Talking About Teaching:

Unmasking 'pedactivist' pedagogy in university-based English early childhood initial teacher educators' narratives

By

Karen Julie Vincent

Canterbury Christ Church University

Thesis submitted for the Degree of Doctor of Education

2021

ACKNOWLEDGEMENTS

I would like to thank my ever-patient supervisors, Dr. Kate Smith, Dr. Judy Durrant and Prof. Sacha Powell. I could not have done this without you all. You were each able to sense what I needed at just the right time, and you have guided me through this long and sometimes arduous journey to finding my voice, with enormous sensitivity and care.

I also want to thank my employers, Canterbury Christ Church University for the staff development funding that enabled me to undertake this doctorate.

The countless acts of academic generosity enacted by my colleagues near and far have made this thesis possible to write. Special thanks go to Dr. Viv Wilson and Kerry Jordan-Daus for starting me off on this journey of pedagogical research through their leadership of practice.

I would also like to express my enormous thanks to the participants of this research. You each wholeheartedly welcomed me into your professional lives, giving up precious valuable time to talk to me and share your stories. I hope I have done them justice.

To my family and friends: You have endured and tolerated the impact of the challenges that completing this thesis has presented. Thank you for your love and understanding. Special thanks go to Alan for his incredibly thorough proof reading.

Finally, my greatest debt is owed to my husband, Jonathan and to my children, Sarah and Matthew. You have believed in me throughout this whole journey and your unending support and love enabled this thesis to reach its destination. Thank you. …

CONTENTS

ABSTRACT

This thesis has been researched and written from the insider perspective of an English university-based Early Childhood Initial Teacher Educator. It addresses a gap in early childhood initial teacher education pedagogical research, adding to the base of knowledge about this distinctive educational phase. A novel carnivalesque approach inspired by Bakhtin (1984a: 1984b) was used to playfully explore narratives co-constructed in conversation with four English early childhood initial teacher educators (ECITEs) over the course of a year. This approach created new knowledge about the ECITE's experiences and values in relation to their teaching, showing that they positioned their students as inquirers of dichotomous philosophies of practice. 'Pedactivism' describes the pedagogical activism infused throughout the Early Childhood Initial Teacher Educators' narratives of teaching. They navigated instrumental, pervasive, and dominant discourses juxtaposed with play-based, child-centred values and principles aligned with the Early Years Foundation Stage (EYFS) (DfE, 2017a) as a result of the positioning of the EYFS (2017a) with compulsory education.

The research indicates that a broader consideration of pedagogical approaches that embrace conceptualisations of teaching in early childhood initial teacher education are required. More opportunities for conversations between ECITEs to talk about teaching pedagogies need to be found and including the playful spirit of carnivalesque in these conversations can support the elucidation of tacit pedagogical beliefs.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This introductory chapter introduces the rationale for this research study. It begins by contextualising the study and explaining the author's motivation to undertake this research in English university-based early childhood initial teacher education. The research aims and questions are justified and shared. The context in which this research was conducted draws attention to the unique challenges that arise from the political positioning (Moss, 2019) and core content quality assurance demands (DfE, 2019) associated with early childhood initial teacher education. Reasons for employing a carnivalesque language approach to examine and analyse professional learning conversations are shared.

1.1 Research rationale

This thesis aims to contribute new knowledge to the international field of initial teacher education by considering the pedagogical experiences and values of English early childhood initial teacher educators. Early childhood is impacted ecologically by social and cultural policies that vary according to context (Duncan and Tarulli, 2003). Professionals working in the early childhood field are struggling to make sense of the contradictory nature of child-centred pedagogical approaches within a 'paradigm of hierarchical knowledge production and application' (Urban, 2008 p.145). Early childhood education is impacted by neoliberalism (Novinger and O'Brien, 2003; Brown, 2009) and 'objective accountability' (Fennech *et al.*, 2010 p. 89) as governments internationally prioritise the care and education of young children (Krieg, 2010), resulting in educators adopting pedagogical approaches that employ 'resistance-based professionalism' (Fennech *et al.*, 2010 p. 89). Resistance based professionalism arises when the 'regulatory gaze' (Osgood, 2006) appears to supersede professional integrity, thus

undermining teachers' agency and giving rise to activist professionalism (Sachs, 2003 cited by Fennech *et al.,* 2010).

Agency, advocacy and activism are prevalent themes within the identity construction of early childhood teaching professionals (e.g. Archer, 2020; Brown, 2009; Castle and Ethridge, 2003; Grieshaber, 2001), and within a culture of neoliberalism, these themes create ethical challenges for ECITEs (Brown *et al.*, 2016). More research is needed to understand the experiences of this group of education professionals (Brown, 2009; Porter, 2019), who are acknowledged as being key in supporting the identity formation of new teachers who are being inducted into these discourses of practice (Malm, 2020; Marsh, 2003).

It is important to make clear that this thesis is not a form of critical resistance. Instead, this thesis sets out to trouble and explore ECITE's pedagogical narratives through the utilisation of Bakhtin's literary theory of carnivalesque (1984a, 1984b). His theories (1984a; 1984b) have been used in education to explore the experiences of early childhood teachers (White, 2016; Duncan and Tarulli, 2003) including teachers in higher education (Morrell, 2004). In this thesis, I set out to investigate the values and pedagogical beliefs of ECITEs working within the English university context of early childhood initial teacher education.

This thesis does not aim to offer a route to transformation or emancipation but instead to utilise the power of play to explore the values and experiences of ECITEs. Exploration requires an openness to difference and possibility (Shields, 2007). White (2016) claims that 'Bakhtin's pedagogical inspiration is less concerned with popular concepts such as 'emancipation', 'empowerment' or 'enculturation' than with the effort of understanding and appreciating the potential of meaning-making encounters between subjectivities, and what this means for the developing consciousness' (p. 1). Play has the potential to be at the epicentre of contrasting forces where both similarities and differences in our interactions with language can be mutually explored (Duncan and Tarulli, 2003) and carnivalesque offers the potential to disrupt our 'taken for granted' interpretations as ECITEs live within their language dialogically, and discourses are mutually explored (White, 2016).

Exploring ECITEs' subjective understanding, so that their values, beliefs and experiences of teaching in university contexts could be examined more closely *with* them will help to create new knowledge that can support and develop pedagogical understanding and practices.

Considering how ECITE's in the English context were defining their pedagogies and talking about their experiences and values will help the international community to understand how specific policy contexts may impact on pedagogical thinking in *early childhood* initial teacher education.

The author has been a university-based English Early Childhood Initial Teacher Educator (ECITE) for ten years. During this time, professional learning opportunities that are focused on developing pedagogical approaches within the early childhood phase of initial teacher education have been limited. Pedagogy, defined as 'the act of teaching together with the ideas, values and beliefs by which that act is informed, sustained and justified' (Alexander, 2008 p. 4) differs for early childhood teachers when compared with other phases of education, so exploring the experiences and values of this specific group of teacher educators will add to the pedagogical knowledge base in initial teacher education. Alexander (2008) claims that for many, pedagogy means 'what' teachers do rather than 'why' they do it. This research created opportunities to explore the 'why' of ECITE's pedagogical thinking through co-constructing narratives based on developing understanding of their experiences and values.

Wyse *et al.*'s (2018) close-to-practice report acknowledges the lack of studies conducted by academics in initial teacher education as well as in early years education and highlights the need for more research in this phase of education. This phase needs to be specifically considered in the English context because ECITEs and their student teachers are navigating two competing discourses that require distinct pedagogical considerations: An early childhood discourse based on views of the child as having agency and competency as promoted in the Early Years Foundation Stage (DfE, 2017a) alongside a contrasting early years discourse relating to notions of instrumentalism and school readiness as promoted within compulsory education (Moss, 2019; Neaum, 2016). Issues arise in England as a result because many children begin school at the age of four, before the compulsory school age of five. They enter a 'reception' year of school where they are still considered to be at a 'foundation stage' of learning. The Early Years Foundation Stage framework (DfE, 2017a) governs their experiences at this formative stage, but because they are within the context of school, they are also subject to policies and cultures that influence their primary years. These complexities have implications for early childhood teacher education in England. ECITEs need opportunities to

consider how these complexities might impact upon their pedagogical practices and the learning of their student teachers.

1.2 Research aims and questions

Teacher educators revealing *their* thinking about teaching is important because it develops and supports student teachers' understanding of the considerations and pedagogical thinking that is required for teaching (Loughran and Menter, 2019; Rowan, Brownlee and Ryan, 2019; Carter Andrews *et al.*, 2019). This activity is acknowledged as being challenging (MacPhail *et al.*, 2019) for teacher educators and means that there need to be opportunities for teacher educators to explore this thinking as a rehearsal for their practice. The idea of adopting a playful approach to the elucidation of this pedagogical thinking by drawing upon Bakhtin's ideas of the spirit of carnivalesque (1984a), emerged early in the research project as the result of the researcher's position as an ECITE who had experience of drawing on the power of playful approaches in supporting student teachers' learning. A collegial conversation led to the researcher drawing on this power through entering into the playful spirit of carnival to analyse narratives throughout the research process. Bakhtin's carnival (1984b) stresses the role of dialogue in getting underneath the surface of officialdom in order to 'unmask' and reveal what is not immediately apparent. It held potential to explore pedagogical thinking that over time, may have become tacit.

There are several terms used in this thesis that require clarification and justification: **discourse, unmasking and pedactivism**.

Discourse: discourses are dynamic 'frameworks for thought and action that groups of individuals draw upon in order to speak and interact with each other in meaningful ways' (Marsh, 2003). We make sense of the discourses at play within early childhood initial teacher education through dialogue. This is the means through which we will be enabled to understand, and these experiences will give rise to language-based encounters which are embodied and situated in time, space and context. Discourses are therefore understood in this thesis to be dialogic (Bakhtin, 1984a) as we develop a 'base for knowing' (Bullock, 2009) through carnivalesque means of analysis.

Unmasking: Masks legitimise us to be 'other' and to step into different professional roles. In initial teacher education, masks communicate a powerful position. They also protect us from our vulnerabilities. Finding out what lies beneath the mask requires openness, honesty and trust. Dialogue was vital in aiding the unmasking of tacit assumptions about teacher educating and acted as a disruptor of discourses following carnivalesque analysis. Unmasking enabled us to explore tacit, hidden or implicit thoughts and beliefs and examine them rather than assume that that there were pre-existing stories to be told (Knight and Saunders, 1999).

Pedactivism: Pedagogical activism or pedactivism is revealed in the narratives in this thesis as the act of translating practices, pedagogies and languages as defenders of play and playful practice pedagogies in Early Childhood Initial Teacher Education.

This introduction has highlighted the context for ITE in England that requires specific consideration arising from the positioning of the EYFS (DfE, 2017a) at the nexus of non-compulsory and compulsory education. Exploring this context to create new knowledge for early childhood teacher educating will be through an approach designed to probe tacit knowledge. Bakhtin's theories of carnivalesque (1984a; 1984b) formed the basis for a playful methodological approach in exploring tacit knowledge emerging from ECITE's narratives. Conversational narratives captured in moments in time during the research conversations, facilitated emergent thoughts about early childhood teacher education pedagogy. These thoughts were subjected to analysis in between each conversation and allowed time and space to probe the tacit thinking that presented itself through each captured narrative. This analysis was re-presented for further consideration in subsequent co-constructed conversations. This approach helped to shift 'taken for granted' assumptions and provided new perspectives from which renewed understandings of the pedagogical discourses, experiences and values that emerged could be further co-constructed. The involvement of participants in this process is reflected in the researcher's description of this as 'we-search'.

The decision to 'we-search' teacher educating through conversations and collaboration was initially because the author had personally experienced these as powerful ways of learning in common with the ways in which teacher educators show their preferences for learning (Czerniawski, Guberman and MacPhail, 2017). Language, as an expression of consciousness

and therefore a medium for playing with ideas and concepts, formed a basis for exploring pedagogical practice with other professionals. Examining experiences and learning with colleagues in different universities had the exciting potential of opening up new and diverse possibilities for thinking due to the different contexts involved.

The main research questions were:

How are ECITEs pedagogies being defined within the discourses of practice?

How do ECITEs talk about their experiences and values in relation to their teaching?

How does carnivalesque analysis support the elucidation of tacit pedagogical beliefs?

1.3 The context of early childhood initial teacher education in England

Working in University-based Early Childhood Initial Teacher Education in England is subject to many competing pressures and demands as the result of policy decisions taken at a national level. Whilst many demands upon teacher educators are shared internationally (Van der Klink *et al.*, 2017), there are specific considerations within the English context of early childhood initial teacher education arising from the positioning of the Early Years Foundation Stage (DfE, 2017a) within compulsory education settings. ECITEs are grappling with a new proposed framework for the Early Years Foundation Stage (DfE, 2020b) alongside the established Early Years Foundation Stage (DfE, 2017a) as well as a revised version of Development Matters at the time of writing (DfE, 2020c). Student teachers specialising in the early childhood phase need to be able to work within these frameworks as well as the National Curriculum (DfE, 2013a). They must also be able to work within a diverse sector with provision that is an assemblage of different criteria and purposes dependent on the stated aims, qualifications and pay of employees. Whilst some providers promote childcare for working parents, others espouse certain educational values. Provision is organised through private, voluntary and mainstream providers, but despite this diversity, all early childhood providers subject to Ofsted regulations are expected to promote the values and principles of the Early Years Foundation Stage (DfE, 2017a). These principles and values support children's learning and development

between birth and five years of age, conveying that children are unique and require enabling environments and positive relationships for their learning and development to thrive.

Pressures in teacher education have steadily been increasing over the past ten years arising from a fragmentation of provision since 2010. During 2010 and 2011, the coalition government published a series of white papers and acts (DfE, 2010; 2011a; 2011b) that diversified the number of routes to Qualified Teacher Status. These initiatives placed teacher educators under enormous strain in maintaining partnerships and coping with regulatory regimes that designated allocations for teacher training according to Ofsted outcomes. Whilst universities have a long and established history of working in partnership within diverse educational settings, these changes shifted the focus towards a school-led approach for initial teacher education, with universities held accountable for the training of teachers. Teacher educators became arbiters of quality assurance over provision upon which they had no direct control.

As well as diversifying routes, placing pressure on university faculties of education, external demands from regulatory bodies such as Ofsted became significant additional factors in diverting attention away from professional learning. The power of Ofsted means that resources are directed towards ensuring student teachers can meet teaching standards and cover areas of priority. The set of core competencies for ITE (DfE, 2019) that sets out a body of knowledge that students need to know by the end of their training is challenging for teacher educators who are concerned with *educating* teachers to think rather than *training* teachers meet sets of competencies. Whilst these competencies leave providers to discuss their individual purposes and approaches, the implication of listing content under the headings; 'knowing how' and 'knowing that', is that educating teachers is about passing on a body of knowledge. These pressures mean that the focus on the work of teacher educators and support for the development of their pedagogical strategies may be diminished (Murray, 2008: Winterbottom and Mazzocco, 2016) as they struggle to meet the competing demands of their roles. Opportunities need to be created for teacher educators to experience professional learning opportunities focused on aspects of their teaching (Czerniawski, Guberman and MacPhail, 2017; Lunenberg *et al*., 2017) if integrity and expertise is to be valued.

1.4 Navigating the nexus of early childhood and compulsory education

Teacher preparation for the youngest learners in our schools and settings requires an understanding that learning experiences should be different from formal education (Sisson *et al.*, 2018; Mahmood, 2013). Student teachers need to be able to understand the needs of the youngest learners in early childhood settings as well as learners in reception and key stage 1.

Within the English university-based context of early childhood teacher education there are currently two early years teaching qualifications reinforcing divide with the sector; Early Years Teacher Status (EYTS) and Qualified Teacher Status (QTS) resulting in employment with different sets of pay and conditions. Both these routes to acquiring 'teacher' status to teach children in their early years in England are subject to the same entry requirements. EYTS focuses on the 0-5 age phase and prepares new teachers to meet the Early Years Teacher Standards (DfE, 2013b). Teachers with EYTS can work within and lead practice in nurseries, pre-schools and early years settings within academy and free schools (but not mainstream primary schools). Their pay and conditions on qualifying are different from teachers who acquire QTS. QTS for primary school teachers focuses on the 3-11 age phase, preparing new teachers to meet the Qualifying Teachers' Standards (DfE, 2011a). Acquiring QTS means students can teach in any age phase and in any early years setting or school. These two different sets of pay and conditions for new Early Years Teachers reinforce a two-tier system. ECITEs may therefore work with two sets of competencies, and they also have to navigate competing discourses that add to the complexity of their work. The Early Years Framework is based on a set of pedagogical principles that views the child as 'unique' (DfE, 2017a). Preparing new early childhood teachers to teach in the Early Years Foundation Stage (DfE, 2017a) with its attendant discourse based on the holistic development of young children, is in tension with the prevalent 'readiness' discourse, often associated with the demands of Ofsted within compulsory education (Moss, 2019). The nexus of these competing discourses is in the reception year of school and key stage 1. The reception year is the end of the EYFS (DfE, 2017a) but is often the first year that young children enter school. This reception year of school is a 'properly political question' that requires teacher educators and teachers to navigate 'two parts of the education system (Moss, 2013 p. 2). This has unique challenges for ECITEs as students

experience tensions arising from their school placements (Yoon and Larkin, 2018) and this means they need opportunities to explore them with their mentors and tutors.

The distances between these discourses are exacerbated by influential publications such as 'Bold Beginnings' (Ofsted, 2017), which focuses on the extent to which children should be supported in getting 'ready for school'. These publications fuel a perception that the purpose of the reception year should be to meet pre-determined goals and benchmarks. Viewed thus, 'ECE [Early Childhood Education] is talked of as an intervention that can improve the performance of children in CSE [Compulsory School Education], in particular those at high risk of under achievement' (Moss, 2013 p. 5). This rhetoric has reinforced the view that the purpose of the reception year is a year in which children 'get ready' for school. This has had the effect of diluting the values and principles of the EYFS (DfE, 2017a). The proposed revisions of the EYFS (DfE, 2020a; DfE, 2020b; DfE, 2020c) now emphasise a discourse of readiness that prevails as a core purpose of the reception year. This view is diametrically opposed to the intentions of the child-centred, developmental model that was originally aligned with the Early Years Foundation Stage (DfE, 2017a) developed in partnership and extensive consultation within the early years sector (Pascal, Bertram and Rouse, 2019).

These tensions have the potential to create additional complexity for newly developing early childhood teachers. They are grappling with understanding and developing their pedagogical expertise in relation to how young children might be enabled to learn appropriately alongside navigating the politics of the readiness discourse which has the potential to hijack and alienate young children's rights to learn through play (UNICEF, 1989) within a holistic education designed to meet their holistic needs. Helping early childhood student teachers navigate these sets of discourses are influenced by ECITE's beliefs and personal epistemologies (Brownlee, Shraw and Berthelsen, 2011). This means that making opportunities to for them to reflect in and on action (Schon, 1991), in order to raise awareness of tacit and implicit beliefs that inform pedagogical decisions, is vital.

Creating opportunities to engage in dialogue with other teacher educators generates new knowledge of tacit and implicit beliefs about teacher educating (Clandinin, 1993). Language as the medium through which thoughts take on life and meaning are ways that human beings make sense of the world (Bruner, 2006) and it is in these interactions with each other that stories can emerge and be constructed in ways we might find difficult to do alone (Craig and Huber,

2007). Collaborating with other teacher educators provides opportunities to begin to see into pedagogical thinking. Increasing self-knowledge of pedagogical beliefs can be promoted and supported by the presence of others in making them explicit. This is important because policy frameworks acting as 'ideologies steering practice from afar' (Roberts-Holmes, 2015 p. 302) have the potential to influence professional behaviours. Understanding more about the pedagogical decisions that individual teacher educators take, and the impact of policy frameworks can impact on student teachers developing notions of professionalism. 'The personal epistemologies of teacher educators influence their students' learning, particularly in academic contexts' (Brownlee, Shraw and Berthelsen, 2011 p. 3). The ways that teacher educators enact their epistemological beliefs during initial training can influence the ways in which their students conceptualise their roles as developing teachers (Brownlee, Shraw and Berthelsen, 2011; Kane, Sandretto and Heath, 2002; Perry *et al*., 2019). This responsibility means they need support to examine and reflect on pedagogical decision-making with colleagues.

1.5 Professional learning conversations

As former teachers, ECITEs are experts in educating young children. However, when becoming a teacher educator, they may need additional support to develop an understanding of their new role because it is acknowledged to be complex in its demands (Fletcher and Bullock, 2015; Cochran-Smith *et al.*, 2016; Czerniawski, 2018; Whiting *et al*., 2018). Whilst they may have been proficient educators of children, as teacher educators they become 'second-order practitioners' (Murray, 2002; 2008). These early induction years can be particularly challenging (Murray, 2002, 2008; Goodwin *et al*., 2014; Wood and Borg, 2010). ECITEs need to be able to teach adults *about* teaching young children. This requires developing new pedagogical approaches (Loughran and Berry, 2005; Loughran, 2013; Murray, 2002) as they need to be able to make the complex decisions involved in teaching, visible for their students to learn about teaching. Yet theorising one's own practice is not a straightforward act (Loughran, 2013).

As teacher educators learn to teach *about* teaching and become more experienced, they need to learn to be explicit about their pedagogical strategies and the decisions they make. This is so that their students can begin to see into and understand the decisions that are made for the benefit of learners (Mansfield and Loughran, 2018; Mansfield, 2019; Loughran, 2019; Loughran and Menter, 2019). Professional learning needs to be within communities that value and support professional learning. However, due to the complexity and demands, teacher educators face significant challenges in researching their practice as a form of professional learning (Murray and Male, 2005; Loughran, 2013; Evans, 2019).

The growing body of self-study research literature (research that supports professional practice within teacher education), can support our understanding of the challenges that teacher educators face (Vanassche and Keltchtermans, 2016; Fletcher, 2016, Berry and Forgasz, 2018). Teacher educators are perfectly positioned to be able to study knowledge about teacher educating within their own communities. Developing a 'base for knowing' (Bullock, 2009) about teacher education needs to be a personal endeavour informed through knowledge about the practice of others. Talking with others can help to formulate new ideas and thoughts which have the potential to influence future actions.

1.6 Thesis structure

This thesis has been organised using the analogy of a metaphorical two-layer sponge cake with carnivalesque filling. This carnivalesque cake as a metaphorical offering, is presented as a device to assist in making meaning. A metaphorical approach is a powerful way in drawing together abstract, invisible concepts and making them concrete (Bolton, 2014), so this approach will enable each chapter to explore different components of the metaphorical cake.

Chapter 2, (literature review), examines each sponge layer of the metaphorical cake. The base layer critically explores narratively co-constructed teacher education literature, and the top layer is formed through folding together two bodies of literature: teacher educators' pedagogical practices and early childhood professional considerations. When sandwiched together with carnivalesque filling (critically examined in chapter 3), three critically crucial flavours emerge. These act as critical lenses though which the research aims can be considered.

Chapter 3, (methodology chapter), examines the carnivalesque cake filling that draws both layers together. It explores and justifies the decisions to narratively co-construct pedagogical thinking through 'we-search'. The methods, ethics and process of data analysis are critically examined.

Chapter 4, (research findings and analysis), presents each participant's story narratives in turn. Critical analysis of the data gives an insight into each participant's story and the role of carnivalesque in revealing the findings. The three critically crucial ingredients form critical lenses through which hidden early childhood teacher education essences hiding in the narratives are unmasked.

Chapter 5, (conclusions and implications of the research). This chapter sets out the significance of the findings that emerged in the previous chapter. The essence of early childhood teacher education unmasked in the previous chapter is considered through answering the research questions, identifying the limits and highlighting areas for possible future research.

CHAPTER 2

LITERATURE REVIEW: LAYERS OF CAKE

2.0 Introduction and overview.

The purpose of this chapter is to draw together the literature concerned with the aims of this research. These aims were to create new knowledge that could support and develop pedagogical understanding and practices in early childhood initial teacher education by considering how ECITE's pedagogies were being defined, through the ways they talked about their experiences and values. A conceptual framework is developed through which the research questions can be considered.

The literature selected for this study is 'close to practice' (Wyse *et al.*, 2018) empirical literature that has been drawn from research with and by teacher educators and is specifically focused on their pedagogical approaches as second order practice (Murray, 2002). The aim of the review is to draw conclusions from this body of work and summarise the approaches that appear to be most prevalent. This analysis will help to draw out themes that will form a framework within which early childhood can be more specifically considered as a specific phase within initial teacher education. Literature that researches the early childhood field, examining the experiences of student teachers and professionals, and makes recommendations *for* teacher educators, for example: Brown, (2009); Castle and Ethridge, (2003); Gibson *et al*., (2018); Goodfellow and Sumsion. (2000); Hyun, (2003), Grieshaber (2001); Yelland, (2000), will therefore not be included in this review. This is because, although tangential to the research focus, these studies do not specifically research *how* teacher educators have incorporated these findings into their pedagogical considerations.

The use of a two-layer sponge cake analogy will facilitate this process. The first part of this chapter will examine and justify the base layer of the cake: the need for teacher educators to raise their self-awareness through collaboration to be able to effectively educate teachers. The second part will review and combine the two bodies of literature centred on pedagogies in ITE and those located in the early childhood professional field, to examine and justify the top layer

of the cake. The final part of the chapter draws conclusions by placing the layers together and setting out three critical lenses (known as crucially critical ingredients) through which it will be possible to consider the research aims. Both layers of this metaphorical sponge cake are of equal size as they are equally important but for the cake to be considered complete, it requires a filling that is flavoured with the choice of research method: carnivalesque. The filling will give access to both halves and bind the cake together and will be explored separately in the methodology chapter (chapter 3).

2.1 Base layer: Self-raising agents

In this section, I examine the university-based teacher education professional learning knowledge base to consider 'how practices are being articulated'. I argue that knowing more about educating early childhood teachers and being able to do this competently requires teacher educators' involvement in researching their own pedagogical practices, collaboratively. They need to be motivated to activate their agency as a 'self-raising agent' of their own practice, but they require communities that support and enable them.

Teacher educating involves 'meta teaching' (Chen, 2013) or 'second order practice' (Murray, 2002). This is because educating teachers requires different pedagogical considerations from teaching children. To be able to teach about teaching, teacher educators need to be prepared to engage with and examine their own notions of teaching because 'the act of teaching together with the ideas, values and beliefs by which that act is informed, sustained and justified' (Alexander, 2008 p. 4), requires teacher educators to be consciously aware of their pedagogical decision making and be able to define their decisions for students of teaching. This means that teacher educators need to be engaged in communities that seek to help raise awareness of their rationales for practice. Because knowledge of teaching becomes more tacit over time through the experiences of practice (Loughran, 2019), the desire to ask 'why?' of one's own pedagogical reasoning needs to be continually nurtured for pedagogical integrity within communities. The adoption of an 'inquiry stance' (Cochran-Smith and Lytle, 1999) by teacher educators and students can enhance pedagogical thinking. An inquiry stance means conceiving

knowledge as tentative and provisional, which requires reflection as an inherent aspect of professional thinking (Schon, 1991; Mezirow, 2003; Berry and Forgasz, 2018).

Teachers (and teacher educators) need to create new forms of knowledge for themselves (Cochran-Smith and Lytle, 1999). Cochran-Smith and Lytle's (1999) conceptualisation of knowledge encompasses: knowledge-*for*-practice, based on the idea of university research providing expertise for teachers to use; knowledge-*in*-practice, where teachers seek to understand the knowledge as experts of their own practice; and knowledge-*of*-practice which positions teachers as researchers (Cochran-Smith and Lytle, 1999). The implications for teacher education are that professionally nurturing 'inquiry as stance' as a way of framing interpretations and thinking about teaching visibly also needs to be as prominent for student teachers as it is for their educators. Active and dynamic notions of learning about teaching seek to fuse the bifurcation of knowledge as either theoretical or practical and emphasise the positionality of the teacher as central in knowledge production. This requires a taking a view of knowledge as socially produced (Campbell Barr, 2018), holistic (Loughran, 2019) and arising from the concerns of the teacher as producing rather than consuming knowledge (Mansfield, 2019; Stillman *et al*., 2019).

Taking a view of knowledge as socially produced has implications for teacher educators' pedagogical approaches, particularly when socially produced discourses are challenged by government policy. The Early Years Foundation Stage (DfE, 2017a) is founded on an egalitarian, socially constructed approach to learning where children are afforded agency in their learning. The sociocultural approaches encouraged in early childhood teacher education (Yoon and Larkin, 2018) and the different associated pedagogical expectations (Neaum, 2016) are challenging to reconcile with more instrumental approaches associated with the National Curriculum (DfE, 2013a) and the core content for ITE (DfE, 2019). There may be a tendency for English teacher educators to align their teaching towards the standards for Qualified Teacher Status or 'reconceptualise their programs based solely on government reforms' (Winterbottom and Mazzocco, 2016, p. 504), instead of focusing on student teachers' learning needs (Hallet, 2010). Defining the professional identity of teacher education programmes is challenged by these competing discourses of teaching, so sharing practices through dissemination can support the development of early childhood teacher education programmes (Han, Blank and Berson, 2020).

The research field focused on the development of 'a pedagogy of teacher education' (Loughran, 2011; 2013; Loughran and Menter, 2019) is growing but the literature on second order practice in the field of teacher education is largely generalised and not phase specific, with few studies conducted in early childhood teacher education in England. Close-to-practice research, defined as 'research that focusses on aspects defined by practitioners as relevant to their practice, and often involves collaborative work between practitioners and researchers' (Wyse *et al.*, 2018 p. 1), is a ripe area for research development. Wyse *et al.* (2018) identified that none of the studies in their review of literature specifically addressed the work of academics in ITE which they acknowledge as vital, and additionally, that no study focused on early years education (Wyse *et al.*, 2018). Despite the calls to consider and acknowledge the vital impact of early years education in children's later learning (Sylva *et al.*, 2004; DfE, 2012; Sutton Trust, 2020) and the work of influential organisations and charities such as TACTYC (Association for Professional Development in Early Years), CREC (Centre for Research in Early Childhood) and Early Education that promote the importance of this phase of education in children's lives, division in the sector is reinforced by a two-tier system leading to a lack of parity between Qualified Teacher Status and Early Years Teacher Status. Attempts to place these qualifications on an even footing have been resisted (Sutton Trust, 2020). This two-tier system is also reflected in the literature examining the practices and pedagogies of the educators of early childhood professionals who are working in private, voluntary and mainstream settings. This body of work is delineated by the different contexts in which these professionals work. There needs to be acknowledgement of the dissonances between ideologies and pedagogic identities that arise from positioning early childhood within primary initial teacher education. More knowledge needs to be collectively and socially produced.

Developing a view of knowledge as collectively and socially produced requires teacher educators and student teachers to encourage the elucidation of knowledge through ongoing reflection and enquiry to form new thinking. This means that nurturing attitudes and dispositions to foster a sense of inquisitiveness and inquiry into practice and encouraging agency and possibility thinking are needed. Discourses emerging from the professional field of early childhood such as relationships, advocacy and play (Kemple, Oh and Porter, 2015), require different pedagogical considerations, and need to be considered alongside that which seeks to understand the pedagogical thinking of teacher educators. ECITES' power and

influence on new teachers (Moxnes and Osgood, 2018) means that scrutiny of the assumptions that underlie their beliefs and ways of knowing is important in understanding how meaning and purpose is enacted within pedagogies of practice. At present, there is a paucity of research into what ECITEs think and believe in relation to their roles. Understanding their perspectives can form a starting point in a conversation about what this community of teacher educators think and believe and enable the implications for early childhood teacher education in the English context to be specifically considered. This can be achieved through well-considered professional learning opportunities.

2.1.1 Sifting existing teaching knowledge

In the UK, university-based teacher educators usually have extensive teaching experience in schools but find, when they enter Higher Education (HE), that their professional learning needs differ from their former lives as schoolteachers (Loughran, 2014; Czerniawski, Guberman and MacPhail, 2017). Transitioning into teacher education and taking on this new role needs support because 'there is minimal attention to the 'why' of teacher educating practice' (Loughran, 2011 p. 287). Supporting students to develop their understanding of teaching demands new and different types of professional knowledge and understanding, including extended pedagogical skills, from those required of schoolteachers (Murray and Male, 2005) and HE lecturers in general (Hallett, 2010).

Much of the international research on university-based teacher education draws attention to the challenges and difficulty for teacher educators in engaging in professional development in relation to their professional roles (MacPhail *et al.*, 2019). The early years of working in ITE, have been described as a 'rocky road' (Wood and Borg, 2010) due to the difficulties of developing pedagogical approaches as both first and second order practitioners (Loughran, 2014; Lunenberg, Dengerink and Kortagen, 2014; Murray and Male, 2005; Wood and Borg, 2010). As teacher educators become more established, their professional development and learning is predominantly the result of self-initiated, collaborative activity. This self-initiated activity is necessarily focused on research or teaching (MacPhail *et al.*, 2019) however, a combination of the two can support them as they continue to make sense of their role as 'second order practitioners' (Murray, 2002).

As their identities as teacher educators evolve and they strive to develop new pedagogies as well as become research active (Murray and Male, 2005), the ability to be autonomous and responsible within their professional development becomes more important (Loughran, 2014). These learning needs are also different from other HE lecturers because of the different expectations they experience in their daily work (Ellis *et al.*, 2013). Teacher educators often see themselves foremost as teachers (Griffiths, Thompson and Hryniewicz, 2010) because their professional identity is rooted in teaching (Murray, 2008). This means that they may overlook their professional learning needs as teacher educators. Shifting their identities to being a teacher of student teachers and supporting this development (Lunenberg, Dengerink and Kortagen, 2014 p. 5) is demanding work because it requires sifting tacit teaching knowledge. Teacher educators must have opportunities to develop new understandings about second order practice (Murray, 2002) as they are the only profession to teach *about* teaching therefore, sifting their tacit knowledge with other teacher educators can help them to see their teaching and pedagogical intentions in new ways.

2.1.2 Selecting and justifying pedagogical ingredients

Exploring teacher educators' pedagogical approaches is an under-researched area of teacher education because articulating it is challenging to do (Loughran and Menter, 2019). This is particularly so in England due to the challenging political context of initial teacher education (Murray, 2002; Eliahoo, 2017). As a result, there has been minimal attention to what is known about the actual practices of teacher educating within the university context (Goodwin *et al.*, 2014; Lunenberg *et al.*, 2017; Loughran and Menter, 2019; MacPhail *et al.*, 2019). Without addressing this concern, teacher educators may replicate the practice that they themselves have experienced (Goodwin *et al*., 2014) rather than being able to justify why they have selected specific pedagogical approaches. This may lead to dissonance between what they say and what they do (Hallett, 2010) which can be a problem as student teachers are learning about teaching from the ways that their educators' model and talk about teaching.

Becoming more consciously aware of their pedagogical rationale requires opportunities for teacher educators to develop knowledge about their tacit personal practical knowledge. This is

defined as 'experiential knowledge that [is] embodied in us as persons and enacted in our classroom practices' (Clandinin, 1993 p. 1). Raising their consciousness of this to be able to define it for their students enables new understandings to emerge through these dynamic and continuous experiences within the social contexts in which teachers teach (Dewey, 1938). However, this requires communities to help facilitate the development of this knowledge through the encouragement of narrative story telling (Olson and Craig, 2001). Reflecting on these experiences and actions with others transforms this tacit knowledge into practical knowledge (Schon, 1987) that becomes useful in supporting students to learn about and understand the pedagogical thinking required to teach effectively. Examination of this embodied knowledge requires teacher educators to recognise the significance of their pedagogical decisions and share them explicitly. This situated knowledge requires others both physically and socially as integral to the activity and the learning that arises (Putnam and Borko, 2000). This needs teacher educators to recognise their practical wisdom. This form of preconscious knowing becomes a platform for consideration within more directed, conscious awareness that has an 'epistemic warrant' or a rationale that explains why actions and behaviours were as they were. It needs others to help support the elicitation of tacit knowledge associated with preconscious knowing (Fenstermacher, 1994 p. 45). However, finding the space and time to engage in reflecting and eliciting tacit knowledge is a challenge for teacher educators due to the complex demands of their work.

2.1.3 Developing new knowledge for teacher educating

Teacher educators' work requires attention to many different facets and considerations vying for attention (Bouckaert and Kools, 2018) and the number of competing demands may mean their capacity to initiate conversations about pedagogy may be reduced. These demands include: Professional learning, keeping updated with recent developments, considering the teaching and assessment methods of the university, being able to explicitly demonstrate and discuss one's implicit knowledge of teaching, conducting research and publishing (Avidou-Ungar *et al.,* 2019). In addition to these demands, teacher educators also fulfil many other diverse roles (Compton *et al.*, 2019; MacPhail *et al.*, 2019) such as maintaining relationships with educational settings and mentors in support of student teachers (Ellis *et al.*, 2013; Yoon

and Larkin, 2018), curriculum development (Bouckaert and Kools, 2018) and research (Van der Klink *et al.*, 2017). Their work has been described as 'Janus faced' (Taylor, 1983 p. 41 cited by Murray and Male, 2005 p. 138) because it faces school demands in one direction and university demands in the other. It is necessarily located within the spaces 'in between' the professional worlds of universities, schools and policy making (Davey, 2013). Ellis *et al.* (2013) describe these tensions as being caught between a 'rock and a hard place' as they strive to maintain relationships, teach, supervise, and engage in research activities (Ellis *et al.*, 2013 p. 278). Therefore, as a 'multifaceted' profession (MacPhail *et al.,* 2019), with conflicting demands (Czerniawski, Guberman and MacPhail, 2017), they face unique challenges in developing their knowledge for teacher educating practices. This may mean that many do not seek out 'knowledge for teacher educating practice' (Goodwin *et al.*, 2014 p. 296) even in the induction phase (Loughran, 2014; Lunenberg, Dengerink and Kortagen, 2014; Murray and Male, 2005; Wood and Borg, 2010) when they are establishing their pedagogical practices.

Combining research and professional development appears to result in making a choice between one or the other (MacPhail *et al.*, 2019) despite the need for teacher education to be recognised as academic work (Ellis *et al.*, 2013). The way to ensure new knowledge is created is through exploring the juxtaposition between teacher educators' intentions and their experiences as educators (Darling-Hammond, 2006). For this to be effective, a dynamic mix of teacher educators is needed with different knowledges, skills and expertise'. (Livingston, 2014 p. 222). They should be able to work in partnership to co-construct and define a conceptualisation of teacher education that supports teachers in learning to 'teach' in different ways (Livingston, 2012 cited by Livingston, 2014). Viewing teacher educators' work as a collaborative endeavour means going against implicit values sometimes associated with Western individualism and autonomy. It demands continuously developing, critiquing, and exploring both research-based knowledge with teachers' knowledge and ways of knowing (Feiman-Nemser, 1998). This approach promotes teacher educators as agentive constructors of their own professional understanding (Barron, 2016).

Some of the common motivations for seeking out professional learning for more experienced university-based teacher educators relate to increased responsibilities, the desire to make improvements and being an effective practitioner through collaboration in professional learning contexts (Van de Klink *et al.*, 2017; Kelchtermans, 2009). International research, such

as that in the Dutch context (Lunenberg, Dengerink and Kortagen, 2014), has drawn attention to the importance of collaborative learning communities. 'There is growing support for the belief that the most powerful learning experiences take place as the result of being part of a community, network or team and that learning between members is perhaps even more meaningful than individual learning' (Van der Klink *et al.*, 2017 p. 166). Research undertaken by early childhood initial teacher educators focused on their own professional learning is an authentic way to understand the intentions of this group of educators (Li, 2019; Kelchtermans, 2009).

A significant number of experienced teacher educators face challenges in engaging in research (Van der Klink *et al.*, 2017 p. 174). Whilst some of these relate to external accountability, regulatory expectations which impinge on the agency of teacher educators and policy influencers, other more local demands such as 'relationship maintenance' (Ellis *et al.*, 2013), curriculum and faculty demands and wider university demands, mean teacher educators globally are grappling with 'impossible' (Ben-Peretz, 2001) roles. Within this demanding context, teacher educators cannot be expected to conduct research that has value unless it is connected to teacher education (Goodwin *et al.*, 2014). Fortunately, research appears to be a prime motivator for professional learning internationally (Van der Klink *et al.*, 2017).

2.1.4 Developing pedagogical self-understanding

Developing a 'pedagogy of teacher education' (Loughran and Menter, 2019) requires adopting an 'inquiry stance' (Cochran-Smith and Lytle, 1999) for developing knowledge about the practices associated with teacher educating. This knowledge cannot just be handed over to new teacher educators. Rather, they should actively engage in the construction of their own knowledge about teacher education. In other words, they need to be scholars of their own practice in the journey to developing their unique identities as teacher educators. This demands knowledge of the self in the development of a 'personal interpretive framework' (Keltchtermans, 2009 p. 257) that governs the subjective self. It is through developing thinking about how teacher educators: understand themselves; see themselves; how they experience their own performance as teachers; how they motivate themselves and perceive the tasks that they address and how they explore the essence of who they are, that they are able to develop

and grow professionally. Developing insights into 'who we are in how we teach' (Keltchtermans, 2009 p. 259) can be supported through scholarship of practice. Teacher educators must develop a 'basis for knowing' (Bullock, 2009) about teacher educating in ITE because they should be able to justify and articulate this knowledge to benefit their students' understanding of pedagogical approaches. Creating opportunities for pedagogical conversations can ignite debate and add to knowledge for English university-based early childhood teacher educators. Such insights into teacher education can be a platform from which new knowledge for others can flourish too.

