw, but I'm not trying to tell them.6+</p>	<p>a lot of reflection after my first year in the job.6</p> <p>I've read things that I would never have read before about, for example, something like constructivism. Er, I wouldn't have known anything about that really, and trying to think 'Am I teaching in a constructivist way or not, or is it something else that's a bit like that?'6++</p> <p>Colleagues' views and ideas as well, any collaborative stuff that I've done7</p> <p>working with a more experienced colleague.7</p> <p>another specialist in this area, so I can get a lot of feedback, advice, criticism if you like – constructive, which is really really useful.7</p> <p>I don't think that much about what I'm doing. I'm almost on automatic pilot now.7</p> <p>And it's only when you sit down and someone fires questions at you, that you start actually thinking 'well, what do I do?' And, 7 and I think that's where the Ed Doc's really good. Or even the Ofsted inspection last week, 'cause you suddenly</p>		<p>I think it takes many many years to actually get those sorts of, erm, skills going.5</p> <p>the understanding developed through the students, because observing their reactions to different things, they virtually trained me. That's very important. Erm, I owe them a lot, 'cause what I saw in the classroom, erm, and as they developed, I would go and watch them teach again, so I learnt a lot about the training, and I learnt a lot about how to do things in the classroom through the students' eyes. Now that helped me over a period of years to build up a lot of tacit knowledge about what's required. And it was a slow process. It takes many many years.10</p> <p>hopefully reasonably insightful ad hocery, which is a bit of curiosity, and moving forward like that.10</p>		<p>maybe, you know, you'll have come across it, in terms of what is my epistemology, what is my understanding of how learners learn. What is my understanding of where they need to go, what is my own personal trajectory, you know. 'Cause I am just like the learners ??? I am going from a, a teacher of seven year olds, ten year olds to a teacher of nineteen year olds, I'm going to have to develop a new identity, a new... way of being; what does that look like?3 (NB as answer to 'values')</p> <p>it could be that that understanding for each brand new teacher trainer, to have to undergo some form of self-examination of their epistemology would be very powerful.4</p> <p>I'll keep doing what I'm doing the best I can, or at least espousing the same ideas the best I can.6</p> <p>it's actually taken me a couple of years to work out ways to try and get back to what it is I wanted. I've always been aware of what I wanted to do, but it's having the courage6+</p> <p>I have taken on more responsibility in terms of trying to change things.</p>	
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	<p>tasks, activities that you get involved, involved in with other people, and looking at different perspectives. Erm, but I think mostly reflection and reading – and just thinking. Thinking space – we get that at uni. Well, I don't think we get it these days, but I think there's more opportunity for that than there is at school, and also it's more encouraged at, at uni.5+</p> <p>I think the benefit of actually – it took me a long time to realise that, that maybe things that I was doing could actually be termed research, whereas I...probably because my PhD is very different, I tend to think of research as sitting in the British Library, and ploughing through books and, you know, and not doing...I think it's very polarised. Certainly my view of it was. And I didn't see kind of the overlap between the two. And I think acknowledging that - understanding that, and realising that has, has had an impact as well, yeah.5</p> <p>I suppose it's personal to me, but it may be, it's a bit of – you know, it's a bit of Hawkins, it's a bit of – it's a bit of every...I, I don't know. It's a bit</p>		<p>have to sit down and think 'Now hang on a minute, why am I doing it that way?' It's very easy to settle into a sort of way of doing things.8</p> <p>you start to think less about why you're doing the things you do.8</p>				<p>I've done my own, I have, erm, become the module leader for most of them – for one year actually for all of them, er, and, you know, I've become cluster leader. So, I have much more input into what the actual content is, so I am able to put in pedagogical content that I am more happy with and so on.6+</p> <p>peer observation here and there, and watching others7</p> <p>cause it's general to the whole cohort, so it's to 130 – it's not like your average 30 kids in a lecture, but even so, the kind of techniques and strategies and, and ways of, of, of being, you know, you kind of imbibe....7</p> <p>I've been doing my Doctorate, I've done a lot of research around epistemology, pedagogy, erm, and that is having more of an influence now, erm, as I'm getting more into it, and understanding it more effectively. Erm, certainly that one I did on, on epistemology has had a big, erm, impact. Erm, just understanding what it is I want from myself, and how... 'Cause I'm looking at how trainees change, and it's never really occurred</p>	
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	like a kaleidoscope, I think, in that you've got lots of different things all coming together, and the way you focus it – it might, the way I focus it, it may look like – the lens may be focused for me, but actually, if you looked at it, it's unfocused, and you'd have to refine it a little bit more for it to work for you. ⁶						to me to look at how I've changed. ⁷ when you start lecturing, you begin to start looking into research probably for the first time since you were a kid, you know, since you were at university, because most teachers don't do a huge amount of CPD. ⁸	
Qualities/ skills	Oh (laughs), erm, patience – I'm not listing them in any particular order. Subject knowledge, er, patience, empathy, the ability to be a critical... I was going to say a critical friend, I'm not sure that friend is the best noun, but critical in the sense of critiquing practice. ¹⁺		you need to be fairly calm and measured, and let them see that – so that they know that they've got that calm support, ¹ you need to be very approachable ¹		I think as a teacher educator, you need a repertoire which you can pull down, and you, it's the same curiosity that you have with the pupils in the classroom. ³ I think it's a bit like being a parent; you've got to be massively patient, massively patient, and you've got to sit back, and you've got to let them make their own decisions. ⁴ patience... good listener – says he, having cut across you (laughs). Patience, curiosity, er, genuine interest in the person in front of you, and how they link to children. I think you've got to be passionate about children and their education and how to improve it, and how to motivate them. And, and the wonder and the awe of when the penny drops, and that makes it all worthwhile. And one of		sense of humour, patience, thoughtfulness, er, being logical.... to make the transition from a, a primary school teacher, which I have, to this new role, erm... What have I added to myself, I guess is what you're asking. ² Things like understanding, and, and being able to differentiate ² you need to differentiate to understand why and how, you know, where you need to, how you need to, what you need to do with trainees. ² You still have to be patient, and you still have to be fun, approachable and so on ³⁺	

					<p>the most satisfying things as a teacher educator – it’s a bit like unconditional love – in expect nothing back at all5+</p> <p>Challenge is important, and I think you’ve got to be rigorous, you’ve got to have, eh, massively high expectations as you would with any other learner. You’ve got to have a real appreciation of diversity, and how that manifests (sic), manifests itself, you’ve got to really challenge your own assumptions and not judge people5-6</p> <p>it’s to be aware of one’s own assumptions and prejudices. I think you’ve got to have stamina, massive amounts of stamina, because the job of the teacher educator is a massively complex one. You’re dealing with schools. You’re not only dealing with your students, you’re dealing with mentors, and, if you’re going to be a good teacher educator, you use, use a certain vision that you develop together with your schools. And that, that brings of course conflict, but that conflict can be a creative conflict, which is good. So, you’ve got to have stickwithitness.6+</p>			
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					I think you have to be very discreet, incredibly discreet.6			
Role of TE/ST	<p>I see both our roles actually as participants. Erm...I see my role as...not as the expert. Erm, I see my role as someone who has, er, experience in the classroom, and also has the luxury now – that I didn't have when I was in school – of being able to step back and look at things objectively, and to use research and theory to inform practice – which I don't think I did when I was in the classroom. Or certainly not to the extent now that I would encourage my students to do.2++</p> <p>Erm...so in terms of my role and the students' role, yeah, as I say, they're both...I'd see us both as participants. Erm, I would see my role as...er, I suppose a bit of a Socratic role, in so far as I perhaps am using - where I can I'm using questioning to draw out, draw knowledge, draw inference, to draw information out of students, and perhaps make them make - help them to make links that they might not have made. Erm...I would hope, in the best case scenario, that, that my role is to be a role</p>	And then they were really debating things4+	<p>I think it is both in a learning role.3</p> <p>I can set it up, and I can set the objectives. But then it's quite nice, it quite often goes off at a tangent.3</p> <p>I think it's more of a facilitating role3 (when prompted)</p>	<p>Sometimes they almost lead it.2 BUT (-> constraints)</p> <p>As soon as I asked that question, I was annoyed, 'cause I knew I was going to get an anecdotal thing from one of them, and I thought, that's going to take up too much time.2</p> <p>'I'm assessing you now' – I nearly said that, and then I thought, no, don't say that, I don't want her to think – but you know, we're making those judgements in our minds all the time. Erm, and a lot of it is just stored in our head, isn't it?7</p>	<p>it's trying to imbue not only the tutors and the students, but to develop together – and that's the keyword, rather than 'with', 'together', 'cause 'with' seems to, er, indicate that 'you do this and I'll do that, and we'll bolt them together', it's a, it's a difference between a collaborative and a cooperative form of training.6</p> <p>the enabling constraints, is, it's like the rules of the game; you set out the parameters, and in that you can do whatever you want. So, it's diversity within a clearly regulated framework. So, you're working on x, go off and do it.7</p> <p>I see my role is to foster emerging understandings, and what we're looking here is, is probably elements of complexity theory7</p> <p>But if you look on it as complex, with continually evolving systems and ecology of learning, you've got to have the courage to step back, set the parameters, and trust people to, to work on it, and then bring their ideas together, and hopefully</p>	<p>You've got all this raw material in front of you. And you just, you just, you just, you just f-foster the environment, to, to let different things trickle out. And, you, you capture it, and... exploiting the human potential of the classroom.....the idea is – I'm not actually saying very much. They're doing a lot of the work. I'm just drawing it together.4</p> <p>but I'm not telling them the answer. They're having to give it to me.6</p> <p>I would take my planning processes, and I would turn it over to them to construct their own meaning using different channels. I'm not able to do it in this, 'cause we, this is the first ever lecture - and this is not really a lecture, as you can see.7+</p>	<p>I think the role of the student, to some degree, yes, is to, is to engage, is to, to come in switched on and ready to engage with each other and with me.4+</p> <p>I don't want to be a power relation, but I am aware that I am... the holder of the knowledge to some degree4+</p> <p>And I, I realise that that power isn't absolute, because through dialogue, I should be, and I, you know, I believe I'm capable of changing my position. But, because I've been teaching in this, you know, certainly about primary, and teaching in primary for such a long time, I, you know, I have very strong views on many things. Erm, so it would take a heck of an argument, I think, to kind of persuade me. Especially from a trainee.4</p> <p>Maybe just because they have to, 'cause, you know, they know it's me who's going to look at it.5</p>	

	model. I don't think that's always the case, but that's what I would want, and that's what I would see my role as.2++				the sum of the parts will be greater than the whole.7 I mean, it's a bit corny, but I suppose it's a community of practice in the broadest sense of the word. So, my task is to set those things in motion, and, and to, to foster them and to drive them forward, and step back from them a bit like you step back from your parenting and your thing in the classroom, and you, you hope that the right thing emerges at the end.7			
Building relationships	I'd hope that I don't patronise my students. I wouldn't want to, and I hope I haven't done that. Erm, because they're not children, and, and obviously then, erm - there's a different relationship, isn't there?4++	I wanted the 7-14s to take a, quite a leading role as far as groups went, and that's why I made them leading spokespeople in groups.3++	because we've got that really good dialogue, they're happy to tell us when they want more of something or less of something, or, or when they're not happy.4+		we have to be very very wary of the power relationships here as well. Erm, because when push comes to shove, we are the people who say yay or nay in terms of passing, but e... It's a difficult balance to get right, that one between challenge and support6		You need a different set of skills in terms of relations with the trainees. You still have to be patient, and you still have to be fun, approachable and so on, but it's more of a..., it's like friendship.3 I don't want to be a power relation, but I am aware that I am... the holder of the knowledge to some degree4+	I try to be as non... power-relationship as I can, try and, you know. So that people aren't afraid to put their hands up.2
Feedback		I hope so, but after we'd done the feedback I went back to the slide with the session objectives. And I often do that now. Just to go back, just to say 'right, you know, today's...the intention of today was, and just, just to remind them of you know, what I'd intended to do.7	pp3-4 they felt they needed more of it. And so we're building that in for February when they come back to us for three weeks.4 (responding to feedback) because we've got that really good dialogue, they're happy to tell us	we put this session much later on for that very reason - and they all complained that, that they needed it earlier, because they didn't know what they were doing.4	we have a very sophisticated student rep system, I've got 26 student reps. That's a lot. Erm, so we get quite a lot of feedback from them, and what we'll do is, if an issue arises, we'll get them to research it.8	Short-term, hopefully, through a session2 through different points - mini plenaries or a plenary and perhaps I can evaluate in terms of 'have they understood what we're doing?'3	Then we have the module feedback, and ?? how, what..., there is a section on pedagogy, I mean, it's not particularly powerful, but at least it's an element where they have to think about it again.5	

