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HOW CAN A DEEPER UNDERSTANDING OF THE PROFESSIONAL SITUATION OF LLS
TEACHER EDUCATORS ENHANCE THEIR FUTURE SUPPORT, PROFESSIONAL
DEVELOPMENT AND WORKING CONTEXT?

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A thesis submitted in partial fulfilment of the requirements of Bath Spa University for
the degree of Doctor of Philosophy

School of Education, Bath Spa University

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Abstract

This research explored the professional situation of teacher educators in the Lifelong Learning Sector (LLS), and how a deeper understanding of their professional situation could enhance their future support, professional development and working context. The research followed a mixed methods methodology, and six research phases took place including focus groups, a literature review, and an evaluation of a CPD programme. The largest online survey of this particular group to date was also carried out and 161 teacher educators participated in that survey. The results of the research provided rich insights into their values, experiences, particularly challenging working context and support needs. The knowledge resulting from the research included recognition of the multiplicity and complexity of the role and how LLS teacher educators manage it. The multiplicity and complexity was characterised as the 'more than a teacher' quality, and teacher education professionals as 'triple professionals' or 'multiple professionals'. The research developed a new model of professionalism, the 'connected professional', and embedded this in the theoretical framework for teacher education entitled 'The Teacher Education Professional as Connecting Professional (TEPACP)' framework.

Recommendations arising from the findings include adopting the model of the Connected Professional and TEPACP theoretical framework proposed by the evidence from the research together with action to assist LLS Teacher Educators to progress towards a more confident professional identity. The research significantly extends the understanding of the characteristics and beliefs of this under-researched professional community.

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List of acronyms, abbreviations

Acronym / abbreviation	Description
ACETT	Association of Centres for Excellence in Teacher Training
ACL	Adult and Community Learning (ACL)
AERA	American Educational Research Association
AITSL	Australian Institute for Training and School Leadership
AoC	Association of Colleges
AELP	Association of Employers and Learning Providers
ATE	Association of Teacher Educators
BIS	Department of Business, Industry and Skills
CAEP	Council for the Accreditation of Educator Preparation
CATE	Council for the Accreditation of Teacher Education
CAVTL	Commission on Adult Vocational Teaching and Learning
CCSO	Council of Chief State School Officers
CertEd	Certificates in Education (CertEd)
CETT	Centre for Excellence in Teacher Training
CLD	Community Learning and Development
CNAA	Council for National Academic Awards
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DfE	Department for Education
DfEE	Department for Education and Employment
DIUS	Department of Innovation, Universities and Skills
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
ESOL	English for Speakers of Other Languages
ESRC	Economic and Social Research Council
ETF	Education and Training Foundation
FAETC	Further and Adult Education Teachers Certificate
FE	Further Education
FEC	Further Education College
FEFC	Further Education Funding Council

FENTO	Further Education National Training Organisation
HEI	Higher Education Institution
ICT	Information and Communications Technology
IfL	Institute for Learning
ITB	Industrial Training Boards
ITE	Initial Teacher Education
LEA	Local Education Authorities
LLS	Lifelong Learning Sector
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
LSQ	Learning Styles questionnaire
MOTE	Modes of Teacher Education
NCATE	National Council for the Accreditation of Teacher Education
NIACE	National Institute of Adult and Continuing Education
NIE	National Institute of Education
NVQ	National Vocational Qualification
OfSTED	Office for Standards in Education
PCET	Post Compulsory Education and Training
PGCE	Postgraduate Certificate in Education
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QTLS	Qualified Teacher Learning and Skills
RAC	Regional Advisory Council
SFCA	Sixth Form College Association
TDLB	Training and Development Lead Body
TDTEF	Three Dimensions Teacher Education Framework
TEd or TEds	Teacher Educator, or Teacher Educators
TEPACP)	Teacher Education Professional as Connecting Professional
TLRP	Teaching and Learning Research Project
UCET	Universities Council for the Education of Teachers

UCU	Universities and Colleges Union
UNESCO	United Nations Educational, Scientific and Cultural Organization
VELON	Association of Dutch teacher educators
WBL	Work Based Learning
WALF	Working as Learning Framework

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CHAPTER 1 - INTRODUCTION AND BACKGROUND

Introduction

This chapter explains the personal and professional context in which the research took place, introduces the personal and professional values from which the research has arisen, why it was undertaken and what new knowledge it will contribute. It introduces key principles, concepts, themes and issues for the research, states the research question, aims and sub-questions and summarises the structure of the thesis.

Personal and professional context

Reflecting on experience

Writing such a significant piece of work as a PhD thesis has been the best opportunity in my life for me to engage in 'thinking reflectively' (Hillier 2012: 1). As a part time PhD student I have been engaged in this study for in excess of nine years, and for a considerable amount of my work and outside work time. Like many others in the Lifelong Learning Sector (LLS), I am extremely busy working on tasks and issues of the day, so time is often at a premium. PhD study, particularly at the point of writing the thesis, does however provide a major opportunity to 'step back from the urgency of dealing with the problem, task or incident and to 'reframe the incident using a variety of perspectives' (Hillier 2012: 9). Such opportunities do arise on other occasions, but the depth and breadth of the reflection in this situation has in my case led to a more comprehensive step-by-step challenging of many assumptions, values and beliefs of a personal and professional nature which I have held for a considerable time. Hiller (2005) argues that reflection can help to 'question our routine, convenient, everyday practices and ask ourselves about what really does and doesn't work'. We can 'challenge our taken-for-granted assumptions' (p.7). Critical reflection is an important quality in teachers because, 'without critical reflection, teaching will remain at best uninformed and, at worst, ineffective, prejudiced and constraining.' (Hillier 2012: xi).

Schön's writings on Reflective Practice also support the notion of professionals reframing day-to-day experiences and moving through the stages of 'reflection in action' and 'reflection on action' towards a deeper and more varied professional

repertoire (Schön, 1983). The first of these, 'reflection in action', is similar to 'thinking on the spot', where we attend to our experiences as they take place, connecting with our feelings, spontaneously experience surprise, confusion and puzzlement, but embrace the uncertainty of that situation. This allows us to use this 'test situation' to build new understandings about it as it is taking place. The second of these, 'reflection on action', is where we take time after the situation to consider how it compared to our past experiences, asking questions and wondering why something happened, what could have been done differently and what might have improved the outcome. The combination of 'reflection in action' and 'reflection on action' adds to our capacity to manage simple and complex professional situations based on both a greater fund of experience and a more creative approach to those situations and new situations which may be encountered. This is what was argued by Schön to be essential for the 'reflective practitioner'. Schön's ideas have been critiqued and it has been suggested that even 'reflecting in action' during an intense activity where fast decision making is called for is unrealistic, but reflecting spontaneously on situations, then developing a more 'after the event' view is a crucial aspect of a teacher's professional role. Schön's (1983) and Hillier's (2005) thinking helps to understand that process and make the most of it. As I have worked with teacher trainees during a number of years, and on a number of programmes, I have frequently 'reflected in action' myself to adapt to circumstances and situations which have been presented, and drawn on that spontaneous experience, informed range of actions, and then 'reflected on action' to review how that worked in practice some time afterwards. Promoting this 'reflexivity' in and consideration of alternatives by teachers has been argued by Thurston (2010) and Mayes (2009) to be a significant component of teacher education and has been a continuous feature of my professional situation.

With respect to that professional situation, I am a 'late career professional': I have a long period of experience behind me, but a relatively small amount left before retirement. Far from gliding quietly away, however, I find myself working in LLS teacher education while it is facing one of the most significant periods of change and turbulence ever experienced, even for a sector well known for experiencing regular and rapid change (Avis et al., 2010). Undertaking a PhD has provided a

particularly in-depth piece of 'reflection on action' looking back over a long period of experience and seeking to understand more fully what has happened, how it has happened, why it may have happened in the way that it has, then looking forward through the experiences of involvement in the research. I have become increasingly aware, as I composed the thesis, that this research has been an ongoing process which has emerged through my personal and professional experience and action, reflection and learning, or 'critical reflection' (Hiller, 2012). By documenting that reflection and learning through the structured, rigorous and systematic process of undertaking a PhD, I engaged in a depth and breadth of thinking and new professional knowledge I would have been otherwise unlikely to attain

Using the first person

I utilise the first person when appropriate in the thesis because I am an insider in this research, in the sense that I have 'an insider perspective on what is going on, without losing credibility' (Angrosino, 2012: 166). There are personal and professional benefits in the learning and development involved in this research in addition to wider benefits. Webb (1992) argues that use of the first person can support the reflexivity of a piece of research, particularly when that research is taking place in the social domain or world of the researcher and the participants in the research, and that the 'objective third person' can be problematic as it neutralises and 'obliterates the social elements of the research process' (ibid: 747). As with any of the key decisions around methodology and the approach to the research, this has been given careful consideration Webb (1992) argues that the advantages of writing in the first person are that it is 'in keeping with the epistemologies of the research' (ibid 747), and that the thesis is essentially a series of personal judgements based on 'reasonable evidence'. These arguments outweigh the potential disadvantages of a suggested lack of neutrality, less formal and authoritative stance, as the research will still adopt a rigorous, carefully structured approach and the highest level of neutrality possible.

Explanations and Introductions

To further contextualise the research, this section defines and briefly introduces the fields of research, the terrain which is the LLS and some key context and definitions. Chapters two and three will include considerably more detailed analysis.

Definition of the Lifelong Learning Sector

There are numerous definitions of and titles for the sector which have been coined by, amongst others, Armitage et al. (2007), Avis et al. (2010), Fawbert (2003), Fisher and Simmons (2010) and Keeley-Browne (2007), and often the government of the day. Titles include 'Post Compulsory Education and Training (PCET)', the 'Post School Sector', the 'Learning and Skills Sector', the 'Lifelong Learning Sector' and most recently (and for the moment currently), the 'Further Education and Skills' sector. The sector is complex, difficult to describe, and often renamed by government and others: there have been at least four changes of official name in the last ten years. Those who have named it themselves in publications have almost inevitably commented on this naming problem (Armitage et al., 2007; Fawbert, 2003; Fisher and Simmons, 2010). It needs to be made clear from the start that this research concentrates on the Lifelong Learning Sector (LLS) as it operates in England, not in the UK as a whole. When the term 'LLS' is used it is indicating the Lifelong Learning Sector in England. There are similarities in Wales, Scotland and Northern Ireland in terms of the way the post compulsory education sector operates, but there are significant differences in the funding and operation of the Lifelong Learning Sector (LLS) Initial Teacher Education (ITE) in Wales, Scotland and Northern Ireland. I therefore chose to focus only on LLS ITE England. The data gathered, the results, the discussion of those results and any related recommendations have resonance beyond that geography, but the data for the study has been collected in relation to teacher education, and from teacher educators operating only in England.

For the definition of the sector, I have adopted my own representation of a community of subsectors, which make up the sector as a whole (Crawley 2010). In this definition, the sector is defined by the education or training provision which takes place so that

'when you are teaching in further education, community learning and development, workplace learning, 14-19 provision, sixth form colleges, public services training or offender learning which is not delivered by school teachers' (ibid: 14) you are in the LLS.

The explanations and illustrations of the activities of these subsectors feature in Chapter 2. The 2006 definition of LLS teachers stated:

The key purpose of the teacher is to create effective and stimulating opportunities for learning through high quality teaching that enables the development and progression of all learners.

(Lifelong Learning UK, 2006: 2)

In addition to working in a diverse and wide ranging sector, the day to day tasks involved in LLS teaching jobs are also complicated, and the fact that the national standards include the terms 'teachers, trainers and tutors' in the title was itself a reflection of the complexity of the sector, and enhanced the complexity rather than reducing it (Lucas and Nasta, 2010). Job roles can include full-time lecturers teaching in a further education college, part time adult education tutors, instructors working with military staff, public sector (e.g. police) trainers, industry and work-based learning trainers and assessors, verifiers and others. As Armitage et al. (2007), Crawley (2010) and Keeley-Browne (2007) indicate, this is an example of one of the key characteristics of the LLS. Teachers in the LLS have their professional roles and responsibilities, their training and the allocation of funding and numbers for that training managed and organised very differently from schools, and indeed from HE.

Overall research has indicated that the LLS is a difficult and challenging workplace to operate in (Crawley, 2012; Orr, 2012) and is often described as the 'Cinderella sector' (Hayes et al., 2007). There has been much rhetoric, particularly over the last nine to ten years, about 'professionalising' the sector and indeed

significant investment was made in the sector over the last few years of the Labour government (Orr and Simmons, 2010).

LLS Teacher Education

LLS teachers were expected to gain a nationally recognised teaching qualification from 2002, more than 20 years after the same happened with school teachers. Lucas and Nasta (2010) compare the Initial Teacher Education (ITE) situation in the LLS with schools and Higher Education, and they argue that the situation of ITE in the LLS reflects 'a historical tradition of developing qualifications based upon employer definitions of standards' (ibid: 444) and developed from an 'industrial training tradition' which is rooted in a 'notion of occupational competence as opposed to professional standards for FE teachers' which 'creates an added ingredient that shapes the professional identities of FE teachers that is not usually an issue for HE and schools teachers' (ibid: 444). The way in which this follows through into the qualifications and professional roles of LLS teaching practitioners is also 'very different from schools ITT, where teacher training is closely tied to specialist subjects and to key stages and age groups' (ibid: 445). In addition, LLS teacher training is predominantly carried out as part-time, in-service programmes of study, with some 90% of all ITE activity taking that form (Universities Council for the Education of Teachers – UCET: 2009). The structure and operation of LLS Teacher education is, therefore, different from English school or Higher Education teacher training, and has been mandatory for some (not all) LLS teachers for a much shorter (some 20 years) time than for school teachers.

LLS Teacher Educators (TEds)

I will now briefly discuss different conceptions of what defines a teacher educator (abbreviated periodically to 'TEd' or 'TEds' from this point to reduce over use of one term). Swennen and van der Klink (2009) provide a clear and simple definition as 'those teachers in higher education and in schools who are formally involved in pre service and in service teacher education' (ibid: 3). This includes 'those who are teaching and supervising student teachers' and 'those who are involved in the professional development of teachers' (ibid: 3). Exley (2010) focusses on the difference between teachers and teacher educators when arguing that:

Teachers can provide experiences that facilitate learning, and therefore facilitate change ...Teacher Educators, however, are also defined by the fact that they teach in ITE (Initial Teacher Education) and Continuing Professional Development (CPD) and will, therefore, need to be able to help those they teach to become enablers of learning and be sources of knowledge (ibid: 24).

Exley differentiates by suggesting that one of the key professional dimensions within which TEds operate as educational professionals is where one 'teaches and / or supports trainee teachers in ways which help them become better at helping their own students to learn and build their own professional knowledge and practice' (ibid: 24). There is therefore a multiplicity involved in the professional role of an LLS TEd which goes beyond that of a teacher. My definition of an LLS teacher educator takes this additional dimension and multiplicity into account. An LLS teacher educator is defined in this study as:

a professional teacher who works with new and experienced LLS teachers to help them support their own students' learning and build their knowledge, expertise and practice as a teaching professional.

Early research question

These three linked explanatory sections have helped to introduce key aspects of the LLS, LLS teachers, LLS teacher education and LLS teacher educators. As Ashley (2012) suggests, however:

while it may be relatively easy to decide on a broad topic to research, it is a far more difficult task to develop focussed research questions relating to your topic, and design a research project that can address and answer them. (ibid: 32)

Ashley helpfully suggests that one strategy to help move towards the final research question is establish a statement or early draft of the research topic, then to consider issues such as what might be investigated to answer the question, what the

purpose of the research will be, how it may be carried out. This can help to 'refine your focus' (Ashley 2012: 33) and develop more clarity. My early draft was:

How can further investigation of the professional situation of LLS teacher educators and their work in the sector contribute to an enhanced understanding of their roles in working with teachers and their contribution to the sector?

Before developing the question in more detail, I now discuss the personal and professional journey which I have been engaged in as a professional working in and with the LLS, and how that has led to my research themes, question and aims.

My personal and professional experience and values

Personal and professional experience

At the time of writing I have worked in or with the Lifelong Learning Sector (LLS) for 37 years. Having graduated from university in 1974 with a degree in the then unusual subject of 'comparative literature', and having sought unsuccessfully to enter a career in broadcasting, I found myself getting a part-time youth work job as a sessional worker. The work involved training young people in the use of video as a means to build their confidence, communication skills and what would now be termed 'employability'. I transported two suitcases of video equipment and a small portable TV (at the time it was state of the art) around to youth clubs in my very small car, training members of the youth clubs in how to use video for interviewing and other means. The work went well, and supporting young people to undertake 'vox pops' interviews with members of local communities did seem to bring out skills in them which had often not been seen until that point, and engaged them in ways which other tools had not quite done before. This peripatetic work led to an invitation from a local further education college Vice Principal to join an innovative job creation project working with unemployed young adults. This was intended to produce videos for educational use, and the Youth Media Project, as it was known, lasted for two years until another change in the funding regime for this kind of work meant it was not renewed as a project, despite significant success. The direct impact of short term funding and in particular funding directly connected with initiatives,

government policy and targets is now recognised as a central feature of the LLS (Coffield, 2008; Coffield et al., 2007; Fisher and Simmons, 2010) and this was an early example.

The work developed into a training scheme to help young adults enhance their social and life skills and employability, and the training course was then housed in a centre for various schemes aimed at catering for unemployed young adults. All of this early employment took place under the auspices of a local Further Education College, so I found myself working in the LLS by accident rather than by design. After three to four years on various contracts, I received the first of a number of one-year teaching contracts from that college. This remained annually renewable for four years until finally being made permanent, just before this particular stream of government funding ran out!

The first nine years of my own teaching life was, therefore, a rich mixture of innovation and excitement (from the perspective of a new recruit who really wanted to contribute to making a difference to people's lives), uncertainty (from the perspective of someone who needed to earn money to survive when the working context of the time was difficult) and annually renewable contracts relating to short term funding. This included supervising young adults on Job Creation Schemes, teaching Adult Basic Education, Social and Life Skills, Work Preparation (all with unemployed young adults). Courses included an intensive three week 'youth assessment course' including work experience, job skills development, interview skills, job counselling and social and life skills (areas which still occupy large numbers of today's generation of young teachers, tutors and trainers). This mirrors the volatile and changeable career pattern which many current teachers in the LLS experience (Clow, 2001, Coffield, 2008, Crawley, 2010 and Crawley, 2012), and was not at all the 'traditional' lecturer role which many of my colleagues in the LLS were undertaking within the same further education college. After the funding for the schemes I was working on at this particular further education college finally ran out, I found myself transferred to another college, where I started in an acting capacity in a completely different job role, and ended up working there for 21 years. Over that period, I worked and taught in or with most areas of the developing LLS sector including Adult and Community Learning, Access to Higher Education, Work Based

Learning, General Studies and, from 1982, Initial Teacher Training. I have worked with learners aged between 16 and 86 and from level 1 to level 7. Teaching locations have included college campuses, annexes, workplaces, training centres and many other venues. I once even carried out an observation of teaching underwater!

In 1982 I gained a post of 'Area Adult education Officer' based in the further education college I was 'moved out to' and this raised me to the status of middle or senior manager for the rest of my career in further education. In 2002 I moved from further education to higher education, still working with LLS, as a full time teacher educator, and, at the time of writing, am in my twelfth year as a Higher Education practitioner.

My career background helped shape my thinking. The ever present environment of change, different working, teaching and learning contexts and consistent uncertainty about the future helped to establish some of my key personal and professional beliefs and approaches, including the capacity to enjoy and adapt to change, the belief that education could change lives and an interest in learning more about teaching. The next section considers these themes in more detail.

Personal and professional values

Reflecting on the multiple changes in my experience of working on teacher education programmes has highlighted constant and ongoing action and reflection, as in the spirit of Donald Schön's (1983) reflective practitioner. There was a particular recurring activity in my teaching which illustrates this well. Many teacher education and other courses for teachers made use of the 'Honey and Mumford Learning Styles questionnaire' (Honey and Mumford, 20001). This is a personal questionnaire which individual students / trainees completed, and which gave them an indication of their main preferred learning style and a secondary learning style. Kolb's (1984) theory of 'experiential learning' is the background to Honey and Mumford, and many ideas and activities which have been used in LLS teacher education. The theory is best expressed by Kolb himself:

Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it (ibid: 41)

Honey and Mumford's Learning Styles Questionnaire (LSQ) is directly derived from Kolb's theory and asks a series of questions relating to general behavioural tendencies, as they believed that most people have never consciously considered how they really learn. Honey and Mumford based the analysis of the responses both on the different stages of Kolb's learning cycle, and the notion that people prefer different methods of learning, depending upon the situation and their experience level. Determining the learning style of the students in the LLS has become something of a mantra in the late 20th and early 21st centuries, despite research (Coffield et al., 2004) indicating its limited effectiveness. The point here, however, is that I always completed it at the same time as the group of learners I was working with, which must have been some 20-25 times. Each time I completed it (even though it is unlikely that I answered exactly the same questions with the same response each time) I came out as an 'activist' with 'reflector' tendencies. There is a range of interpretations of these categories, but overall, the results suggest that as an activist I prefer the 'here and now', am gregarious, seek challenge and immediate experience, am open-minded and professional, but become bored with implementation. As a reflector, I 'stand back', gather data, ponder and analyse, delay reaching conclusions, listen before speaking, and am thoughtful (Honey and Mumford, 2000). This particular experience is included because, after the initial 'reflection in action' that the questionnaire had very limited value, my 'reflection on action' brought me to the conclusion that the results did capture some of my key characteristics. Reflecting on these results again as part of this research process I can see how these aspects of my 'activist' persona have given me a tendency to become involved in ongoing developmental activity where I can make a direct and immediate contribution. The 'reflector' in me, however, connects well with the concept of pausing and reflecting often enough to seek to make meaning out of the experiences. As such I have a natural alignment with the approaches of reflective practice and experiential learning, both of which feature prominently in text books published for LLS teacher education (Armitage et al 2007, Crawley, 2010, Hillier, 2010, Fisher and Simmons, 2010). The fact that the LLS involves constant change

and adaptation (Avis, 2009; Coffield, 2008, Coffield et al., 2007, Crawley, 2010; Fisher and Simmons, 2010) would also appear to suit my professional approach.

Summary

This section has outlined some aspects of a personal and professional journey which has not been entirely planned and which has involved complications, twists and turns, challenges and achievement. It happens to be particular to me, but in many ways relates directly to the indirect routes many LLS teacher educators have taken in their own journey towards their particular professional role as a teacher educator, as indicated by Harkin et al. (2008) and Noel (2006). Simmons and Thompson (2007) also describe the way that practitioners join the community of LLS teacher educators as 'accidental entry' (ibid: 523). Although my first job as a teacher educator did involve directly applying for the job, the route which took me to that stage was certainly accidental.

Professional values and approach to knowledge, learning and experience

In this section I connect my personal and professional values to Crotty's (1998) concepts of 'epistemology' and 'theoretical frameworks'. One consistent part of my professional values has been the belief that learning is a powerful tool for personal, societal and economic transformation. Crotty (1998) summarises Freire (1972) as arguing that 'our task is to exercise in the world the creative responsibility that is our characteristic as persons' (ibid: 149). Freire's philosophies about and approaches to education, community and learning all resonate strongly with my personal values. Freire had significant success in teaching literacy skills 'amongst the peasant peoples of north east Brazil' (Crotty 1998: 147), and his starting point was very unusual for the time. He spent time with the communities he was working with, learning the words they used, and helping them to recognise for themselves what some of the key words or 'generative words' were in their language. They then worked together to put the words together in different forms, and built their literacy in ways that 'they have power over their words, and can exercise power over them' (Crotty 1998: 148). This was not just a pedagogical belief or technique about how to teach, but was a reflection of Freire's philosophy and life beliefs. The process of 'awakening, or increase in consciousness' has been described as 'critical thinking' or 'thinking which

discerns an indivisible solidarity between the world and men' (Freire, 1972: 65-6). Despite the paternalistic language, Freire is arguing that the world we live in can be actively *our* world, and that we have a responsibility to help the 'historical evolution' (ibid: 149) of the world with the use of a 'guiding hand' (ibid). As Crotty (1998) puts it 'our task is to exercise in the world the creative responsibility that is our characteristic as persons' (ibid: 147)

Not only can people at all levels and stages of humanity act to do something about it, but it is an essential part of the freedom enjoyed by humans that we should 'seize upon' (ibid: 148) the opportunity. Freire recognises that this purpose and freedom can be removed from people by injustice and oppression, but that it is the 'great humanistic and historical task of the oppressed' to liberate themselves' (ibid: 20-1). The place of the educator in this process is as the 'students' partner as they engage together in critical thinking and a quest for mutual humanisation' (ibid: 49).

Carl Rogers is another thinker who advocated the 'freedom to learn' (Rogers, 1969) as one of the 'core conditions' for learning to take place. He argues that 'the facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between facilitator and learner' (Rogers, 1990: 305). With a similar approach as Freire takes to 'critical thinking', Rogers advocates a process of engagement as equals between the facilitator and student for mutual benefit. I can immediately connect to this quest for 'mutual humanisation', through my own 'reflection in action' and 'reflection on action' (Schön, 1983) on experiences of working with unemployed young people, mature adult learners or teacher trainees. The recognition by the student that they could actually make a difference to their own work, lives and learning by their own efforts, with some (but increasingly less) help from me is genuinely liberating and transformative for them, and for me. In conjunction with this I believe another of Carl Rogers' 'core conditions' is crucially important, and that is the notion of 'unconditional positive regard' (Rogers 1961: 283) between teacher and learner helps provide a basis for the 'critical thinking' advocated by Freire. 'Unconditional positive regard' means accepting a person for what he or she is with no preconditions. By showing this and using it with others I was able to help them gain the confidence to try things out and make mistakes,

even though this could lead to things getting worse. Positive regard is not withdrawn if the person does something wrong or makes a mistake. Over a period of time, this approach helped me establish rapport, trust and confidence, and survived mistakes and problems, and lead to successes and problem solving. When working with students who have not received a great deal of positive regard, this could make an enormous difference to their capacity to succeed through helping themselves. I believe very strongly that the philosophies of Freire and Rogers can help with creating the type of 'our world' which will be without oppression (Freire, 1972), and that following approaches advocated by these thinkers within a framework of reflective practice has been a cornerstone of my personal and professional life. The next section of this chapter introduces the development of my professional reflection through authorship.

Development of my professional reflection through authorship

When working in an area which has such intense day-to-day demands, 'it could be perceived by pressured teachers, and their managers, that giving time, resources and priority to research is difficult to justify' (Crawley 2005: 173). These demands include inspections by the Office for Standards in Education (OfSTED), regular and frequent changes in curriculum and national requirements for teacher education, and the day-to-day business of managing a small part time in-service LL ITE programme which works with a small number of partner further education colleges. In another publication Crawley (2005) I argue that there are:

activities and opportunities which are genuinely useful, challenging and beneficial more often than they are not. Some of them can help to reawaken lost or hidden interests and abilities, and some can take you into new and exciting areas of experience and expertise. (ibid: 136).

One of those areas is that of carrying out research. Hayes (2003: 15) powerfully asserts that 'all researchers should seek to advance knowledge and truth', and this should be just as important to teachers as delivering a good lesson. Whilst agreeing that one key aspect of research is seeking to advance knowledge, understanding and finding essential truths, my professional and personal experience has led to the

belief that research is, as Somekh (2006) states, 'a systematic intervention, going beyond describing, analysing and theorising social practices' (ibid: 1). Even when working as a time-pressed lecturer in a further education college, I ensured that I made time to get involved in research, sometimes funded, and sometimes simply personal projects. There never appeared to be enough reason not to do this, and in a number of ways I was demonstrating my 'freedom to research' within my workplace. Gardner and Coombs (2010) argue that freedom to research is one of the key positive aspects of learning in the workplace and developing an environment in which learning can flourish. They draw on Rogers' ideas associated with learning and using a number of his 'core conditions for learning', including 'unconditional positive regard' and 'prizing, acceptance and trust' to argue that an entitlement to research as part of the culture of the workplace could promote and embed these qualities, and that 'this liberal and common-sense approach represents a kind of professional freedom and emancipation' (Gardner and Coombs, 2010: 61). Frameworks such as those constructed by Fuller and Unwin (2003), Felstead et al., (2011), Revans (1981), Senge (1990), Veugelers and O'Hair (2005) and Wenger (1991) will be used to analyse the features that can create and support positive workplace learning. I was not aware of either the concept of 'freedom to research' or what constitutes a 'Work as Learning Framework' (WALF) during the early stages of my career. I did not sense any organisational conditions which gave me these freedoms, but on reflection, they must have existed, or there was nothing to stop me.

Writing a sole authored book

During 2004, which was my second year of working in Higher Education, I was fortunate to have the opportunity to write a sole-authored book aimed at teachers in the LLS (Crawley, 2005). Unlike when I worked in FE, I was asked by a publisher if I wished to write a book, and they assumed that I had the expertise both to propose a suitable title, and to write it. This was a very significant moment in my professional life, as it provided a chance to reflect on years of experience, and draw from it material and content which I hoped would assist others working in the LLS to survive, improve and enjoy their work. This proved to be an extension of the 'equal partnership' and 'unconditional positive regard' described by Freire (1972) and

Rogers (1961) as essential for education, and moved the more direct personal relationship between the teacher and learner into the more indirect 'working in partnership with others to reconstruct and transform' their practice. Whilst not claiming to have transformed the practice of large numbers of practitioners, the process of sharing learning through authorship can make a contribution to that transformation.

Publishing a book was also an important validation of my own professional experience, and a confidence booster for me as a new HE academic, especially when the book was published and other people read it and told me they found it helpful. I draw on the experience, reflections and content of this book (now in its second edition) where relevant in this research. It has helped me to more fully recognise aspects of my approach and underpinning philosophy in relation to the world in general, and teaching and learning in particular. Writing the book has also helped me to identify a number of further areas which I felt needed more full and detailed exploration, including teaching and learning in the LLS and teacher education in the LLS, which could extend and expand my knowledge and understanding of my professional and research epistemology, or 'theory of knowledge' (Crotty 1998). The opportunity to further explore the topic which is most central to my work overall, that of teacher education, was exciting. The next section explores the positioning, scope and themes of the research, and how this has helped to move me 'along the path' to my research question (Townsend 2013: 80).

Positioning the research

The research began during a period of significant government investment in research capacity in the sector and a growth in research as part of the establishment in 2007 of eleven Centres for Excellence in Teacher Training (CETTs) across England. It has also had the benefit and results of an increased number of studies and relevant research from a variety of individuals, bodies and groups associated with these CETTs and with LLS teacher education themes in particular. The surge in research and development activity has included specific teacher education themes such as mentoring, subject pedagogy, supporting breadth of practice in teaching, practical teaching, equality and diversity and reflective practice. There has been an increase in work coming through to publication alongside the growth of research

activity. Despite this growth, there has still been little detailed research about the teacher educators (Boyd et al., 2007, 2011, Harkin et al 2008, Noel 2006).

Given the current global financial difficulties and the likely changes in UK government approaches to and funding of ITE, including LL ITE, this research is being completed as we enter a new and uncertain era of teacher education. Despite this uncertainty it is, however, possible that some evidence-based research could find an opportunity to influence and set agendas in ways which do not often happen, as new solutions are being sought (Crawley 2012, SCETT 2011). This research will contribute to the range of developing strategies for supporting LLS Teacher Educators, and will make an original contribution to shaping future directions, actions and developments for them and for their particular specialist area of teacher education.

Research themes, aims and question.

The research explores characteristics, values, assumptions and shared experiences teacher educators, and in particular LLS teacher educators, and whether there are unique characteristics which relate to LLS teacher education and teacher educators. A wide ranging literature review locates LLS teacher education in the broader world of teacher education. What constitutes a professional and in particular a teaching professional in the LLS also features significantly in the research. Published work in this area to date (Harkin et al., 2008, Noel 2006) has not explored their values, experiences and beliefs in the depth explored in this study. A more detailed picture of the LLS teacher educator and indications of the values, understandings and experiences which engage and occupy them and their responses will be constructed from the inside, where I am in the role of 'insider', as I further discuss in chapter 4.

Scope of the research

The scope of the research is to explore and explain the context within which LLS teacher education in England operates so that the experiences, values and beliefs of teacher educators can be understood within the professional situation in which they work. It involves teacher educators of all types and from all parts of the LLS in England. The resulting analysis of the research will contribute new knowledge to establish a more clear sense of identity for LLS teacher educators, and one which will help to establish their future support.

Key themes are:

- The generation of a broad set of data from published sources, reflections, views, comments and analysis from LLS teacher educators about their experiences, attitudes and values, and any conclusions they may have about their situation and how it could be developed and improved.
- The pedagogy of teacher education and teacher educators in the LLS, and elsewhere where relevant.
- The underpinning model of teacher education in the LLS and the associated constraints of government control and compliance.
- Understandings of being a professional or teaching professional and how they compare with those which affect teachers and teacher educators in the LLS.
- How the professional situation of LLS Teacher Educators is similar to or different from that of others in other sectors and countries.

Research Aims and Question**Research Aims**

The research aims are to:

1. Develop an extended understanding of the context and situation within which LLS teacher educators operate as professionals.
2. Provide coherent conclusions and recommendations which will enhance the future role of LL teacher educators, support their professional development and improve their working conditions.

Research Question

The research question which will best meet these aims is:

How can a deeper understanding of the professional situation of LLS teacher educators enhance their future support, professional development and working context?

This extends the original 'early question' (see page 6), and more fully reflects the overall nature of the research.

Summary of chapter 1

This chapter has involved in-depth reflection on my personal and professional situations, and the context in which the research took place, and has explored how a combination of work experience, life experience, research and professional development has generated the research question. I have drawn parallels between my formative experiences of working in the LLS, and the professional situation of those working in the sector in the early 21st century. I discussed how a number of the characteristics which are considered to define the LLS have developed since 1980s and 1990s. Definitions of the LLS as a sector, LLS teachers, LLS teacher education and LLS teacher educators, or TEds, are all introduced. The multiplicity facing both teachers and teacher educators in the LLS is outlined.

The chapter has also introduced my personal and professional values from which the research has arisen, including an introduction to the philosophies of thinkers such as Freire (1972), Rogers (1961) and others, and how they have contributed to the formation of those beliefs and values. How the scope and range of the research has resonance in the greater LLS, for LLS teacher educators, and for the broader field of education is also discussed, as is what new knowledge it will contribute to the field. How my orientation to research and experiences of authorship have contributed to the research process, procedures and practicalities by building my confidence, and by developing a more considered perspective on many professional aspirations and experiences are also included.

The chapter has begun to identify connections between learning from life and from work through reflection. How this individual reflection can then help others, under the right conditions to make their own connections and learn from them to improve their world and that of others has also been introduced. To close the chapter, the research aims and research question which have developed from reflection on these experiences, actions and influences were fully stated for the first time.

Summary of structure of thesis

The thesis contains seven chapters as follows:

Chapter 1 – Introduction and background

This chapter has set the scene for the research, introduced some key ideas, located me as an individual and professional in the context of the research, and outlined the processes and experiences which led to the research question, then stated the research question and aims.

Chapter 2 - The Lifelong Learning Sector (LLS) in England

This chapter introduces the historical development, nature, size and scope of the LLS and LLS ITE, some of the characteristics of the work of teachers and teacher educators, and some possible directions for the sector for the future.

Chapter 3 - The Literature Review

Part 1 - the professional, the teaching professional and the connected professional

Part 2 - Teacher education, teacher educators and the connecting professional.

Chapter 3 is a literature review in two parts, with the review aim:

To understand the professional situation of teacher educators and in particular 'Lifelong Learning Sector teacher educators' in England.

It has been divided into two parts, and introduces, analyses and discusses a number of themes from literature which extend the understanding of the field of the research and relates the professional situation of teaching professionals and teacher education professionals in the LLS to those of others in other situations and contexts. A number of models and theoretical frameworks are developed which broaden the understanding of the professional situation of LLS and other teacher educators, and which can be helpful in supporting them into the future of teaching and teacher education.

Chapter 4 - epistemology, theoretical perspectives, methodology and methods

The chapter connects my own experience and professional situation as a teacher educator with the development of the research question then continues by explaining the epistemology and theoretical perspectives underlying the research. A

rationale and purpose for the methodology and design of the study is provided, and the ethical processes and procedures adopted. The chapter then details the methods used, and how they were implemented through the six research phases of the research. How the data analysis took place, and the data analysis took place is then explained. The chapter concludes with a consideration of the trustworthiness of the research using Lincoln and Guba's (1985) framework.

Chapter 5 – Findings and analysis

This chapter presents the findings of the research through the six research phases in the sequence the data collection took place and analyses the data through four stages. The chapter closes with a synthesis of the key themes which feature and how they relate to the theoretical framework used to support the data analysis, that of the Teacher Education Professional as Connecting Professional (TEPACP). The chapter closes with a synthesis of the key themes arising from the findings and their analysis.

Chapter 6 - Evaluation of the research, conclusions and recommendations

Chapter 6 starts with the conclusions and recommendations arising from the research, including the original contribution to knowledge. The chapter continues by evaluating the research methodology and revisiting the research aims and research question. The chapter concludes with a summary of unexpected outcomes from the research, an indication of related activity which has taken place, and suggestions as to where in this field further research would be helpful.

CHAPTER 2 - THE LIFELONG LEARNING SECTOR (LLS) IN ENGLAND

Introduction

Given that the research took place within the Lifelong Learning Sector, and that the research question is about the professional situation of Lifelong Learning Sector Teacher Educators (LLS), it is necessary to introduce, explain and contextualise some of the key aspects of the sector and the forms of teacher education which operate within it. This chapter undertakes that explanation as background to the literature review in chapter 3 which analyses in more depth the professional situation of teachers and teacher educators in the LLS.

The LLS is one of the most complex and difficult parts of the education landscape to define and explain, but it is also a sector which offers a richness, diversity and range unlike any other part of education. Just the fact that the official title of the LLS has changed around every five years for the past twenty years gives some indication of its complexity and changing nature. Successive governments have exerted an ever growing influence in the LLS to the point where it has been described as 'the most highly-regulated and centrally-directed education system in Europe' (Orr and Simmons, 2010: 78). The LLS offers a breadth of learning opportunities and other services which is extensive and works with a great diversity of members of the community, industry, the public and private sectors. This range and scope are both its biggest assets and almost its biggest problem, as this chapter will demonstrate.

The chapter will firstly outline the history of the sector, and then explain the key subsectors of the LLS and its range of activity. It then continues to the growing involvement of successive governments in all levels of its activity and how this has affected its position within the UK education system. Some of the achievements of the sector and the teachers working in it are then introduced. The chapter then introduces the history, context, range and scope of LLS Initial Teacher Education (LLS ITE) and what may face LLS ITE in the future.

The history of the LLS

Blair (2009: 96) suggests that 'the function of FE has changed as the history of the society around it has unfolded.' The history of the sector is characterised by frequent and major change, recasting of government approaches and sector name changes. Research from Avis (2009), Avis and Bathmaker (2009), Blair (2009), Coffield (2008), Orr (2009) and Richardson (2007) has argued that there has been a tendency for the sector to be seen as less important than other branches of education. In 1563, the Statute of Artificers established apprenticeships as 'the dominant form of work-related training up to the 1960s'. (Armitage et al., 2007: 245). In 1823, Mechanics Institutes were established, and they were working with 600,000 people by 1826. By the 1940s, Evening Institutes, and the Workers' Educational Association had been established, and the Education Act of 1944 legislated for there to be 'adequate facilities' for full-time and part-time education 'for persons over compulsory school age' and 'leisure-time occupation' (McNair Report, 1944). Industrial Training Boards (ITBs) were created in 1964 to improve the quality of training and remove skill shortages. By 1971, 27 ITBs covering 15 million workers were in place, and they were paid for by a levy on employers. The 1992 Further and Higher Education Act (Stationery Office, 1992) was implemented when Further Education Colleges came out of local authority control and became independent business corporations and polytechnics became full universities. In 2001, the Further Education National Training Organisation (FENTO, 2001) national standards were introduced and, for the first time, it became a requirement for teachers in the LLS to gain a teaching qualification. In 2003 the first inspections of the LLS were started by the Office for Standards in Education (OfSTED). In 2012 and 2013, change has continued apace, with a key report on Professionalism in the sector (BIS, 2012a), and on Adult and Vocational Teaching and learning (Commission for Adult Vocational Teaching and Learning, 2013). Lingfield (BIS 2012a) recommended the withdrawal of a requirement for teachers in the LLS to gain a teacher qualification, only 12 years after it became a requirement. The CAVTL proposed ways of enhancing vocational training. This is representative of the regularity and pace of change in the LLS.

What are the LLS subsectors?

I have adopted the definition which I proposed in 2010 of a community of subsectors, which make up the sector as a whole, as indicated in chapter 1. The sector is defined by the education or training provision which takes place. When you are

'in further education, community learning and development, workplace learning, 14-19 provision, sixth form colleges, public services training or offender learning which is not delivered by school teachers' (ibid: 14) you are in the LLS.

Within the subsectors which make up this next part of the chapter, overlap and duplication, exists, but the subsectors do have their own goals, target groups, professional groupings and associations, and employees working with students. The following descriptions provide the clearest explanation of what the subsectors are, what they do and who they work with which is currently available.

Further Education Colleges (FECs)

There are 402 Colleges in England in 2013 (Association of Colleges, 2013) and they offer academic, vocational and other programmes from entry level to higher education. They employ 117,000 teachers and lecturers. Every year colleges educate and train over 3 million people. 853,000 16 to 18-year-olds choose to study in colleges (compared with 435,000 in maintained school and academy sixth forms). 45,000 16 to 18-year-olds started an apprenticeship through their local college. Over 2 million adults study or train in colleges and 170,000 students study higher education in a college (Association of Colleges, 2012: 1-2). Many FE colleges operate from more than one campus, and it will not be unusual for teachers and learners to work across more than one in a normal day. Locations can include business parks, shopping centres, specialised vocational centres, community venues and industrial premises.

Community Learning and Development (CLD)

CLD can include community based adult learning, community development, community education, development education, family learning, working with parents

and youth work. Much of the activity in the industry is voluntary. CLD employs over 1.2 million staff, and its funding comes from a variety of sources (Lifelong Learning UK, 2010a). Participation rates in adult learning vary across the UK, and have been declining in recent years, but 3.1 million adults over 19 were enrolled on government funded provision in 2010/11 (Data Service, 2012).

Workplace learning

This subsector of the LLS includes, as the title suggests, learning which is based in the workplace. This currently includes programmes such as apprenticeships, which have grown considerably from approximately 270,000 participants in England in 2001/02 to 457,200 starts in 2010/11 (Data Service, 2012). This subsector could include anything from a major multinational company employing thousands of staff and providing its own learning centre on site, to a 'micro business' employing under 10 people, where all training is done on the job. The Association of Employers and Learning Providers (AELP) is a professional association for workplace learning, and 'almost 300,000 employers across the country ... helped 117,240 learners complete an apprenticeship' (AELP, 2013).

14–19 education

14–19 education is part of both the statutory school sector and the LLS, and the LLS part of this subsector takes place in Further Education Colleges, Workplace Learning Centres, and in centres jointly managed with schools. Over the past two decades, the LLS has worked on an increasing basis with 14-19 year olds, which has been a significant shift from their work in the 1970s to 90s. 58,000 14 to 15-year-olds enrol in further education courses each year, 3,000 full-time and 55,000 part-time. This is in addition to the 853,000 16-18 year olds (AoC, 2012: 3). From September 2013, further education colleges are able to recruit 14-19 year olds on full time programmes without reference to a school.

Sixth form colleges

Sixth-form colleges are not part of the schools sector but independent, autonomous institutions. There are currently more than 150,000 students aged 16 to 18 studying at sixth-form colleges. As the Sixth Form College Association (2013: 1) indicates.

Despite forming a relatively small part of the education landscape, with just 94 Sixth Form Colleges across England, the sector accounts for 14 per cent of acceptances to higher education – more than general FE colleges (11 per cent) and independent schools (10 per cent). Almost 90 per cent of the students at sixth form colleges are studying A-Levels’ (SFCA, 2013: 1).

Public and uniformed services training

One subsector often overlooked when defining the LLS, but which works with hundreds of thousands of people each year, is that of public and uniformed services training. This includes the police, armed forces, fire and ambulance personnel; training often takes place within the premises of those services, and in the field or workplace. Students or trainees can be engaged in complex technical and vocational programmes, high-level professional learning, or basic skills to enhance their confidence and employability. Their training can even take place on the front line in a conflict zone. There is no nationally available data on the numbers of learners involved in this part of the LLS, but it is significant.

Offender learning

Another less known subsector is that of offender learning, which can take place either in institutions where offenders are placed, or in the community after conviction. There were 90,100 offenders aged 18 or over in the prison system participating in learning in 2011/12, an increase of 1.4% on 2010/11 (Data Service, 2013: 6).

What does the LLS teach?

There is no National Curriculum for the LLS. As can be seen from the previous section, the range of subjects, contexts and types of educational or training programmes is extensive; for example, many FE colleges offer pure and applied sciences, languages, health and social care, arts and humanities, teacher training, media, computing and IT and access to higher education courses. The same organisation can often provide vocational qualifications, degrees, advanced level professional development and literacy and numeracy classes. The age range of students in the LLS is another factor which complicates the curriculum on offer. Children from 14 and adults over 65 can all be participating at the same time, and in

the same location (and even in the same classroom under some circumstances). In the course of one day's teaching, an LLS teacher could work with young people aged 14-16, professional adults aged between 25 and 55, offenders in a local prison, and senior citizens aged 65 plus.

There is a simple way to get a good idea of the subjects available in the LLS, which is to visit the websites or read the prospectus of two different organisations in the LLS, using the explanations in the earlier section. Search for, and count the subjects they have listed. Crawley (2010) suggests you could find up to 200 offered by one organisation. That is not the case with primary or secondary education, and although a Higher Education Institution may offer more subjects than a school, it would be unlikely to offer that many.

Where does the LLS teach?

As can be seen from the multiplicity of subsectors in the LLS, and the types of provision and providers they include, teaching in the LLS can take place in many locations. This can include classrooms in schools, colleges, adult education centres; workshops / practical areas in army bases, employers' premises, colleges, restaurants and hairdressers; real work situations in almost any workplace; outdoors on farms, gardens, stables, building sites and public places; purpose built training centres, libraries, village halls, and even in people's own houses. An increasingly large amount of learning is also taking place online with the support of technology. In essence, it is not only possible, but probable, that there are very few places in or at which LLS teaching and learning does not take place.

These brief snapshots of the subsectors which make up the LLS include many contexts and age groups, and they often overlap with each other. This diversity permeates the sector. Breadth, range, diversity and multiplicity are all characteristics of the LLS. This has both advantages and disadvantages.

Diversity and Range

The diversity and range of the LLS represents a massive challenge to any attempts to unify, categorise or draw it together, and governments have tended to opt for control rather than allowing the diversity to flourish. When seeking to adopt cross-sector consistency, policy agreement, best practice, collaboration, alliances and wider engagement, the LLS itself, and any government working with it faces a

multiplicity of perspectives, assumptions, approaches and strategies rather than a common cause or purpose. Coffield et al. (2007) emphasise this when they characterise the policy approach to the LLS as resulting in 'an unending and heavy stream of policy and structural changes' which have 'continued to affect those who learn, teach and manage provision in the post-compulsory sector.' (ibid: 725) Blair (2009: 97) emphasises the sector's lack of connectedness when arguing that 'inside the space that is called a 'college' there are different areas and departments that do not belong together.' He describes a college where:

learners sit in refectories, some in overalls, some in tabards, some in football kit, some in smart clothes, some in everyday clothes, some with books, some with nail files, some old, some young, all different. The only thing they have in common is the space they are in. (ibid: 98)

All of these factors generate a feeling of being second class citizens in the UK education sector as a whole for the LLS, and, unfortunately, statistics from research about the sector seem to confirm that viewpoint. Richardson (2007: 409) explains some of this difference effectively:

The shortfall compared to secondary schools in FE student funding per head is estimated at 13% ... and in FE teachers' pay ... at 9.5% ... Beyond these direct, 'real-time' school/FE comparisons, FE also receives less funding ... when compared to schools.

In the light of such analysis, Richardson (2007) concurs with Fletcher and Owen (2005: 23) in describing the sector as 'second class funding for second class people leading to second class institutions'. The increasing involvement of government in education in general, and in particular the LLS is seen as key reason for this, and the next section examines government involvement in the LLS further.

Government involvement and policy

The interest in, and involvement of, government in the work of the LLS is a relatively recent development. Before the Second World War, the political Right 'granted

teachers autonomy on the basis that politics were kept out of education' (Avis et al, 2010: 41). By the end of the Second World War, 'curriculum and schooling were seen to be controlled by teachers' (ibid: 42). This situation then began to attract criticism from the political Left who accused teachers of 'complicity in reproducing inequality and failing to deliver social justice' (ibid: 42). The Right became suspicious that teachers were becoming 'progressive' and 'anti-business' (ibid: 42). In 1976 Prime Minister James Callaghan made a speech at Ruskin College (Callaghan, 1976) in which he commented that education was 'funded by government, parents and industry' so those parties should not be excluded. The direct involvement of government in all phases of education grew after this speech, which set the tone for government involvement and could equally have been made by most governments since the late 1970s. Orr and Simmons (2010) argue that this influence has grown to the point where the LLS has 'been subjected to unprecedented levels of state intervention and series of policy initiatives' (ibid: 78).

Governments, local, regional and national organisations now tend to drive what happens in the LLS, rather than the providers and institutions themselves, and this has often proved the key reason for the lack of clarity and cohesion (Avis and Bathmaker, 2006; Blair, 2009; Coffield, 2008; Coffield et al., 2007; Crawley, 2010). Growing government intervention has led to constant and ongoing change. Various studies have tracked and commented on the nature and scope of the sector, and the pace of change it experiences. Blair (2009) explains how the sector's role changes regularly:

from supporting apprenticeships (1970s) to teaching arts and craft evening classes (1980s) to last chance/second chance (1990s) to the most recent developments in meeting the skill needs of society. (96)

Richardson (2007: 409) argues these constant role changes lead to FE colleges being 'weak institutions, unable to capitalise on their enormous growth in service to the community'. Because:

...they remain just not important enough politically, when compared to secondary schools, to be given either equal funding for directly equivalent education provision per student or similar rates of pay for teachers.

There is also evidence that change in the sector has accelerated towards the latter end of the twentieth century, and is continuing in the early twenty-first century. Avis et al. (2012) suggest this has provided an opportunity for the government to accelerate change when asserting the sector is 'entering a time of turbulence and volatility. The banking crisis and the resulting fiscal deficit has provided the Coalition with the opportunity to institute drastic cuts in public expenditure (ibid: 191) which will be 'much more far-reaching than changes instigated by previous regimes'. (ibid: 191).

Good news

In the midst of these difficult issues for the sector, there are however clearly positive features and achievements within the LLS which can rightly be celebrated. Crawley (2010) suggests that:

What can often seem like a fragmented, poor-quality, badly managed and indeed chaotic sector does actually achieve amazing results for and with many of its students. This is often despite as difficult and challenging circumstances as you could possibly imagine for the students (2010: 6)

There is an impressive range of achievements which the LLS can list amongst the complexity, government intervention, constant change and challenging working situation, despite the nature of the sector. This can be seen from a selection of statistics published by a selection of the key provider / sector organisations. Some of those successes are listed in table 1:

Positive achievements of the LLS
Research shows students at Sixth Form Colleges are more likely to get top grades at A-level than those in school sixth forms.
Over three-quarters of people think that Colleges make an important contribution

to their local communities as an educator and employer.
130,000 LLS students are aged over 60.
80% of English for Speakers of Other Languages (ESOL) students study at a College.
220,000 unemployed people undertake education and training in the LLS.
Over 40 London 2012 Olympic competitors studied at a College
14 of Team GB's London 2012 Olympic medals (6 of which were gold) were won by past and present College students.
All from (AoC 2012: 1-6)
182,420 trainees got stand-alone English for Speakers of Other Languages and achieved basic skills qualifications with Association of Employment and Learning Providers (AELP) members.
In 2010/11, 117,240 learners completed an apprenticeship with AELP members.
At least 55,000 people were placed in a job last year by AELP members through the previous welfare to work programmes.
All from AELP (2012)
81% of current learners say that they are likely to take up learning in the next three years.
Since 2012, there has been a substantial increase in the proportion of part-time workers who are taking part in learning (from 42% to 48%).
Around one in five adults (19%) say that they are currently learning, with just under two-fifths (38%) saying they have taken part in some form of learning in the previous three years.
All from (NIACE 2013)

Table 1 - Positive achievements of the LLS

Teachers in the LLS

In addition to the achievements of the sector illustrated in the previous section, positive aspects of the work of teachers in the LLS have also regularly been acknowledged, and will be featured in more detail later in this chapter. Coffield et al. (2007), for example, emphasise the inclusive and 'second chance' nature of the sector. They assert that colleges:

take in students whom no one else wants to teach, namely, those who have failed to gain five good GCSEs at the age of 16, and, through sheer hard work and through forging more respectful and inclusive relationships, they restore them as human beings who begin to see themselves again as worthy of respect and who can and do succeed in gaining qualifications (ibid: 724).

The LLS may not have organisational coherence and cohesion, but it does work with a very broad range of members of the community, and can genuinely claim to be 'affected by the needs of the wider society' (Blair 2009: 98).

Encouragingly, and despite the context in which LLS teachers work, research indicates that LLS teachers do display a range of characteristics which in many ways could be described as those of a teaching professional. They are shown to be focussed on teaching and learning and recognise that the interests of their students are best served by a positive, practical and learning-focussed approach. This is linked to a powerful awareness of the needs of their learners, and an interest in making space and time within their intense workload for reflective practice and individual professional development which will help them develop their capacity to meet those needs (Avis and Bathmaker, 2005; Crawley, 2010; Edwards et al., 2007; Fisher and Simmons, 2010; Garner and Harper, 2003; Hyland and Merrill, 2003; Waller et al., 2009; TLRP, 2008). LLS teachers often provide support for learning which helps diverse groups of learners to make significant progress from their starting points, and go well outside their contractual requirements such as hours worked to help their learners achieve. This appears to stem from a philosophy which considers teaching as a socially worthwhile, enjoyable and challenging profession. So despite the poor professional context within which they work LLS teachers wish to give something back to the community, and by doing so gain significant job satisfaction from their work (Coffield, 2008; Finlay et al., 2007; Fisher and Simmons, 2010; Garner and Harper, 2003; Hodgson et al., 2007; Waller et al., 2009; TLRP, 2008).

What next for LLS teachers?

In addition to evidence about the positive the ways in which LLS teachers work it has been suggested that chances to carve out a more distinct professional identify from the atmosphere of uncertainty can present themselves in what is an era of particular turbulence in the first decades of the 21st century. Two more recent publications (Avis and Bathmaker, 2009; and Avis et al., 2011) discuss the work of Gleeson and Davies (2005) and Gleeson and James (2007) and suggest that opportunities for the 'making and taking of professionalism' (Gleeson and Davies, 2005, Gleeson and James, 2007) can present themselves to teachers in the LLS, despite the difficult environment within which they are working. They argue that it is particularly at times of major change that opportunities to take control or at least exert an influence can present themselves. It may also be possible to move forward because of the growing strategic importance of skills and further education to the UK economy. Avis et al (2011) argue that the LLS is currently seen by government as 'pivotal to the development of societal competitiveness (ibid: 48). Within this environment LLS teachers may be able to seek greater involvement and encouragement of a more mature approach from their employing organisations, agencies and government (Coffield, 2008; Crawley, 2010a; Hillier and Jameson, 2004). Hodgson et al (2007) powerfully argue that there needs to be:

a stronger role for the practitioners...at local level in planning provision and capacity-building for the future in order to harness valuable local knowledge and to meet the needs of diverse local communities. (ibid: 227)

Coffield however makes clear the size of the challenge when he asks 'how can 200,000 professionals become so invisible when they are so indispensable?' Coffield 2008: 8)

He then provides an answer:

...there are at present no formal mechanisms whereby those who enact policy in the 'front line' can report back on the strengths and weaknesses of

initiatives. Staff need to be involved as full, equal partners in the development, enactment, evaluation and redesign of policy, because tutors and managers are the people who turn paper policies into courses, curricula and purposeful activities in classrooms. (ibid: 22)

What is Lifelong Learning Sector Initial Teacher Education (LLS ITE)?

This chapter now moves from the situation of the LLS teacher to that of LLS Initial Teacher Education (LLS ITE) and LLS teacher educators, and provides firstly a brief historical overview, then an introduction to the scale, size and scope of LLS ITE. The chapter closes with an update on the most recent changes in LL ITE, as a result of the Lingfield Report (BIS: 2013) and a consideration of what the future may hold for LLS ITE. Firstly, a brief history of LLS ITE.

History

1846 to the 1970s

Government teacher training qualifications in the UK began with the Pupil-Teacher Scheme in 1846, and 'between 1870 and 1880 the number of certificated teachers rose from 12,467 to 32,128 and the number of pupil-teachers more than doubled'. (IoE, 2011: 1). The first involvement of universities in teacher training was when 'day training colleges' were established, as had been recommended by the Royal Commission on the Working of the Elementary Education Act (Hobley, 2008; IoE 2011). In the post Second World War reconstruction period, the McNair Report 'of the Committee appointed by the President of the Board of Education to consider the Supply, Recruitment and Training of Teachers and Youth Leaders' (1944) sought to address the 'long term post-war requirements for the supply, recruitment, and training of teachers' (IoE 2011: 1), and a number of developments arose as a result of its deliberations. Teacher Training Institutes were established in Bolton and the North Western Polytechnic, London in 1946, Huddersfield in 1947 and Wolverhampton in 1957. One of the recommendations of the McNair report was that the existing one-year training course be extended to three years, which was finally implemented in 1960. This scheme ran until the 1980s by which time 'teachers increasingly studied for the one-year Postgraduate Certificate in Education

(PGCE), although a B.Ed. degree was also available'. (ibid: 2) The number of full and part time students in further education grew from 768,000 in 1946/7 to 1,269,000 in 1956, and the number of full and part-time teachers grew from 7,615 in 1952 to 10,817 in 1956 (Gomoluch and Bailey, 2007: 139). Despite this growth, and the further development of ITE provision, there was no requirement for FE teachers to be trained, and indeed, no more than a third of teaching staff in further education were qualified from the 1940s to the 1980s (Gomoluch and Bailey, 2007).

1970s to the early 21st century

(Lucas, Nasta and Rogers, 2012) state that 'in contrast to initial teacher training (ITT) for schools, until the late 1990s the training of teachers in further and adult education (FE) in England had been the subject of little regulation by government.' (ibid: 677) Teacher training for further education teachers was first recommended in the James Report (1972). As a result one-year full-time and two-year part-time Certificates in Education (CertEd) were introduced. Most of these were delivered by polytechnics and validated by the Council for National Academic Awards (CNAA). Teachers in the sector worked across all areas of the country, however, and were often not close to one of the centres of teacher training which were established by this process. This resulted in the creation and use of a series of other teacher training courses to meet the needs of those teachers. These were developed under the overall title of the Further and Adult Education Teachers Certificate (FAETC) and many were delivered through Local Education Authorities (LEAs) and Regional Advisory Councils (RACs). These courses met the needs of teachers who were not able to access Cert Ed courses (Harkin et al., 2003: 4). During the 70s and early 80s though, in the absence of any national requirement for teachers to be trained, and in combination with the growth in 'Competence Based Education and Training', teacher education started to be influenced by a competence and standards-based approach. Courses adopting this approach were seen as lacking in academic rigour and fragmentary in their approach to knowledge, and were also criticised for lowering standards of evidence required to achieve a qualification. As a result, some universities did not recognise these courses for entry into the later parts of their qualifications. (Bailey, 2007; Bailey and Robson, 2002; Gomoluch and Bailey, 2007;

Hyland and Merrill, 2003; Hobley, 2008; Orr and Simmons, 2010; Richardson, 2007a).

Two key national developments in the 1990s had a significant bearing on ITE. Firstly, FE colleges became independent of Local Education Authorities (LEAs). The 1991 White Paper 'Education and Training for the 21st Century' effectively created independent sixth-form colleges and FE colleges. As Richardson (2007b: 391) indicates, 'on the last day of their control—31 March 1993—the English LEAs presided over 464 colleges that were about to comprise the independent sector of FE.' Secondly, and also in 1991, the Training and Development Lead Body (TDLB) National Standards for Training and Development were published. This was part of a growing national trend to set national standards in different occupational areas, and the TDLB was one of a number of 'Lead Bodies' which were created partly for this reason. Along with the TDLB standards a requirement that those assessing and verifying National Vocational Qualifications (NVQ) were required to gain awards using these national standards was introduced. These were generally small, role specific qualifications such as the Assessor Award (always known as 'D32 and D33' by its NVQ unit numbers), and this was the first step towards mandatory teaching qualifications for the LLS.

Despite the range of teaching qualifications available, as recently as 1999, fewer than 60% of FE teachers held a Certificate in Education or equivalent teaching qualification (Orr and Simmons, 2010). Official records for the sector were so poor that the qualifications of many were not known, and statistics from the time (FEFC, 2002) indicate that in 1999/2000, there were 136,750 teachers in the FE sector. Of these, 3127 had no formal qualifications; 19,676 possessed no teaching qualification; and the status of a further 40,525 was not known. The need for further development of ITE was pressing. National standards for school teachers had been established as part of the setting up in 1984 of the Council for the Accreditation of Teacher Education (CATE), some 20 years earlier.

Rather than adopt the TDLB standards as a focus for the whole sector, the Department for Education and Employment (DfEE) instigated a wide-ranging consultation to facilitate the writing of a set of professional standards for those supporting teaching and learning in further education. These emerged as the Further

Education National Training Organisation's (FENTO, 1999) 'Standards for Supporting Teaching and Learning'. The standards were argued to offer a softer model of the 'reflective practitioner' within a competence-based framework (Lucas, 2004; Nasta, 2007). This was coupled in 2001 with a legal requirement for new full time teachers in FE to get a FENTO qualification within their first two years. Over 100 years after the first teacher training, a national requirement for teachers to be qualified was finally established in what is now the LLS. This was 27 years after it became compulsory to have a teaching qualification to teach in schools in 1974. Since 2001, the number of qualified staff has continued to increase steadily, as has been seen in the opening part of this section of the chapter, and the 2001 changes should in some way be credited for that.

2003 to 2007

Although the latter stages of the 90s, and early stages of the 2000s began to move towards a more coherent approach for LLS ITE, practice across the sector was still 'haphazard', partly due to the incorporation of colleges and the changes this brought, whereupon Lucas (2004) suggested that there was 'no recognition of the difficult balance between 'regulation' and 'professional practice' (46). Nasta (2007) suggests that the FENTO standards, and their associated qualifications did 'attempt to reconcile the different FE traditions' (ibid: 7). Overall, however, he argued this had proven unsuccessful. After carrying out a survey report on FE Initial Teacher Education at eight Higher Education Institutions, and eight Further Education colleges, the Office for Standards in Education (OfSTED) delivered their judgement that 'the current system of FE teacher training does not provide a satisfactory foundation of professional development for FE teachers at the start of their careers' (ibid: 1). The tuition on courses was judged to be good, but the subject specialist learning, mentoring and support in the workplace were not. Initial assessment was not adequate, and training programmes were insufficiently differentiated, limiting trainee progress. The FENTO standards were judged to be 'of limited value' (ibid: 2). Although there had been progress in the numbers of staff who had gained qualifications - by 2004 over 70% of FT staff were 'fully qualified' (Simmons and Thompson, 2007), the system lacked coherence and consistency, and the Labour Government of the time responded to the OfSTED report with alacrity. The resulting

proposals, included in the document 'Equipping Our Teachers' (2004) were to develop new national standards for teachers; establish a Qualified Teacher Learning and Skills (QTLS) status for the sector; amend and extend the legislation re requirements to become qualified; establish a national network of Centres for Excellence in Teacher Training (CETTs); make registration with the recently established sector professional organisation the Institute for Learning compulsory, along with an annual requirement to undertake Continuous Professional Development (CPD). All of these were due to be in place by 2007. As ECORYS (2012: 13) summarises, all of those requirements were in place by 2007, which represents a significant achievement for the LLS and LLS teacher education in particular.