One of the key challenges of teacher education is that student teachers bring an 'apprenticeship of observation' (Lortie, 1975 cited by Mewborn and Tyminski, 2006) which needs to be explored (Mewborn and Tyminski, 2006). The development of new professionals is impacted by their educators during initial training (Trodd and Dickerson, 2018) so developing a 'base for knowing' (Bullock, 2009 p. 293) in teacher education acknowledges the importance of both individual and collective knowledge. Enabling ECITEs to talk about their pedagogical strategies in relation to their basis of knowledge can help develop understanding of their aims and purposes for teacher education. These individualised approaches need to be explored and discussed because they often are based on embodied experiences and tacit thinking.

Being a teacher educator requires deep understanding of what a professional is and does within the phase or subject being taught. In England, this usually arises from prior experiences as teachers in schools and other settings. The absence of professional competencies for teacher educators in England means that there are more localised interpretations of what a professional teacher educator is and does giving scope for a more nuanced and localised approach. The newly published core framework (DfE, 2019) replaces the previous framework (DfE, 2016) and presents core areas of focus for student teachers with the aim of providing 'trainee development in 5 core areas' (DfE, 2019 p. 4). It serves to direct the content of the student teacher's experience and associated training approaches through the stipulation of 'entitlement' (DfE, 2019 p. 4). It is therefore important for teacher educators to have the opportunity to discuss and agree upon their aims and purposes for teacher education if their students are to experience a coherent initial teacher education.

The DfE (2019) acknowledge that the Core Content Framework is a minimum entitlement for student teachers working towards Qualified Teacher Status. However, the requirement for them

to meet a set of teaching standards (DfE, 2011a; 2013b) that aim to set out the basic competencies required of teachers, imply there is a body of knowledge to be acquired (Loughran, 2011). Such competencies are not comprehensive descriptions of what teachers do and neither could they be because teaching is complex and nuanced. ECITEs have the additional challenge of ensuring the QTS (DfE, 2011) teaching standards are translated into meaningful language. These have already been translated for student teachers working towards Early Years Teacher Status (DfE, 2013).

Contributing to the further development of teacher education programmes through research can enable the articulation of purposes and intentions (Kemple, Oh and Porter, 2015; Han, Blank and Berson, 2020; Smith, 2017; Winterbottom and Mazzocco, 2016) and enable teacher educators to be policy influencers through the design of curricula (Bouckaert and Kools, 2018). Teacher educators should engage in developing an understanding of their teaching through research and scholarship into their own practice (Rowan, Brownlee and Ryan, 2019). Researching their epistemic cognitions and reflexivity can support a teaching knowledge base. Teacher educators need to be able to articulate why they have made certain pedagogical decisions in support of their students' developing understanding of teaching (Loughran and Menter, 2019). This is challenging work which requires them to explore, explain and demonstrate their professional knowledge in action (Loughran and Menter, 2019). The creation of pedagogical opportunities that showcase the complexities of practice can influence both policy and practice to create momentum in the field (Loughran and Menter, 2019).

2.2 Top layer: Exploring teacher educators' pedagogies

This second section examines the small but relatively established body of knowledge that relates to teacher educators' pedagogical approaches. It shows that teacher educators appear to share much in common internationally (Van der Klink *et al*., 2017). The knowledge base has benefited from the self-studies of teacher educators working within the self-study for teacher education practices (S-STEP) community based in the U.S.A. A review of this literature indicates that this layer broadly consists of three key ingredients: Modelling, reflexivity and learning experiences. These will each be explored in the following sections.

2.2.1 Modelling

Teacher educator modelling has become a growing area for research in recent years (Campbell-Barr, 2018; Bouckaert and Kools, 2018; Carter Andrews *et al.*, 2019; Li, 2019; Acquah and Szelei, 2020), perhaps due to Lunenberg, Kortagen and Swennen's (2007) assertion that this area of teacher educators' practice requires attention. Loughran's work has been pivotal in laying the groundwork of our understanding, defining modelling as, 'modelling the processes, thoughts and knowledge of an experienced teacher in a way that demonstrates the 'why' or the purpose of teaching; it is not creating a template of teaching for unending duplication' (Loughran, 1997 p. 62). This definition of modelling draws attention to the articulation of one's pedagogical reasoning as a way of educating students about teaching. Acquah and Szelei (2020) claim that enabling students of teaching to make links between ideas and practice is particularly important and that there needs to be more recognition of the importance of modelling in teacher education requiring emphasis on teacher educators' awareness of metacognition. To be able to model 'the thoughts and actions that underpin one's pedagogical approach' (Loughran and Berry, 2005 p. 193) suggests that teacher educators should attend to the consciousness of their pedagogical reasoning and have deep knowledge of it as well as the ability to be able to convey it in a way that student teachers understand. They need to be prepared to be vulnerable (Li, 2019). This is so that students of teaching can in turn articulate their own values and goals and are able to appreciate the connections between how they are simultaneously learning and thinking about how to help children learn (Mewborn and Stanulis, 2000).

Davey (2013) argues that being a living exemplar of the kind of teacher that teacher educators want students to become as they model their desired possible selves, is required. However, modelling a 'desired possible self', being consciously aware of it and explicating this knowledge for the benefit of student teachers is not always easily demonstrated nor desirable. Explicitly modelling practice whilst narrating pedagogical thinking aloud (Bullock, 2009) may be helpful for students of teaching when learning alongside teachers in settings with children however, the purpose of this in university settings needs to be carefully evaluated. Modelling pedagogical reasoning is founded upon a social-constructivist approach to learning (Vygotsky, 1978) and student teachers need opportunities to construct their own understanding of learning

about teaching children. This is influenced by the ways that their teacher educators implicitly or explicitly model the teaching role (Schulman, 2005; Lunenberg, Kortagen and Swennen, 2007; Bullock, 2009) so teacher educators need to be able to draw attention to this.

2.2.2 Reflexivity

Sharing pedagogical reasoning is not an easy or straightforward process. As teacher educators help students learn about pedagogical decision making and thinking in relation to teaching, it is important that student teachers are able to understand this as a process. This means that ECITEs need to engage in and foster reflexivity and find ways to, 'question attitudes, theories-in-use, values, assumptions, prejudices and habitual actions; to understand complex roles in relation to others' (Bolton, 2014 p. 7). Brownlee, Shraw and Berthelsden's (2011) work examines the relationship between student teacher's learning and the links between early childhood practice claiming that reflective students who are keen to develop their knowledge, and who consider that individuals hold their own truths, are highly likely to align to constructivist teaching practices. They aim to facilitate active learning and teaching experiences appropriate to the age of the children they are teaching (Brownlee, Schraw and Berthelsden, 2011) and this is reliant on the development of relationships. This has implications for early childhood teacher education because, as important as it is for teachers to be able to reflect on their beliefs and question these to construct their own knowledge base for teaching, it is equally as important for those who are modelling it for others such as teacher educators.

ECITEs' assumptions and beliefs will have been shaped by their previous experiences as teachers. The way they teach and talk about teaching will perpetuate these ways of thinking to new teachers. Such assumptions and beliefs act as filters and exist in tacit forms that are difficult to articulate (Schulman, 2005). They require encouragement and support to increase awareness of them. Teacher educators need to be able to articulate their internal dialogue to assist student teachers to 'see into' this thinking in relation to practice (Bullock, 2009). Examining one's pedagogical reasoning demands commitment to critical self-reflection (Carter Andrews *et al.*, 2019; Li, 2019) and honesty, as well as a willingness to be vulnerable (Kelchtermans, 2009). The requirement to open up one's pedagogical thinking for

the benefit of 'promoting student teachers' professional learning' (Lunenberg, Kortagen and Swennen, 2007 p. 589) depends upon a disposition to learn more about one's own teacher educating. Developing this self-awareness by questioning knowledge through a commitment to self-examination increases the propensity for action (Bolton, 2014).

Drawing students' awareness towards pedagogy enables them to begin to see into pedagogical decision making and thereby supports their developing understanding of the reasoning that is involved. Transparency, translatability, criticality and vulnerability, being prepared to take risks and engendering trust are all important aspects (Li, 2019). However, the challenges that relate to the self-knowledge and understanding required for this and knowledge about teaching needs to be developed rather than applied (Krieg, 2010; Mahmood, 2013). This awareness involves understanding that new teachers are educated into their new professions (Schulman, 2005) through signature pedagogies. Signature pedagogies have 'three dimensions: a surface structure – the acts of teaching and learning; a deep structure – a set of assumptions about how best to impart a certain body of knowledge and know-how and an implicit structure – a moral dimension that comprises a set of beliefs about attitudes, values and dispositions' (Schulman, 2005 p. 55). Students of teaching are learning about teaching through what they observe, the assumptions that inform their teacher educators actions when teaching, and the beliefs that their teacher educators convey.

The implicit knowledge that early childhood teacher educators hold mean that they may behave in ways that replicate the practice of early childhood teachers responding to children. Understanding these motives can offer possibilities for the development of student teachers' understanding of the teaching role (Moxnes and Osgood, 2018). This means making what is implicit, explicit. Whilst implicit modelling of teaching (Lunenberg, Kortagen and Swennen, 2007) is said to be dubious (Bullock, 2009), helping students to understand that all teaching is framed for particular reasons and that they need to be able to understand these reasons even if they are not the same as those for teaching children, is challenging work and requires 'epistemic reflexivity' (Feucht, Brownlee and Schraw, 2017 p. 234).

Articulating decision-making and how it impacts on actions, can support students in accessing deeper levels of learning and therefore to consider their tacitly held beliefs about teaching young children (Brownlee and Berthelsden, 2006). However, it takes time for students to feel confident to challenge the status quo and they require encouragement to do so (Bullock, 2009).

This encouragement can emerge from modelling by their mentors and teacher educators. Encouraging reflexive thinking through collaborative discussions based on shared ideas offer possibilities for students and their educators to change their thinking about teaching through reflective internal dialogue that is focused on changes in practice (Feucht, Brownlee and Schraw, 2017).

2.2.3 Learning experiences

Experiential knowledge can be found at the core of teachers' practice epistemologies (Fenstermacher, 1994). Experience-based knowledge requires translating so that student teachers are able to develop their thinking about teaching. In early childhood, this is impacted by the ways that educators view children and are of central importance in impacting how they approach their practice. For example, a 'psycho-social' epistemology that sees feelings with critical enquiry as key, fuels an 'ethical pedagogy' which is a 'model of consciousness that is simultaneously critical and affective' (Taggart, 2016 p. 175). Constructing experiences for students of teaching to be able to develop their knowledge and skills in relation to developing ethical perspectives of the early childhood teaching role requires opportunities to step into the teaching role and to be able to reflect on this. Empathy and innovation are features of more sophisticated practice beliefs (Brownlee and Berthelsden, 2006). However, ECITEs sharing their experiential knowledge potentially reinforces a divide between universities and partnership settings

Schon's (1987) evocative notion of the 'swampy lowlands of practice' where solutions to problems cannot be predetermined or straightforward, as compared with the 'high ground' where problems can be solved through selecting the correct research-based solutions, illustrates a perceived dissonance between the knowledge required for teaching considered to be acquired in HE settings, and the actual and 'real' experience of teaching in schools. These challenges arise from personal values as professionals reflectively think 'in' and 'on' action (Schon, 1987). Explicating tacit, embodied knowledge as they act in and on their teaching actions, is challenging (Schon, 1987) and takes the form of perceptions deeply held. This means that it

needs to be re-examined through reconstructing understanding which requires conscious effort, motivation and thought.

Given the diverse nature and experiences of student teachers on their professional placements, the university space acts as a 'neutral' space in which signature pedagogies can be explored. This can lead to more awareness of one's discourses, assumptions and values that may also coexist with implicit knowledge (Schulman, 2005). Positioning student teachers as expert knowers within a wide spectrum of knowing privileges the place of their experiences and foregrounds these as crucial when seeking to understand teaching. Assuming a position at the interface of theory and practice can reimagine the 'professional knowledge landscape' and enable the reconsideration of 'personal practical knowledge' (Clandinin, 1993 p. 7), gained through experience.

Being able to model the 'thoughts and actions that underpin one's pedagogical approach' requires being 'explicit' about any disparity between intent and action (Loughran and Berry, 2005). Teacher educators should view student teachers as 'active participants who engage in observation, discussion and reflection to develop their pedagogy rather than passive observers of good practice' (Khalid, 2016 p. 64). Opportunities to rehearse teaching and learning for children during university seminars can reinforce the importance of play (Kemple, Oh and Porter, 2015) in learning as well as to enable student teachers to be comfortable with discomfort as they consider how their own social identities inform the teaching and learning environments (Carter Andrews *et al.*, 2019; Mansfield and Loughran, 2018). For student teachers to understand and to learn how teachers pedagogically reason and think about their teaching, they need to be involved in the learning situation and have the opportunity to critically examine it and apply this 'learning through being a teacher and a learner' (Loughran, 1997 p. 65). This requires stepping into different roles as students, teachers and as learners and the implications for ECITEs are that they need to model equal awareness.

2.2.4 Three critically crucial key ingredients

The literature in the previous three sections focusing on teacher educators' pedagogical approaches suggests that for early childhood student teachers to develop their roles and

identities, their teacher educators must be able to incorporate modelling, reflexivity and learning experiences into their pedagogical approaches. These three crucially critical ingredients will therefore act as critical lenses through which data can be analysed in Chapter 4.

2.3 Minding the early childhood teacher education gap

This final chapter section considers the additional implications for ECITEs that have emerged from reviewing each cake layer. Sifting two bodies of literature focused on the importance of collaboration in raising self-awareness alongside teacher education pedagogies together revealed three key ingredients, however there are additional considerations for ECITEs that emerge from the addition of early childhood professional literature. Identifying these extra ingredients and adding them into the mixture, suggests that there are additional pedagogical implications for ECITE's practices.

2.3.1 Supporting the development of a relational pedagogy

Early childhood education has historically been different from schooling in that it places a high regard for children as active agents in their own learning (Halpern 2013). Placing children at the centre of their learning and development has implications for the ways that new teachers are educated as ideas about the nature of learning in this age phase take on new meanings when children are at the centre of practice. This is because teaching young children requires nurturing a 'relational pedagogy' (Baxter Magolda cited by Brownlee and Berthelsden, 2006). Focusing upon the relational demands of teaching as well as the intellectual demands is important (Couse and Reccia, 2016). Forming 'positive relationships' is one of the fundamental principles of practice in the EYFS (DfE, 2017a). This is also an essential requirement for teacher educators as they seek to maintain relationships with partnership settings (Ellis *et al.*, 2013). Being able to articulate practice for others (Loughran and Berry, 2005) is important when supporting mentors of student teachers and needs to be attended to because it is, 'pivotal in the construction

of preservice teachers' identities and practices' (Yoon and Larkin, 2018 p. 50). Student teachers experience tensions when their university programme does not fit with the practices they experience. ECITEs need to explicitly draw attention to the ways in which fostering a relational pedagogy might be achieved through noticing and articulating their own pedagogical thinking.

Teacher educators' actions may replicate early years teachers' actions, so interactions within university seminars implicitly teach students ways of being an early years professional (Moxnes and Osgood, 2018). Becoming more aware of these implicit actions through the examination of pedagogical dilemmas (Mansfield and Loughran, 2018) can support ECITEs in viewing their professional knowledge in action. However, this requires teacher educators to become comfortable with uncertainty as they share it to benefit their students' learning. (Mansfield and Loughran, 2018). Furthermore, understanding one's beliefs about teaching (Bullough, 1997) may not correlate with what teacher educators do (Freire, 1998; Kane, Sandretto and Heath, 2002) so supporting teacher educators to understand more about how these beliefs are formed, so that their assumptions and theories can be explored, can highlight links between them and their intended pedagogical actions. This means finding spaces for them to share these dilemmas. When viewed as indicators of the limits of our pedagogical knowledge, sharing pedagogical reasoning (Loughran, 2019) can enable teacher educators to learn more about what is not yet known. Such collaboration can assist in the creation of new knowledge.

Exploring the uncertainty of teacher educators' pedagogical decision making is a way of empowering them and a conduit for the development of their students' knowledge (Mansfield and Loughran, 2018). This requires a preparedness to position students as equals in the learning process. Exploring the nature of pedagogical equilibrium (Mansfield and Loughran, 2018) through drawing attention to discomforting moments for both teacher educators and their students of teaching has learning potential. In considering 'how I teach *is* the message' (Russell, 1997 p. 32), students would not only learn about the pedagogical decision making of their teacher educators but also that teaching is founded on trusting relationships that foster collaborative thinking. Kelchtermans (2009) argues the experience that this generates for students assists them in making links with their impact on the experiences of the students they will eventually teach.

2.3.2 Exploring socio-cultural discourses

Creating spaces in which student teachers can critically evaluate their experiences requires careful navigation because they may find themselves in placements, operating undercover to make sense of discourses that don't align with their evolving understanding of their own identities (Sisson *et al.*, 2018). Establishing safe spaces in which to draw out thinking about early years issues has implications for ECITE's pedagogical approaches (Yoon and Larkin, 2018). University-based initial teacher education is conducted within partnership networks so there are a wider set of influences on the learning and development of new teachers. This is most directly experienced through placement and can lead to pedagogic tension if sociocultural approaches are found to conflict with teaching approaches (Yoon and Larkin, 2018). Opportunities to examine potential clashes between teaching approaches in the university-based programme and those in school are important (Smith, 2017; Yoon and Larkin, 2018). Students need to learn how teachers position themselves as co-constructors of knowledge as participatory approaches positively affect children's learning (Khalid, 2016). Teacher educators therefore need to be highly conscious of how they are influencing students' professional identities (Trodd and Dickerson, 2018) and teach them skills so that they can judge their responses to children compassionately (Taggart, 2016). Teacher educators therefore need to examine their own practices in order to justify their approaches to benefit the learning of their students.

2.3.3 Constructing subject knowledge about play

Early childhood teachers need to acquire knowledge about play. They need to be able to: construct knowledge about how to engage others in making choices and decisions (Castle, 2004); understand how principles and purpose can drive an orientation towards agency (Lightfoot and Frost, 2015); experience play in order to develop students' understanding of how they know (Cheung, 2012); get involved in playful learning behaviours (Vu, Han and Buell, 2015) and consider the importance of compassion and ethics in practice (Taggart, 2016).

These findings help to inform the curriculum content for early childhood initial teacher education and suggest that the knowledge base for this phase needs to be distinct.

Supporting the development of this knowledge base needs ECITEs to support critical thinking through noticing where they can provoke and attend to matters of concern (Quinn and Parker, 2016). Socially producing knowledge in this way means that teacher educators are working on behalf of children to enable students to consider how to think. Hatch (2010) claims that focusing on teaching for learning rather than development is desirable because learning leads development. This requires the promotion of thinking (Robson, 2006) and the inclusion of play as an activity that leads development (Duncan and Tarulli, 2003). The implications of this are that attending to the idea of promoting thinking needs to be explicitly addressed pedagogically in support of children's learning. However, there are challenges within the English context at the nexus of early childhood and primary education where there are contrasting discourses of practice (Neaum, 2016). Examining these disconnects as experienced by students in practice can help to strengthen their values and evaluate tensions (Yoon and Larkin, 2018) and are particularly significant in early childhood teacher education where play forms the basis for young children's learning. Play is being side-lined in teacher education and that students need to experience play in order to be advocates for it (Kemple, Oh and Porter, 2015). Students need support to construct their own knowledge about teaching instead of applying received wisdom (Krieg, 2010) and this requires specialised experiences to enable students to appreciate the value of play. This mode of knowledge production is explicitly aimed at 'empowering students' to produce their own localised knowledge through the provision of authentic experiences (Mazzocco and Winterbottom, 2016 p. 497). These specialised contexts need to be acknowledged by their teacher educators (Mahmood, 2013) as they learn through a combination of observation of practice, critical reflection and as an actively participating learning apprentice (Khalid, 2016). A praxeological approach rooted in authenticity to study action, is based on participatory principles more aligned with the values and principles of early years practice, and this can support teacher learning more effectively (Winterbottom and Mazzocco, 2016).

2.4 Conclusions and critical lenses

This chapter has examined both layers of the metaphorical sponge cake. The first section (base layer) considered the ways in which teacher education research has been articulated through narrative co-construction. Creating this layer involved taking a view of knowledge as socially produced and nurturing attitudes and dispositions such as vulnerability, and openness to sharing and collaboration, to foster the production of knowledge through inquisitiveness and inquiry. Teacher educators need to sift and resift their existing teaching knowledge through the raising of their consciousness of tacit personal practical knowledge within collaborative communities that encourage narrative storytelling. These activities enable them to articulate reasons for their pedagogical decisions and to select pedagogical flavourings more consciously.

The second section (top layer) carefully sifted the literature concerned with teacher educating with the literature located within the early childhood professional field to establish 'how things are' in terms of pedagogical practices and how these are conceptualised. It concludes that modelling, reflexivity and learning experiences are crucial ingredients that provide the 'substance' of teacher educating. However, there are additional ingredients that are required for early childhood initial teacher educators arising from the philosophical position of early childhood. The socio-cultural discourses and emphasis on relationships in fostering learning through play, mean that early childhood initial teacher education pedagogy needs to be reconsidered.

The three critically crucial ingredients: modelling, reflexivity and learning experiences will therefore act as critical lenses and will provide the dominant ingredients through which the research aims can be explored and evaluated (Chapter 4). Through these critical lenses, additional ingredients can therefore be identified. The next chapter will explore the filling of the sponge cake that binds these two layers together; the carnivalesque filling.

CHAPTER 3

METHODOLOGY: CARNIVALESQUE CAKE FILLING

3.0 Introduction

This chapter explores, justifies, and critically evaluates the methodological approach taken in this research. The previous chapter (chapter 2) explored each layer of the metaphorical cake: The base layer (articulating teacher education research through co-construction) and the top layer (how things are conceptualised pedagogically). This chapter explores the ingredients of the carnivalesque cake filling that connects the layers together. It sets out and critically evaluates the philosophical and methodological decisions taken to explore discourses in university-based early childhood initial teacher education through 'we-search'. Reasons for capturing data through co-constructed conversations are evaluated and researcher positionality is explored and justified to meet the aims of the study. Ethical considerations and the process of data analysis are explained and evaluated to ensure rigour, reliability, and validity.

The aims of the research were to create new knowledge that could support and develop pedagogical understanding and practices in early childhood initial teacher education. Considering how ECITE's pedagogies were being defined and the ways that they talked about their experiences and values in early childhood initial teacher education enabled the research questions to be answered. The research questions were:

How are ECITEs pedagogies being defined within the discourses of practice?

How do ECITEs talk about their experiences and values in relation to their teaching?

How does a carnivalesque playful language device support the elucidation of tacit pedagogical beliefs?

This research aimed to capture ways in which the teacher educators were defining their pedagogical strategies, and experiences and values in relation to them. The purpose was to develop knowledge about the pedagogical thinking of this specific group of teacher educators

to initiate further conversations within the wider community rather than as a study to explicitly develop participants' professional learning. The decision to design the research as social constructivist (Vygotsky, 1978) carnivalesque 'we-search' so that narratives were examined together, offered potential to raise the joint consciousness of tacit pedagogical thinking that is challenging to do alone. Chapter 1 considered the importance of revealing ECITE's tacit thinking in support of student teachers' developing understanding of pedagogical thinking. The next section critically evaluates the importance of the researcher's positionality in raising the consciousness of ECITE's tacit pedagogical approaches.

3.1 Positionality: Co-constructively unmasking knowledge

Teacher educators need to be able to reflect on their own experiences of teaching whilst in the process of teaching to support their students' developing knowledge and understanding of teaching. Much of the knowledge they hold is tacit (Smith, 2005) and unmasking it necessarily relies upon reflecting upon and articulating it to 'make the tacit explicit' (Loughran and Berry, 2005). As teachers of teachers, teacher educators foster ideas about learning and teaching that may not be evident in schools where students will observe and teach (Guilfoyle *et al.,* 1995) and they need to be able to examine these tensions (Berry, 2007). Yet, for many teacher educators, their practical knowledge has become so tacit they may find it difficult to use vocabulary that describes their professional skills (Zanting *et al.*, 1998).

This research was founded on the claim that educating new teachers about teaching requires educators to make the learning process visible for their students (Russell, 1998; Loughran and Berry, 2005; Loughran, 2011; Mansfield and Loughran, 2018). Experienced teacher educators appear to prefer professional learning through activities that include collaboration and working in communities of practice (Avidou-Ungar *et al*., 2019). They appear to show a commitment to learning in relation to values and beliefs as these emerge in professional learning discussions (Lunenberg *et al*., 2017). So, eliciting new knowledge in relation to pedagogical beliefs through introspection required the presence of others to support a deeper understanding of what is not yet known. My professional experience and researcher position examining the relationship of my own values with my pedagogical approaches through self-study as part of my Post Graduate

Certificate of Higher Education qualification, had shown me the importance of raising awareness of tacit knowledge and had enabled me to question the extent to which a play-based pedagogy enabled student teachers to learn about the value of play. However, after seven years of working in ITE, I still felt a sense of insecurity in my own work. This led me to seek outside opportunities to co-construct a deeper understanding of ECITEs pedagogical approaches. I wanted to develop knowledge within new communities and share in conversations that offered the opportunity to discuss what is pedagogically important and co-construct a better understanding of these intentions.

As an 'insider researcher', concerned with the study of my own professional field (Greene, 2014), I intended to use research as a means of developing my own professional learning as well as to enhance my teaching through new knowledge acquired. I was consciously combining my research and my teaching through the position I held (Berkovic *et al.*, 2020). It would have been challenging for me to remain 'outside' the boundary of the research data capture and my knowledge and experience of early childhood teacher education meant I could research alongside others in ways that would have been impossible from a mono-logic stance (Bakhtin, 1984a). Experiences understood as interactions with others who have agency (Dewey, 1938) were the sites for knowledge construction. Ontologically, these interactions with others changed the course of thinking (Dewey, 1938) for all of us as meaning was made.

I needed the presence of others equally prepared to play with ideas potentially to create new insights into our pedagogical practices and to help us to develop our knowledge together as ECITEs. The collaborative research approach was therefore grounded on constructivist thinking. Epistemologically, I took the position that knowledge could not be passed on to others when teaching about teaching because it needs to be constructed. In opening up thinking in relation to our professional knowledge landscapes (Clandinin and Connelly, 1996), we considered the wider contexts in which our teaching was grounded. Understanding our own 'personal practical knowledge' was shaped by the ways in which we talked about our practice (Olson and Craig, 2001 p. 667). Developing a deeper understanding of ourselves in relation to our chosen pedagogical practices required a research methodology that accepted that others were required in raising our self-awareness because individual consciousness is a social product (Vygotsky, 1978; Bakhtin, 1981).

I wanted to learn about the ways that others talked about their teaching experiences and values. Helping students think in pedagogical ways and justify them as developing teachers requires 'scaffolding' (Vygotsky, 1978) because students need support to draw connections between what they observe, what is shared pedagogically in university seminars, and their own pedagogical thinking. The challenge for ECITEs therefore, is to acquire deeper knowledge of their own practices to be able to scaffold these ways of thinking for students. To acquire this knowledge, they need to be prepared to work hard because much of this knowledge remains tacit (Berry and Forgasz, 2018; Mewborn and Stanulis, 2000). Collaboration with other teacher educators enabled the deepening of knowledge of our own pedagogical approaches through reasoning and helped bring tacit ways of thinking to the fore.

3.2 Potential of carnivalesque

I was drawn to the idea of using carnivalesque (Bakhtin, 1984a) to assist in unmasking tacit knowledge hidden in the discourses, following a conversation with a colleague during the design phase of the research. We were discussing the role of play in research and it was during this conversation that I was introduced to Bakhtin's work. I discovered that Bakhtin's (1984a) carnivalesque ideas were playful approaches associated with the literary genre. Bakhtin's ideas offered promising potential as dialogic disruptors engaging in 'to-ing and fro-ing' which I believed might help unmask ECITE's tacit knowledge.

Bakhtin describes carnival as a 'language' in which everyone is a performer (1984a). It is a way of being where there is '*free and familiar contact among people*' (Bakhtin, 1984a) away from hierarchies and the expectations of others. This approach appealed to my aims to enter into conversations with other ECITEs who were keen to explore pedagogical thinking *with* me. I wanted to minimise any sense of 'researcher' and 'researched' as far as possible and enter into relationships where there was '*free and familiar contact*' (Bakhtin, 1984a, p. 123) in which to examine 'life drawn out of its *usual* rut' (Bakhtin, 1984a, p. 122) through co-constructing our understanding of pedagogy. The place for us to examine our pedagogical lives was during our conversations and consisted of thoughts that had been captured during the previous conversations. I had been able to spend time working out '*new mode[s] of interrelationship*'

(Bakhtin, 1984a, p. 123) with these thoughts in between our conversations using carnival sensibilities based on Bakhtin's four carnival categories. These are: familiar contact; eccentricity; mesalliances based on a free and familiar attitude and profanation or bringing down to earth. (Bakhtin, 1984a). I held these sensibilities in mind as I familiarised myself and interacted with each transcript, asking myself questions such as 'where are examples of provocation or 'winding up'? Can I detect any masking of issues or sense any unmasking or revelations? Where were we mocking, jesting or 'taking off' ideas or thoughts? Are there examples of irreverence or disobedience? Playing with the captured conversations in this way not only required an inquisitive stance but also required a desire to engage in a playful spirited mindset that permitted possibility thinking. Interpretation and analysis therefore began during the data capture phases. As 'carnival is not a spectacle seen by the people; they live in it' (Bakhtin, 1984b p. 7), I then encouraged the participants to 'live within' the emergent findings as a way of engaging in what I have termed 'we-search'. Inviting them to live within emergent findings was a way for us to reason and explore the realities of existence rather than producing 'conclusions of certainty' (Polkinghorne, 1988 p. 175). This approach facilitated the emergence of tacit thinking about pedagogies. It was a way of inviting the participants to engage in forms of verbal analysis where we could play around with ideas and meanings, stretching and reforming new possibilities for thinking about teaching. This activity required me to embrace 'dialogic uncertainty that recognises that carnivalesque lies within the domain of the peer group' (White, 2014 p. 910). I was not explicit about sharing this approach at the beginning of the research process because at that stage, it was an evolutionary idea that offered methodological promise for a group of teacher educators who understood play as a currency for learning. Carnival had the potential to move thinking forwards towards notions of becoming rather than looking backwards at uncertainty placing an emphasis on agency within a pedagogical encounter (White, 2011). I needed time to try it out and develop my confidence using it.

Playfully pushing the accepted boundaries of our dialogues and testing the rigour of our emerging beliefs were founded on ideas that relate to heteroglossia (Bakhtin, 1984b). Heteroglossia refers to multiple perspectives held that express differences or alternative expressions. We may not necessarily be aware of these until we utter them. An utterance 'may be a word, a phrase, or several sentences, but it represents a compete finished thought' (Shields,

2007, p. 36). Seeking resolution through exploration of these tensions was assisted through examining the extent to which they stood up to scrutiny. Carnivalesque probing, justifying, refining and developing thinking throughout the period of data gathering developed our confidence in thinking about practice reflexively. It required a preparedness to play around with different ways of thinking about things. Without this strength testing, our utterances would have been solitary thoughts. Carnival therefore acted as a disruptor of discourses and facilitated new relationships within other's worlds not previously available to me (Lensmire, 2011).

3.3 'Me-search': Moving from self-study towards narrative research

Previous opportunities for me to participate in a self-study community within my own university department had enabled me to appreciate the value of developing knowledge of my own pedagogical approaches. Self-study is a research methodology that has significantly supported and facilitated teacher educators in examining their own practices since around 1990 (Zeichner, 1999). New knowledge created through 'personal, systematic inquiry situated within one's own teaching context that requires critical and collaborative reflection in order to generate knowledge as well as inform the broader educational field' (Sell, 2009a cited by Samaras, 2011 p. 10), enabled me to appreciate the values threaded through and embedded within my teaching. For example, I placed emphasis on the importance of learning *through* play-based experiences. However, for self- study to be successful, it needs to be self-initiated (La Boskey, 2004 cited by Hamilton, Smith and Worthington, 2008) and because I wanted to be part of a wider community of early childhood initial teacher educators, I needed to find a way for me to learn with other teacher educators in differing contexts from my own.

Many elements of this research design were influenced by self-study. The requirement for me to facilitate an 'inquiry stance' (Cochran-Smith, 2005; Berry and Forgasz, 2018) when co-constructing new knowledge about pedagogical practices with others, assumed an approach to seeking knowledge about one's own practices that was ongoing and continuously reflective. Participants needed to be prepared to respond to and be able to ask probing questions to co create new knowledge in the moment through language negotiation. I positioned the participants so that they could construct new understandings of why they, and why I, may have

done what we did, and to raise our consciousness to create new knowledge for teaching. 'Distinct to narrative is the identification of experience as story' (Hamilton, Smith and Worthington, 2008 p. 24). Stories about teaching were created temporarily, sociably and in a particular time and place. Through reflecting on these stories following carnivalesque analysis, we were able to see aspects of ourselves we did not necessarily recognise prior to our conversation.

Certain values and attitudes towards knowledge generation were key in this research. For example, a preparedness to take risks, explore beliefs and question assumptions. Professional dispositions that enabled ECITEs to take risks in looking back on practice to generate understandings of what we didn't yet know with regard to knowledge generation was challenging. However, as HE lecturers we were familiar with the idea of critical discussion. 'When participants take a critical stance, they are committed to questioning and exploring even the most widely accepted ideas and beliefs' (Brookfield and Preskill, 1999 p. 6). Participants in the research needed to be prepared to question assumptions necessitating a power shift in terms of the researcher-researched relationship at times.

Self-study has been used to illuminate what Berry and Forgasz (2018) have called 'secret-story-knowledge' through teacher educators generating their own knowledge of practice. This new knowledge is generated through adopting a 'researcherly disposition' (Tack and Vanderlinde, 2019) that values 'inquiry as stance' (Cochran-Smith and Lytle, 1999). This stance helps to elicit new understandings of the 'self in practice'. Emergent new knowledge based on new understandings was co-constructed to create stories of reflection on practice. The new knowledge was captured for analysis, but vulnerability was required (Berry and Forgasz, 2018) as a structural condition (Mansfield and Loughran, 2018) which potentially triggered intense emotional experiences rather than as an emotional state or experience (Keltchtermans, 2009). It is these emotional experiences of 'pedagogical equilibrium' (Mansfield and Loughran, 2018) that we were able to relive and reconsider for the benefit of our student's learning. Mansfield (2019) claims that these 'problems' are actually where learning for teacher educators and students of teaching can be most effective as construction and reconstruction of knowledge of experience takes place (Cochran Smith and Lytle, 1999). Critically reflecting on our responsibilities and responses to them through fine-grained analysis helped to expose the

assumptions embedded within our thoughts and helped us to become more aware of our power and influence.

It is hard to engage others in turning to self-generated insights which utilise the sentiments of self-study as 'stance' (Berry and Forgasz, 2018) but by engaging in 'scaffolding' (Vygotsky, 1978) each other's thinking to deepen knowledge about pedagogical decisions, new thinking helped make what was 'tacit explicit' (Bullock, 2009). Confronting pedagogical practices for public consumption through sharing stories, required engaging participant and researcher so that they were able to 'talk themselves until they know themselves' (Berger and Luckman, 1966 p. 53). Meanings were not 'arrived at' as destinations but conversations over time emphasising the importance of the other, helped construct deeper understandings of what actions and behaviours were selected and why. Pedagogical expertise relies on being able to draw attention to this thinking as it happens to support the learning of our student teachers.

Exploring our own practice has been described by the British Education Research Association as 'close-to-practice' research (Wyse *et al*., 2018 p. 4). They suggest that the 'use of theory differentiates academic research and practitioner enquiry' and that enquiry is defined as 'aspects defined by practitioners as relevant to their practice' (Wyse *et al*., 2018 p. 4). For teacher educators, these two aspects cannot be separated so easily because the use of theory is woven into their daily practice of teaching. As they aim to model theories of learning through creating learning experiences for their students, they are enticing their students to become actors in live educational theory (McNiff, 2007). These theories can then be further critically examined and understood in the light of student teachers' learning. Researching knowledge *of* practice (Cochran-Smith and Lytle, 1999) enabled the participants in this research to be more conscious modellers of practice because it raised their awareness of teaching pedagogies.

3.4 'We-search': Narratively co-constructing stories

Developing the ability to do research is acknowledged as being a key component of teacher educators' continuing professional learning. Yet there is a 'universal lack of attention' to how teacher educators might do this (Czerniawski, Guberman, & MacPhail, 2017 p. 127). For student teachers to learn about pedagogical decision making, teacher educators need to be able

to draw attention to their teaching pedagogies whilst in the act of teaching. Being explicit about these pedagogies can therefore support their own learning as well as that of their student teachers. However, the complexities and demands of teacher educators' multifaceted and demanding roles (Zeichner, 2005; Loughran, 2018; MacPhail *et al.*, 2019) mean that developing the ability to do research considered to be such an important aspect of being a teacher educator, (Murray & Male, 2005; Cochran-Smith, 2005; Lunenberg *et al.*, 2017; Tack & Vanderlinde, 2014) is challenging but necessary (UCET, 2019). The lack of support for research within ITE (Murray, 2008) means that there is less scope for teacher educators to engage in researching their own practices. This is also framed by an 'increasingly fragmented system' in England (Lunenberg *et al.*, 2017 p. 559) whereby demands in relation to university quality assurance processes such as the Teaching Excellence Framework (2017b) and the Research Excellence Framework (REF, 2020), as well as Ofsted requirements, along with a lack of support for doing research, means that if English university based teacher educators have the 'tendency', 'ability' and 'sensitivity' (Tack & Vanderlinde, 2014) to engage in research, they will need to consider how to embed a research-informed approach within their existing role.

Studying early childhood teaching as a student teacher is about understanding ways to support children to generate knowledge through thinking together. Teaching about this requires an approach that takes into account one's own practice. The more knowledge that teacher educators have about their own pedagogical decision making, the more they are able expose this thinking in order to better support others in acquiring their own insights and understanding of teaching pedagogies. This 'second order' practice (Murray, 2002) enables student teachers to make decisions about young children's experiences in the early years setting and their ability to do this is based on the knowledge they acquire during their initial teacher education.

The importance of adult support and pedagogical approaches during children's earliest experiences are well understood in research (Sylva *et al.*, 2004; Siraj-Blatchford *et al.*, 2002). Teacher educators indirectly impact on children's learning and outcomes through the implicit and explicit messages they send about teaching approaches and as potentially adopted by their student teachers. Therefore, understanding the ways that ECITES talk about their pedagogical approaches within their worlds of teacher educating and examining how they relate to the preparation of new teachers, will help inform their professional learning and assist the early

childhood sector to place highly effective and competent teachers who are able to involve children in their learning within schools. Educators also need to be conscious of the impact of their biases and preferences and to be able to acknowledge them.

'We-search' addressed this 'lack of attention' (Czerniawski, Guberman and MacPhail, 2017 p. 127) through creating opportunities for more experienced early childhood teacher educators to learn with each other and to probe each other's thinking. Conversations explicitly focused on the experience of co-constructing pedagogical thinking, through drawing out unconscious and tacit understandings of practice. The aim was to raise our joint consciousness about why we do what we do to create new meanings and insights. Narrative formed the basis for these interactions as a 'profoundly relational form of inquiry' (Clandinin, 2007, p. xv). The dialogic encounters were consciousness-raising experiences that required the presence of others (Holquist, 2002). These interactions between mind and the world are conceived of as thought (Bakhtin, 1981). The rules accompanying language can enable us to engage in furthering our thinking and thoughts about pedagogical practices (Bruner, 2006). Narrative was a frame through which we could examine our pedagogical thinking in relation to our teaching experiences and enabled us to create new dialogues about teacher educating.

Language therefore brought our consciousness into being and meant that narrative played an important role in developing an understanding of our work as ECITEs. Our language was not neutral and opportunities to rehearse and develop our use of language in relation to certain concepts became important when seeking to create meaning. We were able to correct and clarify our thinking. Utilising language in these ways required interpretation and reciprocity that led to the opening up of new possibilities in the pursuit of knowledge about teacher educating. Knowledge was therefore viewed as tentative and dynamic during the research. Adopting a narrative stance enabled us to begin to more deeply understand how we made sense of our thoughts as they entered into our working consciousness. This conception of consciousness was evolutionary, dynamic and co-created. Our thinking in action formed the data as stories that offered us the opportunity to further analyse approaches to our teaching pedagogies. It positioned me firmly within the field of narrative research, 'simultaneously mediating and interpreting the other in dialogue with the self' (Riessman, 2008 p. 17).

Conversations built on previous discussions enabled us to view our work as continuous developing narratives which facilitated subsequent reflections. Insights acquired were revealed

through encouraging participants to tell stories about their teaching and demonstrated how meaning was saturated into their everyday events and actions (Boreus and Bergstrom, 2017). Constructing an understanding together about approaches to teaching early childhood teachers enabled them to jointly explore 'ways in which they act and think' (Freire and Betto, 1985 p. 14-15 cited by Darder, 2014). It empowered them to develop fresh insights into their life as it was being lived (Clandinin, 1993) through the recall of their teaching experiences. Stories were jointly constructed; and by constructing and reconstructing them through 'we-search', the potential to develop our understanding of teacher education was set in motion.