			<p>when they want more of something or less of something, or, or when they're not happy.4+</p> <p>student feedback is probably I think the most powerful thing that we get, and sometimes it's not what you want to hear.7</p>					
Adult learners	<p>But I think, erm, sometimes making the transition from working with pupils, even if you're working with A-Level pupils a lot, to working with graduates, is perhaps a harder transition...yeah, it's perhaps a harder transition than sometimes it appears. Erm, and I, I think, erm...yeah, I mean I'd hope that I don't patronise my students. I wouldn't want to, and I hope I haven't done that. Erm, because they're not children, and, and obviously then, erm - there's a different relationship, isn't there?4+</p> <p>(andragogy) I don't think that's the most important thing. But I think that, that is, that is an element that has to be taken into consideration.4</p>		<p>they're mortified, but it's actually 'Well why have you got it wrong?2+</p> <p>this assumption that if you come in from school, you can suddenly teach adults.5 (BUT) then when it's adults, you just click in and change, don't you?5</p>			<p>So if you now know what you don't know, and you feel insecure, you feel insecure because you're not used to feeling insecure, because you've been highly academically successful.14</p>	<p>what I've come up with at the moment is we andragogically teach pedagogy, but we expect heutagogy.1</p> <p>so the idea is to, is to take away that fear of failure from the trainee. And yet still involve them in dialogue and discussion.2+</p> <p>difficult for adult learners, because they don't want to make mistakes, they all want to be great.2</p> <p>But obviously things, you know, I'm not teaching primary children, so there are differen...6</p>	
Constraints	<p>I don't think I would have a really accurate and probably holistic view unless I were able – and obviously I'm not –</p>		<p>It can be quite creative, in a way, within the parameters that we've got, which is, time is the main problem.3</p>	<p>Sometimes they almost lead it.(->role) And, and that can cause problems, 'cause it did a bit today, because you can get, go</p>	<p>there's, compared with our European competitors, the rush to practice and mileage on</p>	<p>despite what we say, they still do not, erm, they still don't take on board the messages. Although it's been partly</p>	<p>the trouble is, we, we are constantly banging the socially constructivist drum in terms of what we want our children to</p>	<p>I tend not to engage with any group, 'cause there's not a lot of point. 'Cause I then get sucked in, and it's a three-minute</p>

	<p>but unless I were able to revisit them over several years. And that would be really interesting. But then, who's to say that what I've done with them, you know, is actually, is actually the stopping point, if you like. They should be moving on from there. You know, and perhaps what I've done, actually, I would have been much better served by doing something else.³⁺</p> <p>(X)Thinking space – we get that at uni. Well, I don't think we get it these days, but I think there's more opportunity for that than there is at school, and also it's more encouraged at, at uni.⁵⁺</p>			<p>off on a tangent, and start going off on things in a slightly different way. And then you lose time. And it's difficult sometimes to stick to your objectives, and keep it really tight. And I felt like, quite often they were moving it in different directions, and we could have spent, um, you know, an hour going off in a different...²</p> <p>I'd much rather have a discussion with them, than it be me telling them stuff. The problem with that is, then the discussions can take over. And that's the bit that I find difficult.³⁺⁺</p> <p>'Cause sometimes they're really really good discussions, and they go off, and then it's like I was saying before, you start to feel like you're wasting time. And you know it's not a waste of time, but it's not what we're talking about today.³</p> <p>I think that's a problem with the PGCE, as well. Because I think they would be much better having this session much later on.⁴</p> <p>because it's a nine/ten month course – it's almost impossible to structure it in a way that</p>	<p>the clock. So, we're busy, busy doing lots of stuff in terms of quantity, but not necessarily in terms of quality.⁴</p> <p>we're under so many constraints in teacher education in this country, erm, 'cause learning seems to be boiled down to, erm, set some objectives and measure it.⁵</p> <p>that is very tricky, because we're continually being asked to measure impact, impact, impact and impact.⁷</p>	<p>modelled, and we require them to do it, and they've experienced it – they still don't do it. And that's intriguing, isn't it? Some do, and other, others, others don't.⁷</p> <p>despite drawing out the meaning of something like this, and 'What's going on here?' - and we do th..., do do that quite a lot - and getting them to do the same sorts of things themselves, they still do not rehearse it into the school, transfer it into the school context. And they have to say why not, and I – this is only a theory on my part – I think they're thinking of so many other things, that they drop, they drop plates. 'Cause, and they're, there's so much for them to, to, to, to think about.⁷⁺</p> <p>despite this being modelled, despite it being made explicit, despite them experiencing, despite them being impressed by it, it still doesn't work. (whispering) I don't think there's any answer, you just keep plugging away!⁷</p> <p>I'm having to stick to a time, so I'm chopping things out as, as I go along, and editing, and, and I've got stuff up my sleeve which I may or</p>	<p>learn. It's not about – I keep telling all of them, you're not there to teach, which sounds stupid, seeing as you're being paid to be a teacher, you're there to allow them to learn. And yet, dichotomously, in our sessions, we can't do that.¹⁺</p> <p>I essentially harangue them for two hours, you know, for an hour and fifty, because there is so much I want to get across that I'm, I'm constantly saying, 'Do what I'm telling you, don't do what I'm doing'. Because I don't have time to set up these wonderful experiential, dialectic, dialogical, you know... Which is the way I believe learners learn best. I'm just frantically trying to give them all this stuff that they can get across.¹⁺⁺</p> <p>??It all rolls in at primary school, and they're getting these fantastic learners. Secondary schools kind of do a little bit of it, but it doesn't happen at all here, I find, you know, in many cases, because, er, maybe we are much more, er, rigid in our times, you know, we haven't got them all day every day.²</p> <p>it's not what I would like</p>	<p>conversation, and I've lost some of the time off my lecture.³</p> <p>you find yourself getting sucked in. And, and to extricate yourself quickly is unfair on the person that's actually asking the question, so... When I set up a longer task, hopefully I3 will see myself get, get stuck in⁴</p> <p>there's no way I can teach 'em everything⁴ (SK - in 9 sessions)</p> <p>it's not often that they get to do like a major task in it, because I just don't feel in two hours there's enough time.⁶</p> <p>when it's condensed to an hour fifty, 'cause you have to vacate for ten minutes early, you always constantly feel under pressure. I mean, you can say..., there's more I could have said there, actually more I wanted to get in⁶</p> <p>it is easy in school, you, you've got ten minutes, you have specific guided time, but when you only have like a minute or two, it's difficult to actually get it in.⁷</p> <p>I basically read them out and they probably thought them, about them very quickly as I</p>
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			<p>suits everybody. Some of them might be ready for this now. Others of them, I just look round and think, you're just not going to be able to grasp all this.⁴</p> <p>but then of course there's the difficulty as well in a session like this where you're making up situations. We're talking about, like, differentiation because all pupils are different, and then we try and come up with a lesson with three different levels in it for a, an imaginary class. Which is, in itself, silly in a way. So, I, I, you know, there are problems with trying to do this sort of, this way of learning.⁵ (see also microteaching)</p> <p>it's a mock-up, it's a scenario. And of course, they're all really good musicians, so...ah, they're not going to be able to really understand what it's like to struggle to play a one-note rhythm.⁵</p> <p>So, it's just – we're doing our best, aren't we?⁵</p> <p>when I first came into this job, I thought, ah, you know, I'm going to really make a difference here to the teaching, the, the, the, erm,</p>	<p>may not use accordingly. Erm, so it is, it has to fit in to a certain time¹⁷</p>	<p>it to be, you know, I, I would like it to be that kind of constructivist, er, dialogical, erm, student-centric, erm, experiential... And it, it just isn't⁴⁺⁺</p> <p>With the post-grads, with nine hour..., nine sets of two hours, I just don't feel I have the time. Er, and it, it's awful.⁴</p> <p>'Cause I've only got ten sessions in the whole year, I don't dare sit back and mess about (i.e. <i>'sit back and let them learn'</i>)⁶</p>	<p>read them individually, but didn't discuss, and then I said 'right, give me your things, and off you go'.¹²</p>
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				teaching workforce, and now I've actually sat back, and thought, actually, a course like this – how much difference can a course like this make? Yeah, er, it's made me wonder, erm, how much impact you can have in such a short space of time without being able to build on it at all.5				
Compliance		(?) I'm trying to lead them to draw conclusions. I know what I want them to draw, but I'm not trying to tell them.6+	? (inclusion?) because it's a statutory national curriculum subject, and they must teach all pupils. And challenge all pupils.2 linking it to some kind of Standards, Ofsted criteria, all that sort of stuff that they need to know.4 those things that Ofsted require if you like, that everybody knows we've got to focus on.5	so I think if I link it to the standards and National Curriculum and Ofsted, and all these important – what all these important people are saying – it gives it some credence1 It's almost like I'm saying, 'You do need to listen to this, because actually this is what you're being judged against, the standards, this is what Ofsted are going to look for when they come in and judge you. Actually, this is important.1 it's a bit like Ofsted, with you know, you focus everything on that.5 If you want to be an outstanding music teacher, don't stand and talk at the kids and tell them things. Show them through music.6+ maybe I'm wrong to agree with that, and say			But I'm sure evidence would suggest that works better. And I'm pretty sure Ofsted are looking for that kind of model. So maybe we're going to have to start moving towards it.1	(NB phonics, VAK, National Strategies) So all the things that we've been saying, you know, in promulgating the governmental, you know, erm, cultural norms, it is actually happening in schools now.1

				<p>'actually, yeah, the levels are stupid'. But every music teacher knows in the world that that's the case. Erm, we've known it for years and years, and...but maybe I shouldn't be reinforcing that. Maybe it's my job to say, you know, 'we've got the levels, from the DfE, and, and we must...', and it's part of the national curriculum.⁷</p> <p>if I'm wrong to tell them that, because it goes against what the national curriculum says, well I'm prepared to take the risk of being criticised. I don't want them to be afraid to stand up and say, 'This is actually ridiculous'. But I did point out that we have to work with it, it's what we've been given to work with, and we have to find ways of doing that.⁷BUT And they've picked up on that without me going on about it. Because we haven't had⁷ my session on level descriptors yet.⁸</p>				
ELEMENTS AND MODELS OF META-PEDAGOGICAL PRACTICE								
Modelling	I would hope, in the best case scenario, that, that my role is to be a role model. I don't think that's always the case, but that's what I would want, and that's what I would see my role as. ²⁺⁺		<p>offer them a huge variety of options for the way things can be done¹⁺</p> <p>demonstrate that there are lots of other ways to do things¹</p> <p>you have to model professionalism¹⁺</p>	<p>it's like modelling what you want them to do in the classroom. 'Cause you don't want them standing up there talking at kids all the time.³</p> <p>but if you don't model what you want on an instrument...⁶</p>	(i.e. in school, sitting by Nellie) you've got the people, like Gove in his speech in 2012 to the National, erm, College, saying, 'Well, all you really need to do is to watch a good teacher in action, and, er, copy them and all is hunky	<p>Very Pavlovian, but it's a start, it's a start of classroom technique.²</p> <p>that's a classroom management technique, but it's also an understanding technique.³</p>	<p>??just being told by somebody this is how you attempt to, erm, scaffold, this is how you model it.²⁺⁺</p> <p>I tend in every session to have some form of workshop, so I will model something, and</p>	<p>Not conscious modelling p2</p> <p>?it was quite interesting asking them how they would deal with it.²</p> <p>just as simple a thing as an air high five. I just, I just dropped it in, kids</p>