Between 2007 and 2012

In 2012, ITE provision is provided by universities (approximately 55%) and Awarding Bodies such as City and Guilds and EdExcel (approximately 45%) (Crawley, 2012). 10% of all participants on programmes were pre service either part time or full time, and 90% in service, most of which are provided as the two year part time model (UCET, 2009). Pre service courses (i.e. training takes place before a trainee has a paid job as a teacher) are normally offered as part time (usually over two years), and full time (usually over one year). In-service (i.e. training taking place whilst a trainee has a paid job as a teacher) programmes are normally offered as part time (usually over two years), and full time (usually over one year).

Overall the history of LLS teacher education up to the late 20th century was one of slow-paced, incremental and piecemeal development and change. The pace, range and scope of change in LLS ITE since 2001 has increased significantly as change in the sector has also increased. Crawley (2012) and SCETT (2012) argue that the level of government intervention and pace of changes in the organisation, funding and recognition of all phases of teacher education (for the LLS in particular as a result of Lingfield, 2012) since the arrival of the Conservative – Liberal democrat coalition in 2010 have increased further.

The size, scale and scope of LLS ITE

This section introduces the working context of LLS teacher educators in terms of the scale of the provision within the sector, and the current curriculum offer of ITE.

Benchmarking data relating to LLS ITE has not systematically been collected across the sector, and this consistently leads to complications when seeking to compare and contrast provision and providers. There is one national data source which is extremely helpful when seeking to understand the scale of LLS ITE provision, and that is the 'Further Education Workforce Data' which was captured each year by LLUK (until it was closed in 2010), and most recently continues to be collected by LSIS (also now closed in 2013). Within the workforce data, and statistics about the staff of the LLS, is a very useful section about enrolment on teaching qualifications. An indication of the volume and growth in these numbers over the last ten years can be gained from these officially sourced results:

2.2 Enrolment on teaching qualifications (for 2007/8)

[...] Of the 263,257 records, 46,504 (18%) are known to be enrolled on a teaching qualification. (LLUK 2009: 34)

2.2 Enrolment on teaching qualifications (for 2008/9)

[...] Of the 268,310 records, 45,305 (16.9%) were known to be enrolled on a teaching qualification. (LLUK 2010: 28)

2,2 Enrolment on teaching qualifications for (2009/10)

[..] Of the 247,859 records, 45,590 (18.4%) were known to be enrolled on a teaching qualification. (LLUK 2011: 32)

For 2010/11 - Of the 216,962 records, 41,487 (19.1 per cent) were enrolled on a teaching qualification. (LSIS 2012: 30)

Over 41,000 participants enrolled on 'teaching qualifications' each year from 2007/8 to 2009/10 indicates a high level of ITE activity. By 2010/11 some 73% of teaching staff working in the LLS possessed a teaching qualification which involved at least one year of study, and was level four or above (LSIS, 2012a). By comparison, in 2009/10 there were just under 38,500 Primary and Secondary trainees (Smithers and Robinson, 2011). The figures are not directly comparable, as the majority of

school teacher trainees are pre service, whereas the majority of LLS teacher trainees are in service, (UCET 2009) but they do represent the best comparison available. On an annual basis, for each of those three years, more LL sector teachers were engaged in ITE programmes than all of the Primary and Secondary teacher trainees combined. Very few people (including those working in LL ITE) will be aware of this comparison. These figures do not even fully capture the volume of activity, as they only relate to contracted staff at Further Education colleges, so the total number in training across the whole sector would be higher.

To meet an initial training need for the sector of this size and significance requires a large number of staff to teach, support and mentor the trainee teachers. There is also a variety of short and long, part-time and full-time ITE programmes operating in the LL sector, and the figures above include those who were not on a longer ITE award. They would all however require staff who could be described as 'teacher educators' to teach and support trainees. Identifying good quality data on the number of teacher educators in the LL sector or 'official' information on the range and scope of their roles and responsibilities is also recognised as an area of some difficulty (Clow and Harkin, 2009; Harkin, Cuff and Rees, 2008; Noel, 2006 and Noel, 2009). Given the volume of candidates indicated by the LLUK workforce data (over 45,000 for each of the years concerned since the 2007 reforms came into place) the author estimates the numbers of LLS teacher educators in England to be 1500 (i.e. an estimate of one teacher educator for approximately every 30 trainees). In 2012, the Learning and Skills Improvement Service (LSIS) carried out a 'Baseline Study of LLS ITE and the Workforce'. This study has not been published, but a presentation on its results contained data from a national survey which indicated that '425 DTLLS/PGCE equivalent ITE courses are advertising places for 2012/13' LSIS (2012b: 11). The DTLLS / PGCE shorthand will be explained in the next section of this chapter, but they were the core ITE qualifications available in 2012, when this survey was carried out. This is only part of the ITE offer, as I shall shortly explain in this chapter, but with 2-3 staff per qualification as an estimate, plus those working on other qualifications, 1500 still appears a reasonable estimate.

ITE qualifications in the LL Sector up to September 2013

A brief explanation of the ITE qualification in operation at the time of writing (although this is in the process of changing by late 2013) is necessary at this stage, as is a summary of what will be changing by 2014. This information is an essential component in the understanding of the current professional situation of LLS teacher educators. Legislation passed in 2007 (DIUS, 2007) introduced three new awards for teachers in LL, as part of their process of 'professional formation' which would conclude with them becoming 'licensed teaching practitioners' in the sector. These awards are the short, twelve credit, Preparing to Teach in the Lifelong Learning Sector (PTLLS), which is a gateway qualification seen as a minimum requirement for all teachers. It does not however confer any teaching status. If their teaching role is that of an 'associate' (LLUK 2007: 6) teachers undertake the Certificate in Teaching in the Lifelong Learning Sector (CTLLS) award, which involves a minimum of 24 credits, or the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), which involves 120 credits, if they are in a 'full teaching' role (LLUK 2007: 6).

The Lingfield Report

The Lingfield Report (BIS, 2012a), a government sponsored review of professionalism in the sector, has refocussed this effort from the different ideological perspective of a Conservative / Liberal Democrat Coalition. Lingfield (BIS 2012a) does contain some encouraging rhetoric including statements that:

the essence of professionalism lies in the applicability of the word 'colleague'. Is there a sufficient sense of shared identity, of solidarity, among those who teach across the wide variety of organisations in FE to justify their regarding one another as colleagues? Our answer to that question is an emphatic 'Yes'.

(BIS 2012a: 21)

and

'We want to help create an environment in which professionalism might thrive naturally, refreshing the sector with creative new ideas and continuously improved practices which do not rely on government and its agencies either for permission or prompting.' (BIS 2012a: 34)

At the same time as Lingfield (BIS 2012a) was published, evidence that the workforce reforms introduced from 2007 had achieved a positive impact on the sector was also published. There have been real improvements in teaching, and other steps forward in the professionalism of LLS teachers over the period since 2007 (ACETT 2010; BIS 2012b; OfSTED 2009). There has also been a surge in the numbers of teaching staff gaining Initial Teacher Education (ITE) qualifications, with over 30,000 in training for each of the four years from 2007/8 (Crawley 2012; LSIS: 2012). Rather than recognising the evidence about progress made through the reforms and building new ways forward based on that evidence, Lingfield proposed the removal of all regulation of teaching qualifications including the requirement for LL teachers to gain a minimum level of qualification.

Changes to be introduced by September 2014

As recommended by Lingfield (BIS 2012a) and accepted by government, the requirement for LLS teacher to be qualified has now been removed. Teaching qualifications have also been reconfigured and redesigned. From September 2014 the following ITE qualifications are available to the LLS.

A 12 credit Level 3 Award in Education and Training – which will replace the Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification.

A 36 credit Level 4 Certificate in Education and Training – which will replace the Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

A 120 credit Level 5 Diploma in Education and Training – which will replace the Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

What is next for LLS ITE?

By taking a market-led approach, Lingfield's recommendations closely align to the managerial, restrictive and limited version of professionalism which the workforce reforms of 2001 and 2007 were seeking to move away from. The international

context of teacher education is analysed fully in chapter 3, but the trend in many other countries is for programmes to become longer, larger and operate at a higher (often postgraduate) level, and for gaining a teaching qualification to be more frequently required (Mussett, 2010). The changes being introduced as a result of Lingfield in the LLS are out of step with international trends in teacher education. In Finland, Singapore and Australia requirements for teachers to gain recognised qualifications and indeed to become qualified to postgraduate level are moving forward at the same time as LLS teaching qualifications in England are becoming deregulated (Mussett, 2010).

On the brink

The recommendations of the Lingfield report are likely to reduce the scope and range of teacher education and its capacity to continue to lead the way in improving LL teaching and learning. They are however one part of a 'double bind' which LLS ITE has faced. The second part is the increase in HE fees from 2012/13, and all ITE fees from 2013/14. As a result of changes recommended in the Browne Report (2010), and the Coalition Government's policy of transferring the cost of education and training from the public purse to the beneficiaries of education and training (i.e. the students), most undergraduate HE fees have increased to between £6,000 and £9,000 per year from 2012/13. A consequence of this change is that a typical part-time in-service LLS ITE course has seen its annual fee increase from around £900 per year to around £3,000 per year in 2012/13, an increase of 325%. This unintended consequence, plus the removal of a requirement to become qualified and employers self-managing LLS ITE has already resulted in a reduction of numbers or teacher trainees. LLS ITE faces an uncertain future.

Summary

This chapter has introduced the historical development, nature, size and scope of the LLS and LLS ITE, some of the characteristics of the work of teachers and teacher educators, and some possible directions for the sector for the future. Data about LLS ITE and in particular the number of trained or untrained staff in the sector is limited, and data on ITE in particular across the sector is difficult to locate, so this represents something of a partial picture.

CHAPTER 3 – THE LITERATURE REVIEW

PART 1 - THE PROFESSIONAL, THE TEACHING

PROFESSIONAL AND THE CONNECTED PROFESSIONAL

Literature Review Specification

Bryman (2012) identifies six questions related to the area of research which can help to construct a comprehensive, current and credible understanding of that area, and they are:

- What is already known about this area?
- What concepts and theories are relevant to this area?
- What research methods and research strategies have been employed in studying this area?
- Are there any significant controversies?
- Are there any inconsistencies in findings related to this area?
- Are there any unanswered research questions in this area?

These questions underpinned this review, and contributed to refining the final research question and establishing the potential contribution to the field of this research. The next section explains the aim, objectives, methods, sources and recording of results.

Aim

The overall aim of the literature review is:

To understand the professional situation of teacher educators and in particular 'Lifelong Learning Sector teacher educators' in England.

Objectives

The five objectives of this review are to:

1. Provide a high level overview of the professional situation of teacher educators, identifying models of professionalism and conceptualisations of the teaching professional.

2. Identify teacher education systems (which are broadly comparable to the LLS in England) and explore the professional situation of their teacher educators, drawing out contrasts and similarities.
3. Explore the professional tasks of teacher educators, and the support they receive.
4. Explore the values and pedagogies of Teacher Educators.
5. Analyse and compare the professional situation of LLS teacher educators in England identifying models and conceptualisations which have any particular significance for this group.

Methods

The review by Menter et al. (2010a) 'Teacher Education in the 21st Century' has made a major recent contribution to the field of teacher education literature, and has provided a model for this review in terms of methods and structure. The overall approach is that of a selective literature review (Slavin, 2008) using 'best evidence' where the reviewer identifies 'criteria for determining good quality research and high quality evidence and places more emphasis on studies that match the criteria than on those that have identifiable shortcomings' (Menter et al., 2010a: 6). The review selection process had three stages.

Stage 1 – Year of publication, significance, duplication and multiple study

To ensure meeting the objectives, currency and a manageable number of sources within the time and resources available to undertake the review, three filters were introduced:

- a) Studies carried out before 2000 were excluded unless considered 'highly important' – e.g. a significant government report.
- b) Because of the very high numbers of sources available, more 'significant' (i.e. more widely read, cited and downloaded) sources were prioritised.
- c) Where multiple papers / studies from the same author/s on the same research were located, one was selected.

Stage 2 – 'Broadly compatible teacher education systems'

This involved a scoping of international information on teacher education in different countries which was then used to determine 'broadly compatible' teacher education

systems to 'the LLS in England'. The criteria which were used to determine 'broad compatibility' were:

- a) provision of school and post school / vocational initial training
- b) programmes of pre service training
- c) programmes of in service training

This process resulted in a list of 26 countries. Literature from all countries did not feature in the review, as other filters excluded it. Table 2 indicates the countries which met the criteria

Country	LLS equivalent	Pre service	In service
Australia	✓	✓	✓
Belgium	✓	✓	✓
Canada	✓	✓	✓
Denmark	✓	✓	✓
England	✓	✓	✓
Finland	✓	✓	✓
France	✓	✓	
Germany	✓	✓	✓
Greece	✓	✓	
Iceland	✓		✓
Ireland	✓		✓
Italy	✓		✓
Japan	✓		
Netherlands	✓	✓	
New Zealand	✓		
Northern Ireland	✓		
Norway	✓	✓	✓
Portugal	✓	✓	
Scotland	✓	✓	✓
Singapore	✓		
South Africa	✓		
South Korea	✓		

Spain	✓	✓	
Sweden	✓	✓	
USA	✓		
Wales	✓	✓	✓

Table 2 - countries with broadly compatible teacher education systems

Stage 3 – Quality of research (Trustworthiness) filter

The third stage involved filtering using Lincoln and Guba's (1985) 'trustworthiness' criteria for determining high quality qualitative research and high quality evidence.

These were represented a series of simple questions to ask of each source:

- credibility** – is there evidence of 'prolonged engagement' (time in field; time engaged in collecting data)?
- transferability** – is there thick description (richness of data); could the study be transferred to a different context?
- dependability** – has / or could the research be open to external audit by peers?
- confirmability** – do the findings emerge from data and not researcher preconceptions?

Review sources

The review draws on relevant peer-reviewed journal articles, books, reports of funded research for major funding bodies and research councils, other relevant syntheses of research evidence and government publications.

The searches

A number of electronic databases were searched including:

- Education Research Complete
- British Education Index
- Academic Research Elite
- The Teaching and Learning Research Programme (TLRP) Teacher Education Bibliography
- EducatiOnline (A British Educational Index subset hosted by Leeds University)
- OECD, European Commission, Cedefop, AVETRA (*Australian Vocational Education and Training Research Association*)

- ERIC and ERIC/ACVE (Clearinghouse on Adult, Career and Vocational Education)
- Google and Google Scholar

Keywords

Terms searched included combinations of terms in the following two columns depending on the database to be used:

teacher education	teacher training
post compulsory education	Professionalism
teacher educator	teacher trainer
further education	vocational education and training (vet)
Other keywords to combine with above	
higher and further education (he-fe)	adult education
technical and further education (tafe)	lifelong learning
policy	lifelong learning sector

Table 3 – keywords used in search

Journals

Journals searched were:

British Educational Research Journal

European Journal of Teacher Education

Journal of Education for Teaching: International research and pedagogy

Journal of Further and Higher Education

Journal of In-service Education

Journal of Teacher Education

Journal of Vocational Education and Training

Professional Development in Education

Research in Post Compulsory Education

Teaching and Teacher Education

Teaching in Lifelong Learning - a journal to inform and improve practice

Framework for writing up

Firstly, the size, scope and nature of the review produced a large amount of potential content. Within this content, there were two clear key themes. The literature review was therefore separated into two parts, as this provided a more focussed concentration on those key aspects. The two parts are:

Part 1 - The professional, the teaching professional and the connected professional

and

Part 2 - Teacher education, teacher educators and the connecting professional.

The concluding section of the review, at the end of part 2, returns to the review objectives to consider how they have been met.

Part 1 - the professional, the teaching professional and the connected professional

Review themes

A wide range of issues and topics emerged from the research evidence, and these have been grouped into four themes with sub themes. The four main themes are:

1. Generic models of professionalism
2. The teaching professional
3. Other relevant models
4. The connected professional

1) GENERIC MODELS OF PROFESSIONALISM

Evidence that models of professionalism are problematic and involve contested concepts, discourses and values feature widely in the research (Avis et al., 2007; Bathmaker and Avis, 2005; Clow, 2001; Coffield, 2008; Cochran-Smith et al., 2010; Crook, 2008; Furlong, 2000; Hargreaves, 2003; Hargreaves and Goodson, 1999; Harper and Jephcote, 2010; Hayes, 2003 and Whitty, 2000, 2002 and 2008).

Experiences of professionals in their workplaces can be very different from those outlined by their designers and often change and develop on an ongoing basis. Workplace fluidity and uncertainty also create conditions from which dissident or alternative characterisations of professionalism emerge. Biesta (2009) argues that educational research suffers from 'under theorisation' (ibid: 12), and that this is partly due to a concentration of 'studies of educational processes and practices' (ibid: 13). He also argues however that this approach also has advantages for the 'cultural role' (i.e. processes, values and practices) of research, rather than the 'technical role' (i.e. 'what' and 'how' to). Biesta (2009) further asserts that consensus in evidence or theory can be extremely difficult to achieve but that 'when such a consensus does not exist, either because parties cannot agree or because there is a belief in the worth of a plurality of views about the aims of education, it becomes possible for research to play a cultural role' (ibid: 6). Much of the research in this review focusses on that cultural role. In the context of this review that means considering 'different interpretations and understanding of educational practice' (ibid: 5), and drawing reasonable conclusions from that practice.

This first section introduces a generic model of 'a professional' using a synthesis of a set of principles underlying the concept of a professional which can be established from research into the field. The section then introduces a number of the barriers and challenges experienced, influences exerted and differences encountered when seeking to carry out the work of a professional in practice.

Being a professional – what should it mean?

Avis et al. (2010), Hargreaves and Goodson (2002) and Linblad and Wallin (1993) all outline a model of 'the professional' which has been described as 'classic' and 'naïve'. This includes expectations of long established practices and procedures; high status, is based on mainly male and publicly recognised professions such as law and medicine, and includes a shared and specialised knowledge base, shared technical culture, a strong service ethic, a degree of autonomy and self-regulated, collegial control. Avis et al. (2010) Hargreaves and Goodson (2002) and Hargreaves (2003) argue this model has too narrow a perspective and is not fit for purpose in the 21st century, although they do recognise the value of a number of the characteristics involved. Clow (2001), in her study of teachers in further education, outlines

Millerson's (1964) characteristics of a profession which are the use of skills based on theoretical knowledge, education and training in those skills, a competence ensured by examination, a code of professional conduct, and orientation toward the 'public good'. Research by Gale (2003), Hayes (2003), Hursch (2003), Shain and Gleeson (1999), Robson et al. (2004) and Whitty (2002) all emphasise autonomy as an important element of being a professional. The Lingfield Review (BIS, 2012a) proposes characteristics similar to those of Millerson (1964) in a list including mastery of a complex discipline, public accountability for high standards of capability and conduct, membership of a group with similar skills, earning and deserving the respect of the community, acceptance of responsibility for the competence and good conduct of other members of the professional group and deserving an above-average standard of living. Lingfield adds further characteristics including continuous enhancement of expertise, acceptance that the field of expertise is a vocation to be pursued selflessly for the benefit of others, transcending local loyalties to achieve national and international recognition, membership of a group which accepts responsibility for planning succession by future generations and seeking to continuously extend and improve its field of knowledge (ibid: 22). Avis et al. (2010) also identify 'interprofessional knowledge' (ibid: 45) as a means to a more cross-professional approach. Overall, research suggests an extensive range of elements which are involved in conceptualising what it means to be a professional. They are not conclusive, but from these models I have synthesised a set of identifying associated principles or characteristics of the generic model of a professional. This is drawn together below as '*nine characteristics of a professional*'.

Nine characteristics of a professional
<ol style="list-style-type: none"> 1. Engagement in activity which has particular and special characteristics. 2. A high personal and public status as a result of their profession. 3. Recognition as practising according to agreed and acknowledged standards of training, competence, responsibility and understanding. 4. Conducting their profession in ways which maintain its status within its ranks and with the public at large. 5. Accepting responsibility for a social purpose, within their specialism and in the wider community beyond that.

- | |
|---|
| <ol style="list-style-type: none">6. Operating with a strong degree of autonomy.7. Meriting payment as a result of their efforts.8. Subjecting their work to public accountability.9. Selfless commitment to updating their expertise and continuous development of their field. |
|---|

Table 4 – Nine characteristics of a professional

Being a professional – what does it mean in practice?

Research from Bathmaker and Avis (2005), Clow (2001), Fuller and Unwin (2003), Jephcote et al. (2008), Maxwell (2013) and Whitty (2002) provides powerful evidence from a range of studies that this image of the professional can contrast dramatically with the realities of carrying out the role as experienced by those professionals. Research demonstrates that a wide range of barriers and challenges to operating as a professional and living up to the nine characteristics above are encountered in practice. The next theme extends the definition of a professional into that of a 'teaching professional' and analyses some of the levers and barriers encountered.

2) THE TEACHING PROFESSIONAL

National and LLS models of the teaching professional

National standards

An EPPI-centre review (2008) of 'International perspectives on quality in Initial Teacher Education' carried out a systematic review of 54 websites 'relating to the accreditation or regulation of initial teacher education in a selection of countries' (ibid: 1). One of their findings is that there is a lack of coherence in the '*conceptual framework*' of Initial Teacher Education (ITE), and that different countries can demonstrate a 'starkly different approach to conceptual frameworks for ITE' (ibid: 15). In Musset's (2010) review of the Initial Teacher Education and Continuing Training Policies of a number of OECD countries, the creation and use of 'a set of standards for professional practice' is highlighted as an approach which is frequently used to define what constitutes a 'teaching professional' in those countries. Research contains a range of debates, discussions and differences of opinion about the aspirations, philosophy, values, contents and impacts of teaching standards, and there is no overall conclusion which can be drawn from that research. OfSTED

(2002), in their survey report of LLS ITE, argued that the national standards then in force were not fit for purpose. The standards which replaced them were also then seen as 'haphazard and onerous' by Lingfield (BIS, 2013b) despite the fact that they had at least partially been constructed to remedy the weaknesses seen by OfSTED in the previous set. Nasta (2007), Lucas (2004) and Lucas et al. (2012) all provide evidence that teaching standards can lead to prescription and concentration on the technical aspects of teaching, and BERA, (2014b) provides evidence that they are increasingly influenced by political ideologies rather than by visions of the teaching professional.

Despite this, national teaching standards can provide a helpful starting point for the consideration of what research tells us about the teaching professional, and they do exist in a significant majority of countries, so merit some consideration. In order to consider the model of a teaching professional which is represented in national teaching standards, a small selection of five national teaching standards from different countries has been compared with each other, and with the nine characteristics of a professional from the previous section. The standards are from the English schools sector and are currently in place for English ITE (DfE, 2012). The US K-12 sector (CCSSO, 2011) standards have been produced by the Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), as a set of 'model core teaching standards' (ibid: 3). The Australian Professional Standards for Teachers (AITSL, 2011) are for the school sector and are used as part of the accreditation of ITE programmes. The Singapore school sector standards (NIE, 2009), or 'Graduand teacher competencies' (ibid: 53), have been developed to underpin ITE and professional development. The English LLS (ETF, 2014) draft professional standards are under consideration at the time of writing.

The comparison

The standards selected addressed six of the nine characteristics of a professional closely. There are, however, three characteristics which do not feature directly and these are:

2. A high personal and public status as a result of their profession.
6. Operating with a strong degree of autonomy.

7. Meriting payment as a result of their efforts.

Characteristic 2 could be argued to be implied by reference to advanced sets of skills, knowledge and professional responsibility, but it does not feature directly. Perhaps more surprisingly, given the models of a professional which have already emerged from research, characteristic 6, 'operating with a strong degree of autonomy', was also only weakly present, if at all, across this selection. Statements which implied autonomy featured, but a search for the words 'autonomy' and / or 'initiative' in each set produced no mention of autonomy, and just two, from the US and Singapore, which included the word 'initiative'. Whether including the word 'autonomy' is felt to be risky or undesirable by those who specify standards, or whether it is not perceived as a priority for teachers cannot be identified from this type of comparison, but it does raise questions as to why this is the case, particularly when teaching professionals have been closely involved in designing the standards in Australia, the English LLS, and the US. The theme of professional autonomy is discussed further in the next section of this review. Characteristic 7 would normally be part of the specified working conditions within which teaching professionals are employed, often after qualifying, and it is not surprising this was not addressed. There is a strong level of similarity across the standards in the statements about practical teaching, professional values, teaching techniques and supporting pedagogical or subject knowledge, and cross-cutting themes such as inclusion, appropriate use of emerging technologies, personalised learning and managing behaviour. An area where there are differences is the degree to which the sets of standards specified a 'minimum competence' approach or went beyond that, and included aspects of career stages, professional development or outward, community-facing expectations. The English Teachers' Standards (DfE, 2012) are positioned at the more limited 'minimum level of practice' (ibid: 2) approach. 'Appropriate professional development' (ibid: 12) does feature, but outward facing aspects of teaching such as community engagement are not included other than 'communicate effectively with parents' (ibid: 9). At the other end of this continuum are the Australian Standards (AITSL, 2011) which are grouped in 'career stages' of 'Graduate, Proficient, Highly Accomplished, and Lead' (ibid: 1). This approach to standards, described as identifying 'the components of quality teaching at each

career stage' (AITLS, 2012) also includes regular mention of, and a number of statements relating to community engagement. The US (CCSO, 2011), Singapore (NIE, 2009) and draft LLS (ETF, 2014) standards all adopt an approach where they are 'no longer intended only for "beginning" teachers but as professional practice standards' (CCSO, 2011: 6). Other differences relate to the degree of emphasis or scope placed on the visions of professional practice. The Australian standards have a particularly strong focus on disability; the Singapore standards include 'Global Awareness' and 'Ecological and Environmental' (NIE, 2009: 30). The LLS standards relate more to the 'professional practice' approach than those for the English school sector, yet are being developed in a newly deregulated LLS situation where it is no longer required for teaching professionals to be qualified to teach.

Overall this comparison has shown the 'official model' of the teaching professional to be largely similar, as represented by national teaching standards from different countries. Whether this can be seen as a common 'conceptual approach' is debatable, but the results do suggest more commonality than that suggested by EPPI-centre (2009). Six of the nine characteristics of a professional are clearly visible in the standards, but there is a noticeable absence of specific reference to autonomy. Apart from the English schools standards, a 'professional practice' model of the teaching professional across their career rather than a minimum competence level emerges. Table 5 shows a brief synthesis of the results of the comparison.

Nine characteristics of a professional	UK school (2012)	US CCSO InTASC (2011)	AUSTR AITSL (2011)	SINGAPO RE NIE (2009)	NEW ETF ENG LLS (2014)
Models	Minimum competence model	Effective teaching	Career stages takes them beyond minimum competence	Broader and more career focussed and more outward facing	More than minimum competence
1. Engagement in activity which has particular and special characteristics.	Y	Y	Y Strong disability focus	Y Reference to global	Y

2. A high personal and public status as a result of their profession.	N	N	N	N	N
3. Recognition as practising according to agreed and acknowledged standards of training, competence, responsibility and understanding.	Y	Y	Y	Y	Y In deregulated context
4. Conducting their profession in ways which maintain its status within its ranks and with the public at large.	Y Part of professional responsibility	Y Part of professional responsibility	Y Part of professional responsibility	Y Part of professional responsibility	Y Part of professional responsibility
5. Accepting responsibility for a social purpose, within their specialism and in the wider community beyond that.	Y WEAK	Y STRONG local and global issues	Y STRONG Broader community engagement	Y STRONG Environment Sustainable Social justice leadership	Y STRONG Work w wider community
6. Operating with a strong degree of autonomy.	No Autonomy or Initiative	No Autonomy but Yes Initiative	No Autonomy or Initiative	No Autonomy but initiative as a competence	No Autonomy or Initiative
7. Meriting payment as a result of their efforts.	N	N	N	N	N
8. Subjecting their work to public accountability	Y Part of professional responsibility	Y Part of professional responsibility	Y Part of professional responsibility	Y Part of professional responsibility	Y Part of professional responsibility
9. Selfless commitment to updating their expertise and continuous development of their field.	Y Not selfless	Y Not selfless	Y Not selfless	Y Not selfless	Y Not selfless

Table 5 – a comparison of five sets of national teaching standards

The next section of the review considers the evidence from research relating to the models of the teaching professional, and how that model is experienced in practice.

The teaching professional in practice

Barriers and challenges faced by the teaching professional

When Clow (2001) compared teachers working in two further education colleges with Millerson's (1964) model of a professional, the evidence strongly indicated that the teachers concerned could not be considered as professionals as described by that framework. In the decade since then, the 'official versions' of the teaching professional have broadened, as identified in the previous section, and there has been some indication of an improvement in professional confidence and identity in the LLS (BIS, 2012a). However, research from Bathmaker and Avis (2005), Fuller and Unwin (2003), Gale (2003), Hayes (2003), Jephcote et al, (2008), Maxwell (2013), Satterthwaite et al, (2003) and Whitty (2002) involving a range of teaching professionals contrast the model characterised by governments and sets of standards with the challenging reality as experienced and perceived by those professionals in the workplace. A wide range of barriers and challenges to achieving the identity of a teaching professional are identified, as is discussed in the next section.

Professional hierarchy of teachers

Misra's review (2011) of 'policies, practices and challenges' in Vocational Education and Training (VET), which is often the nearest equivalent to the LLS in other countries) identifies a hierarchy of status in a number of countries where to be a VET teaching professional has lower status in the public and academic eye than other forms of teaching. Misra concludes VET teachers are still considered a 'lower class of teachers' (ibid: 36) compared to their colleagues in general education. This is reinforced by further evidence from Avis et al. (2011), Beduwe et al. (2009), Dickie et al. (2004), Parsons et al. (2009), Eurydice (2004) and Vidovic (2005). This status difference is not universal, with VET teachers in Germany, Finland, Australia and others experiencing professional status at or near that of their general education colleagues (Dickie et al. 2004; Eurydice, 2004; Misra, 2011). Misra (2011) argues the term 'teacher' is understood by most as 'school teacher' so the work of VET teachers

is often not noticed by the public, or many governments, in the same way as that of school teachers.

The paradoxical profession

Hargreaves (2003) has developed the term '*the paradoxical profession*' as a result of an analysis which concludes that teachers are given the responsibility for creating a better society whilst, at the same time, giving people the capability to heal the society that we currently have. Teaching professionals have been allocated responsibility for fixing society's problems from the past, and using the present to create a better world for the future. The degree to which governments control the efforts towards these goals has resulted in them being able to claim credit for success from the education system, and has increasingly been shown from research (Ball, 2003; Hargreaves, 2003; Hayes, 2003; Gale, 2003; Orr, 2012; Satterthwaite et al, 2003) to blame teachers when government education policy does not succeed. The multiplicity of challenges, which can only be met by an extremely wide range of skills, knowledge and understanding in the teaching professional, has become dearer from research as have some of the ways in which positive professional experiences can still be found, despite the paradox (Bathmaker and Avis, 2005; Coffield et al, 2007; Crawley, 2012; Hargreaves, 2003; IfL, 2010).

Governmental professionalism

Beck (2008), in his analysis of government education policy from 1979 to the early 21st Century cites evidence indicating that the approach to teachers from government, far from facilitating a path towards enhanced professionalism, has increased in control and direction, and has engaged in discrediting and coercing teachers into a position where they can be described as 'governmental professionals' (ibid: 133), or a group placed in a position where it is difficult to do anything other than follow government policy at the time. This process of growing government control is evidenced repeatedly in research (Daneher et al., 2000). Research from Hayes (2003), Ingleby and Tummons, (2012), Orr (2012), Robinson and Rennie (2012), Satterthwaite et al, (2003) and Stronach et al. (2002) all argue that it is particularly evident in the LLS. Some of the particular manifestations of governmental professionalism for the teaching professional follow next.

Managerialism

Hayes (2003) pinpoints the Callaghan speech of 1976 as a point from which 'a morass of managerialism and bureaucratic practices which constituted de-professionalism' (ibid: 32) developed across the education system in England, and in particular the LLS. Managerialism features frequently in research about the education sector, and in particular the LLS, with contributions from Avis (2002), Ainley and Bailey (1997), Avis and Bathmaker (2006), Crawley (2010), Hayes (2003), Hyland and Merrill (2003), Randle and Brady (1997), Shain and Gleeson (1999), Tummons (2010) and Watson and Crossley (2001) all identifying its strong presence. Identifiable components of managerialism from research are the manager's right to manage; a focus on outputs rather than procedures; emphasising recruitment, retention and achievement of students; prioritising efficiency and productivity; attending to the needs of the organisation rather than the individuals within it and organising staffing and resources of the organisation on the basis of market driven demand and value for money. In short, 'the use of business approaches systems and practices in the public sector which were originally more commonplace in the private sector (Crawley, 2010: 155).

For teachers, students and organisations this has led to a concentration of power for those in senior management positions, often with a consequent reduction in consultation with staff and the setting of goals relating to income generation, local competition and survival in the market rather than general educational goals (Watson and Crossley, 2001). It also results in consistent intensification of work by increasing teaching hours, greater accountability and closer supervision by line managers and by external bodies. The overall effect for teachers is a loss of autonomy in and outside the classroom. Managerial practices have brought with them negative consequences for teachers, students and organisations including a reduction in the level of consultation with staff, and the concentration of power at the centre of an organisation in the hands of a few (Lomas, 2003). This has contributed to a dilution of the authority and autonomy of professionals (Gale, 2003; Hayes, 2003; Simkins and Lumby, 2002). Overall there is a strong agreement from research that managerialism has been a negative influence on the professional situation of teachers in the LLS. Simkins and Lumby (2002) conclude 'there can be

little doubt that much change which has occurred in further education can be explained in terms of managerialism' (ibid: 13). Another of the key drivers in the sector is 'performativity'.

Performativity

If the managerialism of the previous section is the sector manifestation of the process of control, 'performativity' is the result of that managerialism. Ball (2003) developed the concept of performativity in education as emerging from a 'policy epidemic' (ibid) which 'does not simply change what people, as educators, scholars and researchers do, it changes who they are' (ibid: 216). Ball defines performativity as 'a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change based on rewards and sanctions (both material and symbolic)' (ibid: 218).

Ball (2003), Hargreaves (2003), Orr (2009), Orr and Simmons (2010), Simmons and Thomson (2008), Whitty (2000) argue from their research that, within this culture, individuals become 'performers'. Performativity is seen as implicitly contesting notions of professionalism which involve autonomy, special characteristics and the exercising of individual and collaborative judgements. It is a regime, which has been largely driven by government, where workers and in particular their performance are under constant surveillance; evidencing performance becomes paramount, often with little change to actual practice. Initiatives are instigated to rectify problems identified as part of previous initiatives, democratic approaches are demoted and staff are rarely trusted to work autonomously. The environment created by performativity tends to reduce trust, creativity, motivation and risk-taking, and can have a negative impact on the quality of teaching and learning (Ball, 2003; Orr, 2009; Orr and Simmons, 2010; and Simmons and Thomson, 2008). Research from Coffield (2008), Edward and Coffield (2007), Hayes (2003) and Jameson and Hillier (2008) identifies the biggest contradiction of performativity as that it is often at odds with declared government policy and often produces and reinforces the gap between policy and practice.

Some researchers, including Ball (2003); Lawy and Tedder (2009 and 2012) have articulated some of the positive goals of performativity which include seeking greater accountability; measurement of performance across widely agreed

parameters; greater transparency and greater accountability and a greater emphasis on links between employment and performative approaches. Jeffrey (2002) argues that it may be possible to mediate the more negative aspects of performativity through engaging in a 'humanistic dialogue' to soften and renegotiate some of the means of measurement and control. Troman's (2008) research found that teachers have adapted some performative measures and developed more creative assessment, evaluation and teaching approaches as a result, and Lawy and Tedder have found evidence of this also occurring in the LLS.

The particular challenge for the LLS

The diversity of the teaching role and organisational context identified in Chapter 2 provides an engaging and interesting life for a teaching professional, but also makes the establishment of a clear, confident and defined professional identity a major challenge for both individual teachers and the sector as a whole. Research from Coffield (2008), Robson and Bailey (2009), TLRP (2008), Waller et al. (2009) and Wooding et al. (2008) highlights another negative dimension as a lack of opportunities to contribute through a dialogue to the management, development and organisation in the sector. This was further illustrated by LLS workforce surveys carried out in the first years of the 21st Century. Less than 50% of the over 20,000 respondents over two years of LLS teaching professionals would recommend their organisation as a good place to work, and many stated that they did not feel valued or cared for by their employer (LSN, 2001; 2002; 2008). Overall, Ball's research (2003) is unequivocal when arguing that performativity has 'profound consequences for the nature of teaching and learning and for the inner-life of the teacher (ibid: 226).

The restrictive and expansive professional

Fuller and Unwin's (2003) research highlights the development and dominance of managerialism and performativity and conceptualises that process as likely to produce a 'restrictive professional', an extension of the concept of the governmental professional. Fuller and Unwin's (2003) propose 'expansive professionalism' as an antidote to 'restrictive professionalism'. Their 2003 study of 'the workplace learning relationships between apprentices and older workers' (ibid: 42) has proved highly influential, and their case study data indicated that the most effective learning in the

workplace occurred when the apprentices involved 'had access to, and participated in a wide range of learning opportunities' (ibid: 44)). If the organisation could adopt the principle of supporting 'expansive' learning opportunities this would not only contribute to expansive learning, but also to an expansive and productive workplace environment, or an '*expansive workplace*'. They also argued that it was highly likely that promoting expansive workplace learning, rather than taking a restrictive approach, 'would foster workplace learning more generally' (ibid: 53). They accepted that the workplace situation was not static, and represented that with a 'restrictive / expansive learning continuum' (ibid: 52) to capture the potential variety and to take account of changes which could occur in the organisation or workplace. In Boyd et al.'s (2011) induction guidance for teacher educators, Fuller and Unwin's (2003) continuum is adapted to an educational context. From their own review of evidence, they propose that restrictive and expansive learning environments do not occupy fixed points in a situation, but rather a series of points at different ends of a continuum. Any working environment may align to differing points on that continuum at different times, and in a variety of combinations. They represent this, as Fuller and Unwin (2003) also did, as a series of 'expansive' and 'restrictive' characteristics, with Fuller and Unwin categorising theirs within a learning culture continuum, and Boyd et al. (2011) as within an 'expansive' and 'restrictive' learning environment. Boyd et al.'s (2011) continuum is represented in table 6:

EXPANSIVE learning environment	RESTRICTIVE learning environment
Close, collaborative working	Isolated, individualist working
Colleagues mutually supportive in enhancing teacher learning	Colleagues obstruct or do not support each other's learning
An explicit focus on teacher learning, as a dimension of normal working practices and initiatives	No explicit focus on teacher learning, except to meet crises or imposed practices
Supported opportunities for personal development that go beyond institutional or government priorities	Teacher learning mainly strategic compliance with government or institutional agendas
Out-of-institution educational	Few out-of-institution educational

opportunities, including time to stand back, reflect and think differently	opportunities, only narrow, short training programmes
Opportunities to integrate off-the-job learning into everyday practice	No opportunity to integrate off-the-job learning
Opportunities to participate in more than one working group	Work restricted to one departmental team within one institution

Table 6 – Expansive / restrictive learning environment continuum.

In simple terms, the workplace which develops and demonstrates a significant proportion of the characteristics of an expansive learning environment can be categorized as an 'expansive workplace'.

Making and taking of professionalism

In the era of particular turbulence in the first decades of the 21st century, research has identified opportunities to carve out a more distinct professional identity from the presence of an atmosphere of uncertainty. Avis and Bathmaker (2009) and Avis et al. (2011) discuss the work of Gleeson and Davies (2005) and Gleeson and James (2007) which suggest that opportunities for the 'making and taking of professionalism' can present themselves to teachers, despite the managerialist and controlled environment within which they are working. Gale (2003), Gleeson et al. (2009), Hayes (2003), Hoyle and Wallace (2009) all argue that is possible, particularly at times of major change, for opportunities to take control or at least exert an influence to present themselves. Strategies to regain some control and influence have been characterised as 'principled infidelity' (Hoyle and Wallace, 2009: 210), a 'critique of dominant discourses' (Hirsch, 2003: 55) and 'creative pedagogies of resistance' (Gale, 2003: 165). Avis et al. (2011) argue that the LLS is currently seen by government as 'pivotal to the development of societal competitiveness' (ibid: 48) and that this could present further opportunities for teaching professionals. Coffield (2008), Crawley, (2010a) and Hillier and Jameson (2004) argue that LLS teachers may be able to seek greater involvement and encouragement of a more mature approach from their employing organisations, agencies and government within this environment. Hodgson et al. (2007) powerfully argue that there needs to be 'a stronger role for the practitioners...at local level in planning provision and capacity-building for the future' (ibid: 227). Ball (2003), Beck, (2008), Gale (2003),

Hodgson et al. (2007) and Satterthwaite et al, (2003) all represent models of the teaching professional as embodying engagement, autonomy and control in an ethical manner. A consistent and coherent alternative approach which could assist LLS teaching professionals with that 'making and taking' does not appear from the research studies involved, but the point that opportunities for more autonomy and control can present themselves is an important one.

What emerges from this section is an indication of the challenges faced by teaching professionals in developing a unified and positive professional identity when encountering ongoing government involvement and increasingly rapid change. Research from Iredale (2013) articulates the challenge for the LLS, but it is one which has relevance for all teaching professionals. The managerial, performative and restrictive factors and influences within the education sector combine to produce an uncertainty which undermines the education sector overall. Despite this, as explained in Chapter 2, there is good evidence that the LLS in particular achieves many excellent and high quality results, often when working with those who have not benefitted as much as they could do from the education and training they have received from other sectors of the UK education system. The next section introduces other models of the teaching professional which emerge from the literature.

Other models of the teaching professional

Four models of teaching and teacher professionalism

Menter et al. (2010a) identify 'four models of teaching and teacher professionalism': *The effective teacher* – where there is an emphasises on 'technical accomplishment and measurement; the model for an age of accountability and performativity' (ibid: 16).

The reflective teacher – characterised by 'a commitment to personal professional development through reflective practice' (ibid: 16).

The enquiring teacher – where teachers are encouraged 'to undertake systematic enquiry in their own classrooms' and to, 'develop their practice and share their insights with other professionals' (ibid: 17).

The transformative teacher – from research by Zeichner (2009) and Cochran-Smith (2004), where teachers' responsibilities 'go beyond' enquiring and where they 'should be contributing to social change and be preparing their pupils to contribute

to change in society' (ibid: 20). With this model some challenge to the status quo is 'not only to be expected, but is a necessary part of bringing about a more just education system where inequalities in society begin to be addressed and where progressive social change can be stimulated' (ibid: 20).

This evidence suggests that teaching professionals do not always readily acquiesce to managerialism and performativity. Menter et al. (2010a) assert that some of the most developed approaches to teacher as researcher / the enquiring teacher have been developed in Europe (Altrichter et al., 2006; Ronnerman et al., 2008), North America (Cochran-Smith and Lytle, 2009) and Australia (Deppeler, 2006; Diezmann, 2005; Groundwater-Smith, 2006;).

Elements of the reflective, enquiring and transformative teacher can all be seen in Wallace and Hoyle (2005) who suggest teachers engage in 'principled infidelity' as a way of managing the tensions between policy and practice. Research from Gale (2003), Gleeson and Shahin (2003), and Kosnik and Beck (2009) argue that the vehicle which helps this to be achieved is teacher learning, which can be a basis for self-development and professional improvement and which can be successful despite other more external pressure. This can help teachers move from being an effective teacher towards being a transformative teacher over a period of time. The commitment of LLS teachers to their students, to making a difference, and to having some success in creating 'a learning context in which learners could flourish' (Avis and Bathmaker, 2009: 213) has been identified and acknowledged from a range of research. 'Brilliant Teaching and Training in FE and Skills' (IfL, 2010) was research which gathered the views of 5,189 LLS teaching professionals around the theme of 'brilliant teaching'. The research found that brilliant teachers and trainers have a good repertoire of teaching methods, experiment and reflect on what leads to excellent outcomes for learners ...' (ibid: 6). Further evidence of the presence of the reflective, enquiring and transformative teacher can be seen in the conclusion that LLS teaching professionals 'are crucial to the development of a brilliant further education and skills sector for the 21st century, one where learners succeed whatever their background and starting point' (ibid: 8).

Dual professionalism

Robson (1998: 596) contributed the model of the '*dual professional*' to the LLS, and it has been strongly promoted by the professional association for the sector, the Institute for Learning (IfL), which adopted the model as its own. The term 'dual professional' describes teachers who are already professionals in their specialist area (e.g. Accountancy, IT, Engineering, Nursing) and are seeking to develop and combine that with teaching expertise. Teachers can then use the benefits of both aspects of the professional to develop their identity as a teacher in a more rounded and balanced way. This model of the professional is one which has proved accessible to LLS teachers, and in which they can recognise their own situation (BIS, 2012b).

The results of 'Brilliant Teaching' (IfL, 2010) added more detail to the model of the dual professional. The key characteristics of 'brilliant teaching' which emerged included three overarching categories which are that brilliant teachers and trainers:

- '- have a good repertoire of teaching methods, experiment and reflect on what leads to excellent outcomes for learners
- are real experts in their subject area
- keep up with change in the wider context' (ibid: 5, 6)

This piece of work sought to forge a more positive professional image for LLS teachers, and did express the views of a significant number of those teachers. Research such as 'Brilliant Teaching' has certainly helped to raise the 'self-image' of teachers in the sector as 'dual professionals', and the results also resonate well with the reflective, enquiring and transformative model of the teaching professional. Robson herself, in further research with Bailey (2009), cautions that this progress is somewhat fragile, and that it is still very difficult for teachers to demonstrate key values associated with 'professionalism such as altruism, care and service' (Robson and Bailey 2009: 107). They emphasise that teachers in their particular study do still believe 'in the value of further education and the importance of their relationships with their students, despite the pressure of work that some experience' (ibid: 110). There is also evidence from research to suggest the growing breadth of demands upon LLS teachers is leaving them with a weak perception of themselves as 'another professional', rather than as 'a teacher', indicating they do not have a well-developed

perception of themselves as professionals (Broad and Poland, 2010; Hulin and Lahiff, 2009; Lawy and Tedder, 2009a and 2009b; Nasta, 2007; Sampson, 2009; Thomson and Robinson, 2008).

There is little doubt that LSN (2008: 41) is correct when describing teachers in the LLS as 'an altruistic workforce that is deeply proud of what it does', but research suggests that staff will eventually become 'worn down' by the pressures on them to be 'simultaneously flexible, innovative, collaborative, competitive, successful in meeting targets, constantly up-to-date with paperwork, and accountable on a daily basis' (Edward et al., 2007: 170).

Other relevant models and frameworks

Communities of practice

There is evidence to suggest that some LLS teachers have been able to engage, albeit intermittently, and not always with success, in '*communities of practice*'. Lave and Wenger (2002) define a community of practice as 'a set of relations among persons, activity and world, over time and in relation with other tangential and overlapping communities of practice' (ibid: 115). The participation in that community of practice takes place in a somewhat informal manner, involving 'legitimate peripheral participation' (Lave and Wenger, 1991: 29). This is where participation in the legitimate activities of the group over a period of time allows for members to absorb in an indirect or 'peripheral' way how that community develops, works and solves problems. For a community of practice to be successful on an ongoing basis there need to be ways that all members can gain access to the community, its resources, knowledge and experience, and that there is support for newcomers to the community over the initial stages of 'peripheral participation' (Bathmaker et al., 2007). The degree to which communities of practice, and a workplace which can support them, have developed is limited in the LLS because of the managerialist and performative constraints outlined earlier in this review.

Action Learning

The concept of 'action learning' was originated by Revans during the 1960s, and has continued to develop, and grow as 'not just an approach to individual development but also a means of organizational and social renewal' (Pedler and Abbott, 2013: 1). As with expansive learning, action learning is essentially a system based on the

belief that the human beings in an organisation are potentially its best learning and development assets. Action learning is 'designed to bring about improvement of human systems for the benefit of those who work in them and are served by them' (ibid: 2). Showing a remarkable similarity to Freire's (1972) concept of critical thinking, Revans argued that 'There is no learning without action and no (sober and deliberate) action without learning' (1984: 51). One of the key differences between action learning and some of the other approaches considered in this section is the particular technique and activity which is used to develop action learning, which is the 'action learning set'. These are small learning groups in a workplace which meet together to work on solving real life problems with the aim of learning from each other. As Pedler and Abbott (2013) explain, the basis of the learning is 'voluntary commitment, peer relationship and self-management (ibid: 10).' Revans himself described the set as: 'the cutting edge of every action learning programme' (2011: 10). Those involved in action learning do not start off by being 'experts', and the common bond is of a community of workers with a shared interest in making their work and their workplace better for all. Measuring the impact of this form of small group based learning is difficult, but sharing results between and across sets is seen as an important way of growing, distributing and generating impact from action learning (Pedler and Abbott, 2013).

Learning organisations

Another recognised and positive approach to the promotion of positive learning in a variety of organisational contexts, and particularly workplace learning, is that of the 'Learning Organisation'. Senge (1990) put forward the view that learning organisations are those where 'new and expansive patterns of thinking are nurtured, where collective aspiration is set free' (ibid: 3). What characterises a learning organisation is a similar approach to that of creating expansive learning opportunities. The organisation moves from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future' (Senge 1990: 69). When organisations are facing pressure from the economic or prevailing economic culture, and results are important, operating as a learning organisation could be seen to be a luxury. Senge (1990) argues most organisations face constant and rapid technological and other

changes so being a learning organisation is not an option but a necessity. Handy (1995) argues that a learning organisation can 'mean an organisation which learns and / or an organisation which encourages learning in its people. It should mean both' (ibid: 179).

The Working as Learning Framework

All of these perspectives on, and approaches to, workplace learning find a home in the Working as Learning Framework (WALF) which emerged from a significant programme of research into workplaces as 'sites for learning' (Felstead et al., 2011: 1). This research included twelve business sectors and collected a wide range of data as part of 'investigating, codifying and actively promoting the embedded or intrinsic potential of work as a means of learning' (ibid: 3). The resulting framework evolved over the four years of the Economic and Social Research Council (ESRC) funded investigation into 'the relationship between workplace learning, the organisation of work and performance' (ibid: 2). The research concludes that capitalising 'on the learning potential of workplaces' can 'improve economic performance, individual life chances and skill levels' (ibid: 5). The research draws on the work by Fuller and Unwin (2003) and identifies the links between the small or 'macro-level forces' which take place, build and shape the working environment and character as 'restrictive' or 'expansive'. The three key concepts in WALF are:

Productive systems:

These are the '*social relationships*' between the way that goods or services are produced, and the regulations and control mechanisms which impact on and / or control the stages of the 'production' process.

Work organisation:

These are the degree of autonomy and responsibility or '*discretion*' exercised by workers in the organisation of the workplace, and the different areas where that discretion can, or cannot be applied, both within workplaces but within the other aspects of productive systems.

Learning environments:

This is the degree to which employee 'discretion, autonomy and responsibility' is allowed and promoted in an expansive learning environment, or reduced and constrained in a 'restrictive' learning environment is crucial (Felstead et al., 2011: 7-

9). Felstead et al. (ibid) use illustrative case studies from a wider range of workplaces and professions, including 'Exercise to music instructors'; 'Health visitors'; 'making sandwiches' and 'car components', and the evidence from these strongly indicates the value of applying WALF to promote high quality workplace learning, leading to higher employee engagement and productivity.

The responses to managerialist and performative pressures which have emerged from the analysis of research in this section of the review have drawn together approaches, responses, models and frameworks which seek to promote positive learning, and an expansive approach to working and being a teaching professional. The concepts and approaches of WALF bear distinct similarities to a number of the more general learning theories discussed in earlier chapters, such as Kolb's learning cycle (1984), Schön's 'reflection in action', and 'reflection on action' (1983), Freire's 'critical thinking' (1972) and indeed Rogers' 'unconditional positive regard' (1961). Their application to the workplace and the relationship of that to the working environment of teaching professionals makes these ideas particularly relevant to this research.

The ten characteristics of the teaching professional

From the research so far reviewed it is now possible to construct an extended model of the nine characteristics of a professional. The resulting 'ten characteristics of a teaching professional' are in table 7 below, and the newly added or extended characteristics are emboldened within the table.

Ten characteristics of a teaching professional
<ol style="list-style-type: none"> 1. Engagement in activity which has particular and special characteristics. 2. A high personal and public status as a result of their profession which merits payment as a result of their efforts. 3. Recognition as practising according to agreed and acknowledged codes of conduct, standards of training, competence, responsibility and understanding. 4. Conducting their profession with honesty, integrity and transparency within the public domain to maintain its status within its ranks and with the public at large. 5. Accepting responsibility for a social purpose within their specialism and a

broader purpose in the wider community beyond that.

6. ***A responsibility to work with other professionals and the wider community.***
7. Demonstrating autonomy ***within their professional practice.***
8. ***Participating in decisions affecting their professional lives and environments, with peers and with the engagement of the wider community.***
9. Subjecting their work to public accountability.
10. Selfless commitment to updating their expertise and continuous development of their field.

Table 7 - ten characteristics of the LLS teaching professional

This set of characteristics extends the characteristics into the specialist world of the teacher which the research has shown to be complex, demanding, socially important, constantly changing and constantly under pressure. The 'official models' of the teaching professional, as represented by the national teaching standards considered, relate more closely to the reflective, investigative and transformative models of teaching than the effective (Menter et al., 2010a) or 'governmental' (Beck, 2008) models. They also relate to the expansive, rather than the restrictive (Fuller and Unwin, 2003) version of learning and professional practice. The environment and culture of performativity and managerialism which feature strongly across education, and particularly in the English LLS, represent an ongoing challenge to the realisation of a more expansive and transformative reality for the teaching professional, despite the best efforts and 'practices of resistance' (Ball and Olmedo, 2013) of the teachers themselves.

A model of the teaching professional for the future

Part 1 of the review concludes with the development of an argument from the research evidence for a new model of the teaching professional for the future. Two contradictory but parallel worlds for teaching professionals emerge from the research as existing alongside each other. The first is a working environment, management and government context which is characterised and often dominated by control, restrictions, autocracy and bureaucratic systems. The second is the activities and values of teaching professionals who display flexibility and autonomy

and an altruistic, open allegiance to something more humanistic, person-centred and social justice focussed. This contradiction is at the heart of teaching and has been particularly associated with the LLS.

From the paradoxical profession to educating for ingenuity

Hargreaves (2003) reiterates the paradox that the conditions, salaries and professional situation of teachers have declined in the 21st Century, at the same time as the expectations of society about them have increased hugely. Teachers are seen as caught within a 'triangle of competing interests and priorities' which are to be 'catalysts of a new society'; 'counterpoints to the threats within that society' and 'casualties of a society where higher expectations are met with expectations of lower costs' (adapted from Hargreaves, 2003: 10). This is not a benevolent triangle, but Hargreaves proposes that a new and 'special' form of professionalism' is not only possible, but a necessity, both for teachers, but more importantly for society. Teachers can move from being 'casualties' to the very 'catalysts' that society demands them to be, but they need to take ownership of their profession and 'build a 'new professionalism' where they:

- Promote deep cognitive learning
- Learn to teach in ways they were not taught
- Commit to continuous professional learning
- Work and learn in collegial teams
- Treat parents as partners in learning
- Develop and draw on collective intelligence
- Build a capacity for change and risk
- Foster trust in progress

(ibid: 24)

This, argues Hargreaves, can lead us to a situation where teachers are educating '*for ingenuity*' which will help members of the community recognise how to reduce the negative threats to their society themselves, rather than continuing to be casualties within the community. The key challenge remains '*figuring out how to bring them into being*' (ibid: 30). The next section of this chapter charts a pathway towards proposing how that could take place, and it starts with '*democratic professionalism*'.

Democratic professionalism

Dewey set the scene in 1916 in his book 'Democracy and education' with an emphasis on social relationships, the connections which can develop through those social relationships and the democratic 'personal interest' that can be generated and harnessed by education. Dewey's elemental thinking reinforces the position of social justice as at the heart of education. Democratic professionalism has two components, '*democratic action*', and '*civic responsibility*'.

Democratic action

Judyth Sachs (2003) agrees with Hargreaves (2003), that 'the teaching profession is seen by some as being in a state of crisis' (2). She argues this gives teaching professionals even more reason to pursue a form of professionalism which will 'reinstate trust within the beliefs and behaviours of all members of the community' (ibid: 7). There is no underestimating the scale of the task involved, and similarly to the LLS, Sachs (2001) emphasises how teachers encounter a duality between 'managerial professionalism', where legitimacy is gained 'through the promulgation of policies and the allocation of funds associated with those policies'. (151-2) and 'democratic professionalism' which 'seeks to demystify professional work and build alliances between teachers and excluded constituencies of students, parts and members of the community' (ibid: 152). The key characteristics of democratic professionalism resonate both with some of the characteristics and principles already identified within this review and some of the positive models of the teaching professional. There is also resonance with the WALF framework: action learning, and developing expansive learning environments.

The key extra focus however is the particular emphasis on a combination of both outward-facing and inward-facing action. Sachs (2001) argues that democratic professionalism is best manifested in the vision of an 'activist identity', which involves 'an emphasis on collaborative, cooperative action between teachers and other educational stakeholders' (ibid: 153). To support this outward-facing approach it is necessary to develop techniques for working with peers and the wider community to solve problems: promoting a positive flow of ideas inside and outside the workplace; taking part in active debate and critical reflection to evaluate ideas and policies; actively working to promote the welfare, dignity and rights of others and 'the common good', as well as working towards developing more democratic

social institutions. This is a challenging goal, but Sachs (2003) is clear that there is a '...need for the teaching profession to mobilise along activist lines to regain control and to establish its power ... for the benefit of everyone in the community (ibid: 18). Whitty (2008) endorses this model of the teaching professional arguing that teachers should 'work actively with others committed to a just society' and that this 'goes beyond collaborative professionalism as an occupational strategy and encourages the development of collaborative cultures in the broadest sense' (ibid: 9). Whitty recognises Judyth Sachs' (2003) notion of an 'activist identity' as going 'some way towards recognising this' through the means of 'developing networks and alliances with a whole range of other groups within and beyond the school' (Whitty, 2008: 9), and this is one of the key extensions of democratic professionalism which has been argued by Dzur (2010). The outward-facing democratic dimension is extended by Dzur into active participation with members of the community on an ongoing basis. He traces the growing tendency of professionals to distance themselves from their communities, resulting in 'inadequate connection between the culture of academic professionalism and the culture of lay citizen participation' (ibid: 75). Dzur argues that professionals have concentrated status, control and power in a self-serving way and have 'failed to provide the access points that would help lay citizens constructively ... achieve greater control over public life (ibid: 75). What is needed, Dzur suggests is 'commitment to collective decision making' (ibid: 77).

This concept of democratic professionalism is similar to other positive notions of working to become a professional or a teaching professional. It aligns to the experience-based, collaborative, task-focussed and more expansive approaches to workplace learning, and more general theories of learning which have been explored already in this review and in Chapters 1 and 2. Where it does differ noticeably is on the extra emphasis on ongoing action to work outside of the profession with 'lay members of the community', so that they are not just involved in the work of the professional but can become part of the teaching professional's 'action learning set', 'learning community', 'professional grouping' and that the teaching professional can become part of theirs. The professional become part of the community, and the community becomes part of the profession.

It is extremely important to understand that this notion of 'community' is not explicitly those who are engaged, disengaged, employed, unemployed, rich or poor or in the public or private sector. It can be the community found in a workplace action learning set; a group of parish councillors in a planning meeting; a group of students on a learning programme, neighbours, peers or colleagues. Dzur (2008), Felstead et al., (2011), Fuller and Unwin (2003), Revans (1981) and Sachs (2001), and also Freire (1972), Rogers (1961), Schön (1983), Senge (1990) and Hargreaves (2003) all argue for approaches which move professionals from disengagement to democratic engagement with the community.

Civic responsibility

The civic dimension of this vision of professionalism reinforces engaging with the community by arguing it is part of a professional civic responsibility. Dewey called for schools to be 'dangerous outposts of a humane civilization' (1922: 334), and Dzur emphasises this civic dimension by arguing for professionals to actively seek an engagement in 'stabilizing our communities' (Dzur 2010: 79). The review has not found a strong evidence base to suggest that a more outward-facing emphasis on engaging with communities and of civic responsibility has been present beyond a certain limited level in the practices of teaching professionals to date. A recent study of FE colleges in their communities (NIACE, 2011), identified a number of ways that colleges do interact with their local communities, even to the degree of being 'embedded in their community' (ibid: 19). It was also found that colleges' contribution to economic benefits is often given greater priority than the community as a whole. The report further found that their commitment to reaching and training disengaged members of the community tends to be stronger than their efforts to actively engage the community in the decision making, organisation and activity of the college itself (NIACE, 2011).

For Sachs (2001) and Dzur (2010) engagement with the wider community and civic responsibility will lead to a greater 'understanding and improving our social, political, and economic structures' (Dzur, 2010: 77). It is a social and civic responsibility of professionals is to 'enhance and enable broader public engagement and deliberation about major social issues inside and outside professional domains' (ibid: 130). This is not seen as a discretionary activity, but one which 'invests

professional practice with moral meaning and with democratic value' (ibid: 131). Dzur in particular, as Dewey did in his time, sees democratic professionals as at the heart of the community working with that community to help it regain control over its own destiny.

The LLS and democratic professionalism

A current (2013) conceptualisation of democratic professionalism from the LLS teaching union, the University and Colleges Union (UCU, 2013) draws considerably on Sachs' vision of democratic professionalism, because of a belief that 'a concept of professionalism is ... part of the struggles for liberation, emancipation, equality and inclusiveness' (ibid: 10) in which the union members, or LLS and University teaching professionals are engaged.

Questions about democratic professionalism

Proposing democratic professionalism does constitute a positive attempt to promote a more expansive direction for the LLS, but the key questions of 'how do we achieve this' still present themselves. It is possible to see many advantages, moral, economic and community benefits from promoting and activating a more democratic professionalism for teachers, at the same time as advancing a more democratic approach to workplace learning, or what could be called 'freedom to learn in the workplace'. Evidence from research however suggests that the waves of change are running directly against democratic professionalism, and towards reinforcing restrictive practices, not opening up democratic practices. Sachs started to write about democratic professionalism in the early 21st Century when there was perhaps a wave of optimism to welcome the new millennium. Ten to twelve years later, the research reviewed indicates little progress with teachers' professional situation, particularly in the LLS, despite, or because of considerable government intervention and investment.

From the models of the teaching professional which have emerged from research I have synthesised and developed a model of the teaching professional which includes the intentions and objectives of expansive learning and democratic professionalism, but which extends the model into a broader civic framework and which includes a strategy for enacting these aspirational objectives in practice. The model is called the 'connected professional'.