3.5 The struggle for meaning: conversation, language and metaphor

The notion of struggle is a defining feature of initial teacher education, particularly when seeking to include a research-informed approach. Arreman (2007) claims that struggles with knowledge and power are important components of teacher education that places research at its centre. Dialogue about education necessarily centres on tensions and conflicts (Loughran and Berry, 2005; Krieg, 2010; Sisson & Kroeger, 2017; Mansfield and Loughran, 2018). In teacher education, researchers have explored the tensions between theory and practices and have found that dialogic practice was instrumental in impacting pedagogical change (Kroeger, Pech, & Cope, 2009; MacNaughton, 2005). This suggests that exploring places where conflict has emerged has the potential to enable teacher educators to examine pedagogical decisions as rehearsal for future practice development.

Language opens up possibilities for thinking about these conflicts and struggles. When seeking to understand the experiences of others through stories we engaged in an act of interpretation. Every experience impacted on what came next through modification and adjustment as a response to those we were interacting with (Dewey, 1938). Acknowledging that our stories were constructions that were created allowed us to deepen our understandings in relation to our own experience (Polkinghorne, 1988). It meant we needed to be prepared to use and explore language in order to develop meaning. Professional learning conversations helped us to reflect on our experiences of teaching teachers. Reflecting or bending back ideas for revision implies a two-dimensional view, but for ideas to be able to move dynamically for us to refine, change

and adapt them, we had to be prepared to scaffold each other's thinking in ways that refracted our thoughts and allowed ideas to be further examined. This helped us to 'see' aspects that were newly illuminated.

This concept of professional learning was supported by Bakhtin's (1981) notion of language as a struggle. The struggle was between competing forces as the speakers attempted to make meaning through movement towards a uniformity of language within multiple ways of expression. The desire to acquire knowledge led to new insights and was driven by the 'lure of discovery' (Bruner, 2006 p. 65). It was influenced by a desire to engage in the 'process' of discovery rather than seeking a 'product' (Bruner, 2006 p. 74). The research aimed to capture dialogic thinking in action (Bakhtin, 1986a cited by Shields, 2007).

The use of metaphor emerged as a powerful way to understand our unconscious thinking (Kitchen, 2011). Excavating our tacit knowledge of teaching teachers was assisted through drawing on metaphorical tools. These supported us in revealing abstract concepts buried deep within our subconscious thinking. 'When we describe anything abstract - ideas, feelings, thoughts, emotions, concepts - we instinctively resort to metaphor' (Geary, 2011. p. 8). Metaphor was used to help us make connections as we drew upon tacit knowledge from deep within. Constructing an understanding of unconscious and tacit thinking through metaphor supported our abstract reflections (Bolton, 2014) and helped us begin to understand our actions in new ways. As a way of making meaning, metaphor supported us to see more clearly and hear our voices in new ways (Bolton, 2014) as we developed authority in relation to new knowledge. As metaphor assisted us in moving beyond habitual ways of thinking, it powerfully enabled us to reconstruct our knowledge and helped us see the world in new ways (Tobin, 2009) as we mutually built an understanding of our practices as teacher educators. Ideas were received through the act of communication in which consciousness played a part (Polkinghorne, 1988). In this sense, meanings were explored, re-evaluated and clarified through our interactions because the utterance was always positioned within certain and specific contexts (Bakhtin, 1981).

Accessing knowledge and understanding at increasingly complex levels enabled the research participants to revisit this thinking and increase the levels of sophistication that were required to be able to think at enhanced levels (Bruner, 1977). Conversations that were focused on ways of teaching about teaching in early childhood facilitated the exposition of thinking. Responding

to each other dialogically helped us raise awareness of our tacit knowledge so that new knowledge emerged from raising consciousness. As social beings, we developed our understanding and knowledge of being within the world through these relationships. Reciprocal conversations helped to refine and hone our personal professional understanding and rationales, in relation to our personal pedagogies.

3.6 Seeking participation and collecting data

Seeking out potential experienced ECITEs needed to be carefully considered because we needed to be able to have a robust professional discussion about pedagogy. Participants were required to have over five years' experience of working within the English university context in early childhood initial teacher education so that they had experience of the political and historical context. They needed to be working with students who were on routes to either Early Years Teacher Status or Qualified Teacher Status and needed to demonstrate an interest in developing knowledge about pedagogical approaches. I approached a total of 6 ECITEs by looking at university websites for participants who clearly stated a particular interest in pedagogical approaches. I used contacts I had met through conferences and meetings I had attended and emailed them to invite them to participate (See appendices 1-6).

I approached one potential participant at a time to explain my research and ask whether they would be interested in participating. They were invited to engage in approximately three professional learning conversations to co-construct stories about teaching in early childhood initial teacher education over the course of the next year. I sent them the participant information sheet (see appendix 6) which explained that they should be prepared to critically reflect on their teaching, undertake jointly constructed audio-recorded dialogues, talk honestly about their beliefs, perspectives, and theories in relation to their own teaching, and talk about and give their views on their teaching approaches. Of these, four had a recognised academic profile in early childhood initial teacher education and were currently teaching in ITE and were prepared to participate. Two potential participants stated that they did not fulfil the criteria and were eliminated from the research.

The four participants that fulfilled the criteria and were keen to be part of the research are represented in the following vignettes:

Participant	Job role	Length of time as a teacher educator	Other experience
Marjorie	Principal Lecturer Programme Lead for a combination of programmes: PGCE Early Years, Early Childhood Studies and Education studies Early Years Governor Author	28 years	Background in care and education (teaching) within special and mainstream settings in the UK and overseas. Has leadership experience as a deputy and head teacher and also as a tutor and assessor of the National Professional Qualification in Integrated Centre Leadership (NPQICL).
Veronica	Senior Lecturer: Early Years and Primary Education	14 years	Background as teacher, mentor, consultant, training provider and link tutor
Linda	Lecturer in Education Early Childhood Studies specialism lead	18 years	Background as maintained nursery schoolteacher and leader. Supported student teachers on placement. Mentored and assessed NVQ trainees
Paul	Lecturer in Early Childhood Studies/Honorary Lecturer in Early Childhood Studies	11 years	Background in teaching infants-nursery and reception- in UK and abroad. Head of Early Years at International School. Experience as school governor (in 4 different schools for nearly 15 years). MA in Early Childhood Education

The participants had to be prepared to enter into a dialogue with me about their pedagogical practices and be open and honest in their responses (see appendix 6). I stressed that the

conversations were spaces where narratives about teaching teachers were co-constructed, in the moment, as reflections relating to being an ECITE were captured. This required an unstructured, open-ended, conversational format rather than structured interview questions in order to understand the unique ways in which we were defining our worlds (Merriam and Tisdell, 2016).

Participants were asked to read and to sign the consent form agreeing to participation (see appendix 6), following protocols for consent and withdrawal in line with BERA (2018) and CCCU (2020) ethical guidelines. Once the formalities had been completed, participants were asked to explain the context in which they worked. I also shared mine to establish common ground. This necessitated conversations about our institutions, working practices and students. This comparison of our experiences enabled us to begin co-authoring our shared experiences of being initial early childhood teacher educators. The conversations were audio recorded with a phone placed face down in the middle of a nearby table so that it was as unobtrusive as possible. They took place in coffee shops, cafes, libraries and other negotiated 'spaces' where it was possible to sit, 'chat' and relax. One participant's circumstances meant that these conversations took place via 'Skype'. The recordings were transcribed and sent to participants for checking and as a prompt for the next conversation.

Data collection took place with 4 participants over the course of a year beginning in March 2019 and concluded in March 2020 as follows:

> Round 1. March-June 2019. Conversation with each participant, audio recorded and transcribed and sent to them for consideration. Researcher elicits emerging ideas through carnivalesque analysis to develop and deepen during conversation 2.

> Round 2. June 2019 to January 2020. Conversation with each participant, discussing emerging ideas and themes from conversation 1. Conversation 2 is audio recorded and transcribed and sent to them for consideration. Researcher elicits emerging ideas from conversation 2 to develop and deepen using carnivalesque analysis during conversation 3.

> Round 3. January 2020-March 2020. Researcher shares emerging ideas from conversations 1 and 2 and cites examples from the narratives that appear to illustrate

particular approaches to discuss with each participant. Ideas are further examined and explored. Conversation 3 is audio recorded, transcribed, and forms the final data set.

Each conversation looked back at the previous transcribed conversation, and pertinent ideas identified through carnivalesque analysis were re-examined with the aim of gaining further insight and meaning. Audio recording and transcribing these conversations meant that opportunities to clarify, confirm and settle information to deepen knowledge, could happen over time. In this way, themes and ideas pertinent to our pedagogical discourses began to emerge and settle. Further reflections enabled us to jointly examine subjective realities and co-create shared realities within the world of early childhood initial teacher education.

These emerging findings were explored backwards, forwards and inside out through carnivalesque analysis as a way of actively disrupting regimes of truth (Mac Naughton, 2005). I drew on the carnivalesque concepts of probing, unmasking, pushing, pulling and seeking to uncover ideas hiding within our narratives. I questioned, elicited, and played with my emerging thinking, sharing this with each participant in subsequent conversations as a way to reconstruct deeper understandings of the emerging ideas and to see whether the thinking 'held water' and had the strength to stand up to scrutiny.

Each conversation generated one cultural event in the lives of the participants that could help them see their pedagogical thinking in new ways. The data was a captured experience and reframing the conversation involved exploring emerging ideas as the direct result of new dialogic interactions, thereby revealing discourses of practice, beliefs and ideologies related to teaching about teaching in ITE.

Twelve conversations formed the body of data for this research. Each participant's stories formed a set of data through three conversations. Once each set of conversations had been examined separately, all four were compared to generate commonly occurring ideas that indicated opportunities for potential future knowledge development.

3.7 Ethical relationships

Relationships are of central importance in narrative research (Clandinin, 2007) and all aspects of reflecting upon the participant's lived experiences are affected by the ethical research relationship (Josselson, 2007). I was mindful of my researcher responsibility to those participating in the research. Whilst this research topic satisfied my own professional curiosity to learn more about the work of my fellow colleagues working in other universities and whom I wanted to get to know better, I hoped it would also serve others in their professional learning through making it public. Examining what we say, how we do things and carry out our actions, and what we think about them requires consideration of their impact on others, particularly when conducting research because of the power differential. This requires an ethical attitude that respects and considers the research participants whilst balancing the requirements of responsible research (Josselson, 2007).

The driver for this research stemmed from a sense of isolation in my job as an early childhood teacher educator. I needed to acknowledge I would be stepping into different cultures and ways of thinking about teacher educating which required courage, respectfulness and sincerity as well as humility and reflexivity (Macfarlane, 2018). Conversations needed to be able to meander and explore areas of pedagogical interest that arose. I aimed for them to flow organically as the purpose was to move participants 'from a state of being simply *opinionated* to being capable of *questioning and justifying* what they believed' (Brinkman 2007:2 cited by Roulston, 2010. p. 27). These conversational interactions enabled us to participate as equally as possible in the creation of the data (although it is accepted that the researcher necessarily has more power in the choice of research focus). Engendering a more equal relationship and navigating research boundaries requires careful consideration (Merrill and West, 2009). Apart from initiating conversations, asking direct questions would have steered the research to a degree which would have meant that authentically rich areas of interest may have been overlooked in favour of asking the next question and would have resulted in an even less equal relationship.

Carnivalesque 'we-search' analysis was a form of relational enquiry and demanded careful attention being paid to establishing and maintaining of relationships (Connelly and Clandinin, 1990). These were impacted by discourse, and discourse as a way of thinking (Cohen and

Manion, 2011) is legitimated by communities that hold similar values, views, ideas and ways of looking at the world. Carnivalesque analysis enabled us to question these. Positioning myself and both researcher and thinker-with-participants meant I was able to embrace the opportunity to be reflexive and provocative. Utilising the idea of carnivalesque (Bakhtin, 1984a) as a lens through which I could view the data gave me licence to be playful in reconsidering and restructuring ideas for representation in order to further our professional thinking and learning.

Increased validity of the analysis was apparent through involvement of the participants in 'we-search'. Including them in interpreting and reinterpreting the analyses promoted increased trustworthiness in the findings. 'Narrative research emphasises fluid boundaries and origins, theoretical premises, epistemologies, uses and limitations' (Reissman, 2008 p. 185). During the data gathering phase, our truths were partial and incomplete. However, robustness in the process of the research, in the methods selected, in the ethical considerations and the processes I have followed, foster confidence in the trustworthiness of the data.

Initiating research conversations with other professionals relied upon establishing common ground. I began by asking for more neutral information (from the outset) to help us further explore statements related to views and feelings (Merriam and Tisdell, 2016). 'Having fewer, broader questions unhooks you from the interview guide and enables you to really listen, which in turn enables you to better follow avenues of inquiry that will yield potentially rich contributions' (Merriam and Tisdell, 2016 p. 126). There was one predetermined question to begin conversations which was 'can you share how you got to be a teacher educator?' Other conversational directions emerged from our discussions. There were two phases in seeking to establish meaning. A generative phase which gathered 'pre-conscious' and 'unmodulated' components (these were captured during conversation one), and an exploratory phase (conversation 2) which included participants in the further exploration of the processes of making meaning (Carter, 2004). Conversation 3 confirmed the story ideas.

Ethical guidelines were carefully considered and adhered to during this research (Wyse *et al.*, 2018) and ethical approval was granted by Canterbury Christ Church University to carry out this study. Participants were invited to participate and permission to use anonymised data generated was granted. They understood they were free to withdraw at any time and signed to indicate this understanding. The personal data of the four research participants who consented to be part of this research has been kept on a password protected computer and was anonymised

to ensure confidentiality. Pseudonyms have been used. Participants have been sent the transcripts following each conversation to ensure the dataset processed continues to be relevant and accurate. All third-party involvement, such as by my supervisors and examiners, is covered by a data sharing agreement or data processing agreement in line with general data protection regulation (GDPR, 2018).

3.8 Reflexive carnivalesque

Telling stories forms the basis of expressing our fundamental human experiences (Clandinin and Rosiek, 2007). Developing understanding about early childhood teacher education through the co-creation of stories about teaching, held the potential to gain new knowledge about thinking as early childhood teacher educators to inform the wider community, however tentative and provisional. These ideas are motivated by rewards of deepening and furthering knowledge in relation to our professional roles. Vygotsky (1978) claims that all cognitive functions originate in social interaction, and it is through this process that learners integrate into learning communities. Emphasising the joint, shared space of understanding created through social collaboration and through the mediation of language and culture potentially raises the consciousness of perceptions resulting in continued intellectual development. Uncovering subjective consciousness and exposing it to collective consciousness through a jointly constructed, interpretive approach to understanding teacher educators' teaching experiences, required critical praxis to self and collectively reflect in action (Freire, 1993) to create new knowledge.

Reflexive thinking involves being open to grappling with language between private and public speech. This necessitated interactions with others to clarify meaning and dialogues that attuned to others' forms of expression and responding reciprocally. Grappling with controversial alternatives was an important way of facilitating learning and an essential instructional tool in energising learning (Johnson and Johnson, 2009). Conflicts may prevent, block, or interfere with the effectiveness of other activities (Johnson and Johnson, 2009) however, viewing these struggles with language as opportunities to permit freely and openly playing with ideas, was supported through an approach to data analysis where the laws of freedom broadened out the

possibilities. The spirit of carnival offered a potential playful device with which to support the disruption of narratives of practice. As the relationship developed over time, eccentricity increasingly empowered our language, and metaphor enabled us to consider alternative roles. When participants entered into a free and familiar attitude too (Bakhtin, 1984a), parody and the role of opposites enabled us to reconsider our experiences in new ways. This approach enabled us to break free of institutional traditions and ponder on what we really believed important for the preparation of new teachers.

My presence, the context, and circumstances influenced the narratives produced. The conversations happened in places where we could relax and chat such as coffee shops, cafes, meeting rooms and on one occasion in a library. I wanted participants to feel 'equals' as far as possible in sharing their pedagogical narratives and, as this extract from my research diary shows the environment in which these took place mattered: '*I felt that it would be more 'equal' domain in (the) café – also less formal*' (research diary 12-3-2019). I sought to downplay my position as 'researcher' as far as possible by facilitating the development of a participatory approach. I encouraged the participants to co-construct an understanding of what we do, and this was dependent on the development of good relationships. One diary entry shows how frustrated I felt when I hadn't left enough time between trains to get to know each other better: '*I didn't leave enough time between trains so really felt pushed for time. The relationship is important, and I felt a bit like I'd left too soon after the interview with no time for general chit chat to establish it.*' (Research diary 11-6-2019). Leaving the field abruptly felt uncomfortable leaving me to question what participants were gaining from the experience. However, more recent correspondence has led me to understand this concern was futile and these conversations were valued opportunities in helping one of the participants 'to understand their pedagogical perspectives a little better!'

The next section explicitly shares the process of analysing the findings through carnivalesque analysis, including my part in the creation of the data. It chronologically explains the steps taken and the learning gained through the research. The analysis has enabled me to reveal the many voices embedded within our narratives as our utterances are 'saturated with ideology and meaning' (Reissman, 2008 p. 107) and to consider the extent to which carnivalesque supported the elucidation of tacit pedagogical beliefs.

3.9 Process of analysing data

In this section, I demonstrate my process of data analysis and my reflections on this. Analysis took place during and after each conversation. The first conversation took place in March 2019 and the last conversation in March 2020. This process is presented chronologically and shows examples of how I tracked each participant's emerging pedagogical ideas throughout the research as a result of drawing on carnivalesque analysis. These pedagogical ideas developed and deepened during subsequent conversations. I share examples of how my position as an insider researcher (Greene, 2014) enabled me to probe thinking throughout the research through the application of reflexive carnivalesque.

3.9.1 Phase 1: Stirring the cake mixture

Analysis of each conversation began immediately on the journey home as I reflected on the day's events and upon each interaction. It was exciting to begin these conversations and my position as an 'insider researcher' (Greene, 2014) meant that each conversation had the potential to make an immediate impact on my pedagogical thinking. In the following weeks, as I transcribed, relived each conversation, read and re-read the transcripts, I firstly sought out words and phrases that appeared to 'jump out' because they related to pedagogical ideas or pedagogical thinking. I kept analytical notes on each transcript. Next, I entered into a new mode of interrelationship as I playfully probed the data, stirring the metaphorical cake mixture by asking questions such as; '*where are examples of provocation or 'winding up'?'; 'Where can I detect masking or unmasking?'. 'Where are examples of irreverence or disobedience?'.* I noted examples that warranted further consideration. For example, my very first comment on Marjorie's transcript responds to her explanation that she worked for social services with very young children who had been taken into care. My response seeking to unmask hidden narratives, '*makes me wonder if working in the early years is related to issues of social justice',* sought to uncover reasons why she was drawn to working with young children. I recognised that this resonated with my own core beliefs relating to education as liberation and a means of overcoming oppression and injustice. I was also drawn to the word 'clues' when re-living

Marjorie's comment that being an HE tutor in a different university probably gave her a lot of clues about how to *'operate with adults'* (See figure 1). This suggests that teacher educating involves 'detective work'. These analytical notes were used as prompts for the next conversation, but I did not share these notes as I did not want to influence the participant's responses to the transcript prior to our conversation. I wanted to ensure we co-created their responses in the moment. The analytical comments were an aide memoire for me to share so that, as the conversation developed, I could facilitate the development of emergent ideas and themes.
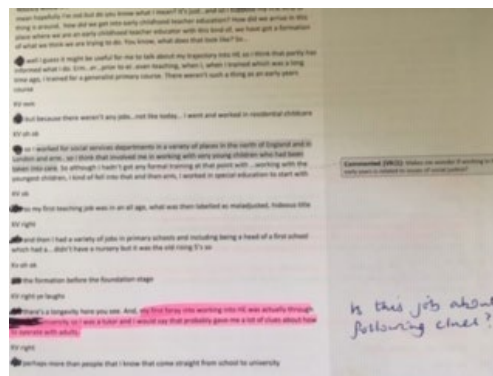
Figure 1: This photograph illustrates how I highlighted and commented on the transcripts as a way of recording my thinking about pedagogical approaches

Figure 2 shows how I provocatively responded to Marjorie's experiences of students' reluctance to engage in play-based experiences in university. I asked *'why are we doing this in uni [university]? Are we replicating or role-playing teaching practice?'* and *'should we expect them to gain experiences of play-based learning whilst on placement?'* In this example, I played around with the hierarchical status of the pedagogical aspects of university teaching. This comment is an example of bringing ECITE's work 'down to earth' and testing the value of this activity.
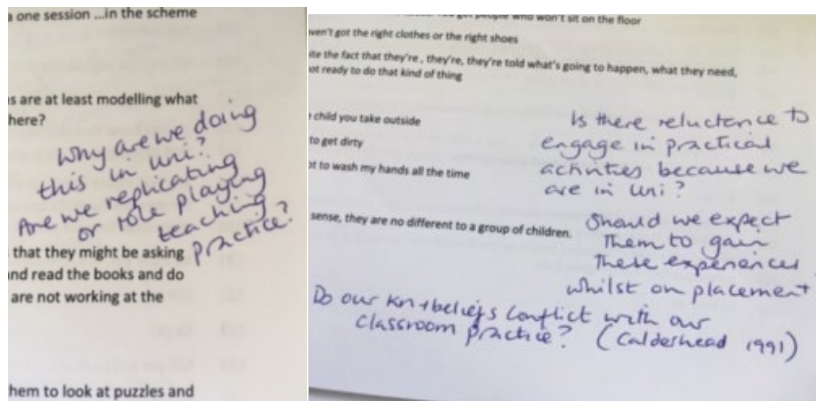
Figure 2: Examples of prompts to inform subsequent conversations

3.9.2 Phase 2: Tasting the cake mixture

In preparation for the second conversation, I had again transcribed the conversation, interacting with the new content. Tentative emerging prevalent story ideas were identified through my carnivalesque analysis and offered to the participants in order to provoke responses and invite challenge to reconstruct our thinking. Again, during this conversation, I did not strictly adhere to using my prompts. This was because I was mindful that there may have been topics that the participants were themselves keen to explore having received a copy of each transcript prior to the conversation. This was designed to be a co-construction of data through dialogic means where we could embrace uncertainty (White, 2014). I wanted to invite the participants to engage in verbal analysis in order to explore the different pedagogical flavours coming through in the form of ideas, meanings, and possibilities. Whilst I aimed to dialogically disrupt emerging knowledge to support the drawing out of tacit thinking, I needed to be aware of and sensitive to their desires to explore certain aspects and not to dominate conversations. There needed to be flexibility to move in different conversational directions so that we were not just reproducing and reinforcing my thinking, which can be a danger (Sullivan, Smith and Matusov, 2009). I wanted them to exercise agency in examining the emerging findings. As a result of this, my attempt to enable the conversations to flow naturally meant that I did not follow up on every single comment I made on the transcripts to make room for more substantial ideas and themes to emerge. By the end of the second conversation, some of the story themes were beginning to settle. At this point, I attempted to capture these as a coherent narrative by re-

reading both conversations from each participant and drew out these emerging stories to be shared during discussion in phase 3. I wrote my interpretation down narratively as shown in figure 3, taking care to record each line number from the original transcript (see figure 4). For example, figure 4 shows that Marjorie stated that she *'gets them [her students] to look at puzzles, jigsaws'* (96-97) and figure 3 shows how I recorded that this related to her aim to be able to explain how certain resources support the development of understanding of number.
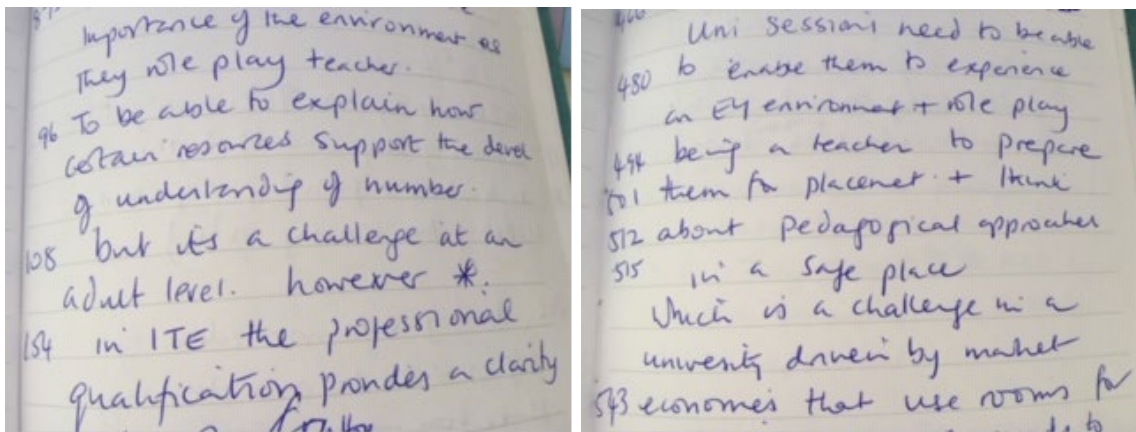
Figure 3: My narrative capture and interpretation of the themes emerging as 'stories' with corresponding line numbers
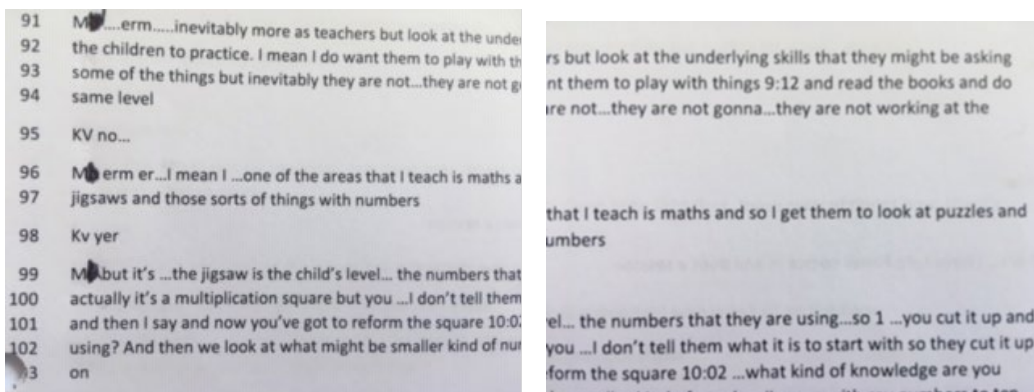
Figure 4: The original transcript to illustrate the relationship

3.9.3 Phase 3: Confirming additional flavours

Conversation 3 was an opportunity to confirm and settle the ideas and themes that had emerged with each participant and to jointly agree on the findings so far. These identified findings indicated the additional ingredients that would determine whether additional ECITE flavours

had been added into the cake mixture. However, during this final conversation, Marjorie quite rightly asked whether the story narratives I referred to, were her words. This was a key moment that changed the course of the research analysis. It was at this moment that I realised that I had overstepped my interpretive role at this final stage and added my own essence. Marjorie quite rightly brought me 'down to earth' and helped me see that this final version was not 'our' words, resulting in me questioning this approach. On reflection, the fact that she felt confident to question this indicates the extent to which we had been able to enter into 'we-search'. Marjorie helped me see that I had moved away from authentically capturing our conversations, instead putting my own 'spin' on the emerging ideas by creating what I thought was 'our' story. I had overstepped my role. It was at this point that I became concerned that I was corralling emerging themes into what I felt resonated with my experiences and privileging these by creating new narratives instead of allowing them to emerge between us. Fortunately, Marjorie was the first participant in the final round of conversations, so I was able to change direction in time to talk with the other participants. This watershed moment led me to reconsider my part in this stage of analysis. It was at this point that I went back over all the captured data to create tables that enabled me to reconsider and reaffirm how the examples selected through my carnivalesque approach had emerged over time. I placed these tracked examples alongside the emergent story themes and ideas to evidence their development more rigorously. I used accompanying quotations from our conversations as illustrative examples. This can be seen in figure 5 where the columns show (from left to right): participant; date; conversation number; emerging theme; corresponding quotations; my notes:

| Marjorie | 12-3-19 | 1 | Authentic learning experiences are valued by challenging pedagogically.

They require resources and support from colleagues with expertise is desired

Teaching standards help our role as TEDs to have clarity about what we need to pay attention to to be professionals | M I was passionate about recognising a difference for the early years
I was …passionate about the fact that they needed a different kind of input for the teaching and although say it is a mixture, what I tend to do is a mixture of modelling things so from, if I am feeling that I have a lot of time…we haven't got a lot of space here and I am still working on a space that is an early years space …set out like an early years environment …because to actually set it out yourself for a session and I have done it a couple of times and I am shattered at the end…so having a dedicated space that you can then pull things out of cupboards and set it up

M some of the sessions are at least modelling what you might be doing and then unpacking why do you think this might be here?
KV ok so you are asking your students to step into that role
M yes
KV as teachers or as children?
M …erm….inevitably more as teachers but look at the underlying skills that they might be asking the children to practice. I mean I do want them to play with things 9:12 and read the books and do some of the things but inevitably they are not… they are not gonna…they are not working at the same level

M I mean I …one of the areas that I teach is maths and so I get them to look at puzzles and jigsaws and those sorts of things with numbers …but it's …the jigsaw is the child's level… the numbers that they are using…so 1 …you cut it up and actually it's a multiplication square but you …I don't tell them what it is to start with so they cut it up and then I say and now you've got to reform the square 10:02 …what kind of knowledge are you using? And then we look at what might be smaller kind of number jigsaws with say numbers to ten on …that children might use so it's demonstrating some of the underlying principles at child level but hopefully getting an interest at adult level

KV I want you to understand the experience of play but but you know if I get you to play, how will you approach that? Will you think this is just babyish? How can I actually make it meaningful and so the way that I tried to approach it was by so for | Teaching about teaching in early years requires a different type of input (from primary). More resources are required so that students can explore the importance of the environment as they role play teacher to be able to explain how certain resources support the development of an understanding of number but it's a challenge at an adult level pedagogically because it is a multi-layered practice. We are thinking about the best way to get them to think about their responses as adults but then how they would think differently as teachers and how they might structure their experience. However, in ITE, the professional qualifications provide clarity in the role.
Outdoor learning is important for them to experience but they behave differently to children. For example. They won't sit on the floor or they don't have the right clothes or shoes. It can be a challenge but to get them to think about how they would handle that is to make them responsible and think like early years teachers. |

Figure 5: Data table example to show themes related to narrative quotations

Next, I collated these emerging ideas chronologically so that the development of each conversation could be tracked. I used colours to represent different themes. An example of this can be seen below (figure 6):

Conversation with …	Which conversation number?	Theme	Comments
Veronica	1	Initial motivation to work in education continues to influence our beliefs and approaches to teaching	
		Entry into ITE through apprenticeship over time is more comfortable, however the actual job requires resilience because teaching diverse subjects can be expected-this is challenging	
		Teacher educators fulfil multiple roles in their job but ECITES also have to deal with the challenges relating to the disconnect in policy directives arising from the complexity of early years policy	translators
		Authentic learning experiences are valued but challenging pedagogically-different approaches are required	Experiential approach is favoured = authenticity of experience – like play
		ECITES also need to support the professional learning of colleagues about EYs	Supporting the professional learning of colleagues
		Helping students to understand theory through practice-based pedagogies is important (experience matters).	
	2	Motivation to teach arises from a sense of mission	
		Developing positive relationships with students helps their learning	
		The university space gives students a chance to rehearse being a teacher	
		Our EY specialism means that we are asked to do 'early years' lectures and inputs because EY is different from primary.	

Figure 6: Emerging themes from Veronica's transcripts

This process enabled me to track the development of each emergent idea and to reassure myself that they had emerged through dialogic carnivalesque probing that sought to get underneath each of the narratives and to unmask and provoke what was not necessarily apparent. Through this process, I felt reassured that by conversation 3, the themes had begun to settle, and the purpose of this final conversation was to confirm and explore these. This final conversation was again transcribed and shared with participants. These final agreed themes are collated in

the chart that follows. This chart collates all narrative ideas and themes. The first column indicates the broad theme that emerged and then I have shown where there were similar ways of thinking across participant's stories. These are illustrated below in figure 7:

Emerging Themes	Marjorie	Veronica	Linda	Paul
HE Environment when Teaching about teaching Physical/resourcing And Emotional/relationship development/safe place Learn to stand up for what they believe in	Creating learning environments that are similar to EY settings are challenging pedagogically	Authentic learning experiences are valued but challenging pedagogically Helping students to understand theory through practice-based pedagogies is important (experience matters) Developing positive relationships with students helps their learning The university space gives students a change to rehearse being a teacher	Identity as a teacher educator is challenged. HE resourcing impacts on ability to provide experiences such as forest school We expect students to initiate their own learning but there are significant challenges Teachers in formation can stand up for what they know We think we are helping our students to stand up for what they believe and standing up for what we believe too-working against the 'system' We need to support our students to challenge practice and consider how they view children-particularly because they're in school at such a young	Seminars are for reflection on experiences in school. HE pedagogy in ITE is challenging-teaching about play in university is a tension. It's a struggle to fight the HE system and students encouraged to question value of experiences in preparing them to teach in primary schools About being a certain kind of educator

			age in comparison internationally	
Understand how EY teachers work differently pedagogically	Being an early years teacher requires different knowledge from primary-early years ITE encourages students to move away from idea of traditional teacher		Early childhood collides with the world of primary-view of teaching and being a teacher different and collides with world of primary. We are teaching about the principles that underpin learning and not content. The word 'teacher' has status. Requires different placement paperwork	Word 'teacher is 'loaded' with a more formalised approach
Strong beliefs about EY teaching	Our initial motivation to work in education continues to influence our beliefs and approaches to teaching	Our initial motivation to work in education continues to influence our beliefs and approaches to teaching		
Wanting EY teachers to adopt/appreciate the principles/philosophy of teaching in the EYs (like joining a club?)	Assessing student teachers against the teaching standards means that we have a greater knowledge of our students and a wider knowledge about teaching but means that we are less specialised in terms of our subject knowledge	Teaching diverse subjects can be expected. This is challenging and requires resilience	Difficult to have time to cover everything but we want then to understand the philosophy that relates to ECE	Teaching about teaching takes effort but scaffolds thinking and develops relationships

ECITEs also support the professional learning of primary colleagues	Relating subject expertise to the EYFS can be challenging for some primary colleagues so supporting colleagues is key	ECITEs also need to support the professional learning of colleagues about EYS		Supporting EC students to see themselves as 3-7 specialists which includes the whole phase EY to KS1 depends on whole staff team. Colleagues need to wave the flag for EYS
ECITEs act as translators and navigators of language and pedagogies of practice in EY		ECITEs have to deal with the challenges relating to the disconnect in policy directives arising from the complexity of early years policy	Teaching standards need translating for EYTs	Early years defined by what it is not. ECITES translators of language and pedagogy. Two sets of contrasting curricular approaches/philosophies is challenging
There is acknowledgement by colleagues that EY is different from primary		Our EY specialism means that we are asked to do early years lectures and inputs because EY is different from primary	Seminars encourage thinking about teaching and justifying this/articulating possible approaches and experiences can support their thinking about this.	Skills required to teach about teaching are based on recounting stories about teaching in connection with theory

Figure 7: The key themes from each participant that emerged from carnivalesque thematic analysis:

Organising the data in this way helped me to analyse how pedagogical ideas were also emerging across the stories and illustrated that there were some pedagogical commitments that participants had in common:

- How we help our students to understand new knowledge? (What we think and do).
- Activism vs compliance.
- Knowledge that we perceive others 'need'.
- Resourcing for teaching.
- HE context, policy decisions and implications

- EY sector policy decisions, diverse range of professionals ECEC.
- Acknowledging that own values and beliefs impact on students

3.10 Summary: Carnivalesque cake filling

This chapter has presented the metaphorical cake filling in the form of carnivalesque analysis and explained how the research was designed so that the unique flavours of four ECITE's pedagogical thinking could be explored to produce data that could be analysed together. Each stage of the research process has been shared chronologically. The researcher's position as an 'insider researcher' (Greene, 2014) enabled unique access to the pedagogical thinking of ECITEs through a dialogic approach enhanced through a language probing device that was inspired by Bakhtin's carnivalesque (1984a; 1984b). The participant's anonymity was assured through adherence to research protocols for consent and withdrawal (BERA, 2018; CCCU, 2020).

This narrative approach was designed to draw out tacit knowledge about teaching to enhance ECITE's professional learning and to create new knowledge about teacher educating in early childhood. It enabled the researcher to engage with the data through 'new modes of interrelationship' (Bakhtin, 1984a, p. 123) over the course of a year that included engaging with the narratives playfully, to encourage new ways of thinking about what might be masked or being covered up, or what might be taken for granted or mocked. Taking these findings to the next conversation enabled the participants to engage in further analysis of the narratives to build a deeper, richer picture of their experiences and values over time. However, due to the emergent nature of this approach, the researcher did not explicitly share this carnivalesque approach as a way to structure the research conversations, instead relying on encouraging the participants to 'live' within the 'spirit' of carnival (Bakhtin, 1984b). But, as the relationships developed, participants felt able to engage with this playful approach and helped to reveal tacit thinking about teacher educating as metaphor emerged as a way to understand our unconscious thinking (Kitchen, 2011).

Narrative 'we-search' was influenced by self-study research and required certain values and attitudes towards knowledge production. Participants were prepared to 'critically reflect on

their teaching' and 'undertake jointly constructed dialogues' as they talked 'honestly about their beliefs, perspectives and theories in relation to their own teaching approaches' (See appendix 6). Narratively co-constructing stories about teaching enabled new knowledge and insights to emerge through deliberately addressing the 'lack of attention' (Czerniawski, Guberman and MacPhail, 2017 p. 127) to research and professional learning in ITE.

The next chapter will present each ECITE's story in turn to unmask and reveal new knowledge about teacher educating in early childhood. Each ECITE's assembled metaphorical cake will be cut, to consider the positioning of the three critically crucial ingredients: modelling, reflexivity and learning experiences within the mixture. This will unmask pedagogical approaches unique to early childhood initial teacher education, through revealing additional unique flavours. This process will identify where each ECITE demonstrated pedagogical similarities to the teacher education literature base and where additional early childhood flavours had made their way into the mixture through the distinctiveness of each early childhood initial teacher educators' pedagogical approach.

CHAPTER 4

RESEARCH FINDINGS AND ANALYSIS: UNMASKING THE HIDDEN INGREDIENTS

4.0 Introduction to the chapter

The purpose of this chapter is to present the findings and analysis of this research. Each story is presented in turn, alongside an analysis of data to give an insight into each participant's unique story of early childhood teacher educating and the role of carnivalesque analysis in revealing this. This approach preserves the unique flavours and individuality of each ECITE's pedagogical approaches. There are four individual narratives, and each has been analysed through the three critically crucial ingredients that emerged through my literature review (chapter 2) through which the research aims can be considered. The three critically crucial ingredients are: modelling; reflexivity; and learning experiences and these each structure the individual stories in this chapter. Utilising these three key ingredients will help to unmask and reveal any additional ingredients and flavours that require further consideration.

The aim of this research was to create new knowledge that could support and develop pedagogical understanding and practices through considering how ECITE's pedagogies were being defined and the ways that they talked about their experiences and values in early childhood initial teacher education. So, I will be revealing the pedagogies of each ECITE as defined within their discourses of practice and evaluate how they talked about their experiences and values in relation to their teaching. In addition, I consider how utilising a carnivalesque playful language device supported the elucidation of tacit pedagogical beliefs. This approach held the potential to explore forms of talk about pedagogical thinking more usually kept hidden or even silenced within public spheres. Encouraging and exploring thinking about captured discourses was enhanced through drawing upon the spirit of play as a way to engage with dialogue and grapple with concepts to draw them out. Entering into the spirit of carnival as Bakhtin (1984a) conceptualises it, was a way of breaking down barriers, of overcoming power inequalities and hierarchies and reforming and renewing relationships both personal and

73

institutional (Shields, 2007 p. 97). Entering into this spirit meant unmasking, provoking, probing and challenging the narratives. This approach was used as a way to invite the participants to further our knowledge about pedagogy.

The decision to use a carnivalesque analysis was based on the premise that early childhood initial teacher educators need to engage in play to be able to harness its power in early childhood initial teacher education. Utilising carnivalesque (Bakhtin, 1984a) as a means of analysing each conversation and sharing these interpretations, enabled the participants to see their worlds in new ways through the emerging themes I had drawn out in-between our conversations. I encouraged participants to enter into these playful considerations arising from my analysis during subsequent conversations (although a carnivalesque approach was not explicitly shared). This unlocked the potential to test the robustness of the data.

Extracts from the transcripts are shown *in italics*. In interpreting and retelling these stories, I appreciate that my biases and perspectives have influenced the selection of certain narrative excerpts (Bolton, 2014) and I have sought to mitigate this through the employment of critical lenses in the form of critically crucial ingredients that help to frame the findings. These three critically crucial ingredients were:

- Modelling. Defined by Loughran as, 'modelling the processes, thoughts and knowledge of an experienced teacher in a way that demonstrates the why or the purpose of teaching; it is not creating a template of teaching for unending duplication' (Loughran, 1997 p. 62).
- Reflexivity. Centred on the idea that ECITEs are aiming to promote a reflective internal dialogue that impacts on cognition and helps their student teachers to develop a reasoned approach to pedagogical expertise.
- Learning experiences. Defined as planning the provision for student teachers to engage in learning to teach and are centred on an active participatory view of teacher education.