	<p>(not 'do as I say, not as I do') Well, I hope it's not. I hope it's not. It's not supposed to be.2</p>		<p>the reason I always do that is that sometimes I go and watch them teach, and they spend 20 minutes explaining to the pupils about what they're going to do (laughs), and I don't want them to think that that's how teaching's supposed to be.4</p> <p>(prompted) I suppose that's what I'm doing actually all the time really.4</p>	<p>?what I was trying to do was model that higher complexity level of Bloom's taxonomy, of, of the 'analyse', 'evaluate' and then 'create'.10</p>	<p>dory'.1</p> <p>modelling things is all fine and dandy, but the issue there is that the, the, the meaning can be missed. And the meaning is difficult to transfer into re...reality.2</p> <p>everything that I try and do with students, I believe there should be massive congruence between medium and message. And that what you do should model the messages that you're trying to get across.2</p> <p>I do sometimes turn that on its head, and on purpose I teach in a completely different way. The trouble is, they really enjoy that (laughs), but actually they don't benefit from it, in my view!2</p> <p>we hopefully are mid... mirroring the best possible practices of anyone who is in any situation with someone who is vulnerable in a sense.6+</p> <p>congruence between medium and message we're getting the students themselves to use their expertise to, to, to, to teach each other.7+</p> <p>you'd see that change in the classroom, 'cause</p>	<p>those words have been carefully selected, and I'll probably pause in front of them, and give them extra emphasis, because when we're working on things like EAL, or just general teaching, these are techniques which will come through again.4</p> <p>this is modelling unpicking learning, erm, challenging people, listening to your class, seeing where your class is at that point in time, what does that tell you, what feedback does it give you?4</p> <p>I'm going from a really open-ended question to a much more closed question, which is starting to model to them the sort of things that they'll do in the classroom.4</p> <p>it's showing how just a simple trick like that can just get that a bit more challenging, to get yeah, 'oh well, what could it be?' And it gets their attention as well. 5</p> <p>(anecdote to demonstrate shortcomings of modelling) your training needs to be not imitative, but generative. Generative. Erm, so in other words, you're not copying people. You're picking up things which</p>	<p>they will do some writing.4+</p> <p>I'm expecting to see them to espouse the pedagogies that I have espoused.5+</p> <p>I am kind of aware that they're taking on board at least some of the things that I'm saying, 'cause they are repeating it back.5+ (effect of transmission – or modelling?)</p> <p>So we hope to see, you know, we, we tend to see being put into place the theories, the pedagogies, the strategies that we are espousing. And if not, there's a dialogue around why not.5++</p>	<p>love that. You know, it, it's... there's2 nothing to it, but it's just, it's just, you know, I just dropped in very very briefly that it's something else you can use in the classroom.3</p> <p>it would, inc..., er, acculturate further what it is I'm trying to get them to do in their own classrooms.3</p> <p>it's subject knowledge that they need to know, but it's, it also has a knock-on effect, 'cause that's how you, you will teach.4+</p> <p>just to embed further in them, this is how you run a guided session.7</p> <p>I didn't explain any of this to them at all. But essentially I, what I was doing was modelling how to model. And how to do a shared write. You know. Erm, this is exactly how you model it, you don't, I didn't need to explain that I wasn't taking the first word, I was actually expecting really good...10</p> <p>Which is exactly how you do it with kids, but you end up with something that no child could actually make on their own10</p>
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					<p>something that you did before was no longer there, and you think, oh, we shouldn't have dropped that out, you know.8</p> <p>what you see in the classroom is a, a direct reflection of what you've been doing in your training to a large extent. Or the absence of what you think you've been doing.8</p>	<p>you can then adapt and reconstitute in other contexts. And you can then generate new understandings.6+</p> <p>I'm compensating all the time for my weaknesses.7</p> <p>teamwork, working out things together, hypothesising, taking the knowledge that you've already got here to translate it into understanding that..., which is a key reading skill, because reading is a psycho-linguistic guessing game, so you're predicting forward all the time, and actually, when it comes to things like literacy, that would be a key strategy anyway8</p> <p>Although I'm not making that explicit. No. I'm not making that explicit. Yeah, the whole thing about processing information, about working out meanings, about th-th-sh...think-pair-share, to use, you know, the kind of thing that we use, that we've done for centuries, as language teachers.11+</p> <p>So you start where your learner is. 'And that's where we're starting with you, the PGCE students. We will listen to you. We won't</p>	
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						<p>make 15 assumptions. We will move forward from this point, and together we will go on this journey'.16+</p> <p>So Amy is just copying. So what we're after in teacher education is understanding – not copying, but understanding. So you go from the imitative, which is Amy, to the generative.16</p> <p>they've got to create the meaning in the classroom to get the concepts across, and that's where the challenge of pedagogy lies. In a sense I'm modelling this all the way through this lecture. How to create the, create the context to get the understanding.16</p>	
Explicit modelling		<p>I don't necessarily always make it as explicit as I did there2</p> <p>Yeah, sometimes I do, and sometimes I make it implicit.6</p> <p>rather than making it explicit, I might say to them, 'are there things that we've done today' – because there are things I do as workshop activities.....'how might you tweak that, you know, how might you use that – or would you not use it?'.9</p>	<p>? (after prompting) We question them a lot about, you know, why are we doing this activity, what's the point of it, what can we learn from it.4</p>	<p>(differentiation) it's exactly the same as what I want them to do in class. And I want them to kind of understand that, and I do try and point that out.4</p>	<p>I do a very deductive lecture. It's everything that you, you know, upfront rules, this, that and the other, blah, blah, blah – 'Do, do, do you, do you spot a slight paradox there?' (laughs) But sometimes it's, it's lost on them.2+</p> <p>what we expect the students to get is a m..., a running meta-perspective on why they're doing what they're doing.3</p>	<p>we tell them at the end, 'The reason why you're sitting like this is because we need to get you in and get you out efficiently, it's just like a classroom2</p> <p>I don't know how explicit I make that, erm, I do make it slightly explicit later on. That's why I'm doing it. It's very very important - philosophically fundamental. Never tell a class anything at all. Make them struggle to arrive at meaning.4</p>	<p>(X)I didn't unpick that for them particularly.</p> <p>I will give the..., the adult knowledge, but I will always try and tie it in with how that is then transmitted to children.4+</p> <p>That is what I want them to be able to do with children. And I don't know if I made it explicit enough.10</p> <p>we've had that brilliant collaborative session, taking on board their ideas and things, and this</p>

		<p>Oh, I do do that sometimes, but I don't do it that often.⁹</p> <p>(relating to Theory?) I haven't done that.⁹</p>				<p>I'm about to stop, take stock, say, 'Why have we been doing this and what does this mean?' They've experienced stuff about..., had all this interaction, and we're now going to unpick it.⁶</p> <p>(students not taking stuff on board) you do make it explicit as well. That's the issue. I've done this, and I've done it in this way, and will expect the same of you.⁷</p> <p>one of the most important things that we need to do as teacher educators is to continually draw out the meaning.⁷</p> <p>this is the point where we pause, and say, 'What on earth has been going on here?' So, this is making the implicit explicit....we're only, what, twenty-five minutes into their PGCE course, they're being required to think about process through which they have gone.¹⁰</p>		<p>is now me exposing particularly why I'm doing it, and how it works.¹⁰</p>
Transmission			<p>"you told us to do that that was the best way to do it"¹ I'm quite, erm, sure that what I tell them is right, I think we're right about what we're telling them as well.¹</p>	<p>there's a real tension between telling them what I'm telling them they should be doing, and how important it is, and then they go into school⁴⁺</p>	<p>Oh, we've covered that tons of times. What, why are you not doing that? I told you that on the 23rd of March! How dare you not do that in the classroom?"⁸</p>	<p>That's a famous article, Borko, 'A time for telling'. Er, it's when in teacher education you intervene and say, 'Right, actually, this is how you do it'.¹⁰⁺</p> <p>'a time for telling' is, provided the student's had the experience, and</p>	<p>I do have a whole session of stuff to transmit as well.²</p> <p>we are trying to transmit all of our cultural norms onto the trainees, so they go out and espouse exactly the same things.⁴ (NB of values)</p>	<p>that's me just reiterating some of those key messages that they've had in those, those very few shortburst sessions with me, um, about how I would like to see them teaching.¹</p> <p>So there is some subject knowledge being, being</p>

					<p>has a context in which to do something with it, you have, to cut your losses, because you have got the connections, and say, 'Actually, you've done that. Don't do it like that, do it like this'. And that apparently does work. But if you were to do the telling without the context beforehand, and the experience, it doesn't work. Well, it's more likely to succeed. 11</p>	<p>seems to be arguing against transmission, but not sure if this is TE or STs4</p> <p>I am aware that I am... the holder of the knowledge to some degree.4+ (implied - also I have very strong views on many things).</p> <p>What he has done is taken on board all of the things that we have been transmitting.4(and to put 'it'? into practice)5</p> <p>he was inculcated not just from us but from them.5</p> <p>So, if they've seen it, they can do it empirically; if they haven't seen it, it's got to be through the research - through what they've been, has been transmitted to them.5+</p> <p>I'm expecting to see them to espouse the pedagogies that I have espoused.5+</p> <p>I am kind of aware that they're taking on board at least some of the things that I'm saying, 'cause they are repeating it back.5+ (effect of transmission - or modelling?)</p> <p>So we hope to see, you know, we, we tend to see being put into place the</p>	<p>put across3+</p> <p>I will give the..., the adult knowledge, but I will always try and tie it in with how that is then transmitted to children.4+</p> <p>as long as they have the basic knowledge of how you get it across to kids4 (transmission for transmission)</p> <p>as long as they have the basics of how do I get it across to children, then my job is done, 'cause, you know... if I can transmit the pedagogy to them, they can - heutagogy, let's go back to that phrase - find out for themselves what it is they've got to teach.4+</p> <p>I kind of give them that knowl...5</p> <p>they all get that lecture5</p> <p>Through transmit...5</p> <p>a lot of that's been kind of transmission from me.5</p> <p>they understand how they have to transmit what I've given them to little ones, which is what it's all about.12 (transmission for transmission)</p> <p>disseminate that to children through these</p>
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							theories, the pedagogies, the strategies that we are espousing. And if not, there's a dialogue around why not.5++	powerful pedagogical strategies that I hope I've shared12
x Transmission	Yeah, I, er, personally, I think, erm...activities that are underpinned by theory, but that which are actually quite practical in nature, I, I think are much more effective than, than students listening to a lecture.2+++	I think what I was trying to do there was get them to start to think about, kind of the numbers of pupils involved, and then some of the issues that will arise out of that. And I wanted – rather than give them loads of information1+ (avoiding transmission?)Yes, because they're not going to remember it, are they? Absolutely Because I didn't even write the answers...the answers are in the notes, so they'll find it if they download the notes, but the answers actually aren't on the slide.1 I'm trying to lead them to draw conclusions. I know what I want them to draw, but I'm not trying to tell them.6+ Yes, because it's just so boring, isn't it? And really, if I'm transmitting, then it's just a lecture. You know, it may be jazzed up with a few pictures, but that's essentially all it is.6	I don't think I'm there to impart knowledge as much as I'm there to get them to go and seek it out. I want them to be active, I want them to be researchers, I want them to find out.2 we're not really in a position where we're here to tell you everything.3+ I can't stand that lecture thing, erm, because it just – they don't really respond well to that sort of, erm, erm, they're too, they're too kind of bright for that you know, they want to be inputting themselves.3	I can't stand there and just tell them stuff2+ I would hate them to think that I just stand there and give them all this information, they write it down, and, and then off they go. 'Cause they're not having to think at all then.3 I'd much rather have a discussion with them, than it be me telling them stuff. The problem with that is, then the discussions can take over. And that's the bit that I find difficult.3++ I don't want to just stand imparting information, because they can read that in a book, or whatever. So, erm, they're – I want to feel like they're part of the process. So it's this switching. This is what I've got to tell you, now you tell me something about that.3+	I do a very deductive lecture. It's everything that you, you know, upfront rules, this, that and the other, blah, blah, blah – 'Do, do, do you, do you spot a slight paradox there?' (laughs) But sometimes it's, it's lost on them.2+ it's no good saying to them, 'It's like this', you've got to get them to experience it, and gradually, as time goes on – and it takes about six months – you see them changing.5	The last thing we want is somebody putting up a PowerPoint and saying 'this is this'.4 This is not giving a lecture on beliefs. It's experiencing beliefs and how they impin...impinge on the judgements that we make..... constant stream just gently running through this, of beliefs at this stage, assumptions5 I'm having to make huge efforts in this lecture to show visually what the messages are, because my natural tendency – and I've got to be so aware of this – I would just talk.6 (PowerPoint) he says PowerPoint is electronic chloroform. So, I'm trying to get away here – I'm using very little text in this, it's, it's..., and that's on purpose. Very little text, er, the, the, the, the, the visual is there to concretise the meaning of a metaphor, which is linked to some principle.9 Rather than saying, this PGCE course is about getting you to notice	the kind of ideas of expansive learning, er, er, looking at reflectivity, er, dialogue, erm, self-reflection, and transformative events1 (BUT) I believe that they, trainees, learn to teach best by being given some simple pedagogies to start with. 'Get in there and try 'em', you know, 'get in there, and, and try and set up experiential learning for children. Try and find out how you facilitate learning, rather than just, erm, transmit'1 (transmission for facilitation??) I don't go for this transmissionist, erm, you know erm, what's the word? You know, erm, this didactic, erm, approach. You need to be, 'here is some stuff, get on with it'1 just being told by somebody this is how you attempt to, erm, scaffold, this is how you model it.2++ ?which is wh..., exactly what I tell my kids (trainees, rather), having the courage to shut up and let them actually learn, rather than just be	it wasn't just a didactic lecture, but, erm - there was lots of involvement3+

						things you've not noticed before. It's almost like an event and an experience. And they remember the frog.13	taught. Which is what I tell them they gotta...6	
Recognising tension with transmission			<p>after having just said I want to give them a broad and varied view of things1</p> <p>you mustn't be too didactic, mmm.. too set in your ways1</p> <p>you've got to be much more open-minded, and not set in your ways actually. Which is quite difficult when you have been doing things in a certain way.1</p> <p>I think I want to see a lot of my teaching as quite discussion-based, quite, um, thought-provoking. Whether it always is, because it is quite difficult not to say what you think is right.2+</p>	<p>I think the only thing I did think was that you've already given them the answer. I felt I'd given them too much really, so they were coming up with the obvious stuff.2</p> <p>I don't think I'd meant to talk quite that much, er, beforehand, so I'd kind of already pre-empted what they were going to say. Ahm...so they all said pretty much what we'd just talked about (laughs), so it didn't quite work out as I'd expected.2</p> <p>And, of course, that's the difficulty, because I'm standing there talking to them. And they're talking back at me. I suppose I could have sung the whole thing, or rapped! And so, you know, there's a limit – you have to speak as well6</p>			<p>I essentially harangue them for two hours, you know, for an hour and fifty, because there is so much I want to get across that I'm, I'm constantly saying, 'Do what I'm telling you, don't do what I'm doing'. Because I don't have time to set up these wonderful experiential, dialectic, dialogical, you know... Which is the way I believe learners learn best.1++</p> <p>I'm just frantically trying to give them all this stuff that they can get across.1 (layers of transmission?)</p> <p>differentiation as it happens where I came from, doesn't really happen at uni. There is a lecture that's transmitted.3</p> <p>to two-hour full-on lectures, I did go, I found myself going back to transmission? almost immediately, and just transmitting through PowerPoint.6</p>	
ST expectations			<p>they see us as the font of all knowledge when they first come1</p> <p>I can't stand there and just tell them stuff – which is actually what</p>	'Give me the answers'.3	they're used to being in lectures, and not used to doing things, and if they are made to do things, they feel that we're patronising, and they don't see the point, and	those two, the complex and the messy; students often come to us wanting answers, answers, answers, and I want to tick this off, and I find one of the most difficult		