The Connected Professional

The proposed model of the connected professional draws together approaches, strategies, principles and practices which are identified from the review part 1, and Chapters 1 and 2, and builds them into a new model. General principles of learning which argue that individual, group and community reflection facilitate learning are incorporated. Action resulting from that learning which can change individuals and communities (Freire, 1972; Hillier, 2012; Kolb, 1984 and Schön, 1983) is another key principle. The emotional and affective roots of the model draw on the principles of empathy, mutual trust and respect and a belief in the potential of individuals and communities to act together for the individual and common good (Freire, 1972; Hargreaves, 2003; Rogers, 1961). The research of Felstead et al. (2011), Fuller and Unwin (2003), Revans (1981), Senge (1990) and Wenger (1991) are incorporated to utilise positive learning processes in workplaces and other learning sites. The model combines these key elements of teaching, learning and innovation through engaged, networked civic action to help create a more connected learning society. These are the essential components of the Connected Professional. With this proposed model of the teaching professional, I am arguing that it is not only possible, but essential for LLS and other teaching professionals to take this pathway towards a more positive life for the professional teacher for the future.

The model has four different aspects (each called '*connections*') which combine to form the model of the connected professional. They are the *Practical Connection*, the *Democratic Connection*, the *Civic Connection* and the *Networked Connection*.

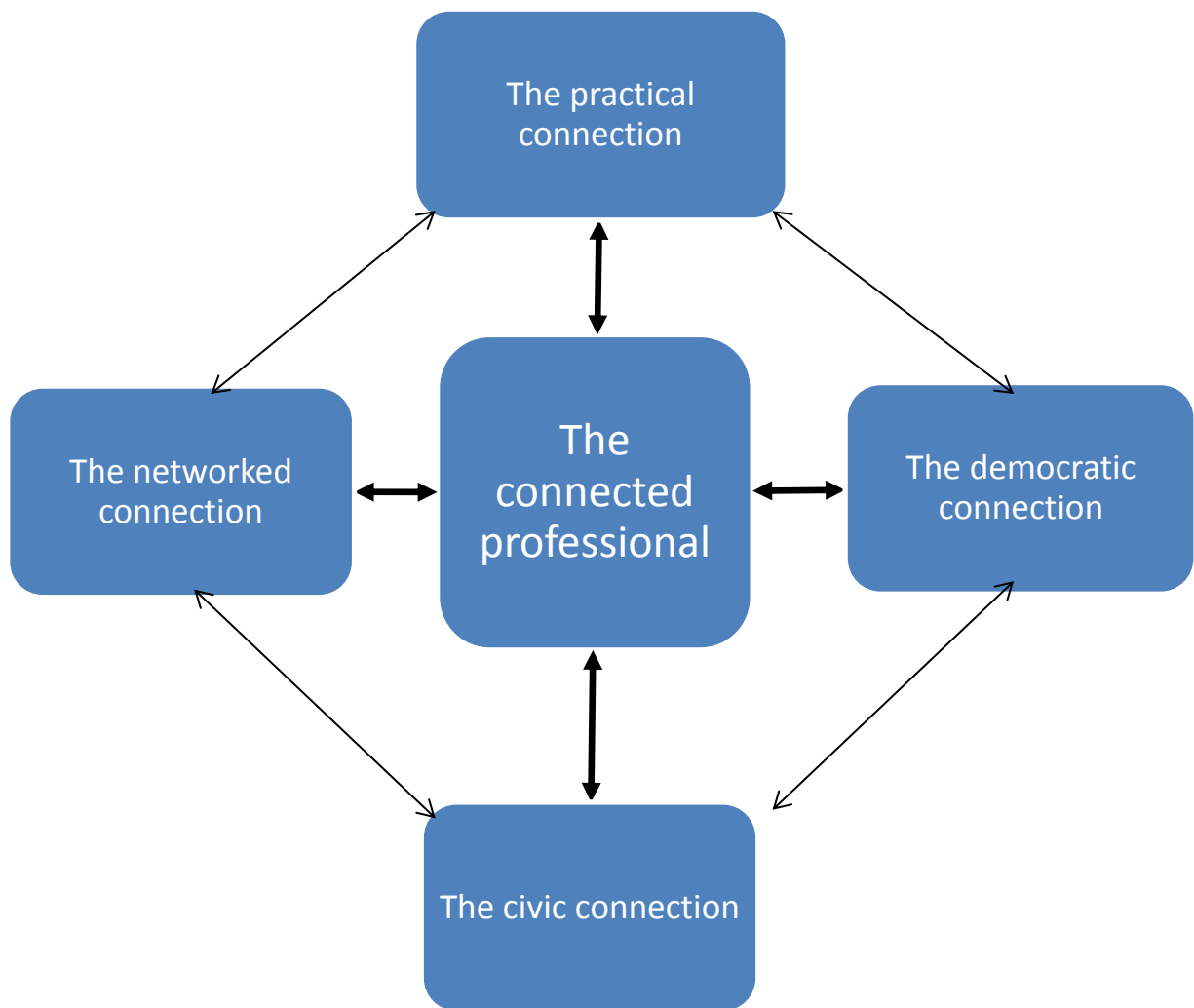


Figure 1 - the connected professional

Explanations of each follow:

The Four Connections of the Connected Professional

1. Practical Connection - The practical underpinning of teaching skills, knowledge, understanding and application which all teaching professionals need to acquire, develop and maintain across their careers.

Developing the practical connection involves contributing to the process of agreeing core practical teaching and pedagogical competences, regularly reviewing and refreshing them, and ensuring they are specified in ways which are relevant to all career stages of a teaching professional.

Demonstrating the practical connection involves a responsibility for gaining a recognised level of practical teaching competence and maintaining and enhancing that across all career stages.

This will involve **teachers individually** in

- receiving sufficient initial training and education to meet core practical and pedagogical competences
- receiving sufficient initial training and education to meet subject specific practical and pedagogical competences

and as **teaching professionals** in

- meeting established requirements and / or equivalents to qualify to teach in their own professional context
- exploring and applying new teaching knowledge, understanding, appreciation and practical application

2. Democratic connection - The active involvement in democratic action which all teaching professionals need to undertake and sustain across their careers.

Developing the democratic connection involves accepting and maintaining responsibility for engaging in democratic activity associated with their profession both individually, with the broader community of peers and colleagues (Dzur, 2008, 2010; Sachs, 2000, 2001 and 2003).

Demonstrating the democratic connection involves undertaking initial training and professional development in the approaches, techniques and understandings relating to democratic activity and maintaining and enhancing that across all career stages.

This will involve **teachers individually** in

- being actively critical
- choosing to work with peers and other members of their professional community to act for change
- developing and maintaining a personal vision and that of a teaching professional
- working inclusively with students to assist them towards fulfilment of their life and career goals
- working collaboratively with colleagues and students to democratise teaching and learning

and as **teaching professionals** in

- engaging with the wider world of education and its communities of practice
- agreeing and undertaking action in the pursuance of agreed democratic goals

3. Civic connection - The active engagement in civic action with the wider community to support and enact development with and for that community which all teaching professionals need to acquire, develop and maintain across their careers.

Developing the civic connection involves engaging with society and its citizens to improve them both, to help society improve the teaching profession and to work with their students to help them make their own meaning, take decisions and develop their own learning communities (Dzur, 2008; Felstead et al., 2011; Freire 1972; Fuller and Unwin, 2003; Hargreaves, 2003; Sachs, 2001; Senge, 1990).

Demonstrating the civic connection involves a responsibility to become equipped with the awareness and skills relating to civic responsibilities and maintaining and enhancing that across all career stages.

This will involve **teachers individually** in:

- working with communities inside and outside the profession to promote and activate two way communication, engagement and action
- using personal experience and professional development to build better teaching and learning and improve the world we live in
- listening actively to what individual members of the community and formal and informal groups, organisations and enterprises within the community have to say

And as **teaching professionals** in:

- devising and taking part in community engagement strategies and actions
- supporting community capacity building
- contributing to, and listening to debates about professionals, the public and civic participation

4. Networked connection - The cultivation, involvement and sustaining of the means of active engagement with other professionals and the wider community which all teaching professionals need to acquire, develop and maintain across their careers.

Developing the networked connection involves a responsibility to cultivate and use professional connections or networks and take advantage of opportunities to connect with other professionals and other members of the community. *Demonstrating the networked connection* involves undertaking initial training and professional

development in the approaches, techniques and understandings relating to networked activity and maintaining and enhancing that across all career stages.

This will involve **teachers individually** in:

- Acquiring, developing and disseminating networking skills, including the appropriate use of technology
- Recognising the benefits of 'network learning' and its value to others
- Commitment to starting networks and their reflective learning potential
- Participating in a range of networks and engaging in their activities and actions
- Collaborating with others inside and outside their own organisation through networks

And as a **teaching professional**:

- Listening to, reflecting on and acting on network learning with others inside and outside of the teaching community
- Using network learning to improve teaching and learning, community engagement and community development
- Critiquing and debating the benefits of and problems associated with network learning within teaching and in the community at large
- Working with others to sustain, renew and refresh network learning and extend it to a wider community

The final connection the '*networked connection*' is the key component to activate this model and provide a realistic chance of working. (Hargreaves, 2003; Day and Hadfield, 2005; La Chapelle 2011; Lave and Wenger, 2001; O'Hair and Veugelers, 2005; Senge, 1990 and Wenger, 1991).

The networked connection

The fourth connection of the connected professional is the means by which a community of connected professionals will develop and grow (Hargreaves, 2003; La Chapelle, 2011, O'Hair and Veugelers, 2005; Veugelers and O'Hair, 2005) and is the crucial connection within this model. The networked connection is the key to 'switching on' the other three connections of the connected professional. A rationale for this fourth connection follows.

Network learning

Veugelers and O'Hair (2005) draw together a set of principles and practices which they describe as '*network learning*' to argue that this helps teaching professionals learn and teach together more effectively. Network learning is based on the belief, advanced by Fullan (1993) that you cannot improve student learning without improving teacher learning. Network learning is characterised by sharing, critiquing and planning together, which helps to 'learn across cultures to identify, analyse and solve pertinent problems impacting teaching and learning' (O'Hair and Veugelers, 2005: 2). Veugelers and O'Hara (2005) analyse a series of articles, research reports, case studies and examples of network learning, which find positive contributions to school improvement, facilitating professional development, developing and sharing resources and establishing international networks and relationships. In addition to drawing on the cultural and human interface of networking promoted by Hargreaves (2003), Senge (1990) and Wenger (1990) the idea of network learning is strongly influenced by the technological traditions and technicalities of networking. The crucial potential of networked technologies to facilitate network learning is central to the idea, and without it many aspects of network learning are more difficult to facilitate.

Technology is not however seen as a 'must use' component, but rather a tool for helping it happen (Crawley, 2010; Garrison and Anderson, 2003; Salmon, 2004; Selwyn, 2008). Network learning is crucial in the 'networked connection' as the fourth connection for the connected professional. The use of this technological aspect of network learning is still relatively new to the LLS teachers, but, as La Chapelle (2011) indicates when reviewing examples of community projects which have used social networking, such technologies have 'the potential to transform the

methods of dialoguing, decision-making, information sharing, and relationship building in the ... twenty-first century.' (ibid: 2)

The 'networked connection' is the switch which activates all the connections of the connected professional, but enabling teaching professionals to make use of it is the key challenge. In order for the 'connected professional' to become a reality, it is essential to find an approach which will help it to happen. The next section introduces the '**Learning Design systems approach**', which is being proposed as an approach which will work.

The 'Learning Design systems approach'

Whitty (2008) argues that a 'progressive moment' can provide 'new openings for the development of more progressive practice' (ibid: 3). The 'Learning Design systems approach' incorporates that idea into a practical strategy which starts with small, 'progressive moments', shares them with others, shares the learning involved, and builds progressive action from that progressive moment through ongoing sharing and building. The idea, advanced in research from Laurillard, (2009) and Ljubojevic and Laurillard (2010) has its roots in the concept of reflective learning with others through critical incidents (Freire, 1972; Hillier, 2012; Kolb, 1984; Schön, 1983). The central premise is that professional practice which is first explained through sharing and collaboration develops readily from there into a shared understanding and is more likely to become embedded in practice as a result of that understanding. When it is planned to introduce new practices it is therefore pedagogically essential to structure them so that teachers understand not just '*what*' is being proposed but '*why*'. If teachers are to adopt an innovation, whether using technology, or in any other field, they need to feel it will be useful and they need to have some indication why that will be the case.

This approach recommends that small changes using familiar pedagogies, approaches and technologies can be seen to seed innovation under these circumstances, and grow into more genuinely embedded change. Laurillard (2011) and Ljubojevic and Laurillard (2010) also argue that the more user friendly and widely used new technologies of social networking can help significantly to distribute and embed the shared learning from these progressive moments. This approach was used in a recent LLS 'innovation project' funded by the Learning and Skills

Improvement Service (LSIS), and it proved to be highly successful (Crawley, 2012a). Laurillard, (2009) and Ljubojevic and Laurillard (2010) also provide further examples of the approach working in practice. Overall I am proposing that the Learning Design Systems Approach could be a significant contributor to switching on the networked connection and establishing the model of the connected professional.

A pragmatic and aspirational reflection

Some reasonable questions for LLS teaching professionals to ask, as many LLS teachers may indeed do, when presented with the idea of the connected professional, would be:

'I like the look of the idea of the connected professional, but is it realistic?'

'it is a huge role and responsibility. Do I have any chance of fulfilling that role?'

'Do I really have to learn how to social network as well!'

'Wouldn't that mean I'd be contactable 24 hours a day?'

There are two answers to these questions. Firstly, a more democratic version of professionalism is perhaps the only positive way forward for the teaching professional, and that, in many ways for the education sector, the only way is up. So the key question could be not so much *'can we do this?'* but *'how can we do this?'*

In a pragmatic sense, no one will operate across all four connections all the time of their professional life, any more than any teacher is either 'outstanding' or 'good' every time they teach. As with the restrictive / expansive domains, this approach to being a teaching professional will operate along a continuum where the key objective will be to be connected as much as possible for as often as possible.

Without this aspirational way forward, however, the conclusions of this part of the literature review suggest the professional lives of teachers will continue to be disconnected and less fulfilled, despite the best efforts of teaching professionals to be expansive.

CHAPTER 3 – THE LITERATURE REVIEW

PART 2 - TEACHER EDUCATION, TEACHER EDUCATORS AND THE TEACHER EDUCATION PROFESSIONAL

This section is divided into five key themes which underpin the research, and they are:

- 1) Teacher education research and context**
- 2) Values and ethics of teacher educators**
- 3) Professional tasks of teacher educators**
- 4) Pedagogy of teacher educators**
- 5) Support for teacher educators**

1) Teacher education research and context

The nature, range and scope of teacher education research

The late 1980s and 1990s

Furlong et al. (1988, 1999) were very influential in conceptualising school-based initial teacher training and the types of knowledge deployed by teacher educators mainly based in higher education and schools. The Modes of Teacher Education (MOTE) study (1999), produced a 'topography' of initial teacher education, and highlighted differences between the 'reflective teacher' and 'enquiring teacher' approaches outlined in the part 1 of this review, and the more 'governmental teacher' approach which was starting to emerge towards the end of the 20th Century. These studies mapped the development of new structures in ITE and provided ways of analysing them, but they stopped short of making claims about quality of ITE provision, except in relation to student and employer satisfaction (Musset, 2010).

Overall teacher education research is still seen as 'a relatively young field of study that draws on many different disciplines and responds to an evolving policy context' (Murray et al., 2009). Teacher educators are seen as 'an ill-defined, under researched and sometimes beleaguered occupational group within higher education'. (Menter et al., 2010b: 11). Much of the research on teacher education is generated by the teacher educator practitioners or managers themselves (Menter, 2010a;

Murray, et al., 2009; NRDC, 2006). The RSA/BERA review of research in teacher education (2014) has just been completed at the time of writing, and has made a significant contribution to this field. BERA, 2014a argues that 'In England, the nature of teaching is contested, while the value of research in teacher education has arguably diminished over time' (ibid: 6). Menter et al., (2010b) in an analysis of published teacher education research across a fixed time period found that 'the high volume of single studies and the paucity of large-scale, longitudinal studies reduce the potential cumulative and developmental impact of research on and for teacher education in the UK' (ibid: 134).

The role and purposes of teacher education research

BERA (2014a) concludes that 'There is substantial evidence (both empirical and philosophical) that research has a major contribution to make to effective teacher education in a whole variety of different ways. There is also some robust evidence that doing so improves the quality of students' learning in schools (ibid: 4).

BERA (2014a) concludes that there are 'four main ways in which research can contribute to programmes of teacher education' (ibid: 11). These are being informed by a wide range of research on a wide variety of themes and topics: using research studies to inform the design and structure of teacher education programmes; building the research capacity of teacher educators and teachers in their own settings and contexts and equipping teacher educators and teachers to carry out research into their own practice. BERA (2014b) 'recognises the need for further large-scale and in-depth research in this field. In particular, there is a need for more research that looks systematically at the effectiveness of different types of initial teacher education' (ibid: 37). Despite this context, and perhaps to reinforce the value of the notion of 'cultural' research which was introduced in Chapter 2 part 1, I shall now continue to consider the literature further.

NRDC (2006) reinforces the suggestion by BERA (2014a) that teacher education research by practitioners and others into their own practice is a key area of research, but also argues that teacher education as a policy problem features strongly as a key area. These two 'very different but not incompatible purposes' (ibid: 11) are now considered further.

Teacher education research as a policy problem

This area of teacher education research is indirectly, but not directly, addressed by BERA (2014a). Teacher education research as a policy problem has a strong focus on seeking solutions to identified problems, and concentrates on measuring the impact of teacher education on outcomes such as pupil learning. Cochran-Smith (2004) argues that research in teacher education has traditionally been 'marginalised and underfunded', with the result that much of the research has been small scale studies of different elements of these programmes. These are of interest to the practitioners, but are of little interest to policy makers, as they do not provide 'solid, measurable connections to student achievement' (NRDC, 2006: 20). Menter et al. (2010a), in their review of teacher education research, located 'remarkably few studies' linking teacher education to pupil outcomes, and most of these were in the USA. Low et al. (2012) in Singapore and Nuttall et al. (2006) in Australia highlight further this lack of large scale findings relating to impact and outcomes, and Murray (2011) identifies the problem that 'meaningful collation of findings and identification of collective significance' is 'challenging' (ibid: 14). Despite this 'there is widespread professional agreement that they are positively related' (Menter et al., 2010a: 45). Musset's (2010) review of international teacher education policies takes a more positive view of the evidence, citing a Eurydice review of 'the teaching profession in Europe' which argues that teacher education, followed by professional development, ensures that teachers are competent, that they remain competent, and maintains their motivation over a period of time (Eurydice, 2005).

Allen (2003), in a summary of research findings on teacher preparation (one of the differences in terminology which are apparent in this field of research), which drew heavily on a previous review by Wilson, Floden and Ferrini-Mundy (2001), also argued that the results about the impact of ITE on various outcomes from teacher education were 'less than conclusive' (ibid: 22). There were indications that the beliefs and attitudes of teachers had been affected by teacher education, but these could not be then related to improved teacher performance and outcomes for students. Cochran-Smith pointed out in 2004 that it was likely that larger scale research on teacher education impact and outcomes would come more to the fore, and the RSA/BERA review as of 2014 confirms that. It is now acknowledged from

research that teachers are the school variable that most influences student achievement (DfE, 2012; OECD, 2004, 2005; McKinsey, 2007, 2010). Investigating how teacher education can impact on the quality of teachers has therefore moved forward as a key priority. Even as far back as 1998 it had been suggested that education policy and reforms that do not take into account teacher education are 'condemned to inefficiency' (OECD, 1998). The interim RSA/BERA reports BERA (2014a) is unequivocal in emphasising that 'a causal connection between specific features of the training programme (including the research components) and the success of the education system can only be inferred rather than directly proven' (ibid: 11). Despite this, policy makers have become much more interested in teacher education and associated research than previously (Nuttall et al., 2006). Partly as a result of this a greater number of larger scale comparative studies have been undertaken by national and international organisations, including the UK's Economic and Social Research Council (2008), and the OECD (2011). These have 'contributed new insights and understanding about the characteristics of successful systems and effective provision' (ibid: 11). BERA 2014a finds that there is 'still a dearth of large-scale longitudinal studies examining the trajectory of teacher education from entry to induction, through to assessing the impact on teaching quality in the classroom and measuring outcomes for students' (ibid: 11). As Menter et al. (2010a: 7) conclude, much has been and can be learned from teacher education research about impact on teaching and student outcomes, but 'the evidence base on teacher education is somewhat inconclusive as a guide for policy'.

Research by practitioners and others into practice

This aspect of teacher education research features investigations into how the core knowledge, curriculum, pedagogy systems and practice of teaching and / or teacher education can be understood and makes recommendations for action and improvement based on the results of the research (Cochran-Smith, 2004). Research is primarily carried out by teacher education practitioners, often through self-study, and is the most frequently carried out research within the field (BERA, 2014a; Tatto, 2000; NRDC, 2006 and Tatto, 2000) found research studies into teacher practical knowledge, pedagogy and other components of teaching and teacher education often produce locally relevant and immediately practical results which are used to

develop and improve ITE programmes, and as professional development for TEds and teachers. This research also 'reveals the extent to which inquiry in and for practice helps future and practising teachers to better understand their own practice and their pupils' learning, and increases opportunities to develop professionally' (BERA, 2014a: 12).

Research where teacher educators are the main focus

Teacher educators are regularly part of research on teacher education, but are not often the primary focus of that research. When searching three of the key sources for this review, BERA (2014a), Menter et al. (2010a) and Mussett, (2010) for the words 'teacher educator', the results were revealing. The terms do feature (for example 28 times in BERA (2014a, 43 times in Menter et al. (2010a) and 4 times in Musset (2010), but in relation to how research can inform and develop the practice of TEds, rather than as an investigation of their wider practice and situation as 'teacher education professionals'. Menter et al. (2010a) also comment on the degree to which teacher educator professional learning, pedagogical contributions and engagement in policy making have limited visibility in research. Murray (2008: 18) indicates that teacher educators remain an 'under-researched and poorly understood occupational group'. Within that group, however, there is a subgroup that receives less research attention, and that is research into post compulsory and vocational teacher education.

Research into post compulsory and vocational teacher education

As has been indicated in Chapter 2, defining the LLS in England, and the work it is involved in is complex and multi layered, and this can lead to an educational context which is more difficult to define and understand and a lower status in the education sector overall. This complexity resonates into the area of teacher education. For the purpose of this review, the term 'post compulsory and vocational teacher training' means teacher education for teaching professionals in settings which are generally post school, and which often include vocational teachers.

Misra (2011) in a research review of 'VET teacher training' across the European Union found that 'remarkably little is known about patterns and contrasts' of this field of teacher education, and that 'many of the international studies do not make particular reference to the peculiar problems of teachers in vocational

education' (ibid: 31). Research from numerous countries, including the UK, Australia, the Netherlands and the EC evidence the low status of VET and post school work, and that of the associated field of teacher education (Al-Saaideh and Tareef, 2011; Arremen and Weiner, 2007; ETF, 1999; Misra, 2011; Moodie and Weelahan, 2013; Skills Commission, 2010; UNESCO, 2008). These studies have included interviews and discussions / focus with and surveys of VET teachers, students, managers, education officials and others, and the evidence characterises post compulsory and vocational teacher education as of a lower status than school ITE, reflecting the greater value which tends to be associated with school education across the world (Al-Saaideh and Tareef, 2011; Arremen and Weiner, 2007; Misra, 2011; Moodie and Weelahan, 2013; UNESCO, 2008).

Systematic, large scale studies

Larger, 'systematic, rigorous, collaborative, and comparative research' (BERA, 2014a) is now more frequently undertaken into teacher education, and is likely to extend and further develop as teacher education remains a policy focus. The Teacher Education and Development Study in Mathematics (Teds-M) is an example of this type of study. This international comparative study investigated a range of aspects of mathematics teacher education in 17 countries including national systems; the policy context; the characteristics of mathematics teacher education programmes and the level of both mathematical and general teaching knowledge acquired by the teachers involved. 'TEDS-M' gathered data in 2008 from approximately 22,000 future teachers from 750 programmes in about 500 teacher education institutions in 17 countries' (BERA 2014c: 3). Teacher educators working on those programmes were also included in the research, and 5,000 'mathematics and general pedagogy educators) also participated' (ibid: 3). TEDS-M has produced reports, a publicly available database and individual country reports. The results of studies such as TEDS-M have relevance to teacher education research because they highlight significant commonality in the practices of best performing teacher schools, including:

a common set of practices and approaches to teacher education and professional learning, such as strong emphasis on subject content and

pedagogical content knowledge, carefully constructed links between theory and practice, and an 'enquiry' orientation (BERA 2014a: 19).

Large scale, longitudinal, international comparative studies such as Teds-M are taking place more regularly in the field of teacher education, but smaller scale practitioner research still remains the most frequently carried out type of research. Pollard (2005) argues that this small scale research remains important for its role in 'trying to build the social capital of educational research - developing relationships and networks, sharing perspectives and building alliances with present and future stakeholders both within and beyond the research community' (ibid: 5). The evidence from this review indicates that type of research will continue.

Teacher education systems

This section of the review provides an overview of key aspects of teacher education systems which emerge from research. The evidence indicates a far from stable global picture, with BERA (2014a), Crawley (2012), EPPI-Centre (2008), Misra (2011), Mussett (2010), Papier (2010) and Parsons et al. (2009) all indicating ongoing development activity in teacher education systems across the world. Alongside this development activity, and partly because of it, 'wide variability in the structure, content and character of teacher education' exists. The evidence for this variation, complexity and variety is very strong (Abele et al., 2009 - 5 European countries; BERA, 2014c; Chazema and O'Meara, 2011; EC, 2010, 2012 - Europe; Eurydice, 2004: Gambir et al., 2008; Imig, et al., 2011; Lapostelle and Chevallier, 2011; MacBeath, 2011; Menter et al., 2010a; Mussett, 2010; O'Meara, 2011; Ostinelli, 2009; Reid and Tanner, 2012 in Wales; UNESCO, 2008 across Asia Pacific and van Nulen, 2011 in Canada). Many local, national, organisational and cultural factors contribute to this considerable range and diversity. Because of this range and diversity of circumstances, local and national politics and the multiple organisations and stakeholders involved, research tends to highlight that complexity rather than decipher it, and this is not helpful to the image and credibility of teacher education research (EPPI, 2008).

It is possible however to identify patterns, themes and similarities across a range of countries. Mussett's (2010) comparison of 'Initial Teacher Education and

Continuing Training Policies' postulates a typology of models of teacher education, arguing that the purposes of teacher education are reasonably harmonised and that initial teacher education can be defined as 'all professional preparation before individuals take full responsibility for teaching one or more classes of pupils' (ibid: 15). The 'traditional' model 'tends to include the acquisition of basic skills through practice' which supports the achievement of agreed levels of capability with teaching practices for participants. It can also include the development of teachers' knowledge of particular academic disciplines and those of problem solving and knowledge acquisition. The 'new' model focusses on developing the teaching professional to a level of minimum competency and confidence. Mussett (2010) suggests that 'The main difference between both types of model is the way in which teaching is perceived: the traditional conception of teaching as a craft is replaced by a much more dynamic conception that focuses on professional autonomy. Teachers are perceived as 'proactive agents of change' (ibid: 17). The 'new' model resonates with the comparison of examples of national teaching standards (apart from the UK schools model which is nearer to the 'traditional model'). Thirdly Musset (2010) identifies 'alternative models' which have 'been developed mainly in the United Kingdom and in the United States' (ibid: 18), and these concentrate developing alternative entry into the teaching profession.

It is possible, as Musset (2010) has done, to develop a typology of models, and to detect international synergy across programmes, but research reveals a wide range of components of, and influences on, teacher education systems. BERA (2014a, b), Menter et al. (2010a), Musset (2010) all indicate combinations of cultural, geographical, sector-based and localised components and influences on ITE, and these, combined with the current level and pace of change represent a major barrier to development of international cohesion.

To illustrate, the table below indicates some of the components of and influences on teacher education systems which emerge from the research. A range of research sources have been drawn on to construct this table including BERA (2014a, c), EPPI-centre (2008), Eurydice (2004), Menter et al. (2008), Musset (2010) and CEDEFOP (2009).

Components of, and influences on, teacher education systems	
From	To
Centralised	Decentralised
Integrated across phases of education	Separate ITE for different phases
Mandatory ITE	Non mandatory ITE
High practitioner engagement in policy and design	Low practitioner engagement in policy and design
Funded by the government	Funded by others
National quality assurance / inspection systems	Local quality assurance / inspection systems
Postgraduate level	Undergraduate or lower level
Based in HEIs and educational workplaces	Based in workplaces
Pre service	In service
Full time attendance	Part time attendance
Taught face to face	Online learning
Long period of training	Short period of training
Taught by teacher educators	Taught by others
National content and delivery	Local content and delivery
High levels of support for trainees and TEDs	Low levels of support for trainees and TEDs

Table 9 - components of and influences on teacher education systems

Given that any of these items could be present at any point on the continuum, in any location, at any time, it can readily be seen that there are synergies across models and typologies, but that the construction of a coherent model or group of models from these components and influences is complex and challenging. As BERA (2014a) states, 'there is no guiding philosophy for teacher education to unify this highly variegated pattern of provision' (17). Seeking out and proposing unifying philosophies could be a future priority for teacher education research.

Teacher education and policy

As this review has already indicated, government policy has taken an increasingly strong interest in teacher education, despite the fact that EPPI-Centre (2008) describes it as 'confused and poorly articulated' and 'dominated by teacher supply issues' (ibid: 5). Many of the challenges for teaching professionals which were identified in part 1 of this review are also visible in teacher education research. Moon (1998: 4) suggests that government control over ITE in the UK had become 'almost absolute' by the early 1990s, and that its centralised control represents an 'immature' model of ITE. Moon argues that other ITE systems, such as that of

Finland, contain consultation and engagement processes and a decentralised approach, and are argued to be 'mature'. UK policy has left ITE as operating within an 'almost wholly instrumentalist approach' (ibid: 32). Gorard and Smith's (2007) review of data relating to over 72,000 ITE trainees provides a revealing analysis of the impact, or lack of it, of aspects of government policy. The analysis showed that most trainees gained QTS and a teaching post, regardless of sector, prior qualifications, subject specialism, sex, ethnicity or disability. It was suggested as a result of this that regimes put in place by government to directly control practice and outcomes had not achieved that effect.

Research demonstrates a range of ways in which policy in different countries has influenced teacher education including steering change, driving a reform agenda, seeking to 'professionalise' teaching and teacher education, deregulate, create choice and diversification in teacher education and define the competences of teachers and teacher educators (Childs, 2013; Cochran Smith, 2001; EC, 2010, 2012; Furlong, 2005; McNamara and Menter, 2011; McKinsey, 2007; Menter et al, 2010).

Evidence from research also demonstrates, however, that policy can achieve some of these goals, but often results in contradictions and further challenges including over-regulating rather than deregulating; creating a 'culture of compliance' (McNamara and Menter, 2011: 9); creating instability for teachers and teacher educators (ibid: 9); introducing multiple and often contradictory voices, a greater centralisation of provision and less choice (Childs, 2013; Cochran-Smith, 2001 and 2005; EC, 2012; Imig et al., 2011; MacBeath, 2011; McNamara and Menter, 2011; Mevorach and Ezer, 2010; Stephenson and Ling, 2012). As Mevorach and Ezer (2010) argue, teacher education 'cannot be isolated from the prevailing social, political, and economic trends' (ibid: 430) so the influence of policy remains a major factor.

How teacher education and teacher educators are perceived

Research including the perception of teacher educators by others within its focus regularly characterises the work of teacher educators as a discipline which is not yet as fully established and recognised as others (Cochran-Smith and Zeichner, 2006; McNicholl et al., 2013; Murray et al., 2009; Townsend and Bates, 2007), and which

has unequal status in the academy and that this is largely because many TEds are women (Moon, 1998; Murray, 2005). Murray in particular (2005 and 2004) has characterised a discipline with deep seated issues about the forms of academic and professional knowledge in ITE. This represent a field which has seen them represented as 'semi academics'.

Research from the LLS which sought the views of the teachers who are being or have been trained provides good evidence of them receiving strong positive regard. BIS (2012b) reporting on LLS ITE, included 27 case studies and interviews with 229 LLS staff; IfL (2012) gathered 5,300 responses from IfL members; Iredale et al. (2013) interviewed 40 teacher trainees; Pye and Diment (2009) gathered data from 393 trainees surveyed between 2008 and 2009. All of these studies focussed directly on ITE, and indirectly on LLS teacher educators. Overall, these pieces of research all provided positive feedback about LLS ITE from teachers. This includes indications of rising trainee satisfaction; increased confidence; new skills learned; improved lesson planning; better differentiation; improved assessment; using ICT more effectively in teaching; ensuring equality and diversity in teaching; reflecting on teaching practice; increased participation in CPD; good teaching on courses; support from teacher educators and peers; flexibility of the provision; being energised by courses; positive professional development; greater feelings of professionalism; more respect from their employers and learners and increased career aspirations. Respondents did indicate some areas for improvement including more effective and available mentoring; blending theory with practice; support for 'less academic' trainees; more recognition of prior learning; some courses not of good quality; lack of support from employers.

OfSTED's (2009) review of the 2004-2008 LL ITE inspection cycle included 54 Higher Education providers of LLS ITE. The results recorded an improved efficacy of LLS ITE and similar improvements for teachers as those from BIS (2012b), IfL (2012), Iredale et al. (2013) and Pye and Diment (2009). Particularly importantly, given the barriers to being a professional teacher indicated in Part 1, these results indicate an enhanced feeling of professionalism by trainees. Respect for teacher educators by trainees is high and there were indications reported that learner outcomes could be improved by good teacher education. ACETT / LLUK (2012)

summarised research from Clow and Harkin (2009), Lawy and Tedder (2009), Noel (2009) and Sampson (2009) in describing LLS teacher educators as 'committed, critically engaged practitioners and professionals who play a vital role in the workforce reforms, and trainees value their skills and support highly' (ACETT/LLUK 2012: 8). Research indicates recipients of ITE tend to attribute status to teacher educators more readily than governments or other academics.

Teacher educators workplace duality

Murray's (2004) comparison of work practices between teacher educators, social work and medical educators highlights some important aspects of the particular workplace positioning which they all to some degree experience. They all have moved from their original occupation and subject area to another and from either a particular profession or from being a teacher to being a teacher of teachers. Their work setting becomes partly the workplace of those they are training, partly that of the educational or training organisation delivering the training and they can often operate in between and across the two. Their work has changed and their work setting has changed and yet their previous work practices are an essential part of that new situation. Their knowledge, pedagogy and skills also have to change and develop in order for them to effectively work with their trainees. This gives them a direct connection with the colleagues they are training, and one which helps to build a positive and productive relationship. Murray (2004: 6) concludes that in many similar ways nurse, social work and medical educators work between, across and within the inter-related fields of their original occupational group and their HE work. Like teacher educators, they work within the settings of their institutions and are ongoing or ex practitioners of their profession (Murray, 2004: 6). This linked duality of workplace and expertise, and its relationship with the approaches to the development of the teaching professional, bears a close relationship to the model of the dual professional outlined in Chapter 3 Part 1.

For LLS Teacher Educators this is particularly evident, as they can work for any LLS provider, or for a University (there are approximately 50 universities offering LLS ITE, and some 50% of those registered on teaching qualifications each year do so with one of those universities). Some also work for a college but teach and

support trainees on a university award (Harkin et al., 2008; Noel, 2006; NRDC, 2004).

The personal profile of teacher educators

The majority of the research located in this review has been small studies, featuring often less than ten teacher educators, and then not as the main focus of the research. Even where more TEds have been involved, and they have been a more central part of the research focus, only the briefest details of their personal profiles are available in the located publications. Had this not been the case, a considerably more detailed profile could have been constructed. Law et al. (2007) interviewed 19 Hong Kong TEds and 45% were male and 55% female. All but two had more than five years teaching experience, and 11 more than 10 years. Arreman and Weiner (2007) had 57 TEds working in Sweden, discuss gender differences, but do not include any further profile information. Mevorach and Ezer (2010) analysed 75 questionnaires; the respondents had an average of 27.9 years' teaching experience, and their mean experience in teacher education was 13.0 years. The authors consider the sample as representative 'of a random group of teacher educators' (Mevorach and Ezer, 2010: 433), but do not justify that claim. Tryggvason (2012) researched 15 teacher educators in various teacher education programmes at four universities in Finland. The mean age of the three male and 12 female teachers in the sample was 49 years and the authors again argue that gender ratio 'roughly reflects the gender distribution among this professional group. On average they had worked as subject teacher educators for 16 years. Vloet and Swet (2010) researched eight TEDs with a mean age of 48.

Despite searching through and outside the most available sources of information about larger studies, no further detail about the TEds involved was located. Teds-M (IEA, 2013) surveyed over 5000 teacher educators, and Turkan and Grossman (2011) 170 Turkish teacher educators, but profile characteristic data was not included in the publications located.

With respect to the LLS, however, Harkin et al. (2008 – a report which was never formally published) surveyed 97 teacher educators; Noel (2006) 78 and NRDC (2004) 25, and these studies do yield more detail.

Gender, age and ethnicity

The significant majority of LLS teacher educators involved are female. Noel (2006) identified 66% as female and 34% as male, and Harkin et al. (2008) 60% female and 40% male. Their ethnicity is overwhelmingly white (Noel, 2006; Harkin et al., 2008), demonstrating there is work to be done in relation to improving the diversity of the LLS teacher educator community. The majority are aged between 45 and 65 years of age (Noel, 2006) and (Harkin et al., 2008). In an NRDC research project on Initial teacher Education programmes in Language, Literacy and ESOL, the 25 specialist teacher educators featured in the study were 82% female, 100% white, all aged 31 or over, and 48% over 50 (NRDC: 2004). This is even more strongly white, over 50 year old and female than the figures of Noel and Harkin et al. Overall, Noel's (2006: 154) statement that the teacher educators in the sector are '...a workforce which is largely female, white and middle aged' sums up the workforce profile very effectively as it emerges from research.

The difference between the ethnicity profile of teacher educators and the workforce overall and the profile of LLS learners is highlighted as a potential problem by Harkin et al. (2008: 15-16), as 14% of FE learners are from ethnic minority backgrounds, significantly more than teacher educators.

Experience, curriculum background and qualifications

Research shows that most LLS Teacher Educators are highly experienced teachers and teacher educators in the role, especially those in Higher Education. This also emerges from the limited non LLS data available. NRDC (2004) found that 52.2% of their sample of teacher educators had more than 10 years' experience of teaching ITE. Harkin et al. (2008) employed a sample containing 54.6% who had six to 10 years plus of ITE teaching. In Noel (2006) 90% of the participants had worked in FE for 11 or more years, and in Harkin et al. (2008) 82% had been teaching for more than 10 years. This level of experience of both the sector and teacher education brings with it important prior knowledge.

Noel (2006) found her sample of teacher educators to be concentrated in the Business and Management Studies and Social Science and Humanities areas. NRDC (2004) did not collect data about curriculum experience other than that with ITE, but qualifications held by the teacher educators in the sample were clustered

around English (24%), other Arts subjects (24%), Language or Maths (24%) and Education / Social Sciences (24%). Given these are specialist teacher educators in Language, Literacy and Numeracy, this is not surprising. Harkin et al. (2008) found 'relatively few teacher educators with craft backgrounds or with maths and science backgrounds' and that 'it is unlikely that the curriculum areas represented by teacher educators reflect the composition of the FE workforce (ibid: 15, 16).

In terms of their general level of qualifications, all 25 teacher educators in the NRDC (2004) study were graduates, with 76% also holding postgraduate qualifications. 56% of the total had degrees in education, language/linguistics and English, and 24% arts degrees. With respect to teacher education / teaching qualifications 76% possessed a Postgraduate Certificate in Education (PGCE) or Certificate in Education (Cert Ed); 48% a subject specialist diploma, and 36% a PGCE and subject specialist diploma. Noel (2006) reports with less detail that 'over half' of her sample of 78 teacher educators had Masters Degrees, 'and a number with doctorates' (ibid: 160). Harkin et al. (2008) again has more detail from their sample of 96. They found that HE based teacher educators were the most qualified and further education based the next.

Overall, research indicates that LLS teacher educators generally have significant working experience, both as professionals and educators, that the majority have degrees and between 25% and 76% also holding postgraduate qualifications. Their curriculum background is rarely in science subjects or craft subjects, and tends to cluster around similar subjects within particular centres. Harkin et al. (2008) raise concern that 'about 10% of teacher educators – some of whom work in Centres of Excellence for Teacher Training – are no more qualified than teachers who are on their courses' (ibid: 21).

2) Values and ethics of teacher educators

The working context of teacher educators

This section introduces the working context within which teacher educators operate, before turning to their values and ethics. Davey (2013) finds TE's work is 'on the brink and on the cusp of change' (ibid: 12); their work is marked 'by flux, ambiguity of status and form, and much soul searching' (ibid: 28); is 'low status and gendered' (34); contains much 'ambiguity, ambivalence and tensions' (130), and is generally a

'professional identity under challenge' (ibid: 12). Darling Hammond (2005) finds teacher education 'even more impossible than teaching itself' (8), and Cochran-Smith (2003) argues it is an overloaded role. Arreman and Weiner's (2007) Swedish study also showed, as in other countries, the over-representation of women (or feminization) in teacher education, both as staff and students, and the gendered identity this results in for teacher educators. These factors all combine to make it difficult for a coherent and cohesive professional identity to be established for and by teacher educators. Despite this, Darling Hammond (2000) argues, as indicated in the previous section, that the weight of evidence indicates teacher education does make a difference to teacher confidence and quality and is an important contributor to the capacity of teachers to reflect on, reconstruct and develop their teaching, and see perspectives of learners. Values and ethics of teacher educators, as they are represented in research, do to some degree overlap with pedagogy, which is featured in theme 4.

Commitment to students

Research by Crowe and Berry (2007) Davey (2013), Danaher et al. (2000), Kithcen (2005a), Menter et al., (2010), Menter and Hulme (2008) and Murray (2004) all report a strong empathetic commitment from teacher educators to supporting their students. Teacher educators describe themselves as proud and enthusiastic and prepared to work hard for and with their trainees (Hankey and Samuels, 2009; Harkin et al., 2008; Iredale et al., 2013; Orr and Simmons 2010). They may utilise feminist pedagogy to empower students or expose some of the issues which otherwise may remain invisible (McCusker, 2009; MacGuire and Weiner 2004).

Social Justice, civic and democratic responsibility

The civic responsibilities of teacher educators to broader objectives of social justice and democratic responsibility features in a number of studies (Bentley, 2009; Cochran Smith, 2004, 2005; Freedman et al 2004; Heath, 2009; Iredale et al., 2013 and Koster and Denjerink, 2008). Zeichner (2009) and Cochran Smith (2003, 2004) are particular advocates through their research of the importance of social justice in teacher education. Zeichner (2009) emphasises a responsibility to act for change and to put social responsibility and justice into action. Combining recognition (caring, respect and treating others with dignity) and redistribution (fairer distribution of

resources) (ibid: xvi) this approach aims for deregulation and social justice agendas which will, it is argued, result in change of the system by those involved in the system. This notion echoes a number of characteristics of the 'connected professional', as articulated in Part 1 of the review, and Zeichner argues 'the goal of greater social justice is a fundamental part of the work of teacher education in democratic societies, and we should never compromise on the opportunity to make progress on its realisation (2009: 160)

Key dilemmas and their resolution

Research in teacher education has also indicated that teacher educators' beliefs influence their teaching practice, and that these teaching beliefs are partly related to their own perspectives on professional development and learning to teach, but also impacted by the teaching context in which they work (Tilema and Kremer-Hayon 2005: 204). This often leads to experiences of key 'dilemmas' (ibid: 207: 8) where the work they are engaged in is both supporting their values and beliefs and at times contradicting them.

3) Professional tasks of teacher educators

The teacher educator community

Before reviewing the research evidence concerning the professional tasks of teacher educators, it is helpful to further contextualise this evidence by considering how, or if, a 'teacher education community' is characterised in research. Ben-Peretz et al. (2010), EC (2010, 2012), Lovatt and McCloud (2006), Pennington et al. (2012), Swennen et al (2007) and Swennen and Bates (2010: 2) all find evidence of a community which has an ill-defined identity. Ben-Peretz et al. (2010) and Lunenberg et al. (2007) suggest that this may be partly because developing the professional identity of others (i.e. teachers) is their primary role, and this can lead to them paying less attention to their own professional identity.

Studies including EC (2010), Mc Keon and Harrison (2010) and Vloet and van Swet (2010) find evidence from teacher educators that they engage with varied and multiple prof identities because they are 'more than a teacher' and that they develop an 'understanding of teaching which goes beyond that of being a good teacher' (ibid: 27). The multiple demands of this role can lead to 'fragmented and heterogeneous responsibilities' (EC, 2012: 56). Mevorach and Ezer (2010) argue that

these factors can lead to a sense among practitioners of teacher education that their community is engaged in 'a difficult marathon, but a great deal of satisfaction at the end.' (438). Lovatt and McCloud (2006) in their case study of Australian teacher education reinforce this, arguing that teacher education requires 'persistence, on many occasions against the odds, of preserving and maintaining professionalism in teacher education and ultimately in teaching itself' (ibid: 298).

Formal specification of the professional tasks of teacher educators
A wide range of formal specifications of national teaching standards were located in Part 1 of this review. Specifications of the professional tasks of teacher educators, however, are less frequently available. EC (2012), as part of a wide ranging review of education in Europe, found that 'very few Member States have standards regarding the necessary competences required to be a teacher educator' (52).

Similar criticisms have been levelled at standards for teacher educators to those for teachers, including the way they can reduce autonomy and even 'violate human rights' (Celik, 2011: 74) or be coercive (Turkan and Grossman, 2011) if they are agreed and imposed from above (Smith, 2003). Korthagen (2004) argues that standards cannot represent effectively the complexity and range of teacher education. Cochran-Smith (2001), Stevens (2010) and Zeichner (2005) doubt the professional credibility and validity of statements of competence, and argue that these may well both not recognise and even conflict with the values of the teacher educators. Celik (2011), Fisher (2005), Jenlink (2009), Zuzoysky and Libman (2003) Crooks (2003) and Smith (2005) find evidence to support the positive case, arguing that standards can assist professional development, guide professional growth and provide a framework for teacher education which can be 'a blueprint for training and evaluation' (Celik, 2011: 75). Celik (2011: 74) argues that 'numerous distinguished teacher education organizations with decision-making power (i.e., accreditation or certification) have set standards applicable to teacher educators throughout the world'. Whilst not able to refute this assertion, this review has located only a small number, and considerably fewer than specifications of teaching standards. The evidence of this review indicates that organisational, national and international specifications of the professional tasks of teacher educators are constructed less frequently than those of teaching professionals.

Formal descriptions of the professional tasks of TEds

To establish what is specified in formal descriptions of the professional tasks of teacher educators, three examples which have been located are now compared. The three items selected are the US ATE - Association of Teacher Educators (2008) standards for teacher educators, the Dutch Standard for teacher educators (Koster and Dengerink, 2008) and the 'Lead teacher' standard from the Australian Institute for Teaching and School Leadership (AITSL, 2011) Professional Standards for Teachers. The ATE (2008) standards are used as part of the accreditation process of teacher education providers in the US. A shortened version of the standards with a simple explanation for each standard is in table 10

Teacher Education Standards - Association of Teacher Educators (2008)
1 Teaching - <i>Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education.</i>
2 Cultural Competence - <i>Apply cultural competence and promote social justice in teacher education.</i>
3 Scholarship - <i>Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.</i>
4 Professional Development - <i>Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.</i>
5 Program Development - <i>Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice.</i>
6 Collaboration - <i>Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.</i>
7 Public Advocacy - <i>Serve as informed, constructive advocates for high quality education for all students.</i>
8 Teacher Education Profession - <i>Contribute to improving the teacher education profession.</i>
9 Vision - <i>Contribute to creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views.</i> (ibid: extracted from pp1-8)

Table 10 - Teacher Education Standards - Association of Teacher Educators (2008)
The Dutch standard for teacher educators was constructed by the Association of Dutch teacher educators (VELON) after a national consultation with TEds (Koster

and Dengerink, 2008: 138). The standards feature '*six different fields of competence*' (*ibid*), and they are:

Dutch standard for teacher educators (Koster and Dengerink, 2008)
<p>Six different fields of competence</p> <ol style="list-style-type: none"> 1. Interpersonal: creates a safe (working) atmosphere; 2. Pedagogical: creates for student teachers an inspiring and stimulating learning environment; 3. Organisational: improvises if necessary; 4. Working with colleagues in the organisation: actively contributes towards the development and implementation of the organisation's outlook and policy; 5. Working in a wider context: has a relevant network and keeps it up-to-date; 6. Working on your own development: reflects systematically on their own pedagogical approach and (teaching) behaviour towards students, colleagues and others.

Table 11 - Dutch standard for teacher educators (Koster and Dengerink, 2008)

The 'Lead Teacher' standard is within the overall Australian AITSL Professional Standards for Teachers and is not just about teacher education, but has been developed at least in part to 'build capacity in teacher education' (TTF, 2012: 1).

Lead teacher' standard - AITSL Professional Standards for Teachers
<p>Seven standards</p> <ol style="list-style-type: none"> 1. Know students and how they learn 2. Know the content and how to teach it 3. Plan for and implements effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning 6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community

Table 12 - Lead teacher' standard - AITSL Professional Standards for Teachers

The US standards are wide ranging and include aspects of practical teaching, social justice, research and scholarship, pedagogy, professional development, collaboration, civic responsibility for public advocacy and are underpinned by a statement of vision and an expectation that teacher educators will contribute to

improving the teaching professional. The Dutch Standard's 'fields of competence' overlap to some degree but are perhaps more inward looking than the ATE standards, and are designed at least in part as 'an instrument that can reflect the complexity and integrated nature of the teacher education profession' (ibid:140). In part 1 of this review, the AITSL standards were seen as reflecting an expansive, reflective and transformative vision of the teaching professional, and this is also the case with the Lead Teacher standard. In comparison with the ATE and Dutch standards, the AITSL is however more limited with respect to pedagogy and the inclusion of distinctive aspects of teacher education, and its additional complexity and multiplicity. The advantage of incorporating the 'lead teacher' standard in teacher standards is the degree to which it will build teacher education capacity, but the result neglects some extremely important aspects of the place of teacher education in the educational world. From this comparison, a range of similarities and difference between the standards are evident. The role of a teacher education professional can be seen to be 'much more than' that of a teaching professional, a role which has itself already been recognised as complex and demanding, but attempts to more clearly define it have yet to outline a coherent cross national overall identity.

Other characterisations of the professional tasks of teacher educators

A range of professional tasks of TEds were located by the review, and they continue to reflect complexity and diversity, without a significant level of homogeneity.

Kitchen (2005a), a Canadian teacher educator, identifies seven characteristics as important for TEds which are:

1. Understanding one's own personal practical knowledge
2. Improving one's practice in teacher education
3. Understanding the landscape of teacher education
4. Respecting and empathizing with pre-service teachers
5. Conveying respect and empathy
6. Helping pre-service teachers face problems
7. Receptivity to growing in relationship

Korthagen (2011) develops the concept of 'Realistic Teacher Education', and argues this involves 'five guiding principles' which are:

1. The approach starts from concrete practical problems and the concerns of student teachers in real contexts.
2. It aims at the promotion of systematic reflection by student teachers on their own and their pupils' wanting, feeling, thinking and acting, on the role of context, and on the relationships between those aspects.
3. It builds on the personal interaction between the teacher educator and the student teachers and on the interaction amongst the student teachers themselves.
4. It takes professional learning into account, as well as the consequences for the kind of theory that is offered.
5. A realistic programme has a strongly integrated character.

Two types of integration are involved: integration of theory and practice and the integration of several academic disciplines. Both of these reinforce the somewhat more inward looking vision of Koster and Dengerink (2008) relating to other 'academic disciplines', but with a tendency to not address the more outward looking elements of the ATE (2008) standards to a great degree.

Harkin et al. (2008) identified themes which could form the basis of a set of UK LLS teacher educator standards, and they were that teacher educators should:

- Be familiar with the professional standards and the qualification requirements
- Consider their own CPD needs and consult with their line management to ensure these are met
- Regularly review processes against best practice
- Ensure the training products provided meet the needs of teachers and regularly encourage feedback from their workforce
- Be able to communicate the benefits of the Teachers' Qualifications Framework (ibid 11, 12)

This somewhat limited view of professional tasks was not intended as a comprehensive specification, and has not been further developed in the English LLS.

EC (2012), as a result of a peer learning event on European teacher education constructed a list of key competences including first order teacher competences (competence in teaching learners); second order teacher competences

(competence in teaching about teaching); knowledge development (research competences); system competences (i.e. managing the complexity of teacher education activities, roles and relationships); transversal competences – crossing and re-crossing boundaries of different professional learning contexts, in schools and universities, within the distinctiveness of teacher education partnerships; leadership competences – inspiring teachers and colleagues; more widely, competences in collaborating and making connections with other areas (ibid: 55).

Teacher educators' views about their professional tasks

In addition to attempts to formally specify the professional tasks of teacher educators, research also features more informal references to what those tasks may be. Murray (2005) finds evidence of participation in research; managing complex ITE courses across multiple workplaces and learning sites; keeping up to date with changes in the sector and maintaining subject knowledge. Research from Appleby (2009), Bentley (2009), Lawy and Tedder (2012), Mayes (2009), McCusker (2009) and Orr and Simmons (2010) identify encouraging, helping, empowering and supporting their trainees to be reflective practitioners and to use teaching practice to improve their teaching. Harkin et al. (2008), McCusker (2009) and Pandolfo (2009) all identify the importance of modelling good practice. Bentley (2009), Lawy and Tedder (2012), Noel (2009) and Pandolfo (2009) all find evidence of promoting professionalism in teaching and helping trainees maintain currency in their generic and subject specific teaching understanding and competence.

Policy and the professional tasks of teacher educators

At a government policy level it is surprising how little defining the roles and responsibilities of TEds has engaged the thinking of policy makers, when so much attention is focussed, particularly in the UK, on defining the roles of teachers and controlling the ITE provision. Menter et al. (2010a) refer to the limited clear evidence of impact from teacher education as a key reason for this. Murray (2008) considers the development and value of the Dutch and US TEd standards and reflects on how, or if, they could be utilised to assist development of similar standards in the UK. Murray (ibid) argues benefits could accrue from such a development but cautions that the collaborative and co-operative approach which

has been used in those cases may be more difficult to achieve in the very closely controlled UK ITE system.

The 'Triple Professional' or 'Multiple Professional'

The degree to which dual and multiple roles exist within the professional tasks carried out by TEds features regularly in research. Murray (2002, 2005, and 2008) argues the workplace, pedagogical and subject tasks provide at least a dual focus to the work of TEds. In the words of one of the medical educators Murray's 2005 study 'we are serving two masters, the university and the NHS' (Murray 2005: 15). There is further evidence from EC (2010), Harkin et al. (2008), Lunenberg (2002), Murray (2002), Noel (2006), NRDC (2006), Tillema and Kremer Hayon (2005), Tryggvason (2012) and Wood and Borg (2010) that teacher educators occupy more than one role in their work.

Cochran-Smith (2005), Davey (2013), Danaher et al. (2000), Ritter (2010), Swennen et al. (2007), Sumsion (2002) and Tillema and Kremer Hayon (2005) all reinforce the notion that being a teacher is a core aspect of being a teacher educator, but that they need to be 'more than teachers', and that this can leave them to some degree as professional outsiders locked within their own multiple role.

ACETT / LLUK, (2010), Barton (2009), Bentley (2009), Boyd et al. (2007), DfES (2004), Exley (2010), McCusker (2009) and Thurston (2010) all report that TEds teach about teaching whether they are specialists in subject-based or generic teacher education and that they also directly contribute to the development of the teaching workforce. Some research has extended this into a 'tripartite mission' (Murray, 2004), or 'triple professionalism' Exley (2010), where the original subject, teaching about teaching, and contribution to workforce development form the three parts.

The evidence in this section demonstrates that the 'formally specified' and 'informally specified' characterisations of the professional tasks of a teacher educator highlight its multiplicity and complexity. Tillema and Kremer Hayon (2005) suggest TEds are trapped in this multiplicity, and find it difficult to establish a coherent professional identity as a result. This aspect of the professional situation of TEds could be described as either that of a 'triple professional' or a 'multiple professional'.

4) Pedagogy of teacher educators

General pedagogical principles

The pedagogy of teacher educators is another area where research evidence indicates complexity, diversity and uncertainty. Mussett (2010: 1) argues there is no consensus in 'the way pedagogy should be integrated in teacher education'. This is partly due to the already identified diversity, lack of clarity about impact and local, national and international variations present in teacher education. Murray's (2005) interviews indicated that teacher educators and nurse and medical educators face a wide range of 'elaborated and demanding pedagogies' (ibid: 12) in their work, and this complexity is found extremely demanding.

Korthagen et al. (2006) have led the production of perhaps the most authoritative and comprehensive statement of pedagogical principles for teacher education. They undertook a meta-analysis of three ITE programmes across three countries, and 'many studies' undertaken and published on those programmes, and derived 'Seven Fundamental principles' from this analysis. They are described as an 'empirically based and practically oriented' pedagogy based on 7 Key principles in 'programs and practices' (ibid: 1022). They also assert that 'in almost every teacher education program in the world, one or more of the seven principles can be recognized' (ibid: 1037). These pedagogy based principles are:

- 1: Learning about teaching involves continuously conflicting and competing demands
- 2: Learning about teaching requires a view of knowledge as a subject to be created rather than as a created subject
- 3: Learning about teaching requires a shift in focus from the curriculum to the learner
- 4: Learning about teaching is enhanced through (student) teacher research
- 5: Learning about teaching requires an emphasis on those learning to teach working closely with their peers
- 6: Learning about teaching requires meaningful relationships between schools, universities and student teachers
- 7: Learning about teaching is enhanced when the teaching and learning approaches advocated in the program are modelled by the teacher educators in their own practice

Korthagen et al. (2006) argue these principles can help to create a common language for the development of pedagogy of teacher education, and Murray (2005) agrees that this could work in a number of ways, and also in the UK under certain circumstances.

Evidence from a number of sources (EC, 2012; Korthagen and Verkuyl, 2007; Law et al. 2007; Loughran, 2007; Ritter, 2007) contends that teacher education should work to counteract the view that teachers are 'experts' who fill the 'empty vessels' of their students and that it should both go deeper into teaching and learning and be versatile and progressive.

Other pedagogical principles from research reviewed a number of sub themes relating to pedagogy were identified, and they are:

- The moral role of teacher educators
- Modelling practice and 'golden moments'
- The place of learning theory
- Developing learning communities of reflective practitioners
- Connecting theory, practice and workplaces

The moral role of teacher educators

Belief among teacher educators that teacher education plays a pivotal moral role in the preparation of teachers including the development of reflexivity, inclusivity, equality and social justice is present in research from Apple (2009), Bentley (2009), Crowe and Berry (2007), 3(2012), Freedman et al. (2004), Koster and Denjerink (2008), Mevorach and Ezer (2010), Thurston (2010) and Zeichner (2009).

Lawy and Tedder (2012), Lucas and Nasta (2010), Mevorach and Ezer (2010), Thurston (2010) and Zeichner (2009) argue from their evidence that TEds should also be visible contributors to debates about teaching and learning, debates about standards and democratic engagement with society.

Modelling practice and 'golden moments'

Studies including Cochran-Smith (2003), Korthagen et al. (2005), Kane (2007), Kosnik (2007), Koster et al. (2005), Lunenberg (2002), Lunenberg et al. (2007), Smith (2005) and Swennen et al. (2007) find that teacher educators often operate

as role models. This has also been described as a 'model pedagogue' (Ben-Peretz et al, 2010; Crowe and Berry, 2007).

Lunenberg et al. (2007) use the term '*golden moments*' to describe incidents within this role modelling which can help to demonstrate just what can be achieved from excellent teaching. The importance for teacher educators to ensure those moments are captured and made available to trainees is emphasised. Dawson and Bondy (2003), Korthagen et al. (2006), Loughran (2007), Mayes (2009), Muller (2003) and Willemse et al. (2008) argue that this modelling through golden moments helps teachers to reflect more deeply on their own teaching and learn from that reflection. This can help to 'demonstrate alternative perspectives and approaches to practice', and help to make 'pedagogic reasoning' explicit (Korthagen et al., 2006: 1026). Research from Freedman et al. (2005) finds evidence that this sharing and reflecting on moments to support reflection is not always productive, and that it also does not necessarily always lead to action from the teachers which will enhance or transform their practice. Reale (2009) emphasises that modelling through golden moments is a two way process where TEds and trainees all learn from each other and which 'often gives us a vivid 'window' into their thinking as trainee teachers (ibid: 37).

The place of learning theory

Biesta (2009) argues that 'there are issues with regard to the role of theory in educational research and that this whole area is therefore in need of more attention' (ibid: 10). With respect to learning theory, this does feature in research, and can be seen to underpin teacher education, but there is no overall dominant discourse regarding which learning theories should be addressed and endorsed as part of teacher education. Finlay's (2002) review of Further Education teacher education found that many teacher education programmes embrace the experiential learning theory of Kolb (1984), reflective practice theory of Schön (1983, 1987) and also utilise the way those theories have been interpreted for teacher education by, for example, Gibbs (1988) and Boud et al. (1985).

Moon, 1998, looking more broadly across teacher education in a number of countries identifies 'the Deweyian reflective practitioner' (ibid: 21) tradition as dominant in teacher education programmes in England, and the USA. France and

Germany, and that many countries in Europe, adopt 'a more knowledge focused interest in didactics and pedagogics' (Moon 1998: 21).

In contrast, and in relation to vocational teacher education, Papier (2010) argues that there is broad agreement on the theoretical underpinnings of vocational teacher education which focusses on the acquisition by vocational teachers, of 'vertical' disciplinary knowledge (Bernstein 1999). She suggests this theoretical approach 'is situated in workplace technologies and practice' and 'is recognised and is widely evident from the curricula and curriculum processes examined' (ibid: 155, 6).

The place of learning theory in LLS teacher education

This is a topic which has been the focus of a number of pieces of research in the LLS. Teacher educators have been found to have some autonomy in this area in research by Clow and Harkin (2009), Harkin (2005), Harkin et al. (2008), Harkin et al (2003), Lucas (2007) and Lucas et al. (2012). Harkin (2005) and Lucas et al. (2012), Nixon (2007) and Noel (2009) found that there is no clear agreement on defining the relevant theory for the LLS. Teacher educators therefore find themselves in the position where they decide what to teach in relation to learning theory. Different theories are taught on different ITE programmes Harkin (2005). In her research about the delivery of learning theories Noel (2009) interviewed 11 teacher educators and analysed data from 39 more from questionnaires. Whilst agreeing 'teacher education should draw attention to emerging findings from neuroscience' (ibid:12), Noel found there was 'little evidence that this is happening in practice' (ibid; 12). Noel also suggested that there was a view which 'was that ultimately all theory is just that – theory, and trainees can be encouraged to look at it in a critical way' (ibid: 12).

Harkin (2005) and Harkin et al. (2003) discuss how trainees can find learning theory difficult, particularly at the start of ITE programmes, but that they become more confident as the course progresses, and value the theory learned later in their teaching career when they have more experience to apply it in practice.