4.1 *'Fighting a corner for early years'*. Marjorie's stories

''I think I've always felt that I've had to fight a corner for seeing the early years as different'' (Marjorie. Conversation 3. 295-301)

Marjorie is a very experienced and a well-established teacher educator. During the period of our conversations, she was working in a post-92 university as Principal Lecturer and Early Years 3-7 PGCE Lead. She had previously been employed as a teacher in a variety of mainstream and special schools in different age phases, and as a consultant, before moving on to work in a number of different HE settings. She is an established author of early years texts to support student teachers and has been involved in many funded research projects. I had earlier met Marjorie through work with our university when we had been introduced at meetings. We therefore had a pre-existing association with each other, but prior to us having our first conversation, I had not spoken to her about my research.

Marjorie's early experiences of working in HE early years initial teacher education follows a common pattern in England of teaching in early years settings and schools. Prior to this, her early career was in social services, initially in the care sector with very young children and then with children with special educational needs. Her early teaching career progressed to working with children with special needs before gaining leadership experience as head of an infant school. Experience such as this is deemed necessary and desirable in English initial teacher education despite the new and different types of professional knowledge and understanding required (Murray and Male, 2005). In the following extract, Marjorie refers to learning from others and '*picking up clues*' about the role in her earlier days.

M '…My first foray into working in higher education was actually through [name] university. I was a tutor, and I would say that probably gave me a lot of clues about how to operate with adults.' (Marjorie. Conversation 1. 35-36)

Marjorie's use of the language referring to the acquisition of clues in the above quotation seems to indicate her early days in HE enabled her to discover that a different pedagogical approach was required when working with adult learners during her induction phase. Marjorie appears to be referring to what Murray (2002) has described as 'second order practice'. Her reference to following 'clues' in order to equip herself to teach her students appears to indicate she

acknowledges that teaching adults about teaching young children is different from teaching children. During our first conversation in Marjorie's university café, she explained that her pedagogical priorities when she began her current job were concerned with establishing a different 'kind' of experience for the early years teaching students.

M 'I was passionate about recognising a difference for the early years. I was passionate about the fact that they needed a different kind of input for the teaching'.

(Marjorie. Conversation 1: 61-62)

Over the three conversations, Marjorie reiterated her desire to gain recognition for the distinctiveness of teaching students preparing to be early years teachers through the creation of a physical environment different from that usually offered in university settings. This is referred to in each of our conversations. It becomes clear over time that Marjorie's core approach is to create an environment in which she can model practice and empower students to reflexively engage in and discuss the purpose of particular pedagogical approaches as they role play their future teaching selves.

4.2 Modelling

4.2.1 *'Give them multilink and they'll make guns!'* Creating opportunities for role play

During our first conversation, it became clear that Marjorie sees her role as creating learning experiences for her students based on promoting an environment where they are able to ask questions of early childhood teaching and explore resources. Teaching can be a 'formidable experience' (Mahmood, 2013) and Marjorie aims to create an environment in which students can practise their future role. This approach requires additional effort within what usually exists in a typical university environment: an adult learning space, largely utilitarian, and devoid of objects and resources that can support student teachers' understanding of children's learning through play.

Providing opportunities to rehearse their teaching role allows student teachers to step into role as a teacher and gives them the chance to navigate the space between their identities as students

and as teachers (Loughran, 1997). Marjorie sees her role as facilitatory. She constructs environments that can encourage students' learning about building knowledge with young children through real life hands-on experiences. This reflects a view of knowledge constructed through experience and situated within a context. Her students learn about teaching through their interactions with each other and with her (Putnam and Borko, 2000). From the extract below, it appears that her facilitatory role at times models the act of teaching young children indicating she may at times step into her former role as an early years teacher in order to arouse her students' curiosity and engagement with objects.

KV 'So you are asking your student to step into that role. As teachers or as children?'

M 'Inevitably more as teachers but looking at the underlying skills that they might be asking the children to practice. I mean I do want them to play with things and read the books and do some of the things but inevitably they are not…they are not working at the same level…One of the areas I teach is maths so I get them to look at puzzles and jigsaws and those sorts of things with numbers but the jigsaw is the child's level…the numbers that they are using so…you cut it up and actually it's a multiplication square but…I don't tell them what it is to start with so they cut it up and then I say and now you've got to reform the square. What kind of knowledge are you using? And then we look at what might be smaller number jigsaws with numbers to ten on that children might use so it's demonstrating some of the underlying principles at child level but hopefully getting an interest at adult level because that's the challenge I think when you are working with adults…that you can't get them…you know…you given them multilink and they'll make guns (laughs)!'

(Marjorie, Conversation 1: 88-109)

The discourse in this above extract refers to doing, having and getting resources for her students in anticipation of structuring certain learning experiences for them before reflecting on them to establish the kind of knowledge they used. Her focus on the pedagogical content knowledge (Schulman, 1986) required for the teaching of mathematics in the early years means that Marjorie values giving her students opportunities to explore resources and ask questions about how they might use them in preparation for their future role as teachers. Marjorie appears to be recreating learning environments for her learners in a similar way to her previous role as an early years teacher. It appears she has migrated this practice into her role as a teacher educator.

Marjorie's 'signature pedagogies' (Schulman, 2005) have placed play at the core of her pedagogical considerations. Her view of knowledge as a teacher educator appears to be rooted within a deeply held view that her students need to experience learning in role, as teachers in order to acquire knowledge about teaching. This form of role play is intended to help them prepare for their placements in 'real' settings. An emphasis on play is considered to be important in enabling student teachers to value its importance (Kemple, Oh and Porter, 2015). She also values the pedagogical reasoning that accompanies play-based learning experiences.

As I pick up on the implicitly held expectation of role play inherent in Marjorie's pedagogical approach during the conversation, I explicitly probe this by asking a provocative question: whether she is asking her students to step into being a teacher or step into being a (former) child? Her response indicates that her key objective appears to be to retain her primary role as teacher educator in facilitating opportunities for her students to step into their future roles as teachers through a form of imaginary roleplay. This resonates with Loughran's idea of supporting students to 'learn through being a teacher and a learner' (Loughran, 1997 p. 65), although in Marjorie's case, the knowledge base appears to be more focused on learning about the acquisition of knowledge for teaching. Her pedagogical approach is to prompt them to think about the knowledge they would be using as teachers. She also acknowledges that her students sometimes find it difficult to do this and 'slip' into the role of being a child (or perhaps a playful student?) as they use their imaginations to make guns. Marjorie is anticipating they will be able to move between their different modes as students, teachers and children. This indicates a broadening out of Loughran's (1997) dualistic idea that relates to being teachers and learners, and instead implies a continuum of identity as they navigate their way between each 'state' of being through playful experiences.

Marjorie supports such navigation through pedagogical approaches that appear to be based on getting students to: look ('at the skills they might be wanting the children to practice' and 'at puzzles and jigsaws'); play ('with things'); do ('now you've got to reform the square); say ('what kind of knowledge are you using?'); and demonstrate ('some of the principles at child level but hopefully getting an interest at adult level'). This method is modelled on a social constructivist (Vygotsky, 1978) approach explicitly designed to enable her students to interact with others as they share their thinking about teaching. They are reflecting together in one context about possibilities in preparation for a different one they may not yet be familiar with.

Situating learning away from their experiences in schools and other settings can influence and support their teaching and give rise to powerful learning about teaching (Putnam and Borko, 2000). Utilising the expertise of her colleagues is important for Marjorie in broadening out the opportunities to scaffold her students' learning. In addition to lectures and seminars based within university premises, Marjorie also facilitates alternative experiences for students that enable them to engage in roleplay-teaching out of doors. In the following example, she explains how she sets the stage for them to step into role as early years teachers through drawing on the expertise and support of colleagues in her networks.

M 'One of my colleagues teaches outdoor learning and some of that is the theory of outdoor learning but quite a lot is outdoors … so he takes them out there, gets them to light fires, those sorts of things. Now there's quite mixed engagement and I think that's one of the issues. You get people who won't sit on the floor.'

KV (laughs) 'Haven't got the right clothes or the right shoes.'

M 'Well, despite the fact that they're told what's going to happen, what they need, they are still not ready to do that kind of thing. A bit like the child you take outside.'

KV 'Doesn't want to get dirty.'

M 'Yeah, arghhh! Got to wash my hands all the time so in that sense, they are no different to a group of children…'

KV 'Do you find that a challenge when they are being like children? How do you approach that?'

M 'To bring that back to say…how would you handle that? So, to push it back in their direction and again that's easier on a professional course rather than one where they might go and work in a setting or they might not [degree in Early Childhood Studies].'

KV 'So you wouldn't model how you would be as their teacher with the child, you would actually make them be the teacher?'

M 'Yeah, so if I wanted to gain your attention now, what would these strategies be?'

(Marjorie. Conversation 1: 162-192)

Marjorie directly draws attention to her scaffolding of scaffolding (Vygotsky, 1978) as she shares an example where she aims to explicitly direct her students to reflect on the understanding that would be required to develop young children's knowledge. She helps them consider firstly what knowledge they are drawing on and then secondly, how this might be scaffolded for children. This extract suggests that Marjorie is keen for her students to act as 'teachers in rehearsal' during university sessions. She provides opportunities for them to rehearse for a role and appears to provide different stages and scenes for them to prepare for these roles, despite the challenges. Responding to my ridicule. Marjorie shares her view that she sometimes sees students behave like children and explains how she navigates the disparity between her students acting professionally as student teachers and as 'ordinary' students who are in a HE setting, behaving like children. This effectively highlights the tensions that teacher educators contend with in providing authentic experiences away from education settings with adult learners.

4.2.2 *'Adults come with a different set of baggage'*. Developing a mindset.

During conversation 3, I was able to pick up on the multi-layered aspect of teacher education, aiming to develop our thinking about second order practice (Murray, 2002). I did this through provocation, suggesting that perhaps school-based mentors may not always acknowledge the complexities of teaching about teaching. What emerges here infers that for Marjorie, teaching about teaching is about more than meeting a set of teaching standards. Rather, it is about the development of the whole person's education. She agrees that sometimes mentors find this challenging:

KV 'Isn't there that andragogical aspect? ...that way you're relating to adults is something that you're very competent at as well as children, whereas perhaps mentors aren't necessarily so competent at that and maybe they...I don't know if there's enough acknowledgement that that is actually quite complex as well? The idea of second order practice...'

M 'I think they're very good at acknowledging that children come with a whole set of baggage, but they don't always acknowledge that adults come with ... it's a different set of baggage, but nevertheless, they don't see them as learners in quite the same way.'

KV 'What do you mean by that?'

M 'I think it's this difficulty when preparation for teaching becomes teacher training. Training has a different set of ideas associated with training whereas a learner implies that there's opportunities for making mistakes, training implies that there's almost just one way of doing things and I think that's one of the difficulties…where school direct don't necessarily get it right. They are training a teacher to fit a particular situation not trying to try and see what skills they might need to fit any situation.'

(Marjorie. Conversation 3: 68-81)

As the conversation continued, it became clear that Marjorie is keen for her students to develop and foster a questioning approach towards education to develop their thinking in a wider educational sense. She refers to the government initiatives (DfE, 2010, 2011b) to place more training into schools as a difficulty. This suggests that her beliefs about the development of knowledge are related to the construction of a broader base of knowledge rather than imparting a narrow one. In the following extract, I provoke Marjorie further to explain her thinking about the purpose of our role as teacher educators. Marjorie brings the focus back to her students, suggesting an approach to the building of knowledge that places her students at the centre. This reflects the values and principles of the EYFS (DfE, 2017a) where adults support children's learning and development through an approach that sees them as unique and at the centre of their learning. However, Marjorie explains that not only is teacher education about broadening her students' thinking as individuals, but also about developing a particular mindset. This suggests there is a particular one that needs to be developed:

KV 'So are we educating them to think in different ways?'

M 'And I think to see that there are a range of ways of working (elaborates on different teaching styles) … An adult coming to the learning process comes with very well-defined ideas about what works for them and I think that that's sometimes more difficult to challenge and thinking about some of the students I taught in the past, some can have very fixed ideas about education and fixed ideas about what they think teaching is about …'

KV 'So part of your role is to understand those dispositions to learning for your students in order and do you think resourcing helps you open up those?'

M 'Yeah I think it does. Yeah…It's not necessarily about experience but it's about a mindset.'

(Marjorie. Conversation 3: 82- 109)

Instead of me developing the idea of what fixed ideas the students come with, I redirect her thinking back to the environment she sees as important in order to question the value of its resources. This attempt to deepen and develop this idea leads Marjorie to share her belief in the development of a mindset, which was referred to back in our first conversation when Marjorie explained that…

M '…for a teacher educator, it's about fitting the students with a model which is not necessarily about what they see in practice but what you hope they might implement in practice and getting them opportunities to experiment with things.'

(Marjorie. Conversation 1: 986-988)

Marjorie here is hinting at the tensions teacher educators experience as they work remotely from settings. Putnam and Borko (2000) claim that these spaces create opportunities to reflect which would not commonly be available in settings. Supporting the preparation of teachers to be able to teach across the foundation stage and key stage one in a variety of different settings, each with their own culture, philosophies and approaches, requires the facilitation of the development of knowledge, based on competing philosophies of practice. The idea of *'fitting students with a model'* suggests that Marjorie is facilitating the development of particular knowledge for early childhood teaching. The following extract shows how I join Marjorie in considering the different knowledge required to teach young children. I do this through explicitly unmasking my values and assumptions based on my knowledge of our role. This prompts Marjorie to reciprocate and unmask her perception of the issues. It also enabled us to compare some of the differences between working in key stage one and reception. The prompt revealed some of Marjorie's beliefs about teaching in the early years, and these differences highlight the complexity of developing different sets of knowledge and alternative approaches to learning in Early Childhood and primary ITE:

KV 'Is this the difficulty with EY teacher's preparation? In a way we're trying to convey these very child-centred, child-led, more organic ways of teaching [that] aren't necessarily recognised as teaching…and having different knowledge…are we actively saying to our

students…you need to know these things and all these things are different from primary. Do we need to recognise it as a different set of knowledge? It appears that we do.'

M 'Yes…The difficulty is that once you work with the National Curriculum, it's not necessary to start from the children…I guess the biggest difference is the structure. The fact that it's definite lessons and so I do think there's a real difference between working in the nursery or working in reception or KS1…The role of all the adults in the early years is much flatter as a structure. Any one person in a 60-place nursery might be working with the children at any one time…By and large, when the children are playing, the adults are then moving around as well and so they're not necessarily focused on, you're going to be teaching this element you might do more of the 'in the moment' interactions. Whereas in a key stage 1 classroom, it's definitely the teacher that is delivering.'

KV 'Do you think there's knowledge that they need to know in order to be able to interact effectively with that very equal team and in a way that almost gives power away from them as teachers?'

M 'Yeah and I think that is working with others and having a common idea about how you interact with the children across the setting so there's a consistency of approach.'

KV 'Do you think they need to know about the different theories….do you think there's a set of theories that perhaps they need that are different from those students who are going to be [KS2] primary school teachers?'

M 'No, because I don't think the theories are different. I think that the way in which they use those are different because there's still an element of agency in a primary classroom but it's a different…it's got a different set of constraints around it.'

KV 'to be an early years teacher is different to primary. So, to be that person you need to know different things.'

M 'And I think you need to understand …all teachers need to understand about child development, but I think there should be a bigger focus on child development in the early years.'

(Marjorie. Conversation 3:140-195)

Marjorie's teaching experience tells her that students need to be able to work as part of a team in an egalitarian way. This contrasts with the teacher 'in control' of a class. Instead, adults in the setting work together to meet the needs of the children. This perhaps shows an insight into Marjorie's desired possible teaching self (Davey, 2013) and gives us a glimpse into her personal epistemology of the teaching role (Tillema, 2011). She appears to see this role in the early years as shared between the adults in the setting. This means that the interactions that are experienced are based on a power-sharing model. The differences in approach between key stage 1 and early years teachers appear to require students to develop their own understanding of each pedagogical approach to be able to develop the required knowledge for teaching. Marjorie aims to develop reflexive thinking for her students and the next section will explore whether there is evidence of her own conscious reflexivity, otherwise known as 'epistemic reflexivity', (Feucht, Brownlee and Schraw, 2017 p. 234) in illuminating her own tacitly held beliefs.

4.3 Reflexivity

4.3.1 *'Trying things out in a safe space'.* **Enabling students to develop reasoned dialogues**

Employing approaches which show how teacher educators reach decisions whilst teaching is supportive in enabling student teachers to access knowledge about teaching (Murray and Male, 2005; Brownlee and Berthelsden, 2006). However, it is challenging for them because they find it difficult to access tacit knowledge of their practices (Tilemma, 2011). Marjorie's narratives indicated that insights into the practices she has developed are focused on the development of knowledge about children's learning, and that this is done through questions she asks of her students. These are questions designed to prompt her students to think as teachers and anticipate how they may respond. They are intended to prompt her students' intentions for children's learning. This suggests that her emphasis on the environment is related to enabling students to role play being a teacher, so they are increasingly likely to be able to respond as teachers when they are in an environment that replicates a classroom for children.

It is not possible for Marjorie to build knowledge with young children as her students are adults so instead, she aims to provide them with a replica of a typical early years environment in which she can demonstrate how to understand their role as prospective early years teachers by assuming they employ a 'leap of imagination'. The environment students experience in university is one which they may not necessarily experience on placement (Mahmood, 2013). Yet, it plays an important role in helping them begin to develop their identities as teachers. The following extract shows how Marjorie responds to my suggestion that there may be benefits to having a 'real' school or early years nursery setting. Her response indicates that she aims to raise awareness of the 'why' of teaching through positioning her students as inquirers of practice. She strives to mediate their thinking and practice, and to support them in making links between theory and practice in a space away from the 'swampy lowlands of practice' (Schon, 1987) that allows them to rehearse their teaching.

KV 'And let's say we did have the luxury of a school or an early years nursery …attached to the university…what is it that we would be doing as tutors that would be different from what mentors or teachers do with our students when they're on placement?'

M 'I think it's two things. I think it's developing that reflective element because, I think good mentors can impact practice effectively for students but some people [mentors] find it quite hard to articulate what they do intuitively and I think you can act as a mediator for that practice…I think the other thing you can do, which practising teachers do but at a much more superficial level is make links with theory. So, they might be aware of say attachment theory, but it's much more grounded in what they observe with the children, rather than thinking of that being an example of so and so's theory. I think the other thing … is the opportunity to try things out in a safe space …when you're not in front of the children because I think one of the difficulties and one of the real challenges for inexperienced teachers is where do I start? How do I work with what might be imperfect practice in the first instance and it's not so much how the children cope with that but it's how I [as an early years teacher] cope with that?'

(Marjorie. Conversation 3: 47-61)

The element of rehearsal in Marjorie's pedagogical approaches is intended to enable student teachers to step into and role play their future as early years teachers in order to begin to develop a repertoire of teaching strategies. The extract below shows her emphasis on the importance of

resources when considering how to foster learning. Young children learn actively, and Marjorie values the interaction that this way of learning nurtures. For student teachers to understand its importance, they need an early years environment designed to help them build a toolkit, as she explains below:

KV 'So when it comes to preparing these teachers, what is it they need to know and understand to be an early childhood teacher do you think?'

M 'Oh I think they need several things. I think they need a toolkit of skills about how to plan things and by plan things I don't mean a structured thing, I mean ...planning your continuous provision. What is it that you want the children to do? Is there a variety of equipment for children to think about their hand and eye coordination? Are there opportunities for gross motor skills, you know using more old-fashioned kind of terminology? So, that there's a variety of interest, there's a variety of opportunities for children to explore things and being aware that the planning process isn't something that you just write on paper but that you are thinking about all those resources. What kind of questions you are going to ask children...?'

KV '...to move their learning forward?'

M 'What things can you anticipate might go wrong in terms of the actual lack of engagement with the tasks? ... I think they need to think about learning first rather than activities. They often think about activities rather than...It's a lovely activity but has anybody learnt anything?'

(Marjorie. Conversation 1: 688-724)

What is notable here is Marjorie's focus on learning rather than teaching. Teaching in early childhood, centres on promoting young children's learning dispositions and engaging them through a play-based approach. Fostering the characteristics of effective learning (DfE, 2017a) are a priority when considering provision in the early years. Marjorie is striving to ensure that her students can motivate and capture their learners' interests and curiosities by starting with their own. Students must learn how to be responsive to individual children to meet their learning and development needs so Marjorie's learning environment enables her students to position themselves between their developing identities as teachers and as their former child selves.

The following extract illustrates Marjorie's focus on particular skills that need to be acquired such as: critical reflection; analysis; and engagement with literature. These skills support the development of their professional identities but also convey particular values about teaching young children:

M '[The activity is] beautifully controlled and they've completed the task. So, task completion doesn't equal learning. And then I think they need to be equipped with an understanding about how...not all of it but how some key policies are arrived at so they can legitimately critique it cos I think if you are somebody who just takes on board everything that's thrown at you without even considering is this a good idea, that's not helpful for the profession.'

KV '...So what do the students need to be able to do in order to be able to be that critical, reflective kind of person that stands up for what they really believe in in the early years?'

M 'I think they need to read and that's a challenge in its own right, and they need to read more than books... (discusses student). That engagement with the reading gives you a dialogue so you can maybe talk to somebody else and debate...'

KV 'So this is the higher education pedagogy, isn't it?'

M 'But without that you can't engage when the government bring out another document...you've actually got to understand what it is that they are asking you to do.'

KV 'And take a position. So actually, we are trying to upskill them to be confident people to be able to say, well I believe this, and this is why I believe what I believe. So, it's instilling confidence...'

M 'but also to develop a value base for themselves. Hopefully that's not counter to the value base that the other practitioners and parents and children that they will be working with....'

(Marjorie. Conversation 1: 730-830)

The skills that Marjorie is promoting here highlight the tension between relating to the development of professional attitudes and values that align with placement settings whilst employing a critical and questioning approach to practice. Marjorie also draws attention to the idea that the early years is different and that this requires additional effort within her scholastic community.

M 'I think I've always felt that I've had to fight a corner for seeing the early years as different and for colleagues that's fallen into two camps. They've either acknowledged that there's a difference and don't want to touch it with a barge pole or they don't acknowledge the difference and they think it's the same. That's why we've got a watered-down primary and it didn't feel early years. I think that the difficulty is that for most of the programme it's me…'

(Marjorie. Conversation 3: 295-301)

The additional effort involved in 'fighting a corner' emerges from the competing philosophical approaches brought about by the EYFS framework (DfE, 2017a) and the National Curriculum (DfE, 2013a). In the following extract, I posited the idea that early years initial teacher education might be influenced by the instrumental discourses of the National Curriculum (DfE, 2013a). Marjorie's response suggests that this might arise from their school-based experiences:

KV 'When students come on a teacher training programme, they're expecting you to train them to teach for the phase that they're going to work in and with that in mind, do you think that early years ITE encourages our students to move away from the idea of the early years teacher?'

M 'I think for some students it does and there are one or two schools …that does much more free flow [play] right up to year six. That's quite brave and there are also strategic decisions that some heads take to employ someone who has done a 3-7 programme in a year three class or maybe in a year one or two class but the rationale for that is they want early years practice.'

KV 'What do they want? Particularly want?'

M 'Partly they want the play-based, but they want …much more attention to the individual child rather than the delivery of the curriculum.'

(Marjorie. Conversation 3: 471-484)

Marjorie indicates that she sees the role of the early years teacher as different, and this has implications for her pedagogical approaches as she prepares her students for this role. She appears to be of the belief that knowledge about teaching requires her students to learn in sensory ways within specialised environments. The next section explores her approach to teaching within both a physical and an emotional environment.

4.4 Learning Experiences

4.4.1 '*Unpacking*'. Setting up specialised environment and resources

Marjorie explains that she strives to create a certain kind of physical environment for her student teachers. This appears to be based on replicating what might be found in a typical early years foundation stage environment within a nursery or school setting. Continuous provision is an important facet of early childhood teachers' practice and relates to the idea of children being able to access resources independently for play-based learning. This approach promotes children's choice and independence, and requires teachers decide what to make available. Marjorie explains that the effort it takes to convert and model such an enabling environment for her students leaves her 'shattered at the end'. Despite this, these experiences appear to be an important pedagogical consideration for her. She states that her purpose is to provide her students with those experiences which help her model early years teaching. Whilst she does not explicitly label this as play, she is enabling her students to interact and engage with objects and resources playfully in order to foster discussion-based enquiry as she explains in the following extract:

M 'What I tend to do is a mixture of modelling things. If I am feeling that I have a lot of time (we haven't got a lot of space here and I am still working on [acquiring] a space that is an early years space...set out like an early years environment because to set it out yourself for a session (and I have done it a couple of times and I am shattered at the end), having a dedicated space that you can then pull things out of cupboards and set it up [is helpful]. One of the things I have done, (I didn't do it this year, I did it when we were talking about continuous provision), is to take a theme, put lots of things out, [and] ask questions so they got to explore. So, I'd got a sand tray and sand in it. I'd got water and various other bits and pieces. I'd created a kind of under the sea environment with bottles to look like they were breathing apparatus, but it just took so long and for basically one session, in the scheme of things, I haven't done it since! But that is my ideal. At least some of the sessions are at least modelling what you might be doing [as a teacher] and then unpacking why do you think this might be here?'

(Marjorie. Conversation 1: 66-87)

Learning through play is crucially important for young children and a key consideration for ECITEs is to foster ways for their student teachers to appreciate and understand its role in learning. Vu, Han and Buell (2015) claim that getting involved in play-based learning behaviours is important in reminding teachers about the important role that play has for children which can promote their skills in implementing it. Marjorie appears to be aiming to model an 'enabling environment' (DfE, 2017a) in order to promote a more holistic experience where students can experience learning through play as their future teaching selves. Marjorie places a high value on enabling her students to consider and reconsider an approach to developing knowledge through activity-based learning and reflecting on it. In this sense, this becomes more than just a physical environment for learning, it also becomes an emotional 'safe space' where student teachers can step into their teaching futures. My provocation in the following extract seeks to unmask hidden reasons for this practice.

KV 'Why do we do that when they have placement?'

M 'It's partly about preparation for placement. I think it's also that, I don't know whether I mentioned it the last time when I sent the students out to look at the maths equipment and somebody came back with a purple frog beanbag, and they said what would you…because I challenged them. I said 'go and have a look and explore the cupboard…think about how you would explore the cupboard, use the equipment. If you come across anything you're not sure about, how you would use it bring that out and there's this box that says 'sorting' and these beanbags…lovely, really tactile beanbags and she brought out this frog. She said, 'I don't know what you would do with this?' And I thought oh dear! I have to say I did but what was lovely was one of the students said…oh well you could do this, this this …So I was thinking if nobody else came up with ideas, what … have I been doing? But it worried me.'

KV 'What … you've been doing presumably; you'd been facilitating discussion?'

M 'Yeah'

KV 'Enabling them to feel safe to take that risk? To open up the discussion?'

M 'Yeah'

(Marjorie. Conversation 2: 500-527)

Marjorie's response justifies her approach to the active construction of knowledge as she shares an example where her students supported each other in a community of inquiry as they developed their knowledge of teaching. However, she also doubted her ability to help them understand. Her worries appeared to question her own role in facilitating the development of their thinking, but her hesitation created the space for her students to take the lead. Marjorie showed her belief in the purpose of these rehearsals for placement. Her pedagogical approach appears to provide not only a similar environment to that of early years classrooms, but also a similar pedagogical approach to that which she may have utilised as an early years teacher to convey a set of beliefs about learning in the early years.

4.4.2 *'I finally got permission for the removal of a fume cupboard'.* Facilitating the construction of learning experiences

In her ambition to recognise a difference for the early years ITE students, Marjorie is keen that they experience their placements in a particular order: nursery, key stage one and then reception. She wants the students to observe the beginning of the year within a nursery setting so that they understand the nature of these specific challenges, so she sets up particular experiences for her students, with this aim in mind.

M '...a number of people who come on the 3-7 programme want to work in the nursery but if you've seen a nursery part way through the year, you see it all running smoothly and you don't see it warts and all and so although it took quite a while, I mean I ran that sequence previously in other institutions so when I came here and they didn't, it was all a bit of a bodge...I think it's important to see...coming back to the relationships...how they establish relationships with parents, relationships with...between children, relationships with set key workers. They establish the groups, maybe they move children in those early days in order to get that balance right. Because until you know the children you might not necessarily formalise the groups and the children that are going with one keyworker...to show students that actually, this is not an easy process.'

(Marjorie. Conversation 2: 350-369)

She explains how she carefully constructs the university content so that it supports students' placement experiences. Marjorie indicates this is about observing practice in order for her students to be able to make links with the university's provision. She also explains she experiences resistance from within the university:

KV *'And you have the support of your subject specialist colleagues?'*

M *'Yeah, although we've had some people who won't teach them nursery or the reception bit but will happily teach them KS1. ... Grrrrr!'*

(Marjorie. Conversation 2: 448-453)

Resistance appears to emerge from the juxtaposition of the national curriculum (DfE, 2013a) and the early years foundation stage (DfE, 2017a). Marjorie explains her belief that the key difference is down to the environmental provision and that students need to understand how to facilitate learning within it through actual experiences. As a result, she is trying to get her university to provide a specialist early years classroom:

KV *'I'm trying to work out what that early yearsness is? It's back to that idea that it's different from primary. What is it that is different?'*

M *I think it's firstly the environment. And what I'm hoping to be able to do…I've just…I don't know whether I mentioned it before? They've got to move the fume cupboard. It they can move the fume cupboard out of the science rooms, I can have an early years classroom and I can set it up and leave it. So, the idea is that the majority of the teaching will be in that room.'*

KV *'And how will that impact on your sessions, your teaching?'*

M *'…previously, trying to set up that kind of environment to explore…it gives them the opportunity to maybe set up the displays, set up questions…one thing I'm thinking of is one session [where] there's no direct input but you are setting up the activity around the water tray or the small world and just give them the opportunity to do that and then swap around and look at what are the issues?'*

(Marjorie. Conversation 2: 461-486)

The idea of a specialised learning environment is important to Marjorie who again mentions it during our third conversation:

M 'I finally got permission for the removal of a fume cupboard. I might be able to get that a room by next year, but it will have taken … in excess of two years to get it off the ground and that in itself is quite a challenge.'

(Marjorie. Conversation 3: 9-20)

Marjorie's pedagogical approaches are based on engaging her students in certain types of learning experiences to prepare them for their future teaching role, and she draws on her local environment to facilitate their engagement in them. In common with the literature, Marjorie is encouraging the thinking, the process of teaching and what early years teachers need to know and understand (Loughran, 1997); but additionally, she appears to be of the view that the underpinning and necessary resourcing is the environment itself, both physical and emotional. The deliberately arranged environment enables Marjorie to model and demonstrate her 'thoughts and actions' (Loughran and Berry, 2005) and also enable her student teachers to become comfortable with the discomfort of not yet knowing their future teaching identities (Carter Andrews *et al.*, 2019; Mansfield and Loughran, 2018). Marjorie's teaching space is an opportunity for her students to begin constructing these identities.

4.5 Summary of Marjorie's approaches to teacher educating:

Marjorie's narratives show how she strives to provide experiences for her students to develop their identities through navigating the space between their identities as students and as developing teachers. Her approaches to teaching appear to promote social constructivist (Vygotsky, 1978) learning experiences that are carefully assembled to enable her students to explore the teaching role. She appears to implicitly model the signature pedagogies (Schulman, 2005) of early childhood teaching through the way that she talks about her own teaching: for example, getting her students to look at resources, play with toys and do certain activities. She describes how she hopes to 'fit' students with a model or mindset she hopes they might take into their practice; one that is based on a certain set of values and approaches as developed within her teaching sessions. Her aim is for her students to develop a reasoned dialogue, so they are able to think like early childhood teachers through role play. These experiences enable her to equip them with a toolkit of skills they can use to engage children and to help them learn.

Whilst this mindset is based on early childhood values and principles as articulated in the EYFS (DfE, 2017a), she also expresses the view that they need to be critical thinkers, able to justify and examine competing sets of values.

In order to help her students to develop the ability to do this, Marjorie is determined to create a specialist environment within which her students can rehearse, share and develop their thinking about teaching. She believes that the role of the early years teacher is different to that of the primary teacher. This leads her to *'fight a corner for the early years as different'* meaning that discrete knowledge about teaching is developed through concrete experiences, and that particular environments will enable her to facilitate the development of her student teachers' professional identities as early years teachers who foster play-based approaches. She seeks to empower them to construct their own understanding of the early years teaching role through carefully selected experiences she has designed based on her own experiences and understanding of the teaching role. In each conversation we have had over the year she mentions the fight she is having to create specialist teaching space within the university in which she can model, show, demonstrate and facilitate exploration through play-based experiences for her student teachers. This struggle is echoed by her claim that she has to *'fight a corner to see the early years as different'* with her colleagues as well.

4.6 *'You've got to go through it'*. Veronica's stories

V 'It's been taught but it hasn't been learned…you've got to go through it'

KV 'You can't go over it, you can't go under it',

(Veronica. Conversation 2: 914-917)

This shared reference to a book well-loved by early years teachers, 'We're Going on a Bear Hunt' by Michael Rosen (Rosen, 1989), illustrates the playful way in which Veronica and I engaged in sharing our thinking about what we were aiming to do in our teaching. She leads her student teachers towards situations that prepare them to go through an experience and to learn from it. She holds a strong belief that knowledge cannot be passed on or observed. Rather, it needs to be created, explored, and evaluated to justify its use.

Veronica has many years' experience in early years education, starting her career as a class-based teacher before moving into senior leadership and consultancy. She states that her early experiences witnessing racial violence as a primary school child taught her that her early years teachers *'weren't just there to teach you stuff'* and that she *'wanted to be somebody like that'* (Conversation 1: 28-31). Veronica knew from: *'...very, very early on that I wanted to be with this age children and younger. I knew that was what I wanted to do, and I suppose part of that is based on how important, how special, how fantastic my early years teachers were'* (Veronica. Conversation 1: 24-26).

She has experience working in a diverse range of multi-cultural early years settings including home-based childcare providers, preschools and nurseries, sure start centres and schools. Her apprenticeship in initial teacher education was through opportunities to work with Newly Qualified Teachers. This led to offers for her to link tutor students on placements before accepting a job as a lecturer in a university where she works with early years and primary students on different degrees and PGCE courses. She currently leads a research group of early years students and practitioners with the aim of learning more about pedagogy that supports early years practice.

4.7 Modelling

4.7.1 'In an ideal world you'd almost want to be a little Jiminy Cricket sitting on their shoulder'. Developing students' skills to learn about learning

During our conversations, it became clear that Veronica's key objective was to enable her students to learn and develop their pedagogical reasoning in order to articulate and justify their professional decision making. It became clear that perhaps Veronica is enacting the values and beliefs of her former early years identity as an early years teacher but doing it within her new role as a teacher educator. This means that her pedagogical approaches as a teacher educator appear to foster learning about learning in the ways early childhood teachers highly value their children being highly active in their own learning (Halpern, 2013). This appears to differ from teacher educators teaching about learning within a certain subject as they develop their

pedagogical content knowledge (Schulman, 1986). Veronica appears to value working from students' levels of understanding to facilitate their learning about teaching through invoking a response from a scenario or a video as an early years teacher might do. Her expectation that students justify their thoughts appears to be supported by the use of objects or experiences that provoke thinking. She states that she finds ways to ignite their thinking such as through 'making use of' videos. In the absence of being able to observe the actions of 'real' children, they can rehearse and practice their responses in a place away from the realities of everyday practice. In the following extract, she explains her aims for the use of video clips, describing the kinds of questions she might ask her students:

V 'I do make use of video clips because I have too many students to take them into a setting to let them just observe and actually, what are they looking at? ...What is happening here? ...What can you see? Giving them challenging experiences. So, it's home time, the children are going home, this mum arrives to pick the child up. The mother doesn't look at the child, she's on the 'phone. She's chatting away. She grabs the child and walks away. How does that make you feel? Getting them to think about it and then work backwards. So where…? Why is that…? Why is that making me feel so uncomfortable ...so they can really reflect on their own experiences and see that actually, this is what happened. It can sometimes be very traumatic because they realise that…I can see why this happened and this is why I need to be able to explain to people. So, I suppose that they way. I mean in an ideal world you'd almost want to be the little Jiminy Cricket wouldn't you sitting on their shoulder.'

(Veronica. Conversation 1: 632-650)

In this extract, Veronica shares examples of the kinds of open-ended questions she may pose. She aims to support her students in constructing their own understanding of possible future actions through asking questions designed to facilitate the development of a response to possible situations. She is helping her students create their own knowledge about teaching (Krieg, 2010). She gets them to reflect on and consider their future actions. She refers to their voice of conscience as 'Jiminy Cricket', implying that her students may perhaps need guiding and supporting in particular ways of thinking. This could suggest that a certain kind of professionalism is being nurtured. One that needs to be able to reason and justify actions to others. This idea is revisited in conversation 3 where Veronica expands on the kind of thinking

she would be expecting her students to engage in. She directly refers to a role-playing act to develop a teaching conscience:

V 'In an ideal world, you'd be a Jiminy Cricket, wouldn't you? On somebody's shoulder. Off you go into that setting. Now look at that child over there. What do you think they are doing? So, you'd almost want to be encouraging people to develop that inner voice that's able to think in that way'.

(Veronica. Conversation 3: 433-441)

Despite sharing this expectation of her students, in common with the literature, Veronica found it very challenging to reveal her own pedagogical justification when I asked her about it directly (Mewborn and Stanulis, 2000). The following example where I invite Veronica to unmask her innermost thoughts highlights this tension:

KV 'So you just keep it really open-ended? Do you ever volunteer your innermost thoughts?'

V 'Yes but I think those come afterwards...So I think if we look at the way we know children though, it's very much playing and exploring. You play and explore but what do you think is going on? You create and think critically then I will spiral this and throw a little bit in. Then watch it spin round in your heads for a bit and then let's see what do you think now? Then let's just sort of ...grow and grow and grow and then let's just co construct and cooperate so we have an articulate understanding of this is why we are doing this. Really trying to get some ownership so that they are taking charge which is not to say that we don't have lectures because we do have content, but it tends to start with discussion and then build rather than the other way round. I suppose it's like a spiral isn't it? I just poke things, stir things up a bit and then I kind of walk away for a while.'

KV 'How explicit are you? Clearly you have a pedagogy in your head. How explicit are you about that with them as in their own learning? Do you ... talk about how you are constructing that in an active way for them?'

V 'No I don't think I do actually, and I don't know why I don't. I suppose it comes back to the constant coming back to the characteristics of effective learning but I'm also thinking about what we've just done but it might not be that. I don't know that I have articulated it to them.'

KV 'Would that be beneficial for them if you were to do that or would that not really help you?'

V 'A little bit of me wonders if I did, if it would make it feel artificial because it's only in articulating it to you that I'm realising that's what I've been doing I suppose. I think because I've been in early years for twenty odd years it's just so natural. It's just what I would do and I've never actually thought about why I'm doing it. It's actually really interesting hearing the words as they come out of my mouth thinking oh, that's why I do that. I think perhaps it might limit the engagement because they might be thinking we are just going to wait until she tells us.'

(Veronica. Conversation 1:660-700)

Whilst she is able to describe her approach as being similar to that of early years teaching, she finds it challenging to explain how her own modelling forms a link to her students' learning about pedagogy or why she does it the way that she does. However, encouraging the to-ing and fro-ing around this idea eventually enables Veronica to surprise herself by revealing her tacit knowledge aloud. The act of developing students' thinking Veronica is describing here is known in the EYFS (DfE, 2017a) as 'sustained shared thinking' (Sylva *et al*., 2004). It is described as the process of two individuals working together 'in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative' (Sylva *et al.*, 2004 p. 6). Veronica is scaffolding (Vygotsky, 1978) her learners' thinking according to their level of development. Encouraging students to express their thinking appears to be a strong aim for her pedagogical practice. In line with Hallett's (2010) work, her response indicates that her intention for selecting particular pedagogical strategies is to develop her students' thinking; but that her own strategy is so internalised that she has surprised herself in describing it to me (Hallett, 2010). This tacit knowledge of practice appears to have emerged from years of working in this way, firstly with young children and then more recently with adults. She appears to have transported this practice into her work as an ECITE but finds it difficult to explain why she doesn't expose it to her student teachers. This is acknowledged as being difficult and challenging for TEDs to do (Mansfield and Loughran, 2018) because it assumes that teacher educators have a deep understanding of their own personal practical knowledge (Clandinin, 1993) and are able to explain it to their student teachers to benefit their learning. These conversations have helped to uncover this tacit knowledge through co-constructing understanding and perhaps that there are some concerns about engagement of students.

4.7.2 Modelling: '*What do you want me to think?*' Exposing pedagogical thinking

Veronica is developing her students' skills to learn about learning and thereby creating new knowledge about teaching through modelling it for them. Veronica talks about actively drawing her student's attention to how they are constructing their own learning (metacognition) rather than through highlighting her own practice. This may be because she is reluctant to set up a deficit model of education, instead placing her students at the centre of their own learning and expecting them to develop their own pedagogical knowledge, rather than observe and deconstruct hers. She expresses doubt about the wisdom of exposing her own pedagogical reasoning (Mansfield and Loughran, 2018) because she unsure of her students' responses and any benefits gained. Veronica's experiences and values in relation to her teaching are based on a deep-rooted understanding of what it means to care for and teach children. She is passing this knowledge on but not in a passive way. Instead, she is facilitating the construction of her students' own knowledge about learning and teaching through sharing her thinking about learning. Drawing attention to it may diminish the learning for her students.