			<p>they want a lot of the time: 'you tell me what I need to know, I'll go and do it', and then they're happy²⁺ (Tips for teachers)</p> <p>they don't get it, they think there's a single answer or whatever .2</p> <p>we're not really in a position where we're here to tell you everything.³⁺</p>		'Why don't you just tell us the answer?' ⁵	things is getting them weaned off that into a more nuanced way of thinking. Because if they don't do that, they won't pass the Masters level bit of it. ⁹		
Anecdotes				<p>(avoidance of) it's too much information for them. I want them to think about it.³</p> <p>I mean the anecdote is brilliant, because it's just so perfect.³</p> <p>so I didn't want to kind of give 'em loads of anecdotes. And I also think that other people's anecdotes can get a bit boring. So I try to only do, if I allow myself one anecdote, that'll be it. ³</p> <p>And I can just think of another brilliant anecdote, erm, just thinking now, that I will need to tell them. Just one.⁴</p> <p>I tell them that little anecdote, which is a true one. I tell them that and say, 'so what do you think about that? Why don't people do starter activities?'⁸</p>		<p>NB Not about teaching (allegorical/metaphors?)</p> <p>(to demonstrate shortcomings of simplistic modelling) your training needs to be not imitative, but generative. Generative. Erm, so in other words, you're not copying people. You're picking up things which you can then adapt and reconstitute in other contexts. And you can then generate new understandings.⁶⁺</p> <p>metaphors don't work that well, er, if they're coming from the person who's constructed them. But they work particularly well if you can get the class to make them.⁷</p> <p>'This course is about frogs and dead flies. It's about noticing things you've never seen before'.¹²</p>		<p>I often try and drop in an aside of things that have gone well, in, in the hope that they'll pick up some of them.⁶</p> <p>Just as, you know, where I said I used to get them to print all their poetry out and bind it, and⁶ actually have a class book of poems.⁷</p> <p>someone somewhere tomorrow will take that on board.⁷</p> <p>drip-feeding just little, little things, you know, that, that have gone well. I also actually tell stories of where it's gone horribly wrong, and don't want to ever do it again. You know, that's got nothing to do with poetry per se, but it's just something else..., it's not, again, it's not even pedagogy that I'm teaching there, it's just a little practical tool that they will be able to use</p>

						<p>I talk about the sewage system in the house, you only notice it when it breaks down¹³</p> <p>I've done the same message using ragwort, using wall-building¹³</p> <p>Storytelling (re phone, and fish & frog) p15, (ham) p16</p>		<p>in their own practice.⁷ (tips for teachers)</p> <p>there's at least one I would say in every session. Er, it's not planned for, that just came out. Erm... but it's something that I, it's something, certainly part of my practice.⁷</p>
Deconstructing practice	I think we're probably deconstructing our pedagogy first, and then constructing maybe a pedagogy – reconstructing a pedagogy. ⁶				<p>teaching, the, the more, the slicker it looks, the more complex it is, and that, that teacher's bringing t-together so many moments in time, and is dealing with them just instinctively, subconsciously, and with the training, that's really difficult to pull apart. So we've got to be noticing. We, we put a lot of store on getting people to notice things they've not noticed before.⁴</p>	<p>it's almost, would be worthwhile getting the students to watch it again at the end of the course, so they can deconstruct it. They're not in a position to deconstruct it.¹</p> <p>we have a big strand on the PGCE course of noticing.²</p> <p>I'm just putting in the noticing agenda there. That's there on purpose, that's all worked out.⁵</p>	<p>it would have been interesting actually to deconstruct that at the time⁹</p>	
Discussion-based/ interaction/ reflection/ experiential	<p>hopefully I'm giving them something to think about and to reflect upon, because I think that's helping them learn to teach.¹</p> <p>Erm, I would see my role as...er, I suppose a bit of a Socratic role, in so far as I perhaps am using - where I can I'm using questioning to draw out, draw knowledge, draw inference, to draw information out of students, and perhaps make them make - help</p>	<p>I think what I was trying to do there was get them to start to think about, kind of the numbers of pupils involved, and then some of the issues that will arise out of that. And I wanted – rather than give them loads of information, I just thought I would do it in this way to make it a bit more – I can't say exciting, but a bit more interesting¹⁺</p> <p>by thinking about the statistics, and the</p>	<p>I think I want to see a lot of my teaching as quite discussion-based, quite, um, thought-provoking.²⁺</p> <p>I want them to realise this is very very difficult, as it's about relationships and human beings. And so I want, I want us to have a really good dialogue in sessions, I want us to interact.²</p>	<p>it's interaction, all the time.³</p> <p>I want to feel like they're part of the process. So it's this switching. This is what I've got to tell you, now you tell me something about that.³⁺</p> <p>I'd much rather have a discussion with them, than it be me telling them stuff. The problem with that is, then the discussions can take over. And that's the bit that I find difficult.³⁺⁺</p>	<p>Now, there are probably as many theories of critical reflection as there are teacher educators. So, erm, I haven't a clue really what that really means. Erm, but, erm, the whole idea to get somebody to stand back and to say, well, why did that happen and to challenge assumptions is really, really important. Erm, because, er, it helps them, I think be better to get the M-levelness of the PGCE and it helps</p>	<p>We expect you to work, to discuss, to contribute, and this is active. This is not about giving messages, and it's the start of that theme.¹</p> <p>I could have used dialogic interaction, I could have used other things, but I know a lot of my colleagues do quite a lot on constructivism, so...⁶⁺</p> <p>although this is a big lecture, they're now starting to train to go</p>	<p>it's about getting the, the trainees to engage in dialogue with, with yourself, and also with each other¹ (BUT) I don't have time to set up these wonderful experiential, dialectic, dialogical, you know... Which is the way I believe learners learn best.¹⁺⁺</p> <p>so the idea is to, is to take away that fear of failure from the trainee. And yet still involve</p>	<p>it wasn't just a didactic lecture, but, erm - there was lots of involvement³⁺</p> <p>it would've been better practice, I think, if I'd gone and sat with a small group – that's me unpicking it now. And done a quick guided session, even for three or four minutes, and done that to each group for the different tasks.³</p> <p>What does he see as good practice re</p>

	<p>them to make links that they might not have made.2++</p> <p>activities that are underpinned by theory, but that which are actually quite practical in nature, I, I think are much more effective than, than students listening to a lecture. Erm...like Margaret Tumber's research on developing pupil autonomy, where pupils remember 10% of what they hear, but 90% of what they actually do themselves. And, and I, I suppose a lot of what I do in sessions now is actually based around that erm, and so we might start by looking at the theory, but then actually quite quickly try and unpack that through workshops and through practical activities – and so that's what I would see as being a, an effective....2++</p>	<p>numbers involved, then that would give them some idea, I think of the...like I said to you, of...of the level of complexity, and some of the issues that, that will arise. Because I wanted them then...at that point, I just wanted them to realise what it was...what was going on in primary before then starting to think about what the issues might be for a teacher in secondary.2</p> <p>I wanted the 7-14s to take a, quite a leading role as far as groups went, and that's why I made them leading spokespeople in groups.3++</p> <p>it came out of this, what I wanted them to see, or what I wanted them to draw out of this4</p> <p>And then they were really debating things4+</p> <p>well, we looked, I talked about Galton, Grey & Ruddock, but I just told them there were five key issues. I didn't tell them what they were, you know. I did say to them, I'm not going to tell you what they are, we're going to come back to them, but I want to introduce Michael Barber. Because I wanted them to think about the lack of clarity,</p>		<p>I know that in this group some of them do reflect really well, and they, some of them just won't bother. Because they're so worried that tomorrow they've got a lesson. It's difficult to know how reflective they are being.5</p> <p>'Cause what I'd like to do now is get them to go away, try it, and then come back, and we have some kind of reflection session – where maybe I go and video some of them trying it, and we can actually – I would like to do that.5</p> <p>Yeah, I'm trying to use them. Rather than me to them, them to each other, or them to me, me to them, them to each other.8</p>	<p>them be better individuals. More tolerant individuals, more inclusive individuals.4</p>	<p>into pairs and come out of pairs, into pairs, out of pairs, into pairs, out of pairs, quickly discuss, get them to be critical7</p> <p>See, they're all – they're all working on this, aren't they? Hear that hubbub of noise, and thinking, and this, that and the other?8</p> <p>I'm not in a position with a completely new group to ask, to ask them to analyse it. So, I've almost asked a rhetorical question, which I'm answering myself. That's not how I generally teach. That's a conscious decision to do that differently. Erm, I would say, 'OK, over to you. What is going on?'10</p> <p>you're continually creating situations where there's that need and want and desire to interact with the teacher. It's fostering dialogic interaction.10</p> <p>if I were to improve that, and I have now, I shut up at that point, and I get them to say the concepts that go with it.11</p> <p>how we follow through on this is that they, they sometimes write poems about this encounter or something like that, so they have to do their own..... interpretation</p>	<p>them in dialogue and discussion.2+</p> <p>using these, the paradigms of, of, erm, reflexivity, reflectivity, erm, understanding kind of transformational events, kind of talking through those is, is really powerful.2</p> <p>(not SC) it's not what I would like it to be, you know, I, I would like it to be that kind of constructivist, er, dialogical, erm, student-centric, erm, experiential... And it, it just isn't4++</p> <p>... reflection built in, so th-there is a learning journal in most years, so... And we do look at those and take them in, and discuss them.5</p>	<p>groupwork?? p7</p>
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		<p>and the muddiness. And then the fact that you needed the bridge. And then to think about what those bridges might be. Ah, I really wanted them to do the thinking. And I think they did, actually.⁵</p> <p>I try to get them to think more. Rather than giving them information, I try now to use questioning. Sometimes that's explicit, but sometimes it's almost implicit – you know, I give them activities, and they may even be thinking, why are we even doing this, and hopefully then they'll realise. So that I'm trying to lead them - rightly or wrongly, but, you know - successfully or not, but I'm trying to lead them to draw conclusions. I know what I want them to draw, but I'm not trying to tell them.⁶⁺</p> <p>this is my theory, but it's a bit like using Socratic questioning, I think. Again, they have to question themselves. You know, just to unpick what they're doing, and why they're doing it, and where it's leading them.⁶</p> <p>I wanted them to think about – before we went on to think about practical examples – I wanted them to think what those examples</p>				<p>of what they've done.¹²</p> <p>we had a competition, who would get a banner – picture on top, that would encapsulate this lecture.¹²</p> <p>they're fascinated by this, they're having to struggle to arrive at meaning, and there's all that intensity that we're after to help make the point.¹³</p> <p>she comes and works with them with pictures and clips from the classroom, and what to look for and how to look for it, and that fits into the reflection system.¹³</p> <p>They do their own examples in their own world terms.¹⁴</p> <p>Hopefully I've reached them through the teaching in some way, they've thought about it, and I've turned it into their own terms. Reach, reflect, recode; reach, reflect..., and there's also retain.¹⁷</p>		
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		<p>might be.⁷</p> <p>on other topics, I probably wouldn't do as much peer discussion. I mean, I would still do, probably as many practical activities, but not necessarily as much discussion.⁸⁺</p>						
(Social) Constructivism	<p>They're all coming in as graduates, you know, they come in with a variety of experience, erm, they come in - a lot of them very successful in the field already, in a different field.⁴⁺⁺</p>	<p>I'm trying to drill in to their expertise³</p> <p>In terms of pedagogical approach, with this group, erm, I have to erm, well I think I have to...in a sense validate them, and make them realise actually they know things when they don't realise.³</p> <p>most of that was from empathising, and thinking about their own position they'd been in as a learner, and then thinking about the position they'd been in now as an observer⁵</p> <p>(BUT) I'm sure there is a label, but I don't know what it is. I was trying to get them to empathise, and, I think, to shift them on.⁵ (AND) (constructivist?) Yeah, very much so, very much so.⁵</p> <p>that's why I sequenced things the way I did.⁵⁺</p> <p>Because they learn from each other⁶⁺</p>	<p>Try things out that they've designed, activities that they've designed - actually working through them ourselves in groups. And, and talking in the group about how might we do that, how might we approach that. So, a lot of learning from each other.³</p> <p>I make them work in groups together, 'cause then they're feeding off each other all the time, which is really powerful, I think. We do a lot of sharing of ideas, and sharing of practical modelling.³</p> <p>I've read things that I would never have read before about, for example, something like constructivism. Er, I wouldn't have known anything about that really, and trying to think 'Am I teaching in a constructivist way or not, or is it something else that's a bit like that?'⁶⁺⁺</p>	<p>when they go into their groups, if one or two of them haven't really got it, while they're working in their group and they're talking, they will, it will start to perhaps settle, solidify in their minds - what it is we're trying to do. Maybe when they can actually try and do it⁴⁺</p>	<p>we're getting the students themselves to use their expertise to, to, to teach each other.⁷⁺</p>	<p>I could have used dialogic interaction, I could have used other things, but I know a lot of my colleagues do quite a lot on constructivism, so...⁶⁺</p> <p>(tutors) what they do is they'll pick up on it afterwards, erm, they, they talk about key points, and what, what had cropped up, and they then use it as a building block.⁶</p> <p>I would turn it over to them to construct their own meaning using different channels.⁷⁺</p> <p>Social-constructivism there.¹⁰</p>	<p>(not SC) the trouble is, we, we are constantly banging the socially constructivist drum in terms of what we want our children to learn. It's not about - I keep telling all of them, you're not there to teach, which sounds stupid, seeing as you're being paid to be a teacher, you're there to allow them to learn. And yet, dichotomously, in our sessions, we can't do that.¹⁺</p> <p>to come in switched on and ready to engage with each other and with me.⁴⁺</p> <p>(not SC) it's not what I would like it to be, you know, I, I would like it to be that kind of constructivist, er, dialogical, erm, student-centric, erm, experiential... And it, it just isn't⁴⁺⁺</p> <p>they have to share it with a peer, and have it signed off that they have done so. Erm, so they go..., and I then oversee that.(?)⁵</p>	