Creating personal learning theory

A possible positive reason not to clearly define how learning theory is situated within teacher education is provided by Korthagen et al. (2006) when they suggest that

teacher educators 'should actively create situations that elicit the wish for self-directed theory building in their students' (ibid: 1028). The teacher educator then becomes the link between possible theories and practice in order to assist the teacher to build their own theory. Finlay's (2002) review endorses this view, arguing that 'there needs to be respect for the distinctive sort of knowledge which informs the professional judgement of the teacher' (ibid: 16). Finlay argues that teacher education should provide contexts, reflections, models and golden moments which can help teachers build their own personal knowledge and learning theory which is 'both a source and a context for learning' (ibid: 16). Helping trainee teachers to develop their own understanding of learning theory as part of the development of their capacity to reflect on and learn from practice is seen as an important element of teacher education. This features in research by Loughran (2007), Lunenberg (2002), Ritter (2007) and Sumsion (2000). Within this approach to pedagogy, learning theories become a tool towards personal learning theory, rather than dominant ideas and concepts.

Developing learning communities of reflective practitioners

Research evidence has indicated how teacher education has responded to the need to support trainees in developing 'personal learning theory', and helpful teaching practice. Where pedagogy was a focus of the research reviewed (including Cochran Smith, 2003; Dinkelman et al., 2006b; Korthagen et.al, 2006; Korthagen, 2011) it is argued that strategies focussing around the creation, maintenance and development of learning communities of teachers as individuals and groups is helpful for teacher learning. Korthagen et al. (2006) found that 'meaningful collaboration' (ibid: 1027) could help students to learn about the complexities of teaching through experience. They also found that peer support, sharing responsibility for learning and the joint development of collaborative learning experiences for and with trainees all helped trainees to 'recognize and respond to the competing demands in their learning', and to 'learn in meaningful ways through experience' (ibid: 1027). This shared responsibility 'for professional learning' (ibid: 1034) is argued to be a particularly effective process for recognising and understanding the modelling and 'golden moments' discussed in the previous section. Korthagen et al. (2006) also found this

application of pedagogy could assist teachers reduce the isolation which some of the deprofessionalising forces in the workplace could introduce.

Davey (2013); Kitchen (2005a); Ritter (2007) found that working in a collaborative community with teachers was an important way of enhancing empathy and respect; personal practical knowledge, understanding of the teaching landscape; the capacity to solve problems, and a growth in relationship building skills. This facilitated a productive interaction between teacher educators and the teachers concerned, and promoted the same type of relationship both between teachers, and between the teachers and their pupils or students.

Connecting theory, practice and workplaces

The multiplicity of contexts, content, theories and practices across education systems, particularly in the English LLS, is a significant challenge for the teaching professional, as has been evident throughout this review. Research reviewed has recognised how working to mediate these challenges is one of the most important aspects of teacher education. Crowe and Berry (2007), Davey (2013), Guyton (2000), Kitchen (2005a), Korthagen et al. (2006), Korthagen (2001), Kosnik (2001), Laws et al. (2009), Loughran (2007), Lunenberg (2002), McKeon and Harrison (2010), Murray and Male (2005) and Tryggvason (2012) all argue that teacher education can bridge gaps; cross bridges; surface learning; cross borders and connect diverse and different elements of practice. This common theme of connection and developing connectivity in teachers is described in different terms, but the importance of the connections and teacher educators' role in helping to make them is consistent.

Harrison and McKeon (2008) and Korthagen et al. (2006) provide an analysis which argues that the learning experiences of trainee teachers are at their most meaningful and powerful when 'embedded' in the workplace. This allows opportunities to practise the learning experiences experienced outside the workplace in a real working situation as described by Fuller et al. (2005) in their study of workplaces in manufacturing industry and schools. This also echoes the discussions of the expansive learning environment (Fuller and Unwin, 2003) and Work as Learning Framework (Felstead et al., 2011) in Part 1. Research from Boyd et al. (2011), Fuller et al. (2005), Harkin et al. (2008) and Noel (2006) characterises LLS

teacher educators as 'embedded' in the workplace, or even multiple workplaces. This is because they often (though not in all cases) visit trainees regularly and work with them in their classrooms / teaching sites.

Swampy lowlands

Teacher educators across education are often both teacher educators, and teachers within the organisation within which the teacher education takes place. For example a mentor in a school is both a teacher educator and a teacher in that school. Harkin et al. (2008), provides evidence that a teacher educator working in a Further Education college may be a member of a partner university's teacher education team, the leader of that team in their own college, a teacher within that college, and that they also often undertake other responsibilities within that college. This is an example of a teacher educator being embedded in multiple working contexts. When this is the case, and even when they work completely outside a provider organisation, teacher educators are also likely to be affected by some of the influences which affect the teachers they work with (Noel, 2006). Hargreaves (2003), Harkin et al. (2008), Lucas et al. (2012) and Noel (2006) all find evidence that these multiple, contrasting and often conflicting interests play an important part in the environment in which teacher education operates. Managerialism and performativity as discussed in Part 1 would impact on teacher educators, and may limit their scope for autonomy and their capacity to develop a learning context for their own trainees. They may also somewhat ironically be discussing managerialism and performativity with their own trainees as part of the course content which encourages them to be critical reflective practitioners (Harkin et al., 2008; Lucas et al., 2012).

Research by teacher educators including Harkin et al. (2008); Lucas and Nasta, (2010); Lucas et al (2012) and Noel (2006) highlights the degree to which they engage with what Schön (1983) famously called the 'swampy lowlands' of professional practice. As indicated in Chapter 2 and Part 1, the LLS encounters particularly frequent change and government intervention, the context within which teachers operate is often hostile, and the 'swampy lowlands' are almost permanently present. Research from Harkin et al. (2008); Nasta and Lucas (2010); Iredale et al.

(2013) and OfSTED (2009) argue that the unusually diverse range of trainees which LLS TEds work with reinforces this 'swampiness'.

Bentley (2009), Hankey and Samuels (2009) and Pandolfo (2009) all identify a need for teacher educators to be bridge building and connecting influences as they tread 'a delicate and uneasy line between institutional pressures' (Pandolfo, 2009: 56). This results in them seeking to maintain balance between trainees, employers, external and internal influences.

5) Support for teacher educators

Menter et al. (2010a) include a review of research into the professional development of teacher educators, and make a number of key points. Firstly their analysis indicates that 'scant attention has focused on the professional learning of teacher educators and the contribution they can make to curriculum change' (37) and that this has led to wide variability in its availability and quality. Research from Boyd et al. (2011), Clow and Harkin (2009), Murray (2005, 2008), Murray and Male (2005), Noel (2006), Swennen and Bates (2010), Thurston (2010) and van Veltzen et al. (2010) support this view. Researchers (Dinkelman et al., 2006a, b, Harrison and McKeon, 2008; Martinez, 2008; Murray, 2005; Murray, 2010; Nixon, et al., 2000) also agree that this situation is unsatisfactory and that induction, initial training and continuing professional development of teacher educators should be seen as a priority. Boyd et al. (2007, 2011), in their 'guidelines for induction' for teacher educators, which included the LLS in its second (2011) edition, make an important contribution to this theme. They argue that 'the most influential professional learning for teacher educators, across all sectors, appears to take place in informal workplace settings and interactions in the department or team' (ibid: 15). They also emphasise the importance of scholarship alongside practical workplace experience, in order to inform and develop the understanding, expertise and application of theory in practice (ibid: 2011). They provide a comprehensive, research supported rationale and framework for induction and professional development for teacher educators which includes key guiding principles and advice about using them to both provide induction, and develop a process with employers which will influence the future of induction and professional development for teacher educators. The 'key priorities for teacher educator induction' identified are:

- developing their pedagogical knowledge and practice
- enhancing their scholarship, leading to publication
- acquiring the pragmatic knowledge necessary to acclimatise to their new institutions and roles (ibid: 8).

Boyd et al. (2011) also propose a comprehensive, three-year induction process and include a detailed list of 'possible priorities' which include 'surviving' in their role and organisation; student learning and pedagogy; developing as an active researcher and participating in collaborative research projects; undertaking writing including 'producing learning resources for teacher education which require considerable scholarship' (ibid: 21).

In the LLS, Harkin et al. (2008) and Noel (2006) identified a number of key potential areas of support which had been identified by LLS teacher educators themselves, and these included joint moderation of students' work; more effective induction; detailed guidance on the curriculum; a coherent structure and resources to support effective updating; a resource bank for teacher educators; embedding of Language, Literacy, Numeracy; keeping up to date (in general terms) with relevant developments; specific sessions on learning theory; signposting emerging research findings; developing the use of ICT in teaching and learning and embedding of Functional Skills in learning programmes.

Other themes indicated by Noel (2006) and Harkin et al. (2008) are the need for time to undertake development activity and utilise networking opportunities; creation of a specific group to consider new theory/undertake research with specified outcomes (e.g. production of guidelines, email updates, updated course reader) and the providing of mentors for teacher educators.

Noel (2011) sums up the potential benefits of such support for LLS teacher educators when suggesting professional development in their expertise about teaching and learning will help them to 'promote the development of ... their trainees, and also to model this approach in their own teaching practice' (ibid: 20).

Boyd et al. (2011) conclude that devising induction and professional development is not the key challenge, but rather identifying the time, space, support and opportunities to reflect on and analyse their emerging practice as

teacher educators and the questions, issues and dilemmas it raises' (ibid: 33). They accept that this is unlikely in times of financial constraint.

The need for improving support and professional development for LLS and other teacher educators is clear from the literature. Frameworks, structures and advice for the approach, content and operation of that induction and professional development, are available, and Boyd et al. (2011) provide an excellent set of guidance for that purpose. LLS teacher educators have also indicated their priority development and support needs in studies undertaken by Noel (2006) and Harkin et al (2008). The significant barrier remains of resourcing, agreeing and delivering better induction in a sector environment which is not particularly conducive to that purpose.

The teacher education professional as a connecting professional framework (TEPACP)

A wide range of aspects of teacher education and perspectives on and evidence about teacher educators have been introduced and analysed in Part 2 of this review. From the evidence reviewed it can be seen that a number of models of the teacher education professional are visible research, but that, as BERA (2014a, c), Menter et al. (2008) and Musset (2010) all argue, an overall model which has international cohesion does not readily exist. From the research in this review it is possible to create a model of the Teacher Education Professional, as it was for the teaching professional in Part 1. To conclude part 2 of this literature review, I now propose a theoretical framework of the teacher education professional as a 'connecting professional' which unifies the themes and aspects of teacher education identified from the review evidence. Figure 2 represents the model visually with the teacher education professional as the professional connection linking all the other elements together.

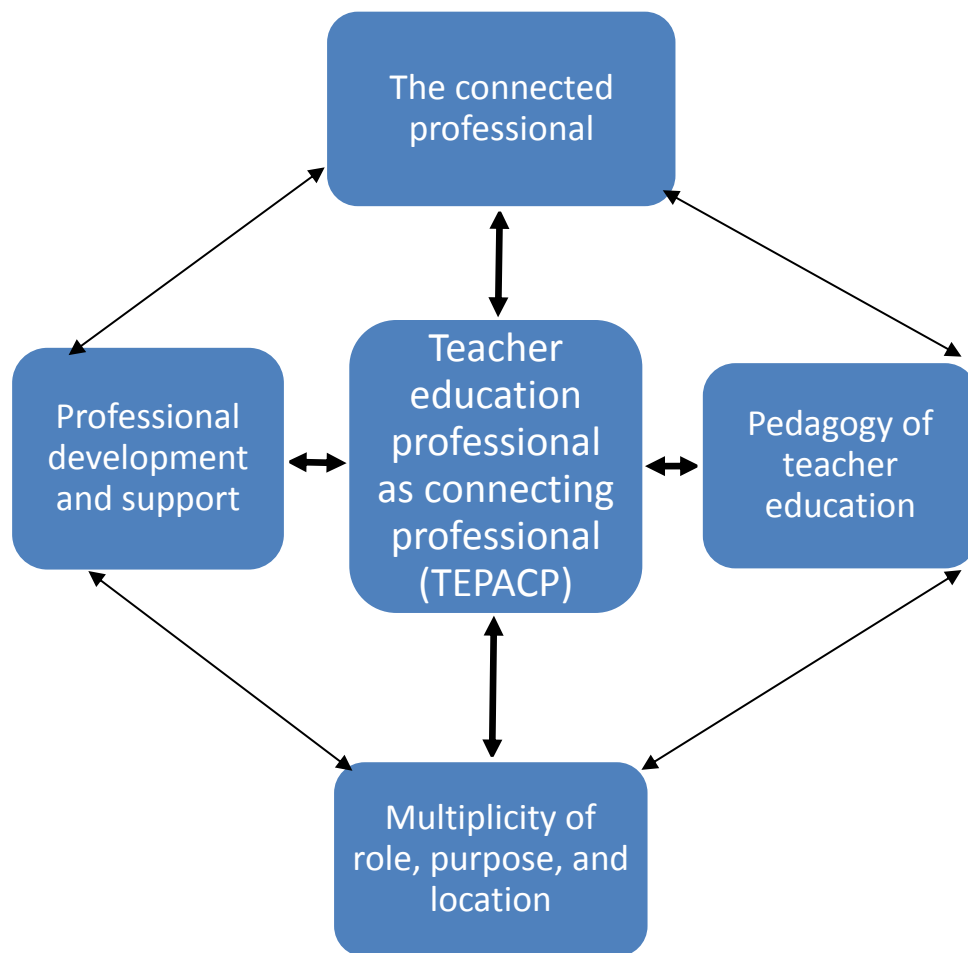


Figure 2 - The teacher education professional as a connecting professional (TEPACP) Framework

The elements of the teacher education professional as a connecting professional framework (TEPACP)

The four elements of the teacher educator within this model are:

- 1) The connected professional
- 2) The pedagogy of teacher education
- 3) The multiplicity of role, purpose and location
- 4) Professional development and support

1) The connected professional

The first element of the teacher education professional draws in their necessary capability to operate as a fully developed teacher as indicated by the model from part 1 of 'the connected professional'. When working with their trainees, this aspect of their own level of experience, understanding and application of all the characteristics of the connected professional ensures a comprehensive basis of

confidence and capability to be able to apply that with trainees. This would of necessity include the capacity to operate within the 'four connections of the connected professional' as developed in Part 1, which are:

Practical connection - The practical underpinning of teaching which all teaching professionals need to acquire, develop and maintain across their careers.

Democratic connection - The active involvement in democratic action which all teaching professionals need to undertake and sustain across their careers.

Civic connection - The active engagement in civic action with the wider community to support and enact development with and for that community across their careers.

Networked connection - The cultivation, involvement and sustaining of the means of active engagement with other professionals and the wider community across their careers.

2) The pedagogy of teacher education

This element of the teacher education professional includes the wide range of pedagogical principles which research argues are important underpinnings of all aspects of teacher education. These principles include recognising the moral role of teacher education; modelling practice and 'golden moments'; recognising the value and place of learning theory; developing learning communities of reflective practitioners and connecting theory, practice and workplaces. Combined with their capability as a connected professional, this would provide the means through which their knowledge and experience as a teacher can be applied to support the development of teachers of their trainees, and share that with communities of teachers. This is the first aspect of the teacher education professional which makes them 'more than a teacher'.

3) The multiplicity of role, purpose, location and expectation

This element of the teacher education professional is concerned with the recognition, valuing, development and utilisation of the multiplicity with which the teacher education professional and the teaching professional both work. It concerns recognising how this multiplicity can help to manage and develop expansive learning

opportunities, embracing this multiplicity and using it to make sense of that working and learning environment. This can support the development of expansive learning communities and the development of expansive workplaces and environments. It is the second aspect of the teacher education professional which makes them 'more than a teacher'.

4) Professional Development and Support

This element of the teacher education professional is the process and practices which enable TEds to make their journey from being a teacher to a teacher educator successfully. It is the structured and formal, unstructured and informal learning experiences and extending of experience through professional learning which can underpin their competence and capability as a teacher education professional. This enables them to operate and develop as a practitioner whilst supporting them in their key purpose of helping teaching professionals to develop and expand their own practice.

The connecting professional

The pivotal position occupied by the teacher education professional at the heart of these four elements as the key connection between the different elements is most appropriately defined by the term a 'connecting professional'. This asserts that the overall purpose and practice of teacher education professionals is to work with teaching professionals to assist them to connect what at times can appear as disparate and disconnected aspects of education into becoming connected professionals. This, therefore, is a model of 'the teacher education professional as a connecting professional'.

Conclusions from the literature review

The overall aim of this review was:

To understand the professional situation of teacher educators and in particular 'Lifelong Learning Sector teacher educators' in England.

In the conclusions of their literature review Menter et al. (2010a) make a statement which has to a large degree been echoed in this review, so is restated below:

In reviewing research on teacher preparation, Cochran-Smith observes that 'most of the broad policy aspects of teacher preparation have little or no conclusive empirical evidence' (2006:118). She suggests there are two reasons for this. First, research on teacher preparation has been 'marginalized and underfunded'. Second, very little of the research undertaken 'was designed to establish empirical linkages to pupils' learning, partly because teachers' knowledge, learning and beliefs were assumed to be important outcomes of teacher preparation in and of themselves and partly because it was considered self-evident that teachers who knew more, taught better' (ibid). If this was true in the USA in 2006, it is also still the case today in Europe.

Despite the absence of empirical evidence, however, this review has located and analysed much data, almost entirely qualitative, from which a number of helpful and relevant conclusions can be drawn. Biesta (2009) argues that this type of research contributes to 'informed discussion about problem definitions and the aims and ends of education, a discussion, moreover, to which research is expected to make a contribution' (ibid: 6). This locates the research in a wider context than the technicalities of what works, and helps to fulfil 'a democratic purpose' in 'a democratic society (ibid: 6).

Summary of findings

The summary of findings against the review objectives which follows endorses that view.

Objective	Summary of findings
1. Provide a high level overview of the professional situation of teacher educators, identifying models of professionalism and conceptualisations of the teaching professional.	A number of features were identified including a range of models of professionalism and conceptualisations of the teaching professional and the teacher education professional. The professional situation of teacher educators was found to be complex, involve multiplicity, and a wide

	<p>range of pedagogical principles.</p> <p>The professional identity of teacher educators was affected by this situation and was generally found to be difficult to define and characterise.</p>
<p>2. Identify teacher education systems (which are broadly comparable to the LLS in England) and explore the professional situation of their teacher educators, drawing out contrasts and similarities.</p>	<p>A wide range of broadly similar systems were identified, and there were both similarities and differences of the professional situations of the TEds involved. Contrasts were more related to their educational sector and subsector locations and settings (e.g. in Vocational Education and Training or the LLS) rather than in their professional situations, where there were more similarities than differences.</p>
<p>3. Explore the professional tasks of teacher educators, and the support they receive.</p>	<p>Teacher educators were found to have a wide and challenging range of professional tasks which, combined with other aspects of their professional situation which were identified, earned them a categorisation of 'much more than teachers'.</p>
<p>4. Explore the values and pedagogies of Teacher Educators.</p>	<p>The values and pedagogies of TEds emerged as leaning to strongly towards a social justice, democratic, humanistic and expansive set of values and pedagogies, with a strong emphasis on developing and promoting teacher learning and inclusive communities of practice.</p>
<p>5. Analyse and compare the professional situation of LLS</p>	<p>As with the teacher education systems identified, particular contrasts, similarities</p>

teacher educators in England identifying models and conceptualisations which have any particular significance for this group.	and / or differences between LLS teacher educators and others were found to be more related to their educational sector and subsector locations and settings (e.g. the LLS rather than in Primary or Secondary ITE) rather than in their professional situations, where there were more similarities than differences. LLS teacher educators do generally teach on a wider variety of ITE programmes than those in other fields of ITE, but there was not sufficient evidence available to clearly delineate to what degree this difference persisted.
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Table 12 - summary of findings in relation to objectives

The work undertaken for this review had located and reviewed evidence on a variety of themes and subthemes directly relating to teacher education and teacher educators, but has only briefly referred to teaching, learning and working models from other professions. There are other professions, such as health and social care, and community work, as Menter et al. (2010a) indicate, which could offer a number of useful perspectives, differences and synergies which would be helpful to and for teachers, teacher education and for those other professions too. At present it does not look likely that convergence of that type proposed by the Skills Commission (2010) (i.e. between secondary and LLS teacher education) is imminent, let alone any broader convergence.

There are a number of models, perspectives and examples of positive practices from this review which could have consequences for policy and practice in the LLS and beyond. They will not be developed into proposals or recommendations here, but will be taken account of later Chapters 4, 5 and 6.

Overall, although the review has indeed revealed a lack of large scale empirical studies, it has yielded a number of models and perspectives which could have a major future relevance, and has broadened the understanding of the professional

situation of LLS and other teacher educators considerably). Pollard (2005) reinforces this notion of a democratic purpose for research of this type when characterising research as “a form of ‘reflexive activism’”, which is ‘trying to build the social capital of educational research - developing relationships and networks, sharing perspectives and building alliances with present and future stakeholders both within and beyond the research community (ibid: 5)’. The evidence from this literature review has endorsed that conceptualisation of research.

CHAPTER 4 - EPISTEMOLOGY, THEORETICAL PERSPECTIVES, METHODOLOGY AND METHODS

Introduction

The chapter starts with how my own experience and professional situation as a teacher educator influenced the research question, then continues by explaining the 'epistemology' or theory of knowledge (Crotty 1998: 3) which underpins the research, and how this aligns with the research question. The theoretical perspectives underlying the research are then considered and a rationale and purpose for the methodology and design of the study is provided. Ethical imperatives and their implications are then explained, and the ethical processes and procedures adopted are outlined. The chapter then details the methods used, and how they were implemented through the six phases of the research. How the data analysis took place, and how the model from Chapter 3 Part 2 of the 'teacher education professional as a connecting professional' has been a key component in the data analysis are then explained. The chapter concludes with a consideration of the trustworthiness of the research using Lincoln and Guba's (1985) framework.

How the research question was constructed in relation to my experience as a Teacher Educator

In Chapter 1, I outlined my experience and how it contributed to the development of my personal and professional values. I explained my interest and belief in the value of social democracy, community engagement and student-centred teaching and learning and how this could be used to promote positive development and deeper learning for both teachers and their learners. I argued that Freire's (1972) ideas relating to 'critical thinking', combined with Rogers' (1961) notion of 'unconditional positive regard', were powerful tools for teachers to use to help others develop their teaching, and to enhance their relationships with their students. These related closely to the evidence from Chapter 3 concerning positive principles and characteristics of teaching and teacher education professionals. The importance of, and benefits from, expansive workplace learning environments (Felstead et al., 2011; Fuller and Unwin, 2003) were argued to be relevant and of value to teaching and teacher education. Evidence indicated such approaches could contribute

significantly to an environment which would support the effective development of teaching professionals. A range of research evidence has also demonstrated how teaching professionals and TEds are both affected by the often managerialist approaches of their sectors and their organisations, resulting in a performative culture for both. Research has characterised the English LLS as particularly beset by these challenges because of its additional diversity and complexity, and a weaker sense of professionalism amongst its teaching professionals. Further evidence from research indicates the benefits which accrue from ensuring teachers are well trained, and how they can improve the outcomes and life chances of their students, thus contributing to community development (ATE 2008; BERA, 2014a; Menter et al., 2010a; Mussett, 2010). These themes all have relevance to answering by research question.

Research question

The research question as identified in Chapter 1 is

How can a deeper understanding of the professional situation of LLS teacher educators enhance their future support, professional development and working context?

The next section introduces the framework within which the research to answer this question has developed and taken place.

The research framework

Crotty's (1998) framework for understanding, explaining and carrying out social research has proved helpful in designing this research. Crotty argues that, when we have a 'research question that our piece of inquiry is seeking to answer ... we need a process capable of fulfilling those purposes and answering that question' (ibid: 2). Crotty's ideas have provided a practical scaffold for the research, and I have used it in the spirit Crotty suggests to provide 'a sense of stability and direction' (1988: 2) as the research has taken place.

As has emerged from all three previous chapters, both the LLS, and LLS teacher education are fast-changing, messy, difficult to define and 'swampy' areas of human endeavour (Avis et al., 2010; Lucas et al., 2012; Iredale et al., 2013; Orr,

2012; Schön, 1983). Crotty (1998: 2) takes the position that most social research starts with an idea, proposal, question, problem or situation which the researcher has developed, experienced or initiated, and which has arisen from the context of their experiences, and reflection on those experiences. Crotty argues that researchers do not start with 'epistemology as our (their) starting point' (Crotty, 1998: 13). The first steps tend to be deciding on a project of interest and often of practical benefit; developing aims and objectives for the project; considering strategies to establish and achieve aims and objectives; considering the methodology underpinning those methods, and which methods may (or may not) be the best to use. As we create the research for ourselves we also create 'a methodology for ourselves ... our own ways of proceeding which allow us to achieve our purposes' (ibid: 3). When justifying those methods and methodology, we reflect more fully on the 'assumptions about reality which we bring to our work' (ibid: 2), particularly when writing up; but, as Crotty puts it, we will rarely start from the perspective of 'I am a constructionist .. therefore I will investigate' (ibid: 13). Crotty (1998) argues this framework helps maintain a focus on the research and its purpose, without losing sight of the need to recognise and take account of epistemology and theoretical perspectives.

Starting points

For Swann and Pratt (2003: 3) the starting point of research is as 'a way of ... developing new ideas. It involves the researchers in learning and it entails both critical and creative activity ...and systematic investigation'. Newby (2010) reminds us that research, even when it does involve 'systematic investigation', can still be 'a messy business' (ibid: 3) as 'the research puzzle is unusual because, unlike a conventional jigsaw, it can be put together in an infinite number of ways (ibid: 3). In addition to being messy, however, research can be far-reaching, because 'education is seen as a way of achieving a wide range of social, economic and political goals, so it concerns a far wider community than just education professionals (ibid: 4). Deciding on methodology and methods is significant, because it 'reaches into the assumptions about reality that we bring to our work ... It also reaches into the understanding you and I have of what human knowledge is, what it entails, and what status can be ascribed to it' (ibid: 2). When researchers are

encountering multifaceted and complex situations, such as the 'swampy lowlands' of the LLS it is necessary, as Newby (2010) puts it to 'draw on a broad understanding of research principles, models and methods. Without this, your choice is constrained' (ibid: 28).

Four questions to ask about the research

Crotty argues there are four constituent parts to research, and that these are epistemology, theoretical perspective, methodology and methods. Crotty (1998) defines these as follows:

Epistemology: the theory of knowledge embedded in the theoretical perspective and thereby in the methodology.

Theoretical perspective: the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria.

Methodology: the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes.

Methods: the techniques or procedures used to gather and analyse data related to some research question or hypothesis.

Crotty (1998: 3)

These constituent parts are represented visually in figure 3

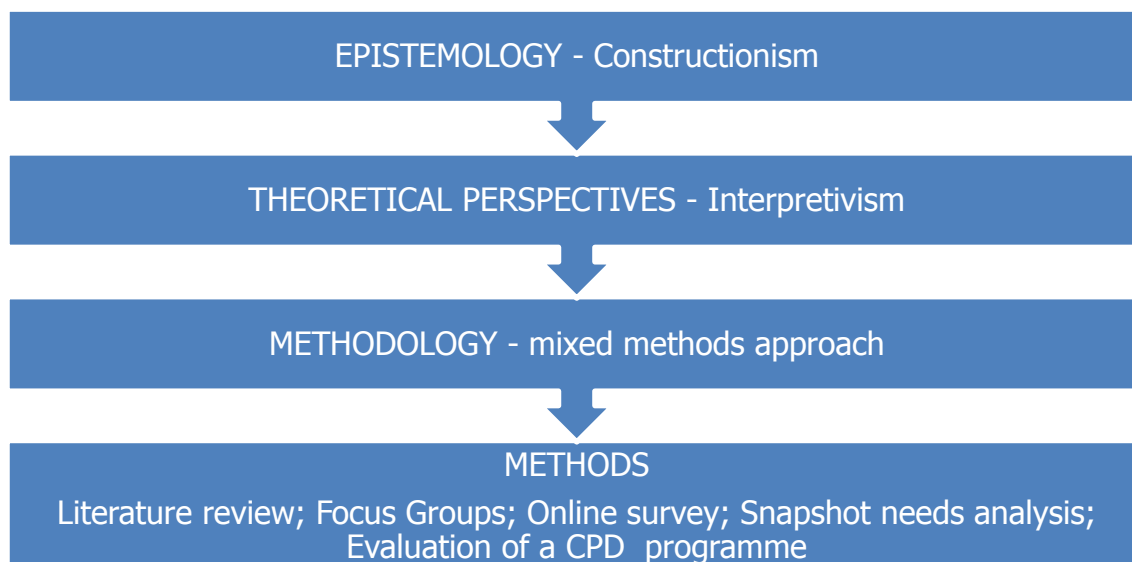


Figure 3 - The four constituent parts of the research

I used Crotty's (1998) framework to devise four questions about this research to help discuss the four constituent parts of the research. The questions are:

1. What *epistemology* or theory of knowledge helped to understand the research?
2. What *theoretical perspective* was brought to the research?
3. What *methodology* provided a rationale for the design of the study, choice of methods and how were they used?
4. What *methods* were used to gather and analyse the data?

I shall now discuss each question in turn.

Question 1 - What epistemology or theory of knowledge helped to understand this research?

Epistemology - Constructionism

Crotty (1998) introduces epistemology as 'a way of understanding and explaining how we know what we know' (ibid: 3). Newby (2010) adds that epistemology is 'a philosophical idea ... the study of knowledge and, by implication, how we know what we know' (ibid: 92). There is a wide range of epistemologies, and their differences often dependent on the degree to which the world can be described and known as an 'objective' place, with definite and clear meanings, or as a 'subjective' place with meanings which are built or constructed by those in the world, i.e. its subjects. The epistemology which most strongly underpins this research is constructionism, but it is helpful to place this more fully in context before proceeding. 'Objectivism' is an epistemology which 'holds that meaning, and therefore meaningful reality, exists as such apart from the operation of any consciousness' (Crotty 1998: 8). Cohen et al. (2007) reinforce this view when they state there are researchers who take an 'objectivist (or positivist) approach to the social world and who treat it like the world of natural phenomena as being hard, real and external to the individual (8)'. Objectivist researchers believe they can discover the objective truth through their research, and researchers who are adopting an objectivist epistemology will choose from a range of traditional options and tools to undertake research such as experiments, surveys and statistical analysis.

'Subjectivism' is an epistemology which understands 'the social world as being of a much softer, personal and humanly created kind' (Cohen et al., 2007: 8), and could be considered to be on a continuum with 'objectivism' at one end, and

'subjectivism' at the other. To illustrate the differences between these theories of knowledge, or 'bases for interpreting social reality', Cohen et al. (2007) construct a framework based on Barr Greenfield (1975) showing the alternative perspectives which objectivism and subjectivism adopt when seeking to understand and explain the world in which we live, and this makes clear just how different they are. An adapted version of Barr Greenfield's (1975) table follows:

Alternative bases for interpreting social reality	
Conceptions of social reality	
Objectivist	Subjectivist
The world exists as it is, and is knowable as it really is.	The world exists but different people construct it in very different ways.
Research involves experimental or quasi-experimental validation of theory.	Research involves the search for meaningful relationships and the discovery of their consequences for action.
Society is ordered and governed by a uniform set of values, and made possible only by those values.	Society is governed by the values of people with access to power.
Change happens by altering the structure of systems and organisations to meet social values and individual needs.	Change happens by finding what values are embodied in actions in systems and organisations, whose they are and by changing them if you can.

Table 13 - Alternative bases for interpreting social reality

(Based on Cohen et al., 2007; adapted from Barr Greenfield, 1975)

Crotty (1998) argues that in the subjectivist epistemology, 'meaning does not come out of an interplay between subject and object, but is imposed on the object by the subject' (ibid: 9). He argues this is an oversimplification which does not allow for the multiple other interactions which will take place 'between the subject and the object'. He argues that '**constructionism**' is the third key epistemology and that it is found in most 'in most perspectives' (ibid: 4) underpinning social research. Constructionism is defined as reflecting a theory of knowledge where:

all knowledge and therefore all meaningful reality as such, is contingent on human practices being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essential social context. (ibid: 42)

The world within which I work, which is inhabited by my TEd colleagues, LLS teaching professionals and their students, contains a multitude of interactions, changes, dynamics, perceptions, realities and practicalities. An epistemology such as constructionism which has an understanding of that multiplicity at its heart is entirely appropriate to investigate this world.

In his assertion that all meaning is generated socially, Crotty at times tends to overlook the degree to which individual perspectives, experiences and the resulting knowledge contribute towards a more socially constructed meaning. The individually constructed component is an important factor in investigating socially constructed world, activities and interactions. The research for this study has been undertaken and analysed by myself as an individual, and it has involved researching a professional community which is made up of individuals. Somekh (2006) highlights the interaction between 'the self as socially constructed and multiple' on the one hand, and 'unitary' or individual on the other hand. She argues that the researcher's approach to this should be to embrace the paradox as it 'provides many useful insights' (ibid: 17), can help with the questioning of 'taken for granted assumptions' (Hillier, 2012), and assist us to reflect in action and reflect on action (Schön, 1982). I have taken that perspective and used it in this research.

Question 2 - What theoretical perspective was brought to the research?

The term 'theoretical perspective' is used here as meaning 'the philosophical stance lying behind a methodology' (Crotty, 1998: 66).

Theoretical perspective - Interpretivism

As objectivism and subjectivism are at different ends of the epistemological continuum, so interpretivism is at the opposite end of the continuum of theoretical perspectives from 'positivism'. The approaches and ideas of positivism are seen to spring from the scientific perspective on the world and the contrast between interpretivism and positivism 'reflects a division between an emphasis on the

explanation of human behaviour that is the chief ingredient in the positive approach to the social sciences and the understanding of human behaviour' (Bryman, 2012: 28). Interpretivism is more about a process, as the name suggests, of interpretation, whereby we can 'understand, explain, and demystify social reality through the eyes of different participants' (Cohen et al., 2007: 19). Researchers of this perspective tend to search for understanding by interpreting the world and its activities rather than explicitly aiming to change or transform them. Schultz et al. (1996) suggest that what is meaningful emerges from the data and that interpretative researchers look for 'situated interpretations of the social life-world.' (ibid: 67). As with constructionism, interpretivist perspectives need to take account of uncertainty, potential surprises and what at times can seem to be 'interpretations of interpretations' (Bryman, 2012: 31). It is also necessary to recognise that researchers' theoretical perspectives 'do not necessarily go hand in hand in a neat, unambiguous manner' (ibid: 32).

Bryman (2012), Crotty (1998) and Newby (2010) agree that no research is ever completely neutral, and within the making of meaning of any research process, the values of all concerned are part of the process and part of the interpretation. On occasions the researcher is inside the research playing an active part, and I will now explain my role within this research as an 'insider' researcher.

Insider researcher

In the case of this research I am in the role of an 'insider researcher', and as Robson (1993) indicates 'it is increasingly common for researchers to carry out a study directly concerned with the setting in which they work' (ibid: 297). Robson (1993) argues the advantages of being an 'insider' include the researcher's strong knowledge and experience of the field and of its challenges, historical developments and current situation. Such understanding and awareness could take a significant amount of time for an 'outsider researcher' to acquire. Access to participants is also more direct and straightforward, and colleagues may be able to share research sources and relevant information more readily with a peer than an outsider. The insider will have engaged with the culture, challenges, positives and negatives of a situation in a way which could take an outsider researcher years to assimilate. The insider can be seen as a practitioner 'trying to develop their practice' (Munn-

Giddings, 2012: 71), rather than an outsider doing research 'on other people's practices' (ibid: 71). Operating within the situation as a facilitator the insider can become 'a catalyst' (ibid: 71) to help the research process flow and work effectively. Robson (1993: 298) also highlights the disadvantages which can be associated with insider research, including the difficulties of interviewing or questioning colleagues and how any potentially sensitive information is handled. Munn-Giddings (2012) also highlights problems which can arise if the insider researcher encounters stressful, difficult or sensitive situations, and how they should deal with those as an insider. Robson raises the potentially thorny problem of 'how you are going to maintain objectivity, given your previous and present close contact' (Robson, 2003: 300) with those involved.

The evidence from Chapters 1, 2 and 3, and the discussion of epistemology and theoretical perspectives, combine to reinforce the 'messy business' (Newby, 2010) which can be the heart of research. Being an insider researcher potentially increases that messiness and uncertainty, but also opens up a range of avenues, interactions and engagements which simply may not be available to the outsider. In order to maximise the advantages and reduce the disadvantages to the minimum possible, it is essential to take account of the issues associated with being an insider researcher. I have followed Robson's (2003) guidance by seeking to foresee likely conflicts and planning how to deal with them in advance, and by scrutinising results to look for evidence or researcher bias. Rather than being deterred by the uncertainty of being inside, I accepted Handy's (1998) encouragement to 'ride the waves of change and ... see a changing world as full of opportunities not damages', in the belief that this would enrich the learning from the research.

Research Ethics

I have already made it clear that my personal engagement with this research is a crucial part of it, and that maintaining neutrality, particularly as an insider researcher (Robson 2003), is a challenge. Because of this it becomes extremely important, as already discussed, that that maintaining neutrality is built into the design, carrying out and analysing the research results throughout the research process and methodology. When working on constructionist research, ethics and 'trustworthiness' (Lincoln and Guba, 1985) become very important. Firstly, Bath Spa University has its

own ethical policy and procedure, (included as Appendix 2) to ensure appropriate ethical principles are followed, and this required me to submit a copy of the initial research bid, and an ethical approval form for approval by the School of Education Ethics Committee (see appendix 2). In addition to utilising the University ethics policy, the School of Education Research Committee is also informed by the British Educational Research Association 'Ethical guidelines for educational research' (BERA, 2011). Once considered and approved by that committee, after which point the research can continue, it is later reported to the University Research Committee.

At all stages of the research, potential participants were given an explanation of the purpose, goals and structure of the research, and how the results would be used. Agreement to participate 'without duress, prior to the research getting underway' (BERA 2011: 5) was sought in all cases and situations. The principle of 'voluntary, informed consent' (ibid: 6) was paramount. All were informed of the right to withdraw from the research 'for any or no reason, and at any time' (ibid). Removing individual contributions when made through the online questionnaire would have been possible, but contributions made as part of a group, would not be recorded individually, thus making it almost impossible to remove those. The ethical safeguards and procedures were explained as part of the preliminary discussion before all focus groups, before the snapshot needs analysis, and as part of the Stepping Out programme evaluation. An email requesting participation in the online survey, with a link to that survey, also explained this principle. No potential participants disengaged from the research, nor did anyone withdraw before the session or activity was complete, or afterwards. The potential participants did not involve vulnerable children, nor were there vulnerable adults within the general target group of LLS TEds, but it was recognised that people 'may experience distress or discomfort in the research process' (ibid: 7). As a result, the face to face components were carefully planned and facilitated with sensitivity and due care. Questions in the online survey took account of potential sensitivities within themes of principle and opinion and were carefully worded with sufficient neutrality and balance to avoid causing offence or distress.

Storing and using data

The legal requirements for the use and storage of data in the Data Protection Act (1998) were all observed. It was explained that data was being used solely for this research and would not be shared in any way. It has all been stored securely on more than one portable electronic storage device, to which only I have access. No location, organisation, individual or group was identified by name, within any of the face to face activities, and the online questionnaire responses did not include name, address or contact details. They were automatically allocated a participant number by the software on submission. These measures ensured the 'confidential and anonymous treatment of data' (BERA 2011: 7).

Question 3 - What methodology provided a rationale for the design of the study, choice of methods and how they were used?

Gorard and Taylor (2004) argue that the adoption of a 'one size fits all' approach to methodology is often unlikely to be the best approach to answer research questions in the interpretivist domain. Newby (2010) argues that the use of an appropriate mix of methodologies and methods to help answer the research question is a valid research choice because 'a mixed methods approach is, essentially, complementary, with quantitative approaches dealing with the issue of scale and qualitative with the issue of experience' (ibid: 46). Gorard and Taylor (2004: 1) argue that qualitative and quantitative approaches both have their strengths, 'even greater strength can come from their appropriate combination', and that 'no one method is superior to any other' (ibid: 176). This places the researcher in a flexible position where they can take advantage of a mixture of tools and combine them in the most appropriate ways to answer the research question. Creswell (2008) argues that a mixture of methods can be used 'in tandem so that the overall strength of a study is greater than either qualitative or quantitative research' (ibid: 46). For Cohen et al. (2013) the decision regarding methods is often a pragmatic one because 'the world is not exclusively quantitative or qualitative; it is not an either / or world, but a mixed world' (ibid: 22). The constant presence of multiplicity, complexity and diversity within the LLS and teacher education in the LLS has already been highlighted in Chapters 1 to 3 of this research, and is an example of this 'mixed world' to which Cohen et al. (2013) refer. As they state, the methodology needs to be planned to 'find out what he or she wants to know, regardless of whether the data and

methodologies are quantitative or qualitative’ (Cohen et al., 2013: 23). There are aspects of the mixed methods approach which have been critiqued, and they include Biesta’s (2013) caution that combining methods, although in principle a more pragmatic and straightforward approach, ‘can become quite complicated’ and because of this the approach can result in ‘additional challenges to researchers’ (ibid: 151). Denscombe (2010: 134) argues that the key judgements about the use of mixed methods is based on ‘how useful the method re for addressing a particular question, issue or problem that is being investigated (ibid: 134) and that the ‘crucial consideration is how well the research tools work rather than how well they fit within a specific research philosophy’ (ibid: 135). For a study within the constructionist epistemology which is underpinned by an interpretivist theoretical perspective, and which is taking place in the diverse, complex and varied world of the LLS, a mixed method approach represented the most appropriate strategy.

The design of the study, choice of methods and how they were used

A number of key factors influenced the research design. The research question and how to answer it was central to the design and the other factors involved were my working situation; my epistemology and theoretical perspective; previous research undertaken in this field; accessing the target population; the range of methods available and the strategy for analysis of the data. These influences are illustrated in figure 4

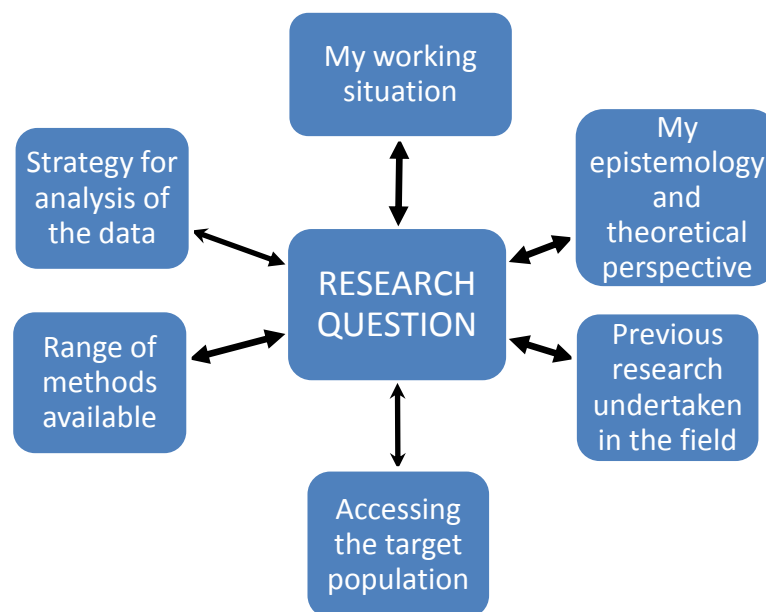


Figure 4 - factors influencing the research design

My working situation

As Ashley (2012) argues, 'the time and resources available to you will shape both the scale of your study and your research design' (ibid: 37). My professional role as the programme leader of a teacher education programme in a university provides me with some time and resources to carry out research, but essentially research activity needs to be fitted within the normal range of activities with which I engage on a day to day basis. As explained in Chapter 1, I have been fortunate to find myself in professional situations where I could maintain my 'freedom to research' (Gardner and Coombs, 2009) and have been regularly able to undertake research as 'an opportunity worth taking' (Crawley, 2010: 143). I also engage on an ongoing basis with other teacher educators locally, regionally, nationally and virtually through a variety of networks, organisations, events and activities. Much of this activity is face to face but some is also online. My working situation therefore offered genuine possibilities and opportunities to successfully carry out the research.

My situation as an 'insider researcher' (Robson 1993) meant I was able carry out this research as part of my own normal professional activity and fit the scheduling to at least some degree around that activity. This is not to suggest, however, that creating time and space for this research was entirely unproblematic. Ashley (2012) argues that 'planning is not something you do once before you start your research, and never again' (ibid: 39). Working in and with the LLS, as has been indicated in Chapters 1, 2 and 3, change and uncertainty are an ongoing presence which had to be taken account of in my research design, planning and execution. It would have been surprising if the 'swampy lowlands' (Schön, 1983) had not at times impinged on planned efforts to gather research; so it was necessary at all times to operate with flexibility and adaptability. Across the period during which the research was undertaken, my own working situation proved to be a valuable resource.

My epistemology and theoretical perspective

As has already been indicated earlier in this chapter, the epistemology of this research is constructionist, and the theoretical perspective is interpretivist. These two constituent parts of the research process strongly influenced the design of the research. Table 13 earlier in this chapter highlighted some of the 'conceptions of social reality' as summarised by Barr Greenfield (1975) in Cohen et al. (2007).

Objectivist principles would have steered the research towards methods to establish what can be known; experimental or quasi experimental validation of theory; establishing uniform sets of values and seeking structural change. Research designs adopting a constructionist epistemology and interpretivist theoretical perspective would steer the ways of gathering data towards illustrations of different constructions of the world; seeking out meaningful relationships in the results and discovering their consequences; taking account of people's values and considering systems and organisations in relation to the values embedded in them. The second set of approaches above all exerted a strong influence on the research design. An example of this is the online questionnaire, which was designed, as will follow later in this section, to collect clear categorised and numerical data, whilst at the same time providing opportunities for expression of ideas, interpretations and opinions for respondents.

Previous research undertaken in this field

When carrying out research in a particular field some form of search for research which has previously been undertaken in the field of study almost always takes place. As Bryman (2012: 98) suggests, at its simplest this is because 'you want to know what is already known about your area of interest so that you do not simply reinvent the wheel'. In the case of teacher education a range of studies including BERA (2014a), Boyd et al. (2011), Clow and Harkin (2009), Menter et al. (2010a), Murray (2005, 2008), Murray and Male (2005) and Swennen and Bates (2010) argue that research in teacher education is a relatively new field, and that the amount of research available is not large. There are also indications that teacher education research is not highly valued in academia and has been described as having 'second order' status (BERA, 2014a; Boyd et al., 2011; Murray, 2008 and Murray and Male, 2005). Despite this perception, and as indicated in Chapter 3, there are many small studies and some larger studies in the field of teacher education. Bryman (2012) argues that reviewing the literature in the field not only helps you to set the scene, it also supports the development of some of the key arguments and evidence in the field which you can then make use of to interrogate, analyse and interpret your own data. As Ashley (2012) argues, in addition to identifying 'what is already known' about your topic, previous research in the field will help your research to 'contribute

to existing knowledge' (ibid: 33). Sampling this knowledge was therefore an essential consideration in the design of this research.

Accessing the target population

My informed estimate from Chapter 2 is that there are 1500 LLS TEds in the UK. A reasonable estimate of the number in England would be 80% of the overall total, hence 1200. This is a group which is not clearly defined and which is geographically dispersed in various organisations across England. There is a national organisation for Higher Education providers of ITE, the Universities Council for the Education of Teachers (UCET), and a further relevant national organisation, the Association of Centres for Excellence in Teacher Training (ACETT), but neither has comprehensive details of their membership beyond a contact list. There are local and regional research and other networks and forums which include teacher educators, but no comprehensive list or data exists to provide access to the target group. Although some research has been undertaken by these organisations (ACETT/LLUK, 2012; Moon, 1998 and Murray, 2005, both commissioned by UCET), this has not involved comprehensive coverage of the TEds involved, nor collection of details from members which could be made available to other researchers. How to gain access to a sample of that target group has therefore been one of the most important components in the design of this research. How this was planned and carried out follows in later sections of this chapter and Chapter 5.

The range of methods available

There are numerous methods available which can support constructionist research with an interpretivist theoretical perspective. Within the mixed methods approach, it could be argued, as Biesta (2012) states, that 'there are no typical methods for data collection in mixed research. Depending on what one wants to achieve, any method can, in principle, be included' (ibid: 149). There will be a more detailed analysis of the methods chosen and why they were used in a later section of this chapter, but it is possible to identify here a number of methods (drawn from Crotty, 1998 and Cohen et al, 2007) which would lend themselves to answering this research question, as can be seen below in table 14:

Research question	Possible Methods
How can a deeper	focus group

understanding of the professional situation of LLS teacher educators enhance their future support, professional development and working context?	Interview
	Questionnaire
	literature review
	document analysis
	Observation
	case study
	narratives and accounts

Table 14 possible methods to answer the research question

The strategy for analysis of the data.

Ashley (2012) draws attention to the need to include how data from research are going to be analysed into the planning and design of that research. She argues that 'how to collect data that can be meaningfully analysed to build explanations that answer the research questions' should be a central part of the research design and planning from the start' (ibid: 36).

The factors influencing the design of the research have emphasised the need for flexibility, variety and adaptability in the pursuit of data from a target population which may prove difficult to access. The resulting research design was based on a number of principles which took account of these factors, which were to:

1. Adopt a proactive, flexible and adaptable approach to the planning and carrying out of data gathering where opportunities presented themselves.
2. Design and use an online questionnaire as the best means of reaching the whole of the target group.
3. To commence a literature review.
4. To include research design reviews and updates regularly as the research progressed, and to adapt and revise as necessary.

The sample

Newby (2010: 221) argues that 'central to the whole process of getting good quality data is sampling'. The target population of the research is LLS teacher educators in England, and the definition, as in Chapter 1 is:

a professional teacher who works with new and experienced LLS teachers to help them support their own students' learning and build their knowledge, expertise and practice as a teaching professional.

As indicated in the previous section and Chapter 2, there is no national data about numbers or locations of LLS TEds, so I was from the start sampling on an 'unknown' basis (Newby 2010: 231), i.e. there was no sound information on the total population of LLS TEds. Establishing what a representative sample would be, using Noel (2006) and Harkin et al. (2008), was of limited help, as neither study referenced how their sample compared with the TEd workforce as a whole. The colleagues, contacts, networks, professional groupings and organisations known to me were, however, accessible as part of my prospective sample. Results could be compared with those of Noel (2006) and Harkin et al. (2008), and this would help give some indication of representativeness. As a result I adopted what Bryman (2010: 419) describes as a 'purposive sampling' approach where those sampled are the closest possible matches to the purpose of the study.' This approach to the sample could cause 'problems for analysis and relating the findings of the sample to the population' later it is 'all that the researcher can do' (ibid: 233). Within the purposive approach, I also adopted an 'opportunistic sampling' strategy, where I 'capitalised on opportunities to collect data from individuals ... who may provide data relevant to the research question' (Bryman, 2012: 419). This increased the likelihood of an opportunistic sample also being a representative one.

Question four - What methods or techniques or procedures were used to gather and analyse data related to the research question?

The methods are 'the concrete techniques or procedures' used 'to gather and analyse the research data' (Crotty 1998:4). I adopted Gorard and Taylor's (2004: 4) approach overall where 'methods are ... tools for researchers to use as and when appropriate'. As indicated in the previous section, epistemology, theoretical perspective and the mixed methodology offered a wide range of methods. The next section explains which were selected, and how they were deployed over six phases of the research.

The six research phases

There were six phases of research which took place over a period of approximately twelve months. Phase 1, the literature review, started with a scoping of the literature and continued until after the end of phase 6. Phase 2 contained Focus groups 1 to 3 (FG1 to FG3). Phase 3 was the period for which the online questionnaire was available. Phase 4 contained Focus Group 4 (FG4) and an activity which took place after the focus group which was a 'Snapshot Needs Analysis'. Phase 5 was the evaluation of the 'Stepping Out' CPD programme for teacher educators, and Phase Six was the analysis and evaluation of the findings. These phases developed and took place through a mixture of planned activity within already established meeting and event dates, adapting to changes emerging from the results, and taking up opportunities which arose as the research proceeded. The six phases are represented visually in figure 5, and they contributed a rich range of data.

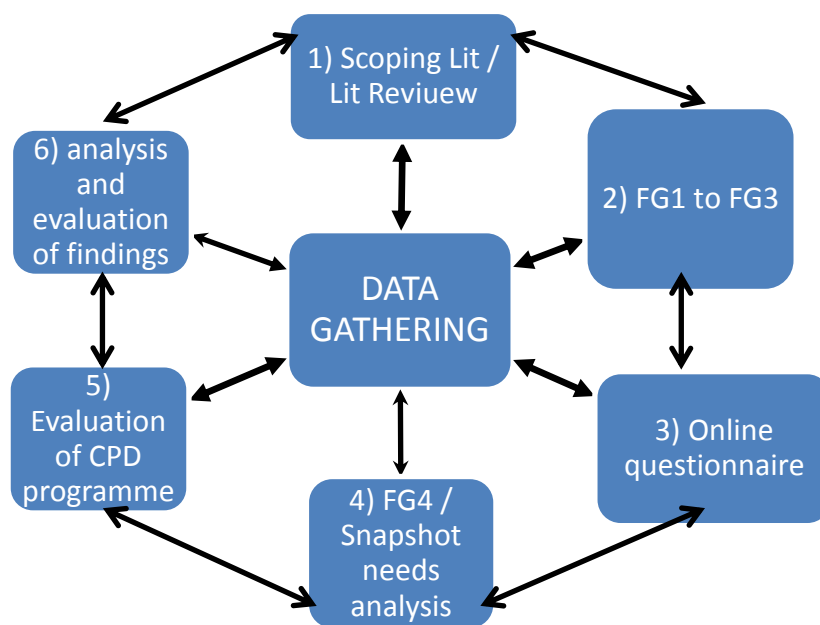


Figure 5 - the six research phases

Phase 1 - Scoping the literature and the literature review

A literature review is intended 'to produce a comprehensive and critical summary of the current and past research in your subject area' (Open University, 2010). This literature review operated in two stages. The first was a scoping the field of literature on LLS teacher education, in order to suggest areas which could form

questions for use in the online questionnaire. Denscombe (2010) argues this scoping can 'make the connections with other work in the field early on in the planning and design of the research' (ibid: 36), This scoping did help the next phase of the research by providing questions and statements which could help draw out issues relevant to the professional situation of LLS TEds. The second part of the literature review continued through all phases and the results have been instrumental in helping to 'demonstrate how the research relates to existing theories, practices and problems' (ibid: 37). Full results from the review feature in chapter 3. The aim and objectives were:

Aim

The overall aim of the literature review is:

To understand the professional situation of teacher educators and in particular 'Lifelong Learning Sector teacher educators' in England.

Objectives

The five objectives of this review are to:

1. Provide a high level overview of the professional situation of teacher educators, identifying models of professionalism and conceptualisations of the teaching professional.
2. Identify teacher education systems (which are broadly comparable to the LLS in England) and explore the professional situation of their teacher educators, drawing out contrasts and similarities.
3. Explore the professional tasks of teacher educators, and the support they receive.
4. Explore the values and pedagogies of Teacher Educators.
5. Analyse and compare the professional situation of LLS teacher educators in England identifying models and conceptualisations which have any particular significance for this group.

Phase 2 – Focus groups 1 to 3 (FG 1 TO FG3)

Kumar (2011) argues that focus groups are a method where 'attitudes, opinions or perceptions towards an issue, product, service or programme are explored through a free and open discussion between members of a group and the researcher' (ibid:

128). They rely on interaction within a group to 'discuss a topic provided by the researcher' (Cohen et al, 2007: 376) and 'the participants interact with each other rather than the interviewer so that the views of the participants can emerge ... rather than the researcher's' (ibid: 376). Their advantages include that they can be 'economical on time' and that they can yield a large amount of data in a short time' (ibid: 376). Their disadvantages are that they can be contrived, and yield less data than face to face interviews with the participants. They have in my experience often yielded rich and useful data, and can introduce a diversity of opinion it can be difficult to gather in other ways. Focus groups were therefore selected as a suitable method to contribute towards answering my research question. The focus groups could be integrated into planned events which I was due to attend. This provided an effective and straightforward means of gathering data and also assisted the development of questions for use in the questionnaire.

Five focus groups (FG1 to FG5) took place within different phases of this research. They took place at a Teacher Education Forum Meeting; part of a regular course team meeting of my own university team; a workshop at a national ITE conference in the west of England, and another workshop in a regional ITE conference in the West of England. A large number of teacher educators (over 150) contributed to the focus groups. FG1 and FG2 discussed the question 'what is the difference between a good teacher and a good teacher educator', and then discussed and critiqued a set of statements about teacher educators which had been derived from the scoping of literature as part 1 of the literature review. The primary purpose of these focus groups was to 'develop or refine survey questions' Gibbs (2012: 26). Key sources were research undertaken by Noel (2006) and Harkin et al. (2008). Both had included a schedule of professional characteristics and support needs of LL teacher educators. These characteristics were critiqued and added to by focus groups 1 and 2, and the results from the focus groups led to the establishment of three sets of statements grouped under the following headings:

- The essential characteristics of a good teacher educator
- The subject knowledge of a good teacher educator
- The support needs of teacher educators

These focus groups were able to successfully 'gauge multiple perspectives' (Gibbs, 2012: 186) and the list of statements associated with the three headings was refined, added to and consolidated into a final list to form the basis of the online questionnaire from the data gathered.

Phase 3 – the online questionnaire

Rationale for an online questionnaire

The use of an online questionnaire provided a potential means of overcoming the challenge of accessing the target group of the research and in my judgement offered the prospect of reaching a wider range of LLS Teacher Educators than other methods. Cohen et al. (2007) support this approach when they state 'although email surveys tend to attract a greater response than web-based surveys, web-based surveys have the potential for reaching greater numbers of participants (ibid: 227). Cohen et al. (2007) also raise potential disadvantages of online surveys, including the challenge they present to those who are not confident with technology, a more self-selecting sample which may not be representative within the sampling strategy of the research, the time taken to complete them and the tendency for respondents to not complete them fully if they are long. They also draw attention to the fact that the volume of grouped results can detract from the integrity of individual responses. The range of potential respondents discussed in the previous section were all involved in groupings which kept in touch at least through email communication, thus minimising the chances of excluding subjects through a lack of access or lack of technical competence. The survey was available to be completed on paper, but requests for this were received. It is not possible to tell if non submission due to lack of technical competence was an issue with this questionnaire, as those who could not use the technology would not have submitted it.

There were elements of risk with the choice of an online questionnaire, including whether it would reach a range of TEds, whether a reasonable number would be completed, and whether the results would provide sufficient depth for analysis. On balance I judged the element of risk to be manageable. The resulting data demonstrated that the advantages considerably outweighed the disadvantages.

As will be fully analysed in Chapter 5, the reach and breadth of data gathered by the online questionnaire exceeded expectations, and resulted in the largest survey of its type ever undertaken with this target group. Until the point when this survey was completed, Harkin et al. (2008) was the largest (but non-published) survey, including 97 LLS TEds, and the largest published survey was Noel (2006) which involved 78 TEds. With 161 participants this survey was the size of the other two largest combined.

Structure of questionnaire

The questionnaire was designed using the questionnaire survey software, SNAP, which offers a clear interface, with the pages appearing on screen as clear sets of statements in accessible typefaces. I ensured the on-screen paper had a cream background to enhance visibility for those needing extra contrast, and broke the questionnaire down into a series of sections which built to collect data on a wide range of issues. Once completed, the data were sent directly to my inbox, and from there were captured into the analysis module of the software. The software allowed for customisation and flexibility, and the inclusion of qualitative- and quantitative-oriented questions and open comments. After successfully piloting the questionnaire with a small number of test participants, it was launched online via a range of networks, mailing lists and contacts, and made available for responses for approximately three weeks. A copy of the full questionnaire can be found as appendix 6.

The design of the online questionnaire made use of opportunities provided by the software to combine questions which generated quantitative responses in the form of ratings, and free comments in response to open questions, which produced qualitative responses. Cohen et al. (2007) argue that open ended questions 'invite an honest, personal comment from respondents' and 'can catch the authenticity, richness, honesty and candour which ... are the hallmark of qualitative data' (ibid: 330). Several sections of the questionnaire combined selection from a series of statements with opportunities for free comments. The statements had integrity as they were constructed from literature in the field, and they had also been informed by focus group discussions. Providing an opportunity to comment was intended to add further quality and depth, as Cohen et al. (2007) argue qualitative data can, to

the more quantitative responses in the first part of the sections concerned. A study by Couper (2008) of several studies comparing the results from open questions in online and paper based surveys found that the web based responses 'were usually superior' (cited in Bryman, 2012: 677). The online questionnaire provided a very rich depth of data to address the part of my research question relating to 'a deeper understanding of the professional situation of LLS teacher educators' and good detail about their current support received, and support needs.

Questionnaire section by section

The questionnaire had five sections.

Section 1 – about you

This section collected personal details and key information about respondents' professional situation. The section contained thirteen question including the respondent's gender; ethnicity; age; region worked in; CETT (Centre for Excellence in Teacher Training) affiliation (or not); length of time teaching; length of time as a teacher educator; percentage of time involved in teacher education; percentage of time supporting teacher trainees and other things time spent on other than teacher education. The rationale for this section was very straightforward, and it was to gather similar information about the personal and professional profile of LLS TEds to that gathered in the research by Noel (2006) and Harkin et al. (2008), in order to build and extend the range and depth of data.

Section 2 – Your course (s) / teacher education programme (s)

This section includes four questions providing multiple choice responses and 'other' comment boxes to identify the type of provider/s worked for and the teaching qualification/s worked on. The rationale for this section was to add new data to that which had previously been collected by Noel (2006) and Harkin et al. (2008), and providing more detail about LLS teacher educators' professional context, roles and activities.

Section 3 – Essential Characteristics of a Good Teacher Educator

This section includes a series of fifteen statements describing characteristics, where respondents were offered two choices to select, either 'I have that already' or 'I need to develop that further'. For the first time on the questionnaire a space is included for free comments.

Section 4 – Subject Knowledge of a Good Teacher Educator

A series of 13 statements, again produced using the literature scoped, and focus group discussions were produced for the next section. These listed examples of subject knowledge and respondents were offered two choices to select, either 'I have that already' or 'I need to develop that further', and a space for free comments at the end of the list. In addition to this, a final question in this section was provided to prompt further reflection on the 'essential characteristics' from section 3, and 'subject knowledge' from section 4. The question was 'If you could decide on one key factor which is the difference between a good teacher educator and a good teacher in the Lifelong Learning sector, what would it be?'

Section 5 - Support Needs

A series of 24 statements describing support needs which have been identified by previous research (Harkin et al., 2008; Noel, 2006, 2009) in relation to support needs was next. Respondents were offered two choices to select, either 'I have access to this' or 'I need this', and a space for free comments at the end of the list. A final question at the end of this section asked respondents to rate the support they already receive as teacher educators as one of Excellent; Very Good; Good; Average; Poor.

Phase 4 – Focus group 4 (FG4) and snapshot needs analysis

This phase of the research came about as a result of an opportunity to bid for external funding for a project relating to LLS teacher education. The key focus of the bid was a proposal to design, develop and provide an induction and support programme for LLS TEds using a team of 'expert teacher educators' as the facilitators. I was one of that team, and was to be appointed project internal evaluator if the bid was successful. As part of the process of developing the bid it was necessary to gather further evidence about LLS TEds' support needs so that this could be included in the evidence of need for such a project. I agreed to run another focus group at a forthcoming conference in order to gather this data from LLS teacher educators. To add to the data collected from the focus group and to collect further data, a 'snapshot needs analysis' was constructed. This was a brief single sided questionnaire based on a preliminary analysis of the questionnaire findings on support needs, and it listed the range of support needs which questionnaire

respondents had raised. Focus group participants were asked to reflect on the featured support needs, prioritise them and add any further they felt should be included. This analysis informed the project bid and design.