Teaching in the early years requires an understanding of the fundamental themes and principles along with a knowledge of the characteristics of effective learning (DfE, 2017a). Student teachers should be able to uphold these values and principles as new professionals in this phase of education and Veronica refers to these competencies as skills that must be acquired:

V 'If you've got skills, you can create knowledge whereas if you've got knowledge and no skills, it's not really going to do you much good so helping them to see the difference is important.'

(Veronica. Conversation 1: 781-784)

Veronica sees it her role to promote these necessary skills and competencies. She expects her students to construct their own pedagogical reasoning but doesn't appear to use her own thinking as a model. She facilitates the development of their thinking through gentle encouragement but with a clear purpose in mind. Castle (2004) claims that the encouragement of autonomy in ITE is important if new teachers are to understand its importance and value. The following example gives us an insight into her thinking about how she helps her students act with agency. She expects them to develop their own ideas and to be able to defend them:

V 'We [Veronica and colleagues sharing a workspace] would say 'that's a really interesting topic. Tell me how you [student] think you are going to do that' and them get them to realise that it was a really bad idea. You can't actually do it [research project]'

KV 'So almost coaching them'

V 'Yeah, let's make it your decision. Let's make it your realisation. Then I think it's really hard. So there are things that you think well I could just tell you this but you are going to have to learn it for yourself.'

KV 'It's almost...I think it's really similar actually to being an early years teacher.'

V 'Absolutely'. And they need us to give them the confidence to be creative but when you first say to them what do you think? Their initial responses are what do you want me to think?'

(Veronica. Conversation 2: 258-319)

Veronica is modelling the early years teaching role through facilitating her students' learning and placing the locus of control with the student. There appears to be an underlying belief here that her students need to encounter the experience of learning in order to understand it and ultimately to be able to make it happen to benefit the children they will teach. Veronica alludes to the complexity of this way of thinking in the following extract, expressing doubts about whether or not she should expose her own views on it. She reasons with herself thus demonstrating the tensions in revealing her vulnerability inherent in teaching in this way (Vanassche and Keltchtermans, 2016; Berry and Forgasz, 2018). She goes on to explain that the ultimate aim is to make sense of teaching and learning:

V 'As a teacher in the classroom, you are trying to make children's thinking visible and if we're modelling something, we might say 'I'm going to draw a circle and now I'm going to the petals. Oh dear! That one didn't go quite right. Look I can fix this. And we're making our own thinking visible, but do we do that with our students? That's a really interesting point because I don't know. I don't know that I do. I don't know that I actually say to them, 'I've let you do this because...and I've felt uncomfortable as a teacher because it feels like I've lost control here', but I don't know that we do. Maybe we should? What would stop us? Why don't we do that? 'Why don't we even have a conversation about doing that. Not necessarily at the time but talk about what is it you expect of me as your lecturer? Do you expect me to have all the answers?

Do you know how complex teaching is and do you know how short a time you are actually here for? And how impossible it will be?'

(Veronica. Conversation 2: 339-353)

Veronica is really questioning what it means to experience learning and to foster this in others in initial teacher education. This is perhaps more feasible in early childhood education than it is in primary because of the different structures that frame the work of teachers (and teacher educators). Whilst primary teachers are working with the national curriculum (DfE, 2013a), early years teachers are working with the EYFS framework (DfE, 2017a). The EYFS (DfE, 2017a) framework operates on a clear set of articulated values and principles that are explicitly shared, and which assist in defining early childhood professionalism and marking it out as different from other phases. These values and principles enable the focus to be not on what is taught, but how it is taught. In the following extract, Veronica explains this difference:

V 'I think what makes us [ECITEs] special is that we put those [characteristics of effective learning] first and we do articulate our pedagogy. We do articulate our values. We do articulate that's what's front loaded. It isn't what, it's how.'

KV 'That's really interesting. So, we're very much about learning about learning.'

(Veronica. Conversation 2: 758-760)

Veronica explains that this means we are focusing on the experience of learning. If ECITEs articulate their thinking and explain their pedagogical beliefs to students, it would have an impact on their responses. This means they wouldn't learn authentically in the way she feels they should learn:

V 'If we tell them what we're doing, are we then going to change the way they act? So perhaps that's why we don't do it because if we tell them we're doing it, I suppose it would be…if you said 'I'm going to see if you can do this for yourself and then I'll come and help you. It would always be that child who just sat there and waited for you… If we tell them what we're doing, we affect the way they act and interact and then the lesson isn't learned… It's been taught but it hasn't been learned... You've got to go through it, you can't, you know…'

(Veronica. Conversation 2: 893-916)

4.8 Reflexivity

4.8.1 *'Winding them up and letting them go'.* **Building structures to develop discourse and confidence**

Veronica employs a variety of approaches to promote learning and states that she has found that digital tools promote wider engagement in ongoing dialogue and thinking about teaching young children. She says she has built a community of practice online and that this is effective. It enables a wider community to participate, including students and practitioners, to share views and encourage thinking about different perspectives. She explains that she particularly enjoys teaching about the political aspects of early years teaching. My direct but playful provocation in the following extract, followed by a comment that brings the conversation 'down to earth' leads her to explain that being an early years professional means defending practice:

V 'coming out and reflecting and one of the things I've done with my students is realised that they interact between with this (picks up phone) than they do with that (points to paper). So, I set up this Facebook group. We have this community and that is more participatory than the traditional university platforms because they will post things and it's really amazing because they will say I've thought about today's lecture and this popped up on my news feed and I thought I would share it with everybody and there's more dialogue so that ability to reflect on what you are actually doing whereas in the day to day, rushing around doing their jobs and these students are predominantly employed as teaching assistants so they are already doing a teacher's job...and they don't like to reflect so giving them that space means they step back and think. It's so important but I also think giving them that space where we introduce the challenges...So we are sort of a...one of our modules is very political, Very, very political. Very, very good one to teach. Very political and looking at the landscape ...so do you think that's ok? And they say 'no', and they go off and they say 'I've got this petition and...'

KV 'So you just wind them up and let them go?'

V 'I do'

KV 'So what are you hoping to gain from that? What do you want for your students? What are the things you want them truly to be able to…what will prepare them for life as a teacher?'

V 'I think it's about accepting we've had our professionalism chipped away at and as early years practitioners, that professionalism has arguably not been there in the first place. I think it's made us nice ladies who are good with children as whoever it was has said and I think it's about telling them [students] that actually you do know about this and you need to stand up for yourself and if you are going to be able to stand up for yourself, you need the right words. You need to be able to engage in this dialogue and if you don't like what you are being told what to do, you need to be able to say 'no' with authority and you need to be able to take a seat at the table and in order to do that, you need accreditation'.

(Veronica. Conversation 1: 465-506)

Veronica is firm in her belief that having a voice is important for early years teachers. Her focus is on supporting the development of this voice so that student teachers are able to protect this phase of education from powerful discourses based on the influences of the next phase of education in primary school. This work may involve preparation for working undercover as they may need to resist future managerial discourses that compete with their own professional understanding (Sisson, 2018). Veronica claims that she expects her students to justify their thinking which may suggest that opportunities for them to rehearse and practice acts of resistance are important.

4.8.2 *'We don't have lesson plans, we have activities'.* **Different knowledge is required.**

Veronica believes that student teachers need to be able to take a stand to defend their beliefs about teaching young children, and that qualifications support their ability to do this. She explains that one of the areas she feels she must defend is the difference between the early years foundation stage and key stage one. In the following extract, she explains how she believes that the power of the primary curriculum is influencing how students are engaging with the knowledge required to teach in the early years:

V 'I think…for us working in early years, it's about having the theoretical knowledge because I'm always saying to them early years isn't a subject. We don't have lesson plans, we have activities. We don't have a curriculum, we have a framework and just looking at the vocabulary is a starting point. No, no, no, no, no…they've asked for a lesson plan. Say 'no, we don't have lessons we have activities. Do you want me to talk you through it? You will need to look at this in conjunction with my continuous provision.'

(Veronica. Conversation 2: 516-522)

Veronica is disentangling the practice of early years teachers from that of primary through the different expectations that accompany the EYFS (DfE, 2017a) and the key stage one curriculum (DfE, 2013a). The reception class is where this appears to be most acutely felt (Moss, 2013; Neaum, 2016), and the implications are that Veronica needs to draw on and explain the differences for her students and colleagues. These differences are again founded on the philosophical divide that separates the EYFS (DfE, 2017a) from the instrumentalism in schools.

The concept of the child at the centre of their education is important for Veronica, possibly framed by her early experiences of going to school in London. She explains that growing up in '*one of the most racially diverse areas of London' (conversation 2: 16-17)* was quite a unique experience, and that it has influenced the way she views the role of the early years teacher in valuing every single child; and now in her valuing every single student teacher. This principle is explicitly stated in the EYFS (DfE, 2017a) and demonstrates how it is being replicated in early years initial teacher education.

V 'I think for me, that principle of the unique child that underpins everything is so important and we see it at the opposite end with our own students…I'm knowing that student, each individual student. What is it that that person's coming from? What makes them tick? What is it that's brought them here? It's so important because how can you help them if you don't know what help they need? …I think most of the teachers that have inspired me, they've always been the ones that have connected and almost revealed a little bit of themselves…perhaps it's the nature of early years as well that we talk about our uniqueness in our lectures. What is it, why are you here? What drove you? And I do get students telling me all sorts of things.'

(Veronica. Conversation 2: 146-176)

The EYFS (DfE, 2017a) framework legitimises the placing of children at the centre of their education and supports their learning and development. This approach is explicitly expressed within the values and principles of the EYFS (DfE, 2017a). Veronica appears to value this framework that is based on an extensive literature review (Pascal, Bertram, Rouse, 2019) and encapsulates these professional ideas and aspirations. This framework forms the bedrock of practice for early years teachers but is in stark contrast to the more formalised compulsory curriculum expectations children experience in the primary and secondary phases of their education. Veronica appears to be fighting to raise the status and understanding of the importance of the earliest phase of education. However, she finds this challenging due to the complexities of teaching about early years within HE.

4.8.3 *'I think we might be the cement mixers!'* Excavating knowledge about learning

Veronica explains that the complexities of teaching early years in a university setting are compounded by a lack of understanding of how young children learn and develop. She suggests that this may be because students have moved away from their early experiences as children and arguably, they may not understand the significance of their own early learning. Early years teachers need to be advocates for the importance of this phase of education and its contribution to understanding their impact on the rest of our lives (Sylva *et al.*, 2004). When Veronica and I agree that the foundation stage is invisible, we are both energised by the idea of being archaeologists in digging up long forgotten knowledge about development which leads to a metaphoric playful exchange about constructing knowledge and understanding:

V 'I think there are a lot of additional challenges because you've also got to fight the battle that early years is not the same as primary in the university and the lack of understanding about early years in a university…It's that whole thing where it's quite an isolated area but it's one that underpins everything and it's like the foundation, but nobody really thinks about it once it's been done.'

KV 'Yeah because it's just invisible now'

V 'It's invisible'

KV 'It's become part of…it's almost been subsumed hasn't it into…'

V 'and actually, it doesn't matter. It's what's been built on top'

KV 'So it's the hidden foundations below the ground that holds everything up but they just get forgotten about because they're …not visible. So, we're like archaeologists, aren't we? Are we digging up those foundations?'

V 'We are digging them up and exposing them…the structure of them. You don't just dig a hole in the ground and fill it with cement and build a building on top. There's steels in there…'

(Veronica. Conversation 3: 318-342)

This playful exchange shows how Veronica's role facilitates the construction of knowledge. This activity is intended to enable her students to know more how they learn. It also enables them to consider the impact of their knowledge about learning on their pedagogical approach. From this example we can see that she aims to facilitate student teacher metacognition and help them translate this knowledge into possible future pedagogical decision making so that they can become master builders. Veronica appears to be questioning what it means to be a teacher in the early years and in the following example, Veronica enters into the spirit of play to a marked degree, dialogically disrupting what a teacher educator is, suggesting that ECITEs are cement mixers in this process rendering them invisible:

V 'Unlearning or unteaching. We had a conversation about that didn't we? The idea that you've come to think that this is the way it is and now you need to realise that actually… that's not what a teacher is. So, …. what are we? We're not the architect we're not the designer, we're not the labourers. What are we? Are we the skilled craftsmen? Are we the carpenters or are your carpenters and plumbers your subject specialists because they come in with their subject specialisms? So, what are we? We're not the plasterers, we don't come in and put the plaster on. We're not the decorators because we don't polish it up afterwards.'

KV 'Do we make the concrete that sticks it all together?'

V 'I think we might be…I think we might be the cement mixers!'

KV '…but then we're almost invisible'.

V 'because nobody really thinks about…'

KV 'No, you don't look at the cement when you look at a building do you?'

V 'No, unless you are a very odd person with a niche interest!'

(Veronica. Conversation 3: 669-695)

This finding may perhaps explain that ECITEs form a vital but hidden part of the structure of education, as the cement in the foundations is a key part of the building process. Without it, the building would collapse.

4.9 Learning Experiences

4.9.1 *'Light bulbs pinging around the room'*. Learning how to build knowledge with children needs rehearsal

Knowing about early child development is valued and considered important in initial teacher education (DfE, 2013b; DfE 2019). Veronica sees that there is a place for a rehearsal of the teaching role and in the following extract explains how she sets up experiences for her students so that they can appreciate differing levels of children's development. In the following extract, she explains how she does this in one example through providing some playdough to develop her students' knowledge about the areas of learning in the EYFS (DfE, 2017a).

V 'We give them those opportunities where we go, okay, here's the playdough or whatever. Okay, how could you do that differently that if it's not working, what could you do and get them to do some of that thinking and try it out in a safe space where we're with other adults and can do it like this before we go and do it for real…Which of these areas of learning and development [is this supporting] and they always say creative first and I say, 'is it?' and they [say] 'oh yeah, physical' Mmmm, what did you just do then? Oh, that's magic? Oh, [and] you see those light bulbs pinging around the room…it's the reflection. That's so important because otherwise, you are just taking out the playdough…so we have to constantly put ourselves back, as people in higher education, we have to keep putting ourselves back to what is the student experience? It's not obvious'

(Veronica. Conversation 2: 508-551)

Teaching about the value of play through play is unsurprisingly important for Veronica, given that this is a key tenet of early years learning. She is keen for her students to be placed back in the experience of their younger selves as a form of regression. In the following extract, she clearly states that it's important for her students to know about and experience it.

KV '…What's important for them to know [about]?'

V 'I suppose the big thing is play, which is why we start with the playdough and there's no instruction. There's just playdough on the tables and it is one of those big lecture theatres because there's a lot of them, but there's just little bags of playdough and you don't even need to say anything…they start fiddling…and then you start questioning…as soon as you start talking, they all go to put it away.'

KV '…It's so interesting because obviously there's something there in the experience for us'

V 'Obviously with children, everything's about hands on, minds on, and the experience. We still want that for our adults.'

(Veronica. Conversation 2: 607-617)

The value of the university session in this case is in the experience of 'doing' prior to teaching. Learning through these experiences enables the construction of knowledge about child development. Veronica is keen for her students to go through an experience to develop their own thinking rather than being told about how children develop. Robson (2006) claims that this should be fostered in ITE. These rich learning experiences connect to the core of early years teachers' professionalism and her key motive appears to be to encourage the development of their thinking. I challenge Veronica's reasoning by asking her why we can't just pass on knowledge about it:

KV 'Why can't we just tell them things and then they put it into practice in placement?'

V 'Is it rehearsal? I keep coming back to reflection. Not just reflection in action or not action but reflection pre action so that we are looking at actually, think, think, think, think.'

KV 'So preparing for possible scenarios?'

V 'Maybe…do the thinking first then do the doing. While you're doing the doing, do some more thinking and then after you've done the doing, think again.'

(Veronica. Conversation 2: 690-696)

This serves to highlight Veronica's quest to place her students in a position where they are able to make meaning from their experience and to be able to articulate it, in order to justify possible future practice for the benefit of the children they will one day teach. Her strategy here is based on revealing students' tacit knowledge about development.

4.9.2 Making the invisible visible

Veronica is enabling her students to excavate their embodied knowledge about development, exhibit and evaluate it publicly with fellow student teachers. The following conversation illustrates how important the actual experience of this is to her. I challenge and provoke her thinking about a child development lecture in which she seeks to draw out students' knowledge about their own development so students can consider the impact on children they will one day teach:

KV 'So what's so powerful about that lecture then (in conversation 2)? What is it? Is it putting them back in their child mindset? Are you enabling them to go back in time and think about what that would do to them as a child?'

V 'I suppose as I said, it's a kind of lens where you go …look…look…think…what are you doing? Why are you doing it? It's really hard. I suppose it's like…once you've learnt to write, you don't sit there going…round the apple, up the apple, down and …you don't have to do that. It's become embodied.'

KV 'So you've really made the invisible visible?'

V 'You've exposed the foundation but I think there is that thing where you can have a video and you can watch the children and you can talk about it together but actually trying to get somebody back into their early childhood…trying to regress them enough to be able to experience something as a …what I do is I put rolls on peoples arms and I say 'ok, try and

109

catch, try and do this, try and do that. Big gloves on, now try and write…It's so powerful. You forget.'

KV 'and so you need resources. You need things to help them to be put back in the shoes of being 4,3,2 or whatever it is so they actively…I suppose…helping them undevelop?'

V 'regress'

(Veronica. Conversation 3: 407-426)

Veronica's provision of learning experiences enables her students to be able to consider the knowledge they will require for teaching. These playful approaches support a physical engagement in the construction of knowledge about children's development. Engaging playfully in these emerging ideas encouraged Veronica to enter into the spirit of play and to explore pedagogical thinking and unmask what was previously tacit knowledge.

4.10 Summary of Veronica's approaches to teacher educating:

Veronica acknowledges that her pedagogical approaches are tacitly held but they appear to be based transporting her former identity as an early years teacher into initial teacher education. She is clear that her intention is for her students to go through an experience to be able to create knowledge about teaching. These experiences include articulating and justifying pedagogical reasoning. Her role is to nurture the students' discovery about learning as opposed to teaching them about it. She seeks to ignite their thinking through questioning: asking them 'why' to prompt them to justify their thoughts. However, she did find this difficult to do herself causing her to think on the spot. She didn't feel that exposing her own pedagogical thinking would be helpful for her students as it would obviate the need for them to be at the centre of their own learning. Her aim is to promote their agency and autonomy by placing the locus of control with the students, thus modelling the early years teaching role, albeit implicitly.

Veronica actively seeks to rouse her students to develop their confidence in justifying and defending their pedagogical decisions. She enables them to practise acts of resistance by examining the differences between teaching in the early and primary years by pointing out the differences. The tasks she provides add further opportunities for her students to engage in and

reappreciate the development they have experienced in their journey to adulthood. She does this through resourcing activities that enable them to know what it might feel like to be less well developed physically: for example, to write whilst you are less able to control a pencil. In ensuring her students participate in experiences like this, she is helping them rehearse how to build knowledge about children by placing them in a similar position developmentally. Veronica wants them to develop their thinking and make meaning by excavating embodied knowledge through playful experiences.

Her interest in and willingness to engage in carnivalesque and metaphorical play supported the development of our understanding of why we do what we do. Her response on reading these findings, was that she feels 'as if, in reading it, together we have done for me what I try to do for my students'.

4.11 *'Going to school isn't voluntary'*. Linda's stories.

"I've never done time in prison, but I did an awful lot of time in school" (Linda. Conversation 1: 1021)

Throughout our conversations, it became clear through frequent references to freedom, that Linda appears to hold the view that teaching early years in schools is about liberating children. As the conversations developed over time, I realised that Linda sees a large part of her role as an advocate for young children. Linda's core purpose appears to be based on the idea that she is helping her student teachers to 'see' that they are there to help young children learn. The following extract shows how strongly Linda feels about the youngest children being in a compulsory school-based setting:

L 'There's something that resonates with me about being locked in and I know the worst, the worst, the worst experience that I see in the classroom is when those children haven't got any choice you know? Going to school isn't voluntary. It's not something that they elect to do and when they get there in the morning, they are not allowed to escape until half past three in the afternoon…I know we are protecting children but it sometimes feels like we are incarcerating

children and actually teachers who shout at children and demand respect, it just feels uncomfortable.'

(Linda. Conversation 1: 218-231)

This strong language relating to liberty, choice and independence frames Linda's approach to teacher education which appears to advocate for children's freedom and enjoyment in their educational experiences. This language also reappears several times in our conversations as a feature of her work as a teacher educator to support her student teachers.

When this research commenced, Linda and I had already recently begun to work together on an occasional basis. We had some interesting conversations about early childhood ITE leading me to consider her as a conversation companion in the research. When researching, researchers need to be conscious of their subjectivity to 'see simultaneously the objects/subjects of their gaze *and* the means by which those objects/subjects (which may include the researcher as subject) are being constituted' (Davies *et al.*, 2004 p. 361). I understood that my role as researcher required me to situate myself apart from our pre-existing relationship and conscious that although my knowledge was a resource to assist in providing concrete reference points (Holstein and Gubrium, 2011), I had a responsibility not to entice her into providing information she might later regret as a result of this knowledge (Corbin and Morse, 2003). I needed to ensure that we had time together that enabled us both to feel comfortable and at ease with the new relationship (Moen, 2006). Viewing Linda as a 'central actor' (Corbin and Morse, 2003 p. 339) meant that she had the power to veto the direction of the conversations. We talked about the possible impact on the research of this pre-existing relationship, but agreed that if it became an issue, we could review the situation. In the event, it did not become a problem for either of us, in fact quite the opposite, strengthening our understanding of our teaching roles and our collegial relationship as expressed in the following email to me '*it was fascinating to read through our conversation, and I have reflected often on some of the powerful themes that emerged. What surprises me most about life as Early Years ITE educator is what remains largely unexplored and unexpressed, so I think the two of us together really did open a few boxes to see what was inside*'. Throughout the research process, I was constantly alert to my positionality and sought to mitigate it by being consciously mindful and reflexively aware.

Linda began our first conversation by explaining that she had had a long career working with children in a variety of settings: children's centres; toddler groups; parent groups; charities; safeguarding work; and vulnerable families. She describes how she was then *'helicoptered into private day-care to look at the educational provision for babies in day-care'* explaining how she was a *'nursery teacher but [was] actually a lot more than that'* with families as a children's centre teacher. She describes being *'tripped into'* HE after having finished her master's degree. Linda had been teaching part time in a nursery school and a technician for the early childhood studies team before becoming involved in a partnership project with an ECITE at the university. She arranged for her nursery children to meet with the partnership project ECITE's student teachers in order to observe them. It enabled the partnership to blossom and eventually led to her applying for a job in the university. I asked why Linda was motivated to move into HE:

L 'I think because of my professional background as a teacher, I was very interested in the experience of children in educational settings. I never understood why in the wider world of Early Childhood Studies, [why] people had such an issue with teachers, and I wanted to explore that a bit'.

(Linda. Conversation 1: 119-122)

Whilst I unfortunately didn't pursue her provocative statement, the 'issue with teachers' Linda is alluding to, appears to result from the different approaches to education in early years settings and school-based settings. Instead, the conversation moved onto a consideration of two different sets of structures and philosophies that frame practice as a result of policy decisions: The Early Years Foundation Stage Framework (DfE, 2017a) and the National Curriculum (DfE, 2013a). I had provocatively described these differing approaches as 'two planets in collision' in our conversation (KV. Conversation 1: 126-127) which led Linda to respond in kind:

L 'I don't think they meet. I think they collide, and I think I'm still trying to unpick it because I remember as a small child thinking, yeah, I love children. I'd love to grow up and work with children, but I don't like school and I think all the things I didn't like as a primary school child have stayed with me and I don't know that school fosters learning.'

(Linda. Conversation 1: 134-137)

Linda conveys a strong conviction and belief that the ratios of adults to children in school leads to particular practices that are not in the best interests of young children, as she explains in the following extract:

L *'I think teaching is really hard when there's thirty children and one teacher and the teacher's got to be in control and the children are robbed of their freedom, their liberty, their choice and I don't know any other profession where the ratio is that enormous…and effectively, you are on your own in a classroom all day, five days a week with thirty and you've got to be in control…so I think that has always made me realise that actually I want to work with younger children. It's calmer, it's quieter. You're not controlling… You are enabling learning'*

(Linda. Conversation 1: 141-169)

Linda's experiences have perhaps led her to believe that the role of a schoolteacher is markedly different to that of an early years or nursery teacher, and that this is because the ratios of adults to children lead to different strategies to promote learning. This suggests she is seeking to develop a particular kind of teacher suited to early years settings. As my conversations with Linda developed, it began to emerge that she seems to aspire towards living the principles of the EYFS (DfE, 2017a) as a way of modelling for, and being with her students. These principles appear to form the bedrock of her practice as she develops positive relationships that nurture and develop her student teachers' identities as early years teachers.

4.12 Modelling

4.12.1 *'I want you to argue for what you believe in. Not give it back to me!'* Learning alongside students to develop a rationale for practice

Linda explains that conversations with her students helps her realise her strength of feeling about teaching in the early years as opposed to the primary phase. Linda appears to facilitate learning alongside her student teachers in the way that early years teachers learn alongside their children in order to promote their ability to be independent and autonomous learners as they consider why they think as they do. Promoting thinking is a key pedagogical strategy for early

years teachers but it can be stifled by an over-insistence on rule following (Castle, 2004). Encouraging autonomy is considered to be even more important for early years teachers (Castle, 2004) because it results in deeper levels of cognition as children reason and explain. Giving students the opportunity to experience this as developing teachers means they are more likely to be able to promote it in their own teaching (Castle, 2004).

L 'I respond to my students who don't like what they see in schools, and I respond to my students who actually find some other students from more of a ks1/ks2 background very domineering, so we share thinking about …what do you mean by that? Let's explore it and it's actually in those conversations that I realise that actually, I feel quite strongly about this. That's why I chose early years'

(Linda: Conversation 1: 233-239)

This approach to teacher educating is also similar to the ways early years teachers 'sit alongside' their children to support their learning as they sustain and share thinking together (Sylva *et al*., 2014). In supporting her student teachers' learning about interacting with young children, Linda states that she responds to her students who '*don't like what they see in schools*' (Conversation 1: 233-234) indicating that perhaps she sees her role as enabling them to explain and reason why what they believe should be the case. Throughout our conversations, she refers to encouraging her students to share their thinking and to explore topics that emerge during her teaching sessions.

Linda clearly states that her own principles regarding learning and teaching in the early years are based on the EYFS (DfE, 2017a) and that she uses published resources (DCSF, 2008) to support her in sharing them with her students. She explains that she uses them to stimulate her students to 'unpick' ideas during sessions. Probing further, I ask Linda how she 'unpicks' these ideas, and she explains it is based on conversations and linking experiences to her student's learning. For example, she aims to get her students to consider how their own experiences and values may impact on their interactions with parents through discussion and debate as she states in the following example:

'I've sent you out into schools to challenge you and I've pointed at you in seminars…tell me what you think! I want you to argue for what you believe in. Not give it back to me.'

(Linda. Conversation 1: 942-947)

115

Linda is clearly expecting her students to be able to explain why they think what they think. She states that this includes disagreeing with her. This dialogic approach, based on reasoning, is seen as important in supporting student teachers to make connections between policy and practice as they construct their own professional identities (Barron, 2016).

Linda's firm views about educating young children helps us see that she has translated the EYFS (DfE, 2017a) principles into early years initial teacher education. She seeks to help her students enable children to be successful people rather than '*how to get the best test results*'. Her pedagogical discourse is very focused on how her students can enable children to learn and enjoy their experiences at school. In the following example, I provoke Linda as I challenge the idea of naming early childhood educators as teachers leading Linda to strongly promote the idea that teaching in the early years is about fostering the holistic development of children:

KV 'Is our purpose to form that identity of an early childhood educator? I don't even want to use the word teacher because we are really teasing out what to teach in the early years actually means on the ground. Is that what we're doing?'

L 'Yeah, I think ...we're opening minds if you like and opening hearts I would hope, to how children learn to be successful as a person rather than how children might get the best test results and I think, in the early years...I mean, why is it that we start children going to school at four? That was introduced by politicians, not pedagogues. Why hasn't it caught on around the world?'

(Linda. Conversation 2: 150-157)

The idea of opening hearts and minds resonates with the work of what Bruce (2005) as termed 'the early childhood pioneers.' Froebel, Montessori, and Steiner's legacy, with a focus on human flourishing as opposed to human performance, reflects the principles of early childhood educators rather than the contemporary discourse of performativity (Roberts Holmes, 2015). These are where tensions can emerge for ECITEs. The following extract shows Linda's response. When I teasingly asked whether there was a danger her students might be hearing mixed messages from school and university, she indicates that our work is to lead them into making up their minds independently. She says that her purpose is to invoke a deliberate pedagogical approach based on 'stirring' and 'rousing' to help her students develop their thinking, and to position her students so they can offer a rationale for their teaching decisions.

KV 'Are we in the ivory tower here, where we can basically say 'oh that's not right'? You need to be like this, and you need to think about children in a more realistic way. You need to nurture and facilitate and develop. Are we compounding the problem in university here doing that? Are we making life more difficult for them or are we doing that deliberately for a reason?'

L 'Oh I think it is more difficult because I think if there was some sort of formulaic, oh this is how you do it, just do it…they wouldn't be the best teachers they can be. So, I think we're stirring. We're rousing them to think about this. What do children need rather than oh, this is how you do it.'

(Linda. Conversation 2: 182-190)

Whilst Linda is explicit about deliberately invoking a response, supporting student teachers to be able to think about children's learning is not necessarily apparent to them (Robson, 2006). Whilst Linda does not talk about explicitly sharing this strategy with her students, perhaps this approach may help them appreciate the deliberateness of practice that is apparent but not necessarily explicit for them. Robson (2006) claims that teacher educators need to be more explicit and to draw attention to thinking about the implications for children's learning (Robson, 2006). In developing their thinking about what children need, students might be better placed to be able to articulate this for others. However, there is an underlying assumption that practice needs justifying and defending in order to foster more play-based learning. The following extract alludes to Linda's beliefs about the role of the early years teacher as a leader of play and that play is perhaps not so valued in the primary years:

L '…there's an awful lot of focus on (whispers) being a real teacher. And there is something isn't there about being an effective, valued practitioner that transcends all of that. (Sarcastically) It's not really teaching, is it? It's leading play. And it's difficult for an observer who comes in for 20 minutes or 30 minutes to actually see what underpins it and they [university tutors] don't trust us enough to see what's going on'

(Linda. Conversation 2: 282-293)

Linda is hinting here at a form of secret knowledge that sits beneath what is observed and that it requires specialist knowledge to be able to understand it and to teach (and to observe others) in the early years. What is interesting here is that she uses the word 'us' inferring that she

appears to identify as a teacher, or perhaps as a different type of university tutor observing the practice of student teachers.

4.12.2 *'What do I do? Erm…I help children learn'.* Identifying as a teacher educator is challenging

Through our conversations, it became noticeable that, as I tried to draw Linda's attention to discussing her pedagogical strategies more explicitly, she appeared to find it challenging. I was mindful that I needed to be sensitive and alert to my own implicit understanding and assumptions relating to 'making the tacit explicit' (Mewborn and Stanulis, 2000). I have been engaged in the world of self-study for quite a few years now so taking an 'inquiry stance' (Cochran-Smith and Lytle, 1999) feels familiar to me. I needed to be mindful that this is not necessarily the case for others. I noticed that whilst Linda was able to describe the knowledge her students needed, explicit recognition of her role in enabling them to acquire it was not so forthcoming. This perhaps suggests these ideas were tacitly held, as is commonly expressed in the literature. Berry and Forgasz (2018) acknowledge the difficulties teacher educators find in articulating their practice and perhaps highlights the importance of 'we-search' in enabling the elicitation of this through conversational interactions. In the following example, I use the notion of a third person as a way of playfully facilitating Linda's more objective thinking about the extent to which her students would understand her values and principles as modelled by her. This helped to distance her somewhat from her subjectivity and her reply suggests her ideal aims for her students are conveyed through the printed guidance used to capture the expectations for their course:

KV 'Would you say your students know that [Linda] wants us to understand that children need to be free and have choices that they can make?'

L 'I don't know whether my students would say…My students would say that they know that I come alive with the idea of outdoor education and open-ended learning opportunities and not all of the children will end up in the same place. Why can't they make their own paths? I think let's say that…but whether they'd call it freedom, I don't know because that was the pitch of the conversation [referring to first research conversation] when I reflected on it…oh gosh, I'm

sure I used the word incarcerated…that was shocking. I thought of a new word: custodial. They are dropped off at the beginning of the day and they are effectively in the custody of the school…so yes, I think what we do inside that space, I'm passionate about it and again, I think that's down to the environment. So yes, my students know that I want to go for an environment that the children have ownership of and take responsibility for.'

KV 'How would they know that? What gives them those clues?'

L 'Probably…we [the university] have a special publication called early years guidance.'

(Linda. Conversation 2: 453-510)

What Linda is describing here is how her passion for fostering an enabling environment for young children becomes manifest through her students and that they are aware of it through their interactions with her. I asked Linda more about this self-declared passion for the early years and if her role was to convey her love for early years teaching to her students:

KV 'Presumably you loved your working life as a nursery teacher?'

L 'Yeah absolutely'

KV 'and now that you're teaching teachers you want to…I don't know if I'm putting words into your mouth…to convey that love?'

L 'Yes, I tell you the word that keeps coming up in my feedback from students…[Linda] is so passionate. No, I'm not, but obviously I am! …But I think that the EYFS just hit a lot of buttons for me because before that [publication of EYFS], it was do it however you like because it's not really learning'

KV 'So it brought together all your principles in one place would you say?'

L 'Yeah and I did Montessori training and that was a bit straightjacketed. Line it up and put it neatly and there is a place for that. But there is also a place for rolling your sleeves up and …getting the mud out you know? So, I think yes, it is that freedom thing, isn't it? It's come back to that!'

(Linda. Conversation 2: 633-662)

This example appears to chime with the literature on implicit modelling (Schulman, 2005; Lunenberg, Kortagen and Swennen, 2007; Bullock, 2009), when teacher educators model the practices they wish their students to use, but without explicit reference to it. Conveying love and passion for the role appears to be implicitly communicated. It is infused in the way that Linda talks about teaching. How we teach will shape how professionals behave (Schulman, 2005) and Linda's approach appears to echo the moral dimensions of early years teachers (Schulman, 2005). Whilst she seems to continue to reveal a very strong identity as an early years teacher, she explains that when meeting someone new who asked what she did [for a living], she found it challenging to say she is a university lecturer:

L *'I was asked a couple of months ago, what did I do? And I could have said 'oh I'm a university lecturer' but that didn't feel terribly comfortable, so I said 'oh, I'm a nursery teacher' and then I said, 'no I'm not'. I thought, why did I say that? What do I do? Erm... I help children learn'*

(Linda. Conversation 1: 137-141)

Identifying with being a teacher educator is acknowledged as being challenging (Murray and Male, 2005; Swennen, Jones and Volman, 2010) and Linda's experience described above shows how she is still uneasy working within the university, despite being an experienced teacher educator. Developing Linda's ability to identify as a teacher educator in more recent years may have been impeded by her strong identity as an early childhood studies lecturer and her former identity as an early childhood studies student teacher as she explains in the following extract:

KV *'You still held onto that identity that helps children learn. What do you think prevented you from developing an identity that you felt strongly attached to as a teacher educator?'*

L *'I think in my institution…I trained on the B.Ed. [Batchelor of Education] so I have a strong sense of identity on the B.Ed. My passions came out in E.C.S [Early Childhood Studies]. The whole notion of childhood, not pupils at school but childhood; what children need. So, in all my postgrad studies, I've identified far more with ECS rather than Teacher Education. The fact that teacher education chose me because I've got QTS and a good many years' experience of working within maintained schools. I'm very valuable in training teachers but I think my principles are 0-7 as a phase and the needs are not just educational…so when you've got a school system that prioritised English and Maths. I'm opposed to that.'*

KV 'But that teacher educator that supports students to gain QTS, what aspects of that are you…what makes you feel uncomfortable, what is it about that, that you…reject in a way?'

L 'I'm not sure about reject but I think it jars. I think we've talked about this before. I don't think I had very happy memories of being made to go to Primary school. I don't think I ever found myself there. That wasn't who I was, I was made to do it'

KV 'So it's something for you in having to conform?'

L 'Yeah but our society all children have to do it and therefore, my lifelong mission if you like is make this appropriate'.

(Linda. Conversation 3: 86-107)

Locating early years within the primary phase has perhaps positioned Linda uncomfortably as an educator, leading her instead to identity as a former teacher of young children who is still able to have an impact on their learning, albeit in a remote way. She appears to be extending this influence through the efforts of her student teachers. Contrasting discourses of the school and early years sector demand competing pedagogical approaches, particularly where they intersect (Neaum, 2016). Linda explains how this results in her translating QTS teaching standards, based on the language and practices associated with school, into a different language for the early years:

L 'Some of my slides in sessions will actually refer them back to teaching standards because I think that link is missing. I think EY students were saying 'well, I'm not working in KS1 so I can't do these standards'…Yes you can! So, I think, a couple of years ago, I did try and steer them towards…'oh look, we're looking at this, working alongside parents and bang, there's a teaching standard. You are doing it!'

(Linda. Conversation 3: 116-122)

The use of language associated with different practices and pedagogies within the early years, extends to the expectations that Linda has for her students. The way she refers to observing in the following extract appears to replicate how she may have observed her early years children as an early years teacher:

121

L 'I've worked with them over 3 months in the Autumn and Winter of their first year so they've kind of loosened up and the know more what [Linda's] looking for and I want to see the characteristics of effective learning in them'

KV 'and that's what you're looking for? Do you wave the flag when you see it?'

L 'Yeah, I constantly compare. I have to say that when I first made the transition from nursery teaching into lecturing, I actually decided there wasn't a fat lot of difference. I'm still looking for learning and those characteristics of effective learning look very good in what I want my undergraduates to show'

(Linda. Conversation 3: 200-206)

Linda very explicitly states here that she is expecting to see similar behaviours and observe similar responses from her student teachers as she did when teaching children. Her statement that she **'**wants to see the characteristics of effective learning in them' indicates she is modelling a pedagogy of observation, as early years teachers would utilise, as she aims to notice and respond to their dispositions towards learning, and to nurture them. Facilitating curiosity and engagement, motivation and thinking seems to be at the core of Linda's pedagogical thinking. The following example perhaps illustrates that Linda is facilitating a pedagogy to arouse curiosity.

KV 'So are we supporting them to learn about learning rather than learn about subjects? Is it more theoretical?'

L 'I think it's stepping back from subjects. It's stepping back from…this is the knowledge you need into a mindset of growth. I'm going to explore, I'm going to find out, I'm going to be curious, I'm going to see where this takes me…it's a much more open-minded way of learning which doesn't fit with a primary Headteacher who says, 'have a specific objective and nail it because, yeah, most of them will'.

(Linda. Conversation 3: 211-218)

Modelling observation and curiosity means Linda helps her students understand the importance of a child-centred approach. Facilitating this understanding in her university is developed within a specially defined time and space as an early years group with a particular identity that enables her to promote thinking about the needs of this specific age range.

4.13 Reflexivity

4.13.1 '*Use me as a resource'.* Learning to unteach.

Linda explains that she is able to support early years student teachers as a distinct group within her university and that our conversation is supporting her to be able to articulate it:

L *'I get the special early years bit. What makes this distinctive…our space is more thinking about the very nature of being three or being five. Starting school for the first time…. I think it's only having this conversation that's making me think what's different. …I'm teaching you [students] how to plan for activities, continuous provision, open ended opportunities, accessible resources, outdoors, indoors, offsite…how to engage that child as a co constructor or even the architect of their learning. I'm the facilitator.'*

(Linda. Conversation 1: 454-468)

Within this space, she explains that she is able to find a way for her students to consider how they may perceive the teaching role:

L *'We don't see ourselves as teachers, we see them as learners. Use me as a resource but don't expect me to do that training thing. But it's that whole education, isn't it? The actual translation from… I think it's Greek and it translates as 'draw out'… it doesn't translate as … fill me up with knowledge. It's leading out. Leading out! That's it'.*

(Linda. Conversation 1: 983-995)

Linda's reference to drawing out and leading out means she strives to support her learners to take on a particular view of their role as facilitators of learning. I asked what the purpose the university has in enabling students to develop identities as early years teachers, and why we set up particular learning experiences for them through a provocative question that sought to further understanding:

KV *'Are we playing at being teachers in university?'*

L *'No, I don't think we are. I do think that teaching demands high level, cognitive thinking about why we do what we do and how we do what we do. And, in order to do it, there's no*

123

point in coming to university and being taught modules unless it's going to impact on your classroom practice. But I think you've almost got to do it in order to challenge classroom practice. To say, this is ...I know how children learn. So, I think it is knowledge that is invaluable and that's what I think possibly sets teachers on a slightly different track to TAs [teaching assistants] and playground assistants. They are fantastic at what they do but they don't always know why they're doing it.'

KV 'so it's the justification of why we teach them to think critically and justify why they do what they do?'