		<p>You know, looking at...thinking about the context they were familiar with, and then looking at bridging units.⁷</p> <p>(BUT) (constructivist?) I guess. Erm, probably without even me necessarily being aware, you know, that, that's really what I was doing.⁷⁺</p>						
Microteaching	when I do give them feedback in microteach, I tend to pose it as a question rather than as a response. ¹		we do peer teaching as well..... and then they give each other feedback. ³	when I watched (student teacher) teach, he did this amazing thing. (student teacher), do you remember that? And, it's like, 'so do it now'. It's, there's no difference here to any other classroom. I don't want them to think this is a different sort of classroom. This is a classroom for learning, so it's the same ⁴	I'm aware of all the pitfalls of microteaching, and its disembodied, decontextualized nature, etc. Funnily enough, the students realise the same shortcomings, but still find it incredibly useful. ²			
Subject knowledge	<p>(qualities) patience – I'm not listing them in any particular order. Subject knowledge....¹</p> <p>I think we bring subject knowledge with us, but we have to learn then subject application – how do you teach that application of knowledge.⁴⁺⁺</p>		<p>without subject knowledge, it's very difficult for us to do our job in ITE.⁶</p> <p>You do need to know about your subject to teach it. And how are we going to do that, and that's, so it's almost shifted the whole balance of how I teach them now – to be much more centred around skills and knowledge in the subject.⁶</p> <p>what I've found is that people respond really</p>	<p>one of the biggest misconceptions that music teachers have is that, if you learn an instrument, you equal gifted and talented in music.¹</p> <p>They do find differentiation difficult. In music it's really hard to differentiate. I mean it probably is in all subjects, but I just think there are so many things that make it difficult in music. And I wanted them to just understand that.²</p>		you have massive subject knowledge, and you know it inside out, and that is incredibly important of course. But you've got to scrape away conceptually as to where the learner is, and start there. ¹⁴		<p>So there is some subject knowledge being, being put across³⁺</p> <p>it is subject knowledge, for them as a teacher⁴</p> <p>it's subject knowledge that they need to know, but it's, it also has a knock-on effect, 'cause that's how you, you will teach.⁴⁺</p> <p>can find that out for themselves p⁴</p> <p>It has been about pedagogy as much as it's</p>

			<p>well once they have some skills and understanding and knowledge, because they actually feel, maybe this is something I can actually teach.6</p> <p>(Primary v secondary) what they need is subject knowledge, rather than pedagogical knowledge6+</p>	<p>I'm absolutely trying to instil in them that good music teachers are using music all the time to demonstrate everything they can through music.5</p> <p>If you want to be an outstanding music teacher, don't stand and talk at the kids and tell them things. Show them through music.6+</p> <p>I always say to them, 'Could that lesson have been taught by a geographer? Or a scientist? Or a maths teacher? Because what did you do to make it different?'</p> <p>because that follows on with the pupils, that we should be encouraging the pupils to play their instruments in the classroom. Because that's like an extension of their musical learning outside of the classroom. It should all come together. So, it shouldn't be seen as classroom learning and extra-curricular. It should all be part of the same learning journey.6</p> <p>it's like the opposite of the primary scenario, where the primary teachers need more subject knowledge, and the secondary almost need to dump some of</p>				<p>been about subject knowledge5+</p> <p>I'm head of literacy here, or cluster leader for, I do feel my sort of language is quite high. Erm, so I'm able, I think, to, to pull out little tiny things like that, that, erm, not all colleagues could.6</p> <p>unpick elements of the linguistic features of it.6</p> <p>There's a whole section there that's on, on a bit more real subject knowledge, about poetic devices, you know, on kind of an adult level.8</p> <p>I'm not really interested in their knowledge of rhyming couplets, because they can look that up.12</p>
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				it.10 what I'm trying to do is challenge all their thinking about what music's about.11				
PCK							I have much more input into what the actual content is, so I am able to put in pedagogical content that I am more happy with and so on.6+	<p>just how often what I say is actually based on the pedagogy not on the subject knowledge.1</p> <p>(not SK)I know we always expect them to know1 everything, because they should have done the, the reading and all the rest of it, and they, they don't, but they'll, if, they'll have a better idea of poetry than the kids will. So rather than telling them about each individual s... it's about how you teach the children2</p> <p>all the way through that poetry lesson, we'll get on to it, there's lots and lots of 'this is how it is', and 'this is what you do', 'this is how kids do it', 'this is how you need to do it', you know, I kept on picking up the, er, pedagogical importance(?).3</p> <p>as long as they have the basics of how do I get it across to children, then my job is done, 'cause, you know... if I can transmit the pedagogy to them, they can – heutagogy, let's go back to that phrase – find out</p>

								<p>for themselves what it is they've got to teach.4+</p> <p>It has been about pedagogy as much as it's been about subject knowledge5+</p> <p>constantly it's coming back to, erm, how you actually teach it8</p> <p>'cause actually, the subject knowledge, as I say, isn't important. What's important is that they take hold of these key critical messages of how you teach children.10</p> <p>I'm glad that I am so pedagogically minded12</p>
ROLE OF THEORY								
Theory (of teaching and learning)			<p>And giving them at the beginning some kind of, not necessarily theory, but some kind of context or background – making them do some thinking if you like.4</p> <p>(when prompted) from my point of view, erm, theory – I don't know how much of that I do really. I'm not sure I see it as 'theory' as much as, erm....reasoning why we do things. I'm not sure it's about theory.5</p> <p>They get theory in a different course, which is called, um, Initial Professional Development course, and I tend to think well,</p>		<p>And what is a theory? - it's only a way of trying to explain something, which may or may not be right, er, according to the circumstances and the context.5</p>	<p>It's incredibly complex. Erm, that's Schulman I'm quoting there.9</p> <p>There's also a very good thing by Darling-Hammond, about an orchestra, and I give that to the students sometimes, about how the orchestra is a very complex thing, and the conductor, you just think he or she is waving their arms, but it's much more to it than that. That's a very good metaphor for learning.9</p> <p>The thing about learning is, is that we've got to try and direct the attention onto the things we want the children to</p>		<p>And then somehow I got on to Vygotsky's distributed mind.3</p> <p>Talks about theories, but not re t&l really p1</p>

			<p>that's where they get the theory about how people learn. Erm, I'll touch on that , but I, I want it to be more about how people learn in music, so I try to keep it very specific to the subject, and there is theory that comes into that obviously. 5</p> <p>I think I'm quite light on theory, and I don't know if that's because as a school teacher, I never touched on theory5</p> <p>I've sort of tried to, artificially sometimes, put some theory in (laughs). And I don't think that's really – I don't think that really works.5</p> <p>I'm going to try and link, um, Bloom's taxonomy into the music level descriptors, er, because I think there's value in that. So, I'll try and put some theory in when I can see real value in it, to really making them think. But, I think we can overdo theory, and, and I do – I feel a bit bad saying that, 'cause in a university we should be quite theory-based perhaps, some people would say.5</p> <p>(own practice) I've read things that I would never have read before about, for example, something like</p>			<p>notice. And it's starting to get the noticing agenda, it's starting to come through now, and it's weaving in the next agenda.11</p>		
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			<p>constructivism. Er, I wouldn't have known anything about that really, and trying to think 'Am I teaching in a constructivist way or not, or is it something else that's a bit like that?'6++</p>					
<p>Learning as a messy business</p>			<p>I don't want them to think that it's like a science, where you can kind of just work out how to do it easily.2</p> <p>I want them to try things out, and to erm get things wrong. I'm happy when they get things wrong actually2</p>	<p>I wanted them to understand, all the way through it, that it's OK to think it's hard. And it's OK not to understand it. And it's, er, actually if you were telling me now that you understood it, I'd be really worried.2</p> <p>So I was trying to emphasise this morning that 'yeah, I know this is hard. And it is challenging'.2</p> <p>That we're not expecting them to be perfect, or 'finished', or, or whatever.2</p> <p>They found that really difficult, and I was4 pleased that they did. 'Cause they started to suddenly realise, actually this is something I've really got to think about. This isn't something I can just plan in five minutes.5</p> <p>that's why it's multi-tasking, that's why it's so difficult, it's such a challenge, because...and so, I kind of want them to get that.8</p>	<p>it's an incredibly messy business, and I always say to the students: 'You, you're starting out, erm, with different world knowledge, and you'll go off in different directions at different speeds along different paths, and somehow, we've got to get you to the same place'.1</p> <p>learning is a messy business (coughs). Very, very messy business indeed, and it's complex, and... unfortunately it's not nice and linear, although all this objective-setting malarkey in schools would seem to suggest it is, and you'll feel most safe and secure when you're doing things that you are familiar with, and you've got nice things in the books at the end. But you need to ask the fundamental question: what is the level of understanding there, and what is going on.4</p>	<p>I'm going through 'learning (coughs) is a messy business' here, and your training is to be a messy business, and people make all sorts of assumptions about how education works.9+</p>	<p>'Cause you learn best by making mistakes, 'cause you don't, tend not to make them again. Whereas if you're just lead through it, you don't realise there were mistakes to be made. Erm, so in my own personal teaching, I always try to make an environment in which making mistakes is perfectly acceptable. You know, and almost fun, 'cause then you can kind of point them out.1</p>	<p>(how to react to unresponsiveness) that's actually one of the really key learning points from the lecture. I didn't plan it in8</p>

				they found it really hard. But that's good. See, I see that as 'yeah, that was good', because it, it pushed them to think, actually what is composing?10				
Theory -> practice	<p>to use research and theory to inform practice – which I don't think I did when I was in the classroom. Or certainly not to the extent now that I would encourage my students to do.2++</p> <p>activities that are underpinned by theory, but that which are actually quite practical in nature, I, I think are much more effective than, than students listening to a lecture.2+++</p> <p>erm, and so we might start by looking at the theory, but then actually quite quickly try and unpack that through workshops and through practical activities – and so that's what I would see as being a, an effective....2+</p> <p>But over the long-term, as to have they understood it, have they, have they, if you like, have they really understood it, and actually tried to embed some of that into their practice? Then, I suppose, I can evaluate</p>	<p>I explained a bit about the Galton, Grey & Ruddock, and then I kind of focused on Michael Barber, because I had that photo – I think that's really helpful for them. And then, we then established what the bridges were.4</p> <p>I try – whether it worked or not, I mean I tried for each activity to kind of set them up for the next one. So that, you know, they'd started thinking about practical, and then we looked at theory, then they hopefully used that theory to underpin...to underpin the practical again.7++</p>	<p>we do quite a lot as well of theory and then do the practice.3 (NB eg given <i>is not 'Theory)</i></p> <p>it's very much balancing theory with practice.3 (see comment above)</p>	<p>I tried to structure it so that we had a lot of thinking about it, and discussion about it, and then moved on to actually having a go at it.4</p> <p>while they're working in their group and they're talking, they will, it will start to perhaps settle, solidify in their minds – what it is we're trying to do. Maybe when they can actually try and do it.4+</p>	<p>we would link that theoretically to a whole r..., range of areas. We'd link it to, erm, theories of memory pathways, the episodic, erm, the semantic, procedural, er, the automatic, and the emotional memory pathways, then we'll put them in positions where they experience different ways of remembering things, and we'll show..., and then try and make them link between that, and what they could do in the classroom.3 (BUT)</p> <p>Transfer is, is, is, er, in our view a, quite an outdated metaphor. 'Cause you're not taking something from one area and putting it into another, you're almost reconstituting it.3</p> <p>we've got, erm, these competing theories, which we try and merge and use them for the students' benefit, and also show how they can use in the classroom.3</p> <p>theory is a servant to practice, and practice is a servant to theory, because the two can</p>	<p>(X) despite drawing out the meaning of something like this, and 'What's going on here?' - and we do th..., do do that quite a lot - and getting them to do the same sorts of things themselves, they still do not rehearse it into the school, transfer it into the school context. And they have to say why not, and I – this is only a theory on my part – I think they're thinking of so many other things, that they drop, they drop plates. 'Cause, and they're, there's so much for them to, to, to, to think about.7+</p> <p>this is about the role of theory and practice in teacher education.16</p> <p>'Cause that's where we're looking at, erm, teaching, learning in, through and for practice.16</p> <p>so theory and practice, role of theory.16</p>	<p>the theory practice, erm... not the gap hopefully, you know, we're trying to tie it together1</p> <p>we have a large up-front loading of, of information. And then they go and try and fit it into practice.1+(on tp)</p> <p>In some ways I think it would be better if I had a day a week, or a morning a week, from the start, where they could immediately begin to start applying things in the classroom.1+</p> <p>I think tying together the theory and the practice more closely I think works, very powerfully.2</p> <p>most of our assignments are about how you put it into practice....some of the key things around, erm, differentiation, about working in small groups, about powerful pedagogies like that: how do you work, how does that work in the classroom. So, if they've seen it, they can do it empirically; if they haven't seen it, it's got to</p>	<p>this is the, the real key part now, the actual 'them doing'.6</p>