Phase 5 evaluation of 'Stepping Out' Programme

The funding bid was successful and my involvement as a member of the project delivery team and the project internal evaluator was confirmed. This provided an excellent opportunity to gather data through my participation. The resulting data directly addressed the part of my research question which was about working with LLS teacher educators to 'enhance their future support, professional development and working context'. The Supporting Teacher Education Project (STEP) involved devising, delivering and evaluating a professional development programme for LLS teacher educators (named the 'Stepping Out' programme), and creating an online resource to extend the support provided. The project evaluation questionnaire, which was devised to be administered at the end of a discussion and feedback day with participants at the end of the project, was used as the final method in this research to gather a mix of qualitative and quantitative data. Phases four and five were made possible through an opportunity which presented itself, and this reinforced the notion that qualitative research can develop and change as it progresses, as argued by Bryman (2012), Cohen et al. (2007) and Biesta (2012).

Phase 6 – analysis and evaluation of findings

As Cohen et al. (2007) suggest 'analysis commences early on in the data collection process' (ibid: 184), and then proceeds in various ways to completion. It is certainly the case that patterns in the data, similarities and differences in responses and some preliminary themes tend to begin to appear quickly, and this did happen to at least some degree, during and after each of the five previous phases of my research; it enabled me to start 'making sense of the data' Cohen et al. (2007: 184). Once all the data had been collected, a process of more extended and detailed analysis took place. Cohen et al. (2007) outline 'seven steps of data analysis' which they argue take place in most qualitative research. In this research there were four stages of data analysis which closely relate to the seven proposed by Cohen et al. (2007) and they were:

1) Establishing issues and themes and relationships and linkages between the themes

– an initial analysis where patterns, connections, similarities and differences between the data are firstly identified and then grouped into themes, categories, similarities or differences. Linkages between items and aspects of the data also begin to be made during this stage. The themes and linkages may change and develop as the data analysis progresses.

2) Explaining patterns, issues and questions arising from stage 1, seeking out anomalies, differences and discrepancies in the data and summarising the key features, issues and ideas

A further close scrutiny of data is undertaken to identify anomalies, differences and discrepancies where present to consider their significance, value or insignificance. During this stage more 'underlying associations' (Cohen et al., 2007: 149) start to connect different aspects of the data, and allow 'speculative inferences' (ibid: 149) to be made about their explanations. It can be helpful to summarise key features, issues and ideas from the data at this stage of the analysis.

3) Relating the analysis of stages 1 and 2 to the literature

This stage involves a closer relating of the themes, features and issues to those raised in the literature in order to make comparisons and inform findings and analysis (Bryman, 2012)

4) Consolidating the analysis of themes, issues and ideas with the literature in order to answer the research question

This stage involves a comprehensive analysis of the themes in relation to ideas, theories, frameworks and evidence where the data is compared with the literature to generate new learning, generate new theory, reinforce existing research or suggest new directions or further investigation.

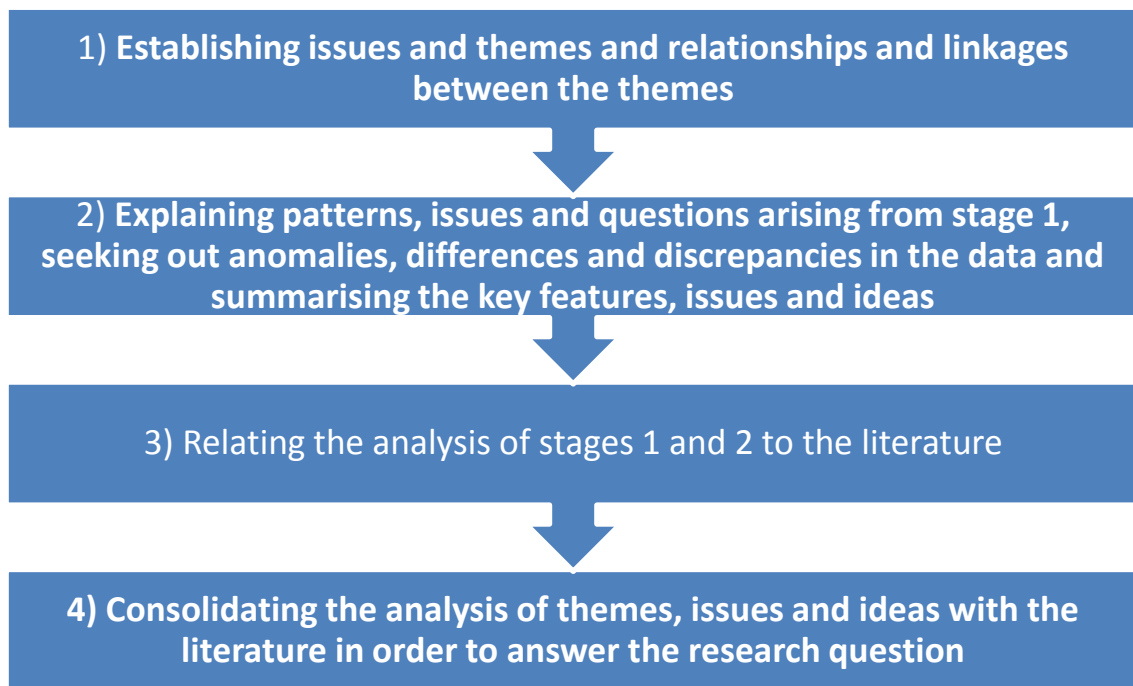


Figure 6 - four stages of data analysis

These stages overlap and interact as part of the overall 'process of interpretation and theorizing' (Bryman, 2012: 578) which takes place as data is analysed, and an ongoing process of deliberation, deepening of analysis and identification of recurrent and strengthening themes and issues takes place.

Coding

Bryman (2012) argues that coding is 'a mechanism for thinking about the meaning of your data and for reducing the vast amount of data that you are facing' (ibid: 577), but that it is not 'analysis in its own right' (ibid: 577). Coding can on the other hand be helpful in helping to 'map the more general or formal properties of concepts that are being developed' (ibid: 577) in the research. Having gathered a large amount of data in various forms, coding was used to assist with analysis of the results at various points, and in various ways. This will be detailed in the findings, but an example of coding was how some data from that gathered by the online questionnaire was analysed. In addition to a range of numerical analyses, comparisons and calculations which were available from within the software it was possible to output the free comments a continuous text file. To assist the analysis of this data, it was helpful to code it by categories and themes. This involved highlighting key passages of text and groups of words in different colours to support analysis.

Triangulation

Cohen et al., (2007) define triangulation as 'the use of two or more methods of data collection in the study of some aspect of human behaviour' (141). Newby (2010) extends this definition, adding that 'triangulation seeks to validate a claim, a process or an outcome through at least two independent sources' (ibid: 122). Considering the data 'from more than one standpoint' (Cohen et al., 2007: 141) provides both an opportunity to cross reference and check results to test emerging patterns, similarities and differences, and to verify their occurrence in the first method was, or was not as it appeared. Bryman (2012), Cohen et al. (2012) and Denscombe (2008) all argue that a mixed-methods methodology provides opportunities for triangulation of data. In this research opportunities to triangulate and further identify and evaluate themes from the data occurred on an ongoing basis and helped to triangulate data from earlier phases. The overall process was iterative, allowing themes and issues which were identified in one phase of the research to be further considered in another phase. The early focus groups in Phase 1, for example, informed by the literature scoping surfaced themes relating to LLS teacher educators, and which were then used to contribute to the design of the online the questionnaire. By combining methods, the process of triangulation was able to provide 'a better fix not just on the measurement of an issue but also on our appreciation of it' (Newby, 2010: 128).

Theoretical framework to support data analysis

The first three stages of data analysis resulted in a summary of key themes from that research phase. The fourth stage, 'relating the themes, issues and ideas to the literature in order to answer the research question' involved the utilisation of a theoretical framework from the literature review. The theoretical framework of 'the teacher education professional as a connected professional' had been developed from the evidence of the literature review, and included the key themes, concepts and approaches relating to the teaching professional and teacher education professional. The framework is directly related to the research question, as the literature review was designed to address answering the research question. This framework was therefore adopted as the most effective in helping to 'get our data to

release the information we need to answer our research question (Newby, 2010: 389).

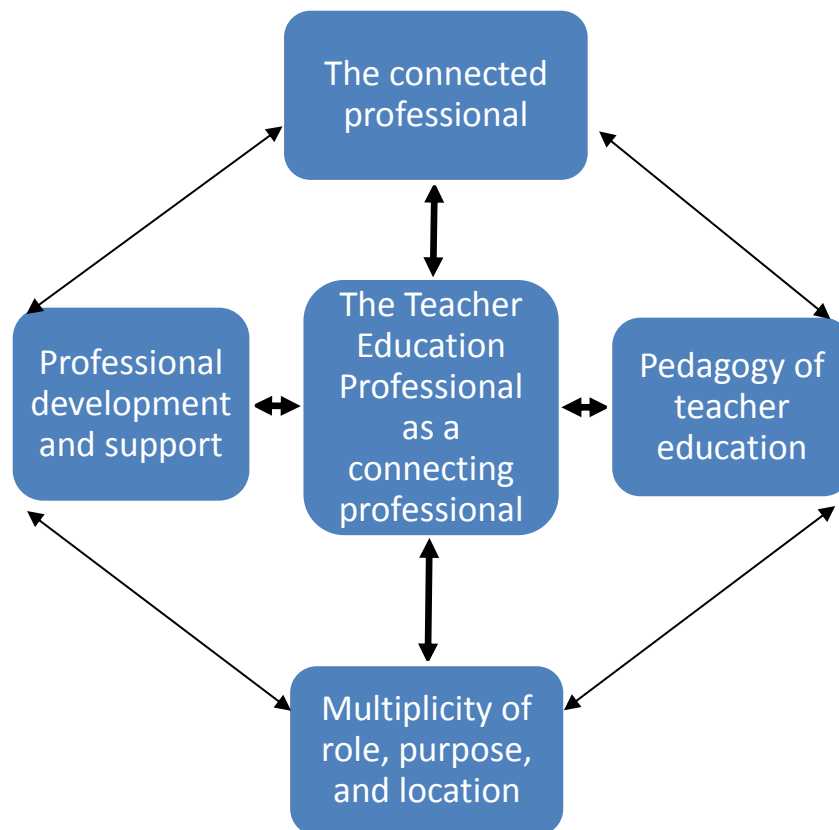


Figure 7 - the teacher education professional as a connected professional framework (TEPACP)

The elements of the teacher education professional as a connecting professional framework (TEPACP)

The four elements of the teacher educator within this model are:

- 1) The connected professional
- 2) The pedagogy of teacher education
- 3) Multiplicity of role, purpose and location
- 4) Professional development and support

1) The connected professional

This element includes the necessary capability to operate as a fully developed teacher as indicated by the model from Chapter 3 part 1 of 'the connected professional'. The 'four connections of the connected professional' are:

Practical connection

Democratic connection

Civic connection

Networked connection

2) The pedagogy of teacher education

This element includes the wide range of pedagogical principles which research argues are important underpinnings of all aspects of teacher education. These include recognising the moral role of teacher education; modelling practice and 'golden moments'; recognising the value and place of learning theory; developing learning communities of reflective practitioners and connecting theory, practice and workplaces. This is the one of the aspects of the teacher education professional which makes them 'more than a teacher'.

3) The multiplicity of role, purpose, location and expectation

This element is concerned with the recognition, valuing, development and utilisation of the multiplicity with which the teacher education professional and the teaching professional both work. It concerns recognising how this multiplicity can help to manage and develop expansive learning opportunities, embracing this multiplicity and using it to make sense of that working and learning environment. It is another aspect of the teacher education professional which makes them 'more than a teacher'.

4) Professional Development and Support

This element contains the process and practices which enable TEds to make their journey from being a teacher to a teacher educator successfully. This enables them to operate and develop as a practitioner whilst supporting them in their key purpose of helping teaching professionals to develop and expand their own practice.

The connecting professional

This term indicates the pivotal position occupied by the teacher education professional at the heart of the other four elements as the key connection between the different elements.

Application of the framework in data analysis

The framework was utilised during the fourth stage of data analysis. In order to build a profile of how the evidence from the data related to the framework, I created

a matrix to support a thematic approach to that analysis. Bryman (2012) argues that an approach where 'central themes and subthemes' can be placed in a matrix which 'resembles a spreadsheet' can assist the identification of ongoing occurrences of key themes in the data. The columns of the matrix included research phases 2 to 5, which were Phase 2 - Focus groups 1 to 3 (RP 2); Phase 3 – the online questionnaire (RP 3); Phase 4 - Focus group 4 and the Snapshot Needs Analysis (RP 4) and Phase 5 – the Stepping Out programme Evaluation (RP 5). A final column was added to provide an overall synthesis across all six research phases. The row categories were the themes and subthemes within the framework. As the sets of data in each phase were reviewed and analysed, a check mark was placed in cells on the matrix which they addressed. As the analysis progressed, so the matrix would build until it was complete, and the check marks will be replaced by a number which is the total amount of times that theme or subtheme was addressed. For example, in the example of the table below, data from RP 2 addressed a range of themes and subthemes, but not all, within the matrix themes. These have been completed by way of an example.

	RP 2	RP 3	RP 4	RP 5	RP 1-6
1) The connected professional					
Practical	(3)				
Democratic	(1)				
Civic					
Network					
2) The pedagogy of teacher education					
Moral role					
Modelling / golden moment	(4)				
Learning theory					
Learning communities	(3)				
Connecting theory, practice and workplaces					
3) The multiplicity of role, purpose and location					
Multiplicity	(4)				
More than a teacher	(3)				

4) Professional development and support	(2)				
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Table 15 – TEPACP Thematic Matrix example

Data analysis summary

The six research phases produced a significant amount of data. As Cohen et al. (2013) argue, it is often the case when collecting qualitative data that the 'merging of data collection with data analysis' (ibid: 537) can take place. This did happen in this study, and the four stages of data analysis provided a structure which enabled a multi-faceted range of analysis focussing on answering my research question to take place within this environment. Townsend (2013) emphasises the importance of analysis which problematises and questions the themes and ideas which arise during research. The research itself is 'intended to throw up a range of issues and concerns. It is also intended to establish the range of opinions on those issues' (ibid: 69). Through analysis of the findings, we are able to consider 'the evolving topics and teasing out the range of issues' (ibid: 69) which emerge. The epistemology, theoretical perspectives, methodology and methods of this research combined purposefully to gather data towards answering the research question.

Trustworthiness

Lincoln and Guba (1985: 290) specified the concept of 'trustworthiness' in a qualitative inquiry as a means to evaluate whether the findings of qualitative research are 'worth paying attention to'. This was an alternative to validity and reliability, as it was seen by scientific and positivistic research, and four criteria were provided to more effectively evaluate the 'multiple truths' (Bryman, 2012: 390) in qualitative research. These are credibility, transferability, dependability, and confirmability.

Credibility

'Credibility' relates to confidence in the 'truth' of the findings, and is acquired by prolonged engagement with the field of research. For research to have credibility sufficient time needs to be spent in the field to learn or understand the culture, social setting, or phenomenon of interest which is being researched and to establish rapport and trust with participants. As an insider researcher (Robson, 1993) I did

have a 'prolonged engagement' in this particular field of enquiry. The period of time spanned by the six research phases was four years, and the mixture of methods employed, were designed to collect a range, volume and scope of data which would represent the views of a credible number of LLS Teds. Data gathering events and activities were planned to ensure rapport and trust with participants was established from the outset, and my presence as insider researcher did assist in establishing that level of credibility. The combination of methods, types of questions in the online survey, and the ongoing analysis with reference to literature in the field all contributed to establish procedures to triangulate the results and ensure their credibility.

Transferrability

Transferrability is, as the name suggests, the degree to which the research findings can apply or transfer beyond the bounds of the project. The research has been constructed to ensure that it does gather what Lincoln and Guba (1985) describe as 'thick description', which is 'rich accounts of the details' (Bryman, 2012: 392) of the field being researched. The theoretical framework used in the data analysis i.e. 'the teacher education professional as a connecting professional' could be applied to other phases of teacher education in other countries, and indeed with limited modification in other fields and disciplines, this demonstrating transferability.

Dependability

'Dependability' is about showing that the findings are consistent and could be repeated e.g. through activities such as external audits. The literature review established themes and issues in teaching and teacher education which could produce a set of results which could be compared with others through further study. Submitting the research to an independent audit could be undertaken, as records have been kept of 'all aspects of the research process' (ibid), and would be available for such an audit of dependability. In reality, as Bryman suggests, this would be 'very demanding for the auditors', due to the volume of data and documentation, and the difficulty even peer auditors may experience when seeking to understand the procedures of the research. As has also been indicated, LLS teacher education does not have readily available data and / or benchmarks with which such an external audit could be compared.

Confirmability

'Confirmability' is about the steps that researchers take to demonstrate that findings emerge from the data and not from their own predispositions or researcher bias i.e. that a degree of neutrality exists. With respect to the literature review results are 'clearly linked to the findings' (EPPI, 2008: 15) so that readers can see the basis on which each theme has arisen from analysis of the literature. With respect to the confirmability of the research, as an insider I cannot guarantee complete objectivity, and it is acknowledged that this is neither possible or necessarily desirable (Robson, 1993; Townsend, 2013). What I can however confirm is that I took all ethical, procedural, methodological and practical steps to both take account of that aspect of the research, and would argue that genuine opinions, views and other responses of LLS TEds have been contributed to the research. Overall the research methodology and methods which have been selected meet Lincoln and Guba's criteria for trustworthiness. The degree to which this proved to be the case will be discussed in the final chapter.

Summary of chapter

Having explored the methods, methodology, theoretical perspective and theory of knowledge which feature in the research, and the associated areas of ethics and the 'trustworthiness' of the research, I have demonstrated what is needed to gather data which can answer my research question has taken place.

In this chapter I have returned to how the research question has developed from my situation as the researcher and a professional teacher educator. The 'epistemology or theory of knowledge' (Crotty 1998: 3) of constructionism and how it has underpinned the research was then addressed, and how this aligned with the research question. How the theoretical perspective of interpretivism was embedded within the research and how it provided a rationale and purpose for the methodology adopted of mixed methods research were then considered. Ethical imperatives and their implications for the carrying out of the research were explained within the methodology section, and the ethical processes and procedures adopted were outlined. My situation as the 'insider researcher' (Robson, 1993) and the advantages and challenges this brought to the research was discussed, and I argued that my working situation and my presence as an insider proved to be one of

the most positive resources for the research. I then explained the methods used, of a literature review, focus groups, online questionnaire, snapshot needs analysis and evaluation of a CPD programme, and when and how they took place through six research phases. The rationale and structure for the data analysis process, the four stages of analysis and the sequencing of the analysis was then discussed. The chapter concluded with a consideration of the trustworthiness of the research as indicated through the methodology and methods. The next chapter will present the findings of the research.

CHAPTER 5 – FINDINGS AND ANALYSIS

Introduction

As indicated in Chapter 4, Phase 6 of the research was the period of analysis and evaluation of the findings of the research. The research data was analysed in the sequence of the phases (i.e. in the order it was collected). Each of the first five phases was subjected to four stages of analysis, as is also explained in Chapter 4. The four stages of data analysis are an adaptation of the seven stages outlined by Cohen et al. (2007), and are below:

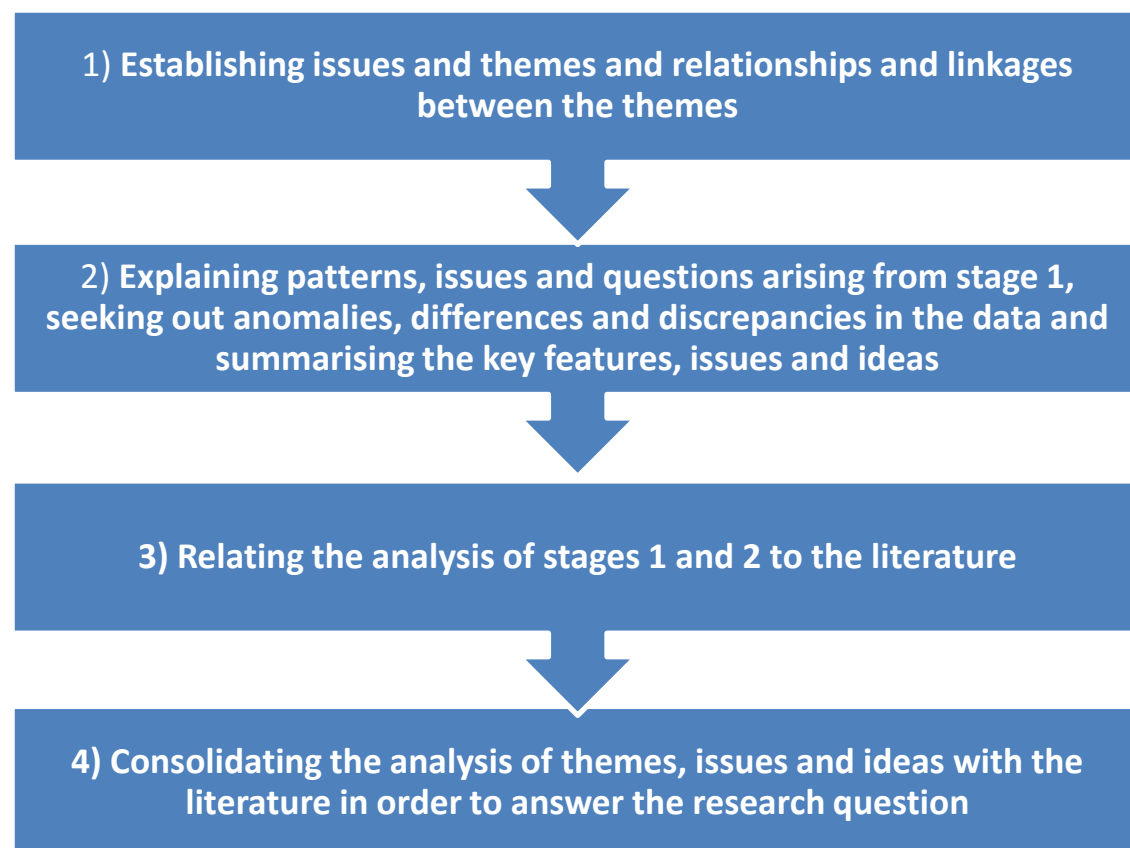


Table 16 – data analysis stages

Stages 1-3 of data analysis provided a summary of key themes and issues and a matrix was devised to assist with the identification of key themes within the data during Stage 4. This was based on the theoretical framework from Chapter 3 Part 2, the 'Teacher Education Professional as Connecting Professional' (TEPACP). The matrix captures a profile of where the key themes were addressed.

Theoretical framework to support data analysis

By way of reminder, the theoretical framework was proposed from the literature review, and a visual representation is in figure 8

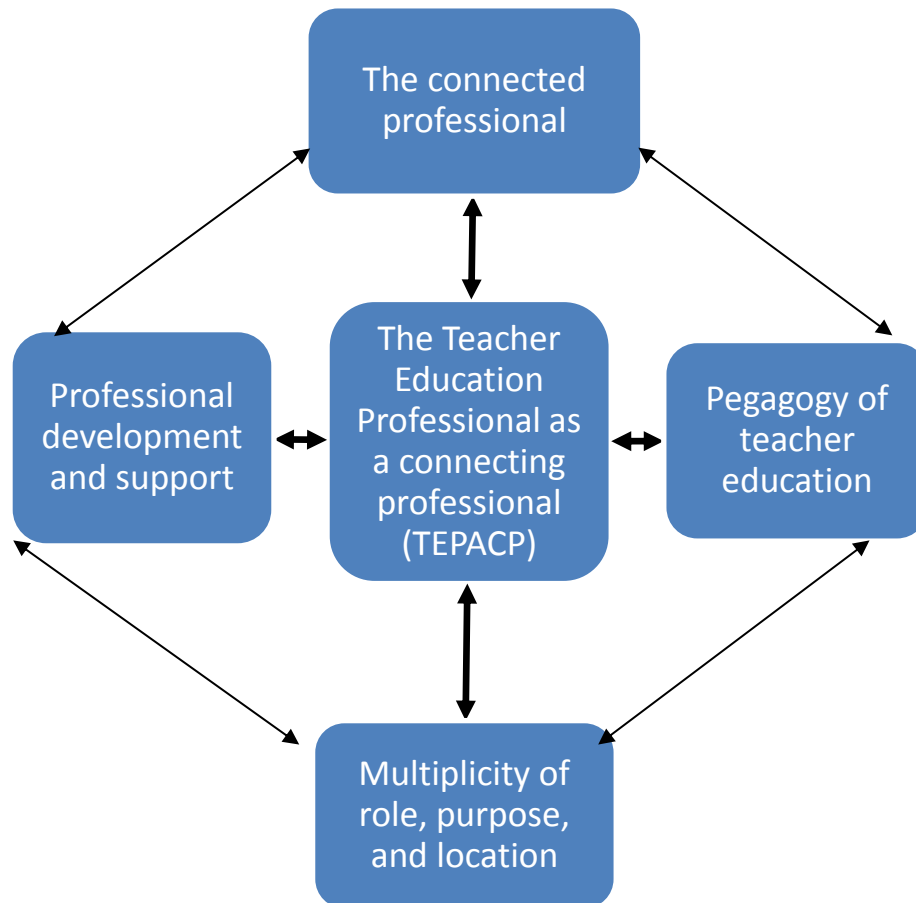


Figure 8 - the 'Teacher Education Professional as Connecting Professional' (TEPACP) framework

Application of the framework in data analysis

A framework matrix was used to capture where the data addressed the key themes of the framework, and where there were gaps. The matrix of results was then used to support Stage 4 of the data analysis of each research phase. For the analysis in Phase 3, the online questionnaire, the framework was used at the end of the analysis of each section of the questionnaire data, and a summary matrix was analysed at the end of the analysis of that phase. The format of the matrix is shown as table 17

	RP 2	RP 3	RP 4	RP 5	RP 1-6
1) The connected professional					
Practical connection					
Democratic connection					
Civic connection					
Networked connection					
2) The pedagogy of teacher education					
Moral role					
Modelling / golden moment					
Learning theory					
Learning communities					
Connecting theory, practice and workplaces					
3) The multiplicity of role, purpose and location					
Multiplicity					
More than a teacher					
4) Professional development and support					

Table 17 – thematic matrix of the ‘teacher education professional as connected professional’ (TEPACP) framework

Summary of the data analysis process

Each section of analysis commences with details of the research phase, followed by a presentation of the key findings from the research in the phase. A discussion of the key themes from data analysis stages 1 to 3 then follows. Data analysis Stage four utilises the TEPACP analysis, firstly completing the thematic matrix for the phase, then carrying out an analysis using the results. A summary of connections, themes and issues between and across phases completes the analysis of the findings from each research phase. This process is represented in figure 9.

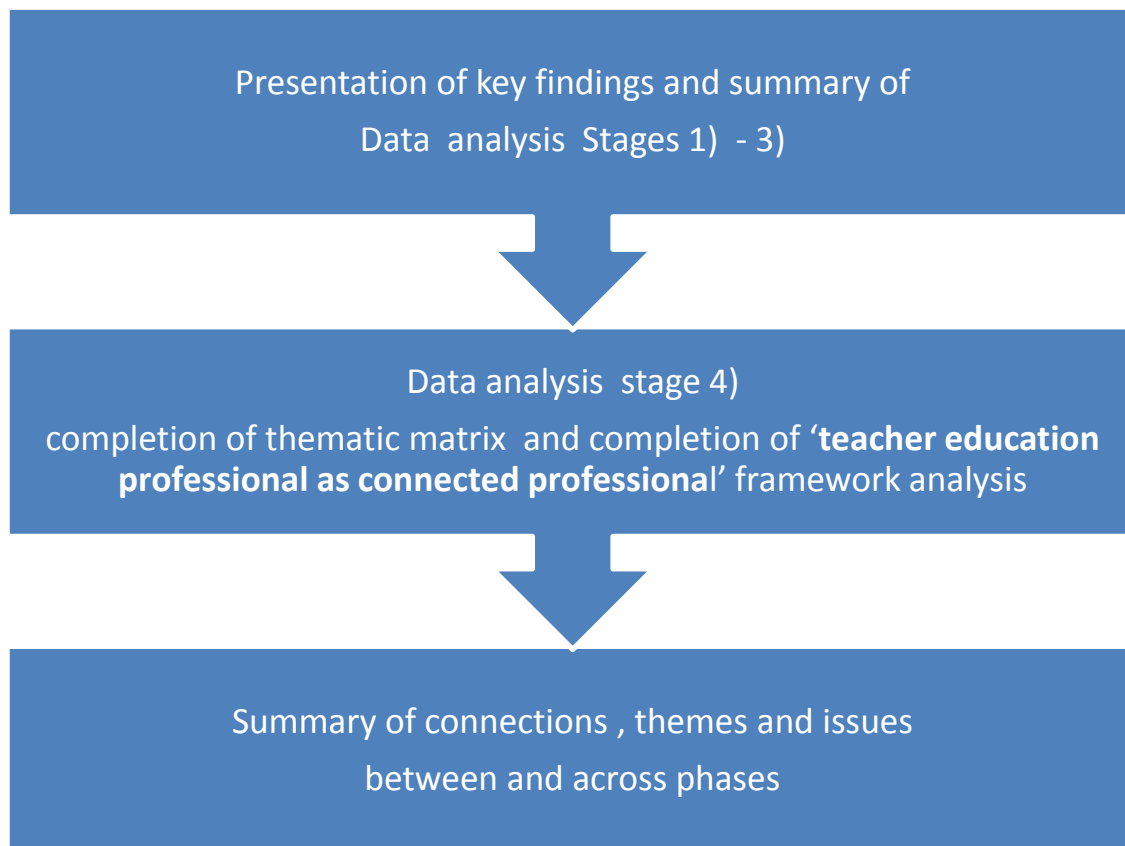


Figure 9 - the data analysis process

Research reach

Before moving on to the detailed presentation and analysis of findings, the reach achieved by the research is explained. The 'reach' of the research (SWCETT, 2010), is the term used to describe the numbers of LLS TED participants who engaged with the research through the six phases, or whom the research reached. My informed estimate (see Chapter 2) was that there are 1500 TEDs in the LLS in the UK. A reasonable estimate of the number in England would be 80% of the overall total, hence 1200. As indicated in Chapter 4, establishing what would constitute a representative sample was problematic so opportunity sampling and purposive sampling were both used as the most effective means of engaging the maximum number of participants in the research. The data on reach was collected from minutes / attendance records at focus groups / conferences workshops / meetings and from the online survey results. The results follow in table 18.

RESEARCH REACH TOTALS OF PARTICIPANTS	
NUMBER OF PARTICIPANTS	RESEARCH ACTIVITY IN SEQUENCE
8	Focus group 1
36	Focus group 2
25	Focus group 3
161	Online survey participants
20	Focus group 4
16	Snapshot needs analysis
12	Stepping Out 1 participants
18	Stepping Out 2 participants
296	TOTAL TEACHER EDUCATOR PARTICIPANTS
NUMBER OF INDIVIDUAL TEACHER EDUCATOR PARTICIPANTS	
161	Online survey participants
50	Estimate of other participants who did not take part in online survey
211	TOTAL INDIVIDUAL TEACHER EDUCATOR PARTICIPANTS

Table 18 – Research reach data

Overall 296 LLS TEds participated in different phases of the research. Some of them participated on more than one occasion. 161 participants responded individually to the online questionnaire. A reasonable estimate of those individuals who participated at some stage of the research but did not complete the online questionnaire is 50, making an overall estimated total of 211 LLS TEds who participated as individuals in the research. The 161 respondents to the online questionnaire constitute 13.5% of the estimated target population of 1200 TEds in England. The consolidated figure of 211 participants represents 18% of the estimated target population. Bryman (2012) argues that response rates or engagement with research 'varies according to the type of sample, and the topics covered' (ibid: 200). Given the uncertainty about the target population, and the lower numbers included in the research by Harkin et al.

(2008), which was a survey which also sought to reach the same target population, and Noel (2006) which was limited to a particular group of LLS TEds, reaching this number of participants represents a positive achievement, and a step forward in research about this particular target group.

Findings and analysis – Research phase 1

Scoping the literature / literature review

In preparation for Phase 2 of the research, a brief scoping of literature relating to LLS teacher education was undertaken. Two key sources which proved particularly helpful were Harkin et al. (2008) and Noel (2006). They focussed on characteristics, knowledge and other aspects of the professional situation of LLS teacher educators and also addressed their support. This was particularly helpful at this stage of the research and the two sources provided an evidence-based starting point for a number of key themes associated with the professional situation of LLS TEds to be introduced. The scoping of literature provided the basis for a series of statements and questions for use in Phase 2, and was helpful in what Newby (2010) describes as 'getting a sense of the field' and getting 'a sense of the different perspectives people have brought to an issue' (ibid: 14).

The full literature review commenced during this phase, and continued until the end of all six research phases. At the time of Phase 1 of the research, the TEPACP framework had not been created, and therefore is not applied directly to this first phase. As part of the data analysis process, however, I have reflected on whether it may have made a difference to the statements included, or questions in the early research phases asked, had the framework been available at that stage. It is possible to see that a number of the key themes in the TEPACP framework were not addressed directly in the statements created for FGs 1-3 in Phase 2. These included some aspects of the democratic and civic connections of the connected professional, and some aspects of TEd pedagogy, such as what Korthagen et al.(2006) describe as how 'learning about teaching' (ibid: 1025) is enhanced by 'meaningful relationships between schools, universities and student teachers' (ibid: 1034). Overall a number of the more broad outward-facing professional characteristics, principles and values were not addressed when preparing for Phase 2. This did not prove to be a significant issue as the research progressed. The

overall research process involved taking account of new learning as it occurred, and allowing this to inform the research and the analysis at every stage (Cohen et al., 2007). Rather than presenting a more fully developed model of the professional situation of LLS TEds to which the participants could respond, the approach led naturally to a broader understanding of the professional situation of teacher educators based strongly on the views and experience of TEds themselves, as (Cohen et al., 2007 and Denscombe, 2010) argue it should. It is also possible that the inclusion of a broader range of themes and more complex outward-facing questions about TEds' professional situation at this early stage could have reduced the effectiveness of the focus groups by introducing larger issues which might have clouded the focus.

Summary of themes, connections and issues

Phase 1 prepared for Phase 2 effectively, and established a number of key starting points for the remaining research phases. Establishing these starting points assisted the process of 'early analysis' and which Cohen et al. (2007:462) argue 'reduces the problem of data overload by selecting out significant features for future focus'

Findings and analysis - Research Phase 2

Focus Groups 1 - 3

The prompts for FG1 to FG3 are in appendices 3 and 5. As soon as the first focus group took place, the results started to be used to finalise the online questionnaire, and a substantial number of changes to the original statements took place as a result of the three FGs. By the end of Phase 2 the online survey questionnaire had been finalised and was ready to pilot.

Eight participants were present at FG1, 36 at FG2 and 20 at FG3, making a total of 64 FG participants. The participants represented all providers of LLS ITE, including teacher educators from universities, further education colleges, uniformed services (armed forces and police), adult and community learning, voluntary and community sector, work-based learning, offender learning, and specialists in working with disabled students and Language, Literacy and Numeracy. This provided a very encouraging indication that engagement with LLS TEds had been established from the start of the research.

Participants' approach to the FGs

When asked their views about teaching and learning as part of research, teacher educators advocate student centred, socially constructed learning, often situated in the workplace, and see themselves as both embedded in that workplace, and a bridge between its context to an enhanced expansive, connected professionalism (Kitchen, 2005a; Koster and Dengerink, 2008; Korthagen et al., 2006; Reale, 2009). The constructionist epistemology of the research (Crotty 1998) required participative, experiential methods which promote reflection in action and reflection on action (Schön, 1983). The development through those methods of a relationship with research participants based on empathy, trust and empowerment (Freire, 1972; Rogers, 1961) also aligned well with the approach and style of focus groups. The FGs were designed using constructionist principles, and the participants responded positively to this. They attended in good numbers, engaged readily, needed little prompting to participate in the discussion and took a critical approach to the ideas and concepts involved. Overall those who engaged appeared ready to contribute to 'making their own world' (Freire, 1972; Crotty, 1998) within LLS Teacher Education.

Teachers and teacher educators

FG 1 and 2

The key theme of the FGs was the differences between teachers and teacher educators. The FGs yielded rich data in relation to the professional situation of LLS teacher educators, which got the research off to a positive and encouraging start. The literature review highlights the fact that many teacher educators are already experienced teachers and that there are many similarities between teachers and teacher educators (Boyd et al., 2010; Harkin et al., 2008; Nasta and Lucas, 2010; Noel, 2006). Each FG agreed there were numerous similarities, matching many of their statements with those produced as prompts. Participants produced additional statements which reflected shared characteristics between teachers and teacher educators, and encountered some difficulty finding statements which did genuinely reflect differences, as it was often possible to see that a 'good teacher' would need this characteristic or subject knowledge as much as a 'good teacher educator'. A wide range of additional ideas and statements were produced in addition to the prompts, and some examples follow.

Example 1 – FG1 – Course Managers’ Meeting (transcribed from group flip chart)
Good teacher vs teacher educator <ul style="list-style-type: none"> ▪ Varied background? ▪ Not always been teacher ▪ Open-minded ▪ Quick thinking ▪ Training vs education ▪ Thick-skinned ▪ Innovative – latest thinking ▪ Moral quandaries ▪ Hyper critical ▪ Acknowledging/respecting/using others’ skills sets ▪ Empathy ▪ Encouraging independent/critical thinking ▪ Creative ▪ Enthusiasm ▪ Acknowledging other contexts

Table 19 - Example 1 – FG1 – Course Managers’ Meeting

Example 2 - FG2 - SW Regional Teacher Education Forum event (transcribed from flip chart feedback to plenary)
GROUP 2 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS Teacher Educators need: <ul style="list-style-type: none"> • Sound knowledge of the theoretical basis of teaching and learning • Skills in developing professional beliefs, values and practice • Gaining the professional respect of other teachers, perhaps colleagues • Ability to apply what you are teaching in contexts other than FE • Even better communication skills

Table 20 - Example 2- FG2 - SW Regional Teacher Education Forum event

When considering the differences between a good teacher and a good teacher educator, one group in FG2 created a table of characteristics with 33 for a good teacher and a further 15 for a good teacher educator, qualified with the statement ‘all of the opposite at a heightened level plus’

Another group in FG2 described the differences as 'the metacognition needed by teacher educators for added value', and that include a series of statements which feature in table 21 below:

Example 3 – FG2 - SW Regional Teacher Education Forum event (transcribed from flip chart feedback to plenary)	
GROUP 5 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS	
Characteristics of a good teacher	Characteristics of a good teacher educator
Innovative and charismatic	<i>All of opposite at heightened level plus.</i>
Qualified (potential)	Ethically/politically astute
Healthy and energetic	Able to model
Team player	Consciously reflective
Thick skinned	Metacognition
Creative	Credible
Appropriately articulate	Experienced
Learner centred	Can teach 'naked'
Caring (but knows boundaries)	Knowledge of pedagogy/andragogy and educational theory
Reflective	Ever so 'umble
Good communicator	Collegiate
Diplomatic/honest	Contextualising theory/expertise/knowledge
Philanthrope	Empowering colleagues
Knowledgeable	Inquisitive/curious
Constructively critical	Super trustworthy
Polymath	Not quite so cheap
Inspirational	
Sense of humour	
Organised	

Reliable	
Sustainable	
Flexible	
Empathic	
Cheap (VFM)	
H&S expert	
Counsellor	
Institutional knowledge	
Respectful	
CPD – motivated	
Unfinished work in progress	
Experimenter	
ICT literate	
Numeracy and literacy (embedded)	

Table 21 - Example 3 – FG2 - SW Regional Teacher Education Forum event

Example 4 - FG2 - SW Regional Teacher Education Forum event Examples of participant comments / feedback in FG2	
<ul style="list-style-type: none"> ▪ Being a model of good practice, and <i>knowingly</i> – praxis ▪ <i>Credibility</i> to do teacher observations and assessments ▪ Able to read, write, think, research and assess at level 7 ▪ Be a divergent thinker ▪ Breadth of knowledge and experience of post compulsory sector ▪ Specialist knowledge e.g. learning theory; current research and/or policy 	

Table 22 - example 4 - feedback from FG2

Some of these responses are humorous, and some could be argued to be the same as those needed by a teacher. Language used to differentiate between teachers and TEds tended to introduce what could almost be described as 'hyper characteristics', or particularly super-charged and special aspects of the role, particularly those with emotional connotations. Words and phrases used included:

'innovative and charismatic'; thick skinned'; 'philanthrope'; 'polymath';
'sustainable'; unfinished work in progress'; 'super trustworthy; empowering
colleagues

Some of the comments and words used could be described as idealistic, and some, such as 'empowering', could be found or implied in some of the literature (ATE, 2008; Cochran Smith, 2004, 2006; Korthagen et al., 2006; Koster and Denjerink, 2008). These and other words used suggest a more emotional component or connection, and something which has been described in the literature as 'more than a teacher' (Vloet and van Swet, 2010).

Example 5 - FG2 - SW Regional Teacher Education Forum event.

Expressions of the values and beliefs of teacher educators

(transcribed from flip chart feedback to plenary)

GROUP 6 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS

Active interest in knowledge

Active interest/readers/analysers in "philosophies" of education

Pragmatic

Academic

Action Research

Academic research

|

Meeting Point – teacher educator

Need genuine interest in people – not just the books

Passionate/emotional about passing on *learning* rather than subject

Table 23 - Example 5 - FG2 - SW Regional Teacher Education Forum event.

Example 6 - FG2 - SW Regional Teacher Education Forum event

Suggestions for enhancing support for teacher educators

(transcribed from flip chart feedback to plenary)

- *Could CETTs promote network of teacher educator supporting mentors?*
- *Idea of working with others – experience of joint teaching with someone from outside college – could CETT facilitate?*
- *Experiencing range of delivery contexts, eg WBL, prison, ACL, FE etc. Observations can give us this.*
- *Collaboration – difficult because colleges are in competition with each other.*

Table 24 - Example 6 - FG2 - SW Regional Teacher Education Forum event

FG3

By FG3 the conversation was deliberately constructed (see appendix 4 – Plan for 'professional conversation' for FG3) to add breadth to the feedback from FG1 and FG2, focussing firstly on what works well and not so well in LLS ITE, and secondly what could be changed. The responses reflected that intention. Extracts from the comments on the three topics from the transcribed flip charts are in the table below:

Example 7- Participant comments / feedback from FG3

Strengths

New reforms / CETTS 'have been a stimulus to improve learning'

Qualified, competent, confident practitioners despite, rather than because of, standards!

We are all still here!

Active learning

teachers gain great enrichment and confidence

Developed huge community of practice – non-hierarchical;

Mentoring – not there yet but on the agenda.

Professionalization agenda

Problems

Most of the complexity in the system has been established by the government

Programmes 'nobody is happy with'

Delivery of specialist qualifications

We need to be in charge of our own professional body

Teacher educators forced to question ITE

To deal with "quangologies",

Change Ofsted – value is ability of inspectors to come in who know what is going on around the country – newer ones just criticise rather than engage – want professional dialogue

More support needed for teacher ed and teacher educators

Most people acquiesce and don't become assertive/critical – need to contribute constructively at every possible level – need to take personal responsibility

Vocational staff often need extreme levels of additional support to achieve qualifications

Current system doesn't allow enough time for those with additional needs to develop their skills to achieve confidently

Sucking personality out – not accessible, not differentiated

Mentoring – still needs more

Less practice-based – more about filling up forms

Proposed Actions

Need for all major players in teacher ed to talk to each other

Teacher educators really need to challenge each other

Sharing issues / expertise and practice to improve situation

Teacher educators need influence / representation on Govt bodies

More sharing / accepting responsibility

Table 25 – Example 7 - comments from FG3

This activity extended the discussion into a more general, sector wide context, and a range of the recognised sector challenges which were identified in Chapters 2 and 3 were mentioned, including government intervention, the presence of OfSTED, acquiescence by teachers and TEds, 'sucking personality out', and the lack of criticality by TEds and teachers (Lucas and Nasta, 2010; Lucas et al., 2012; Iredale et al., 2013; Simmons and Thompson, 2008). A range of strengths, and potentially helpful actions were also raised, however, and these included the values of CETTs, the resilience of the sector and TEds, and the community of practice of TEds, in

addition to proposals to 'all talk to each other' (BIS, 2012b; Exley, 2010; Orr, 2012; Thurston, 2010).

<p>Example 8 – FG3 - Professional conversation entitled 'if only teacher educators had more power'</p> <p>Reflections on most successful and least successful aspects of teacher education (Transcribed from flip chart feedback to plenary)</p>
<p>Group 2</p> <p><i>Most successful:</i></p> <ul style="list-style-type: none"> • VLE use – dynamic not just a repository • About to start using Second Life • Wikis great – when they work! • Developed huge community of practice – non hierarchical • Mentoring – not there yet but on the agenda. • We are bloody good teachers – enthusiastic, keen ("love") • Peer observations • CETTs • Networking and research • Being here at a "non-conference" • Professionalisation agenda • Good to be part time with other teaching roles – good for integrity – still at the coalface (But practicalities can be challenging) • Team with specialisms provides diversity for learners + route into ITE <p><i>Least successful:</i></p> <ul style="list-style-type: none"> • Very prescriptive, proscriptive in some cases, admin heavy • Lots of people have hand in ITE – leading to lack of communication • Grading observations • Mentoring – still needs more • Time allocation – too much on admin and not enough time to meet mentors • SVUK validation needs everything written down • Less practice-based – more about filling up forms • Minimum Core – dire and patronising • Breadth of practice – very difficult to organise – needs CETT to create database for peer observations + funding • Over assessment with assignments not relevant to practice • Better to interview/film etc. for portfolio • Lack of APEL – not consistent across organisations/country • Trainees getting significantly different experiences

Table 26 - Example 8 – FG3 - Professional conversation entitled 'if only teacher educators had more power'

**‘Teacher Education Professional as Connecting Professional’
(TEPACP) analysis of Phase 2**

	RP 2	RP 3	RP 4	RP 5	RP 1-6
1) The connected professional					
Practical connection	(6)				
Democratic connection	(3)				
Civic connection	(0)				
Networked connection	(3)				
2) The pedagogy of teacher education					
Moral role / values / philosophies	(7)				
Modelling / golden moment	(2)				
Learning theory	(3)				
Learning communities	(6)				
Connecting theory, practice and workplaces	(3)				
3) The multiplicity of role, purpose and location					
Multiplicity	(4)				
More than a teacher	(3)				
4) Professional development and support					
Prof dev / support	(6)				

Table 27 – TEPACP Matrix for Phase 2 – FG1 to FG3

In the analysis of Phase 1, the possibility that a number of the key items in the TEPACP were not addressed directly by the questions / statements prepared for the FGs was raised. The TEPACP matrix for Phase 2 actually shows the responses addressing all elements in the framework, apart from the civic connection of the connected professional. Those which were about developing and / or modelling practical teaching, and promoting their own and their trainees’ collaboration and professional development, featured more strongly than others. They hinted at the capacity highlighted in the literature of making connections and seeking positive solutions from those connections, as part of their role as democratic, ‘connecting professionals’ (Dzur, 2008; Sachs, 2001; UCU, 2013). Some of the more outward facing elements of the TEBACP such as social justice, public advocacy and developing relationships with other educational organisations (AITSL, 2011; ATE,

2008; Korthagen et al., 2006; Koster and Dengerink, 2008) did not feature directly at this stage.

From the earliest stage of this research, LLS TEds readily discussed the support they received, and the further support they needed in response to the questions / discussions about support. Across FG1 to FG3 a wide range of comments about, and suggestions of support, were made; some examples are featured in the table below.

Examples of participant comments / feedback about support from FG1 to FG3
<p>Time is a significant constraint</p> <p><i>'it is assumed we don't need any induction/support'; need local and corporate induction .. collaboration on induction</i></p> <p>Courses – improving ... CETTs</p> <p>RSA - More support needed – particularly from universities; varies from college to college; no time given in colleges, but projects are available (e.g. SWCETT)</p> <p>Collaboration within competition can be a problem</p> <p>Model use of ICT</p> <p>Managing challenging behaviour</p> <p>Coaching</p> <p>Variety of levels of support make it difficult for others to provide it</p> <p>Could CETTs promote network of teacher educators?</p> <p><i>'More support needed for teacher ed and teacher educators'</i></p> <p><i>'Mentoring – still needs more'</i></p> <p><i>'Need for all major players in t ed to talk to each other'</i></p> <p><i>'Teacher educators really need to challenge each other'</i></p> <p>Working with OfSTED Grading criteria</p>

Table 28 – Comments on TEd support from FG1 to FG3

The comments and responses indicated that support was received, professional development had been undertaken and that this had improved since the arrival of CETTs in 2007. There were also suggestions of further support and development which was still needed, as can be seen from the examples. These

related closely to the support issues and areas of need found in the literature review, including improved induction, support for new TEds, and networking to develop and enhance practice (Clow and Harkin, 2009; Dinkelman et al., 2006a,b; Harkin et al., 2008; Harrison and McKeon, 2008; Martinez, 2008; Murray, 2005; Noel, 2006, 2010;Thurston, 2010). Boyd, et al. (2011) and Menter et al. (2010a) cite research which shows that induction and professional development for teacher educators is given low priority in the objectives of countries, organisations and departments, that this constrains what can be made available, and limits the capacity of TEds to participate in it. Responses for the participants confirmed this was still a problem, but their responses suggested that there had been some improvement.

The 'more than a teacher quality'

A further theme from the TEPACP framework became more prominent by the end of research Phase 2 and this was what made teacher educators 'more than teachers'. From this point forward in the analysis, and because it does appear to capture something which other conceptualisations do not quite manage to, this aspect of being a teacher educator will be described as the 'more than a teacher quality' . This concept is characterised by a blend of philosophies, approaches and methods, loosely held together by some shared but often not explicit sense of purpose. It was raised in the literature review in research by Cochran-Smith (2005), Davey (2013), Danaher et al. (2000), Ritter (2010), Swennen et al. (2007), Sumsion (2002) and Tillema and Kremer Hayon (2005). This quality is identified in the TEPACP framework and how (or if) it is characterised will be followed through in the data analysis. How it may relate to models and frameworks from the literature such as the 'connected professional' (Boyd et al., 2011; Dzur, 2008; Felstead et al., 2010; Fuller and Unwin, 2003; Sachs, 2000) and the restrictive / expansive work place continuum (Boyd et al., 2011; Fuller and Unwin, 2003; Sachs, 2000) will also be analysed.

Passion and emotional engagement

Passion and emotional engagement in the work of TEds also feature as an affective component in the professional situation of LLS Teds, as can be seen by comments from the focus groups such as:

*'Passionate/emotional about passing on **learning** rather than subject'*

'Active and reflective learner – for ever'

'Be able to step outside own comfort zone and enjoy that challenge (leave comfort blanket behind)'

This was not identified in the literature review as a major theme or issue, although there were inferences in themes where values and commitment, or empathetic and empowering approaches were argued to be involved as a theme.

This included research by Crowe and Berry (2007) Davey (2013), Danaher et al. (2000), Kithcen (2005a), Menter et al. (2010a), Menter and Hulme (2008) and Murray (2004). The level of commitment to students and their pride in doing so featured in research by Hankey and Samuels (2009), Harkin et al. (2008), Iredale et al. (2013) and Orr and Simmons (2010). This more direct emotional engagement was more prominent in the data from Phase 2, so the TEPACP matrix was adapted to include it in the 'pedagogy of teacher educators' section, alongside the 'moral role / values / philosophies' sub themes. This meant that it could be tracked as a theme during the remainder of the data analysis.

Summary of themes, connections and issues

Responses relating to the barriers faced when operating as a professional featured in Phase 2. This was particularly the case in FG3, where additional questions were asked to prompt wider discussion. Barriers included the lack of status of LLS TEds, a lack of opportunities to be involved in decisions affecting their roles and responsibilities, problems associated with change, and inspection regimes. These align clearly with issues identified in research by Hargreaves (2003), Harkin et al. (2008), Lucas et al. (2012) and Noel (2006).

FGs 1-3 were designed to generate more detail about the professional situation of LLS teacher educators, to start the iterative process of the research, successfully engage LLS Teds and prepare for the launch of the online questionnaire in Phase 3. The results demonstrate LLS TEds did engage in discussing and developing an individually and socially constructed view of aspects of their professional situation and support needs. This provided good qualitative data about

their professional situation and highlighted a number of key themes relating to that situation. As was also intended, the data from Phase 2 contributed directly to developing the next phase of the research. A number of key changes were made to the questions for the online questionnaire as a result of ideas and suggestions from FG1-3. The most important changes are included in table 29.

Changes made to questionnaire resulting from Cycle 2 FG1 to FG3
<ul style="list-style-type: none"> • A question relating to CETT affiliations (Q8) was added. • Qs 10 and 11 about time spent as a teacher educator were created from one original question, and two other questions were added (12 and 13) to provide more breadth about this topic. • Q14 was changed to asking the type of organisation worked 'in' rather than 'for' to acknowledge the fact that many teacher educators worked in more than one organisation. • Q16 was added to provide details about those working on the newly established ITE qualifications, as this has not been included in any previous survey. • The original 13 statements about 'characteristics and subject knowledge' became 15 'essential characteristics' (Q18), and 12 items of subject knowledge (Q20), which expanded the original set of ideas considerably. Terms such as '<i>innovative and charismatic</i>' and '<i>the even more quality</i>' were added to the characteristics and 'embedding sustainable development' to the subject knowledge, specifically as suggested by focus group participants • Q22 'One key factor' was added. • Q23 was change from 'development' needs to 'support' needs, and 13 of the 24 final types of support were added during the FG process.

Table 29 - Changes made to questionnaire resulting from Cycle 2 FG1 to FG3

Teachers and teacher educators

Overall the results from phase 1 and 2 suggest agreement with the view that teacher educators teach about teaching whether they are specialists in subject-based or generic teacher educators, and that they directly contribute to the development of the teaching workforce in ways which other teachers generally do not (Boyd et al., 2007; Mayes, 2009; Murray, 2008; Thurston, 2010). There were also comments which supported the general thrust of the literature relating to LLS

teachers and teacher educators. This suggests that the LLS is particularly complex, challenging and diverse, and requires an extensive range of skills, experience professional characteristics and professional knowledge of LLS TEds (Boyd et al., 2011; Exley, 2010; Harkin et al., 2008; Lucas and Nasta, 2010; Noel, 2006; Orr 2012; Thurston, 2010).

The 'more than a teacher' quality has been identified during this phase as a term which has featured in research to characterise some of the multiple aspects of being a teacher educator. A similar term, the 'even more quality' was coined by the participants in this research, and was incorporated into the online questionnaire. In the analysis from this point on, the 'more than a teacher quality' will be the term used, and the degree to which it features will be monitored through the remaining research phases.

The TEPACP framework

The TEPACP framework proved a helpful model for analysis of data, and data from Phase 2 addressed all areas of the framework to at least some degree. The area which was not addressed was the 'civic connection' of the connected professional. The more directly and immediately relevant themes and subthemes within the framework were, however, addressed more frequently than the more outward-facing themes. These inward- and outward-facing aspects can be described as the 'inner circle' and the 'outer circle' of teaching and learning, and the Phase 2 data suggested that LLS TEds were more concerned overall with the inner circle than the outer circle. This theme will also be tracked as the data analysis progresses.

Findings and analysis – Research Phase 3

The online questionnaire

Introduction

The questionnaire contains five separate sections. Those sections were Section 1 - about you (Questions 1 to 13); Section 2 – your course (s) / teacher education programmes (Questions 14 to 17); Section 3 – Essential Characteristics of a good teacher educator (Questions 18 and 19); Section 4 – Subject Knowledge of a good teacher educator (Questions 20 to 21); Question 22 – if you were asked to describe one key factor which is the difference between a good teacher and a good teacher educator in the LLS, what would it be? – featured within section 4, but was analysed

as a separate section 6, because it proved relevant to all sections of the questionnaire; Section 5 – Support Needs (Questions 23 to 25). Each subset of questionnaire data will be analysed in the sequence of the sections of the questionnaire, apart from question 22, which is relevant across all sections of the questionnaire so has been analysed last as section 6.

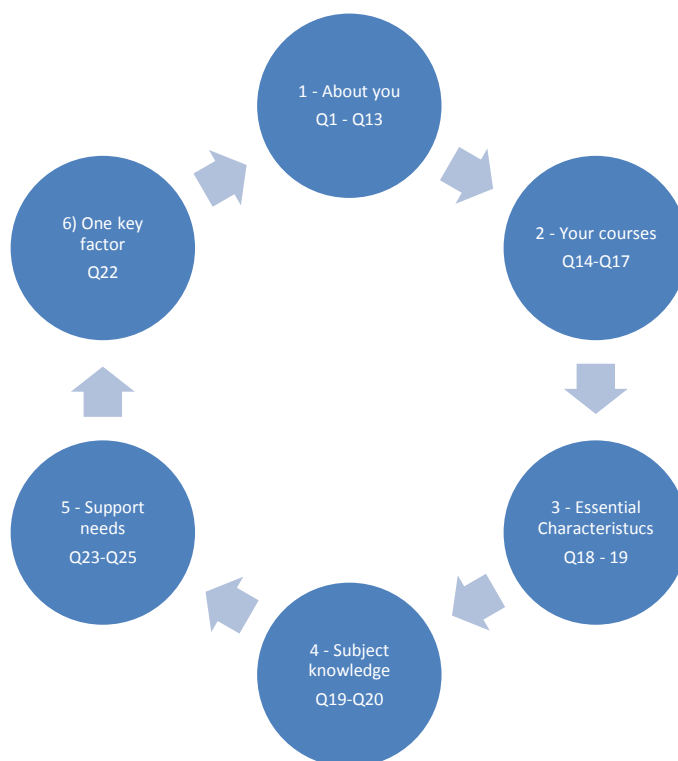


Figure 11 – the six sections of the online questionnaire as they were analysed
The next section discusses the level of participation in the questionnaire.

Level of participation in the questionnaire

Table 30 breaks down the participation of LLS TEDs in the questionnaire into more detail by supplementing the original reach data from the beginning of this chapter with a more detailed record of responses given to the online questionnaire.

RESEARCH REACH	
NUMBER OF PARTICIPANTS	STAGE OF RESEARCH IN SEQUENCE
89	Focus groups 1 to 4
161	Online survey participants
16	Snapshot needs analysis
30	Stepping Out 1 and 2 participants
296	TOTAL TEACHER EDUCATOR PARTICIPANTS
NUMBER OF	FACTUAL QUESTION RESPONSES

PARTICIPANTS	
161	16 factual questions with 130 choices to select from
161	9430 responses to factual questions
	OPEN QUESTION RESPONSES
161	326 comments in total amounting to 5,783 words.

Table 30 – Further details of research reach summary

Participants contributed their ratings and comments readily to the survey, as the number of participants (161), and the volume of free comments (326 comments amounting to 5,783 words) suggests. 9,430 responses overall were given to the sixteen factual questions, and there were twenty five questions overall, which produced a substantial quantity of raw data for analysis??. A number of participants indicated they found responding to rated questions with two fixed choices problematic when their work situation was not fixed and was indeed constantly developing and changing. Two participants summed this up with the comments:

'none of them (the statements) can ever be met "fully" by an individual'

'This section was not really meaningful as I do not see myself as fixed ... but constantly developing and changing'

Collection of 'golden moments'

The questionnaire was designed to collect factual data, whilst at the same time offering comments by way of discussion, and overall, as the results demonstrate, it did achieve that purpose. The questions captured a series of responses which could be described as 'reflective moments' (Hillier, 2005; Korthagen et al., 2006; Townsend 2013), or even 'golden moments' as highlighted in the literature by Dawson and Bondy (2003), Korthagen et al. (2006), Loughran (2007), Mayes (2009), Muller (2003) and Willemse et al. (2008). The 'golden moment' is an important factor in the espoused pedagogy of teacher education (ATE, 2008; Boyd et al., 2010; Korthagen et al., 2006; Lunenberg et al., 2007; Mayes, 2009). Within the theoretical perspective of interpretivism, reflecting on key incidents to develop shared meaning also assumes importance (Crotty, 1998; Freire, 1972). It could be argued that the use of a questionnaire with a larger number of participants, all of whom produce short 'moments' of feedback to questions relating to the key research themes, is an

innovative approach to gathering qualitative data. With interviews, or further focus groups, a smaller number of more full and detailed contributions would have been made. The online questionnaire collected a large range of moments in a short period of time then delivered them directly for analysis to my computer. Through the analysis of those moments, a good breadth of meaning has been constructed. As the analysis demonstrates it is perhaps less deep than other methods, but the breadth and coverage is strong. Newby (2010) argues that the collection of data can provide a 'powerful opportunity' which can help to 'change(s) our understanding about the issue being researched' (ibid: 337). By using technology that participants 'are already familiar with to elicit and record their experiences' (Sharpe and Benfield, 2012: 195), it has been possible to gather a good collection of brief comments. Green et al. (2011), when discussing ethnography, argue that the process of research can capture moments where a glimpse of 'cultural expectations, meanings and practices are made visible' (ibid: 310). This research is not ethnographic, but the capture of a series of moments did prove to be a highly effective means of capturing short, focussed but meaningful thoughts through the medium of e-technology. This approach to gathering data appears to enshrine well the principle of the 'golden moment' in TEd pedagogy.

Section one - Questions 1 to 13 – 'about you'

Gender, ethnicity and age (Questions 1 – 4)		
Gender of participants		
Category	No.	%
Female	124	77
Male	37	23
Ethnicity of participants		
White British	151	93.8
Black or ethnic minority British	1	0.6
Other	9	5.6
Age of participants		
20-25 years	0	0
26-35 years	4	2.5
36-45 years	22	13.7

46-55 years	71	44.1
56-65 years	64	39.7
65 plus	0	0
Open question - other ethnicity (Question 4) (10 responses)		
White English; White Australian; White European (English/Scottish/Polish); Mixed race - white and Asian; White Other; British Muslim; white western European; English; white African; 'London overspill'		

Table 31 – Gender, ethnicity and age (Q 1 – 4)

Questions 1 to 4 - gender, ethnicity and age

Q1 Gender

There was a significant majority of female participants (124 or 77%) as against males (37 or 23%), and this echoes the results of previous research (Harkin et al., 2008; Noel, 2006 and NRDC, 2006). These figures are six per cent higher than Noel (2006) - 66% female and 34% male, and 17% higher than Harkin et al. (2008) - 60% female to 40% male, but not as high as NRDC (2006) at 82% female and 18% male. The third of these may be higher because it is a specialist ITE qualification.

Staff Individualised Record (SIR) data

The only comparable source of LLS workforce data is the Staff Individualised Record (SIR), which was collected annually by the Learning and Skills Improvement Service until they were abolished in 2012. This is not directly comparable, as it only includes further education college staff, and a number of the participants work outside of further education (for example in universities), but it is the best comparative data available. 58.9 per cent of further education college teachers were female and 41.1 per cent were male in 2010/11 (LSIS 2012: 7). This is 18.1 per cent lower than that for female teacher educators in this survey, and 18.1 per cent higher than for male teacher educators. Female teacher educators are, therefore, over-represented in LLS teacher education in relation to the FE teaching population as a whole. The reasons for this may be linked to the consideration which emerged from the literature review about the 'feminisation' of the ITE workforce (McGuire and Wiener, 2004; Murray 2006, 2007; Simmons and Thompson, 2007b). Across the analysis of the questionnaire as whole, participants' answers were generally consistent irrespective

of gender. Analysis of this first section did raise the issue of feminisation and its impact, so this theme is followed throughout the remainder of the analysis of the questionnaire data.