L 'Yes'

KV 'So why do we get them to have experiences in university? I'm just trying to work out why do I get the play dough out or the cubes or the puppets?'

L 'Because I think, through that experience they can make the links about…actually, this is fostering curiosity or doing something with my hands. Does it help the mind flow? I think how children learn is probably more similar to adults than we realise and it's not all about just knowing the concept by reading it. It's about really cogitating.'

KV 'engaging in it and playing with it'

L 'Sharing it…and reflecting and really wallowing in … why do we do that? And I think the activity is a sort of therapeutic relaxation, in order to free the mind maybe?'

(Linda. Conversation 2: 28-60)

The way that Linda talks about these experiences as opportunities to make meaning, cogitate and wallow are reminiscent of the ways that early years teachers arouse children's curiosity through the actual experience of learning itself. Placing students deliberately into a situation where they are able to reflect and consider their motivations and responses requires understanding and trust. Whilst Linda does not state that she is explicit about it with her student teachers (Lunenberg, Kortagen and Swennen, 2007), she is able to justify this approach. Placing her student teachers in situations such as these appear to be helpful rehearsal for their later experiences on placement where they may be observed and may have to explain the reasoning and thinking about their choices for children. I clown around with this idea and

describe this approach as 'unteaching' in the following extract. Linda's response indicates her desire to develop a new language for learning about teaching in the early years:

L *'It's difficult for an observer [university mentor observing student on placement] who comes in for 20 minutes or 30 minutes to actually see what underpins it [leading play] and they don't trust us enough to see what's going on'*

KV *'... because the professional conversation with the student to discuss what provision they've made, what they know about the children, why they've put what they've put where they've put it actually will give you so much more information wouldn't it? About their ability to think and reason and to, you know unteach the children' (laughs)*

KV *'but there's something about the…'*

L *'I like the unteach thing. It's…'*

KV *'But that model permeates, permeates the education…'*

L *'Yes. We need more language, don't we? It's a bit like the work/play one you know'.*

KV *'Yeah'*

L *'You can't play because it's not learning, and you can play after you've finished your work'*

KV *'The Greg Bottrell…can I go and play now?'*

L *'Yeah, yeah but equally, that word 'teach', it's so…our society has put so much strength on…we've got to control it. We've got to know where we're going with it. We've got to have success criteria. We…it's up to us to put that knowledge inside these heads and that's not education, is it?'*

(Linda. Conversation 2: 288-330)

One of the challenges that ECITEs face is that the languages of school do not always resonate with the languages of the early years teacher. This implies that ECITEs are supporting the translation of meaning and concepts to support their students as early years teachers within the culture of school.

4.14 Learning Experiences

4.14.1 Passing on a body of knowledge versus *'growing in thinking'*.

Linda is clear about the knowledge her student teachers need to acquire. She mentions several bodies of knowledge she introduces her students to such as: the early childhood pioneers; philosophical approaches to early childhood education such as Reggio Emilia and De Whariki that place emphasis on the learning environment and materials; concepts relating to the environment as a third teacher; and the voice of the child. She does this through presentations that stimulate discussion, and she says it is in their first year of university that she feels pressure to ensure they know all about the history of the early education movement. Much of this content derives from early childhood studies, a component of the degree that Linda's students study which perhaps emphasises the importance of conveying the history and philosophy of the early years teacher:

L' I think teaching is all about the adult or the government determining what facts and what knowledge we think these children need to know … and I think the difference is…the early years is just a voyage of learning…it's not 'I'm going to teach you and I know what you need'…it's growing in being…it's not growing in facts and knowledge; it's growing in thinking.'

(Linda. Conversation 1: 381-396)

Linda's reference to growing in 'being' rather than in 'facts and knowledge' is maybe a reference to the early years foundation stage framework (DfE, 2017a) that is underpinned by a set of clearly stated values and principles. Early years student teachers need to be able to navigate both frameworks and work within schools with different perspectives on both.

4.14.2 *'That's so not ok for the early years'.* The possibilities of self-directed learning

The course that Linda teaches is structured so that early childhood students regularly meet as a cohesive group, so that they are able to form a distinctive identity as early years teachers. Linda explains that she is keen for them to direct their own learning as students in HE:

L *'There's this lovely pie chart [in the handbook] and it tells them that this little slice of the pizza is the time that you spend with me, but this quite bit chunk of pizza is the tasks that I set you like reading, private study. There's the library…fantastic place…explore. Come back and surprise me with a book that I haven't read because there are lots. But then, there's another slice of the pizza. This is about the conversations that you will have with your peers…talk, talk, talk about what you think, what you've seen, what you've read. You share it.'*

(Linda. Conversation 1: 511-519)

Linda's expectation that her students direct their own learning could be said to be similar to child-initiated approaches espoused by early years teachers. Fostering the characteristics of effective learning is done most effectively through self-directed play and she expects her students also to self- direct their own learning. Alongside this, there are further expectations of them, as defined in the university's documentation. Linda explains how this looks different for early childhood ITE students so that much of the documentation expected of primary student teachers has to be adapted for the early years.

L *'We felt very strongly as a team, probably even before I worked here, that they EYFS is different and the documentation that goes with school experience is not appropriate. I think the university is quite precious about…these are the proformas. You must use them because your mentor will be looking for them. So, we all go, '…and have you used the keeping track record? And have you used the TA plan, and have you got your lesson plans sorted?' And all the best students have it all in that file. Erm…and that's so not ok for the early years. So that booklet was produced by the early years, early childhood studies lot and we had to have the equivalent. So instead of a lesson plan, we've got an activity plan and our activity plan will take on board levels of engagement and involvement. You know, the Leuven scales and it will look at characteristics of effective learning. So, we're not just planning for a subject, we are*

planning for all of the opportunities of an activity. I think my practice was always the learning possibilities rather than the learning outcomes you know?'

(Linda. Conversation 2: 517-531)

4.15 Summary of Linda's approaches to teacher educating:

Linda's view of her role as a teacher educator appears conflicted with her experiences and values as an early childhood teacher. She seems to be reconciling her values centred on liberating children through viewing her teacher educator role as advocacy based. She shares her perception that early childhood and compulsory education are operating on two sets of discourses and beliefs, and her pedagogical decisions appear to be based on supporting students to navigate them.

Linda talks about her role as facilitating thinking about teaching in the early years through metaphorically sitting alongside her student teachers as she may have done as an early years teacher. Her experiences have taught her that promoting her learners' autonomy, responding, and exploring meaning helps her students to support children who begin school very early. Her role is to stir and rouse her students so that they can furnish a rationale to justify their teaching decisions.

Play forms a major part in the ways that Linda talks about teaching in the early years. She expects her students to be able to justify its place in children's learning. However, she isn't necessarily explicit in these intentions. She implicitly models specialist knowledge for teaching in the early years (Moxnes and Osgood, 2018), and much of her role concerns the translation of policy and practice for her students. For example, she explains how she: translates the teaching standards; translates language such as 'lessons'; and translates practices into language that sits more comfortably within the early years settings student teachers may encounter in their practice-based experiences. Linda states that more diverse language is required to be able to explain the distinctiveness of teaching in the early years. She sees herself as a resource through which students can explore this distinctiveness through consideration of what it means to be three, four or five years of age and its implications for their role as teachers of these young

children. She asserts that an important aspect of practice is for students to be able to justify 'why', and that they require experiences so they can foster this because they must engage in the experience of learning itself as opposed to receiving knowledge about it. As such, she is a firm believer in the importance of students self-directing their own learning using the resources at their disposal.

4.16 *'It's the softness and the feeling and the excitement'*. Paul's stories.

'There is a feeling involved in teaching ten-year-olds in the same way that there is teaching undergraduates, but I think it's the softness and the feeling and the excitement that one gets when working with a five-year-old. That's …. [I] can't really define it quite so much. You have to actually just be there and experience it' (Paul. Conversation 2: 239-241).

I first met Paul at a conference at my university a few years ago when he attended a seminar on a paper I presented, and we shared a conversation afterwards. Through a mutual contact (Linda), we had met again more recently. Paul was going to be moving to work abroad in an international university but was keen to be part of the research having spoken to Linda about it as a colleague and friend. The timing of this research meant that two out of our three conversations were conducted via Skype rather than face to face. Nevertheless, Paul was in a unique position to be able to review his English university experiences.

Paul's references in the above quotation to the '*softness and the feeling'* of being with young children, illustrates that he emphasises and values the relational aspects of teaching young children. Early childhood teacher educators need to emphasise a relational epistemology through their encouragement of student exploration and discovery about teaching and need to be able to draw on their 'personal-professional knowledge base of teaching and learning to teach' to be able to support their students in understanding the importance of relationships through these experiences (Goodfellow and Sumison, 2000 p. 253). Because Paul is no longer working directly within the presence of children, he has accepted that this means drawing upon his own knowledge base, utilising his personal experiences of teaching as a resource for discussion. During our conversations, Paul talked about using several different pedagogical approaches including stories from his own experience, drawing on video-based content and

directly modelling practice for his students to observe and to learn about developing their knowledge of relationships, as teachers of young children. Paul's emphasis on relationships and drawing on stories are two key aspects of his pedagogical approach.

4.17 Modelling

4.17.1 Modelling relationships

**'Y*ou know, it's all about relationships in early years'*

Paul values creating opportunities to enable his students to foster relationships as a way of emphasising this important aspect of the early years teaching role. Positive relationships are emphasised as a key theme in the EYFS (DfE, 2017a). In the following extract, he describes his reasons for creating opportunities for his students to reminisce about childhood at the beginning of their course:

P 'We'd just take them to the beach and say pick up a stone, smell the sea air. What does this remind you about childhood? And then we could talk about that. And I take them for a hot chocolate or a cup of tea at the cafe. Yeah. And that served, one, to bond the students who didn't really know each other in the first week in the early year's group. But more importantly, we said, you know, we don't have to go off and fold things and think about angles and sums and things like that, you know, it's all about relationships in early years. It's about using your senses, take photographs, what does it remind you of? What was it like when you were a child, you know, so I suppose that was again…a kind of… a similar …sort of more practical, playful activity with a learning purpose and intention? But it wasn't bounded by timetable or time'.

(Paul. Conversation 1: 410-419)

This sensory task highlights how Paul was implicitly teaching his students ways of being an early years professional (Moxnes and Osgood, 2018) through creating the opportunity for these interactions, as well as explicitly 'telling them' that they are important, from the beginning of their course. Pedagogically, this experience illustrates how important it is for Paul to help his students feel a sense of belonging. This conscious choice required additional resources and

effort and impacts on his students' developing identities as early years teachers (Malm, 2020). It illustrates that Paul wants his students to know and understand that relationships are at the core of practice for EYFS teachers (DfE, 2017a). He believes that it is important to prepare them for teaching through the provision of authentic experiences that foster relationships. This relational pedagogy requires nurturing (Baxter Magolda cited by Brownlee and Berthelsden, 2006) and assists in enabling students to develop their skills to respond to others compassionately (Taggart, 2016). Attachment and reciprocity are aspects of practice that are important to Paul and infer that he values communities of inquiry, thus moving beyond traditional notions of imparting knowledge (Goodfellow and Sumsion, 2000). This emphasis on relationships extends into a consideration of the impact that his students may have on their school experiences in Key Stage one as they transition between the two phases of education.

Paul emphasises the importance of developing relationships across the EYFS and Key Stage one boundaries, because he aims for his students to be competent in taking what he describes as 'good practice' into key stage one. Developing identities as early years teachers requires students to navigate the contrasting discourses of practice (Neaum, 2016) that appear to arise from these differing philosophies. In the following extract, Paul exemplifies the tensions that exist at this boundary, hinting that he believes that the university provision is weighted in favour of key stage one. He stresses that early years teachers need to transfer what he describes as 'good practice' into key stage one, despite his view about what he perceives as the reluctance of accepting this practice within the school sector.

P 'it's important that that they [student teachers] had that three to seven commitment fulfilled as far as was possible. L and I used to talk about the importance of taking good practice from early years into key stage one, even though stereotypically out there, there aren't many schools that encourage that'.

(Paul. Conversation 1: 432-441)

'Good practice' seems to refer to supporting students to work across the EYFS/KS1 boundary and this requires ECITEs to undertake additional considerations as they translate concepts and practices associated with more formalised approaches that appear to dominate discourse, into less formalised learning approaches. In the following example, Paul explains how he addressed

this with reference to one of the QTS teaching standards (DfE, 2011a) by explaining how he 'early yearified' it:

P 'In order to make it easy for them [students] to meet the primary education… the five to 11 [QTS] standards... we sort of tried to early yearsify some of the teaching standards... So, for example, I think one of them was something about homework or something, and of course early childhood studies students always said, 'well you know, we don't give children homework so how can we meet that standard?' So, we tried to think and put it down in writing: 'Well, actually you do, but you don't give a worksheet for example or a task. That you maybe ask parents to do something with their children when you take them home, even, you know, a reading book is homework in a sense. But there are lots of other ways involving parents… This is homework, but not in the typical way… so that's how you can meet the standards.'

(Paul. Conversation 2: 52-65)

Paul was actively including his students in the task of unpicking the meaning of the teaching standard 4 'Plan and teach well-structured lessons'. It requires students to 'set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired' (DfE, 2011a). He was facilitating the translation of this standard to help his students to conceptualise what meeting it might look like for their own pedagogical practice in the early years. These considerations required his students to understand the differences between being a key stage one and an early years teacher. Paul conveyed a strong sense of his understanding that there are ways of interacting with children that early years teachers need to learn or possess. These include a sensitivity to the development of relationships in which he believes tolerance and humour to be important. He refers to a reciprocity that helps teachers to assist in children's development and questions whether this can be taught to teachers.

P 'I think people who work with the youngest children…are just predominantly interested in personal development of relationships. I mean …watching people, and when I say people, I mean young people, small people, develop and grow was the probably the most fascinating thing for me in my teaching career. In terms of their personal development, when they became more self-confident when they could begin to express themselves verbally. I think understanding humour is very important, looking at…all the things that attract us to work and with young children like the quirkiness, the unprepared and that sometimes you have to bear

the messiness and not being frightened by that… I think you have to be perhaps a little bit like that yourself as well… And so, there's a resonance, and almost reciprocity that you feed off that with somebody who's, four, and five in the same way…And can we teach that to people? … or is that just… is it that, you know, you're born with that? Hopefully you can... You could work on it and refine it and develop it… whether you can put it into somebody's work…. Can you make a teacher out of somebody or are teachers born? This is a deep question, isn't it?'

(Paul. Conversation 2: 182-209)

Paul is questioning his part here as a teacher educator in the formation of new teachers, playing around with the idea and asking himself whether you can teach reciprocity. Perhaps here, we are seeing into Paul's desired possible teaching self (Davey, 2013) and his ideals of the early years teaching role (Tillema, 2011). Supporting the construction of an understanding of the early years teaching role with his students appears to be a tension for him. He seems unsure about his part in this. I pick up on this in the following extract, probing his pedagogical thinking through asking a provocative question about the extent to which this concerns him. Paul's response indicates that he has concerns about the instrumentality of ITE. He indicates that he perceives the teacher educator's role to be instrumental, hampering his ability to support his students to understand what he terms 'character formation'. He appears resigned that his role is to support his students to meet the teaching standards, as early years teachers who are able to prepare children for school. This view echoes the literature concerning the top-down preparation of early years children for school (Neaum, 2016).

KV 'So, you possibly began to understand your purpose in the early years classroom. And then how would you say you use that knowledge with your students? So, I mean, you can … you can explain that and tell them about it can't you, but how do you construct an understanding of that… or is that not necessarily something that concerns you?'

P 'Well it concerns me a lot, but I just don't think it's part of HE you know er… or well not part of ITT or ITE as we like to call it. There doesn't seem to be much recognition of it, not necessarily of its importance, but in terms of its time in the timetable because we talked about this before... It's about preparing…. Ultimately, children, to go to school …to do well in the SATs … results and things… I mean, …that's very simplistic isn't it but it's very instrumental what we're doing, rather than just talking about character formation, which I suppose that's

the heart of what interests me about the early years, and you can't measure that can you Karen? I mean…'

(Paul. Conversation 2: 405-415)

My provocation about whether or not constructivism has a place in ITE draw out Paul's concerns. These echo Novinger and O'Brien's (2003) claims that 'teacher educators have to endure a 'largely irrelevant, fragmented, meaningless curriculum in the name of school reform' (p.3) and that ECITEs need to resist this 'regulatory gaze' (Novinger and O'Brien, 2003 p. 3) if they are to practice education for democracy. Paul's statement that at the heart of what interests him is character formation as opposed to supporting students to prepare children for school and do well in SATs, seem to indicate a reluctant acceptance of the instrumental requirements of the role alongside his personal motivations.

4:17:2 Drawing from personal experience

Paul places a high value on drawing from stories based upon his own previously acquired experiences of teaching young children, when teaching his students. His aim seems to be to share these personal experiences to enable his student teachers to evaluate and discuss them as they reflect on, compare and develop knowledge of their own practice, in order to create new knowledge-*for*-practice (Cochran-Smith and Lytle, 1999). Paul appears to be nurturing 'inquiry as stance' (Cochran-Smith and Lytle, 1999) through stories, as he encourages his students to think about teaching. The construction of this knowledge is enhanced by the practice of observation which is a core component of the early childhood teacher's practice (Bruce, Louis and McCall, 2014). Paul aims to find ways to enable his students to observe and share their thinking and enhance their pedagogical reasoning as they consider alternative perspectives of teaching.

P 'I really try and bring in videos and things when I can because I think that varies things and gives you a different window … even if it's a video of something in a children's centre.'

(Paul. Conversation 1: 280-282)

Paul explains that using videos provides a way in to explore the importance of the environment or atmosphere in which young children can flourish. Gibson *et al.*, (2018), claim that teacher educators need to encourage the scrutiny of images of children and teachers that are constructed and enacted in early childhood education. Paul seems to be encouraging his students to articulate their pedagogical thinking about what they have seen, referring to the importance of what he calls 'atmosphere'. This seems to be referring to the idea of curating an environment that has been carefully considered and once in which children can '*flourish*'. In the following extract, Paul is talking about how he aims to consciously shape his student teacher's identities through exposing them to particular discourses of practice (Marsh, 2003). As well as emphasising the importance of humour in creating an *'atmosphere for children to flourish'*, he is also acknowledging the challenges and differences between teaching adults and teaching children.

P 'He [Cleese] talks about the role of humour, and so on, and when you talk about how we work with students, I thought, actually, if I was teaching back here, again, I'd probably show the students this because it's about creating the right atmosphere for children to flourish, and to exhibit the characteristics of effective learning. But actually, as you're saying, how do we do that in the university space where you've got erm I don't know 55 minutes? The thing is, the difference between 55 minutes in an early years classroom or a learning space with the 30 children, you don't really need to do much, and they learn whereas if you've got 30 undergraduates, if you just sat back and just left some resources, I don't think you'd get very much would you?'

(Paul. Conversation 1: 319-329)

Using video-based content enables Paul to attend to discussing the importance of the environmental 'atmosphere' in fostering child-initiated learning (DfE, 2020b). He acknowledges that within the university space, there are challenges in modelling self-initiated learning for student teachers. Young children are naturally adept at initiating their own play and learning and Paul is lamenting the differences between this and his student teachers' propensity for play. Paul is highlighting one of the challenges of early childhood initial teacher education. As adults, Paul's students are not children initiating their own play-based learning so 'second order practice (Murray, 2002) for Paul means that he has to draw upon video as a way of demonstrating how children and teachers may interact. He is encouraging his students

to consider their future teaching identities and for Paul, the role of humour appears to be important. He mentions this several times in our conversations explaining that for him, having an open mindset about the unpredictability of young children is important:

P 'sometimes they make very perceptive, insightful comments about things and sometimes they're very funny as well'

(Paul Conversation 1: 319-320)

The stories that Paul tells and the ways in which he conveys his views about the early years teaching role, could be considered as an implicit 'form of protest' (Novinger and O'Brien, 2003). Paul is keen for his students to understand how, what he describes as an 'atmosphere', is created so that they will be able to effectively influence young children's environments for learning. These pedagogical decisions could be said to be 'micropolitical actions' (Vanassche and Kelchtermans, 2016 p. 357 cited by Malm, (2020), as Paul seeks to support his students to construct their identities as principled early years teachers. The following extract shows how he thinks it is important for his student teachers to have opportunities to be inquisitive and to take risks and that they need to be able to talk about and evaluate these experiences, reflecting the view that students will make their own links between the ideas presented and their own practice (Acquah and Szelei, 2020). Paul uses the EYFS (DfE, 2020b) characteristics of effective learning as a basis for these discussions.

P' I drew a lot on the early years practice and the characteristics of effective learning, so I said, 'actually, these characteristics… as primary teachers, you need to know about where children have come from, the sort of things that …the way they've been learning in the early years…being inquisitive, connecting ideas, taking risks, talking about what I'm doing. This is good. It's good design and technology. Evaluating things at the end, playing with ideas, but it's good. It's just good learning practice, you know, whether as you say whether or not we're adults or children that's the way to learn.'

(Paul. Conversation 1: 287)

When I draw Paul's thinking back to the skills that are required for teacher educating, I compare these with the similarities when teaching children. His response indicates that an important aspect for his is to be able to draw upon his own experiences and tell stories about teaching.

This reflects the importance for his of being a 'living exemplar' of the kind of teacher that Paul wants his students to become (Davey, 2013):

KV 'So your job now is teaching about teaching. And that takes very specific skills and it's not the same as teaching is it… as teaching children?'

P 'No, I suppose I would draw upon memories and quote stories and examples. Of when I, when I taught, predominantly reception for most of my teaching career'

(Paul. Conversation 2: 355-357)

P 'I would draw from my, my personal experience really together with some theoretical knowledge, I guess. Yeah.'

(Paul. Conversation 2: 379-380)

Paul seems to value modelling the thoughts and actions that underpins his pedagogical approach for his students through sharing his stories about teaching with them (Loughran and Berry, 2005). However, in common with the literature, he appears to find it challenging to explicitly articulate his thinking about second order practice (Murray, 2002) and explain his reasons why. His tentative language, 'I suppose' and 'I guess' hint that perhaps this knowledge is harder to articulate. Castle and Ethridge (2003) claim that 'autonomous teacher educators know why they do what they do and can communicate that understanding to others' (p.113) and these examples perhaps illustrate the impact of a lack of autonomy that Paul feels he has experienced, maybe impacting on his beliefs and values. Paul's concerns about the creeping instrumentalization in ITE are therefore directly impacting on his teaching approaches.

The following extract illustrates how Paul attempts to mitigate this through recreating examples of his teaching strategies. He explains how he explicitly structures and models his teaching to support his students' understanding of the importance of stories (Bullock, 2009).

P '…there are certain picture books, particularly for early years that in I used to have my favourites, so I used to bring those in. And we used to talk about [them] and ultimately then the students made their own picture book about a theme. And wrote about how they would use this in the classroom. [It]included …one an element of pedagogy… this is how you use a story, this is why you use a story. This is the way you can tell it; you can show the pictures'.

(Paul. Conversation 1: 368-380)

Paul's pedagogical reflections help us see he is enabling his students to see into and to understand his thinking as an early years teacher. He is showcasing his tacit personal practical knowledge. The experiential knowledge that he has acquired as a teacher of young children is re-enacted during his university seminars for his students to observe (Clandinin, 1993). He is prepared to be vulnerable (Li, 2019) as he talks about explicitly modelling reading a story with children. Drawing on his prior teaching experiences and his pedagogical content knowledge (Schulman, 1986) of teaching reading through the sharing of stories requires what Keltchtermans (2009) has named as 'structural vulnerability'. This is a pedagogical quality rather than an emotional state or experience and explains how Paul is showing shows who he was in how he taught (Keltchtermans, 2009). His references to the consideration of how and why he made the decisions that he did in the above extract, hint that he is sharing his pedagogical rationale or what has come to be known as craft knowledge (McIntyre, 1996). He mentions talking about his approaches as a way of linking his thinking with the beliefs of his students in order to consider the relationship between those beliefs and practices (Kane, Sandretto and Heath, 2002). Paul is fostering his student teachers' thinking about the ways in which they might use stories in the future with the children that they will teach, through giving them the experience of making their own picture books. It's important for student teachers to make links between ideas and practice (Acquah and Szelei, 2020) and Paul is encouraging his students to articulate their own values and goals and appreciate the connections between their learning and that of the children that they will one day teach (Mewborn and Stanulis, 2000).

4:18 Reflexivity

4.18.1 '*Lighting the touch paper'*: Igniting a love of teaching young children

Paul's emphasis on creating an enabling environment extends to supporting his students to consider how they create a particular emotional environment. He considers how the relationship between care and education impacts on the work of the early years teacher. He

conveys his ideas that teaching in the early years contrasts with a technical rational model of teaching (Novinger and O'Brien, 2003).

P 'Probably one of the biggest things that dictates what we do and how we think in early years is probably the environment isn't it? And that's why it's good that it's got it in the EYFS; An enabling environment, which doesn't necessarily even mean just having the right resources or enough space. It's providing the right atmosphere, the right emotional environment and all that type of thing and I don't think those things are uppermost in primary teachers' minds. I don't mean that disrespectfully. Of course, they care about their students and so on, but they've got content. They've got content to worry about which I think goes much more with this preconceived idea that possibly many student teachers have that teaching is all about passing on content. Which again, even in secondary school, there's pastoral care and all that sort of thing but it's much more, it's less to the fore isn't' it? it's in the background'.

(Paul. Conversation 2: 76-87)

Paul views the teaching role in the early years as different to primary. It is rooted in an 'enabling environment' (DfE, 2017a) as central to good practice rather than conveying content. In this example, Paul's assumptions and beliefs appear to be acting as filters for his views about the differences between teaching EYFS and KS1 (Schulman, 2005). He hints that student teachers need to be supported in breaking down their ideas about teaching young children as being passing on knowledge. Paul appears to be acting as a 'social justice activist', giving 'voice to the struggle (Novinger and O'Brien, 2003 p. 5) and resisting this approach in favour of an environment that fosters construction of meaning. Paul explains that the ECITE's role is to 'light the touchpaper' and help students understand the nature of early years learning. He alludes to different possible directions that his students may take, implying that there may be some directions that are undesirable.

KV '...you don't leave university fully formed… That really resonated with me… I was probably seeing it much more you know 'get it all in' kind of thing rather than just, as you would with children, igniting their love of learning about being a teacher, which is what we can hope to do hopefully'.

P '...lighting the touchpaper and not really knowing what direction you're pointing the rocket in…'

(Paul. Conversation 2: 223-239)

Paul appears to place a high value on students' school placement experiences, stating that they learn more about teaching in school settings rather than 'talking about it in the seminar'. He seems to value the importance of observing teaching in action and is clear about the purpose of seminars;

P '...it's nice to tell the students ...you learn the most about how to teach children, whether they're three and four or five but also key stage two ... by actually watching other people and being in a school setting rather than talking about it in the seminar. What happens in a seminar is the picking apart of ideas and thinking about why you do things in a certain way, whereas in the classroom, you just see it, but you don't really have time to reflect upon it and examine it'.

(Paul. Conversation 1: 66-76)

Paul infers that university seminars are for students to reflect on practice (Schon, 1987) and to consider certain teaching behaviours because this is more challenging to do in a school context. This is an opportunity for students to engage in 'epistemic reflexivity' (Feucht, Brownlee and Schraw, 2017 p. 234) as they consider why they might act in particular ways. It relies on their engagement in placement experiences and their reflection on them. This view mirrors the theory/practice divide that requires deliberation as students reflect 'on' action (Schon, 1987; Fenstermacher, 1994). Paul appears to be encouraging his students to develop their own knowledge and truths about teaching, thus potentially aligning them towards more constructivist teaching practices appropriate to teaching younger children (Brownlee, Schraw and Berthelsden, 2011) but doing this through an approach that is more aligned to traditional HE pedagogies of showing and telling as a living exemplar (Davey, 2013). His recent experiences of working in Europe mean that he is able to reflect on different early childhood cultures from personal experience and share these reflections with his students. In the following extract, Paul questions the UK's early school starting age in comparison with the European system in which he now works, emphasising the tensions within the English system:

P 'We've got it wrong here on the island [England], which they don't have on the continent, is that you need you need a period of time, not to get children ready for school, a dedicated period of time like three to six where you have a specific set of standards for a specific task or phase

of education. And it's nothing to do at all with what happens in school. At the moment we're trying here to bridge two things which don't really… I don't think they even need to talk to each other …I mean the politicians would disagree because there's the big schoolification agenda and, you know, EYs is about getting ready for school. This is the culture in which we work.'

(Paul. Conversation 2: 441-448)

Paul is highlighting the challenges inherent in an education system that defines 'teacher accountability on standardized content and assessment' (Hyun, 2003 p.120) and derives evidence of learning from performance on standardised tests (Hyun, 2003). He appears uncomfortable with the culture of '*getting children ready for school'.* Novinger and O'Brien (2003) claim that teacher educators need to 'resist the regulatory gaze' (p. 3) instead practicing 'education for democracy' (Novinger and O'Brien, 2003 p. 4). Paul's approaches appear to support these views.

4.19 Learning Experiences

4.19.1 *'Trimming the sails'*: self-preservation and teacher education

Paul's stories shared some of the experiences that he arranged for his students, such as taking them to the beach during the first week of their university experience, making books and hearing stories about Paul's teaching experiences. Although these are considered important aspects of ITE to foster (Robson, 2006), Paul talks about having adjusted his pedagogical approaches due to what he terms as 'the system'. He explains that he '*used to'* create opportunities for his students to experience different approaches to early childhood education through international visits and volunteering so that they could experience alternative provision such as Montessori and Steiner settings. Paul states that he eventually had to acknowledge that it was unlikely his students would teach within these settings, and they were 'additional work' that didn't appear to be 'worth it'.

KV 'So in your preparation in England of your student teachers, how do you address that muddle. That's the word that you used. How do you explore that muddle?'

P 'I'm not sure that I thought it was worth doing. Because I used to take … students to Prague, for a week, and they volunteered for four mornings in a kindergarten so that they could see me, as is always a good idea, comparisons with other systems and ways of doing things and draw their own conclusions. Because … other than expose them in through literature, and videos, and some great teacher's TV videos about in the Scandinavian preschool and things like that, plus that immersive experience for those that wanted to come and who could afford it, you sort of think well, is it? Is it going…I have to confess; Is it going to help them in the system? ……we used to find alternative provision places like the Montessori school or the Steiner school, that sort of thing… we used to get them to talk about … I don't know …. teaching of early mathematics, if that interested them or how they thought children were developing socially and emotionally in a setting with a different emphasis than a typical preschool or EYs environment here. But you see we gave up because we didn't think in the end, it was very few if any, were gonna teach and that sort of system'.

KV 'So have you given up the fight?'

P 'Erm…I think sometimes it crosses…er…It's crossed my mind to think actually, it is too much. It is it is a struggle'. I hate to think that I've been defeated. But certainly, there comes a point where, err, … you trim your sails, a certain amount of self-preservation comes in because if you're setting up those things which were slightly different, [they] were always additional work'

(Paul. Conversation 1: 153-192)

My provocation implying that early years teacher educating requires additional effort and 'fight' to advocate for different approaches within ITE elicited Pauls' response about self-preservation. The additional work involved in providing such resources in university for sessions that are not supported by a technician, has prevented Paul from utilising them within his teaching sessions.

KV So, would you ever do something practical? Like play dough? Would you have to have to get the toys out?

P 'I'm just trying to think it I ever did… Probably…the straight answer is no because ….I know this sounds a cop out…Unlike the maths people…the English people, there isn't a cupboard with a technician to bring them out, put them away again. So, it would have meant me bringing stuff in'.

(Paul. Conversation 1: 347-354)

Paul has accepted that for him, university is not an early years setting and that the university environment is not an authentic early years replacement. In effect, he appears to be reinforcing a perception that the knowledge required for teaching is acquired in HE settings whilst that actual 'real' experience of teaching is acquired in schools (Schon, 1987). Paul expresses his beliefs in the following extract about the importance of starting off student teachers' thinking about the early years teaching role. The following extract illustrates how Paul sees the value in playful learning experiences for his student teachers but that there are big challenges in setting these up for students, including '*getting into trouble for making a mess on the carpet'*!

P 'It's a journey isn't it I mean; you don't leave University fully formed. The desire is to give people as much as they need to begin that journey… But there's so much more [that] happens. A bit like driving a car once you're actually doing it on your own, without somebody holding your hand in inverted commas. But I think there's something… more fundamental for working with young children, because … there's something slightly different about…. what I said applies to becoming a teacher. But when you're somebody working with very young children, or let's say, early years … it's almost like … perhaps you can tell and show a student who's going to teach 10 and 11 year olds, how to do something. But because there is maybe something predictable about ten- and 11-year olds but actually there's a little bit of that working with three and four, five-year olds… But actually, there's the element that's missing …is actually what does it feel like, which is very powerful, which is, you can't transmit a feeling in the same way that you can transmit... not instructions but this is how you do it… Can you see what I'm saying? … There is a feeling involved in teaching 10-year olds in the same way that there is teaching undergraduates, but I think it's this this the softness and the feeling, and the excitement that one gets when working with a five-year-old. That's …. [I] can't really define it quite so much you have to actually just be there and experience it. And I remember you saying when I was rereading the transcripts that you've done some sessions and I didn't do as many I don't think as you do more. You said you … you just bought in a load of …instead of a PowerPoint

143

slide you know ... a load of jelly or Lego cubes or something. Yeah, well, that's great and that's how it should be every session in a sense, because, actually, it's very open ended isn't it?... and the senses, including the emotions are...helps you... that's a brilliant way to learn to work with young children because you're experiencing then the enjoyment of making things and smelling and touching things in the same way that they do. I think we talked before that, you know, lovely though it would be to do that every session I think it'll burn us out ...and we'd get ...you know, get in trouble for making a mess on the carpet'

(Paul. Conversation 2: 226-251)

Paul's response indicates how he draws upon his personal experiences of teaching and learning through evoking the senses. His references to 'the feeling' of teaching conveys a view that it is an experience that is difficult to replicate within the university space, and even if you do, it would be challenging to achieve. Paul goes on to explain the challenges of teaching about pedagogy to adults who are not children:

P 'So it's trying to get close to, not trying to think what it's like to be a child but trying to experience the adult equivalent of a child's experience. ...and to hopefully make the point actually, this is what makes teaching this age group particularly rewarding...you know, that's why I think you know you could probably get some... If you picked a random group of undergraduate teacher training students and did something like that with them. There would be some, forgive the gender bias here ...blokes, as well as a few probably slightly less [sic] girls... of a particular disposition who would not want to get their hands dirty not want to...and they're not...and he could fairly...I mean, heaven forbid cutting anybody off from at least trying to... work with young children. I wouldn't want to do that but he... you'd probably find that'd be a good indicator whether or not they, had what it was going to take, including the ability to, wipe noses and keep smiling all day long.'

(Paul. Conversation 2: 289-300)

He draws attention to the particular skills and dispositions that student teachers need to have or to acquire. But he has developed his own approach, which he describes in the following extract, as 'comfortable'. However, he is open to students leading their own learning through play-based approaches. This encouragement of self-initiated activities echoes his previous pedagogical approaches as an early years teacher and conveys his love for the joy of learning:

144

P 'I have done practical things like that, but I tended to stick to the comfortable stuff, and I'm trying to encourage discussion and use of a few videos and things like them. I don't think I could say I was as adventurous, as adventurous as you on a regular basis or as you said, implied... I'm not saying you do that every week, but I mean, I remember there was a time when in the four-year BEd, (we all look back to those golden years) ... When students had to do a group presentation as an insect, you know, and so we'd encourage them, and I remember we had a short video that I used to show at open day. Some year four student were setting up the room, and then the rest of the group came in to do their presentation to the rest of the group... but it wasn't a PowerPoint thing that they'd done. It was all about play, but they bought in gloop and rice and all sorts of stuff. And so, you know, it was quite a short video with lots of shrieks and laughter and people making a real mess. And so, I'd always encourage that. That type of thing.'

(Paul. Conversation 2: 323-336)

4.20 Summary of Paul's approaches to teacher educating:

Paul's approaches to developing student teachers' knowledge have to a certain extent been impacted by the challenges inherent within what he refers to as *'the system'*. These challenges appear to have arisen from the demands for his student teachers to meet the QTS teaching standards (DfE, 2011a). His desire to enable students to engage in authentic experiences have been challenged in more recent years by the additional work required. Paul accepts he has had to '*trim his sails'* to some extent for what he describes as *'self-preservation'*. Organising resources and experiences for students, whilst seen as valuable, require additional considerations and logistical challenges. Paul questions whether the 'feeling' of being with young children can be replicated and the value of trying it in the university environment. As a result, Paul has adopted a showing and telling approach as a 'living exemplar' (Davey, 2013) of practice, alongside fostering dialogue. He talks about how he models the early years teaching role for his students, acknowledging that there are differences between adult's and children's' preferred ways of learning. As he models how he would have taught children for his students, Paul explains that he shares his pedagogical thinking with them to help them appreciate the

ways early years teachers think about teaching and learning. He encourages them to construct their own understanding and teaching identities. He refers to his role as '*lighting the touchpaper*'. These approaches reinforce the view that the knowledge for ITE is gained in HE while the real experience of teaching is acquired in schools (Schon, 1987). This is where tensions between early childhood and compulsory education can be explored through the experiences they have on their placements. These support their abilities to take early years practice into key stage one. Here Paul is subtly referring to the advocacy role early childhood teachers appear to have for the teaching role in their phase, as distinct from that in subsequent educational stages.

4.21 Advocating play-based learning

Talking about teaching and fostering a carnivalesque approach to analysis, has revealed the pedagogical approaches that each individual teacher educator draws on to support their students. Marjorie '*fights a corner for seeing the early years as different*' through her emphasis on the importance of the environment as a resource for teaching and this forms a basis for her pedagogical interactions. It enables her to foster an inquiry-based approach for her students as they construct an understanding of possible teaching pedagogies fostered through her guided approach towards a mindset based on particular values. Veronica's belief that students have to '*go through*' an experience to appreciate its learning value, demonstrates her emphasis on the power and importance of being an agent in one's own learning. Whilst she '*winds them up and lets them go*', her purpose appears to be to enable them to justify their teaching actions as a way of preparing them for the demands of early childhood teaching. Linda's belief that early childhood teachers are advocates for children, and that children need freedom, means that she supports students to navigate the two-tier system that is early childhood and compulsory education. This task requires the translation of concepts and language. Paul's approach is to act as a 'living exemplar' of practice through sharing his experiences with student teachers as stories of practice. He has accepted that any logistical challenges, whilst honourable and well intentioned, cannot replace the '*feeling*' of being with young children in an early years setting.

4.22 The significance of advocacy in modelling, reflexivity and learning experiences

Whilst each teacher educator has different emphases based on their experiences and values in relation to early childhood, the findings show that in common with the literature, their pedagogical approaches are based on modelling, reflexivity, and learning experiences but that there is an added essence: play. This is a shared, defining feature of their pedagogical considerations. As they talk about their experiences and values in relation to their teaching, their advocacy for play means they strive to create a context in which their students can experience it as a powerful way to learn about teaching. In turn, as they are helped to become advocates for play, they are encouraged to consider how they may create opportunities for children to learn through it, and also to justify this approach as members of the early childhood teaching community. This advocacy role means considering the opportunities and threats that may erode the potential that play holds in learning and being able to advocate for it.

Analysis of this data has shown that pedagogies in early childhood initial teacher education were being defined through: Valuing active learning experiences designed to support student teachers to appreciate the importance of play in young children's learning; Stirring and rousing students to develop their voice to defend play-based approaches and showcasing pedagogical approaches and articulating reasons for these. There was some reticence about sharing and telling students explicitly what and how ECITE's were thinking about pedagogy because it was felt that making this explicit might change the way learners responded. There was a tension between modelling teacher educators' pedagogical thinking explicitly and fostering learning *about* pedagogical decision-making *through* experiences set up by teacher educators.

The beliefs that the teacher educators held; that there are certain things that early years teachers need to know and there are experiences that they need to have in university, means that environments in which to model practice and to engage students in role play experiences appeared to be important. These experiences enable students to develop knowledge for teaching (Cochran Smith and Lytle, 1999) through the emergence of ideas about teaching that help them to engage reflexively in discussing pedagogical approaches. Active learning environments support the development of relationships due to the emotional dimensions that they foster (Keltchtermans and Deketelaere, 2016). Constructing an understanding of teaching through experiences that excavate knowledge about early learning and development enable students to

'regress' and remember their own development. This seems to help them to develop new knowledge about early child development. Teacher educators are the facilitators and enablers of these experiences. They are designed to facilitate pedagogical decision making and the development of a conscience for teaching. Ideas for these experiences emerge from teacher educators' own experiences of teaching children. This requires resourcing that takes effort and whilst the value of this is appreciated, it does not appear to be considered, recognised or valued by institutions.

Experience as former early years teachers featured strongly in the pedagogical approaches as teacher educators talked about modelling these former pedagogical approaches implicitly for their students, passing on ideas about approaches to teaching and learning in the early years. They referred to demonstrating ideas for students and showing videos as ways of rehearsing the teaching role. Conveying pedagogical values and beliefs about teaching young children were implicit in the narratives. These included an emphasis on the sensory nature of learning through the resourcing and experiences provided. Autonomy was encouraged and promoted through opportunities to explore placement experiences and the accompanying and sometimes competing philosophies of practice that students had experienced. Opportunities to create knowledge about play through responding to students and placing the locus of control with them, enabled them to move between their identities as former children, students and teachers. Navigating these identities through reasoning and dialogue fostered connections and the building of new knowledge such as the characteristics of effective learning (DfE, 2017a). Alongside this activity there was also a recognition of the challenges in what Paul described as 'the system'. Standing up for what you believe in requires advocacy and this takes energy.