	that to some extent through school visits, through RoD tutorials which we've got this week...so, I suppose that gives me some insight 3+				work together completely in harmony.5 that's on a theoretical level. We then link those reflective diaries to what they're actually doing in the classroom, so look of evidence of that being transferred to the classroom8		be through the research – through what they've been, has been transmitted to them. So, either way, erm, they have to produce a, a lesson, either one that they've taught, or one that they would teach, based on everything they've read about.5+ we do something for an hour perhaps, and then they get to actually put it into practice on each other.6	
Practice	activities that are underpinned by theory, but that which are actually quite practical in nature, I, I think are much more effective than, than students listening to a lecture.2+++	I just try to make things as 'work-shopp' as I can, because I think that's how they remember. And how they learn. Because they learn from each other6+ on other topics, I probably wouldn't do as much peer discussion. I mean, I would still do, probably as many practical activities, but not necessarily as much discussion.8+	We do a lot of practical trying things out that would, would work in the classroom.3 There'll hardly ever be a session when we're not doing practical music. Because one of the main aims of every session we do is that music is the predominant language of the session. Because that's what we're aiming for in school.4		what we tend to do is to give the students things which are very very safe to do in the classroom, which they do repeatedly. And we, but we do them in meaningful ways.3	I do take this to quite brutal extremes with the students sometimes. I make them rehearse in empty classrooms addressing desks. So that they are able to, able to address the pupils by name.7	I tend in every session to have some form of workshop, so I will model something, and they will do some writing.4+ It's much more practically-based. So they, they will be writing to a set of criteria, as if it was the children.4 (NB ref to undergraduates)	
Impact	I don't think I would have a really accurate and probably holistic view unless I were able – and obviously I'm not – but unless I were able to revisit them over several years. And that would be really interesting. But then, who's to say that what I've done with them, you know, is actually, is actually the stopping point, if you like. They should be	I'd have to look at what that was.....And then at their practice - with Year 7 particularly. And looking to see, you know, are they – are they taking...are they really, um, recognising and taking account of those differences...in class? Because I think it's very difficult for them7+	I know that they will take ideas from my sessions, and I see them trying to incorporate – probably to try and please me actually!3	they've got an assignment coming up, they've got their evaluations in their subject planner - you know, they've got that sort of thing. But I'd like to see them – I mean, I will see some of them teach tomorrow. But that's too close to this session for them to really try and build anything in. So, it's, it's difficult to know how much of this	There's what you see in the classroom, of course. That's very clear.8	One year our students did a survival guide, and on the back of it were, was a picture of all the main artefacts in this lecture. And they had to guess what they meant in learning terms. So it did make an impact even a year later. They remembered the concepts from the articles. The thing is, they sometimes... it's called miscuing. They		

	<p>moving on from there. You know, and perhaps what I've done, actually, I would have been much better served by doing something else. And then I kind of question my raison-d'être! (laughs) 3+</p> <p>My teacher educator, but my tutor (name) did impact – hugely, and way beyond my PGCE year. Erm...but I'm, and that might be because I'm, because she was really good, or it might be because I thought she was really good, or it might be a combination of the two.3+</p> <p>she certainly did impact on our practice, but when, but often when we talked about it afterwards, and we actually tried to unpick what we could remember, we both agreed that a lot of what we did was lecture-based, and we couldn't remember the content of it. All we could remember was, we wanted to be like her – she was a good role...so it wasn't what, it wasn't what she taught us – because I can't remember that. It was the way she was.3</p>			<p>session they'll take away and, and work on. But I don't mean to sound like I think it's all a waste of time, because I don't think it is. I just think it's fraught with difficulty.5</p>		<p>sometimes miscue. They don't exactly remember why they're there. It's like remembering the word 'stone' but saying it's a rock. So you don't get the exact, don't get the exact meaning2</p>		
Practice -> theory		So, that's why I said to them, you know, actually you may not be aware of3	what have we learnt from that practical activity. How have we linked the theory, the					?being able to contrast the ways forward is actually quite an interesting, you know, it,

		<p>this, but you are conducting action research....I wanted them to be aware that actually observations they make, about things that are going on in class, are actually quite valid.4</p> <p>before I went to kind of look at the Galton, Grey & Ruddock, I wanted them to think about what they'd seen, and, you know, whether one supported the other or not.4</p> <p>I try – whether it worked or not, I mean I tried for each activity to kind of set them up for the next one. So that, you know, they'd started thinking about practical, and then we looked at theory, then they hopefully used that theory to underpin...to underpin the practical again.7++</p>	<p>documentation, whatever it is to the practical, and then what can we learn from that about what we're doing in school.4</p>					<p>it was quite useful.6</p>
<p>University experience/ TE role</p>			<p>offer them a huge variety of options for the way things can be done1+</p> <p>And to make them think outside of the box, so that they don't just see things – so they don't just think that their school is the only way.1</p> <p>And I think one of the dangers in the whole process, particularly with a one- year course is that they only go into two schools and then they</p>	<p>I feel as if sometimes I do need to say to them, 'Don't be flippant about this. And don't, don't just think you've got to turn up here and get a tick on a register, and then you can switch off. 'Cause actually, this is really important. And, and even if you're really tired, you need to listen to this. And think about it'.1</p> <p>It's like linking yesterday's session to</p>				<p>if he'd, you know, had he had this session first, it would have gone better.6</p>

			<p>think that's how you do teaching. And so that's where I think we add the value1</p> <p>I'm trying to link my teaching session into what are they doing in school and what we4 require of them here. So it's seen as a holistic thing. And I'm also trying to link it in to some of the focused threads if you like that we've got going on throughout ITE here.5</p>	<p>today. And I, I think I did quite a few times link in to other sessions that we'd had. One of them at the end also linked in to a session we'd had on improvisation, and mentioned it, and it's like tying all the learning together. I want them to make those connections between things.1</p> <p>I'm not sure about his ability to just think in creative ways, and think outside the box. I, I do worry that, that some of those teachers that we're turning out are very set in their ways – even at such a young age. Er, it's almost like they're not hearing me1</p> <p>the course is, erm, a flowing, interlinked – they mustn't see it as discrete sessions, because then they're not getting...teaching's not like that, is it?8</p>				
Role of practicum	<p>But over the long-term, as to have they understood it, have they, have they, if you like, have they really understood it, and actually tried to embed some of that into their practice? Then, I suppose, I can evaluate that to some extent through school visits3+</p> <p>it was a really interesting, erm,</p>	<p>I'd have to look at what that was.....And then at their practice - with Year 7 particularly. And looking to see, you know, are they – are they taking...are they really, um, recognising and taking account of those differences...in class? Because I think it's very difficult for them7+</p>		<p>they started their solo teaching about 3 or 4 weeks ago, and I think it's just starting – the reality's hitting.1</p> <p>?Sometimes I can't quite understand what he's getting at. And that worries me as well. I wonder how clearly he explains himself in school. I'll find out tomorrow.2+</p>		<p>Importance of mentor training, pp17-18</p> <p>I'll show you quickly how the mentor OHP links to this that the students have had. So it's all linked in philosophically, but also using the same symbols.p12</p>	<p>we have a large up-front loading of, of information. And then they go and try and fit it into practice.1+(on tp)</p> <p>In some ways I think it would be better if I had a day a week, or a morning a week, from the start, where they could immediately begin to start applying things in the classroom.1+</p>	<p>It's 'how has that helped you develop as a teacher' in some ways. But, also just to share that good practice and disseminate it1</p> <p>I-it was me just trying to wean out of them, well, tease out of them, 'OK, you did x. So what? How did it work in..., you know'.1</p> <p>not often every time you</p>

	<p>scholarship day last Wednesday, actually, and the Head came in from (a local grammar school), and he was talking, he's very pro working with (the university), and I think, I think he was a senior lecturer at (the university) at one point. We had really good conversation with him, really good discussion with him about, about the place of research in schools, and whether teachers see research as valid, and also whether they see things that they are doing in the classroom is...it is actually action research, but perhaps they don't always realise that.5</p>			<p>I think that's interesting, because, erm, they see the lesson observation as the most important thing. They want to show us that they can teach.5</p>			<p>You get that situated learning, within a community of practice.... all of those things add up to far more powerful experiential learning than just being told by somebody this is how you attempt to, erm, scaffold, this is how you model it. If you're actually doing it, it's more powerful.2++</p>	<p>teach a session, will somebody have already tried that out in school.6</p>
<p>Tension with school</p>			<p>they're getting one viewpoint from us that is, if you like, the way that we would like them to do it, but in reality, practicalities in school don't always – so it's, it's a kind of balancing act between what we want them to do and what they will do in school.1</p> <p>you can see how they separate school and university, and that worries me3</p>	<p>they see the school bit as much more important. 'Cause that's where we learn how to teach. We learn how to teach in school. And this is, you know, a little bit of an effort having to do this.'1</p> <p>I know loads of teachers in school that don't differentiate because they can't remember what it means, or they've never really bothered, or...and, and my frustration is that they go into school and they see that all the time. And so, what's the point?4</p> <p>there's a real tension</p>	<p>You're dealing with schools. You're not only dealing with your students, you're dealing with mentors, and, if you're going to be a good teacher educator, you use, use a certain vision that you develop together with your schools. And that, that brings of course conflict, but that conflict can be a creative conflict, which is good.6++</p>	<p>she is a very, very tangential thinker. A person you worry about, because the school system's going to destroy her originality.11+</p>		

				<p>between telling them what I'm telling them they should be doing, and how important it is, and then they go into school, and the teacher's too busy to do it. Or...or, you know, dare I say, not bothered.4+</p> <p>That's like challenging me, because it's like saying, 'yeah, that all looks like great fun, that starter activity, they don't do them in my school'. And that, that's quite difficult, for us, here.8</p> <p>we're always saying you must use the school system of behaviour management. But then they come in and say, 'but my teacher does it differently. He's got his own system'9</p> <p>'it's OK to have critical reflection, it's OK to criticise what we see'. I think it's alright to do that. That's the only way they'll get to think, 'is this right, what I'm watching?'. 'Cause they're in school to see what they shouldn't be doing, as well as what they should be doing, aren't they? To some... I mean..., it's a tricky one. I don't want them to ever think I'm criticising their school. But it's difficult sometimes not to come across in that</p>				
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				way, when they challenge you like that.9				
(non)- Recognition of meta- pedagogy	you asked me what skills and knowledge we bring in. Erm, I think we bring subject knowledge with us, but we have to learn then subject application – how do you teach that application of knowledge.4++		<p>good teaching is good teaching, whoever you're doing it to.5</p> <p>I'm not teaching 'em about music. But first and foremost, I'm trying to show them how to do that.5</p> <p>I have to kind of turn it on its head, and say 'OK, I'll show you this activity, but instead of you doing it to learn about music, you're doing it to look at the processes you have to go through to learn about music'. So, it, it's not looking at what you've learnt musically at the end of it, it's, it's what you've learned about working on this activity in a group, or as a musician, to see – it's about the processes rather than the outcome. 6</p> <p>(school teaching and ITE) I'm not sure if we don't just make it up as we go along.7+</p> <p>I think we do evolve a way of doing things. We find out what works and we sort of just stay with it7</p> <p>I think the knowledge base is other people.7 (Meeting, networking, conferences) BUT</p>	<p>good teaching is good teaching, whether you're with adults or children, or offenders, or whoever you're teaching. Erm, it's like the same things apply, so why would I not differentiate you, just because you're adults.4</p> <p>misses the point of the question about levels of modelling4</p>	<p>some of what we do I would say is training and some of what we do is education.1</p> <p>high leverage strategies (for pupils) the students themselves have got to learn certain strategies, and enact them7</p> <p>a series of principles which I think gave me a template for all learning. Now, be it, be it in the classroom, or be it, be it, erm, training people to teach.9</p> <p>Sometimes I just make it up as I go along! (laughs)11+</p>	<p>I've just reinforced all those messages there; about 'uncomfortable, pedagogical, new you, paraphrase, multiple entry points, you know, this is, this is what's coming up, this is how you're likely to feel'. Ah, but I'm also setting up a way of working; so, hand in the air, and they still do that to this day.2</p> <p>it's not what you like, it's irrelevant, it's got to get inside your learners' heads.2</p> <p>But then it becomes part of our lexicon of learning.3</p> <p>I hope I'm able to make this make this link, and that's the link between the pedagogy of teacher education and learning generally, and where do the similarities and differences lie. And that's why I was talking to you earlier on about proceduralisation of knowledge, automisation, awareness, meta-cognitive ability. Erm, but actually, learning to teach is also a physical thing3</p> <p>what we haven't done on our course as much as we need to is the meta-cognitive dimension.3</p>	<p>wanting to bring in 'personalised learning'5-6</p> <p>content rather than pedagogy7</p> <p>I know there are studies into it. Erm, but they're not disseminated amongst those who are learning to teach teachers.7</p> <p>Just in the same way that I wouldn't say there is a dialogue at all, erm, within primary schools, primary teaching, about, erm, how teachers learn.7-8</p>	