Q2 Ethnicity

The ethnicity of this group of participants was overwhelmingly white (93.8%), which was also the case with previous surveys undertaken by Noel in 2006 and Harkin et al., in 2008. These results demonstrate that the LLS teacher educator community is almost entirely white with little other ethnic diversity.

SIR data

The SIR data indicates between 83 and 90 per cent of staff in most occupational groups were white British (LSIS 2012: 7). In my survey it is 93.8%, some four to ten per cent higher. LLS white British teacher educators can be seen from this data to be over-represented in comparison to the overall teaching workforce.

Q4 Age

135 or 83.8% of participants were aged between 46 and 65 years of age, again broadly in line with the findings of Noel (2006) and Harkin et al (2008). As teacher educators are often experienced teachers, this is not entirely surprising, but it does suggest that a high proportion of teacher educators are nearing retirement at a time when high numbers of teachers still need to be trained (BIS, 2012b). There was some variation evident in participants' age bands between males and female in question 4 in the mid-range age bands. The proportion of 36-55 year-olds who were female was 43.8% of the total female participants, whereas the 36-55 year-old males were 63.1% of the total male participants, a difference of some 19.3%. This difference is accounted for by the greater number of males in the 55-56 age-group at 54.1%, with females at 33.5%, some 19.6% more males than females. The results indicate that there are noticeably more males than females in the oldest age range of LLS teacher educators, but noticeably fewer in the 36-55 age band. Harkin et al. (2008) did not differentiate between males and females at this level in their data.

SIR data

The average age of teaching staff was 46 years, compared with the average for all staff of 45 years. 28 per cent of teaching staff were in the 50 to 59 age group, and

just 2.4 per cent of teaching staff were aged below 25' (LSIS 2012: 7). The figures are not directly comparable due to different age-bands, but with 73.9% of the participants aged between 46 and 65, LLS teacher educators in this sample are significantly older than the FE teaching workforce overall. With the differences in age ranges between male and female, replacing male retiring teacher educators appears to be a priority in the short term, but replacing female retiring teacher educators will be in the mid to long term.

Disability

Unfortunately, in designing the questionnaire, collecting data about disability in relation to LLS teacher educators was not considered. This was an unfortunate oversight, and an opportunity missed. The opportunity was also missed by Harkin, Cuff and Rees (2008).

Summary of Gender, Ethnicity, Age and Disability profile

Overall, Noel's statement that the teacher education workforce in the sector 'is largely female, white and middle aged' (Noel 2006: 154), could be updated by this research to say that they are largely female, with a significant number nearing retirement age, but with more older men than women. Investigating whether there is evidence of 'feminisation' within the results became an issue to consider after this section. In further research, questions relating to disability should be included, as this was a major omission and opportunity missed.

Questions 5 to 7 - location

Your region (Question 5) (not all participants indicated regions hence total % is not 100%)		
Region	Numbers	%
North East	4	2.5
North West	13	8.1
East	11	6.8
East Midlands	4	2.5
London	30	18.6
South East	20	12.4
South West	53	32.9
West Midlands	6	3.7
Yorks and Humberside	16	9.9
Other	8	5
Total responses	165	

Table 32 - your region (Question 5)

CETT association indicated by participants (Question 7) (not all participants indicated regions hence total % is not 100%)		
CETT	Numbers	%
SUNCETT	5	3.1
CETT for Inclusive Learning	0	0
Switch (now SWCETT)	47	29.2
Peninsula	6	3.7
LONCETT	26	16.1
Westminster Partnership	18	11.2
West Midlands CETT	12	7.5
East Midlands CETT	4	2.5
HUDCETT	28	17.4
East of England CETT	13	8.1
Success North	9	5.6
Total responses	168	

Table 33 - Centre for Excellence in Teacher Training (CETT) regions
(Question 6)

Q5 Region

SW Centre for Excellence in Teacher Training (SWCETT) is the region of England in which I mainly work, and communication networks among teacher educators in that region are already well established. Although there is an England-wide spread of questionnaire participants, almost 63% of all responses are from the South West (32.9%), London (18.6%) and the South East (12.4%). There is some representation from all English regions. Although the geographical coverage of the responses is not comprehensive, the planned intentions of the research were to ensure as many of those who could be reached were reached. Given that providers in the SW region can be some 200 miles apart, it unlikely that any other form of method would have achieved the range of participants that have been reached by this online survey.

Q7 CETT regions

When 11 CETTS were established in 2007, they did not have full English geographical coverage. Question 7 asked which CETT region, if any, participants were placed in. These responses closely parallel questions 5 and 6, as would be expected. Although there is an England-wide spread of CETT affiliations, 60.2% of all responses are from the South West, London (16.1%) and the South East (12.4%). Two CETTs did not have any responses. As with questions 5 and 6, the geographical coverage of the responses is not comprehensive, but the participants are still as geographically dispersed, as was planned within the intentions of the research and indicated in the previous section.

Questions 8 to 13 - Teaching experience and activity

Questions 8 to 13 complete '**section 1 – about you**', and gather more data about the teaching situation of participants in relation to how long they have worked as teacher and in teacher education, and how much they are involved in teacher education.

***Length of time teaching and length of time as a teacher educator
(Questions 8 and 9)***

Length of time teaching (Question 8)		
Years	Responses	%
1 or 2 years	2	1.2
3 - 5 years	3	1.9
6 - 10 years	19	11.8
More than 10 years	137	85.1
Length of time as teacher educator (Question 9)		
1 or 2 years	22	13.8
3 - 5 years	39	24.4
6 - 10 years	50	31.3
More than 10 years	49	30.6

Table 34 - Length of time teaching and length of time as a teacher educator
(Questions 8 and 9)

Q8 and Q9 Time as teachers and teacher educators

The research carried out by Harkin et al. (2008: 18) found that 'most teacher educators have taught for more than 10 years and very few for less than 5 years' from a sample of 97. The data from this survey indicates over 85% of participants have been teaching for more than 10 years. Approximately 31% have spent more than five years and almost 31% more than 10 years as a teacher educator, making 62% who have been teacher educators for over five years. 13.8% are new teacher educators who have spent 1-2 years in the role, and 24% 3-5 years. This reinforces the view from the literature review that teacher educators tend to be both experienced teachers and they stay as teacher educators for extensive periods of time (Boyd et al., 2011; Harkin et al., 2008; Nasta and Lucas, 2010; Noel, 2006; NRDC, 2004).

Fewer female participants (28.2% of the total participants) have been teacher educators for more than ten years than the males (38.9% of the total participants). Given that 63.1% of female TEds are between 36 and 55, and 54.1% of males were between 55 and 65, that would be expected, so there would not appear to be evidence of 'feminisation' in these responses.

***Percentage of time involved in teacher education, percentage of time teaching or supporting students on teacher training programmes, and other activities taking up work
(Questions 10 to 12)***

Percentage of time involved in teacher education (Question 10)		
0 - 25%	28	17.5
25 - 50%	27	16.9
50 - 75%	41	25.6
75 - 100%	64	40.0
Percentage of time teaching or supporting students on teacher training programmes (Question 11)		
0 - 25%	52	32.7
25 - 50%	29	18.2
50 - 75%	39	24.5
75 - 100%	39	24.5
Other activities which take up remainder of your work (Question 12)		
Management	84	46.2
Other teaching	56	30.8
Research	42	23.1
Other activities (separate question – Q 13)	51	100

Table 35 - Percentage of time involved in teacher education, teaching or supporting students on teacher training programmes, and other activities (Questions 10 to 12)

Q10 Percentage of time involved in teacher education

Noel (2006) identified 41% of teacher educators in her research as undertaking a 'dual role' (i.e. teacher educator and subject specialist) and, although this was not directly asked in this survey, 40.0% of participants indicated they spent 75-100% of their time on teacher education, reinforcing Noel's (2006) data. Harkin et al. (2008), indicated 46.2% of their sample spent between 50 and 100% of their time as teacher educators, and this study found a significantly higher figure in that category of 65.6% spending between 50 and 100% of their time involved in teacher

education. The 'feminising' difference which had been hinted at in the earlier questions was reinforced by the female to male proportions of time involved in teacher education, with 68.3% of female participants involved for over 50% of their time, against 56.7% of male participants. This is 22.1% higher than the results of Harkin et al. (2008). This could be evidence of feminisation as suggested by Simmons and Thompson (2007b), McGuire and Wiener (2004) and Murray (2006) when they suggest women TEds spend a greater amount of time on the direct, 'caring' interaction with trainees, whilst men engage more with other aspects.

Q11 Percentage of time teaching / supporting students on ITE programmes

Although 65.6% of participants spent over 50% of their time involved in ITE, only part of this time is spent teaching / supporting students / trainees. 49% of participants are spending over 50% of their time teaching / supporting students. 70.4% of female participants are teaching for more than 25% of their time, as against 55.7% of male participants. This further reinforces the suggestion that teacher education is a feminised area of work.

Q12 Percentage of time on other activities

With respect to the other duties carried out, the three categories offered returned results of management 46.2%; other teaching 30.8%; research 23.1%.

Q13 – Other activities – please specify

There were 51 responses (32% of participants) to the question including a further variety of additional work activity for participants, and the full set of answers to all open questions is included as Appendix 7. 51 participants (37.1%) indicated 'other activities' they were involved in, but they did indicate more than one other activity in their answers. 62 other activities were mentioned overall. This was the first time in the analysis of the data for this research that further categorisation or coding of the data was used. As Bryman (2012) argues, coding can help to map and understand the data more fully, and can help to reinforce themes and patterns. Bryman continues to argue that with answers to open questions, the researcher 'must examine people's answers and group them into different categories' (ibid: 247) and then to assign them titles. With question 13, these categories and their titles were:

- Inside organisational / cross organisational work

- Outside research / consultancy / AP / Advisor / regional work
- Other ITE related teaching
- Other subject teaching
- Management / Coordination

Each activity identified in the response to the question was placed into one of these categories, and they are summarised in table 46 below. Those categories which featured more often are listed first.

Category	Other activity
Inside organisational / cross organisational work (14 responses)	<ul style="list-style-type: none"> • Advanced Practitioner (x3) • Observations (x2) • Coaching (x3) • Mentoring (x3) • E learning • Staff development (x2)
Outside research / consultancy / AP / Advisor / regional work (13 responses)	<ul style="list-style-type: none"> • Supporting other organisations in their work (x3) including WBL; working with awarding bodies • Self-employed trainer • LONCETT • Consultant (x3) general; inspection work; for AoC; • Skills for Life awareness • Examining (x2) / training examiners • Adviser (x2) on National Programme (Literacy and Numeracy); in region
Other ITE related teaching (e.g. A and V awards; specialist ITE; Teaching and Learning related CPD) (10 responses)	<ul style="list-style-type: none"> • A and V awards (x4); • CPD (x4) general; 14-19; Assessment of learning; support for lecturers • Link tutoring within a consortium of colleges • Organisation of mentoring training for PGCE/ DTLLS • Research Fellow in Learning & Teaching
Other ITE related non teaching work (10 responses)	<ul style="list-style-type: none"> • Seconded to university (x2) • Development and project work (x3) including curriculum development, mentoring; • Supporting teacher educators (x2) • Consultancy work as teacher trainer • Administration duties (x2)
Other subject teaching (10 responses)	<ul style="list-style-type: none"> • Local Community Development • ESOL (x2);

	<ul style="list-style-type: none"> • Foundation Degree • NVQ Teaching Assistant • Access to Education; • Key Skills Training (x2) (ICT/AoN) • Course Tutor for 3 other courses; • Teacher of ESOL
Management / coordination (5 responses)	<ul style="list-style-type: none"> • Assessment Quality Assurance Quality improvement • General FE faculty management / quality control • Manager of (x3) New course; workforce development courses; parenting; community development; WBL NVQ programme; foundation degree

Table 36 – Other activities than teacher education by category – from question 13

This range of other activities extends what has been described as the 'dual role' of TEds (Boyd et al., 2011; Noel, 2006), which is similar to that of the 'dual professional' (Robson, 1998). This multiplicity within their role has also been described as that of a 'triple professional' (IfL, 2011) or even a 'quadruple professional' (Exley, 2010). The data from this series of questions indicates that LLS TEds undertake multiple roles, and the proportion of their time they spend on those roles, some of which are not directly related to teacher education, have both increased noticeably since Harkin et al. (2008) and Noel (2006).

Section two – your course (s) / teacher education programmes (Questions 14 to 17)

Type of organisation worked in as a teacher educator

(Questions 14 and 15)

Organisation worked in as a teacher educator (Question 14 - multiple choices permitted)		
Institution	Number	%
Higher Education Institution	58	28.9
Further Education College	104	51.7
Adult Learning	16	8
Work based learning	11	5.4
Voluntary and community	6	3

Offender learning	4	2
Armed forces	2	1
Other (separate question)	10	

Table 37 - Organisation worked in as a teacher educator (Question 14)

Q14 Types of organisation worked in

This question allowed multiple choices as many LLS teacher educators may be employed by, for example a Further Education College, but working with a university validated HE programme of ITE. This resulted in 211 responses from the 161 participants, indicating around a third of the group worked in more than one provider. The largest groups identified in Harkin et al (2008) were those working in Further Education colleges at 63%, with 21% at Higher Education Institutions, 9.5% at Adult and community learning providers with 6% indicating 'other' providers. In this survey Further Education colleges made up 51.7% (104) of the responses, Higher Education Institutions 28.9% (58), Adult Learning 8% (16); Work Based Learning 5.4% (11) and others 6% (12). There would appear from these results to be around a 10% shift of provision to universities from when Harkin et al.'s (2008) research was undertaken, and this reinforces the growth of HE based ITE provision indicated in the SIR reports for 2007/8, 8/9 and 10/11 (LSIS 2008; 9 and 10). 27.5% of those indicating they were working in HEIs were women, whereas 34.1% were men. Given the overall proportion of female to male participants in the survey (three times as many), it could be expected that more women would indicate they worked in universities. This is not the case, however, and in fact the proportion is 6.6% lower. This is not a large figure, but is not consistent with other aspects of the data. This could be further evidence of feminisation within the results. It was a positive achievement of the survey that 40 (or 25%) of participants worked outside of FE or HE. The field of research about TEds is not rich with studies (Boyd et al., 2011; Harkin et al 2008), and teacher educators outside of further education or higher education feature even less in research than those in HE or FE, as shown by the literature review, where virtually none of the TEds featured in research were from a non-FE or HE background (six participants in Harkin et al., 2008). It has not unfortunately been possible within the analysis of the data from this survey to extract their answers or comments and group them together, but reaching the group

and including their views breaks new ground, and offers the prospect of undertaking further work in broader LLS teacher education.

Question 15 – other provider worked in.

Other provider worked in (Question 15 – open question)	
Specialist Further education College for learners with disabilities	
County Council	
Adult community education	
Adult Residential College	
Mixed HE/FE college	
I do some delivery for a private training organisation in ITE	
Adult Residential College	
Although I work with the college, this organisation is a discrete local authority provider	
ACER - non-profit organisation in the Eastern Region which supports the development of SfL staff	
Housing Association	

Table 38 - Open question - Other provider worked in (Question 15)

This open question produced ten additional responses, and extended the practitioner base of the survey further. The responses included a 'Housing Association'; 'Adult residential college'; 'Specialist Further education College for learners with disabilities' and 'non-profit organisation xxx which supports the development of SfL staff'. This reinforces the degree to which LLS TEDs' working situations reflect the diversity and range of the sector in terms of subsectors, and the multiplicity of roles and experience of TEDs (Boyd et al., 2011; Crawley, 2010; Exley, 2010).

The ITE programmes you work on

(Questions 16 and 17)

The ITE programmes you work on (Question 16) (multiple choices permitted)		
ITE Programme	No	%
Preparing to Teach in the Lifelong Learning Sector (PTLLS)	101	25.6
Certificate in Teaching in the Lifelong Learning Sector (CTLLS)	65	16.5

Diploma in Teaching in the Lifelong Learning Sector (DTLLS)	79	20.1
Cert Ed / PG Cert (part time in service)	91	23.9
Cert Ed / PG Cert (full time pre service)	29	7.4
Specialist Teacher Training (e.g. skills for life)	29	7.4
Others (in open question 17)	31	

Table 39 - The ITE programmes you work on (Question 16)

Q16 ITE programme/s worked on

As the 2007 round of ITE reforms were underway when this survey was carried out, it was possible to gather data on the awards concerned, and which participants were working on. Multiple responses were allowed for this question, and 425 responses were made overall between questions 16 and 17, suggesting the participants worked on two to three awards each. This is common practice in the world of the LLS, and may well be a unique aspect of LLS ITE. Unfortunately the literature review did not provide data for comparison from other sectors in the UK or from other countries on this topic. The degree to which ITE trainees are in service and studying part time is highlighted by this data. As previously indicated, this is by far the most significant mode of operation of LLS teacher education (UCET, 2009). Only 29 (or 7.4%) of the responses indicated practitioners were working on full time pre service courses, whereas the overwhelming majority (92.6%) of responses indicated staff were working on part time in-service provision of one type or another. The highest responses were 101 or 25.6% for PTLLS and 91 (or 23.9%) for Cert Ed / PG Cert (part time in service).

Question 17 – other programme worked on.

Other programmes (Question 17 – open question) 31 responses
<ul style="list-style-type: none"> • C and G 7300 ICE project A1 and V1 • ITT with QTS in the primary and secondary sectors, plus PGCE and Master's • Trainer Skills • Skills coaching

- Mentoring OCN cost recovery training eg. obs training
- Online teacher education - Distance DELTA
- BA (Hons) Education & Training (PCET)
- A1 assessors course
- Introduction to Trainer Skills C&G 7300
- WBL/skills for life
- Foundation Degree in Lifelong Learning
- Training and Development NVQs Levels 3 and 4
- TESOL
- mentoring associate tutors BA education studies
- Peer Coaching for Embedding LLN in Vocational Courses Train the Trainers CPD as required
- BA Ed Prac BA Comms, media & culture
- Inservice CPD
- Foundation Degree in Teaching and Learning in the Lifelong Learning Sector
- Post Graduate Cert in H.E. Post Graduate Cert in Supporting Students Mentoring CPD Staff development activities
- Foundation Degree Teaching & Learning in the LLS
- I'm answering for the LLS courses I used to teach on; currently I only teach on doctoral programmes, but these have some students who are professional
- CELTA BA in Education
- level 3 bridging courses for Skills for Life teachers part-time pre-service DTLLS (Foundation Degree and PG Diploma)
- Occasional consultant to latter two above.
- BA in Education Studies
- E learning
- BA ED /FdA
- Supervise BA & MA ed. teachers
- I run training sessions through the Move On programme to individual providers, to groups of providers and through regional networks and the CETT. The
- PGCE
- Early Years childcare and education

Table 40 - Open question - other programmes worked on (Question 17)

Question 17 – other programme worked on.

There were 31 responses to this question, which again reinforced the diversity and multiplicity of roles of LLS TEds. Of the 31 responses all but six were ITE or Education courses, and the other six were in related areas such as early years. Only

three types of programmes were repeated more than once, which were A1 assessor awards, foundation degrees and BA (with five responses being the highest).

'Teacher Education Professional as Connecting Professional'

(TEPACP) analysis of online questionnaire questions 1 – 17

As indicated earlier in this chapter, the TEPACP matrix analysis for the online questionnaire was further divided to match the sections of the questionnaire.

	RP 2	RP 3 Q1-17	RP3 Q18, 19	RP 3 Q20 and 21	RP 3 Q23- 25
1) The connected professional					
Practical connection	(6)	(3)			
Democratic connection	(3)	(0)			
Civic connection	(0)	(0)			
Networked connection	(3)	(0)			
2) The pedagogy of teacher education					
Moral role / values / philosophies / passion and emotionality	(7)	(0)			
Modelling / golden moment	(2)	(3)			
Learning theory	(3)	(0)			
Learning communities	(6)	(0)			
Connecting theory, practice and workplaces	(3)	(0)			
3) The multiplicity of role, purpose and location					
Multiplicity	(4)	(3)			
More than a teacher	(3)	(3)			
4) Professional development and support					
Prof dev / support	(6)	(0)			

Table 41 – TEPACP Matrix for Phase 3 – Q1 – Q17

This set of questions was directly related to the practicalities of the professional situation of LLS TEds, so it is not surprising that the TEPACP matrix shows strong visibility of practical teaching (the practical connection of the connected professional). The modelling involved in the role, the multiplicity of roles and the work involving the 'more than a teacher quality' all were addressed by the responses to this section of the questionnaire.

Summary of themes, connections and issues

The analysis of questionnaire responses to date and from Phases 1 and 2 of the research has been an acknowledgement of the first 'guiding principle' of Korthagen et al. (2006), which is that 'Learning about teaching involves continuously conflicting and competing demands' (ibid: 1025). The earlier emerging theme of the 'more than a teacher quality' was visible in this section, but mainly through data which indicated that the role of an LLS TEd does include a workload with 'much more' contained within it. Exley (2010), Harkin et al., (2008), Murray (2004) and Noel, (2006) found that teacher educators did have multiple roles, involving teacher education and other responsibilities. Crowe and Berry (2007), Davey (2013), Guyton (2000), Kitchen (2005a), Korthagen et al. (2006), Kosnik (2001), Laws et al. (2009), Loughran (2007), Lunenberg (2002), Murray and Male (2005), Noel (2006) and Tryggvason (2012) all suggested that balancing so many roles can be problematic. Noel (2006) found the teacher educators she interviewed were often moving towards a greater proportional involvement with teacher education, but the data from this survey suggests that movement is happening in the other direction, towards less direct engagement with teacher training and more with other areas. Participants' overall ITE involvement was rarely above 50%, so a significant part of their work does not involve teacher education.

This first section of analysis of the first parts of the online questionnaire begins to build both a broader and more detailed picture of the professional situation of LLS teacher educators. LLS TEds work across the sector, mainly in further education colleges and universities, but also in the broader LLS. The proportion of their time spent on teacher education is often less than 50%, and the range of other activities undertaken is broad, including other teaching, management and development roles. The ITE provision on which participants work includes short courses and the majority of their trainees are on part-time in-service programmes lasting from one semester to two years of part time study. The volume of ITE activity increased significantly between 2007 and 2012. There was also further suggestion of 'feminisation' within the TEd workforce.

Section 3- Essential characteristics of a good teacher educator (Questions 18 and 19)

These questions operated as a pair (18 and 19), with question 18 asking for a choice between two options, and question 19 asking for comments. The numerical responses and percentages of the total for each question follow.

Essential Characteristics of a good teacher educator – question 18

Essential Characteristics of a good teacher educator (Question 18)				
CHARACTERISTIC	HAVE No / %		NEED No / %	
The ability to model good practice in teaching, and knowingly – praxis	139	87.4	20	12.6
Flexibility, adaptability, availability	146	92.4	12	7.6
Gaining the professional respect of other teachers.	141	88.7	18	11.3
Capacity to challenge self and others' actions and values / philosophies.	106	66.7	53	33.3
Skills in developing professional beliefs, values and practice in others.	116	73.4	42	28.6
Capacity to empower other teachers.	132	83.5	26	16.5
Acknowledging / respecting / using others' skills sets / contexts.	131	82.4	28	17.6
Encouraging independent / critical thinking in others.	116	74.4	40	25.6
The ability to relate the taught elements of Initial Teacher Education to a wide diversity of workplace settings.	107	67.7	51	32.2
Broad range of teaching experience.	134	84.3	25	15.7
Innovative and charismatic.	102	65.8	53	34.2
Passionate about teaching and learning.	153	96.2	6	3.8
Capacity to work with a wide range of teachers to challenge and inspire their development.	135	86.5	21	13.5
Ability to step outside own comfort zone and enjoy that challenge.	112	70.4	47	29.6
The 'even more' quality (demonstrating a wide range of professional confidence as a good teacher, but 'even more' so)	76	48.7	80	51.3

Table 42 - Essential characteristics of a good teacher educator (Question 18)

Phases 1 and 2 of the research had used focus groups to explore the 'essential characteristics' and 'subject knowledge' of a 'good teacher educator' and their support needs. Reference to literature in the field and the results of the focus groups led to the production of two lists of 'essential characteristics' and 'subject knowledge', as explained in the analysis of the focus groups. Given that these statements had been derived from a combination of literature in the field, and discussions / responses by LLS TEds, it was likely that they would address a range of relevant themes from the literature, and that they would also resonate with the TEPACP framework.

Q18 Essential characteristics of a good teacher educator

As part of what Cohen et al. (2007) describe as 'progressive focussing' (ibid: 462) of qualitative data, I utilised a simple ranking system in the data analysis of the rated questions to help draw out key elements of the data. The terms 'hot spot' and 'cold spot' answers are used to highlight the highest and lowest ranking answers to each of questions 18, 20 and 23. The four highest positive percentage ratings (e.g. 'I have this already') and the four highest negative percentage ratings (e.g. 'I need to develop this further') are the 'hot spots' and 'cold spots'.

Positive responses to the characteristics ranged from a high of 96.2% to a low of 48.7%. Negative responses ranged from a high of 51.3% to a low of 3.8%. Overall, only one question received lower than 50% in terms of participants' belief that they 'have this already', which was 'the 'even more' quality (demonstrating a wide range of professional confidence as a good teacher, but 'even more' so). The hot spots were 'Passionate about teaching and learning' at 96.2%; 'flexibility, adaptability, availability' at 92.4% 'gaining the professional respect of other teachers' at 88.7% and 'The ability to model good practice in teaching, and knowingly – praxis' at 87.4%. The cold spots were the 'even more quality' (a term suggested by a discussion group participant in the early stages of the project) which was the area which most indicated they needed to develop at 51.3%; being 'innovative and charismatic' at 34.2%; 'capacity to challenge self and others' actions and philosophies' also at 33.3% and 'the ability to relate the taught elements of Initial Teacher Education to a wide diversity of workplace setting' at 32.3%. The overall level of confidence from participants that they already had most essential

characteristics to a high degree averaged 78%. Only the 'even more' quality returned a rating below 60%.

Feminisation

There were three statements from Q18 where the differences between male and female responses to the same question were greater than 10%. 61% of females and 86.1% of males indicated they 'already had' the capacity to challenge self and others' actions and values / philosophies'. This is a 25.1% difference between females and males in favour of males. In acknowledging / respecting / using others' skill sets / contexts, 72.2% of males and 85.4% of females indicated they 'had this already' a difference of 13.2% in favour of females. With a 'broad range of experience', it was 75% of males and 87% of females who 'had this already', a difference in favour of women of 12%. These were the only three characteristics where the difference is greater than 10%, and the overall level of confidence in having the essential qualities is still high across males and females. McGuire and Weiner (2004), Murray (2006) and Simmons and Thompson, 2007b all suggest that feminisation of the workforce in teacher education has taken place. There would appear to be some limited support for that assertion in this section of analysis.

Q19 Other characteristics you feel should be added / comments on the list

There were 46 responses to this question which addressed a wide range of themes relating to the professional situation of LLS TEds. Further categorising of the data, as with question 13, was undertaken to clarify the 'perspectives and interpretations of those studied (Bryman, 2013: 577). The categories are:

- Professional characteristics
- Personal qualities
- Roles and responsibilities
- Professional development

A selection of the responses feature in the table below:

Other Characteristics (Question 19)
Category - Professional Characteristics (featured in 20 answers)
Sub themes identified by comments
<i>Change management; Workload management; Diversity / variety management; Boundary management; Balanced Judgement; Democratic respect; Criticality and</i>

challenge; Conviction in the role, purpose and discipline; Problem solving; Creativity
Adaptability; Resilience; Recognise, model and promote teaching and learning; Relate theory to practice.

Selected comments

- Critical ability to judge the balance between support and facilitated autonomy,
- Ability to manage a large teaching workload with administrative and management duties, with a very diverse range of courses and students.
- Continuing to question, explore own practice
- Ability to translate the taught elements of Initial Teacher Education into what happens in the learning context, and enabling trainees to translate theory into their own
- Strong belief in what makes a good teacher. The ability to challenge others' beliefs without appearing threatening
- Work closely with the Learning for Democracy principles and proposals.
- Demonstrating an explicit balance of teaching skills with an understanding of students' best ways of learning
- Developing in others a respect for learners
- Creativity and the confidence to try new ideas out even if they don't work
- Capacity to challenge self and others' actions and values.
- Courage to stand firm amidst changes that are not always wise. Ability to set appropriate limits and boundaries
- help others make sense of the external and internal factors that impact on their teaching/learner support roles... leading to understanding, political awareness and empowerment
- Confidence at dealing with failure... I think innovation is essential for all teachers but I do not think charisma is.

Category - Personal qualities – featured in 11 answers

Themes identified by comments

Empathy (x5); Mutual respect; Consistency and fairness; Not charisma; Approachability and humanity; Likeability; Honesty; Patience; Challenge others; Resilience and courage

Selected comments

- Not convinced that charisma is an important quality for TEs - approachability and humanity, likeability
- Endless patience
- Honesty and self-awareness
- Empathy with your students
- Ethos of mutual respect
- Willingness to work unpaid hours regularly

<ul style="list-style-type: none"> • Resilience and courage
Category - Roles and responsibilities – featured in 9 answers
Themes identified by comments
<i>Support trainees; Planning; Develop practical teaching; Workload management; Equality, diversity and global citizenship; Mediate initiatives</i>
Selected comments
<ul style="list-style-type: none"> • To help the trainee move successfully towards their goals • Plan, teach, and assess from levels 2 to 7 (master level) • Develop practical teaching skills... observe teaching critically, make judgements and give productive feedback • Manage the overall workload... recent and relevant experience of teaching in FE • Multi-culture and internationalist perspectives and to challenge received views. To be centred in Equal Opportunities but know the complexity of same • Ability to deal sanely with inspections • Wide variety of teaching and learner support roles • Mentors, managers and HR to support ITT trainees • Ability to 'package' government initiatives so as not to appear as simply an unthinking messenger!
Category - Professional Development – featured in 7 answers
Selected comments
<ul style="list-style-type: none"> • Continually need to be updated and developed further. • Constantly developing and changing • Can always 'develop' further • Continuing development.

Table 43 - Other Characteristics in categories - from question 19

The responses to Question 19, when grouped, continue to reinforce both the multiplicity of the role of an LLS TEd, and the degree to which it contains the 'more than a teacher quality' (especially with a question on that very theme in this section).

With respect to the stated list of essential characteristics, comments tended to repeat, reinterpret or add to existing characteristics rather than generate new ones. Characteristics suggested included 'resilience'; 'high level communication skills'; 'change management'; 'creativity'; 'innovation', and an argument for including some or all of these could be advanced. A broader range of themes and topics relating to the 'outer circle' of teaching and learning were also addressed by these responses. Within the comments which could be identified as personal qualities,

empathy and mutual respect featured more than others, reinforcing to some degree the emotional dimension of the role which had featured in Phase 2.

TEPACP Framework analysis

	RP 2	RP 3 Q1-17	RP3 Q18, 19	RP 3 Q20 and 21	RP 3 Q23- 25	RP 3 Q22
1) The connected professional						
Practical connection	(6)	(3)	(5)			
Democratic connection	(3)	(0)	(6)			
Civic connection	(0)	(0)	(0)			
Networked connection	(3)	(0)	(1)			
2) The pedagogy of teacher education						
Moral role / values / philosophies / passion and emotionality	(7)	(0)	(9)			
Modelling / golden moment	(2)	(3)	(3)			
Learning theory	(3)	(0)	(0)			
Learning communities	(6)	(0)	(4)			
Connecting theory, practice and workplaces	(3)	(0)	(0)			
3) The multiplicity of role, purpose and location						
Multiplicity	(4)	(3)	(3)			
More than a teacher	(3)	(3)	(4)			
4) Professional development and support						
Prof dev / support	(6)	(0)	(2)			

Table 44 – TEPACP Matrix for Phase 3 – Q18 – Q19

The participant responses continued to address the practical connection of the connected professional, and the aspects of pedagogy relating to the moral role and importance of values, the modelling of golden moments, developing and supporting learning communities and the multiplicity of role, purpose and location. There were no responses which addressed either the civic connection of the connected professional, the pedagogy of learning theory or connecting theory, practice and the workplace.

The multiplicity of the TEd role was reinforced and the capacity to make connections which could help teachers mediate and manage that multiplicity began to emerge from comments to the open question. The extremely broad range of

characteristics and experience required of TEds continued to feature strongly in responses, reinforcing the concept of the 'more than a teacher quality'.

There were paradoxical elements in the responses as it could have been expected that the confidence of this group of professionals could be low, given that research shows them to often be working in a managerialist environment and in a culture of performativity (Avis, 2005; Ball, 2003; Lucas and Nasta, 2010; Lucas et al., 2012; Orr, 2009; Simmons and Thompson, 2008). There is also evidence from the literature that they, along with teachers in the LLS, consider their status to be low within the sector (ACETT / LLUK, 2012; Gomoluch and Bailey, 2010; Harkin et al., 2008; Lawy and Tedder, 2012; Lucas, 2004; Orr and Simmons, 2010; Thompson and Robinson, 2008). There is reference to that in the comments made, but the overall responses to the questions indicate high professional confidence within the range of characteristics proposed. The lowest rating of confidence was 50% in having 'the even more quality' already, with the next lowest being 'innovative and charismatic' at 63%. There could be a number of reasons for the high overall level of confidence displayed, including the large amount of experienced TEds who participated (62% with more than five years experience); the opportunity for making a contribution leading; a positive mind-set towards the questions; over confidence or a genuine reflection of professional confidence based on longstanding experience.

Summary of themes, connections and issues

There were indications from the data of possible 'feminisation' of the LLS TEd workforce, though these were not strong, or consistent.

Overall existing teacher educators as represented by this section of data demonstrated a good level of confidence that they meet the 'essential characteristics' of a good teacher educator. Most have been operating as teacher educators for more than five years and are likely, as the literature suggests (Harkin et al., 2008; Noel, 2006), to arrive with experience of relevance such as working with adults, which they then build on as they become more experienced practitioners. Few of the participants were new to teacher education (only 22 or 13.8% had been teacher educators for one or two years), so a strong level of confidence in their characteristics from their responses, and the addressing of a wide range of themes within the TEPACP framework suggests indications of support for

the expansive approaches of the connected professional (Boyd et al., 2011; Felstead et al., 2011; Fuller and Unwin, 2003). The responses to the set of essential characteristics from the questionnaire also indicate that this group of LLS TEds consider they possess some self-worth and sense of mission. Pandolfo (2009: 56) encapsulates this when suggesting teacher educators should encourage their trainees to develop a:

personal perception of what education should be and that perception is a self-governed developmental process which enhances a feeling of worth and not simply a means to an end.

Section 4 - Subject knowledge of a good teacher educator

(Questions 20 and 21)

SUBJECT KNOWLEDGE OF A GOOD TEACHER EDUCATOR				
	HAVE No / %		NEED No / %	
Pedagogy - theoretical and procedural knowledge of teaching	122	76.3	38	23.8
The theory and application of Reflective Practice	117	72.7	44	27.3
Teaching and learning principles and practice across the whole teaching cycle	137	86.2	22	13.8
Ways of working with adults, young adults, and 14-16 year olds, including coaching and mentoring	80	49.7	81	50.3
The wider context, history and development of Lifelong Learning	107	66.5	54	33.5
The wider benefits of learning.	135	87.1	20	12.9
Embedding Language Literacy and Numeracy in teaching	77	49.0	80	51.0
Embedding Information and Communications Technology in teaching	64	40.3	95	59.7
The ability to relate the taught elements of Initial Teacher Education to a wide diversity of workplace settings	118	74.7	40	25.3
Embedding Equality and Diversity in teaching	107	67.7	32.3	31.7
Current developments in Lifelong Learning (e.g. QTLS; CPD; IfL)	112	70.4	47	29.6
Preparing for and working with inspections	83	51.9	77	48.1
Embedding Sustainable Development in Teaching	40	25.2	119	74.8

Table 45 - Subject knowledge of a good teacher educator (Question 20)

Q20 Subject knowledge of a good teacher educator

The range of positive response to this question is from a high of 87.1% to a low of 25.2% (the widest range for any set of questions) and negative responses from a high of 74.8% (the highest in the survey of this type of response) to 12.9% (also the widest range). One reason for the range could be the breadth of subject knowledge included, and the degree to which this area of teacher educator

knowledge is still contested in England, and indeed other countries, and the subject of considerable debate (BERA, 2014a,c; Harkin, 2008; Menter et al., 2010a; Musset, 2010; Noel, 2006, 2009). The four 'hot spots' with the highest level of confidence are the wider benefits of learning' at 87.1%; 'teaching and learning principles and practice across the whole teaching cycle' at 86.2%; 'pedagogy - theoretical and procedural knowledge of teaching' at 76.3% and 'the ability to relate the taught elements of Initial Teacher Education to a wide diversity of workplace settings' at 74.7%. The 'cold spot' areas with the highest level of development need are 'embedding sustainable development in teaching' (another area added as part of the project development activities) at 74.9%; embedding Information and Communications Technology (ICT) in teaching at 59.7%; 'embedding language literacy and numeracy in teaching' at 51% and 'ways of working with adults, young adults, and 14-16 year olds, including coaching and mentoring' at 50.3%. The second of these is particularly important given the value placed on ICT in teaching across all sectors of education, and the apparent lack of confidence of teacher educators to support that. Goktas (2009) in research about ICT confidence and use by teacher educators found his sample from Turkey had a good level of confidence, so it would appear that LLS TEds, as represented by the respondents to this survey, are behind some of their counterparts in other sectors and countries. It is also particularly important within the concept of the 'connected professional' that ICT is used as part of a range of approaches to support 'network learning' (Veugelers and O'Hair, 2005) and the networked connection of the connected professional. If TEds are not confident themselves in embedding ICT, they are unlikely to be able to facilitate that process for other teaching professionals.

Q21 Other subject knowledge you feel should be added / comments on the list – open question – 28 comments

<p align="center">A selection of example answers from Q21 Topics raised by responses</p>
<p>General topics</p> <ul style="list-style-type: none"> • (General) to keep up to date (x5) • Mention of theory (x3) <p>Specific Topics</p> <ul style="list-style-type: none"> • Embedding LL, much less confident in embedding N,

- Apply educational theory to specific subject teaching
- Legislation relating to teaching, need to develop skills for Pro monitor.
- Current research (x2)
- Mentoring
- Knowledge of community education history and perspectives.
- Cross-curricular/subject best classroom practice models and where and how these could be applied
- Personalised learning
- Relate individual improvement to organisational quality improvement
- Andragogy as well as Pedagogy
- Constant change and development
- Curriculum design
- Preparing for IQER
- Sociology, history and philosophy of education
- Research skills team working skills good written, spoken and e communication skills curriculum development skills and overview wider context
- Theories and philosophies of assessment Critical thinking; Academic literacies
- College specified managerial commitments and responsibilities

Table 46 - Other subject knowledge comments made to Question 21

Q21 Other subject knowledge you feel should be added / comments on the list

The 'other subject knowledge proposed' followed a similar pattern to some the responses in the focus groups when asked to comment on proposed characteristics. The responses were not in the main what could be accurately described as 'subject knowledge', but rather more a set of topics and themes which could find a place in an initial training or CPD programme, or which were immediate issues for the respondents involved. Newby (2011) reminds us that not all data will provide us with what 'we need to answer our research question' and there are times when the data has 'flaws and failings' (ibid: 332). This data confirmed the statements selected for the questionnaire were appropriate, and added further reinforcement of the range and breadth of subject matter TEds can encounter in their work.

TEPACP analysis of questions 20 and 21

	RP 2	RP 3 Q1-17	RP3 Q18, 19	RP 3 Q20 and 21	RP 3 Q23- 25	RP 3 Q22
1) The connected professional						
Practical connection	(6)	(3)	(5)	(6)		
Democratic connection	(3)	(0)	(6)	(3)		
Civic connection	(0)	(0)	(0)	(0)		
Networked connection	(3)	(0)	(1)	(3)		
2) The pedagogy of teacher education						
Moral role / values / philosophies / passion / emotionality	(7)	(0)	(9)	(2)		
Modelling / golden moment	(2)	(3)	(3)	(2)		
Learning theory	(3)	(0)	(0)	(4)		
Learning communities	(6)	(0)	(4)	(2)		
Connecting theory, practice and workplaces	(3)	(0)	(0)	(2)		
3) The multiplicity of role, purpose and location						
Multiplicity	(4)	(3)	(3)	(0)		
More than a teacher	(3)	(3)	(4)	(1)		
4) Professional development and support						
Prof dev / support	(6)	(0)	(2)	(1)		

Table 47 – TEPACP matrix analysis including Qs 20 and 21

Given that these questions are about 'subject knowledge' it is unlikely they would address all of the TEPACP and the responses confirmed that. The 'inner circle' aspects of teaching and learning such as the practical connection of the connected professional and learning theory within the pedagogy of teacher education were the most addressed areas of the framework. A small number of responses addressed the democratic connection of the connected professional, the moral role, modelling, learning communities, and connecting theory and practice. The civic connection was addressed for the first time, the 'more than a teacher quality' and professional development and support. All featured, but not strongly. There was no addressing of the networked connection of the connected professional, nor the multiplicity of role. A small number of the responses to the open question mentioned 'research' which until this point had not featured.

Summary of themes, connections and issues

As indicated earlier in this chapter, question 22 will be analysed as the last section of Phase 3. Responses to the subject knowledge questions (20 and 21) indicated a wider variety of levels of confidence than other questions.

Two questions flagged the feminisation check in this section and they were Embedding Language, Literacy and Numeracy in teaching - males - 60% need to develop this further against 48.4% of females (11.6% difference), and Preparing for, and working with, inspections - males 56.8% and females 45.5% (11.3% difference). These were both areas which identified professional development needs, and it is difficult to interpret this as anything other than a shared area of need for training.

By this point of the data analysis, there were still a number of areas within the TEPACP framework which had hardly featured at all in the participant responses. They were the civic connection of the connected professional, the networked connection of the connected professional and connecting theory, practices and workplaces. Given that these are themes which are more about engagement outside of the immediate group of either trainees or fellow TEds, this would tend to reinforce one of the themes from the literature review, which is the tendency for TEds to be to some degree isolated and insular in their roles. The somewhat volatile nature of their work and working context (Davey, 2013) 'low status' and 'ambiguity, ambivalence and tensions' within their professional situation (ibid: 34), leaves them as a 'professional identity under challenge' (ibid: 12). These factors combine, as was suggested by the literature review, to make the establishment of a confident, coherent and cohesive professional identity difficult. Within the field of academia TEds have been characterised as 'semi-academics' (Murray, 2002, p. 77). Although this could not be clearly linked to why the questionnaire data addresses the more practical 'inner circle' aspects of the professional situation of LLS TEds, rather than the more outward facing aspects of acting as a connected and connecting professional, it does provide a reasonable indication of this taking place.

Section five - Support needs

(Questions 23 to 25)

SUPPORT NEEDS OF TEACHER EDUCATORS (Question 23)				
	HAVE No / %		NEED No / %	
Starting to teach on an ITE programme.	132	90.4	14	9.6
Marking and assessing an ITE programme.	129	84.9	23	15.1
Administering an ITE programme.	118	78.7	32	21.3
Managing an ITE programme.	115	77.7	33	22.3
Reading / keeping up to date on current Teaching & Learning theory and practice	107	69.0	48	31.0
What books / articles to read	107	71.3	43	28.7
Developing subject / curriculum knowledge	112	77.8	32	22.2
Joint moderation of student work	129	84.3	24	15.7
Research skills	112	74.2	39	25.8
Accessing online and offline academic sources	115	76.7	35	23.3
Structured induction	112	76.2	35	23.8
Detailed advice and guidance in relation to the curriculum, the sector and the reform agenda.	101	66.9	50	33.1
Shared teaching resources	122	79.7	31	20.3
Regular team meetings	141	91.6	13	8.4
Joint observation of teaching practice and debriefing	121	79.1	32	20.9
CPD course attendance	127	85.2	22	14.8
A teacher educator mentor / critical friend	96	64.9	52	35.1
Joint curriculum development opportunities	93	62.0	57	38.0
Regular email / online contact with other teacher educators	104	69.3	46	30.7
Observation of others teaching ITE	101	66.4	51	33.6
Opportunities to team teach	110	73.3	40	26.7
Work-shadowing of experienced ITE staff	87	63.0	51	37.0
Support with research and scholarly activity	76	50.0	76	50.0
A training course on 'how to be a teacher educator'	67	49.9	68	50.4

Table 48 - Support needs of teacher educators (Question 23)

Q23 Support needs

The Support needs section includes positive ratings from a high of 91.6% to a low of 49.6% and negative ratings from a high of 50.4% to 8.4% which is the smallest

range in both categories for questions 18, 20 and 23. The 'hot spot' responses are 'regular team meetings' at 91.6%; 'starting to teach on an ITE programme' at 90.4%; 'CPD course attendance' at 85.2% and 'Marking and assessing an ITE programmes' at 84.9%. This is the only question in the whole survey where the four 'hot spot' responses were all over 80%, and although the rating is somewhat different ('I have access to' and 'I need this'), the result is striking. In Noel's (2006) list of 14 'types of support valued by new teacher educators' (ibid: 166), these four topics were in the top five in terms of their order of importance to the TEds involved. The 'cold spot' responses in this section were 'A training course on how to be a teacher educator' at 50.4%; 'Support with research and scholarly activity' at 50.0%, 'Joint curriculum development opportunities' at 38.0% and 'work shadowing of experienced ITE staff' at 37.0%. These also all featured in Noel's (2006) results, but their positions varied, and some were in the lower level of priority and some higher. What these results suggest, is that support for LLS TEds in several key areas has improved, particularly those considered the highest priority from Noel's research. This has not happened in all cases, so reinforces the need for support in those instances, but does suggest TEd support has improved. A factor in these results could be that most of the TEds who participated were experienced, whereas Noel's (2006) list was for 'new teacher educators'. It is welcome however to see that there is evidence of improvement in the support for LLS TEds.

Q24 Other support you feel should be added

There were 29 answers (18% of participants) to the question about other support, and the full set of answers is included as appendix 7.

Question 24 – Other support needed (29 responses)	
Some themes from the data	
<ul style="list-style-type: none"> • Joint curriculum development • Contact with others – networks • Managing change • Shared resources • Mentor • Lack of time and resources 	
Selected responses	
<ul style="list-style-type: none"> • I feel I have found out the hard way about all the above, but all of this would have been helpful in my first couple of years. I do think joint curriculum 	

development helps us to be much more creative
• Contact with other teacher educators through the xxxx teacher educators' forum, organised by xxx about 3 times a year
• I work in the community a lot and adequate resourcing of courses is always a problem - not least, actually having to store and transport it all myself, when I can get access to appropriate equipment or references
• New e-learning technologies
• more advice on current research - what areas to look at and what I should have read. A DON'T MISS THIS e-mail, similar to the e-mails we get from the CETT about training, would be good
• a mentor from outside my working institution would be a definite asset for my professional development
• Time to read academic literature and to share ideas with other practitioners
• A sense of 'value-added' to the institution through teacher-educator activities
• Planning & design of summative assessment of new teachers Support with
• Ofsted's requirement to track progress and grade new teachers (for our SED)

Table 49 – Other support needs responses – question 24

Your own support – question 25

Question 25 was a single response question asking participants to rate 'the level of support' they receive.

Support received – question 25										
(QUESTION 25)										
	Excellent		Very Good		Good		Average		Poor	
	No	%	No	%	No	%	No	%	No	%
The level of support I receive is:	32	20.1	58	36.5	38	23.9	22	13.8	9	5.7

Table 50 – support received responses – question 25

128 of the 159 (84%) responses rated the support they received as good or better, with 9 or 5.6% rating it poor. Given that the literature suggests LLS TEds generally often do not get effective, ongoing induction (Boyd et al., 2007, 2011; Clow and Harkin, 2009; Harkin et al., 2008; Noel, 2006; Thurston, 2010), these results indicate that support is accessed by this group, and that LLS TEds rate it highly. As indicated in Chapter 4, it is possible that the inclusion of only one of the five rating

choices as indicating anything less than average could have resulted in a more positive weighting of responses than may otherwise have been the case.

TEPACP Analysis with Q 23, 24 and 25 added

	RP 2	RP 3 Q1-17	RP3 Q18, 19	RP 3 Q20 and 21	RP 3 Q23- 25	RP 3 Q22
1) The connected professional						
Practical	(6)	(3)	(5)	(6)	(3)	
Democratic	(3)	(0)	(6)	(2)	(1)	
Civic	(0)	(0)	(0)	(1)	(0)	
Network	(3)	(0)	(1)	(0)	(2)	
2) The pedagogy of teacher education						
Moral role / values / philosophies	(7)	(0)	(9)	(2)	(0)	
Modelling / golden moment	(2)	(3)	(3)	(2)	(0)	
Learning theory	(3)	(0)	(0)	(4)	(0)	
Learning communities	(6)	(0)	(4)	(2)	(0)	
Connecting theory, practice and workplaces	(3)	(0)	(0)	(2)	(0)	
3) The multiplicity of role, purpose and location						
Multiplicity	(4)	(3)	(3)	(0)	(0)	
More than a teacher	(3)	(3)	(4)	(1)	(0)	
4) Professional development and support						
Prof dev / support	(6)	(0)	(2)	(1)	(5)	

Table 51 – TEPACP Matrix with Questions 23, 24 and 25 added

TEPACP framework analysis and summary of themes, connections and issues

These questions in the survey focussed on the particular theme of professional development /support, so were not expected to address other areas to any real degree. As a result of this, the TEPACP analysis and summary of themes, connections and issues have been included in the same section.

Overall the support needs of TEDs were focussed on the 'inner circle' of teaching and learning, rather than the 'outer circle', although not in this instance on pedagogy. The practical connection of the connected professional was addressed by a number of responses. There were reference to working together with trainees and

other colleagues which hinted at the democratic connection and the networked connection of the connected professional, but the civic connection was again not addressed.

On the basis of these results, LLS TEds are receiving support in a wide variety of areas, some of which featured in previous research (Boyd et al., 2011; Harkin et al., 2008; Noel, 2006). The participants also continue to demonstrate a high level of confidence in a wide range of the areas of professional development suggested by the statements. There are, however, notable exceptions including 'embedding sustainable development in teaching'; 'embedding information and communications technology in teaching', 'embedding literacy and numeracy in teaching' and 'relating the taught elements of initial teacher education to a wide range of workplace settings'. These are among a range of further support needs which include a number raised in previous research, particularly the absence of induction for new TEds (Boyd et al., 2011; Clow and Harkin, 2009; Harkin et al., 2008; Thurston, 2010). The three 'embedding' areas are all relatively recent professional development themes for LLS TEds, and less than 50% of the respondents indicated they 'already have' the first three mentioned. As was argued in the previous section, if TEds are not confident in these areas, it is unlikely they will be able to effectively support their trainees in embedding. At the time of this research, those results indicated a series of urgent professional development needs.

Section 6 - One key factor which is the difference between a good teacher educator and a good teacher

(Question 22)

This open question provided an opportunity for participants to extend other answers and to make statements about beliefs, expectations and experiences relating to LLS ITE. This free-standing component of the questionnaire should have been placed as the last question to be answered but this mistakenly did not take place. The responses are analysed last so they can be considered alongside all others for the questionnaire.

Question 22 received 124 comments. This represents 77% of all participants and was the highest response to an open question across the whole questionnaire.

With a large volume of responses, further categorisation was again necessary as has been the case for other questions in order to make the process of 'sifting and sorting of the data to identify how it best fits together' (Newby, 2011: 60) more effective, and to ensure the data is analysed in way which is 'relevant to the issue' being research (ibid: 369). The categories were all based on themes from the TEPACP framework, and are:

- Roles and responsibilities
- Professional characteristics
- Professional knowledge
- Pedagogy
- Personal values and beliefs

They are listed in table 52 in the sequence above with the number of responses in each category.

<p>Question 22 - One key factor which is the difference between a good teacher educator and a good teacher (124 comments) A selection of comments from the results, further categorised</p>
<p>Roles and responsibilities - 18 comments</p>
<p>Key themes</p> <ul style="list-style-type: none"> • Wide range of experience • Variety of skills • Skills transfer and application • Peer and teacher at same time • Constructive feedback; personal tutoring; acknowledgement and celebration; reflective practice
<p>Selected answers</p> <ul style="list-style-type: none"> • The desire to constantly drive up standards and to be able to persuade teacher trainees to buy into this • Experience across a wide range of teaching and learning situations, so that real life examples of coping with problems can help others to develop their skills. Also the ability to work with the entire adult sector, from teacher to SfL learner • The ability to understand the amazing range of subjects and delivery modes that LL tutors have to deal with • Ability to challenge peers and give constructive feedback in a way that does not damage adult to adult relationship. Ability to be a peer and a teacher at the same time • A teacher educator teaches skills and techniques that they are using themselves to teach and a teacher uses those skills to teach their subject.

Professional Characteristics - 23 comments	
Key themes <ul style="list-style-type: none"> • Wide range • Multiple professional / perspectives / situations • Critical Model / Role model • Facilitate / encourage / support / develop practice individuals and groups • Linkages / bridge gap – theory and practice • Broader perspective • Facilitate Reflective practice 	
Selected answers <ul style="list-style-type: none"> • While good teachers have to be dual professionals, good teacher educators have to be triple professionals, in their original specialist subject, in teacher education and in their teaching skills • Breadth (of experience and outlook) - the ability to apply educational principles to a very wide range of teaching contexts, thereby meeting the needs of trainees • To be a good teacher educator you need to be a good role model, have the respect of your teaching colleagues, a wide knowledge of the sector in all its complexity and be able to teach adults effectively • Breadth of experience. Ability to support the reflection and critical enquiry of other teachers. Knowledge of theory underpinning own practice, values, principles and ability to coherently express this • The ability to bridge the gap between educational theory, concepts and practice • Knowing how to do good teaching, knowing why it is good teaching, being able to observe teaching and give constructive feedback which builds on the ideas the observed teacher has, while maintaining a critical perspective on the current policy priorities • Being able to relate contextually and to be aware of demands and practical needs. In this way maybe the course is not 'fit for purpose' a bit like square pegs into round holes!! Many experienced ITT staff are also reluctant to return to the chalk face, and I understand why!! • The ability to be self-critical and the willingness to continue learning until death (or Ofsted - whichever comes first) • Ability to pose question which challenge the status quo 	
Professional Knowledge – 28 comments	
Key themes <ul style="list-style-type: none"> • Extremely wide range of context, content and knowledge / theory – multiple layers of knowledge and multiple layers of application of knowledge. / theory • Reflective practice • Wider, broader, more holistic approach • Explanation, modelling, demonstrating 	

- Implied or explicit scholarship

Selected answers

- A wider perspective of pedagogical and andragogical theories and how these can be applied to different settings. This enables a teacher to contextualise what they teach to reach and be accessible to a wide range of subject specialist teachers in the Lifelong Learning Sector
- A broader more holistic knowledge of the PCET sector and its associated learner's from voluntary, community, FE ,HE and penal education
- An in-depth knowledge and ability to apply appropriately relevant theories relating to learning and teaching
- Awareness of the wider sector rather than the individual's own context (eg. Offender Learning) within the LL sector and the ability to apply teacher education principles & practices across the various contexts within our sector in my day-to-day teaching
- The ability to explain/demonstrate the process of teaching across a range of subjects which is different to "doing" teaching generally in one subject area
- Knowledge and street-wise awareness of the key differentiating features of and policies, practices, etc. affecting the sector
- Some teacher educators seem reluctant to try a variety of activities
- to see beyond his/her own approach/preoccupations/good practice etc to appreciate that there are many valid routes to successful t & l
- Breadth of knowledge - sociology, psychology, politics, history - as opposed to a narrow subject specialism

Pedagogy – 25 comments

Key themes

- Modelling
- Connecting, bridging
- Multiple contexts, situations
- Even more quality
- Empathy
- Scholarship
- Enabling a shift of thinking

Selected answers

- The ability to turn around discussion of trainees' problems and shortcomings so that they are able to identify solutions for themselves
- The teacher educator needs to know and impart good practice in teaching, but this knowledge needs to extend across many occupational sectors, whilst the teacher in Lifelong Learning needs to learn and develop these skills in their own specialist area only. Eg. I am delivering PTLLS to sixteen staff who teach or will teach - Bricklaying, Painting
- Empathy, as described by Carl Rogers

- The additional step from unconscious competence back to enhanced conscious competence
- A MODEL - a good teacher educator must practise what they preach throughout the process
- Enthusiasm to undertake their own research and an ability to question accepted theory and practice in a positive way whilst developing practitioners' critical reflection
- if i have done my job in role modelling teaching and learning then my students will have developed as good teachers - the only real difference would be my width and depth of experience whcih I would encourage them to gain in time
- A good teacher educator needs to be able to help teachers to relate theory to their own practice in a different way than the teachers would do with their learners. In general the skills are similar just at a different level, and from a different knoweldge base
- The ability to enable a shift of thinking - enabling teachers to think differnetly about approaches they use with learners; whereas a good teacher is about enabling learners to see what they can do as a starting point to establish a foundation of confidence
- Teacher Educators will have considerable pedagogical knowledge and experience in order to direct ITT trainees toward theory and practical resources to enhance their skills for teaching their subject. Whereas a good teacher will research their own subject thoroughly and plan to use specific resources to deliver engaging teaching and learning session

Personal Values and beliefs – 25 comments

Key themes

- Passion
- Inspire
- Empower
- Open minds
- Concern
- Sympathy

Selected answers

- Being a teaching and learning champion and showing real empathy
- Having a sound knowledge of, and treating teaching/education as, a subject in its own right. Being able to empower new teachers with the skills needed to teach their own specialist subject
- The passion and desire to understand the philosophies of education and inspire other people to want to teach
- To open minds to possibilities
- A constant passion and belief in progressive teaching and learning strategies
- A capacity to take surprises in your stride

- facilitating the 'handover' to a student centred, active, self-regulated mode of learning
- The teacher educator's concern goes beyond merely facilitating learning to include creating a model of practice that trainees can take forward to their practice
- The ability to enthuse others with a desire to learn and apply learning to improve professional practice and own satisfaction with life
- A good teacher educator must inspire but be able to appreciate and respect the trainee's 'style'. A good teacher educator in the LL sector is able to adapt T & L to all learning contexts and types, thus change 'lenses' when required
- The ability to inspire and nurture trainee teachers
- The ability to recognise and appreciate the diversity of skills in trainees that may be different from one's own - suspension of disbelief
- Passion for pedagogy
- Mutual respect and ability to communicate effectively with other professionals
- A sound personal and professional value base

Table 52 – 'One key factor' selected responses in categories (question 22)

Q 22 - One key factor which is the difference between a good teacher educator and a good teacher

The responses were more wide-ranging and illustrated more fully some of the issues raised by the literature review. There were also some further powerful insights into the values of this group of TEds. Three themes featured prominently in the responses.

Student centred learning

Firstly, 50% of responses used language which aligns with principles of student-centred, facilitative, flexible, responsive and supportive teaching and learning approaches of the type championed by Freire (1972), Rogers (1983) and Brandes and Ginnis (1986). Words such as 'empathy'; 'empower'; 'passion and belief'; 'acknowledge and respect'; 'open minds to possibilities'; 'inspire' and 'listen sympathetically' all featured. Four examples follow:

Selected responses to question 22 (1)
'facilitating the 'handover' to a student centred, active, self-regulated mode of learning'
'a good teacher educator must inspire but be able to appreciate & respect the

trainees'
'Mutual respect and ability to communicate effectively with other professionals'
'The acknowledgment, utilisation and celebration of the wide range of experiences that lifelong learners bring'

Table 53 – selected responses to question 22 (1)

Modelling practice

Secondly, 30% of responses mentioned the way in which teacher educators wish to model best practice in teaching and learning to their trainees. This includes modelling different approaches to teaching and professional behaviour and creating an accessible model of practice which trainees can adapt and use for their own benefit. This has featured strongly through the literature and the data analysis to date, including research by Dawson and Bondy (2003), Freedman et al. (2005), Korthagen et al. (2006), Loughran (2007), Mayes (2009), Muller (2003) and Willemse et al. (2008). Reale (2009) Also argues that the modelling is a two way process where golden moments from both the teacher educator and the trainee can provide a 'vivid window' (ibid: 37) into the worlds of both, and can contribute powerfully to learning and understanding about teaching.

Selected responses to question 22 (2)
'The teacher educator's concern goes beyond merely facilitating learning to include creating a model of practice that trainees can take forward to their practice'
'A MODEL - a good teacher educator must practise what they preach throughout the process'

Table 54 – selected responses to question 22 (2)

The diversity and breadth of the LLS

The most frequent theme raised in response to this question occurred in some 80% of comments. The issue is arguably one area of difference which can be identified between LLS and other teacher educators, and could be called 'the

diversity and breadth of the LLS'. Participants mentioned the bewildering range of situations, contexts, theories, approaches, methodologies, policies and dimensions of practice they work with in the LLS and the equally diverse range of trainees they support. Not only do they need to absorb and make some sense of this complexity, they also have to help their trainees make sense of it, gain confidence from the experience and become better teachers. The literature emphasised, as has already also been emphasised throughout the data analysis to this stage that teacher educators face complexity and multiplicity in a variety of ways. Research both from the LLS and outside it, including EC (2010), Korthagen (2001), Koster and Dengerink (2008), Harkin et al. (2008), Murray (2002) and (2005), Noel (2006) and NRDC (2006) all feature multiplicity and complexity, but the particular sector specific characteristics of the LLS appear to be even more powerful an influence.

These comments sum up the challenge very well:

Selected responses to question 22 (3)
'A wider perspective of pedagogical and andragogical theories and how these can be applied to different settings. This enables a teacher educator to ... be accessible to a wide range of subject specialist teachers in the Lifelong Learning Sector'
'The ability to understand the amazing range of subjects and delivery modes that LL tutors have to deal with'
'while good teachers have to be dual professionals, good teacher educators have to be triple professionals, in their original specialist subject, in teacher education and in their teaching skills'

Table 55 – selected responses to question 22 (3)

TEPACP Analysis with question 22 added

	RP 2	RP 3 Q1-17	RP3 Q18, 19	RP 3 Q20 and 21	RP 3 Q23- 25	RP 3 Q22
1) The connected professional						
Practical	(6)	(3)	(5)	(6)	(3)	(8)
Democratic	(3)	(0)	(6)	(2)	(1)	(5)
Civic	(0)	(0)	(0)	(1)	(0)	(0)
Network	(3)	(0)	(1)	(0)	(2)	(4)
2) The pedagogy of teacher education						
Moral role / values / philosophies	(7)	(0)	(9)	(2)	(0)	(8)
Modelling / golden moment	(2)	(3)	(3)	(2)	(0)	(10)
Learning theory	(3)	(0)	(0)	(4)	(0)	(10)
Learning communities	(6)	(0)	(4)	(2)	(0)	(10)
Connecting theory, practice and workplaces	(3)	(0)	(0)	(2)	(0)	(9)
3) The multiplicity of role, purpose and location						
Multiplicity	(4)	(3)	(3)	(0)	(0)	(8)
More than a teacher	(3)	(3)	(4)	(1)	(0)	(8)
4) Professional development and support						
Prof dev / support	(6)	(0)	(2)	(1)	(5)	(0)

Table 56 – TEPACP Matrix RP2 and all sections of RP3 separately

By this stage of research Phase 3, most aspects of the TEPACP framework had previously featured in participant responses. In this section, the large number of comments ranged across almost all themes in the framework. The civic connection of the connected professional and professional development and support were not addressed at all, and the democratic and networked connections of the connected professional were only addressed to a small degree. All the other themes featured strongly, including the practical connection of the connected professional, the pedagogy of teacher education and the multiplicity of role, purpose and location. At first this appeared to be a similar analysis from most of the other sections of the questionnaire, that is, a concentration on the 'inner circle' of teaching and learning. As more of the responses were analysed, however, it appeared that there were comments which did address the 'outer circle' of teaching and learning to a greater degree than had been the case in relation to other questions. This was, however, as

the next section of this analysis indicates, a more localised version of the 'outer circle of teaching and learning.