The experiences and values that the ECITEs talked about resonated with the values and principles of the EYFS (DfE, 2017a). They talked about developing student teachers' moral dimension of the early years teaching role through opening minds and passion. They articulated this as requiring different experiences and knowledge within this phase of education. Advocacy has an important role in 'defending' practice so that provision was justified and not subject to being steered by 'performativity' (Roberts Holmes, 2015). Knowledge relating to the differences in expectations, for example the use of lesson plans, was explored so students understand the importance of enabling children to experience agency in their play. It was felt that students need play-based experiences to appreciate the ways that children learn and the

relationship of this to the early years teaching role. This role requires exploration due to the differences marked out in key stage 1. ECITEs expressed the importance of egalitarian and democratic principles as students learn to work as part of a team and collaborate. These ways of interacting need to be modelled and discussed but there are challenges in doing this within a university environment.

The development of students' pedagogical thinking in order to role-play their 'future teaching selves' and support play-based learning, remains a strong feature of each teacher educators' practice. However, these practices do not appear to benefit from the explicit modelling of this pedagogical thinking. ECITEs implicitly encouraged the development of their students' own voice as rehearsal, so that they can articulate and justify their thinking for others. This appeared to be done through reasoning, sustaining and sharing thinking and explaining to others why they think what they think. Provocation through a stimulus such as a video or an object suggests that rehearsing ideas and thinking assists in the development of their identities as early childhood teachers. Whilst identity was not a focus for this research project, it appears that a core tenet of practice for each teacher educator was enabling their students to have a voice as a dimension of their developing identities. This process was enabled through careful consideration of the learning environment within which interaction with resources to promote construction of thinking about teaching and learning was important. Recalling student's own experiences as children and drawing on these memories, forms part of this approach in order to 'unlearn' how they have developed through their lives. In this sense, the students were sometimes acting as the replacement child to excavate their own knowledge about learning and the implications of this for teaching.

4.23 Summary

The aims of this research were: to understand how the pedagogies of each ECITE were being defined within their discourses of practice; to explore how they talked about their experiences and values in relation to their teaching and to consider how utilising a carnivalesque playful language device supported the elucidation of tacit beliefs. This chapter has unmasked and revealed that the pedagogical approaches of each ECITE were being defined through the three

critically crucial ingredients identified through the literature review: Modelling, reflexivity and learning experiences. Their experiences and values show that these are equally as important in early childhood initial teacher education, but that each is also each flavoured with the important additional essences of advocacy and play.

Advocating for play influences the 'taste' of each of the three crucial ingredients as they are infused with socio-cultural discourses that emphasise the importance of relationships within play-based environments. For each teacher educator, the ways that they talked about their experiences and values, were influenced by their beliefs and values about educating new teachers. These were implicitly influencing their pedagogical reasoning, and each placed a different emphasis on what seemed to be important for them. Their stories show that for Marjorie, her emphasis on the learning environment meant that she had to 'fight a corner' to have a particular learning space in which to model, critically discuss and evaluate how one might playfully teach young children. For Veronica, enabling her students to 'go through' a playful experience as a way of fostering and defending practice appeared to be particularly important. Linda felt that children should be enabled to make their own decisions and enact their own agency and these beliefs meant that she encouraged her students to explore ideas that might challenge these ways of thinking and for Paul, he drew upon his stories of teaching to foster reflexivity and exploration of different pedagogical approaches, having accepted that nothing can replace '*the feeling*' of being with young children.

Despite these individual approaches however, the ECITEs all fostered the essences of advocacy and play, and this suggests that in early childhood initial teacher education, these three critically crucial ingredients present themselves slightly differently. Modelling includes fostering live play-based experiences so that students are able to experience, value, role play and navigate their teaching identities. 'Fighting a corner' for this appears to be part of the advocacy role and implicitly conveys that developing a voice is required. Reflexivity is fostered as students are encouraged to experience and to justify playful pedagogical approaches as a rehearsal for teaching interactions with young learners. These approaches have implications for resourcing as they require carefully designed learning environments that are intended to foster and enable students to justify choices and approaches when teaching young children. The narratives have revealed that the ECITE's in this research were each advocating for play and that this subtly

alters how modelling, reflexivity and learning experiences are conceptualised in early childhood initial teacher education.

Positioning the participants as co-creators of knowledge and understanding of early years initial teacher education helped somewhat to break down the researcher/researched barriers however, a greater potential to share this research approach was missed. Sharing this methodological approach explicitly from the outset was not done. Instead of sharing experiences of my 'pedagogical equilibrium' (Mansfield, 2019), I was experiencing pedagogical *dis*equilibrium as a new researcher. I wanted to try the methodology out before sharing it more widely. My reticence failed to appreciate that these problem moments are where learning can be most effective (Mansfield and Loughran, 2018; Cochran-Smith and Lytle, 1999). In the words of Veronica, 'going through' this experience together and drawing on the expertise of my colleagues could have strengthened this methodological approach. I didn't broker the research conversations explicitly enough so that participants could be involved in evaluating this approach. I didn't foster methodological reflexivity. As a result, the narratives also tell the story of falling into 'researcher and researched' at times. These are disrupted by me actively re-employing carnivalesque concepts but again, not explicitly. Framing this methodology more explicitly with participants in future research would enable them to step into 'we-search' even more powerfully. Veronica's final conversation where we were excavating our knowledge in metaphorical ways was a powerful example of the powerful potential of this approach.

Despite these shortcomings, the 'insider research' (Greene, 2014), enabled 'we-search' to draw out tacit knowledge and answer the research questions. Over time, re-presenting these carnivalized narratives to research participants incited some to engage playfully in this methodological approach. Relationships appeared to be fundamental for constructing narratives playfully as it became apparent as each relationship developed, and as ideas flowed and loosened, that a deeper understanding of how we saw our teaching roles emerged. Conversational 'we-search' became more enabling and revelatory as relationships developed and a playful spirit was able to enter in.

CHAPTER 5

CONCLUSIONS: THE PEDAGOGICAL ESSENCES OF EARLY CHILDHOOD INITIAL TEACHER EDUCATION

5.0 Introduction and summary of findings

This final chapter will address the original research questions and share conclusions from the data presented and analysed in the previous chapter. The significance of these findings will be explored, and new knowledge will be claimed. Limitations and suggestions for questions to guide future research will be considered. The chapter is structured through presenting the pedagogical 'essences' that emerged in this research to reconsider each research question:

How are ECITEs pedagogies being defined within the discourses of practice?

How do ECITEs talk about their experiences and values in relation to their teaching?

The main aim of this research was to create new knowledge that supported and developed pedagogical understanding and practices in early childhood initial teacher education through the use of a carnivalesque approach to narrative analysis. This qualitative approach was designed to help the participants consider how their pedagogies were being defined through 'we-search' and helped to answer the final research question:

How does carnivalesque analysis support the elucidation of tacit pedagogical beliefs?

The 'we-search' enabled them to explore their pedagogical experiences and values and is evaluated in section 5:3: Methodological Musings and Professional Learning.

The study has highlighted the distinctiveness of the early childhood initial teacher educator role through unmasking additional early childhood pedagogical essences. These were revealed by looking beyond the three critically crucial ingredients identified as critical lenses in the literature review.

The findings suggest that, in common with the literature, the three critically crucial ingredients: modelling, reflexivity and learning experiences, were all important factors in the pedagogical

considerations of the ECITEs in this research and were defining their approaches, however these were flavoured with the essence of play. ECITEs were navigating contrasting discourses arising from the differences between the requirements of the EYFS (DfE, 2017a) and the impact of the National Curriculum (DfE, 2013a) because their experiences and values. The important values they attached to play-based learning meant that they had the additional task of translating language and learning approaches to help their students understand new ways of thinking about early learning as they prepare to teach. They were doing this through encouraging and fostering the articulation of students' pedagogical reasoning to develop their basis for knowing (Bullock, 2009) instead of using their own pedagogical reasoning as a model for practice (Loughran, 1997). This suggests that, despite seeing students as active participants, there are occasions when explicitly raising awareness of the disparity between intent and action (Loughran and Berry, 2005) does not appear to support their learning. This requires further research, nevertheless the findings suggest that perhaps it is not always advantageous for ECITEs to share their pedagogical reasoning (Mansfield, 2019). Sharing pedagogical dilemmas as ways to view professional knowledge in action (Mansfield, 2019), were not used explicitly as ways to explore the uncertainty of ECITE's pedagogical decision making. This pedagogical strategy was not utilised as a conduit for the development of their students' pedagogical knowledge (Mansfield and Loughran, 2018). Concerns that sharing this pedagogical thinking with students were that they would limit their engagement. This appears to be linked to the values and beliefs placed on fostering agency for student teachers. ECITEs appeared reluctant to draw the focus to *their* teaching pedagogies and decision making instead preferring to facilitate their students' thinking about children's learning. Instead of 'how I teach *is* the message' (Russell, 1997 p. 32), how I teach *does not always appear to be* the required message for the ECITEs in this study. ECITEs were seeking to create experiences through which student teachers can think and learn as future teachers fostering play-based learning. Thus, sharing their pedagogical thinking might 'give the game away' and remove the very agency gifted through the learning experiences they endeavour to promote for their students.

ECITEs promoted the characteristics of effective learning (Early Education, 2012) to support their students' understanding of the value of play and they positioned their students as inquirers of practice, as a rehearsal for practice. This was intended to help support their developing knowledge-*of*-practice as well as help them construct knowledge-*for*-practice. However,

investigating knowledge-*in*-practice (Cochran-Smith and Lytle, 1999), through positioning students as inquirers, reflected more contemporary notions of knowledge building thus supporting the development of a 'basis for knowing' (Bullock, 2009). A 'basis for knowing' was being developed *through* the act of learning about learning. The development of thinking through the experiences *of* learning reflected a view of knowledge as tentative, emergent, transitory, and immediately held (Schon, 1991; Mezirow, 2003; Berry and Forgasz, 2018). The narratives indicated that the purpose of developing a 'basis for knowing' (Bullock, 2009) was to develop students' ability to be advocates for children's play and defenders of early childhood principles and values. They were enabling student teachers to feel comfortable with discomfort as they considered the impact of their own social identities (Carter Andrews *et al*., 2019; Mansfield and Loughran, 2018). This research in turn supported the ECITE's 'basis for knowing' (Bullock, 2009). They too required scaffolded support through 'we-search' to learn through simultaneously being a teacher educator, teacher and a learner. Whilst this approach requires drawing participants' more explicitly towards the ideas of carnivalesque, participants' responses suggested that this research was valuable in supporting them to elucidate their pedagogical thinking. It suggests that opportunities for ECITEs to co-construct and articulate pedagogical intent are crucial. Rehearsing this through 'we-search' can help expose and understand one's beliefs about teaching (Bullough, 1997). This needs to be within collaboratively supportive communities that enable them to share vulnerabilities and enable them to feel comfortable with uncertainty and able to share their responses for the benefit of students' learning (Mansfield and Loughran, 2018). There is not necessarily a correlation between these conversations and what ECITEs actually *do* in their university classrooms however (Freire, 1998; Kane, Sandretto and Heath, 2002). This creates an opportunity for future 'we-search' to explore the connections between what ECITEs say and what they actually do.

Pedagogical activism emerged as the defining essence of the ECITE's pedagogies within the discourses of practice as a result of the experiences and values that they espoused. The English context of early childhood initial teacher education has shaped their experiences and values resulting in the adoption of a pedagogically activist stance to help student teachers appreciate the importance of play-based learning for young children.

5.1 Defining ECITE's Pedagogies: Pedagogical activism

The early childhood initial teacher educators' narratives in this research appeared to echo the tensions between the philosophy of the EYFS (DfE, 2017a) with its accompanying values and principles and political demands associated with its positioning within compulsory education (Moss, 2013; Neaum, 2016). In response, the ECITEs in the study have migrated their practices as early childhood teachers and defenders of a value base rooted in notions of child-centred pedagogies, into early childhood initial teacher education. As advocates for young children's learning through play, they subscribed to the values and principles of the Early Years Foundation Stage (DfE, 2017a). This challenges Kemple, Oh and Porter's research (2015), which suggested that teacher educators' side-line play. Instead, play-based learning was at the very core of their pedagogical intent. As they interpreted and translated the languages, discourses, concepts and practices that arose within the English compulsory education system, they enacted their experiences and values within their discourses. This has been termed 'pedactivism'. The essence of pedagogical activism enables student teachers to develop and rehearse their own articulation and justification of practice within the conflicting discourses that they may experience.

Within dichotomous philosophies of English early education (Neaum, 2016), the teacher educators (as defenders of early years principles, values and practices), talked about supporting their students' engagement through professional conversations that helped them to construct their teaching identities. They actively sought to facilitate knowledge about how to engage children in making choices and decisions (Castle, 2004). ECITEs created opportunities within the learning spaces and places they had, to provoke and rouse their students into constructing their own perspectives and opinions about teaching young children. The intention was to support students to strengthen their values (Yoon and Larkin, 2018) as articulated so clearly by Linda, *'I want you to argue for what you believe in. Not give it back to me!'*. Strengthening their values through rehearsal does not feature in the QTS standards (DfE, 2011a). The additional translation required to enable student teachers to interpret the QTS (DfE, 2011a) standards within the early years foundation stage framework (DfE, 2017a) suggests that instead, adopting the alternative set of standards unique to this age phase; the Early Years

Teacher standards (DfE, 2013b), would be a more appropriate set of competencies for *all* early childhood initial teacher education students.

The ECITE's experiences and values from their former teaching lives have been migrated into their second-order practice (Murray, 2002) and they implicitly appear to replicate the practice of early childhood educators responding to children (Moxnes and Osgood, 2018). These pedagogical approaches drew on views of knowledge as socially constructed and are intended to convey a set of values and beliefs by extension. The impact on settings and classrooms cannot necessarily be experienced directly by ECITEs so instead it is experienced by proxy, through student teachers. This implicit knowledge, drawn out through carnivalesque analysis of the narratives, requires 'epistemic reflexivity' (Feucht, Brownlee and Schraw, 2017 p. 234) so that teacher educators are able to explicitly share this with their student teachers. This requires professional learning opportunities to collaboratively co-construct this knowledge. Making pedagogical decisions explicit appeared to be challenging for the ECITEs. Their signature pedagogies (Schulman, 2005) were implicitly 'known' yet they were able to articulate these through privileging students' experiences and positioning them instead as expert knowers. This centred students as experts in developing their own 'basis for knowing' (Bullock, 2009) as they were helped to make their pedagogical reasoning explicit through deconstruction and reconstruction of what they understand to be 'teaching' in early childhood.

5.2 Defining ECITEs' Pedagogies: Deconstruction and reconstruction through experiences

The ECITEs in this study were supporting their students to consider what it means to teach in the early years phase of education. The findings suggest that their experiences and values placed experiential knowledge at the core of their practice epistemologies (Fenstermacher, 1994). They were defining their pedagogical approaches as focused on teaching students to foster children's learning rather than development (Hatch, 2010) through aligning to constructivist teaching practices. This meant that they sought to facilitate active learning and teaching experiences that were aligned to the younger age of the children their students were preparing to teach (Brownlee, Schraw and Berthelsden, 2011). An understanding of the

teaching role required the provision of experiences of play for students to be enabled to understand its role in knowledge building (Cheung, 2012). Getting involved in playful learning behaviours (Vu, Han and Buell, 2015) was a feature of the narratives, suggesting that there is a place for play in student teachers' university experiences. However, the challenges relating to resourcing teaching sessions within the university context required the provision of specialist teaching spaces. To support their students to unlearn and relearn what and how they understood 'teaching' in the early years, (learning about learning) the ECITEs placed a high pedagogical value on experiences. Creating this context for teaching enabled the students to learn 'through being a teacher and a learner' (Loughran, 1997. P. 65). These play-based experiences simultaneously aided their navigation through their identities as students, learners and early childhood teachers. Suitable environments were crucial, and the university environments were challenging for all the ECITEs because a variety of resources were required. In some cases, these challenges were experienced as too great a cost in terms of their demand, leading to what Paul had described as 'trimming the sails'. Universities need to take account of the specialised needs and resources in early childhood initial teacher education for effective learning, because learning about learning needs to emerge from the experience of learning itself.

ECITEs were facilitating critical thinking about what their students had come to know as 'teaching' through the experiences they provided suggesting that the ECITEs viewed their student teachers are 'active participants' rather than as 'passive observers of good practice' (Khalid, 2016 p. 64). These experiences were related to their own 'personal practical knowledge' (Clandinin, 1993, p. 7) and were designed to help student teachers to develop a 'psycho-social' epistemology (Taggart, 2006, p. 175) that promoted deliberate and consciously expressed ethical practices. They each emphasised the development of relationships as a feature of their pedagogical considerations. This 'relational pedagogy' seeing learners as active agents in learning (Halpern, 2013), was intended to help students to consider the importance of positive relationships (DfE, 2017a). However, they did not talk about how they consciously draw students' attention to this, and what facets of this are pertinent except to say that it is important.

ECITEs were also anticipating that students may need to address differences between the socio-cultural approaches within their teacher education programme and the teaching approaches in schools (Yoon and Larkin, 2018). Empowering students through fostering agency is driven by

principles and purpose (Lightfoot and Frost, 2015). These principles anticipated the need for resilience within the profession and producing knowledge through empowering students to produce their own localised knowledge through the provision of authentic experiences (Mazzocco and Winterbottom, 2016) reflected a praxeological approach rooted in authenticity, based on participatory principles more aligned with the values and principles of early years practice (Winterbottom and Mazzocco, 2016).

Learning about early childhood teaching means that students need opportunities to construct their own identities and critical voices as defenders of justified early childhood pedagogies and practices. They require teacher educators who can enable them to 'step into the shoes' of their future teaching selves through play-based experiences that foster constructive thinking about teaching and learning. ECITEs aimed to provide experiences of learning to assist in the development of their students' identities as future teachers who help children learn through play. 'We-search' enabled the ECITEs in this research to engage in evaluating pedagogical thinking but opportunities for them to engage in these types of opportunities are uncommon.

5.3 Methodological musings and professional learning

There is a lack of research into pedagogical practice conducted *by* initial teacher educators (Wyse *et al.*, 2018) despite the value of developing knowledge *of* one's own teaching *for* teaching. (Vanassche and Keltchtermans, 2016; Fletcher, 2016, Berry and Forgasz, 2018). This presented an opportunity to find a way for ECITEs to talk about their practices and pedagogies as a rehearsal for practice in the way that they advocate for their students. Explicating tacit beliefs about teacher educating is challenging (Schulman, 2005) and this was endorsed by the experiences of the researcher. Creating opportunities for ECITEs to collaboratively consider and reconsider their pedagogical narratives took place over time, enabling the researcher to re-engage with each data narrative in playful carnivalesque ways before re-presenting the data verbally to each participant for further consideration. Resonance could be found and robustly explored through dialogically disrupting the narratives because of the insider position of the researcher. It was through analysing data through a carnivalesque lens, that aspects of practice both familiar and strange, were revealed in new ways. Raising the consciousness of our

thinking through metaphorically reframing thoughts and consciously playing with concepts and terminology was achieved through engaging in playful mindset, drawing on the spirit of carnivalesque (Bakhtin, 1984a) to provoke, employ humour, suspend hierarchy and clown with concepts. Probing the narratives to unmask, provoke, challenge and explore them was enhanced through interacting with the data to locate within the stories; familiar contact, eccentricity, free and familiar attitudes and bringing down to earth. This approach helped in the creation of new words and ideas such as 'unteaching', 'incarceration' and 'construction workers'. These original thoughts offered scope for new conversational directions in subsequent conversations as re-presenting the researcher's thoughts and responses in order to examine them with the participants, facilitated meaning making (Bolton, 2014). These provocations helped to draw out new knowledge and helped justify pedagogical intentions. However, at times, it was difficult to probe tacit thinking about ECITE's teaching pedagogies because I took my own experiences and dispositions to inquiry (Cochran-Smith and Lytle, 1999) for granted. This is perhaps why utilising carnivalesque outside of the conversations was helpful however, this did not offer the participants the opportunity to learn alongside me or to challenge my own assumptions and ways of thinking as these were being formed. Also, sharing my thinking about teaching during the conversations was a 'double-edged sword' because, whilst it placed us on an equal footing regarding our teaching experiences, it may have also served to distract and direct the conversations and give the impression that I was looking for particular responses. For example, the importance that I place on a relational pedagogy was perhaps an unconscious model of researching practice. Nevertheless, this unique playful carnivalesque research methodology was a way for the researcher to engage ECITEs, as purveyors of play, in playfully analysing their pedagogical narratives so that they could view embedded assumptions and make what is familiar, strange. Playful dialogic learning has an important place for adults who are educating new teachers. The participants expressed the view that these pedagogical opportunities were rare, and these conversations were valuable in helping them to look at their narratives in new ways. However, the methodology could be further developed through more explicit sharing of the model.

Despite these drawbacks, this research has had a significant impact on my pedagogical thinking. Drawing on my prior experiences of self-study research, enabled me to consider ways in which I could engage in pedagogical acts to co-construct knowledge about teacher educating

with others. My approach to reviewing the literature also helped me to assemble and construct the cake metaphor that has served as a guiding framework for this research study, offering a clear structure. However, the drawback of using the metaphor of a cake does not necessarily convey the sentiment of the methodological approach as dialogic and dynamic as once a cake has been constructed, it is a fixed entity rather than fluid and dialogic. Nevertheless, offering this metaphor as a means through which this study could be framed prevented an Eton mess of disparate concepts and ideas.

The findings suggest that the methodological approach to this study has had some impact on learning for the teacher educators involved in the study, although professional learning was not the focus of the research questions. Joint consciousness of previously tacit approaches to educating their students were raised through a carnivalesque approach that promoted the spirit of play. Dialogism provided a basis for the participants in the research to engage in 'we-searching' pedagogical intentions. ECITEs have a critical role in advocating for play and supporting new teachers to understand its inherent value and role in learning, so employing a playful methodology inspired by Bakhtin's carnival (1984a: 1984b) to investigate pedagogical narratives holds potential as a methodological strategy in helping to support their professional learning.

5.4 Original Contribution

This thesis offers new knowledge about the pedagogical experiences and values of a small group of English ECITEs, asserting that pedagogical activism or 'pedactivism' appears to be a feature in their narratives of second order practice (Murray, 2002). It will be of interest internationally, illustrating how themes such as early childhood agency, activism and advocacy that are prevalent within early childhood education, for example, Archer, (2020); Brown, (2009); Castle and Ethridge, (2003); Grieshaber, (2001), feature within *early childhood* initial teacher education.

The findings add to a gap in 'close to practice' research in early years education (Wyse *et al.*, 2018) and suggest that ECITEs were each responding in individualised ways to the contradictions that they were experiencing in their everyday work with student teachers in

universities in England. This is because they are located within university, the early childhood field *and* ITE. The demands arising from each of the contexts in which they were working appeared to be in tension with some of their core values and beliefs relating to teaching *about* teaching in early childhood. As a result, the ECITEs were seeking to translate practices, pedagogies and language as defenders of play and playful practice pedagogies within a university context that is bounded by neoliberalism, teaching standards and policy requirements (Novinger and O'Brien, 2003; Brown, 2009). Their values and beliefs about play and relationships, at the core of their pedagogical intent, indicated that they sought to create contexts in which they could be explored by their students resulting in nuanced differences in the way that modelling, learning experiences and reflexivity, the three critically crucial ingredients in ITE, were expressed. This research has unmasked that the distinct flavour of play is enacted as pedagogical activism within ECITE's narratives as a result of the contexts in which they work.

5.5 Chapter summary

My research suggests that Early Childhood Initial Teacher Education is bounded by a philosophical approach that requires the notion of teaching to be re-examined in teacher education. ECITE's experiences and values appear to be based on the EYFS (DfE, 2017a) stated principles and values. The early years teaching role requires 'different' play-based approaches. This has implications for teacher education within this phase. The clearly stated values and principles were a strong feature of ECITEs' practice where they appear to model them implicitly as they teach about learning by offering learning experiences and making these explicit requires reconsidering a base for knowing (Bullock, 2009) about teacher educating in the early years. This can be supported through dialogic methodologies such as carnivalesque (Bakhtin, 1984a; 1984b).

This methodological approach has revealed 'pedactivism' as a feature of the work of this group of English ECITES. They translated practices, pedagogies and language as defenders of practice within the early childhood field of teacher education. Whilst this was a small-scale study, more research is required to consider whether this is also a feature of the wider

population of English early childhood initial teacher educators. A carnivalesque approach to eliciting and analysing data supported ECITEs in developing, exploring and justifying their thinking in relation to their pedagogical approaches. Playful learning conversations about teaching in early years initial teacher education appear to have nourished the development of ECITE's professional learning and had a small effect in facilitating the elucidation and explication of tacit beliefs. This method could be considered for future professional learning. However, it needs to be made explicit. A carnivalesque conversational approach as a pedagogical strategy to support professional learning, can be effective when the participants are fully involved and willing to engage in playful exploration of ideas, and position themselves as inquirers.

This research has claimed that there are unique pedagogical considerations for English ECITEs and that their experiences and values in relation to their teaching have distinct 'essences'. These essences are additional ingredients that flavour each ECITE's pedagogical approaches, and each has a slightly different 'taste' according to the values and experiences that each ECITE has had. These 'tastes' were explored and summarised in the previous chapter (chapter 4) and show that for the ECITEs, a socio-cultural environment that fostered relationships, living within experiences, advocacy and being a living exemplar were important factors in educating teachers. The emergence of these 'essences' suggest that, in addition to pedagogies based on modelling, reflexivity and learning experiences, a 'pedagogy of teacher education' (Loughran and Menter, 2019) in England needs to consider of the impact of positioning early childhood within competing ideologies relating to practice. These competing ideologies have a relationship with the pedagogical practices of teacher educators whose experiences and values hold the young child in mind as they teach. They mean that the essence of play is a fundamental ingredient and needs to be advocated for. This is enacted as pedactivism. A 'pedagogy of teacher education' (Loughran and Menter, 2019), needs to be reconsidered. The narratives in this study, albeit a very small, limited study, indicate that developing a 'basis for knowing' (Bullock, 2009) in early childhood initial teacher education in England needs further research to ascertain whether 'pedactivism' is reflected in a wider group of university based ECITEs.

REFERENCE LIST

Acquah, E. O. and Szelei, N. (2020) 'The potential of modelling culturally responsive teaching: pre-service teachers' learning experiences', *Teaching in Higher Education,* 25(2), pp. 157-173. doi: https://doi.org/10.1080/13562517.2018.1547275

Alexander, R. (2008) *Essays on Pedagogy*. Oxon: Routledge.

Archer, N. (2020) *Activism, autonomy and identities: Stories from early childhood educators*. Available at: https://www.bera.ac.uk/blog/activism-autonomy-and-identities-stories-from-early-childhood-educators (Accessed 29 September 2021)

Arreman, I. E. (2007) 'Research as power and knowledge: struggles over research in teacher education', *Journal of education for teaching:* 31(3), pp. 215-235. doi: https://doi.org/10.1080/02607470500169055

Avidov-Ungar, O., Guberman, A., Dahan, O. and Serlin, R. (2019) 'Professional communities of teacher educators: the characteristics that promote their success', *International Journal of Leadership in Education,* pp. 1-22. doi: https://doi.org/10.1080/13603124.2019.1613563

Bakhtin, M. M. (1981) *The Dialogic Imagination.* Translated from the Russian by C. Emerson and M. Holquist. Austin: University of Texas Press.

Bakhtin, M. M. (1984a) *Problems of Dostoevsky's Poetics*. Edited and Translated from the Russian by W. C. Booth. Minneapolis, MN: University of Minnesota Press.

Bakhtin, M. (1984b) *Rabelais and His World.* Translated from the Russian by H. Iswolsky. Bloomington: Indiana University Press.

Barron, I. (2016) Flight turbulence: the stormy professional trajectory of trainee early years' teachers in England, *International Journal of Early Years Education*, 24(3), pp. 325-341. doi: https://doi.org/10.1080/09669760.2016.1204906

Ben-Peretz, M. (2001) The Impossible Role of Teacher Educators in a Changing World, *Journal of Teacher Education*, Vol. 52(1), pp. 48-56. doi: https://doi.org/10.1177%2F0022487101052001005

BERA (2018) *Ethical Guidelines for Educational Research (Fourth Edition).* Available at: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online (Accessed: 7 January 2021)

Berger, P. and Luckmann, T. (1966) *The Social Construction of Reality*. London: Penguin

Berkovic, D., Ayton, D., Briggs, A. M. and Ackermann, I. N. (2020) The View From the Inside: Positionality and Insider Research. *International Journal of Qualitative Methods.* Doi: https://doi.org/10.1177%2F1609406919900828

Berry, A. (2007) 'Reconceptualizing Teacher Educator Knowledge as Tensions: Exploring the tension between valuing and reconstructing experience', *Studying teacher education,* 3(2), pp. 117-134.
doi: https://doi.org/10.1080/17425960701656510

Berry, A. and Forgasz, R. (2018) 'Disseminating Secret-Story-Knowledge through the Self-Study of Teacher Education Practices', *Studying teacher education,* 14(3), pp. 235-245.
doi: https://doi.org/10.1080/17425964.2018.1541261

Bolton, G. (2014) *Reflective Practice*. London: Sage

Bouckaert, M. and Kools, Q. (2018) 'Teacher educators as curriculum developers: exploration of a professional role', *European Journal of Teacher Education,* 41(1), pp. 32-49.
doi: https://doi.org/10.1080/02619768.2017.1393517

Brookfield, S. D. and Preskill, S. (1999) *Discussion as a Way of Teaching*. Buckingham: Open University Press

Brown, C. P. (2009) Confronting the Contradictions: A Case Study of Early Childhood Teacher Development in Neoliberal Times. *Contemporary Issues in Early Childhood*, 10(3), pp. 240-259.
doi: https://doi.org/10.2304%2Fciec.2009.10.3.240

Brown, C. P., Babiak Weber, N. and Yoon, Y. (2016) Reluctantly governed: The struggles of early educators in a professional development course that challenged their teaching in a high-stakes neo-liberal early education context. *Contemporary Issues in Early Childhood,* 17(2), pp. 210-234
doi: https://doi.org/10.1177%2F1463949116647286

Brownlee, J., Schraw, G. and Berthelsen, D. (2011) 'Personal Epistemology and Teacher Education: An Emerging Field of Research', in J. Brownlee, G. Shraw and D. Berthelsden (ed.) *Personal Epistemology and Teacher Education.* London: Routledge, pp. 3-24.

Bruce, T. (2005) *Early Childhood Education*. 3rd edn. London: Hodder

Bruce, T. Louis, S. and McCall, G. (2014) *Observing Young Children.* London: Sage

Bruner, J. S. (1977) *The Process of Education*. Massachusetts: Harvard University Press.

Bruner, J. S. (2006) *In Search of Pedagogy Volume 1*. London: Routledge.

Bullock, S. M. (2009) Learning to think like a teacher educator: making the substantive and syntactic structures of teaching explicit through self-study, *Teachers and Teaching: theory and practice*, 15(2), pp. 291-304.
doi: https://doi.org/10.1080/13540600902875357

Bullough (1997) *Teaching about Teaching. Purpose, Passion and Pedagogy in Teacher Education*. Edited by J. Loughran and T. Russell. London: Falmer Press

Campbell-Barr, V. (2018) The silencing of the knowledge-based in early childhood education and care professionalism, *International Journal of Early Years Education*, 26(1), pp. 75-89.
doi: https://doi.org/10.1080/09669760.2017.1414689

Carter Andrews, D. J., Brown, T., Castillo, B. M, Jackson, D., Vellanki, V. (2019) Beyond Damage-Centred Teacher Education: Humanizing Pedagogy for Teacher Educators and Preservice Teachers. *Teachers College Record*, 121, pp. 1-27.
doi: https://doi.org/10.1177%2F0022487119838230

Carter, R. (2004) *Language and Creativity.* London: Routledge.

Castle, K. (2004) 'The meaning of autonomy in early childhood teacher education', *Journal of Early Childhood Teacher Education,* 25(1), pp. 3-10.
doi: https://doi.org/10.1080/1090102040250103

Castle, K & Ethridge, E. (2003) Urgently needed: Autonomous early childhood teacher educators, *Journal of Early Childhood Teacher Education,* 24(2), pp. 111-118
doi: https://doi.org/10.1080/1090102030240207

CCCU (2020) *Research Ethics Policy.* Accessed at: https://www.canterbury.ac.uk/research-and-consultancy/documents/ethics-policy.pdf
(Accessed: 7 Jan 2021)

Chen, X. (2013) Meta-teaching: Meaning and Strategy, *Africa Education Review*, 10(1) pp. 63-74.
doi: https://doi.org/10.1080/18146627.2013.855431

Cheung, D. PW. (2012) The Relation between Early Childhood Teachers' Conceptualisation of "Play" and Their Practice: Implication for the Process of Learning to Teach. *Frontiers of Education in China*, 7, pp. 65-84.
doi: https://doi.org/10.1007/BF03396935

Clandinin (1993) *Learning to teach, teaching to learn.* Edited by J. Clandinin, A. Davies, P. Hogan, and B. Kennard. (1993) New York: Teachers College Press.

Clandinin, D. J. (2007) *Handbook of Narrative Inquiry. Mapping a Methodology*. Sage: London

Clandinin, J. D. and Connelly, M. F. (1996) Teachers' Professional Knowledge Landscapes: Teacher Stories. Stories of Teachers. School Stories. Stories of Schools. *Educational Researcher*, 25(3). pp. 24-30.
Doi: https://doi.org/10.2307/1176665

Clandinin, J. D. And Rosiek, J. (2007) *Handbook of Narrative inquiry.* Edited by J. D. Clandinin. California: Sage.

Cochran-Smith, M. and Lytle, S. L. (1999) Relationships of Knowledge and Practice: Teacher Learning in Communities. *Review of Research in Education*, 24. pp. 249-305. doi: https://doi.org/10.2307/1167272

Cochran-Smith, M. (2005) 'Studying teacher education - What we know and need to know', *Journal of Teacher Education,* 56(4), pp. 301-306. doi: https://doi.org/10.1177%2F0022487105280116

Cochran-Smith, M. and Villegas, A. M. with Abrams, L.W., Chavez-Moreno, L. C., Mills, T., and Stern, R. (2016) *Handbook of Research on Teaching.* 5th edn. Washington, DC: American Educational Research Association.

Cohen, L., Manion, L. and Morrison, K. (2011) Research Methods in Education. 7th Edition. Oxon: Routledge.

Compton, A., Crawley, J., Curtis, F., Douglas, A. S., Eaude, T., Jackson, A., Philpott, C., Plater, M., Powell, D., Sewell, A. and Vincent, K. (2019) What are the Characteristics of a professional teacher educator? A think piece. Teacher Education Advancement Network Journal. University of Cumbria, 11(2) pp. 3-11 Accessed at: http://ojs.cumbria.ac.uk/index.php/TEAN/article/view/528 (Accessed: 25 November 2020).

Connelly, F.M. and Clandinin, D.J. (1990) 'Stories of Experience and Narrative Inquiry', Educational Researcher, 19(5), pp. 2-14. doi: https://doi.org/10.2307/1176100

Corbin, J. and Morse, J. M. (2003) The Unstructured Interactive Interview: Issues of Reciprocity and Risks When Dealing With Sensitive Topics, *Qualitative Inquiry*, 9(3), pp. 335-354

Couse, L. J. and Reccia, S. L (2016) *Handbook of Early Childhood Teacher Education.* Edited by L. J Couse and S. L Reccia. New York: Routledge

Craig, C. J. and Huber, J. (2007) 'Relational Reverberations. Shaping and Reshaping Narrative Inquiries in the Midst of Storied Lives and Contexts', in D. J. Clandinin (ed.) *Handbook of Narrative Inquiry. Mapping a Methodology*. London: Sage, pp. 251-274.

Czerniawski, G., Guberman, A. and MacPhail, A. (2017) 'The professional developmental needs of higher education-based teacher educators: an international comparative needs analysis', *European Journal of Teacher Education,* 40(1), pp. 127-140.
doi: https://doi.org/10.1080/02619768.2016.1246528

Czerniawski, G. (2018) *Teacher Educators in the Twenty-First Century.* St Albans: Critical Publishing Ltd.

Darder, A. (2014) *Freire and Education.* Oxon: Routledge.

Darling-Hammond, L. (2006) *Powerful Teacher Education: Lessons from Exemplary Programs*. San Francisco, CA: Jossey Bass.

Day, C. (2019) 'Policy, teacher education and the quality of teachers and teaching', *Teachers and Teaching,* 25(5), pp. 501-506.
doi: https://doi.org/10.1080/13540602.2019.1651100

Davey, R. (2013) The Professional Identity of Teacher Educators. New York: Routledge

Davies, B., Browne, J., Gannon, S., Honan, E., Laws, C., Mueller-Rockstroh, B., and Petersen, E. B. (2004) The Ambivalent Practices of Reflexivity. *Qualitative Inquiry*, 10(3), pp. 360-389

Department for Children, School and Families (DCSF) (2008) *Practice Guidance for the Early Years Foundation Stage.* Available at: https://foundationyears.org.uk/wp-content/uploads/2011/10/EYFS_Practice_Guide1.pdf (Accessed: 7 January 2021)

Department for Education (DfE) (2010) *The importance of teaching.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/CM-7980.pdf (Accessed: 20 August 2020).

Department for Education (DfE) (2011a) *Teachers' Standards.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf (Accessed: 18 August 2020).

Department for Education (DfE) (2011b) *Training our next generation of outstanding teachers.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181154/DFE-00083-2011.pdf (Accessed: 20 August 2020).

Department for Education (DfE) (2012) *Foundations for Quality Final Report*: Nutbrown Review. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175463/Nutbrown-Review.pdf (Accessed: 25 November 2020).

Department for Education (DfE) (2013a) *The national curriculum in England.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf (Accessed: 11 November 2020)

Department for Education (DfE) (2013b) *Teacher Standards (Early Years).* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/211646/Early_Years_Teachers__Standards.pdf (Accessed: 20 August 2020).

Department for Education (DfE) (2016) *A framework of core content for initial teacher training (ITT).* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536890/Framework_Report_11_July_2016_Final.pdf (Accessed: 21 August 2020).

Department for Education (DfE) (2017a) *Statutory Framework for the Early Years Foundation Stage.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf (Accessed: 20 August 2020).

Department for Education (DfE) (2017b) *Teaching Excellence and Student Outcomes Framework Specification.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/658490/Teaching_Excellence_and_Student_Outcomes_Framework_Specification.pdf (Accessed: 22 November 2020).

Department for Education (DfE) (2019) *ITT Core Content Framework*, 1st edn, London: Crown Copyright. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919166/ITT_core_content_framework_.pdf (Accessed 11 November 2020).

Department for Education (DfE) (2020a) *Early Years Foundation Stage Reforms. Government consultation response.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896872/EYFS_reforms_consultation_-_government_response.pdf (Accessed: 18/8/2020).

Department for Education (DfE) (2020b) *Statutory Framework for the Early Years Foundation Stage (Early Adopter Version*). Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf (Accessed: 11 November 2020).

Department for Education (DfE) (2020c) *Development Matters*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage__1_.pdf (Accessed: 11 November, 2020).

Dewey, J. (1938) *Experience and Education*. New York: Simon & Schuster

Duncan, R and Tarulli, D. (2003) Play is the leading activity of the preschool period Early *Education and Development* 14(3), pp. 271-292 doi*: https://doi.org/10.1207/s15566935eed1403_2*

Early Education (2012) *Development Matters in the Early Years Foundation Stage.* Available at: https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf (Accessed: 22 November 2020).

Eliahoo, R. (2017) 'Teacher educators: proposing new professional development models within an English further education context', *Professional Development in Education,* 43(2), pp. 179-193. doi: https://doi.org/10.1080/19415257.2016.1178164

Ellis, V., Glackin, M., Heighes, D., Norman, M., Nicol, S., Norris, K., Spencer, I. and McNicholl, J. (2013) 'A difficult realisation: the proletarianisation of higher education-based

teacher educators', *Journal of Education for Teaching: The work of teacher education: policy, practice and institutional conditions,* 39(3), pp. 266-280.
doi: https://doi.org/10.1080/02607476.2013.799845

Evans, L. (2019) 'Implicit and informal professional development: what it 'looks like', how it occurs, and why we need to research it', *Professional Development in Education,* 45(1), pp. 3-16.
doi: https://doi.org/10.1080/19415257.2018.1441172

Feiman-Nemser, S. (1998) Teachers as Teacher Educators, *European Journal of Teacher Education,* 21(1), pp. 63-74.
doi: https://doi.org/10.1080/0261976980210107

Fennech, M., Sumsion, J., and Shepherd, W. (2010) Promoting Early Childhood Teacher Professionalism in the Australian Context: the place of resistance. *Contemporary Issues in Early Childhood*, 11(1), pp. 89-105

Fenstermacher, G. D. (1994) 'The Knower and the Known: The Nature of Knowledge in Research on Teaching', *Review of research in education,* 20, pp. 3-56.
doi: https://doi.org/10.2307/1167381

Feucht, F. C., Brownlee, J. L., and Schraw, G. (2017) Moving Beyond Reflection: Reflexivity and Epistemic Cognition in Teaching and Teacher Education, *Educational Psychologist*, 52(4), pp. 234-241.
Doi: https://doi.org/10.1080/00461520.2017.1350180

Fletcher, T. (2016) 'Developing principles of physical education teacher education practice through self-study', *Physical Education and Sport Pedagogy,* 21(4), pp. 347-365.
doi: https://doi.org/10.1080/17408989.2014.990370

Fletcher, T. and Bullock, S.M. (2015) 'Reframing pedagogy while teaching about teaching online: a collaborative self-study', *Professional development in education,* 41(4), pp. 690-706.
doi: https://doi.org/10.1080/19415257.2014.938357

Freire. P. (1998) *Pedagogy of the Oppressed*. Translated by M. B. Ramos. London: Penguin

Garbett, D., and Ovens, A. (Ed.) (2014) *Changing practices for changing times.* Auckland: University of Auckland, 3-7 August. Available at: https://www.academia.edu/7439031/Changing_practices_for_changing_times_Past_present_and_future_possibilities_for_self_study_research (Accessed 25 November 2020).