			<p>I don't know if there's any one place that I would go, that I would know where to go to find out something generic about teacher education. No.7</p> <p>(talks about content, not pedagogy)7</p>			<p>I suspect what I'm about to do is to not use the word 'why', and they have to put it in. (Plays a short snatch of video) Yeah, that's quite important. Also the way in which I'm modulating my voice is, is very significant. I'm pausing in front of key messages, I'm slowing down at key points, I'm also recycling those, there's a lot of recycling going on there of key messages, and the key messages have been whittled down to key soundbites3</p> <p>'You are a communication'. That's an important thing. That, that fits in to our professionalism stuff that we do with them. So, that's seeded that one in, if you like.6</p> <p>I'm going through 'learning (coughs) is a messy business' here, and your training is to be a messy business, and people make all sorts of assumptions about how education works.9+</p> <p>there's me using that expression there, I'm drawing on my knowledge of pedagogy, teacher education, in the overall theme.11</p> <p>unconscious incompetence.12</p>	
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						<p>Everything, I would add, is a teachable moment. That is very very key. Everything is a teachable moment. Everything you do as a teacher educator can be turned into a...13</p> <p>the underpinning teacher education is deciding which bits to make salient at what point in time. And that's part of the skill.13</p> <p>I'm making a link here between teacher education pedagogy and general learning.14</p> <p>Recognition of stages of development14</p> <p>I actually got that out of a book on the pedagogy of teacher education15</p>		
<p>Theory underpinning meta-pedagogy</p>	<p>to use research and theory to inform practice – which I don't think I did when I was in the classroom. Or certainly not to the extent now that I would encourage my students to do.2++</p> <p>I try to, to ensure that the theory kind of underpins the pedagogy.5 (BUT) Yeah, maybe it, maybe it does, but I don't think I've got that, I don't think I've unpicked that.5 (AND) (evidence base for teaching teachers?)I don't know.6</p>	<p>(constructivist?) I guess. Erm, probably without even me necessarily being aware, you know, that, that's really what I was doing.7+</p>			<p>I was able to talk to her about the part of optimal adaptiveness, for example, so I explained how you take on knowledge and you proceduralise it, and how it becomes part of you, and how part of learning is also forgetting, and it's about spinning plates, and all that sort of stuff.1</p> <p>those troubling binaries, those dichotomies, like, you know, behaviourism versus sort of constructivism and those sorts of things in a learning sense, are not very helpful. What we</p>	<p>The episodic memory pathway is, is, is quite powerful, but it's vague. You can sort of remember that's what I was doing. When you've got to, got to get, the semantic one is actually what the meaning was. But if you're going to link the emotions to it as well, which is what I'll be after here to a large extent, that then intensifies it.2</p> <p>they're going to make assumptions. And then those assumptions are going to be turned over..... that's leading in to not pre-judging</p>		

	<p>Other than the sources that obvious...that we already know of, then no, I don't...6</p>				<p>need to bring is sort of is to, erm, is, is to bring them together much much more.1</p> <p>one of the key things for me, and certainly from the literature, is that you've got to work with...a bit like working with the grain of the brain – you've got to work with people's beliefs. The idea that by giving, er, some sort of stunning lecture, and all sorts of cognitive messages that suddenly can be transported into some classroom reality, and have some marvellous transformational effect, is possibly pie in the sky.1</p> <p>First of all, we've got to, I think, get people to realise why they think in the ways that they do, and in order to be able, for them to be able to do that, you really need to produce in them some sort of Gestalt moment – and that's Korthagen's work there – where they suddenly think 'Ah yeah, what's going on here?' And then, a schematisation process, where they put it in their own terms. And you very carefully listen to them and ask them questions in a Socratic way, and find out what they're thinking, and</p>	<p>children, and listening – and a big concept here is listening to your learners.3</p> <p>See how I've paraphrased the word 'scaffolding'..... And I know that scaffolding is coming up later in this lecture as well. So, there's a lot of stuff I'm putting into a cognitive waiting room.4</p> <p>now we move on to my assumptions trail. This is all about assumptions. This all about listening to your learners again. It's the same theme, time and time again, but in a slightly different way. It's almost a, a Bruner-esque spiral curriculum within one session.6</p> <p>There's that multiple entry point stuff I was talking about earlier.6</p> <p>I'm hitting on the pedagogy of teacher education, Lortie's apprenticeship of observation, and getting them aware that, although they've spent a lot of time in the classroom, they know nothing. Other than their own prejudices, and that is now the theme I'm moving on to. But I'm still working on beliefs, assumptions, because our beliefs can actually be how we think.8</p>		
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					<p>summarise what they're thinking, and help them to crystallise out what's going on in their minds.¹</p> <p>you're trying to set up a series of lenses, so that the, the students can see themselves, and the world, and the, the, the, the, the social settings in which they find themselves, and the classroom from, from different perspectives. Um, and in that, erm, taking a, a, a, a term from Brookfield, what I attempt to try and do is go assumption hunting. So, just trying to find out - and the, the most difficult assumptions to find are the paradigmatic assumptions, they're so deeply ingrained that the students don't realise that they have them.²</p> <p>what we need to do here is go for the jugular on some jolly good old behaviourism.²</p> <p>we try and help the students understand why they're having difficulties – it's almost a professional dialogue on their, on their learning, erm, to become a teacher.³</p> <p>the 'pedagogical you' is something we work quite hard on, er, because being a teacher is taking on a certain role, and</p>	<p>what I'm after here, is almost like a DNA epigenetic effect on the entire programme. Because these messages are amplified through the mentor training⁹</p> <p>That's a famous article, Borko, 'A time for telling'. Er, it's when in teacher education you intervene and say, 'Right, actually, this is how you do it'.¹⁰⁺</p>	
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					<p>that's one of the most difficult things to get the students to do.⁴</p> <p>if you are of a particular disposition in terms of your epistemology or learning – erm, and I like to think that I'm reasonably flexible, but I will use this in that context, and that in another, and, but at least I'm hopefully aware of what I'm doing. Erm, trouble is, I'm not aware of what I'm not doing (laughs). And that, that's where the problem lies!⁵</p> <p>we want to get maximum traction for current and future teaching.⁷</p>			
THE IMPACT OF FORMER SCHOOL TEACHER IDENTITY								
Retaining identity as 'teacher'		I hope I didn't appear critical of practice in secondary, because that wasn't my intention.... if we dismiss everything like that, then what are we saying about our primary colleagues. ³	<p>I very much see myself as a musician teacher¹</p> <p>we're here as music teachers²</p> <p>We're not here to train a few, we're here to teach everybody.²⁺</p>		very keen to talk about beginnings as teacher, rather than TE.9-10		(when asked about skills and qualities for TE) I list twelve qualities, and say put them in order for a teacher. ²	
Currency	I think in students' eyes, there is quite a lot of kudos attached to you being immediately from the classroom, you know, and you - you're kind of from the real world, and you know how it is. Whereas now, they love it when I, when I bring someone else in (laughs). There is, there is that sense of immediacy, isn't there, that you can bring in. ⁴		I've not been in a classroom now for five years in school, so I need them to tell me about it as well. ³					I haven't been in schools for ages. So, let me get back in and pretend I'm a real teacher. ¹²

Empathy with pupils			they're mortified, but it's actually 'Well why have you got it wrong? - well, that's what happens to your pupils', you know.2+	And I just think we make assumptions about children all the time. And they do as well. Someone like (student D) is making assumptions definitely; about what kids can do, what they can't do.3				(re panic) To some degree, you know. Just to expose them to the idea, this is what children are faced with every day. I think it's really important that teachers have a grasp of that.2 what do children feel when they're faced with it. You know, and I made that point to her and then somebody else, and then I ensured I made it to the whole group.9
Confusing STs with pupils			obviously this is not a music lesson in school4 (BUT)	And she, she wanted the information, and you don't need it.10 So, I was trying to push them to the next level on that Bloom's taxonomy, if you like.10			(when asked if scaffolding their learning) Yeah, yeah2	It's just a challenge more than anything.2 you get the same few kids2 skills based curriculum 4 exactly the same point for kids here, you know, trainees4 kids6
Transferring skills and knowledge	I think probably far less than I thought maybe a few years ago, or far fewer, probably. I probably thought I was transferring more than I was. I mean, on a superficial level, then obviously a love for the subject, and an understanding of how...I was going to say how to teach the subject - an understanding of how I taught the subject. That's not necessarily an understanding of how to		I think when I first started as a teacher educator, I tried to transfer everything, because to be honest, no-one showed me any other way. And so I just taught them as if they were kids in school to some extent. And actually, it worked OK, it's just evolved into something slightly different now.5 I taught a huge, um, hugely in different		what I find is very helpful is that there's so much linkage between how people think you learn a language - 'cause there's a lot of automisation there, and proceduralisation as well - and how you actually learn actually the skills of teaching.2 when I came into this area here, I had a certain philosophy worked out that people really needed to do things, to		so I think actually a lot of the things that I was doing as a primary teacher do have great relevance up here, erm, rather more than the other way round.2 Talking about intentions, quite a few, you know.5 you need to keep doing different things, they learn different techniques that worked with the children.6	

	<p>teach it. Because that's quite a subjective perspective, isn't it?3+</p> <p>perhaps we're quite privileged in languages, in that we're used to communicating, and working with different groups, and setting up classrooms in a variety of groups that per...I don't know, that perhaps other subjects don't have that to such an extent. So in terms of thinking about groupings, maybe that wasn't so difficult. But I think, erm, sometimes making the transition from working with pupils, even if you're working with A-Level pupils a lot, to working with graduates, is perhaps a harder transition...yeah, it's perhaps a harder transition than sometimes it appears.4++</p> <p>you asked me what skills and knowledge we bring in. Erm, I think we bring subject knowledge with us, but we have to learn then subject application – how do you teach that application of knowledge.4++</p> <p>Yeah, but in terms of skills and knowledge...I mean, there's obviously all the skills, you know, that I think that are implicit anyway, that go</p>		<p>contexts, very very disparate, and I think that helped me a lot. Because I just think I can kind of click in to a different scenario.5</p> <p>there's something about the essence of good teaching which just stays the same across any of that.5</p> <p>when I first started5 doing it, it was like, well I'll teach you as if you are children, 'cause that pretty much – even with the older ones, that's pretty much what I've always done6</p>		<p>experience them in order to understand them, because I had these two classes, which had been very abstract propositional knowledge, and had been taught in a way that they could jump through the hoops and it worked very well. Something which was slightly more ragged round the edges, which was far more intense, and, erm, more emergent, and this, that and the other. I probably wouldn't have put it in those terms at that point in time. So, therefore, I brought that into teacher training.10</p>		<p>it's actually taken me a couple of years to work out ways to try and get back to what it is I wanted. I've always been aware of what I wanted to do, but it's having the courage6+</p> <p>I have consciously tried to put in things like more learning experiences into them, you know. But almost that's a reversion to what I was trying to do in, in primary. So it's kind of what I used to do as well as what I'm reading about, and it's all kind of... 7</p>	
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	– that you use as a teacher, and the knowledge that you have as a teacher. You bring them with you, but I think perhaps you use them differently, and you develop them differently4+							
Practice (including structuring learning)		<p>so that's really what I wanted them to do, and then I thought then I can start to kind of refine it a bit.... Because I really wanted them to realise kind of the...or to have some inkling of the enormity of the issue. Not just the difficulty of the issue, but actually how many pupils are involved.1</p> <p>so we've identified what transfer and transition mean, you know, we've...you've got some idea now of numbers involved, some of the issues involved, try to then make it, you know, more language specific.2</p> <p>I did a really nice kind of jigsaw2 activity with them based around the most recent Ofsted report from January this year, and, erm, they were kind of in trios, and partner A would have had secondary key stage 4, partner B had secondary key stage 3, and partner C had the primary aspect, and they all had to kind of fit everything together3</p>	<p>four hours is a long session, they need to be really active and doing stuff. Otherwise, they just glaze over3</p> <p>quite early in a session they'll be asked to discuss with a partner, or complete, today it was complete a quick quiz that you can discuss the answers with your partner.4</p> <p>some activity for them to do fairly early on, probably in groups or with a partner, and there'll also be some practical music in the session.4</p>	<p>(ILOs)I usually want them to understand what we're trying to do today.2</p> <p>and it's like, 'well actually, I've planned this lesson as well'. I haven't just thrown it together (laughs), you know, on last year's PowerPoint. Slightly.4</p>	<p>pedagogical prestidigitation, because that's actually tricking them into learning something which actually is not necessarily particularly interesting3</p>	<p>that's been very carefully thought through. Erm, and erm, some of this stuff is actually..., the, some of the stuff that you'll see in here, which appears spontaneous is actually rehearsed. Erm, 'cause I've, I've engineered the situation, to create the situation to make it appear spontaneous.1</p> <p>in that are things which are, that we can be drawing their attention to in terms of names and stuff like that1</p> <p>that is a technique from modern languages teaching; an oral cloze technique.3</p> <p>I mentioned this pedagogical prestidigitation to you earlier – so, you take it beyond just merely doing the activity, let's give it a purpose and an outcome4</p> <p>one of the key things certainly on a languages course is to tell a class nothing. And this is all about making your</p>	<p>I am quite aware that I, sometimes they do sit there for, for, for a long time. Though I do always try and break and s..., to stop after a little and get them to discuss in small groups6</p>	