The localised civic and democratic connections

The difference in the responses to this question from others in the questionnaire was that concerned with what could be described as a more 'localised' version of the outer circle. The teacher educators were seeking to help their trainees to look outside their immediate context, and to connect it with other situations and contexts, but within the overall context of their own working sector and professional role, rather than from a more general democratic or civic perspective. Examples of comments which indicated this are below:

Selected responses to question 22 (4)
<p>'A wide experience of a range of learner groups, learning settings, and the ability to relate well to these.'</p> <p>'Being able to transfer skills and adapt to any environment'</p> <p>'Awareness of the wider sector rather than the individual's own context'</p> <p>'teacher educators need to be able to see the teaching role, and what it entails from a more 'global' perspective, than the teachers they teach'</p> <p>'The ability to bridge the gap between educational theory, concepts and practice'</p>

Table 57 – selected responses to question 22 (4)

The evidence from the literature review does provide support for the interpretation of this more localised professional focus. BERA (2014b), Cochran-Smith (2004), NRDC (2006), Tatto (2000) all argue that the most frequent research about teacher education is by teacher educators, and that the focus is their own practice and professional situation. BERA (2014b) in particular argues that this is to help them support their trainees more effectively in developing as teaching professionals and understanding their own practice more fully. The key focus, therefore, of a range of teacher education research is to help the trainee teachers involved make connections between their own situation and the expectations and requirements of being a teacher. In the LLS, due to the diversity and breadth of the sector, this does include a potentially very broad range of teaching contexts outside of the trainees

own situation, many of which can be learned from. LLS TEds therefore appear to be encouraging and supporting connection with and to the broader sector and an extended range of ideas, situations, theories and perspectives in order to extend and enhance their own professional teaching. The key focus, as Crowe and Berry (2007), Davey (2013), Guyton (2000), Kitchen (2005a), Korthagen et al. (2006), Korthagen (2001), Kosnik (2001), McKeon and Harrison (2010), Murray and Male (2005) and Tryggvason (2012) argue is in helping trainees bridge and connect theory and practice between the classroom and the workplace. This could be described as a 'localised democratic, civic or networked connection'. The evidence from this research suggests that does not appear to extend to situations outside to the broader community or to the wider aspects of the democratic and civic connections of the connected professional.

Consolidated TEPACP matrix for all of the online questionnaire

In order to draw together the analysis of all the questionnaire sections across Phase 3, the online questionnaire, a consolidated TEPACP matrix of the research Phases 2 and 3 so far analysed, with a composite column for Phase 3. The entry in the column is the cumulative total number of times each section addressed this cell in the matrix:

	RP 2	RP 3 Q1-25	RP4	RP5	RP1-5
1) The Connected Professional					
Practical connection	(6)	(25)			
Democratic connection (localised)	(3)	(14)			
Civic connection	(0)	(1)			
Networked connection (localised)	(3)	(7)			
2) The pedagogy of teacher education					
Moral role (values / philosophies / passion and emotionality)	(7)	(19)			
Modelling / golden moment	(2)	(18)			
Learning theory	(3)	(14)			
Learning communities	(6)	(16)			

Connecting theory, practice and workplaces	(3)	(11)			
3) Multiplicity, range and diversity					
Multiplicity (range and diversity)	(4)	(14)			
More than a teacher	(3)	(16)			
4) Professional Development / support					
Prof dev / support	(6)	(8)			

Table 58 – Consolidated TEPACP matrix for phases 2 and 3

TEPACP analysis for all sections of questionnaire

An analysis of the themes featured most and featured least consolidates findings from the different sections. The practical connection of the connected professional featured most across all sections of the questionnaire. The pedagogy of teacher education and its subthemes also feature strongly, particularly the moral role (values / philosophies / passion and emotionality); modelling and golden moments and promoting learning communities. The multiplicity, range and diversity theme also features strongly, and the theme of professional development / support is addressed although less strongly than other themes. The democratic connection of the connected professional featured more in a localised sense in question 22 responses, and the networked connection of the connected professional was addressed to a limited degree but neither featured as regularly across all responses as other themes. Consistently across the questionnaire the least addressed of all themes within the framework was the civic connection.

The themes relating to the 'inner circle' of teaching and learning for the participants generally featured the most strongly throughout, that is the day to day issues, themes, topics, circumstances and interactions which they were most closely and directly involved in. The themes of TEPACP framework which featured less in responses were the 'outer circle' of teaching and learning themes, that is the more external, global and contextual issues, themes, topics, circumstances and engagements which they were least closely and directly involved in (although, of course, they were probably teaching about them in their ITE courses). This is an

important emerging issue from the research, and it suggests another paradox where the very professionals who are seeking to help their own trainees to become more connected are themselves disconnected from some important principles of practice.

There is some evidence to support this from the literature review. Ben-Peretz et al. (2010), EC (2010, 2012), Lovatt and McCloud (2006), Pennington et al. (2012), Swennen et al. (2007) and Swennen and Bates (2010) all argue that teacher educators work within a multi-layered and complex professional situation, and that made it more difficult for them to develop and assert a coherent and confident professional identity. Ben-Peretz et al. (2010) and Lunenberg et al. (2007) find that TEDs tend to consider their primary role as developing the professional identity of their trainees, and that this can paradoxically lead to them paying less attention to their own. This research suggests this is also the case for LLS TEDs, where they and their trainees engage with a particularly diverse and complex working situation.

Findings and analysis – Research Phase 4

Focus group 4 and snapshot needs analysis

Bryman (2013:13) argues that part of the process of the analysis data is the way in which the researcher makes 'sense of the data with the research questions proving the starting point'. As indicated in Chapter 4, opportunity sampling was used in this research, and an opportunity to further sample perspectives relevant to the research question became available to me as the researcher after the online survey had been completed. As Phase 3 of the research was underway, and whilst preliminary analysis of the early data received from the questionnaire was underway, an opportunity to bid for external funding relating to a relevant area of teacher education arose. As Mears (2012: 173) argues, 'research is messy ... yet in this messiness lies the opportunity for discovery and enriched understanding.' Phases 4 and 5 of this research sprung from such an opportunity. As part of a development fund to support LLS ITE, I was involved in a team from the South West Centre for Excellence in Teacher Training (SWCETT) which submitted a proposal to design, develop and provide an induction support programme for LLS TEDs. Fortunately for my research, it was necessary to gather further evidence about LLS TEDs' support needs as part of the information required for the submission. So I agreed to run another focus group at a forthcoming conference, and to collect more evidence

about the professional development needs of LLS TEds at a forthcoming meeting of the SW Teacher Education Forum. As indicated in Chapter 4, the two methods for collecting this information were FG4 and a 'snapshot needs analysis' or short and focussed questionnaire to be administered to a group of LLS TEds at the forum meeting. These two actions became research Phase 4, and contributed data to assisting with what Gorard and Taylor (2004:viii) describe as a 'fuller multi-perspective' on the 'research topic' .

Focus group 4 (FG4)

Some preliminary data analysis from Phase 3, the online questionnaire was available to support the planning of FG4, and a workshop including a presentation of those results and a focus group discussion considering what was 'special' about an LLS teacher educator. Newby (2010) and Ashley (2012) argue that research designs and approaches are often refined, adapted and extended in the light of circumstances. FG4 provided an opportunity to debate in a public forum some of the ideas and results which had come from the research, and yield information and further analysis which could help the research, but which was also very helpful in considering the key themes for the proposed induction and support programme for LLS TEds. The focus group produced a series of comments and even constructed its own model of the teacher educator as 'the boundary manager'. Selected results from FG4 follow:

<p align="center">FG 4 – Workshop at UCET conference Points from plenary PowerPoint – all university teacher educators</p>
<p>What is unique about Teacher Educators?</p> <ul style="list-style-type: none"> • Passion for learners and their students • Dual profession • Moving teachers out of comfort zone into new areas / identity • Working with diverse range of teachers • Boundary management – range of boundaries to manage (HE / FE interface; tension between org dev and personal dev – involvement with management and associated tensions; no control over recruitment; 14-16 and schools) • Eclectic curriculum background of TEds • Many similarities - liberal studies / cpd social sciences • Political views are relevant • Background of T Eds – from degree etc to no quals • In service • Impoverished professional culture • Variable professional situation within organisation

- Self-created culture
- College based
- Seen as a threat
- Helping people in embattled situations
- University is alongside you
- Not always independent of the trainees
- May have qualified before TEd compulsory so different from trainees
- More similarities than differences across phases
- Supporting others in creating professional identity
- Need to defend position (esp when new)
- Hanging on to old prof identity
- When new TEds may tend to revert to more trad modes
- Unique and cross phase
- TEds in FE become staff dev people in college (teaching staff from own org / college and associated tensions)
- Theory base very broad - There is a massive discipline
- How much has discipline of TEd been hijacked? Who are the guardians?
- Policing role – can be subversive
- Vocational – no national curriculum

Table 59 - FG 4 UCET conference - What is unique about TEds?

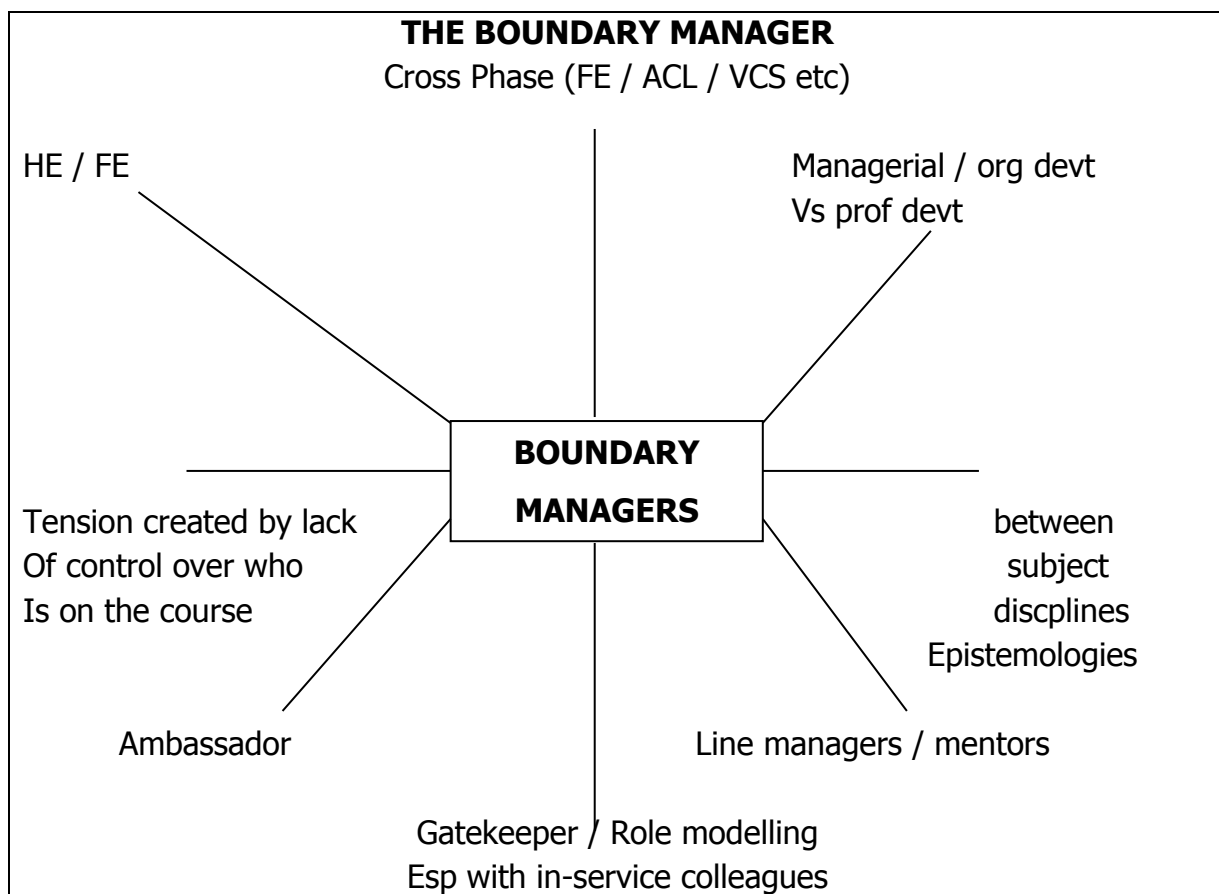


Figure 12 – The boundary manager diagram from FG4

What did the data add to the analysis from Phases 2 and 3?

The discussion reinforced general issues which had arisen such as the degree to which LLS TEds encounter complexity and multiplicity, the presence of political interference, the diversity and range of the sector, their passion for learning and the ways in which they seek to support and develop their trainees. This triangulation of results from Phases 1-3 proved helpful in the process of 'seeking convergence and corroboration of results from different methods and designs studying the same phenomenon' (Biesta, 2012: 147). The discussion also extended the analysis further into some of the areas raised. The difficulty of their professional situation, the lack of control over their programmes and the trainees who join and the difficult professional culture within which they work are exemplified by the selected comments which follow:

'an impoverished professional culture'

'How much has discipline of T Ed been taken over / hijacked? Who are guardians of the discipline?'

'a policing role – can be subversive'

Table 60 - examples of comments in FG\$

The participants strong engagement with the topic was reflected in the fact that they created their own model (and drew it on a flip chart) to represent their conceptualisation of the professional situation of an LLS TEd. The 'boundary manager' model was the result, and is in fig 12; it represents the very wide range of complex influences, expectations, requirements, engagements and interaction which TEds have to manage as part of the process of supporting their trainees. The view from the focus group was that these boundaries are complex and overlapping, and managing them can be an extensive and often diverting part of the TEd's role.

There was evidence of this 'boundary management' within the professional situation of teacher educators in the literature, although the same term was not used. BERA (2014a), Crawley (2012), EPPI-Centre (2008), Misra (2011), Mussett (2010), Papier (2010) and Parsons et al. (2009) all argue that teacher education is

beset by ongoing change and development. BERA (2014b, Menter (2011) and Musset (2010) all provide evidence of the growing influence and control over teacher education being exerted by government. TEds are characterised in research as as a 'sometimes beleaguered occupational group' (Menter, 2011: 11), and as an 'under-researched and poorly understood occupational group' (Murray, 2008: 18). Their professional situation is charged with complexity, multiplicity and diversity, and yet they are expected to train teachers to be outstanding practitioners (Cochran-Smith, 2005; Davey, 2013; Danaher et al., 2000; Ritter, 2010, Swennen et al., 2007; Sumsion, 2002 and Tillema and Kremer Hayon, 2005). Noel (2006), Hargreaves (2003), Harkin et al. (2008), Lucas et al. (2012) and Noel (2006) all argue that one of the key priorities of TEds is to manage this multiplicity, complexity and diversity with their trainees so that they can still grow and develop as teachers. FG4 characterised this as being a 'boundary manager', whereas I have argued it is best described as being a 'connecting professional'.

Snapshot Needs Analysis

The second part of Phase 2 was specifically designed to 'capture a reasonable snapshot' (Waring, 2012: 18) or 'a snapshot at one time' (Newby, 2010: 544) of the views of LLS TEds on their support needs in order to provide further detail for the funding bid. It also constituted triangulation of 'a claim, process or an outcome through at least two independent sources' (Newby, 2010: 122) from some of the findings and analysis from Phases 1-3. Participants at a SW Teacher Education Forum meeting were asked to complete the snapshot needs analysis about their priorities for support and development. The questions were entitled 'key development needs' and participants rated those needs on a scale of 5 (high) to 1 (low). Room for additional comments was provided. Eighteen questionnaires were completed and the results are below:

Results from snapshot needs analysis					
5	4	3	2	1	Key development needs
10	1	4	1		Supporting new teacher educators
3	7	4	1	2	Supporting Quality Assurance (self

					regulation)
2	5	5		3	Developing ICT skills
7	5	4			Improving embedding
6	4	4	2		Joint curriculum development
2	4	5	2	2	What do we mean by pedagogy and theory?
5	4	3	2	1	How these may be met
9	3	1			Resources / packs / publications for teacher educators
8	4	3			Online community / resources
6	6	2	1		CPD events / activity
6	5	2	1		Networks
	5	5		2	Visits / outreach
1	3	3	4	1	Accredited programme

The eight answers with the highest ratings (i.e. with a combined number of 10 or more ratings at 5 or 4) are:

- Supporting new teacher educators with 10 responses @ 5 and 1 @ 4
- Resources / packs / publications for Teds with 9 @ 5 and 3 @ 4
- Online community / resources with 8 @ 5 and 4 @ 4
- Improving embedding with 7 @ 5 and 5 @ 4
- CPD events / activity with 6 @ 5 and 6 @ 4
- Networks with 6 @ 5 and 5 @ 4
- Supporting Quality Assurance (self-regulation) 3 responses @ 5 and 7 @ 4
- Joint curriculum development with 6 @ 5 and 4 @ 4

Table 60 – responses to snapshot analysis

Comments added (Examples from comments on snapshot evaluation questionnaires)

- Networking with ITT providers and teacher educators other than colleges
- Bite sized, modular programme for those involved with ITT at all levels
- Sharing of resources (x2)
- Sustainable mentor and practical teaching tutor development programme with support (x2)
- Embedding study skills / independent learning skills / academic development into ITT (x3)

- Job spec / role descriptors for Teacher Educators – run by IfL? (x3)
- Functional skills
- Flexible support with materials and local delivery
- Single info reference point (SWitch?)
- National voice (UCET plus ACETT?) Mentoring in PTLLS
- Bank of 'experts' available
- PTLLS for teacher educators
- Flexible and innovative models of delivery
- Clearly targeted CPD events to widen base of those who could attend
- ITT team and managers working together
- Differentiation

Table 61 – Comments from snapshot needs analysis

The data did provide further triangulation of aspects of the professional situation and support needs of LLS TEds which had been identified from analysis in Phases 1-3.

The areas of support given the highest priority were similar to those in Boyd et al. (2011), Harkin et al. (2008) and Noel (2006). The added comments did take the analysis further into other areas, and this will be discussed in the TEPACP analysis section. The topics which had been proposed within the funding bid to be included in a CPD for LLS TEds were confirmed as appropriate, and the evidence gathered for a funding application contributed to the success of that application.

TEPACP analysis of Phase 4

	RP 2	RP 3 Q1-25	RP4	RP5	RP1-5
5) The Connected Professional					
Practical connection	(6)	(25)	(5)		
Democratic connection (localised)	(3)	(14)	(3)		
Civic connection	(0)	(1)	(0)		
Networked connection (localised)	(3)	(7)	(3)		
6) The pedagogy of teacher education					
Moral role (values / philosophies / passion and emotionality)	(7)	(19)	(2)		
Modelling / golden moment	(2)	(18)	(2)		

Learning theory	(3)	(14)	(0)		
Learning communities	(6)	(16)	(2)		
Connecting theory, practice and workplaces	(3)	(11)	(4)		
7) Multiplicity, range and diversity					
Multiplicity (range and diversity)	(4)	(14)	(4)		
More than a teacher	(3)	(16)	(3)		
8) Professional Development / support					
Prof dev / support	(6)	(8)	(6)		

Table 62 - TEPACP matrix for Phases 2-4

This phase was specifically about support, and that theme within the TEPACP was the most featured theme with the practical connection of the connected professional as the next. The themes and subthemes within the framework which involved networking and / or working with others featured more during this phase. Words such as 'networking', 'a national voice', 'working together with others', 'sharing' all featured regularly, and more so than in other phases. The democratic connection and networked connection of the connected professional, and the 'connecting theory, practice and workplaces' theme of teacher education pedagogy were all addressed to some degree. This suggests that linking with others, in a variety of ways, albeit within their own professional community rather than outside that, was seen as a positive way of developing and improving support. Boyd et al. (2011), Harkin et al. (2008) and Noel (2006) all also identify this as a priority for the support of TEds across all sectors.

Summary of themes, connections and issues

Boyd et al. (2011) provide a well-designed, research-based rationale and structure for induction training for TEds. The key challenge identified from research by Clow and Harkin (2009), Murray (2005, 2008), Murray and Male (2005), Noel (2006), Swennen and Bates (2010), Thurston (2010) and van Veltzen et al. (2010) is for organisations to prioritise time or resources for TEd induction. I was very

fortunate to have been part of a team which had secured resources to provide training and support for LLS TEds, in a CPD programme, and the evaluation of this programme would form Phase 5 of this research.

Findings and analysis Phase 5

Stepping out programme evaluation

The 'Stepping out' programme was a three-linked-day CPD programme aimed at new and experienced LLS TEds, which ran for two cohorts between November 2010 and May 2011. There was a total of 36 participants (from 23 different organisations) and they all attended a programme specifically designed for them by the team of 'expert teacher educators'.

Phase 5 provided an opportunity to directly address the part of the research question where the 'deeper understanding of the professional situation of LLS teacher educators' could be used to 'enhance their future support, professional development and working context'. Issues which had arisen from phases 1-5 could be further triangulated, or as Coe (2012: 43) calls it 'corroborated by other evidence'. This was also a further opportunity to 'understand, inform or improve the practice of education' (Bryman, 2010: 10) in this particular field, and in an area which was recognised as problematic and fraught with difficulty (Boyd et al., 2011).

Including full details of the content of the programme is not relevant to the research at this stage, but it is available online at:

<http://teachereducatoruk.wikispaces.com/CPD+programme>

and also as Appendix 9. A listing of aims and outcomes, the topics included in the programme follow:

Stepping Out Programme Aims and Outcomes
<p>The aim of the Stepping out Programme was to:</p> <p>build confidence of inexperienced and isolated Teacher Educators by providing opportunities for them to network with other Teacher Educators, access support from more experienced colleagues and to reflect on key aspects of delivering a teacher education programme.</p> <p>The intended learning outcomes were that by the end of the programme participants would have:</p> <ol style="list-style-type: none">1. Identified and worked on key skills and knowledge that distinguish a Teacher Educator from other teachers in the L&S sector2. Considered the effectiveness of a range of strategies, approaches and resources3. Explored ways to help develop trainee teachers and promote reflective practice

4. Identified their own development needs and a range of possible sources of on-going support
5. Participated in a range of activities which provide useful ideas for ITT and which model good practice

Table 63 – aims and outcomes of stepping out programme

<i>'Stepping Out Programme Topics'</i>
<ul style="list-style-type: none"> • Your journey to becoming a teacher educator • The teacher career cycle • Hopes, expectations and fears • Generating ground rules • The LLS • Availability and access to peer mentors • Introduction to Reflective practice • What is being a Teacher Educator all about? • Modelling practice and promoting excellent practice • Reviewing online and other resources • Planning programmes for achievement • Teaching methods and techniques • Meeting learner needs • Embedding LLLN, Equality and Diversity, Functional skills and ICT • Theory in LLS teacher education • Learning theories • Connecting theory to practice • Learning approaches and resources • Negotiating learning content • Assessing Learning – observations and written work • Professionalism • Growth and development • Keeping up to date with policy • Networking • Evaluation of self and programmes • Professional Development

Table 64 – topics from stepping out programme

Selected responses from the evaluation of the programme follow next, then selected comments from participants, then the data analysis.

Within table 65 below there is also an analysis of the ratings for each set of questions. The full results are in appendix 9.

Responses from 1st and 2nd Cohorts of "Stepping Out" Programme to rated questions
Number of returns: 26 out of 28

1) "STEPPING OUT" PROGRAMME AIMS

By circling the most appropriate number for each question, please rate the extent to which the 3-day STEP programme has:

a) Responded to your priority needs as a Teacher Educator

Not at all	1	2	3	4	5	Very well
Responses	0	0	1	18	7	

The responses indicated a high level of satisfaction with 96% rating this at 4 (69%) or 5 (27%), with no responses below 3.

b) Helped equip you with strategies and approaches which you can use within your ITT programme(s)

Not at all	1	2	3	4	5	Very well
Responses	0	0	4	14	8	

The responses indicated a high level of satisfaction with 85% rating this at 4 (54%) or 5 (31%), with no responses below 3.

c) Introduced you to new or additional sources of information / resources / activities to help extend your ITT delivery

Not at all	1	2	3	4	5	Very well
Responses	0	1	4	11	10	

The responses again indicated a high level of satisfaction with 81% rating this at 4 (42%) or 5 (39%), with just one response at 2.

d) Helped to increase your confidence as a Teacher Educator

Not at all	1	2	3	4	5	Very well
Responses	0	1	5	14	6	

2) IMPACT OF PARTICIPATION IN THE STEP PROJECT

Please comment on the extent to which you feel your participation in the STEP Project (both the 3 STEP sessions and, if appropriate, Peer Mentoring) has had impact for you:

No impact	1	2	3	4	5	High Impact
Responses	0	1	5	15	5	

The responses indicated a high level of perceived impact with 77% rating this at 4 (58%) or 5 (19%), with one response at 2.

Table 65 – selected evaluation results of Stepping Out programme (1)

<p>Selected evaluation results of Stepping Out programme (2)</p> <p>Open comments</p>
<p>Themes</p> <p>Networking, connecting with peers Support giving, Confidence building Resource accessing and sharing Subject and context knowledge Information advice and guidance High quality</p>
<p>Selected comments</p> <ul style="list-style-type: none"> • I enjoyed meeting other practitioners, as I am relatively new to ITT. The information, advice and guidance was invaluable. • This programme gives you a really good insight into ITT and helps equip you with strategies and resources to support your teaching. • The networking element was very much in evidence and any backup needed outside of the course is an invaluable aid to anyone on the course. • Some knowledge gained in the 2 sessions I attended were incorporated into my teaching practice. The peer mentoring was a good experience – excellent match with an experienced enthusiastic practitioner. • This has widened the variety of resources and practical advice/experiential learning available to me. • Has made me more aware of the links between theory and practice (or more precisely how to deliver this too trainees). I am now more confident in my delivery as I now know what I am doing, others are doing. • The course had influenced and changed – for the better my PTLLS delivery – confidence and the information I have. Had access through my mentor has had a positive result on the issue I approached my mentor with. • We have changed our whole approach to PTLLS after considerable discussion. • Lots of lovely new ideas for activities and resources. • Improved my confidence (particularly my professional judgement). Raised awareness of theoretical links to practice. • Have given the responsibility of I learning to the students – I have stepped back from force feeding students information. Taken more risks and enjoyed marking the results in assignments and student success. • I have developed my PTLLS to be nearly paperless (but not completely due to the STEP Programme). Just happened during the time I have been here. I have used a lot of the activities suggested (adapted for purpose). I have realised that I am over assessing for PTLLS.

- A really great programme, thanks for giving me the opportunity to participate. It was a shame to miss the third day and I will access resources via the website.
- This should be mandatory on an annual basis for CPPD – as much personal as professional.
- The team obviously took on board and addressed feedback from previous session. Something that rarely happens but does really make you feel your opinion is valued.
- It has been a really positive experience and I hope to maintain the relationships with other participants.
- The best CPD I have experienced in this very specific area of ITT – there seems to be an assumption that you are born knowing how to do this well!

Table 66 – selected evaluation results of Stepping Out programme (2)

The results of the evaluation demonstrate that the aim and outcomes were comprehensively met for participants, and the feedback was particularly positive. The design of the programme explicitly included items which had emerged from my combined modelling the learning cycle in a manner to Kolb's (1981) theory, with aspects of the ITE curriculum agreed as key themes. The approach was constructionist in style: the key principles of making meaning through critical theory (Freire 1971) and 'unconditional positive regard' were applied. Although we were not aware of it at the time, we were also using the Work as Learning Framework (Felstead et al., 2011) in the way we developed the capacities of the participants to appreciate and apply the principles of expansive learning and the expansive workplace (Fuller and Unwin, 2003).

The evaluation results were excellent and the comments very strongly endorsed the notion of the way in which teacher education can help teachers make and use connections in their teaching, and the networked connection of the 'connected professional' (Veugelers and O'Hair, 2005). There were significant numbers of comments about the networking value of the course. Boyd et al. (2011) advise three induction elements should be included in the first year career of a teacher educator, and these are, '**survival**' or getting to know more about the context within which they are working; 'shifting the lens' or adapting their existing expertise into the different 'pedagogical demands' of teacher education, and 'laying the foundations' for further development in other related areas including current research, the sector context, teacher education requirements and developing

expertise through scholarship and research. The evaluation results suggest this programme addressed all three of these effectively.

TEPACP Analysis of phase 5

	RP 2	RP 3 Q1-25	RP4	RP5	RP1-5
1) The Connected Professional					
Practical connection	(6)	(25)	(5)	(4)	
Democratic connection (localised)	(3)	(14)	(3)	(3)	
Civic connection	(0)	(1)	(0)	(0)	
Networked connection (localised)	(3)	(7)	(3)	(3)	
2) The pedagogy of teacher education					
Moral role (values / philosophies / passion and emotionality)	(7)	(19)	(2)	(0)	
Modelling / golden moment	(2)	(18)	(2)	(0)	
Learning theory	(3)	(14)	(0)	(0)	
Learning communities	(6)	(16)	(2)	(3)	
Connecting theory, practice and workplaces	(3)	(11)	(4)	(0)	
3) Multiplicity, range and diversity					
Multiplicity (range and diversity)	(4)	(14)	(4)	(0)	
More than a teacher	(3)	(16)	(3)	(0)	
4) Professional Development / support					
Prof dev / support	(6)	(8)	(6)	(4)	

Table 67 - TEPACP analysis matrix for phases 1-5

The evaluation was based, as it needed to be, on feedback from the participants relating to the aims and outcomes of the Stepping Out programme. It was not designed for this research, or to address the TEPACP framework, so it was not likely to fully address the TEPACP framework fully. What the analysis does reinforce, however, is the degree to which the direct, day to day practical connection of the

teaching professional are by necessity at the heart of what TEds do. With this analysis the greater emphasis on the aspects of the framework relating to networking and working together with others continued to be addressed more than was the case in earlier phases of the research.

The positive responses to ways in which the course provided opportunities for networking, collaborative support and working together is very strongly evidenced from the evaluations. Research from Davey (2013), EC (2012), Kitchen (2005a), Korthagen et al. (2006) and Ritter (2007) all emphasise the value of networking processes, opportunities and practices within teacher education.

Summary of themes, connections and issues

A summary of the findings and analysis from each research phase follows, and the chapter will conclude with a TEPACP analysis across all phases and an outline of the content of chapter 6.

Summary of findings and analysis

This concluding section of Chapter 5 briefly synthesises the results of the analysis of the findings of Phases 1-5 of the research.

Research reach - engagement with target audience

296 LLS TEds engaged with the research. Some of them engaged on more than one occasion. 161 participants responded individually to the online questionnaire, and 211 LLS TEds in total engaged. The research therefore reached 18% of the estimated target population. Almost 20% of participants worked in organisations other than universities or FE colleges.

Research Phase 1 - Scoping the literature

The initial scoping of relevant literature identified key themes for the research, helped establish questions to ask in Phase 2 of the research and started to apply the TEPACP theoretical framework within the research.

Research Phase 2 – FG1, FG2 and FG3

Responses to and engagement with the FGs were fostered by the constructionist approach taken and the modelling the process on reflective practice and approaches developed by Freire (1972), Rogers (1971) and Schön (1983). Attendance was good at all three FGs (84). Participants engaged readily and useful and full data was generated. Good detail about the professional situation of LLS TEds was generated

from the data analysis. The multiplicity, range and scope of the role of TEds as they saw it became clearer, and the 'more than a teacher' quality was the term used to characterise this situation. The first TEPACP matrix analysis highlighted the tendency of LLS TEds to focus more on the 'inner circle' of teaching and learning rather than the 'outer circle'. The data from Phase 2 helped amend and finalise the final version of the questionnaire for Phase 3.

Research Phase 3 – Online questionnaire

The number of respondents and responses to the questionnaire confirmed the scope and scale of this research. There were 326 comments in response to open questions amounting to 5783 words and 9430 responses overall were made to sixteen rated questions. The data analysis led to a consideration of the idea that the method of using an online questionnaire represented an embedding of the 'golden moment' principle in the way that it collected a wide range of small details, insights and comments in this research.

Sections 1 and 2 - Questions 1 to 17

The key themes and issues which arose from section 1 of the questionnaire were the degree to which the TEd workforce were confirmed as 'largely female, white and middle aged' (Noel 2006: 154); the possible evidence of 'feminisation' within the results, as described by (McGuire and Wiener, 2004; Murray, 2006; Simmons and Thompson, 2007b); the need to include questions relating to disability in further research and the ethnicity profile of LLS not matching that of the workforce. The increasing age of the LLS TEd workforce is a concern due to potential loss of expertise on retirement. With respect to geographical coverage of the responses participation from all English regions and all but one CETT was achieved.

Over 85% of participants had been teaching for more than 10 years. Approximately 31% had spent more than five years and almost 31% more than 10 years as a teacher educator, making 62% who have been teacher educators for over five years. Only 13.8% were new teacher educators who had spent 1-2 years in the role, and 24% 3-5 years. The teacher educators in this sample tended to be experienced teachers and had been TEds for extensive periods of time (Boyd et al., 2011; Harkin et al., 2008; Nasta and Lucas, 2010; Noel, 2006; NRDC, 2004).

The range of other activities TEDs engaged in extended what has been described as the '**dual role**' of TEDs (Boyd et al., 2011; Noel, 2006), which is similar to the '**dual professional**' (Robson, 1998) but was closer to what has been described as a 'triple professional' (IfL, 2011) or even a 'quadruple professional' (Exley, 2010). The proportion of time spent on other roles, some of which are not directly related to teacher education have increased since Harkin et al. (2008) and Noel (2006).

It was a positive achievement of the survey that 40 (25%) of participants worked outside of FE or HE. The field of research about TEDs is not rich with studies (Boyd et al., 2011; Harkin et al., 2008).

By far the most significant mode of operation of this area of teacher training is part time in service (UCET, 2009). Only 29 or 7.4% of the responses indicated practitioners were working on full time pre-service courses, whereas the overwhelming majority (92.6%) of responses indicated staff were working on part time in-service provision of one type or another. The second is the degree to which LLS TEDs work on a variety of short, long and mid-length ITE programmes. Within this survey 101 or 25.6% indicated they worked on PTLLS programmes, and 91 or 23.9% on Cert Ed / PG Cert (part time in service).

The TEPACP matrix analysis of this section reinforced analysis from phase 1, and the elements of multiplicity involved in the TED role was a strong theme. The argument of Korthagen et al. (2006: 1025) that teacher education 'involves continuously conflicting and competing demands' and Noel's (2006) and the evidence of Harkin et al. (2008) that TEDs had multiple roles were reinforced by the responses to this section. This characteristic had been identified in the literature as the 'more than a teacher' quality (Vloet and van Swet, 2010), and the term was adopted for this research.

Section 3- Essential characteristics of a good teacher educator **(Questions 18 and 19)**

Their statements suggesting professional characteristics provided a good range and breadth of data from participant responses. The literature, including Avis (2005), Ball (2003), Gomoluch and Bailey (2010), Harkin et al. (2008), Lawy and Tedder (2012) and Lucas and Nasta (2010) suggested the responses would show a group lacking

confidence, but the responses did not do so. Instead, the responses demonstrated a perception of high professional confidence, self-worth and sense of purpose in the way they help other teachers develop. There is some suggestion from the responses to this section that TEds are seeking to promote expansive learning and the expansive workplace (Boyd et al., 2011; Felstead et al., 2011; Fuller and Unwin, 2003).

The TEPACP matrix results reinforced the lack of coverage of the 'outer circle' of teaching and learning. There was some indication from the evidence of feminisation in the TED workplace in this section. Multiplicity was again a key theme, and managing and mediating that complexity with trainees was a prominent consideration within the responses made in this section.

Section 4 – Subject knowledge (Questions 20 and 21)

Responses to the subject knowledge questions indicated a broader range of confidence than other questions. The breadth of subject knowledge included and the contested status of this knowledge in English ITE (Harkin 2008; Noel 2006; Noel 2009) may be contributing factors. Only 41% expressed confidence in embedding ICT. Given the value placed on ICT in teaching across all sectors of education this indicates both a potentially significant problem, and a major professional development need.

When analysing the responses using the TEPACP the civic connection of the connected professional, the networked connection of the connected professional and connecting theory, practices and workplaces had either not yet been addressed, or only to a small degree. The literature, in particular Davey (2013) suggested TEds to be to some degree isolated and insular in their complex roles, and Murray (2002) argues that the academic status of TEds is often low in academia, and these results began to suggest that this is one factor which has led to a more inward-looking approach by LLS TEds.

Section 5 – support needs – (Questions 23 to 25)

This is the only question in the survey where the four 'hot spot' responses were all over 80%. Noel's (2006:166) list of 14 'types of support valued by new teacher educators' identified very similar support needs. The 'cold spot' responses in this section were all also present in Noel's (2006) list. The results suggest LLS TEd

support has improved. Overall responses suggested that opportunities for professional development and levels of support were good, but that there were still ongoing support needs, particularly in terms of induction for new TEds.

Section 6 – One key factor – Question 22

By this final section of questionnaire analysis, most themes in the TEPACP framework had featured regularly in participant responses, and the concentration on the 'inner circle' of teaching and learning had been reinforced. Comments in this final section of analysis did, however, address more aspects of the 'outer circle' which I have characterised as the 'localised civic and democratic connections' of the connected professional. There is an element of paradox in the overall results of the questionnaire where the very professionals who are seeking to help their own trainees to become more connected appear to be themselves disconnected from some important principles of practice. The civic connection of the connected professional is a theme which was hardly addressed throughout Phase 3.

Research phase 4 - FG4; Snapshot needs analysis

Further triangulation of aspects of the professional situation and support needs of LLS TEds was successfully undertaken. The proposed topics to include in a CPD programme were also confirmed as appropriate. The evidence gathered for a funding application contributed to the success of that application, and provided an opportunity to deliver and evaluate such a programme.

Research Phase 5 – Evaluation of Stepping Out CPD programme.

The results of the evaluation demonstrate that the programme aim and outcomes were comprehensively met for participants, and the feedback was particularly positive. The evaluation strongly supported research which underlined the value of TEds networking, collaborating and working together (Davey, 2013; EC, 2012; Kitchen, 2005a; Korthagen et al., 2006 and Ritter, 2007). Phase 5 of the research also reinforced the degree to which the focus of TEds on the direct, practical and pedagogical aspects of teacher education, and on supporting the networking, collaboration and working together of their trainees. One of the consequences of this approach appears to have resulted in a professional situation for themselves which is less clearly identified, less assertive and more inward-looking.

TEPACP Analysis of phases 2-5

	RP 2	RP 3 Q1-25	RP4	RP5	RP2-5
5) The Connected Professional					
Practical connection	(6)	(25)	(5)	(4)	(40)
Democratic connection (localised)	(3)	(14)	(3)	(3)	(23)
Civic connection	(0)	(1)	(0)	(0)	(1)
Networked connection (localised)	(3)	(7)	(3)	(3)	(16)
6) The pedagogy of teacher education					
Moral role (values / philosophies / passion and emotionality)	(7)	(19)	(2)	(0)	(28)
Modelling / golden moment	(2)	(18)	(2)	(0)	(22)
Learning theory	(3)	(14)	(0)	(0)	(17)
Learning communities	(6)	(16)	(2)	(3)	(27)
Connecting theory, practice and workplaces	(3)	(11)	(4)	(0)	(18)
7) Multiplicity, range and diversity					
Multiplicity (range and diversity)	(4)	(14)	(4)	(0)	(22)
More than a teacher	(3)	(16)	(3)	(0)	(22)
8) Professional Development / support					
Prof dev / support	(6)	(8)	(6)	(4)	(24)

Table 68 - TEPACP analysis matrix for phases 2-5 with grand total

Using the same approach as was used within the analysis of the rated questions in the survey, the four hotspot answers were the practical connection of the connected professional, which was addressed more often by some degree than any other theme. The moral role (values / philosophies / passion and emotionality) and learning community themes of teacher education pedagogy were the second and third most addressed, with professional development and support the fourth. All of the other themes in the framework have been addressed to some degree, with the pedagogical themes of connecting theory, practice and workplaces and learning

theory and the networked connection of the connected professional as three of the four 'cold spots'. The one least addressed area of the framework, which was only directly addressed within the questionnaire, and only then to a small degree, is the 'civic connection' of the connected professional. This theme is almost absent from the responses, and the consequences of this for the proposed framework will be discussed in Chapter 6. Overall this final TEPACP analysis reinforces the analysis from the research findings. The key themes identified from the literature review as relevant to the professional situation of teacher educators and their support and professional development have been seen to be present within the responses of this group of participants from the LLS.

The literature (EC, 2012; Lovatt and McCloud, 2006 and Mevorach and Ezer, 2010) argues that the multiplicity of role has a major impact, as does the sector context and broader context within which TEds are working (Lucas and Nasta, 2010). This has led to the use of the term 'more than a teacher' as a quality which TEds often need to possess (Vloet and van Swet, 2010). Despite some expectation from the literature (Cochran-Smith and Zeichner, 2006; McNicholl et al., 2013; Murray et al., 2009; Townsend and Bates, 2007) that this professional group would lack confidence, their responses did not indicate this to be the case. The responses throughout the research were recognisably from a group under pressure, but one which had high professional confidence and commitment. The pedagogical approaches the LLS TEds aligned themselves with most frequently were those which are reflective, expansive and student-centred (Felstead et al., 2011; Fuller and Unwin, 2005; Kolb, 1984, Rogers, 1961 and Schon, 1983). The professional identity of LLS TEds was shown to be poorly defined and inward looking and this is perhaps the biggest paradox from the literature and from this research, given the degree to which TEds help other teacher to develop their professional identity. Although they could be described as 'connecting professionals', the data from this research suggests they are not as well connected as they could be as a professional group.

Chapter summary

This chapter has presented the findings of my research and provided a detailed analysis of the results. As argued in Chapter 4, a comprehensive analysis of the themes in relation to ideas, theories, frameworks and evidence has taken place. The

data has been compared with the literature to generate new learning, generate new theory and reinforce existing research, and the theoretical framework of the 'Teacher Education Professional as Connecting Professional' has been successfully used to support the analysis. I would argue that the process of data analysis, as it has passed through the four stages described in chapter 4, has assembled the 'groups of data, putting them together to make a coherent whole' (Cohen et al., 2007: 462), and that this coherent whole provides answers for the research question.

Chapter 6 will conclude the thesis by outlining the conclusions and recommendations arising from the research, including the original contribution to knowledge. The chapter will also evaluate the research methodology and revisit the research aims and research question. A summary of unexpected outcomes from the research, an indication of related activity which has taken place since the research has been completed, and suggestions as to where in this field further research would be helpful draw the chapter to a conclusion.

CHAPTER 6 - EVALUATION OF THE RESEARCH, CONCLUSIONS AND RECOMMENDATIONS

Newby (2010) argues that qualitative research should be evaluated against the following four principles:

1. Research should contribute to advancing knowledge or understanding.
2. The research design should address the research question.
3. Data collection, analysis and interpretation should be rigorous, systematic and transparent.
4. Research claims should be credible with plausible arguments about the significance of the evidence (ibid: 456)

This chapter will address these principles by firstly considering the conclusions from the research and by discussing the original contribution to knowledge which the research makes. The chapter continues with recommendations drawn from these conclusions, then critiques the methodology and analyses the trustworthiness of the research. The chapter then revisits the research aims, themes and question in order to consider how the aims have been met, how the themes have been addressed and how the question has been answered. An unexpected outcome from the research is discussed. The chapter concludes with a description of subsequent research and activity with a final observation about LLS teacher education and teacher educators.

Conclusions

This section will summarise and discuss the original contribution to knowledge made by the thesis.

Establishing the concept of the connected professional

The concept of the 'connected professional' was developed as a result of analysis of evidence from the literature review; it was then applied as a theoretical framework to support the data analysis. The analysis of evidence from research concluded that a number of existing frameworks and models are helpful for the development of teaching professionals and for creating expansive workplaces. These include reflective practice (Hiller, 2005; Kolb, 1984; Schön, 1983), action learning (Revans:1980), communities of practice (Lave and Wenger, 1991), expansive and restrictive learning and workplaces (Boyd et al., 2010; Fuller and Unwin, 2003), the

Work as Learning Framework' (Felstead et al., 2011) and 'the democratic professional' (Sachs, 2000; Dzur, 2008). There is a synergy across these frameworks which evidence from the research suggested should help to more clearly define the professional identity of both LLS teaching professionals and LLS TEds. The successful use of these frameworks in the education sector, and in particular to the LLS, has, however, been constrained by a number of factors and influences. These are discussed in research from Ball (2003), Bathmaker and Avis (2005), Clow (2001), Coffield (2008), Fuller and Unwin (2003), Jephcote et al. (2008), Maxwell (2013), Tummons (2010) and Whitty (2002) and include managerialism, performativity and restrictive practice. Despite these constraints, however, the evidence from Chapter 3 part 1 (page 85) indicated that 'ten characteristics of the teaching professional' could be derived from the research evidence, including that from Avis et al. (2010), Coffield (2008), Hargreaves and Goodson (2002), Linblad and Wallin (1993), Robson et al. (2004), Shain and Gleeson (1999), and Whitty (2002). A wide range of initiatives have been supported by government to extend and develop professionalism in the LLS, including reforms proposed and carried out by FENTO (1999), OfSTED (2003), LLUK (2006) and Lingfield (2012). Criticism of these and other reforms to support the development of the teaching professional in the LLS have been that there has been a lack of grassroots engagement of the teachers themselves, that consistently 'top down' approaches to implementation have been adopted, and that there has been limited support from employers. The results have been that they often achieve limited penetration into the teaching workforce, and have resulted in a poorly defined professional identity for LLS teaching professionals (ACETT / LLUK, 2010; Avis et al., 2010; BIS, 2012; Coffield, 2008; Crawley, 2012; Dennis, 2012; Iredale, 2013 and Lingfield, 2012a). In response to this analysis, and by drawing on the literature which incorporates many of the key principles argued to promote professionalism, the concept of the 'connected professional' has been developed.

The full details of the model of the connected professional features in Chapter 3 Part 1 (pages 91-97). A brief summary follows:

The connected professional

There are four 'connections' of the connected professional. They are the Practical Connection, the Democratic Connection, the Civic Connection and the Networked Connection.

1. The Practical Connection

The 'Practical Connection' is the practical underpinning of teaching skills, knowledge, understanding and application which all teaching professionals need to acquire, develop and maintain across their careers.

2. Democratic connection

The 'Democratic Connection' is the active involvement in democratic action which all teaching professionals need to undertake and sustain across their careers.

3. Civic connection

The 'Civic Connection' is the active engagement in civic action with the wider community to support and enact development with and for that community which all teaching professionals need to undertake and sustain across their careers.

4. Networked connection

The 'Networked Connection' is the cultivation, involvement and sustenance of the means of active engagement with other professionals and the wider community which all teaching professionals need to undertake and sustain across their careers. This final 'networked connection', is the key component to activate the model for practitioners. It includes the use of technology, but the key is the responsibility to network and the democratic and pedagogical benefits of that networking (Hargreaves, 2003; Day and Hadfield, 2005; La Chapelle 2011; Lave and Wenger, 2001; O'Hair and Veugelers, 2005; Senge, 1990 and Wenger, 1991). The networked connection is the key to 'switching on' the other three connections of the connected professional.

Developing and embedding the connected professional - the 'Learning Design systems approach'

Whitty's (2008) concept of a 'progressive moment' and how it can provide 'new openings for the development of more progressive practice' (ibid: 3) was introduced in Chapter 3 Part1. The 'Learning Design systems approach' is an approach by which 'progressive moments' build networking and action from small starting points.

Laurillard, (2009) and Ljubojevic and Laurillard (2010) propose that professionals can share locally and on a small scale first, then progress to a broader shared understanding. They argue their research provides some evidence of this approach producing results which can include new activity being embedded in practice. The shared understanding of '*what*' is being proposed and '*why*' is at the heart of this process which can seed innovation and change. Laurillard (2011) and Ljubojevic and Laurillard (2010) argue technologies such as social networking can help significantly to distribute and embed the shared learning from these progressive moments, but they work as a means to that end with other approaches. This approach also resonates well with the 'golden moment' aspect of teacher education pedagogy, where short activities, reflections, situations and encounters can provide model and open windows into and connect with further concepts, ideas, activities and encounters (Ben-Peretz et al, 2010; Cochran-Smith, 2003; Crowe and Berry, 2007; Korthagen et al., 2005; Kane 2007; Kosnik, 2007; Koster et al., 2005; Lunenberg, 2002; Lunenberg et al., 2007; Smith, 2005 and Swennen et al., 2007).

The perspective of teacher educators working in the field

As indicated in chapter 3 part 2 (page 102) Murray's research argued that teacher educators are an 'under-researched and poorly understood occupational group'. It was also indicated that Menter et al., (2010a) found that 'scant attention has focused on the professional learning of teacher educators and the contribution they can make to curriculum change' (ibid: 26). This research has made an original contribution to extending our understanding of teacher educators' perspectives about working in the field, and about their professional learning. 211 LLS TEds were engaged in the research, 25% of whom worked outside of FE or HE, and this constitutes 18% of the estimated target population. This has helped to build a clearer, deeper, broader and more thorough picture of the professional situation of LLS teacher educators and their support needs.

General Characteristics of the Professional Situation of LLS TEds

The specific learning about LLS teacher educators includes the fact that:

- They are largely female, white and middle aged with a significant number nearing retirement age.

- Their ethnicity profile does not match that of the workforce as represented by existing sector data. There is a higher proportion of white teacher educators than there is of white teachers in the sector (LSIS: 2012).
- Their increasing age constitutes a future loss of expertise to the LLS on retirement.
- They work for the full range of LLS organisations with the majority in HE and FE.
- They often spend less than 50% of their time on teacher education.
- The range of activity other than teacher education they undertake is broad, including other teaching, management and development roles.
- They work on a variety of short, long and mid length ITE programmes, predominantly on part-time in-service.
- They are experienced teachers who stay as teacher educators for a number of years.
- The degree of LLS TEds who are disabled remains unknown.

Pedagogy of LLS TEds

A range of Teacher Education pedagogy was identified from a wide range of research by Bentley (2009), Clow and Harkin (2009), Cochran-Smith (2003), Crowe and Berry (2007), Davey (2013), Freedman et al. (2004), Harkin et al. (2008), Korthagen et al. (2005), Kosnik (2007), Koster and Denjerink (2008), Lawy and Tedder (2012), Lucas and Nasta (2010), Lunenberg (2002), Lunenberg et al. (2007), Mevorach and Ezer (2010), Noel (2009), Thurston (2010) and Zeichner (2009). LLS TEds' responses across the six phases of this research indicated their key pedagogical principles in teacher education were similar to those from previous research. This included the following pedagogical principles:

1. Teacher education has a moral role in the development of inclusivity, reflexivity and social justice. Teacher educators have a role to play in contributing to defining the visions of all of those areas. This often involves a strong emotional commitment to the role and its responsibilities.
2. Teacher educators model practice, perspectives, ideas and situations to help teachers reflect on and develop their own perspectives and conceptualisations of teaching and professional identity. This modelling often takes place through the use of 'golden moments'.

3. There is no overall agreement around the place of learning theory in teacher education, which the results illustrated, but responses from this group of TEds supported experiential, expansive and student-centred theories in the constructionist domain more than those from the objectivist domain.
4. Teacher educators in the LLS have almost complete autonomy when deciding on which learning theory/ies to teach in their programmes.
5. Developing learning communities of reflective practitioners with their trainees, and connecting theory, practice and the workplace through these communities are a high priority for the participants in this research.
6. The operating environment of the LLS has features recognisable in Schön's (1983) model of the 'swampy lowlands'. Working with trainees to mediate the effects of this situation is a further pedagogical priority for the participants in this research.

Multiplicity and 'conflicting and competing demands'

The degree to which teacher education involves diversity, multiplicity and complexity features widely in the literature, including research from EC (2010), Harkin et al. (2008), Lunenberg (2002), Murray (2002), Noel (2006), NRDC (2006), Tillema and Kremer Hayon (2005), Tryggvason (2012) and Wood and Borg (2010). This has been characterised as a dual role (Robson, 1998), triple role (Exley, 2010) and a multiple role (Cochran-Smith, 2005; Murray, 2002 and Swennen et al., 2007). This aspect of teacher education was acknowledged and discussed from the early stages of the research, and continued to feature as a factor within the professional situation of LLS TEds throughout. Working with multiplicity is one of the defining characteristics of LLS teacher education. As such it would be appropriate to suggest that teacher educators are 'triple' professionals or 'multiple' professionals.

Support needs of LLS TEds

The analysis of data relating to support needs and professional development activity from this research aligned closely to that from Harkin et al. (2008), Noel (2006) and Boyd et al. (2011). There had been an increase in opportunities for professional development for the participants in this research, and levels of support received were rated as good or better. Multiple ongoing support needs still remained, however, particularly in terms of induction for new TEds. A proven CPD programme

for LLS TEds, the 'Stepping out' programme, was successfully provided and evaluated as part of this research; that programme and its resources are available online for all to use.

Professional identity of LLS TEds

Research about the professional identity of Teacher Education argues this to be lacking clarity largely due to multiple demands which leave TEds under pressure, to some degree isolated and less valued within the realms of academia than other disciplines (Arreman and Weiner, 2007; Boyd et al., 2011; Cochran-Smith, 2003; Darling Hammond, 2005; Davey, 2013 and Murray, 2004). Ben-Peretz et al. (2010), EC (2010, 2012), Lovatt and McCloud (2006), Pennington et al. (2012), Swennen et al. (2007) and Swennen and Bates (2010: 2) all argue that TEds have an ill-defined professional identity as a group as a result of this professional situation. It is further argued that developing the professional identity of their teacher trainees is so demanding of time, energy and commitment that attending to their own professional identity is neglected (Ben-Peretz et al., 2010 and Lunenberg et al., 2007).

The results of this research have contributed a more full and detailed analysis of that professional situation, and has helped to identify relevant characteristics, knowledge, pedagogy, approaches and support needs for this group. A clear sense of professional identity for LLS TEds has not been present in the responses of the participants. They believe they carry out their work with commitment, purpose and pride, and they exhibited a strong and perhaps surprising degree of confidence in their skills, knowledge, pedagogy and values. The concentration in their work is so strongly focussed on the 'inner circle of teaching and learning' rather than the 'outer circle of teaching and learning' that this does appear to contribute significantly to their low visibility and perceived low status both within the sector and within academia.

The 'more than a teacher' quality

The 'more than a teacher quality' was identified from the research as a means of characterising the multiplicity, complexity and contradiction of the role of a teacher educator, and how they need to be able to respond to those demands (EC, 2010; McKeon and Harrison, 2010 and Vloet and van Swet, 2010). During the early stages of this research, a participant in FG1 suggested the term the 'even more' quality as one

way of characterising how TEds managed the multiplicity of their role, and how this differentiated them from teachers. It was incorporated into the online questionnaire questions about 'essential characteristics' using the following statement:

The 'even more' quality (demonstrating a wide range of professional confidence as a good teacher, but 'even more' so)

The responses to this question demonstrated acceptance of the term, and recognition that it was an area of development for most TEds. Further responses throughout the research supported the degree to which TEds do become involved in a range of roles and responsibilities which are indeed 'more than a teacher' would expect to fulfil. LLS TEds appear to work in a sector where the need for the 'more than a teacher quality' is a powerful factor. The evidence from literature and from this research demonstrates the concept of the 'more than a teacher quality' as part of the professional situation of LLS teacher educators.

Teacher Education Professional as a Connecting Professional

This section analyses how the theoretical framework of the Teacher Education Professional as a Connecting Professional (TEPACP), which was introduced in Chapter 3 Part 2, was applied to the data analysis. It then continues to propose this framework as part of two stages which are recommendation to the sector of the model of the connected framework, and to the teacher education community of the TEPACP framework.

Supporting trainees and making connections

Evidence within the literature argued that TEds prioritise a variety of approaches which can help to support their trainees, make connections between actions, concepts, ideas, situations, knowledge and skills, and build bridges between occupational areas, organisational and outer organisational boundaries (Davey, 2013; Guyton, 2000; Kitchen, 2005a; Korthagen et al., 2006; Korthagen, 2001; Kosnik, 2001; Laws et al., 2009; Loughran, 2007; Lunenberg, 2002; McKeon and Harrison, 2010; Murray and Male, 2005; Ritter, 2007 and Tryggvason, 2012). The LLS TEds in this research reinforced this perspective and responded that they:

- Help their trainees make connections in their teaching work (e.g. between theory and practice).
- Help them develop their capacity to make connections.
- Help them to negotiate and work successfully to bridge professional and practical boundaries.
- Help them to make connections in relation to their understanding of the potential benefits for teaching theories, approaches and values aligned with constructionism, reflective practice, critical theory, freedom to learn, the Work as Learning Framework, expansive learning and the expansive workplace.
- Help them to connect theory and practice through their professional role.

The TEPAC framework

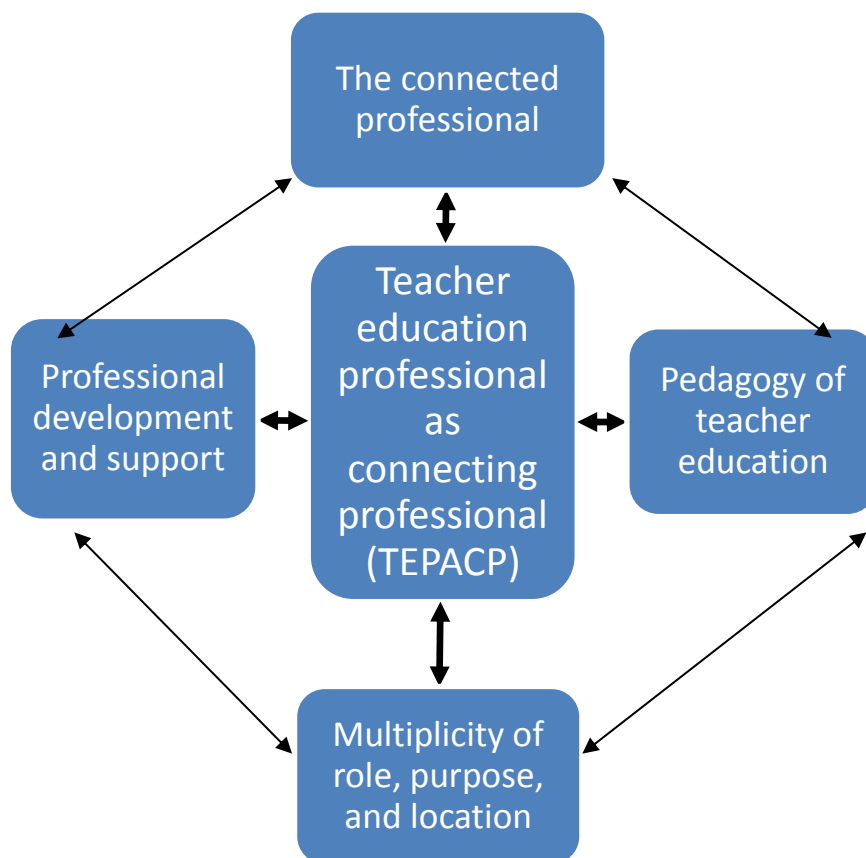


Figure 12 – The TEPAC Framework

At the end of Chapter 3 Part2, the Teacher Education Professional as a Connecting Professional was introduced. The diagrammatic representation of the framework is on the previous page, and a summary of the key components of the framework follows:

The model of the 'connected professional' is embedded in the TEPACP framework, and the elements are:

1) The connected professional

Teacher educators working as 'connected professionals'. The 'four connections of the connected professional' are:

- (i) *Practical connection*
- (ii) *Democratic connection*
- (ii) *Civic connection*
- (iii) *Networked connection*

2) The pedagogy of teacher education

Recognising the moral role of teacher education; modelling practice and 'golden moments'; recognising the value and place of learning theory; developing learning communities of reflective practitioners and connecting theory, practice and workplaces.

3) The multiplicity of role, purpose, location and expectation

Recognising how multiplicity and diversity can help to manage and develop expansive learning opportunities, embracing this multiplicity and using it to make sense of that working and learning environment.

4) Professional Development and Support

The processes and practices which enable TEds to make their journey from being a teacher to a teacher educator successfully and to operate and develop as a practitioner.

The use of the TEPACP framework in the research

The TEPACP framework was utilised as a key component in the analysis of data from phases 2-5 of the research. A matrix using the elements of the framework was used to summarise how key themes and subthemes identified in the literature were addressed (or not) by the data. This proved an extremely useful component in the analysis of the data, and proved helpful in the 'process that led to analysis, synthesis and conclusions' (Newby, 2010: 58). The final matrix with totals from each research phase and the overall total follows:

	RP 2	RP 3 Q1-25	RP4	RP5	RP2-5
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9) The Connected Professional					
Practical connection	(6)	(25)	(5)	(4)	(40)
Democratic connection (localised)	(3)	(14)	(3)	(3)	(23)
Civic connection	(0)	(1)	(0)	(0)	(1)
Networked connection (localised)	(3)	(7)	(3)	(3)	(16)
10) The pedagogy of teacher education					
Moral role (values / philosophies / passion and emotionality)	(7)	(19)	(2)	(0)	(28)
Modelling / golden moment	(2)	(18)	(2)	(0)	(22)
Learning theory	(3)	(14)	(0)	(0)	(17)
Learning communities	(6)	(16)	(2)	(3)	(27)
Connecting theory, practice and workplaces	(3)	(11)	(4)	(0)	(18)
11) Multiplicity, range and diversity					
Multiplicity (range and diversity)	(4)	(14)	(4)	(0)	(22)
More than a teacher	(3)	(16)	(3)	(0)	(22)
12) Professional Development / support					
Prof dev / support	(6)	(8)	(6)	(4)	(24)

Table 68 - TEPACP analysis matrix for phases 2-5 with grand total

The full analysis using this matrix is included in Chapter5. The application of the framework within this research has been successful in three ways. Firstly the framework captured the key themes and issues from the literature and placed them in a clear and coherent structure. Secondly it proved a practical and robust theoretical framework to support the data analysis. Thirdly the results of the research, when analysed with the support of the framework, resonate well with the key themes from the literature. Overall the framework has contributed significantly to achieving a 'deeper understanding' of the 'specific situation' of LLS teacher

educators and the 'the development of a model' (Newby, 2010: 48-9) for teacher education.

Further discussion and modification of the TEPACP framework.

There was one area within the framework, the civic connection of the connected professional, which was almost invisible as an issue throughout the research. The democratic connection of the connected professional and the networked connection of the connected professional were also both similarly invisible initially. Leask (2012) argues that research adapts and changes as it moves forward, and that engaging in research activity is a constant process of change and adaptation. Within the fourth stage of data analysis for this research, which was 'consolidating the analysis of themes, issues and ideas with the literature in order to answer the research question' (page 167) it became clear that the TEPACP framework as it was conceived did not quite reflect the full picture represented by the data. This is an example of what Cohen et al. (2007: 185) describe as 'seeking discrepant cases'. The use of the application of the civic and democratic connections of the connected professional as they stood did not appear to allow as full an analysis of participant responses as it could, as responses suggested some elements of the democratic connection were being addressed, but not as established within the framework. As a result of these small discrepancies the TEPACP framework was adapted in a number of small, but significant ways. Comments and responses suggested a more localised notion of the democratic and networked connections were part of the experiences and perceptions of LLS TEds. The framework was modified to allow comments and responses relating to more localised collaboration, networking and joint action among teaching professionals to be taken account of. In addition the moral role theme of teacher education pedagogy was modified to include values, philosophies, passion and emotionality for the same reason. These adaptations made as a result of the use of the framework are incorporated in the final version of the Teacher Education Professional as Connected Professional framework, which follows (changes from the previous framework are emboldened and underlined).