GDPR (2018) *Guide to the General Data Protection Regulation* (GDPR) ICO. Accessed at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf (Accessed: 25 November 2020).

Geary, J. (2011) *I is an other. The secret life of metaphor and how it shapes the way we see the world.* New York: HarperCollins.

Gibson, M., McFadden, A & Zollo, L (2018) Discursive considerations of childcare professional experience in early childhood teacher education: contingencies and tensions from teacher educators, *Journal of Early Childhood Teacher Education*, 39(4), pp. 293-311. doi: https://doi.org/10.1080/10901027.2018.1458259

Goodfellow, J. & Sumsion, J. (2000) Transformative Pathways: Field-based teacher educators' perceptions, *Journal of Education for Teaching*, 26(3), pp. 245-257. doi: https://doi.org/10.1080/713676894

Goodwin, A.L., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M.Y., Reed, R. and Taveras, L. (2014) 'What Should Teacher Educators Know and Be Able to Do? Perspectives From Practicing Teacher Educators', *Journal of teacher education,* 65(4), pp. 284-302. doi: https://doi.org/10.1177%2F0022487114535266

Greene, M. J. (2014). On the Inside Looking In: Methodological Insights and Challenges in Conducting Qualitative Insider Research. The Qualitative Report, 19(29), pp. 1-13. Available at: https://nsuworks.nova.edu/tqr/vol19/iss29/3 (Accessed: 25 November 2020).

Grieshaber, S. (2001) 'Advocacy & Early Childhood Educators: Identity & Cultural Conflicts', in S. Grieshaber and G. S. Cannella (eds.) *Embracing Identities in Early Childhood Education: Diversity & Possibilities.* New York: Teachers College Press, pp. 60-72.

Griffiths, V., Thompson, S. and Hryniewicz, L. (2010) 'Developing a research profile: mentoring and support for teacher educators', *Professional Development in Education,* 36(1-2), pp. 245-262.
doi: https://doi.org/10.1080/19415250903457166

Guilfoyle, K., Hamilton, N. L., Pinnegar, S., & Placier, M. (1995) 'Becoming Teachers of Teachers: The Paths of Four Beginners', in Russell, T., and Korthagen, F. (ed.) *Teachers Who Teach Teachers*. Oxon: Routledge, pp. 45-65.

Hallett, F. (2010) 'Do we practice what we preach? An examination of the pedagogical beliefs of teacher educators', *Teaching in Higher Education,* 15(4), pp. 435-448.
doi: https://doi.org/10.1080/13562517.2010.493347

Halpern, R. (2013) 'Tying Early Childhood Education More Closely to Schooling: Promise, Perils and Practical Problems', *Teachers College record,* 115(1), pp. 1. Available at: https://www.researchgate.net/publication/286744504_Tying_Early_Childhood_Education_More_Closely_to_Schooling_Promise_Perils_and_Practical_Problems
(Accessed: 25 November 2020).

Hamilton, M. L., Smith, L. and Worthington. K. (2008) Fitting the Methodology with the Research: An exploration of narrative, self-study and auto-ethnography, *Studying Teacher Education*, 4(1), pp. 17-28.
doi: https://doi.org/10.1080/17425960801976321

Han, S., Blank, J. and Berson, I.R. (2020) 'Revisiting reflective practice in an era of teacher education reform: A self-study of an early childhood teacher education program', *Journal of Early Childhood Teacher Education,* 41(2), pp. 162-182.
doi: https://doi.org/10.1080/10901027.2019.1632993

Hatch, J.A. (2010) 'Rethinking the Relationship Between Learning and Development: Teaching for Learning in Early Childhood Classrooms', *The Educational Forum,* 74(3), pp. 258-268.
doi: https://doi.org/10.1080/00131725.2010.483911

Holquist, M. (2002) *Dialogism.* 2nd edition. London: Routledge.

Holstein, J. A. and Gubrium, J. F. (1995) *The Active Interview*. Qualitative research methods. Thousand Oaks, CA. SAGE Publications. Available at: https://dx.doi.org/10.4135/9781412986120

Hyun, E. (2003) What Does the No Child Left Behind Act Mean to Early Childhood Teacher Educators?: A Call for a Collective Professional Rejoinder. *Early Childhood Education Journal* 31, pp. 119–125. https://doi.org/10.1023/B:ECEJ.0000005311.05637.c4

International Forum for Teacher Educator Development (2019) *The Importance of Teacher Educators: Professional development imperatives White Paper*. Accessed at: https://info-ted.eu/wp-content/uploads/2019/10/InFo-TED-White-Paper.pdf (Accessed: 16 November 2020).

Johnson, D. W., and Johnson, R. T. (2009) 'Energizing Learning: The Instructional Power of Conflict', *Educational researcher,* 38(1), pp. 37-51. doi: https://doi.org/10.3102%2F0013189X08330540

Josselson, R. (2007) 'The Ethical Attitude in Narrative Research', in D. J. Clandinin (ed.) *Handbook of Narrative Inquiry. Mapping a Methodology*. London: Sage, pp. 537-566.

Kane, R., Sandretto, S. and Heath, C. (2002) 'Telling Half the Story: A Critical Review of Research on the Teaching Beliefs and Practices of University Academics', *Review of educational research,* 72(2), pp. 177-228. doi: https://doi.org/10.3102%2F00346543072002177

Keltchtermans, G. (2009) Who I am in how I teach is the message: self-understanding, vulnerability and reflection, *Teachers and Teaching: theory and practice*, 15(2), pp. 257-272. doi: https://doi.org/10.1080/13540600902875332

Kelchtermans, G. (2017) 'Studying teachers' lives as an educational issue. Autobiographical reflections from a scholarly journey'. *Teacher Education Quarterly*, 44(4), pp. 7-26. Accessed at: https://files.eric.ed.gov/fulltext/EJ1157424.pdf (accessed: 25 November 2020).

Kemple, K. M., Oh, J. H. and Porter, D. (2015) Playing at School: An Inquiry Approach to Using and Experiential Play Lab in an Early Childhood Teacher Education Course, *Journal of Early Childhood Teacher Education*, 36(3), pp. 250-265. doi: https://doi.org/10.1080/10901027.2015.1062830

Khalid, L. (2016) How do beginning teachers develop their knowledge of early-years pedagogy? *Teacher Education Advancement Network Journal*, 8(1) pp. 56-66. Available at: http://ojs.cumbria.ac.uk/index.php/TEAN/article/view/288 (Accessed: 25 November 2020).

Kitchen, J. (2011) Imagining and Re-imagining our students and ourselves: Using Metaphor to Story the Experiences of Teacher Candidates and Teacher Educators, *Narrative Inquiries into Curriculum Making in Teacher Education*, 13, pp. 109-128. doi: https://doi.org/10.1108/S1479-3687(2011)00000130009

Knight, P. and Saunders, M. (1999) Understanding Teachers' Professional Cultures Through Interview: A Constructivist Approach, *Evaluation and Research in Education*, 13(3), pp. 144-156 doi: https://doi.org/10.1080/09500799908666954

Kosnik, C. (2001) 'The Effects of an Inquiry-oriented Teacher Education Program on a Faculty Member: Some critical incidents and my journey', *Reflective Practice,* 2(1), pp. 65-80. doi: https://doi.org/10.1080/14623940120035532

Kreig, S. (2010) The Professional Knowledge that Counts in Australian Contemporary Early Childhood Teacher Education, *Contemporary Issues in Early Childhood*, 11(2) pp. 144-155. doi: http://dx.doi.org/10.2304/ciec.2010.11.2.144

Kroeger, J., Pech, S. and Cope, J. (2009) 'Investigating Change in Field Sites Through Mentor and Candidate Dialogues', *Journal of Early Childhood Teacher Education,* 30(4), pp. 328-345. doi: https://doi.org/10.1080/10901020903320536

Lensmire, T. J. (2011) 'Too Serious. Learning, Schools, and Bakhtin's Carnival', in E. J. White and M. A. Peters (ed.) *Bakhtinian Pedagogy: Opportunities and Challenges for Research, Policy and Practice in Education Across the Globe.* New York: Peter Lang, pp. 117-128

Li, S. (2019) 'Critical transparent pedagogy in teacher education', *TESOL journal,* 10(2), pp. 1-4. doi: https://doi.org/10.1002/tesj.407

Lightfoot, S. and Frost, D. (2015) The Professional Identity of early years educators in England: implications for a transformative approach to continuing professional development, *Professional Development in Education*, 41(2), pp. 401-418.
doi: http://dx.doi.org/10.1080/19415257.2014.989256

Livingston, K. (2014) Teacher Educators: hidden professionals? *European Journal of Education*, 49(2), pp. 218-232.
doi: https://doi.org/10.1111/ejed.12074

Loughran, J. (1997) 'Teaching about Teaching: Principles and Practice', in J. Loughran and T. Russell (ed.) *Teaching about Teaching. Purpose, Passion and Pedagogy in Teacher Education*. London: Falmer Press, pp. 57-69.

Loughran, J. (2011) 'On becoming a teacher educator', *Journal of Education for Teaching,* 37(3), pp. 279-291.
doi: https://doi.org/10.1080/02607476.2011.588016

Loughran, J. (2013) 'Pedagogy: Making Sense of the Complex Relationship Between Teaching and Learning', *Curriculum Inquiry,* 43(1), pp. 118-141.
doi: https://doi.org/10.1111/curi.12003

Loughran, J. (2014) Professionally Developing as a Teacher Educator. *Journal of Teacher Education*, 65(4), pp. 271-283.
doi: https://doi.org/10.1177%2F0022487114533386

Loughran, J. (2019) 'Pedagogical reasoning: the foundation of the professional knowledge of teaching', *Teachers and teaching, theory and practice,* 25(5), pp. 523-535.
doi: https://doi.org/10.1080/13540602.2019.1633294

Loughran, J. and Berry, A. (2005) 'Modelling by teacher educators', *Teaching and teacher education,* 21(2), pp. 193-203.
doi: https://doi.org/10.1016/j.tate.2004.12.005

Loughran, J. and Menter, I. (2019) 'The essence of being a teacher educator and why it matters', Asia-Pacific Journal of Teacher Education: Teaching Teachers: What [Should] Teacher Educators "Know" and "Do" and How and Why it Matters, 47(3), pp. 216-229.
doi: https://doi.org/10.1080/1359866X.2019.1575946

Lunenberg, M., Korthagen, F. and Swennen, A. (2007) 'The teacher educator as a role model', *Teaching and teacher education,* 23(5), pp. 586-601.
doi: https://doi.org/10.1016/j.tate.2006.11.001

Lunenberg, M., Dengerink, J. and Korthagen, F. (2014) The Professional Teacher Educator: Roles, Behaviour, and Professional Development of Teacher Educators. Rotterdam: Sense publishers.

Lunenberg, M., Murray, J., Smith, K. and Vanderlinde, R. (2017) 'Collaborative teacher educator professional development in Europe: different voices, one goal', *Professional Development in Education,* 43(4), pp. 556-572.
doi: https://doi.org/10.1080/19415257.2016.1206032

Mac Naughton, G. (2005) Doing Foucault in Early Childhood Studies. London: Routledge.

MacPhail, A., Ulvik, M., Guberman, A., Czerniawski, G., Oolbekkink-Marchand, H. and Bain, Y. (2019) 'The Professional Development of Higher Education-Based Teacher Educators: Needs and Realities', *Professional Development in Education,* 45(5), pp. 848-861.
doi: https://doi.org/10.1080/19415257.2018.1529610

Mahmood, S. (2013) '"Reality Shock": New Early Childhood Education Teachers', *Journal of Early Childhood Teacher Education,* 34(2), pp. 154-170.
doi: https://doi.org/10.1080/10901027.2013.787477

Mansfield, J. (2019) Pedagogical Equilibrium: The Development of Teachers' Professional Knowledge. Oxon: Taylor & Francis Group.

Mansfield, J. and Loughran, J. (2018) 'Pedagogical Equilibrium as a Lens for Understanding Teaching about Teaching', *Studying teacher education,* 14(3), pp. 246-257.
doi: https://doi.org/10.1080/17425964.2018.1541274

Macfarlane, B. (2018) *Researching with integrity: the ethics of academic enquiry*. Oxon: Routledge

Malm, B. (2020) On the complexities of educating student teachers: teacher educators' views on contemporary challenges to their profession, *Journal of Education for Teaching,* 46(3), pp. 351-364.
doi: https://doi.org/10.1080/02607476.2020.1739514

Marsh, M. (2003) *The social fashioning of teacher identities.* NY: Peter Lang

McNiff, J. (2007) 'My Story Is My Living Educational Theory', in D. J Clandinin (ed.) *Handbook of Narrative Inquiry. Mapping a Methodology.* London: Sage, pp. 308-329.

McIntyre, D. (1996) *Conceptualising Reflection in Teacher Development*. Edited by Calderhead, J and P. Gates. London: Falmer.

Merrill. B. and West, L. (2009) *Using Biographical Methods in Social Research*. London: Sage

Merriam, S. B. and Tisdell, E. J. (2016) *Qualitative Research*. Fourth Edition. San Francisco: Jossey-Bass

Mewborn, D., & Stanulis, R. (2000). Making the Tacit Explicit: Teacher Educators' Values and Practices in a Co-Reform Teacher Education Program. *Teacher Education Quarterly, 27*(3), pp. 5-22. Accessed at: http://www.jstor.org/stable/23478232 (Accessed: 25 November 2020).

Mewborn, D., and Tyminski, A. (2006). Lortie's Apprenticeship of Observation Revisited. *For the Learning of Mathematics, 26* (3), pp. 23-32. Accessed at: http://www.jstor.org/stable/40248547 (Accessed: 25 November 2020).

Mezirow, J. (2003) Transformative Learning as Discourse. *Journal of Transformative Education*. Vol 1(1), pp. 58-63.
doi: https://doi.org/10.1177%2F1541344603252172

Moen, T. (2006) Reflections on the Narrative Research Approach. *International Journal of Qualitative Methods* 5(4) pp. 56-69

Morrell, E. (2004) Bakhtin's Dialogic Pedagogy: Implications for Critical Pedagogy, Literacy Education, and Teacher Research in the United States, *Journal of Russian & East European Psychology*, 42:6, 89-94,
doi: https://doi.org/10.1080/10610405.2004.11059231

Moss, P. (2013) Early Childhood and Compulsory Education. London: Routledge.

Moss, P. (2019) Alternative Narratives in Early Childhood. Milton: Routledge.

Moxnes, A. R. And Osgood, J. (2018) Sticky stories from the classroom. From reflection to diffraction in Early Childhood Teacher Education. *Contemporary Issues in Early Childhood* Journal, 19(3), pp. 297-309.
doi: https://doi.org/10.1177%2F1463949118766662

Murray, J. (2002) Between the chalkface and the ivory towers? a study of the professionalism of teacher educators working on primary initial teacher education courses in the English university sector. Institute of Education, University of London. Available at: https://discovery.ucl.ac.uk/id/eprint/10006640 (Accessed: 15 November 2020).

Murray, J. (2008) 'Teacher educators' induction into Higher Education: work-based learning in the micro communities of teacher education', *European journal of teacher education,* 31(2), pp. 117-133.
doi: https://doi.org/10.1080/02619760802000099

Murray, J. (2012) 'Performativity cultures and their effects on teacher educators' work', *Research in Teacher Education* 2(2), pp. 19-23. Accessed at:
https://repository.uel.ac.uk/download/a1d54638e2e8c80d9c7202880b8b6731f1891c3c7a95a3
f17ca5cc5e1b5b0fba/296922/Article%20Jean%20Murray%20p19-23.pdf
(Accessed: 25 November 2020).

Murray, J. and Male, T. (2005) 'Becoming a Teacher Educator: Evidence from the Field', *Teaching and Teacher Education: An International Journal of Research and Studies,* 21(2), pp. 125-142.
doi: https://doi.org/10.1016/j.tate.2004.12.006

Neaum, S. (2016) 'School readiness and pedagogies of Competence and Performance: theorising the troubled relationship between early years and early years policy', *International Journal of Early Years Education,* 24(3), pp. 239-253.
doi: https://doi.org/10.1080/09669760.2016.1205970

Novinger S, O'Brien L. Beyond 'Boring, Meaningless Shit' in the Academy: Early Childhood Teacher Educators under the Regulatory Gaze. *Personality and Social Psychology Review.* 2003; 4(1) pp. 180-199.
doi: https://doi.org/10.1177/1088868311430835

Ofsted (2017) *Bold Beginnings: The Reception curriculum in a sample of good and outstanding primary schools.* London: Crown Copyright. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663560/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf (Accessed: 18 August 2020).

Olson, M.R. and Craig, C.J. (2001) 'Opportunities and challenges in the development of teachers' knowledge: the development of narrative authority through knowledge communities', *Teaching and Teacher Education,* 17(6), pp. 667-684. doi: https://doi.org/10.1016/S0742-051X(01)00023-3

Osgood, J. (2006) Deconstructing Professionalism in Early Childhood Education: resisting the regulatory gaze. Contemporary Issues in Early Childhood, 7(1), pp. 5-14 doi: https://doi.org/10.2304/ciec.2006.7.1.5

Pascal, C., Bertram, T and Rouse, A (2019) *Getting it right in the Early Years Foundation Stage: a review of the evidence.* Watford: Early Education. Available at: https://www.early-education.org.uk/sites/default/files/Getting%20it%20right%20in%20the%20EYFS%20Literature%20Review.pdf (Accessed: 20 August 2020).

Perry, E., Booth, J., Owen, D., and Bower, K. (2019) *The Curriculum for Initial Teacher Education: Literature Review.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839656/Literature_Review_of_Initial_Teacher_Education_Curriculum_-_final.pdf (Accessed: 21 August 2020).

Polkinghorne, D. (1988) *Narrative knowing and the human sciences.* New York: State University of New York Press.

Porter, N. (2019) *Early childhood teacher educators' perception of their own critical reflection on race, ethnicity and culture* PhD University of the Pacific, Stockton CA. Accessed at: https://scholarlycommons.pacific.edu/cgi/viewcontent.cgi?article=4589&context=uop_etds (Accessed 29 September 2021)

Putnam, R. T. and Borko, H. (2000) What Do New Views of Knowledge and Thinking Have to Say about Research on Teacher Learning? *Educational Researcher,* 29(1), pp. 4-14. doi: https://doi.org/10.3102%2F0013189X029001004

Quinn, S. F. and Parker, L. (2016) Developing and articulating pedagogic principles: A case study of early childhood teacher trainees learning to use pedagogic documentation techniques, *Journal of Early Childhood Teacher Education*, 37(1) pp. 96-113
doi: https://doi.org/10.1080/10901027.2015.1133462

Research Excellence Framework (REF) (2020) *Index of revisions to the 'Audit Guidance'* (2019/04) Available at: https://www.ref.ac.uk/media/1452/ref-2019_04-audit-guidance.pdf (Accessed 22 November 2020).

Riessman, C.K. (2008) *Narrative methods for the human sciences.* California: Sage Publications.

Roberts-Holmes, G. (2015) 'The 'datafication' of early years pedagogy: 'if the teaching is good, the data should be good and if there's bad teaching, there is bad data', *Journal of education policy,* 30(3), pp. 302-315. Available at:
https://www.tandfonline.com/doi/pdf/10.1080/02680939.2014.924561?needAccess=true (Accessed: 11 November 2020)

Robson, S. (2006) Supporting children's thinking in the foundation stage: practitioners' views on the role of initial training and continuing professional development. *Journal of In-Service Education*, 32(3) pp. 341-357.
doi: https://doi.org/10.1080/13674580600841943

Rosen, M. (1989) *We're Going on a Bear Hunt.* London: Walker Books

Roulston, K.J. (2010) *Reflective Interviewing.* London: SAGE Publications.

Rowan, L., Brownlee, J.L. and Ryan, M. (2019) 'Teaching teachers: what [should] teacher educators "know" and "do" and how and why it matters', *Asia-Pacific Journal of Teacher Education,* 47(3), pp. 210-215.
doi: https://doi.org/10.1080/1359866X.2019.1601837

Russell, T. (1997) 'Teaching Teachers: How I teach IS the Message', in J. Loughran and T. Russell (ed.) Teaching about Teaching. Purpose, Passion and Pedagogy in Teacher Education. London: Falmer Press, pp. 32-47.

Russell, T. (1998) 'Why Doesn't Teacher Education Begin with Experience?', *Teacher education quarterly,* 25(4), pp. 49-54. Available at: http://www.jstor.org/stable/23478157 (Accessed: 25 November 2020).

Samaras, A. P. (2011) *Self-Study Teacher Research*. California: Sage

Schon, D. (1987) *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.

Schon, D (1991) The Reflective Practitioner. How Professionals think in Action. Oxon: Routledge.

Schulman, L. S. (1986) Those Who Understand: Knowledge Growth in Teaching, *Educational Researcher,* 15(2), pp. 4-14.
doi: https://doi.org/10.3102%2F0013189X015002004

Schulman, L. S. (2005) Signature Pedagogies in the Professions. *Daedalus,* 134(3), pp. 52-59.
Available at: https://www.jstor.org/stable/20027998?seq=1#metadata_info_tab_contents (Accessed: 25 November 2020).

Shields, C. M. (2007) *Bakhtin.* New York: Peter Lang.

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. and Bell, D. (2002) *Researching Effective Pedagogy in the Early Years: Research Report*. London: Available at: https://dera.ioe.ac.uk/4650/1/RR356.pdf
(Accessed: 25 November 2020)

Sisson, J. H. and Kroeger, J. (2017) "They get enough of play at home': a Bakhtinian interpretation of the dialogic space of public school preschool', *Early Child Development and Care: Play,* 187(5-6), pp. 812-826.
doi: https://doi.org/10.1080/03004430.2016.1252533

Sisson, J.H., Giovacco-Johnson, T., Harris, P., Stribling, J. and Webb-Williams, J. (2018) 'Collaborative professional identities and continuity of practice: a narrative inquiry of preschool and primary teachers', *Early years (London, England),* 40(3), pp. 1-16.
doi: https://doi.org/10.1080/09575146.2018.1423617

Smith, K. (2005) 'Teacher educators' expertise: what do novice teachers and teacher educators say?', *Teaching and teacher education,* 21(2), pp. 177-192.
doi: https://doi.org/10.1016/j.tate.2004.12.008

Smith, M. (2017) 'Using andragogy to teach pedagogy: expecting heutagogy – using against-the-grain teaching practices for desired outcomes'. *Research in Teacher Education*, 7(1), pp 13-18. Available at: https://wlv.openrepository.com/handle/2436/620520
(Accessed: 25 November 2020).

Stillman, J., Ahmed, K.S., Beltramo, J.L., Catañeda-Flores, E., Garza, V.G. and Pyo, M. (2019) 'From the ground up: cultivating teacher educator knowledge from the situated knowledges of emerging, asset-oriented teacher educators', *Asia-Pacific Journal of Teacher Education,* 47(3), pp. 265-285.
doi: https://doi.org/10.1080/1359866X.2019.1600187

Sullivan, P., Smith, M. and Matusov, E. (2009) Bakhtin, Socrates and the carnivalesque in education. *New Ideas in Psychology*, 27, pp. 326-342
doi: https://doi.org/10.1016/j.newideapsych.2008.12.001

Sutton Trust (2020) *Early Years Workforce Review*: London. Available at:
https://www.suttontrust.com/wp-content/uploads/2020/08/Early_Years_Workforce_Review_.pdf
(Accessed: 25 November 2020).

Swennen, A., Jones, K. and Volman, M. (2010) Teacher educators: their identities, sub-identities and implications for professional development, *Professional Development in Education,* 36(1-2), pp. 131-148.
doi: https://doi.org/10.1080/19415250903457893

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., and Taggart, B. (2004) *The Effective Provision of Pre-School Education (EPPE) Project.* London. Available at:
https://dera.ioe.ac.uk/18189/2/SSU-SF-2004-01.pdf (Accessed 25 November 2020).

Tack, H. and Vanderlinde, R. (2014) 'Teacher Educators' Professional Development: Towards a Typology of Teacher Educators' Researcherly Disposition', *British Journal of Educational Studies,* 62(3), pp. 297-315.
doi: https://doi.org/10.1080/00071005.2014.957639

Tack, J. and Vanderlinde, R. (2019) Capturing the relations between teacher educators' opportunities for professional growth, work pressure, work related basic needs satisfaction,

and teacher educators' researcherly disposition, *European Journal of Teacher Education*, 42(4), pp. 459-477.
doi: https://doi.org/10.1080/02619768.2019.1628212

Taggart. G. (2016) Compassionate pedagogy: the ethics of care in early childhood professionalism, *European Early Childhood Education Research Journal*, 24(2), pp. 173-185.
doi: https://doi.org/10.1080/1350293X.2014.970847

Tatto, M.T., Richmond, G. and Carter Andrews, D.J. (2016) 'The Research We Need in Teacher Education', *Journal of Teacher Education,* 67(4), pp. 247-250.
doi: https://doi.org/10.1177%2F0022487116663694

Thompson, J & Stryker, A. (2010) Tale of Two Talents: How Two Early Childhood Teacher Educators Use Peer-Reflection to Examine Their Practices*, Journal of Early Childhood Teacher Education*, 31:2, 185-199,
doi: https://doi.org/10.1080/10901021003781288

Tilemma, H. (2011) 'Looking Into Mirrors: Teacher Educators' Dilemmas in Constructing Pedagogical Understanding about their Teaching', in J. Brownlee, G. Shraw and D. Berthelsen (ed.) *Personal Epistemology and Teacher Education*. Oxon: Routledge, pp. 40-53.

Tobin, K. (2009) Changing metaphors and beliefs: A master switch for teaching? *Theory Into Practice*, 29(2), pp. 122-127.
doi: https://doi.org/10.1080/00405849009543442

Trodd, L. and Dickerson, C. (2018) 'I enjoy learning': developing early years practitioners' identities as professionals and as professional learners. *Professional Development in Education,* 45(3) pp. 356-371.
doi: https://doi.org/10.1080/19415257.2018.1459788

UCET (2019) *Building Research-Informed Teacher Education Communities*. A UCET Framework. Available at: https://www.ucet.ac.uk/downloads/10989-Building-Research-Informed-Teacher-Education-Communities-%28July-2019%29.pdf (Accessed: 25 November 2020)

UNICEF (1989) *The United Nations Convention on the Rights of the Child. Article 31*. Available at: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ (Accessed: 4 January 2021)

Urban, M. (2008) Dealing with uncertainty: challenges and possibilities
for the early childhood profession, *European Early Childhood Education Research Journal*,
16(2), pp. 135-152,
doi: https://doi.org/10.1080/13502930802141584

Van der Klink, M., Kools, Q., Avissar, G., White, S. and Sakata, T. (2017) 'Professional
development of teacher educators: what do they do? Findings from an explorative
international study', *Professional Development in Education,* 43(2), pp. 163-178.
doi: https://doi.org/10.1080/19415257.2015.1114506

Vanassche, E. and Kelchtermans, G. (2014) 'Teacher educators' professionalism in practice:
Positioning theory and personal interpretative framework', *Teaching and teacher
education,* 44, pp. 117-127.
doi: https://doi.org/10.1016/j.tate.2014.08.006

Vanassche, E. and Kelchtermans, G. (2016) 'Facilitating self-study of teacher education
practices: toward a pedagogy of teacher educator professional development', *Professional
development in education,* 42(1), pp. 100-122.
doi: https://doi.org/10.1080/19415257.2014.986813

Vygotsky, L. S. (1978) *Mind in society.* Massachusetts: Harvard University Press

White, E. J. (2011) 'Aesthetics of the Beautiful. Ideologic Tensions in contemporary
Assessment', in E. J. White and M. A. Peters (ed.) *Bakhtinian Pedagogy: Opportunities and
Challenges for Research, Policy and Practice in Education Across the Globe.* New York:
Peter Lang, pp. 47-68

White, E. J. (2014) 'Are You 'Avin a Laff?': A pedagogical response to Bakhtinian
carnivalesque in early childhood education, *Educational Philosophy and Theory*, 46(8), pp.
898-913.
doi: https://doi.org/10.1080/00131857.2013.781497

White, E. J. (2016) *Introducing dialogic pedagogy. Provocations for the early years*. London:
Routledge

Whiting, C., Whitty, G., Menter, I., Black, P., Hordern, J., Parfitt, A., Reynolds, K. and
Sorensen, N. (2018) 'Diversity and complexity: Becoming a teacher in England in 2015-
2016', *Review of education,* 6(1), pp. 69-96. Accessed at: https://doi.org/10.1002/rev3.3108
(Accessed: 16 November 2020).

Winterbottom, C. and Mazzocco, P. J. (2016) Reconstructing teacher education: a praxeological approach to pre-service teacher education. *European Early Childhood Education Research Journal*, 24(4), pp. 495-507.
doi: https://doi.org/10.1080/1350293X.2014.975940

Wood, D. and Borg, T. (2010) 'The Rocky Road: The journey from classroom teacher to teacher educator', *Studying Teacher Education,* 6(1), pp. 17-28.
doi: https://doi.org/10.1080/17425961003668914

Wyse, D., Brown, C., Oliver, S. & Poblete, X. (2018). *The BERA Close-to-Practice Research Project: Research Report.* London: British Educational Research Association. Available at: file:///C:/Users/kv38/Downloads/BERA-Close-to-Practice_full-report_Nov2018.pdf (Accessed: 15 November 2020).

Yelland, N. (2000) *Promoting Meaningful Learning. Innovations in Educating Early Childhood Professionals*. Washington: NAEYC

Yoon, H.S. and Larkin, K.A. (2018) 'When tensions between ideology and practice become personal: Unpacking mentorship in early childhood teacher education', *Journal of Early Childhood Teacher Education,* 39(1), pp. 50-72.
doi: https://doi.org/10.1080/10901027.2017.1404506

Zanting, A., Verloop, N., Vermunt, J.D. and Van Driel, J.H. (1998) 'Explicating Practical Knowledge: an extension of mentor teachers' roles', *European Journal of Teacher Education,* 21(1), pp. 11-28.
doi: https://doi.org/10.1080/0261976980210104

Zeichner, K. (1999) The New Scholarship in Teacher Education. *Educational Researcher*, 28(9), pp. 4-15.
doi: https://doi.org/10.3102%2F0013189X028009004

APPENDICES

Appendix 1 Email to participant 1:

Dear A, I am an early childhood teacher educator at Canterbury Christ Church University and I am at the thesis stage of my Ed D. My supervisors are Professor Sacha Powell and Dr Kate Smith. I am really interested in having conversations with a few selected fellow early childhood teacher educators that seem to share my interest in pedagogical approaches. My aim is for us to jointly construct a deeper understanding of the work that we do as we 'teach about teaching' in early childhood.

I would like to ask if you would be interested in participating in this as I noticed on your webpage that you are: (removed for anonymity), so we both clearly share a similar fascination with our professional learning. This would be an opportunity for us to delve a bit deeper, hopefully in the pursuit of new insights and understandings.

An initial conversation would take place at our mutual convenience either this month or next (I could come to you unless you would like a visit to Canterbury) and would be audio recorded so that it could be transcribed and analysed. I would hope to have two more over the course of this year. Each conversation will be transcribed and will inform the next.

Full ethics approval has been granted for this project and I've attached a participant information sheet for further information. I do hope that you will agree to participate in this project but of course, there is no pressure to do so. If you would like to discuss further, please do let me know and I would be more than happy to explain more.

Here is a link to my staff profile for your information:
https://www.canterbury.ac.uk/education/our-work/childhood-and-education-sciences/staff/Profile.aspx?staff=ca07f5fedba80303

I look forward to hearing from you

Best Wishes,

Karen

01227 923013

Appendix 2 Email to participant 2:

Dear B,

I am an early childhood teacher educator at Canterbury Christ Church University and I am at the thesis stage of my Ed D. My supervisors are Professor Sacha Powell and Dr Kate Smith. I am really interested in having conversations with a few selected fellow early childhood teacher educators that seem to share my interest in pedagogical approaches. My aim is for us to jointly construct a deeper understanding of the work that we do as we 'teach about teaching' in early childhood.

I would like to ask if you would be interested in participating in this research because I noticed on your webpage that you have: (removed for anonymity) and also, your publications indicate an interest in the pedagogical approaches of early childhood professionals. We both clearly share a fascination with the pedagogical approaches that support new teachers. This research would be an opportunity for us to delve a bit deeper, hopefully in the pursuit of new insights and understandings.

An initial conversation would take place at our mutual convenience either this month or next (I could come to you unless you would like a visit to Canterbury) and would be audio recorded so that it could be transcribed and analysed. I would hope to have two more over the course of this year. Each conversation will be transcribed and will inform the next.

Full ethics approval has been granted for this project and I've attached a participant information sheet for further information.

I do hope that you will agree to participate in this project but of course, there is no pressure to do so. If you would like to discuss further, please do let me know and I would be more than happy to explain more.

Here is a link to my staff profile for your information:

https://www.canterbury.ac.uk/education/our-work/childhood-and-education-sciences/staff/Profile.aspx?staff=ca07f5fedba80303

I look forward to hearing from you

Best Wishes,

Karen

Appendix 3 Email to participant 3:

Dear V,

I am an early childhood teacher educator at Canterbury Christ Church University and I am at the thesis stage of my Ed D. My supervisors are Professor Sacha Powell and Dr Kate Smith. I am really interested in having conversations with a few selected fellow early childhood teacher educators that seem to share my interest in pedagogical approaches. My aim is for us to jointly construct a deeper understanding of the work that we do as we 'teach about teaching' in early childhood.

I would like to ask if you would be interested in participating in this research because I noticed on your webpage that you: (removed for anonymity). This indicates that we both clearly share a fascination with the pedagogical approaches that support new teachers. This research would be an opportunity for us to delve a bit deeper, hopefully in the pursuit of new insights and understandings.

An initial conversation would take place at our mutual convenience either this month or next (I could come to you unless you would like a visit to Canterbury) and would be audio recorded so that it could be transcribed and analysed. I would hope to have two more over the course of this year. Each conversation will be transcribed and will inform the next.

Full ethics approval has been granted for this project and I've attached a participant information sheet for further information.

I do hope that you will agree to participate in this project but of course, there is no pressure to do so. If you would like to discuss further, please do let me know and I would be more than happy to explain more.

Here is a link to my staff profile for your information:

https://www.canterbury.ac.uk/education/our-work/childhood-and-education-sciences/staff/Profile.aspx?staff=ca07f5fedba80303

I look forward to hearing from you

Best Wishes,

Karen

Appendix 4: Email to participant 4

Dear M,

I am one of the early childhood teacher educators at Canterbury Christ Church University and I am also at the thesis stage of my Ed D. My supervisors are Professor Sacha Powell and Dr Kate Smith. I am really interested in having conversations with a few very selected fellow early childhood teacher educators that seem to share my interest in pedagogical approaches. My aim is for us to jointly construct a deeper understanding of the work that we do as we 'teach about teaching' in early childhood.

I would like to ask if you would be interested in participating in this research because I noticed on your webpage that you are: (removed for anonymity). I can see that you are 'very keen to continue to learn from others' as you help them in turn to learn and this is what has inspired me to approach you to ask if you would like to participate in my research project. This research would be an opportunity for us to delve a bit deeper, hopefully in the pursuit of new insights and understandings about our work as teacher educators.

An initial conversation would take place at our mutual convenience ideally March/April (I could come to you unless you would like a visit to Canterbury or already have one planned) and would be audio recorded so that it could be transcribed and analysed. I would hope to have two more over the course of this year. Each conversation will be transcribed and will inform the next.

Full ethics approval has been granted for this project and I've attached a participant information sheet for further information.

I do hope that you will agree to participate in this project but of course, there is no pressure to do so. If you would like to discuss further, please do let me know and I would be more than happy to explain more.

Here is a link to my staff profile for your information:

https://www.canterbury.ac.uk/education/our-work/childhood-and-education-sciences/staff/Profile.aspx?staff=ca07f5fedba80303

I look forward to hearing from you

Best Wishes, Karen

Appendix 5: Email to participant 5

Dear L,

I am writing to ask if you would consider participating in some research conversations with me.

As I think you know, I am at the thesis stage of my Ed D. My supervisors are Professor Sacha Powell/Dr Judy Durrant and Dr Kate Smith. I am really interested in having conversations with a few selected fellow early childhood teacher educators that seem to share my interest in pedagogical approaches. Our recent chat during my recent visit has led me to think that as an early childhood teacher educator, you might be interested in participating in my research. There is no pressure and I totally understand if you would rather not participate. My aim is for participants to jointly construct a deeper understanding of the work that we do as we 'teach about teaching' in early childhood. We both clearly share a fascination with the pedagogical approaches that support new teachers and I see this research as an opportunity for us to delve a bit deeper, hopefully in the pursuit of new insights and understandings.

An initial conversation could take place when I visit you next (if we can manage it) and would be audio recorded so that it could be transcribed and analysed. I would hope to have two conversations more over the course of this year. Each conversation will be transcribed and will inform the next.

Full ethics approval has been granted for this project and I've attached a participant information sheet for further information.

I do hope that you will agree to participate in this project but of course, there is no pressure to do so. Please don't feel embarrassed about saying no if you would rather not.

If you would like to discuss further, please do let me know and I would be more than happy to explain more.

Have a lovely Easter when you get there.

Appendix 6: **Part**icipant information sheet:

English University-Based Early Childhood Initial Teacher Educators' Narratives:

Talking about teaching

A research study is being conducted at Canterbury Christ Church University (CCCU) by Karen Vincent

Background

This study is part of a doctoral thesis examining HE early childhood initial teacher educators' pedagogical approaches. I am interested in learning about your theories, perspectives and philosophies in relation to the teaching approaches that you select to use when you teach students who are preparing to be early childhood teachers.

As a fellow university based early childhood initial teacher educator, I would like to have at least three reflective conversations with you over the course of a year so that we can mutually construct stories about our teaching experiences in order to develop a greater understanding of why we teach in the way that we do.

What will you be required to do?

Participants in this study will be required to have at least 3 separate conversations with the researcher (who is also an early childhood teacher educator) over the course of a year. Each conversation will be audio recorded and transcribed and themes arising will be selected for further discussion during subsequent conversations.

 To participate in this research you must:

Be an early childhood/primary teacher educator/lecturer in an English university

Be currently involved in the preparation of new early childhood teachers

Be prepared to critically reflect on your teaching

Procedures

You will be asked to:

Undertake jointly constructed dialogues that are audio recorded

Talk honestly about your beliefs, perspectives and theories in relation to your own teaching

Talk about your teaching approaches and give your views on these

Feedback

You will be provided with the transcript of the conversation for verification, and you will be invited to reflect on previous conversations at intervals during the data-gathering phase.

Confidentiality and Data Protection

On the legal basis of consent all data and personal information will be stored securely within CCCU premises in accordance with the General Data Protection Regulation (GDPR) and the University's own data protection policies. No unrelated or unnecessary personal data will be collected or stored. The following categories of personal data will be processed:

Name, institution, address, email addresses, audio recording

After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed) and held for a period of 5 years.

Appendix 7: Research Protocols:

Build the relationship-thanks-conversation

Purpose of research-to talk about being an early childhood teacher educator. I don't talk about my practice much. Don't have many ECITEs in my university. Want to discover whether what I'm thinking and feeling is similar to others in the same boat as me. I'm trying to define what underpins our practice as ECITEs-what do we share and what do we not share? I hope that this research will help our professional learning. We ask our students to be reflective don't we-yet are we walking the walk?

Is it different being and ECITE from any other phase of TED? What is the uniqueness of our roles?

I see the conversations being a way to further understand and develop our stories and co construct new ones.

Ethics and agreement to sign-assure anonymity and permission to record etc

Warm up-how we got into Early childhood teacher ed?

What our roles are in our institutions?

How long we have been working where we do/in Ted?

Main When do we manage to have conversations about our teaching decisions? (strikes me that we are in powerful positions and that our beliefs and values will have an impact on our students yet in my experience there are few opportunities to reflect on these in the way we expect our students to do so-do you agree?)

When it comes to preparing teachers to teach in reception classes, what do we believe our student teachers need to know and understand?

And how do we help them to understand these things? (photos/stories of my teaching dilemmas?)

What does this say about our values and beliefs and being ECITES?

Thanks, etc