		<p>I wanted the 7-14s to take a, quite a leading role as far as groups went, and that's why I made them leading spokespeople in groups.3++</p> <p>And then that's why I gave them the sorting activity then.4</p> <p>I wasn't even sure if the card sort activity would work. I just really liked that photo. I thought it kind of encapsulated everything. The fact that it was a muddy river, and it did have a bridge going across, and I think that really helped them. Well, it really helped me.4</p> <p>that's why I sequenced things the way I did.5+</p> <p>when we did the matching exercise, I wanted them to go beyond what was on the cards. Because it's too easy, I think, for them to think – 'ah yes, that's that and that's that'.6</p> <p>I try – whether it worked or not, I mean I tried for each activity to kind of set them up for the next one. So that, you know, they'd started thinking about practical, and then we looked at theory, then they hopefully used that theory to underpin...to</p>				<p>classes struggle to arrive at meaning.4</p> <p>I'm just dripping it in, dripping it in, dripping it in, dripping it in, dripping it in... And that's how we teach languages as well.4</p> <p>But what I'm using is a bit of conscious stuff, to make sure that my body language is actually not, erm, impinging, er, on the message5</p> <p>that's a reading technique5</p> <p>I've dropped it slightly on purpose to get the element of suspense5</p> <p>I have to comp... have to over-compensate. 'Cause I know I've got to get variety in there - and I'm not being hooked on VAK or anything like that -6 but it's just useful to know that you need multiple sources for your senses to pick up on.7</p> <p>you have to think forward8</p> <p>this is the modern languages classroom, it's an engineering situation, where they've got to say 'Again, please', and that's how you engineer other spontaneous language. You put them in positions where</p>		
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		<p>underpin the practical again.7++</p>				<p>there's a need, and a want and a desire to communicate. And that's stronger than the content itself.8</p> <p>you'll see me stop, and stop teaching, 'cause we've been going on for almost half an hour, and they will have to summarise, on the basis of the objects in the lecture thus far, it just gives them a break - real break. That's so important, 'cause they need to process information, process information...9</p> <p>I'll say something outrageous, and see if there'll come back at me. I used to do that when I was a school teacher.10</p> <p>It's a simple technique, but it's, erm, shows whether they're with you or not, er, if they're contradicting you, or, or this, that and the other.10</p> <p>the whole thing about processing information, about working out meanings, about th-th-sh...think-pair-share, to use, you know, the kind of thing that we use, that we've done for centuries, as language teachers.11+</p> <p>This is why I ask the questions at the start, what did I do on my holidays, you see? It all</p>		
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						<p>links in to this, 'cause it's leading on from the DIY and ...13</p> <p>It's like 'don't touch' – most children will touch it. It's something to do with our neurones. You, you, you must avoid using negatives.14</p> <p>Intrinsic motivation15</p> <p>and that's what we're driving for in the modern languages classroom all the time, every activity a pupil does, has to have a purpose beyond merely learning the language. That's, that's the key principle.16</p> <p>It's a bit like grammar in a foreign language; you're able to generate new structures, and new sentences.16</p> <p>So this is not coming out of the heavens. They've had pre-course information that links up to this and flows through it.17</p>		
Professional values	<p>...a gatekeeper to the profession, and that, that really, that did kind of make me....I've never forgotten that, and I've always...I've tried to kind of think about myself in that role1</p> <p>I'm sure there is a symbiosis between personal values and professional values,</p>		<p>you have to model professionalism1+</p> <p>A teacher is someone that sets very high professional standards in the way they present themselves in the fact that if it, if the lesson starts at 1 o'clock it starts at 1 o'clock1</p> <p>it's very important to set</p>		<p>we hopefully are mid... mirroring the best possible practices of anyone who is in any situation with someone who is vulnerable in a sense.6+</p>	<p>it's showing the interest in individuals and humanity and this, that and the other. 'Cause actually, erm, teaching is about, in my view, exploiting the human potential of the classroom.4</p> <p>I was thinking about School Direct, and how we can have an</p>		

	<p>because one must inform the other. And particularly personal, my personal values would inform – I hope – my professional values¹</p> <p>I don't think I do (laughs) always demonstrate best practice! But I, I would, I think I try to. Erm...and I...yeah, I mean I think I started by saying I would try, always try to be as well-prepared as I can, because that's what I expect of them, and it's un...I don't think it's appropriate for me to ex...have expectations of them that I'm not prepared to try and fulfil myself.²</p>		<p>a standard as well.¹</p> <p>values are centred around my subject, so not as a teacher, but as a music teacher.¹⁺</p> <p>for me, it's about teaching them that everyone is a musician.² (inclusion)</p> <p>my values are around, I find differentiation and inclusion and personalised learning, that's for me where it all happens.²</p> <p>it has to be for everyone² (inclusion)</p> <p>We're not here to train a few, we're here to teach everybody.²⁺ (inclusion)</p> <p>we are not here to train A-level musicians, we're here to teach children, all children about music.¹²(inclusion)</p>			<p>influence, and I think we're going to have an epigenetic effect on it. 'Cause it's our programme, therefore our principles need to imbue it. 'Cause it's our validation, which has our principles in it.¹⁰</p>	
<p>Passion for subject/ children/ education</p>	<p>I mean, on a superficial level, then obviously (transferring) a love for the subject³⁺</p>		<p>their subject is, is very very important.¹</p> <p>values are centred around my subject, so not as a teacher, but as a music teacher.¹⁺</p>		<p>you've got to be passionate about children and their education and how to improve it, and how to motivate them.⁵⁺</p> <p>I think it's just fascinating. I think any form of learning is fascinating. And we'll never know the answer. And that's part of the fun.¹⁰</p>	<p>In fact, in many ways it's easier to be friends with children, 'cause they want your love. I know that's not a phrase you're supposed to use, but kids need, in my opinion, to love you. You know, they want to know that you want them in your classroom, you, you know, you're happy with them around, you want to spend your time with them. Which makes, in my opinion, discipline much easier, 'cause if</p>	<p>Passionate advocate of skills-based curriculum⁴⁻⁵</p> <p>That's where my passion lies though, teaching children²</p>

							you withdraw that love – however temporarily – they really feel it. So, you’re not angry with them, you just withdraw that, that affection for the child.3	
Pleasure in ST learning		<p>Oh, that’s where (a student) makes a really good point, doesn’t he?1</p> <p>Yes, I was really pleased with (a student) there. It was good.... 2</p> <p>....I was really pleased that he’d remembered, and had seen the links between that and what we were doing today.3</p> <p>And then when I said to them, why was it muddy, and Sarah said it was not clear, lack of clarity – which was perfect.....5</p> <p>And I think they did that really well5</p> <p>I was really pleased with them5</p>		<p>at one point, um (student J) said to somebody else, ‘I, I think you’re underestimating what they can do’. And I’m really pleased that he said that.3</p> <p>That was a good answer, wasn’t it? That was (student C) – I’ll give her that one. She said, ‘oh, these are just labels’. Yes - brilliant.6</p> <p>I felt like that was a good moment, where everyone had suddenly got this... it’s about individuals – yeah, and we’ve all got needs, and I thought that, that’s a good moment.6</p> <p>they were kind of, they were actually then moving on quite far. Which I thought was quite good.11</p>	<p>if a student says to you, ‘What you suggested actually worked!’ (laughs), and I say, ‘Oh, really, that’s so good!’, and I sort of smile, I smile inwardly and think, oh how delightful!5</p>	<p>Did you hear what she said? Hair, yes, there’s a fascinating solution coming up here.5</p> <p>(+ stories of ketchup + being pregnant)</p>		<p>I was quite chuffed with that.2</p> <p>People were kind of buzzing as they left, you know, and said, I said, I’ve really enjoyed that, and, and there were lots of nods going on.3</p> <p>he came at the end to say ‘I wish I’d had this session’ before he did it.6</p>
Sensitivity to ST needs	<p>I’ve had to kind of think of myself in that role (gatekeeper) more than I have in the past, because I’ve got some weak students...so I think, I think that does inf...that would certainly influence things for me.1</p> <p>perhaps if you asked my students, they might say</p>	<p>It’s funny how many of them came in today1 and said we’re so glad to be back – I think they’re really struggling. Not that they love me or anything, they really need a break.2</p> <p>Oh, that’s where I tried to get them to think what they thought the bridges</p>	<p>students get very worried, and very stressed, and very tired, and I think quite often you have to help them just stay on that straight and narrow path, just see the goal at the end, ‘cause it’s a quite stressful course.1</p>	<p>when I looked round at their faces – I can tell at this point in time, they’re finding it hard1</p> <p>I just looked at their faces and thought they all looked really tired.1</p> <p>I just wanted to kind of make them feel ‘this is going to be good, this is</p>	<p>when I realised that she was worried about that, I went immediately to see the group of students concerned1</p> <p>??deliberately imposing panic2</p> <p>we notice in the students’ teaching, that when they’ve got to</p>	<p>There’s a slight warning that <i>they’re</i> going to feel uncomfortable on this course1</p> <p>‘I’m terribly sorry I made you feel uncomfortable. Erm, would you like to talk about it?’1</p> <p>‘cause some of the</p>		<p>She put her scarf over her face, and just had a mental block: ‘</p> <p>I can’t do it’. So I went to sit with her....8</p> <p>she needed that, me to go and sit with her9</p> <p>obviously I was going over to her, but I tried to</p>

	<p>'oh actually we do too much of that - we don't do....'2</p>	<p>might be called, but it was too hard for them. They had a stab at it.6</p> <p>I didn't think they approached that discussion about planning very well. They seemed to be talking about other teachers, rather than about planning.7</p> <p>I thought – at the beginning of the day, I can't really pick her up on that, because I haven't seen them for7 five weeks, and I'm trying to sort of set the tone. I mean, you know, if I suddenly say 'actually what about everyone else', then it kind of...but I was aware of that.8</p>		<p>going to help you. 'Cause I want to help you.'1</p> <p>?Sometimes I can't quite understand what he's getting at. And that worries me as well. I wonder how clearly he explains himself in school. I'll find out tomorrow.2+</p> <p>And it's that thing that I was trying to stress to them that it shows that I care about you. Because if I just give you all the same stuff and don't differentiate, I don't care about you, do I? I don't care enough to actually spend the time thinking about it.4</p> <p>he's obviously, he's obviously quite worried about, about his lesson tomorrow, which is the first one that I've seen him teach. So, there's clearly a bit – quite a lot of anxiety there. Yeah. So, that's kind of, erm, showing me he's not really concentrating on what we're doing today.5</p>	<p>something where they feel safe, and they feel secure, so it's very Maslow, erm, there's regularity3</p> <p>in any form of learning, risk taking. But risk taking you need to feel reas..., reasonably secure in yourself. So, a lot of what we do, er, er, I think it's important in teacher education as in any learning, is get the right affective and cognitive scaffolding there. So, you get the people safe and secure enough to be able to make a bit of a jump5</p> <p>safety and security, in terms of belonging, in terms of vision.6</p>	<p>things you do, really do spark off emotions in them, in them, because you've got, you've got this high intensity of contextualised experience, something that's really powerful1</p> <p>(feeling safe) That's important, because you want them to risk-take, etc.2</p> <p>it takes a lot of courage in a group you don't know to answer a question to a lecturer you've never seen before.2</p> <p>she is a very, very tangential thinker. A person you worry about, because the school system's going to destroy her originality.11+</p> <p>I can't do that because I don't really know the students.13</p> <p>you know that that student will benefit from x, y and z at that point in time, but you've got to hold back. Listen to the student, listen to the student13</p> <p>part of the skill is deciding where next? Where next? 'Cause it could be this, this or this. So, if you can find out what they're thinking, and what they're really</p>		<p>make that as friendly and as non-threatening as possible, you know, by making a joke of it as I went over and so on.9</p>
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						<p>interested in, that's where you go next. Or what they're less worried about, and you ignore the rest. Just keep it off to the side.¹⁴</p> <p>it's supposed to reassure them.¹⁴</p> <p>So you start where your learner is. 'And that's where we're starting with you, the PGCE students. We will listen to you. We won't make¹⁵ assumptions. We will move forward from this point, and together we will go on this journey'.¹⁶⁺</p> <p>Listen to your learners and how they, how they react¹⁶</p> <p>this is about risk-taking, this is about support, this is about¹⁶ success! 'And yes, you will succeed! And it's gonna be difficult!' ¹⁷</p>		
OTHER VARIABLES								
	<p>But do you know what, it depends who I'm teaching. Because when I'm teaching GTP students, they actually - they don't want the theory. And when I've tried giving them theory, they're not interested. They just want, they just want to know, how do I do it, and how do I do it in my classroom.⁵</p>		<p>(Primary v secondary) what they need is subject knowledge, rather than pedagogical knowledge⁶⁺</p> <p>Just actually teaching primary trainees, when your background is in secondary teaching is, is not always very comfortable.⁷</p>				<p>with my Year 2s, for my under-grads it's different to some degree.⁴</p>	