The final version of the TEPACP framework

1) The connected professional

Teacher educators **should be operating** as connected professionals. The 'four connections of the connected professional' are:

- (i) *Practical connection*
- (ii) *Democratic connection – **two stages, a localised democratic connection and an outer democratic connection***
- (ii) *Civic connection – **two stages, a localised civic connection and an outer democratic connection***
- (iii) *Networked connection – **two stages, a localised networked connection and an outer networked connection***

2) The pedagogy of teacher education

Recognising the moral role of teacher education **including values, philosophies, passion and emotionality**; modelling practice and 'golden moments'; recognising the value and place of learning theory; developing learning communities of reflective practitioners and connecting theory, practice and workplaces.

3) The multiplicity of role, purpose, location and expectation

Recognising how multiplicity and diversity can help to manage and develop expansive learning opportunities, embracing this multiplicity and using it to make sense of that working and learning environment.

4) Professional Development and Support

The processes and practices which enable TEds to make their journey from being a teacher to a teacher educator successfully and to operate and develop as a practitioner.

Why the outer connections are essential

Throughout the research, and as identified early in the analysis, the responses of LLS TEds tended to focus on what has been characterised as the 'inner circle' of teaching and learning, rather than the 'outer circle'. The civic connection, the democratic connection and the networked connection were not prominent in the perceptions of LLS TEds about their professional situation. As has been shown from the research, many attempts at professionalising the LLS workforce have been tried and have not made a great deal of progress (Avis et al., 2012; Iredale, 2013; Orr, 2012; Simmons and Thompson, 2007b). Given the poorly defined professional identity which has been found to exist for LLS teaching professionals and teacher

education professionals a refreshed version of the concept of the teaching professional and the teacher education professional should be helpful in more effectively defining that identity. As has also been identified from research, LLS and other TEDs generally concentrate on the professional identity of other, rather than themselves (Ben-Peretz et al., 2010; Pennington et al., 2012); Swennen et al., 2007 and Swennen and Bates, 2010: 2), and adoption of this model would contribute to changing that situation. Given the degree to which the responses from the participants in this research focussed very little on these outer connections, it is reasonable to ask why this model is any more likely to succeed than others.

Why isn't it enough just to be good?

Dzur (2008) considers this very point, and argues in response that what he describes as 'democratic professionalism in practice' is 'a complex and demanding ideal' (ibid: 245). What is being suggested is 'saddling people already charged with performing challenging tasks – with yet more tasks relating to community engagement and dialogue' (ibid: 245). Dzur argues that adopting and pursuing such a 'demanding idea' (ibid: 245) is the only way which professionals can contribute to changing and improving the world. The argument for recommending the Teacher Education Professional as a Connecting Professional theoretical framework is simple if Dzur's argument is seen as legitimate. Without such changes taking place, it is unlikely that a more positive professional identity and role for LLS teaching and teacher education professionals will ever come into being, as concentrating only on the inner circle means that you will never be able to have more ownership of the outer circle. As Dzur concludes, 'What is it to serve the public good without an adequate understanding of the public?' (ibid: 274).

Recommendations

Resonance with BERA (2014b)

At the time of writing, a significant research report into the role of research in teacher education has been published (BERA, 2014b). As a result of a significant programme considering research and teacher education, and a further consultation with stakeholders from across the UK education sector, this publication has considerable authority, and its recommendations are consistent with the findings and conclusions of this research. Overall, what the report

makes clear is that there is a vitally important and consistent story to tell about the relationship between research and teachers' initial and continuing education. Research and enquiry has a major contribution to make to effective teacher education in a whole variety of different ways. (BERA, 2014b: 3)

BERA (2014b) proposes 'the development, across the UK, of self-improving education systems in which teachers are research literate and have opportunities for engagement in research and enquiry' (ibid: 5). Two of the report's recommendations are that:

teachers and teacher educators can be equipped to engage with and be discerning consumers of research.

teachers and teacher educators may be equipped to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice. (ibid: 5).

The report also argues for the breaking down of some of the barriers between the different phases and subsectors of education and teacher education and argues for more 'collaborating with colleagues in other schools and colleges and with members of the wider research community' (ibid: 7). The BERA / RSA report focusses, as was its remit, on research and not the full breadth of professional teaching or teacher education activity, but the emphasis on self-improvement, collaboration and empowering communities of enquiry resonates well those dimensions of this research. BERA (2014b) argues that

this is about empowering teachers, school and college leaders, and all who work with them, to better understand how they might enhance their practice and increase their impact in the classroom and beyond.

In short, it is about developing the capacity of teachers, schools and colleges, and education systems as a whole to self-evaluate and self-improve, through an ongoing process of professional reflection and enquiry (ibid: 7).

The key objective above is central to the professional situation of LLS teacher educators, and the conclusions of this research have led to the following recommendations which resonate well with BERA (2014b).

Recommendations

1. The model of the 'connected professional' linked with the learning design systems approach is recommended to the LLS for adoption as a future and outward facing model of the teaching professional.
2. The modified Teacher Education Professional as Connecting Professional (TEPACP) theoretical framework (which has the model of the connected professional embedded in it) is recommended to the LLS as a future and outward facing model for the teacher education professional.
3. The creation, supporting and facilitating of local, regional, national and global networked communities of LLS TEds and others, including members of the community, should be prioritised and further developed.
4. The development, through the networked communities, outlined in 3 above, of a Teacher Education Manifesto which recognises and establishes the TEACP framework as a framework which can produce a recognised and valued professional grouping.
5. LLS TEds as a professional group should be entitled to support for the development of their research capacity and competence, and also to carry out, publish, disseminate and embed the results of research in their work with teachers and others.
6. Further research into the professional situation of TEds themselves should be supported.
7. Further support and funding for appropriate CPD for LLS TEds, including more 'stepping out' type induction and support programmes should be secured. The

development of the capacity of LLS TEDs to embed ICT should be included as a priority.

Critique of methodology

A mixed methods methodology within a constructionist epistemology and interpretivist theoretical perspective was argued to be the most appropriate and suitable approach to answering the research question. This section critiques that methodology from a number of perspectives.

Has the trustworthiness of the research been established?

Trustworthiness is part of the process which helps to evaluate whether research is 'firmly rooted in the realms of things that are relevant, genuine and real' and that the research is 'not based on poor data and erroneous interpretations' (Denscombe, 2010: 143). Lincoln & Guba (1985: 290) argue that the aim of 'trustworthiness' in a qualitative enquiry is to support the argument that the enquiry's findings are 'worth paying attention to'. They constructed the concept of trustworthiness as a counter to the experimental precedent of attempting to show validity, soundness, and significance in scientific research, and provided four criteria which should be considered with any qualitative research study. The four are credibility, transferrability, dependability, and confirmability, and I will consider the research in the light of each.

Credibility

'Credibility' relates to confidence in the 'truth' of the findings, and is acquired by prolonged engagement with the field of research. Enough time needs to be spent in the field to both establish rapport and trust with participants, and to ensure that sufficient data is collected to provide a realistic representation of the truth of the findings. As an insider researcher (Robson, 1993) I did have a 'prolonged engagement' in this particular field of enquiry. The period of time spanned by the six research phases was four years, and the mixture of methods employed was designed to collect a range, volume and scope of data which would represent the views of a credible number of LLS Teds fairly and truthfully. There were 296 engagements with TEDs, and 211 individual TEDs took part. The study engaged 18% of the estimated target audience, which is a greater number of participants than other similar published research (Harkin et al., 2008; Noel, 2006). It was also the

case within research featured in the literature review that very few involved numbers approaching the total who participated in the study. Even when TEds were involved in numbers in research, such as in the TEDS-M research (Ingvarson et al., 2013, Tatto, 2012) there is little evidence in the public domain relating to the professional situation of those participating teacher educators. Overall this dimension of credibility can be said to be established. Data-gathering events and activities were carefully planned and structured to provide a sympathetic and trusting relationship from the first focus groups. My presence as an experienced insider researcher assisted in establishing that level of credibility. As part of the 'attempt to map out, or explain more fully, the richness and complexity of human behavior from more than one standpoint' (Cohen et al., 2007: 141), the mixture of methods provided triangulation of results from different methods and their resulting sets of data. In all phases of the research I was the designer of the research instruments, and I 'witnessed the interactions firsthand' (Lincoln and Guba, 1986: 13) in phases 2, 4, and 5, and designed, implemented and analyzed phase 2. The combination of methods, types of questions in the online survey, and the ongoing analysis with reference to literature in the field all contributed overall to establish procedures to triangulate the results and further ensure their credibility.

Transferrability

Transferability is, as the name suggests, the degree to which the research findings can apply or transfer outside of the project, and how they can 'provide others with what they call a database for making judgements about the findings' (Bryman, 2012: 392). Given the mixture of methods, and the breadth of evidence gathered and analysed, I would argue that the results do meet Lincoln and Guba's (1985) criteria within transferrability of 'thick description', or 'narrative developed about the context so that judgments about the degree of fit or similarity may be made by others who may wish to apply all or part of the findings elsewhere' (Lincoln and Guba, 1985: 12). Had interviews been included, it could be argued that a greater depth of detail in the data could have been gathered, but Lincoln and Guba themselves clarify that 'thick description' is not argued 'in the sense of long and detailed -- although such may be necessary -- but in the sense ... of making clear levels of meaning' (ibid: 18). The themes and topics which were identified from the literature and incorporated in

the research design and the analysis of data were broadly recognised principles underpinning existing models of the professional, the teaching professional, the teacher education professional and the general field of teacher education. This would support the argument that the results of the research could be transferrable to further research not only relating to LLS TEds, but to other aspects of teacher education, other aspects of the LLS, other educational fields, and possibly other professional fields outside education.

Dependability

Dependability is about adopting 'an auditing approach' (Bryman, 2012: 392) to the research and includes maintaining of detailed records of all aspects of the research as well as making them available to external audit from suitable peers. There is a sizeable body of data and procedural appendices relating to this research (including plans for FGs, the Stepping Out CPD programme and others in addition to all the main data). Almost all of these items are stored as electronic files, so some data and other documents could be made available for a dependability audit. From the start of research phase 2 aspects of the results from the research were shared with or presented to peers (in FG2, 4 and 5). This was part of a process of engagement and of development with participants which did provide opportunities to consider some aspects of the validity of the research as it developed, so could be argued to be a limited form of peer audit or review, but it was aimed more at developing the research and data rather than establishing its dependability. A structured dependability audit has not taken place, so, in Lincoln and Guba's (1985) terms, this would to some degree limit the dependability of this research.

Confirmability

Confirmability is about how researchers have been

shown to have acted in good faith; in other words it should be apparent that he or she has not overtly allowed personal values or theoretical inclinations manifestly to sway the conduct of the research and the findings deriving from it (Bryman, 2012: 392, 3).

The literature review was designed to 'understand the professional situation of teacher educators' and in particular 'Lifelong Learning Sector teacher educators' in England, and to gather a representative selection of literature in the field. Ashley argues the literature review can help you 'to identify fields of research that relate to your topic' and 'it can also enable you to see how these fields and subfields interrelate' (Ashley, 2012: 32). This degree of structure helped to ensure confirmability. As an insider researcher I cannot guarantee complete objectivity, and it is acknowledged within qualitative research that this is neither possible nor necessarily desirable (Robson, 1993). What I can however confirm, is that I took all ethical, procedural, methodological and practical steps to take account of that aspect of the research, to guarantee that genuine opinions, views and other responses of LLS TEds have been contributed to the research.

Overall it can be shown that the research meets Lincoln and Guba's (1985) trustworthiness criteria of credibility, transferrability, dependability and confirmability satisfactorily.

Teacher educators and disability

It was not until comparing the results from the online questionnaire with the SIR data (LLUK, 2009, 10 and 11) that it became clear that one item of data relating to the profile of teacher educators was not included, and it was that of disability. Noel (2006) asked the 78 TEds who returned her questionnaire about their disability, but none declared any and she concluded that 'the indication is that there are fewer disabled people than in the general FE work force' (ibid: 259) who are teacher educators. Had a question relating to disability been included, there would have been some prospect of testing that view out more fully. Unfortunately this was not included in the questionnaire design, and an opportunity was missed.

Golden moments within the methodology

When reflecting on the approach, style and content of the questionnaire alongside the data analysis, the application of the 'golden moment' principle through this research emerged as a theme. It could be argued that the use of a questionnaire with a larger number of participants, all of whom produce short 'moments' of feedback to questions relating to the key research themes is an innovative approach to action research. With interviews, or further focus groups, a smaller number of

more full and detailed contributions would have been made. The online questionnaire collected a large range of moments in a short period of time, and delivered them directly for analysis to my computer. Through the analysis of those moments, meaning has been constructed, and, although this is less deep than other methods may have yielded, the breadth and coverage is strong. This approach could be argued to enshrine well the principle of the 'golden moment' in TEd pedagogy (ATE, 2008; Boyd et al., 2010; Korthagen et al., 2006; Lunenberg et al., 2007; Mayes, 2009) and constructionist leaning learning theories (Freire, 1971; Hiller, 2010; Rogers, 1961; Schön, 1983).

Re-visiting the research aims, themes and question.

Cohen et al. (2007), when discussing approaches to analysing qualitative data, suggest that considering how 'all the data streams' (ibid: 468) can be considered in the light of how they answered the research question. This is a helpful approach to considering the question, aims and key themes of the research, and this section undertakes that analysis.

Research Aims

The research aims are to:

1. Develop an extended understanding of the context and situation within which LLS teacher educators operate as professionals.
2. Provide coherent conclusions and recommendations which will enhance the future role of LL teacher educators, support their professional development and improve their working conditions.

The literature selected for review provided a comprehensive and credible theoretical grounding of evidence concerning key themes, principles, issues and debates in relation to teacher education and teacher educators, and it was possible from this literature to construct what were argued to be positive models of the professional, the teaching professional and the teacher education professional. These models were compared with the research on the professional situation of TEds and LLS TEds, and it was concluded this was poorly defined.

The methodology and methods combined successfully in the search for data to extend our understanding of the professional situation of LLS TEds with a good quantity of high quality data being collected. The opportunity arose during the

research to include the development and evaluation of a CPD programme for LLS TEds in the research which enabled a particularly close consideration of the support and professional development aim.

The analysis of the data, and its discussion in the light of literature have, as suggested, extended and deepened our understanding of the content and situation of LLS TEds and have provided a sound basis to make coherent conclusions and recommendations. The connected professional model and the TEPACP theoretical framework have been proposed within the research recommendations explicitly to enhance the professional identity and situation of LLS TEds. Overall the two research aims have been comprehensively met.

Research key themes

The key themes of the research are below :

- The generation of a broad set of data from published sources, reflections, views, comments and analysis from LLS teacher educators about their experiences, attitudes and values, and any conclusions they may have about their situation and how it could be developed and improved.
- The pedagogy of teacher education and teacher educators in the LLS, and elsewhere where relevant.
- The underpinning model of teacher education in the LLS and the associated constraints of government control and compliance.
- Understandings of being a professional or teaching professional and how they compare with those which affect teachers and teacher educators in the LLS.
- How the professional situation of LLS Teacher Educators is similar to or different from that of others in other sectors and countries.

The range and scope of the research addressed all of these themes in detail. A wide range of evidence connected the professional situation of TEds in different sectors, phases of education and countries rather than accentuating their differences.

Although the research demonstrated that many aspects of teacher education and the professional situation of TEds are fluid, complex and beset with multiplicity and uncertainty (BERA, 2014a; Menter et al., 2010a and Mussett, 2010), these factors bound them together as a group more than it separated them. Alongside this however, there is evidence that the TEds themselves have not made this connection,

and that there is little evidence of local communities of teacher educators, let alone global communities. This irony reinforces the degree to which the connecting professional is still far from part of a connected community.

Research Question

The research question is:

How can a deeper understanding of the professional situation of LLS teacher educators enhance their future support, professional development and working context?

The first purpose of the research question which was to develop a 'deeper understanding of the professional situation of LLS TEds', has been answered. The second part of the question is more difficult: how this deeper understanding can 'enhance their future support, professional development and working context?' The knowledge from this research gives much fuller indications both about the positives and negatives involved in their professional situation. It also advances a number of important models which could promote and help to form a much more coherent and clear professional identity for LLS TEds, and a number of practical strategies and actions which could develop and ultimately improve their working context. There is also an already tried and tested CPD programme which is available for 'off the shelf' use. Despite the challenges of their professional situation, LLS TEds appear to appreciate they are undertaking a special role in the development of education for all, and perhaps this keeps them doing the job to a greater degree than being part of a high status professional community would do. Parker et al. (2010) discuss the merits of some aspects of teacher education remaining 'under the radar' (ibid: 342), or out of the mainstream of initiatives, policies and practices, and argue that this can sometimes lead to the development of many highly effective micro communities of practice and networks. There is some evidence from this research to suggest that teacher educators do operate 'under the radar' to at least some degree. Whether they wish to remain there will need to be the focus of future research.

Unexpected outcome

Most qualitative research throws up some unexpected results as part of the uncertain and messy processes of professional and practical life which it is investigating (Bryman, 2012; Newby, 2010). There was one particular unexpected outcome which resulted from this research. As an LLS TEd with in excess of 30 years' experience, I expected more unique features and characteristics of LLS TEds to be discovered from the research than there actually were. The differences appear to come from the combination of influences, drivers, circumstances and experiences they face, and the sector within which they work, but this is more a difference of location than characteristics. The sector these participants worked in, the LLS, does have a range of differences to other parts of the English education sector but pronounced difference between LLS TEds as demonstrated through this research, and other TEds in other contexts as demonstrated from the research, were not present. In many ways they demonstrate similar values and have similar professional experiences to other TEds in other parts of the sector, other phases of education, and other countries. Having researched this field in depth through this research these findings are potentially a boost for the professional identity of TEds. As suggested in the previous section, however, it would appear that many TEds may not be aware of this. Further research and activity in this area would help to explore this possibility and consider whether this is the case.

Further research and activity which has taken place since this research was undertaken

The significant increase in numbers of trained teachers in the sector between 2007 and 2012, and the evidence that they did become more confident and improved many aspects of their teaching (ACETT / LLUK 2010; BIS 2012b) is testimony to the work of LLS teacher educators. How, if and when improvements to their working context may take place as a result is difficult to estimate, but there are other actions which are taking place in this field to help this happen, and the example which follows is as a direct result of this research.

The Teacher Education in Lifelong Learning (TELL) Research

Network

One thing which is consistently argued from the teacher education research is that overall it is both an underdeveloped and undervalued field (BERA, 2014a; Boyd et al., 2010; Menter et al., 2010a; Misra, 2011; Murray, 2007, 2012 and Musset, 2010). In Crawley (2012) I argued that LLS Teacher Education in the UK was often perceived as a 'second class citizen' in relation to research and status. The literature review suggested that other similar fields of teacher education such as vocational teacher education featured less often in published research than other phases of teacher education (Al-Saaideh and Tareef, 2011; Arremen and Weiner, 2007; ETF, 1999; Misra, 2011; Moodie and Weelahan, 2013; Skills Commission, 2010; UNESCO, 2008). The BERA (2014b) final report does mention the words 'further education' twice, and 'college' over 80 times, but the research from non-school teacher education which featured in the report is sparse. This evidence from research led me to undertake a small scoping exercise to discover whether there was any research network which catered specifically for LLS teacher education. When it was clear no such network existed, I proposed to my university that it would be a good idea to establish one. The result is the Teaching in Lifelong Learning (TELL) research network, and further details of its inception are in appendix 16. There is no suggestion that the actions which resulted in TELL were directly and only related to this research, but the results did provide the initial momentum, and the community of LLS TEds is carry out networked research amongst members during 2014, and will continue to pursue the goal of connecting the connecting professionals.

The final word

Giving Penny Noel the final word in this research somehow seems to be appropriate. Noel's (2006) article about the professional situation of LLS teacher educators remains an isolated published beacon in the somewhat vacant world of research into LLS teacher educators. The main part of the title of her 2006 article was 'the secret lives of teacher educators'. I would hope that this research will help to ensure that those secret lives are not such a secret any more.

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Appendix 1 – Literature review specifications

Aim

The overall aim of the literature review is:

To understand the professional situation of teacher educators and in particular 'Lifelong Learning Sector teacher educators' in England.

Objectives

The five objectives of this review are to:

1. Provide a high level overview of the professional situation of teacher educators, identifying models of professionalism and conceptualisations of the teaching professional.
2. Identify teacher education systems (which are broadly comparable to the LLS in England) and explore the professional situation of their teacher educators, drawing out contrasts and similarities.
3. Explore the professional tasks of teacher educators, and the support they receive.
4. Explore the values and pedagogies of Teacher Educators.
5. Analyse and compare the professional situation of LLS teacher educators in England identifying models and conceptualisations which have any particular significance for this group.

Methods

The review by Menter et al. (2010) 'Teacher Education in the 21st Century' has made a major recent contribution to the field of teacher education literature, and has provided a model for this review in terms of methods and structure. The overall approach is that of a selective literature review (Slavin, 2008) using 'best evidence' where the reviewer identifies 'criteria for determining good quality research and high quality evidence and places more emphasis on studies that match the criteria than on those that have identifiable shortcomings' (Menter et al., 2010: 6). The review selection process had three stages.

Stage 1 – Year of publication, significance, duplication and multiple study

To ensure meeting the objectives, currency and a manageable number of sources within the time and resources available to undertake the review, three filters were introduced:

- a) Studies carried out before 2000 were excluded unless considered 'highly important' – e.g. a significant government report.
- b) Because of the very high numbers of sources available, more 'significant' (i.e. more widely read, cited and downloaded) sources were prioritised.
- c) Where multiple papers / studies from the same author/s on the same research were located, one was selected.

Stage 2 – 'Broadly compatible teacher education systems'

This involved a scoping of international information on teacher education in different countries which was then used to determine 'broadly compatible' teacher education systems to 'the LLS in England'. The criteria which were used to determine 'broad compatibility' were:

- a) provision of school and post school / vocational initial training
- b) programmes of pre service training
- c) programmes of in service training

This process resulted in a list of 26 countries.

Stage 3 – Quality of research (Trustworthiness) filter

The third stage involved filtering using Lincoln and Guba's (1985) 'trustworthiness' criteria for determining high quality qualitative research and high quality evidence.

These were represented a series of simple questions to ask of each source:

- a) **credibility** – is there evidence of 'prolonged engagement' (time in field; time engaged in collecting data)?
- b) **transferrability** – is there thick description (richness of data); could the study be transferred to a different context?
- c) **dependability** – has / or could the research be open to external audit by peers?
- d) **confirmability** – do the findings emerge from data and not researcher preconceptions?

Review sources

The review draws on relevant peer-reviewed journal articles, books, reports of funded research for major funding bodies and research councils, other relevant syntheses of research evidence and government publications.

The searches

A number of electronic databases were searched including:

- Education Research Complete
- British Education Index
- Academic Research Elite
- The Teaching and Learning Research Programme (TLRP) Teacher Education Bibliography
- EducatiOnline (A British Educational Index subset hosted by Leeds University)
- OECD, European Commission, Cedefop, AVETRA (*Australian Vocational Education and Training Research Association*)
- ERIC and ERIC/ACVE (Clearinghouse on Adult, Career and Vocational Education)
- Google and Google Scholar

Keywords

Terms searched included combinations of terms in the following two columns depending on the database to be used:

teacher education	teacher training
post compulsory education	Professionalism
teacher educator	teacher trainer
further education	vocational education and training (vet)
Other keywords to combine with above	
higher and further education (he-fe)	adult education
technical and further education (tafe)	lifelong learning
Policy	lifelong learning sector

Table 3 – keywords used in search

Journals

Journals searched were:

British Educational Research Journal

European Journal of Teacher Education

Journal of Education for Teaching: International research and pedagogy

Journal of Further and Higher Education

Journal of In-service Education

Journal of Teacher Education

Journal of Vocational Education and Training

Professional Development in Education

Research in Post Compulsory Education

Teaching and Teacher Education

Teaching in Lifelong Learning - a journal to inform and improve practice

Framework for writing up

Firstly, the size, scope and nature of the review produced a large amount of potential content. Within this content, there were two clear key themes. The literature review was therefore separated into two parts, as this provided a more focussed concentration on those key aspects. The two parts are:

Part One - The professional, the teaching professional and the connected professional

and

Part Two - Teacher education, teacher educators and the connecting professional.

The concluding section of the review, at the end of part two, returns to the review objectives to consider how they have been met.

Appendix 2 – Bath Spa University Research Policy / Ethical Approval Form

School of Education Research Ethics Policy

Approved by SoE Research, Consultancy and Scholarship Committee

University Principles for Research

The following considerations should be observed:

- the value of the research
- informed consent
- openness and honesty
- right to withdraw without penalty
- confidentiality and anonymity
- protection from harm
- briefing and debriefing
- experience of researcher
- reporting on ethical issues throughout
- intended dissemination (publication)

Please also see British Education Research Association (BERA) Ethical Guidelines for Educational Research: <http://www.bera.ac.uk/files/2011/08/BERA-Ethical-Guidelines-2011.pdf>. Where Research funding bodies have their own research ethics policies, these policies will, as a funding condition, necessarily take precedence over Bath Spa University's Research Ethics Policy, providing an additional layer of research ethical governance but not an alternative to the University's Research Ethics Policy.

Definition of research

Research for the purposes of this paper includes any empirical investigation as part of the work of a student or employee of the School of Education involving persons or institutions of which a record is made and which may be published in a wider context. It does not include investigations made solely as part of training or learning activities.

Guidelines for all research including undergraduate, PGCE, Masters' and PhD-level

- Data collection methods should be approved by the module tutor/supervisor beforehand through signature of the ethical approval form (appendix 1).

- Data collected in a school or educational setting must have the informed consent of the teacher, headteacher or relevant professional in advance.
- The informed consent of all adults involved in the research should be given.
- Children should be facilitated to give fully informed consent to comply with Articles 3 and 12 of the UNCRC. The consent of parents or carers may be required.
- Names of the school, staff or children should not be used. Pseudonyms should be used to conceal identities.
- Confidential information about children or staff should not be disclosed.
- Data should be collected and stored securely, using appropriate encryption software.
- The research report should be available for scrutiny by the individuals and/or institutions involved.

Decisions about the appropriateness of methods and the need for parental consent should be informed by the following:

- 1 The rationale for the research: the aims and in whose interest it is being carried out.
- 2 Whether the research is intended to be beneficial to individuals concerned. Students' work may contribute to professionals' action research which is intended to improve practice and benefit pupils.
- 3 The nature of the research and its role in a development plan of a school or setting. There may be cases in which it is in the interest of the institution and individuals for identities to be revealed.

Procedures for ethical approval

Approval for research in undergraduate research modules in the PGCE and PMP programmes should be given by the supervising tutor on the grounds that research is normally carried out as part of the enquiry programme in a school or setting. Approval should be recorded on a research approval form (appendix 1).

Approval for undergraduate and master's dissertations should be given by the supervising tutor, although particular cases may be referred to the Ethics Committee. Approval will be recorded on a school or setting research approval form (appendix 1) or SoE Ethics Committee approval form (appendix 2).

All research carried out by BSU employees and PhD students should be approved by a properly constituted ethics committee (see below). Researchers should complete a SoE Ethics Committee approval form (appendix 2) prior to data collection. The form should be sent to the Head of Applied Research and Consultancy at least **one week** before the relevant meeting of the ethics committee. Ethical approval required at short notice between meetings of the committee (e.g. for research funding bids) can be requested of the Head of Applied Research and Consultancy, who will circulate the proposal by email and take chair's action.

Copies of all research ethics approvals forms should be sent to the Head of Research in the School of Education, who will file them for future audit.

The School of Education Research Ethics Committee

Ethical approval for research within the School of Education is the responsibility of the School of Education Research, Consultancy and Scholarship Committee. This meets six times per year (in the third weeks of September, November, January, March, May and July).

Statutory Membership

- Head of Applied Research and Consultancy – chair
- Dean of the School of Education
- Assistant Dean, Staffing and Resources
- Heads of Research Centres
- Director of EPIP
- PhD Student Representative
- Nominees from Departments (Education and Childhood Studies, ITT, CPD)

A quorum shall consist of 5 members.

Terms of Reference

1. To consult upon, formulate and monitor the School of Education strategy and action plans for research, consultancy and scholarship.
2. To raise the profile of research, consultancy and scholarship throughout the School.
3. To support and monitor the research activity of individuals and groups within the School.
4. To support and monitor the activity of Research Centres within the School.
5. To advise on bids for research grants.
6. To review arrangements for supervising research students within the School and ensure University procedures and practices are conducted according to regulations.
7. **To approve research proposals in respect of the University's ethical guidelines.**
8. To promote the research, consultancy and scholarship of the School within the University and more widely.

Appendix 1: School of Education Research Ethics Approval Form

Student/BST name	
Programme and/or module	
Title of the proposed research project:	
Number and type of proposed participants (e.g. 30 children aged 6-7)	
How is permission being sought from the participants and/or their parents/carers?	
How is participants' anonymity to be preserved?	
Describe the research methods proposed (e.g. interviews, classroom observations)	
List the ethical issues and potential risks associated with the research methods outlined above (e.g. confidentiality) and how you propose to deal with each of these.	
Describe how your findings will be reported or disseminated	

I have read the School of Education Research Ethics Policy (please sign and date)	

Supervising tutor use only:

Comments on the ethical issues raised by the proposed research:	
<p>Please tick one of the boxes below:</p> <p>Either:</p> <p>1. I am satisfied that the ethical issues raised by the proposed research project have been addressed and give approval for the project to go ahead <input type="checkbox"/></p> <p>Or:</p> <p>2. The ethical issues raised by the proposed research project require referral to the School of Education Ethics Committee. <input type="checkbox"/></p> <p>Signed:</p> <p>Date:</p>	

A copy of this form should be sent to the Head of Research in the School of Education

Appendix 2: School of Education Research Ethics Committee Approval Form

Applicant name:	
Programme and/or module (if applicable)	
Title of the proposed research project	
Number and type of proposed participants (e.g. 30 children aged 6-7)	
How is permission being sought from the participants and/or their parents/carers?	
How is participants' anonymity to be preserved? (Attach consent form)	
Describe the research methods proposed (e.g. interviews, classroom observations) (If available, attach draft research instruments)	
List the ethical issues and potential risks associated with the research methods outlined above (e.g. confidentiality) and how you propose to deal with each of these.	
Describe how your	

findings will be reported or disseminated.	
I have read the School of Education Research Ethics Policy (please sign and date).	

School of Education Research Ethics Committee Use Only:

Comments on the ethical issues raised by the proposed research and how well they have been addressed	
<p>Please tick one of the boxes below:</p> <p>Either:</p> <p>1. The committee is satisfied that the ethical issues raised by the proposed research project have been addressed and give approval for the project to go ahead <input type="checkbox"/></p> <p>Or:</p> <p>2. The ethical issues raised by the proposed research project have not been adequately addressed and require re-submission to the committee. <input type="checkbox"/></p> <p>Signed (chair of committee):</p> <p>Date:</p>	

A copy of this form should be retained by the Head of Research in the School of Education

Appendix 3 – Prompts for focus groups 1 and 2 (FG 1, FG2)

'TEACHER EDUCATORS NEED SUPPORT TOO' FOCUS GROUP PLAN	
Group activity 1	
<ul style="list-style-type: none"> <i>What are the differences between a good LL sector teacher and a good Teacher Educator?</i> <i>What mentoring does a prospective / new / experienced Teacher Educator need?</i> <i>Feedback</i> <i>Handout (characteristics handout) and reading in groups</i> <i>Further feedback and discussion</i> 	
Teacher Educator characteristics / subject knowledge	
The table below is a list characteristics or subject knowledge of Teacher Educators which have emerged from research.	
The sector, its history and development	
The current reform agenda (e.g. QTLS; CPD; LLUK Standards)	
Pedagogy – theoretical and procedural knowledge of teaching.	
The concept and practice of Reflective Practice.	
Ways of working with adults and young adults, including coaching and mentoring	
Equality and diversity.	
The ability to model good practice in teaching	
The ability to embed the delivery of Language, Literacy, Numeracy and ICT skills in your teaching	
The ability to relate the taught elements of ITE to a wide diversity of workplace settings	
Blended learning – a combination of technology-based materials and face-to-face learning sessions	
Observing and giving feedback on teaching	
Capacity to challenge self and others' actions and values / philosophies	
Preparing for and working with OfSTED inspections	
Others (please add)	

Group activity 2 - Give handout (mentoring needs) at start

- What mentoring do you / does your team get? – internally / externally?*
- What else do you / your team need? – internally / externally?*
- What contribution could you make to the mentoring of other TEs?*

When other teacher educators were asked about mentoring and development they already receive, or would like to have, they came up with the responses below. Please select those you consider you already have access to, and those you feel you would benefit from having.

Mentoring	Already available	Needed
Teaching, administering, marking and managing an ITE programme.		
Developing subject / curriculum knowledge		
Joint moderation of student work		
Structured induction		
Detailed advice and guidance in relation to the curriculum, the sector and the reform agenda.		
Shared teaching resources		
Regular team meetings		
Joint observation of teaching practice		
CPD course attendance		
A teacher educator mentor / critical friend		
Joint curriculum development opportunities		
Regular email contact with other teacher educators		
Observation of others teaching ITE		
Opportunities to team teach		
Work-shadowing of experienced ITE staff		
Support with research and scholarly activity		
Others (Please Add)		

Appendix 4 – Plan for 'professional conversation for focus group 3 (FG3)

Guide for Learning Conversation facilitators

Thanks for agreeing to facilitate a Professional Learning Conversation

This event is 'not a conference', it's designed to be different and to respond to the outcomes of many conference evaluations that delegates don't have enough time to talk to each other, network and discuss the things that emerge for them on the day. The day is designed that all of your conversations will take place in the morning, and emerging questions from them will then form discussion groups in the afternoon, with self selected facilitators.

With this in mind, your role is twofold.

1. Being someone who has experience and a story to tell around equipping new and existing teachers and framing key questions that will stimulate a challenging 'mind space' for a deeper level of reflection and learning. It is hoped the quality of conversation will move colleagues thoughts away from focus on products, outputs and targets to teaching and learning processes and wider societal issues associated with this. We know how valuable these types of conversations are to trigger thoughts and creative processes- many of these types of conversations usually happen on the 'hoof' such as in corridors, we hope our conference will allow legitimate space to do this!

2. To make sure the maximum amount of time is spent interactively in small groups discussing these key questions and capturing any wicked questions or insights that come out of those.

Your experience needs to help contextualise the theme, and to add examples of practice during the discussions.

We expect each conversation group to be no more than 10 people in each, so if you have 20 or 30 people in your group, please divide them up for the conversations. It may help to bring prepared cards with questions on or we could arrange for these to be made, we would need the questions at least a week beforehand.

We would like to limit your initial input to a maximum of 10 minutes. Just to frame the context. You can then intersperse other examples within the conversations, but remembering this is their opportunity to also share, and your opportunity to join in. We do not expect power points, but if you have useful readings or handouts that help inquire into the key question, please feel free to bring them.

As you know Frank Coffield is attending the conference so it would be good if you could refresh yourselves with his 'Just Suppose teaching and learning became the first priority...' LSN publication

<http://www.lsneducation.org.uk/pubs/results.aspx?title=Just%20Suppose&SearchMethod=1&area=%&theme=%&year=%&author=%&format=%&ref=%&isbn=%&resultsorder=title&TitleOnly=0>

Many thanks for your support of this event and for taking a risk and daring to be different!

Appendix 5 – Data from focus groups 1 to 4 (FG1 to 4)

1) LL ITT Course Team Meeting Monday 12th January 2009 – 8 participants

Staff development plan:

- Explain project and what we mean by 'mentoring' (JC)

CH/RS lead activities

- Mixed centre groups
What are the differences between a good LL sector teacher and a good Teacher Educator?
What mentoring does a prospective / new / experienced Teacher Educator need?
Feedback
Handout (characteristics handout) and reading in groups
Further feedback and discussion
- Self selecting groups - Give handout (mentoring needs) at start
What mentoring do you get? – internally / externally?
What else do you need? – internally / externally?
What contribution could you make to the mentoring of other TEs?
Feedback

Notes from Course Managers Meeting discussion 19/1/09

Good teacher vs teacher educator

- Varied background?
- Not always been teacher
- Open-minded
- Quick thinking
- Training vs education
- Thick-skinned
- Innovative – latest thinking
- Moral quandaries
- Hypocritical
- Acknowledging/respecting/using others' skills sets
- Empathy
- Encouraging independent/critical thinking
- Creative

- Enthusiasm
- Acknowledging other contexts

Mentor Development needs

Teaching, administering, marking and managing an ITE programme:

- Needed. ? any point in this one – too broad?
- ? split it down more.
- Umbrella for rest.
- Partly available?

Developing subject/curriculum knowledge:

- Needed - ? need more support. Ties in with research and scholarly activity. Especially needed for new tutor.
- Give new tutors booklist. Chance to discuss eg articles in journals etc. When read something, write summary paragraph and share with colleagues/students.
- Course reader and sources on its life – starting point.
- Need to read more widely especially more recent articles.
- Need – how to access databases of articles (Athens). Mentors could give links to journals (via Athens). Update Athens info for staff.

Joint moderation of student work:

- Available

Structured induction:

- Needed – happens by accident as/when it can be fitted in.
- ? structured induction online via Moodle – able to monitor if done it. ? inside Minerva?
- Even though may be well supported, not structured – hit and miss – don't know what missed (eg Athens)
- Induction for new course managers
- Access to information needed before they need it, not when they do. But not overwhelm with info.
- Formally set up *peer* mentor from start would be helpful.
- Time – logistics issue?
- College issue and BSU issue
- 1 hour per CMM meeting for peer support/meetings without JC/RS/CH

Detailed advice and guidance in relation to the curriculum, sector and reform agenda:

- “Detailed” – need to know enough to be on top of it, but not all the detail.

Shared teaching resources:

- Website good
- Partners not sending enough stuff to JC to put on – fear of sending stuff?
- List of what makes a good resource?
- Forum to share
- Planning to keep in touch across course team more, rather than always to BSU as central point

To improve –

- More time to discuss/share with each other
- Observe experienced ITE tutor and discuss how they do it
- Attendance at meetings (CMM) - ? cascaded in colleges to those not present?
- Staff Dev more regularly part of CMMs including peer support

Regular team meetings:

- Available – to those who attend
- Do we need CMM and team meetings for SD?

Joint observation of teaching practice:

- Increased of late so now in place by BSU
- ? do moderated observations happen within college teams?
- Some available, some needed

CPD course attendance:

- Lot available including through CETT
- Needed

Teacher educator mentor/critical friend:

- Available to some degree - ?not structured
- Partners felt this happened through FAs
- Bridgwater residential very valuable for depth
- ? apply to Switch for funding for residential?

Joint curriculum development opportunities:

- Available in some instances
- Time in CMM later in year
- Comments in section above about residential might apply to this as well?

Regular email contact with other teacher educators:

- Resolved to do more.
- Plenty of availability – can be overwhelming!
- ? list of FAQs on info zone

Observation of others teaching ITE:

- Peer observation – would be good idea especially to visit other colleges?
- Not necessary to regulate
- Not always feasible logistically
- Has been done informally
- Switched teaching + shared on one-off basis

Opportunities to team teach AND work shadowing:

- Still needed
- Allows feedback to each other

RSA:

- Not that much support from BSU
- Some colleges have reading time, others don't
- ? read different articles and share in CMM, discuss and what are implications for Cert Ed?

PRIORITIES FOR THIS YEAR:

Opportunity to get together with other colleges through meetings
Benefit mainly from subtext rather than main agenda
This week effective because allowed them space/freedom
½ (am) course team led (peer support meetings)
½ (pm) BSU led

2) SWITCH TEACHER EDUCATOR MANAGERS FORUM 28/1/09
– 36 participants

GROUP 1 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS

Teacher Educators need:	Teachers also need:
Flexibility, adaptability, availability	Yes
Continuous development	Yes
Understanding of the theory and how it relates to practice	
Diplomatic and sensitive – political role	
Able to deal with challenging students	Yes
Good / positive role model	Yes
Embrace change	Yes
Broad range of teaching experience	
Feedback (variety of constructive feedbacks)	
Knowledge of government policy	

GROUP 2 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS

Teacher Educators need:

- Sound knowledge of the theoretical basis of teaching and learning
- Skills in developing professional beliefs, values and practice
- Gaining the professional respect of other teachers, perhaps colleagues
- Ability to apply what you are teaching in contexts other than FE
- Even better communication skills

GROUP 3 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS

Common core attributes/knowledge/skills of a good teacher AND a good teacher educator:

- Breadth of subject knowledge and learning contexts
- High level teaching and learning skills

- People empathy

Feeding into this: the **metacognition** needed by teacher educators for added value includes:

- Being a model of good practice, and ***knowingly*** – praxis
- ***Credibility*** to do teacher observations and assessments
- Able to read, write, think, research and assess at level 7
- Be a divergent thinker
- Breadth of knowledge and experience of post compulsory sector
- Specialist knowledge eg learning theory; current research and/or policy

GROUP 4 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS

Teacher educators need:

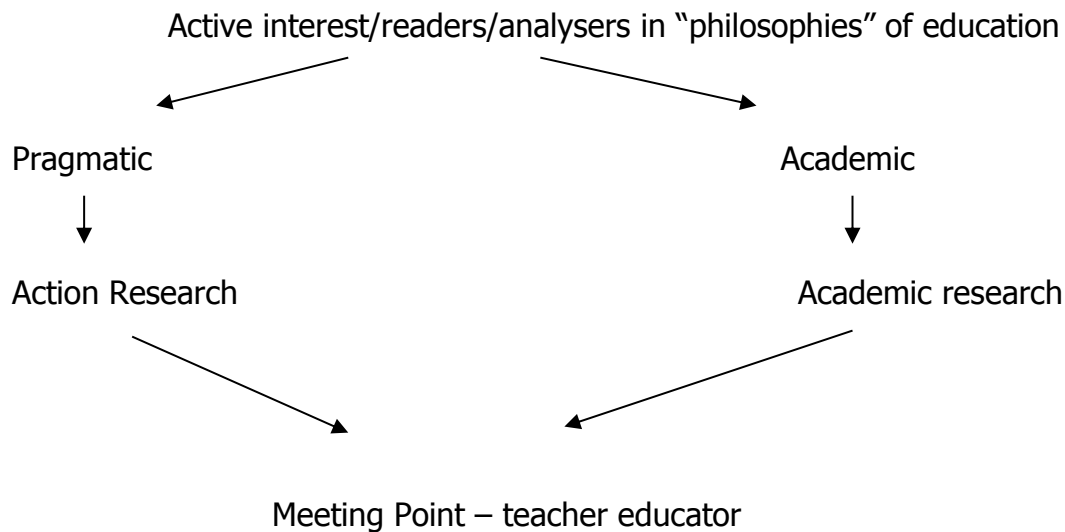
- Thick skinned – links to “challenging” behaviour – difficult for teachers to turn into students, sometimes they exhibit behaviour they hate in their own teaching experience
- Approachable and flexible
- Role model – practice what you preach
- Confidentiality as a ground rule
- Able to work with colleagues who are one of your students
- We aren’t trained to do it!
- Need breadth of experience
- Facilitator rather than dictator

GROUP 5 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS

Characteristics of a good teacher	Characteristics of a good teacher educator
Innovative and charismatic	<i>All of opposite at heightened level plus.</i>
Qualified (potential)	Ethically/politically astute
Healthy and energetic	Able to model
Team player	Consciously reflective
Thick skinned	Metacognition
Creative	Credible
Appropriately articulate	Experienced
Learner centred	Can teach 'naked'
Caring (but knows boundaries)	Knowledge of pedagogy/andragogy and educational theory
Reflective	Ever so 'umble
Good communicator	Collegiate
Diplomatic/honest	Contextualising theory/expertise/knowledge
Philanthrope	Empowering colleagues
Knowledgeable	Inquisitive/curious
Constructively critical	Super trustworthy
Polymath	Not quite so cheap
Inspirational	
Sense of humour	
Organised	
Reliable	
Sustainable	
Flexible	
Empathic	
Cheap (VFM)	
H&S expert	
Counsellor	
Institutional knowledge	
Respectful	
CPD – motivated	
Unfinished work in progress	
Experimenter	
ICT literate	
Numeracy and literacy (embedded)	

GROUP 6 FEEDBACK ON DISTINCTION BETWEEN TEACHERS AND TEACHER EDUCATORS

Active interest in knowledge



Need genuine interest in people – not just the books

Passionate/emotional about passing on ***learning*** rather than subject

Passing on:

- Enthusing
- Mentoring
- Supporting
- Developing
- Empowering
- Sharing

Active and reflective learner – for ever

Open to all contexts (subject and sector)

Be able to step outside own comfort zone and enjoy that challenge (leave comfort blanket behind)

Question – could you be a teacher educator without a specific subject? > identifying this as a subject area > (1) passion for learning and (2) ability to empower others

KEY VERBAL FEEDBACK POINTS FROM GROUPS

- Teacher educators not trained to be teacher educators
- Need to practise what we preach
- Not much difference in terms of skills but difference in *process* – training people in a profession
- Understanding of theory and how it relates to practice > help learners to be able to do this – bring out debates
- Flexible – teacher educators even *more* flexible – broader super-flexibility
- Diplomatic/sensitive – political role
- All at heightened level
- Does good teacher need to be more inspirational than teacher educator??
- Ability to teach 'naked' – explain what/why doing – explicit process
- Able to model good practice
- Breadth/more experience across sector to put teacher education into broader context of LL
- Ability to think, research, assess to levels 5/6/7 – plus ability to bring it down to level of students
- Passion for learning as a subject
- Could you be a teacher educator without having a specific subject??
- Empathy with others
- Empower and pass on passion
- Skills in developing professional values
- Teacher educator needs sound knowledge of theoretical basis and then be able to communicate it. Need to go back to original theory, not just text books

**FEEDBACK ON MENTORING/DEVELOPMENT NEEDS
SWITCH MEETING FOR TEACHER EDUCATOR MANAGERS
28/1/09**

Comments:

Title – mentoring/development needs – should this include or be changed to support?

Comment that New Teacher Educator needs all these. Time to do them is main obstacle especially if small team

Teaching, administering, marking and managing an ITE programme – too many in here, needs to be broken down.

Structured induction: it is assumed we don't need any induction/support, that we are already there. Two levels of induction needed – local induction plus corporate induction to teacher ed – collaboration possible?

Joint observation of teaching practice: should include "and debriefing"

Teacher educator mentor/critical friend: how can we move forward if small organisation? Is there a role for CETT?

Observation of others teaching ITE: should include "and debriefing"

Work shadowing of experienced ITE staff: difficult within another organisation – in small organisation very limited opportunities.

Support with research and scholarly activity: no time given in colleges. Can include involvement in eg Switch projects etc

Other:

- Model use of ICT (especially online resources.
- New books etc
- Managing challenging behaviour
- Observation of ITE teaching + debriefing
- Coaching

Other comments:

- Different levels – How do I (coaching role), reflective (mentor role). Can line manager deliver either/both these roles?
- Could CETTs promote network of teacher educator supporting mentors?
- Idea of working with others – experience of joint teaching with someone from outside college – could CETT facilitate?
- Experiencing range of delivery contexts eg WBL, prison, ACL, FE etc. Observations can give us this.
- Collaboration – difficult because colleges are in competition with each other
- Itslife website found very useful by new teacher eds

3) FEEDBACK FROM JUST SUPPOSE CONFERENCE 15TH MAY 2009 Approx. 20 participants
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All you ever wanted to know about teaching – Frank Coffield – available on LSN website from 23/6/09

The predictable failure of all educational research – book

Workshop with approx 20 in .. no-one had heard of e-CPD programme apart from JAC

Just suppose teacher educators had more power

Conversation 1 – JC group

New reforms / CETTs have been a stimulus to improve learning

Most of the complexity in the system has been established by the government

Non inspected teacher ed felt to be 'relegated' – focus taken off awarding body programmes and on to HEIs

Need for all major players in t ed to talk to each other

Teacher educators really need to challenge each other

More support needed for teacher ed and teacher educators, including:

- scholarly activity time

Do we need a specialised cert ed?

Conversation 2

Programmes 'nobody is happy with'

We need to be in charge of our own professional body

Can we share practical experiences and ways of doing things? – e.g. teaching observations / AP(E)L

How can we manage / work with OfSTED grading criteria?

CETTs are not our professional body .. IfL is

Teacher educators need influence / representation on Govt bodies

We can be excessively critical of our own situation .. it is possible to have personal and professional influence within our own area of working

Notes From Professional Conversation on Just Suppose Teacher Educators had Power

Part 1: What are the most/least successful features of teacher education in 2009:

Group 1 (RS) (list not divided into most/least successful)

- Active learning models and engaged learners
- Lectures can be valuable and engage audience
- Vocationally qualified teachers gain great enrichment and confidence from joining high level PG/Cert Ed courses. However, many find it daunting
- Vocational staff often need extreme levels of additional support to achieve qualifications
- Current system doesn't allow enough time for those with additional needs to develop their skills to achieve confidently
- PTLLS/CTLLS route is messy
- WBLs take cheaper option
- CTLLS being less than first year creates problems for progression
- DTLLS model is restricting for awarding body, too outcomes based, not process based enough

- England and Wales have same professional standards from LLUK but different awards
- PTLLS in Wales is 10 credits and at level 4
- Wales has less confusion over ITTLS qualifications than England
- High level of literacy skills are needed to do any PCET qualification
- Cert Ed allows a greater diversity of entry to potential L&S teachers
- Different levels of new qualifications creates an inequitable workforce
- Diversity of entry in old qualifications gave higher quality of peer learning
- Danger that new qualifications restricts EO eg 2 tier system

Group 2 (CH)

Most successful:

- VLE use – dynamic not just a repository
- About to start using Second Life
- Wikis great – when they work!
- Developed huge community of practice – non hierarchical
- Mentoring – not there yet but on the agenda.
- We are bloody good teachers – enthusiastic, keen (“love”)
- Peer observations
- CETTs
- Networking and research
- Being here at a “non-conference”
- Professionalisation agenda
- Good to be part time with other teaching roles – good for integrity – still at the coalface (But practicalities can be challenging)
- Team with specialisms provides diversity for learners + route into ITE

Least successful:

- Very prescriptive, proscriptive in some cases, admin heavy
- Lots of people have hand in ITE – leading to lack of communication
- Grading observations
- Mentoring – still needs more
- Time allocation – too much on admin and not enough time to meet mentors etc
- Over assessment
- Assessment briefs not in English
- SVUK validation needs everything written down
- Less practice-based – more about filling up forms
- Minimum Core – dire and patronising

- Breadth of practice – very difficult to organise – needs CETT to create database for peer observations + funding
- Assignments not relevant to practice
- Better to interview/film etc for portfolio
- Sucking personality out – not accessible, not differentiated
- ATLS – Associate Lecturer role – not properly defined or recognised
- Lack of APEL – not consistent across organisations/country
- Trainees getting significantly different experiences

Group 3 (JC)

Most successful:

- Teacher educators supporting each other
- Qualified, competent, confident practitioners despite rather than because of standards!
- SED writing process – focus on trainee attainment
- Mentoring relationship – links to industry/workplace – paired observations
- Value of CETT collaboration – links with other providers
- Teacher educators forced to question ITE - and value of CETT supporting this
- We are all still here!

Least successful:

- More help still needed (in terms of teacher educators supporting each other)
- The standards! Imposed not generated by teaching profession
- Marginalisation of non-LSC provision
- LLUK/IfL/Ofsted not communicating
- Lack of time for professional CPD (not just IfL) especially within colleges
- Delivery of specialist qualifications

Future:

- Focus on practice
- Qualification/support for teacher educators?

Plenary discussion points

- **What would you change?**
- **Why?**
- **What would convince you this would be better?**
- Groups in general agreement to successful/least successful
- We need to be in charge of our professional body – processes too complex
- Required to assess against every criteria instead of holistic

- Grading of observations
- Change Ofsted – value is ability of inspectors to come in who know what is going on around the country – newer ones just criticise rather than engage – want professional dialogue
- Need some QA – but we are in national culture of measuring/ product + outcome. Notion of process not given priority
- Quantitative process doesn't work, and research shows this
- IfL has to reflect what we think as professionals
- HEIs have different professional bodies – divide and rule
- How can we change when dominated by quantitative/measuring culture?
- Most people acquiesce and don't become assertive/critical – need to contribute constructively at every possible level – need to take personal responsibility
- Share information across bodies – eg this is what we need to do with APEL, and share good assignments
- Be really practical instead of talking
- But T&L complex, everyone interprets differently
- Ofsted thinks we can have standardisation
- Can't / shouldn't standardise teaching but should teach to same outcomes (need competent confident teachers across all organisations). Ofsted say this is fine, don't need standardisation of teaching.
- But different organisations eg QAA have different perspectives
- Want change to have more influence / power
 - ? IfL
 - But IfL/other quangos may have limited lifespan
 - Our ethos is our biggest tool by engendering critical thinking in trainees
 - Confusion from different bodies in control of us, all giving different messages, no consistency
- We need to be grit in oyster to get pearls
- To deal with "quangologies", needs to be through CETTs – need to maintain and promote them.

4) UCET NATIONAL CONFERENCE NOVEMBER 2009
WORKSHOP / FOCUS GROUP SESSION – approx. 20 participants

Points from plenary PowerPoint – all university teacher educators

What is unique about Teacher Educators?

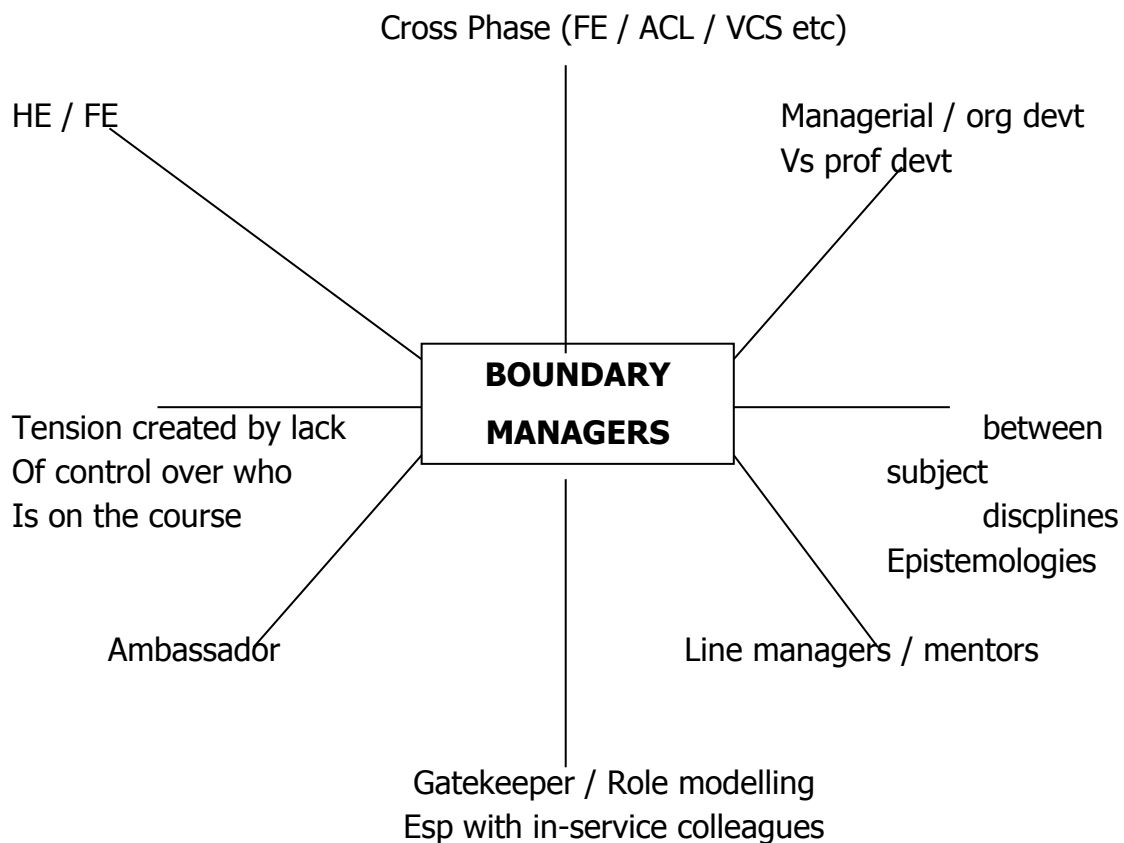
- Passion for learners and their students
- Dual profession
- Moving teachers out of comfort zone into new areas / identity
- Working with diverse range of teachers
- Boundary management – range of boundaries to manage (HE / FE interface; tension between org dev and personal dev – involvement with management and associated tensions; no control over recruitment; 14-16 and schools)
- Eclectic curriculum background of T Eds
- Many similarities - liberal studies / cpd social sciences
- Political views are relevant
- Background of T Eds – from degree etc to no quals
- In service
- Impoverished professional culture
- Variable professional situation within organisation
- Self created culture
- College based
- Seen as a threat
- Helping people in embattled situations
- University is alongside you
- Not always independent of the trainees
- May not have gone through the same route as trainees – qualified before T Ed compulsory
- More similarities than differences across phases
- Supporting others in creating professional identity
- Need to defend position (esp when new)
- Hanging on to old prof identity
- When new T Eds may tend to revert to more trad modes
- Preparation?
- Unique and cross phase
- T Eds in FE become staff dev people in college (teaching staff from own org / college and associated tensions)
- Theory base very broad
- There is a massive discipline

- How much has discipline of T Ed been taken over / hijacked? Who are guardians of the discipline?
- Policing role – can be subversive
- Vocational – no national curriculum

The '*Defence Expert*' model

- 1) PCET Diverse range of trainees and
- 2) Lack of control over who is on the course
- 3) Gatekeeper / burdens of organisation can be insider and outsider; can be treated as scapegoat
- 4) Seen as role models – creative problem solving and ambassadorial
- 5) Don't own a distinct subject or pedagogy

THE BOUNDARY MANAGER



Appendix 6 – Online questionnaire

Teacher Educator Survey	
Section 1 - About you	
Q1	<p>Gender</p> <p>Male Female</p> <p>Your Gender</p>
Q2	<p>Ethnicity</p> <p>White British Black or ethnic minority British Other, Please specify below</p> <p>How would you describe your ethnicity?</p>
Q3	<p>Other ethnicity</p>
Q4	<p>Age</p> <p>20-25 26-35 36-45 46-55 55-65 65 plus</p> <p>Your age</p>
Q5	<p>Your region</p> <p>North East North West East Midlands London South East South West West Midlands Yorks and Humberside</p> <p>Which region do you work in?</p>
Q6	<p>If none of these are relevant, please enter your region or area below.</p>
Q7	<p>Your Centre /s for Excellence in Teacher Training (CETT) <i>You may choose more than one</i></p> <p>SUNCET CIL SWitch Peninsula LONCET Westmi WMCET HUDCE EMCETTEECETT Success T a T nster T TT North Partners hip</p> <p>Which CETT do you work with?</p>
Q8	<p>How long have you been teaching?</p> <p>1 or 2 3 - 5 6 - 10 More than 10</p> <p>Years</p>

Q9	How long have you been a teacher educator?				
		1 or 2	3 - 5	6 - 10	More than 10
	Years				
Q10	What percentage of your time are you involved in teacher education?				
		0 - 25%	25 - 50%	50 - 75%	75 - 100%
	Percentage				
Q11	What percentage of your time are you teaching or supporting students on teacher training programmes?				
		0 - 25%	25 - 50%	50 - 75%	75 - 100%
	Percentage				
Q12	If you do not spend all your time as a teacher educator, what other activities make up the remainder of your work? <i>(you can choose more than one)</i>				
	Management				
	Other teaching				
	Research				
Q13	Other activities - please specify below				

Section 2 - your course(s) / teacher education programme(s)

Q14 The type of organisation you work in as a teacher educator *(you can choose more than one)*

Higher Education Institution

Further Education College

Adult Learning provider

Work Based Learning provider

Voluntary and Community Sector
provider

Offender Learning provider

Armed Forces provider

Q15 Other provider - Please enter details below

Q16 The ITE programme /s you work on *(you can choose more than one)*

Preparing to Teach in the Lifelong

Learning Sector (PTLLS)

Certificate in Teaching in the

Lifelong Learning Sector (CTLLS)

Diploma in Teaching in the Lifelong

Learning Sector (DTLLS)

Certificate / Post Graduate in

Education (part Time in service)

Certificate / Post Graduate in

Education Full Time pre service)

Specialist Teacher Training (Skills
for Life)

Q17 Other programme / s - please provide details below

Section 3 - Essential Characteristics of a good teacher educator

Q18

Essential Characteristics

I have this already

I need to develop
this further

The ability to model good practice
in teaching, and knowingly - praxis
Flexibility, adaptability, availability

Gaining the professional respect of
other teachers.

Capacity to challenge self and
others' actions and values /
philosophies.

Skills in developing professional
beliefs, values and practice in
others.

Capacity to empower other
teachers.

Acknowledging / respecting / using
others' skills sets / contexts.

Encouraging independent / critical
thinking in others.

The ability to relate the taught
elements of Initial Teacher
Education to a wide diversity of
workplace settings.

Broad range of teaching
experience.

Innovative and charismatic.

Passionate about teaching and
learning.

Capacity to work with a wide range
of teachers to challenge and
inspire their development.

Ability to step outside own comfort
zone and enjoy that challenge.

The 'even more' quality
(demonstrating a wide range of
professional confidence as a good
teacher, but 'even more' so)

Q19

Other characteristics you feel should be added / comments on the list

Section 4 - Subject Knowledge of a good teacher educator

Q20

Subject Knowledge

I have this already

I need to develop
this further

=

Pedagogy - theoretical and
procedural knowledge of teaching.
The theory and application of
Reflective Practice.

Teaching and learning principles
and practice across the whole
teaching cycle.

Ways of working with adults,
young adults, and 14-16 year olds,
including coaching and mentoring

The wider context, history and
development of Lifelong Learning

The wider benefits of learning.

Embedding Language Literacy and
Numeracy in teaching

Embedding Information and
Communications Technology in
teaching

The ability to relate the taught
elements of Initial Teacher

Education to a wide diversity of
workplace settings.

Embedding Equality and Diversity
in teaching.

Current developments in Lifelong
Learning (e.g. QTLS; CPD; IfL)

Preparing for and working with
inspections.

Embedding Sustainable
Development in Teaching

Q21

Other subject knowledge you feel should be added / comments on the list

Q22

IF YOU WERE ASKED TO DESCRIBE ONE KEY FACTOR WHICH IS THE DIFFERENCE BETWEEN A GOOD TEACHER EDUCATOR AND A GOOD TEACHER IN THE LIFELONG LEARNING SECTOR, WHAT WOULD IT BE? PLEASE ANSWER BELOW

Section 5 - Support Needs

When other teacher educators were asked about support they already receive, or would like to have, they came up with the responses below. Please select those you consider you already have access to, and those you feel you would benefit from having.

Q23	Support you receive or need	I have access to this	I need this
	Starting to teach on an ITE programme.		
	Marking and assessing an ITE programme.		
	Administering an ITE programme.		
	Managing an ITE programme.		
	Reading / keeping up to date on current Teaching & Learning theory and practice		
	What books / articles to read		
	Developing subject / curriculum knowledge		
	Joint moderation of student work		
	Research skills		
	Accessing online and offline academic sources		
	Structured induction		
	Detailed advice and guidance in relation to the curriculum, the sector and the reform agenda.		
	Shared teaching resources		
	Regular team meetings		
	Joint observation of teaching practice and debriefing		
	CPD course attendance		
	A teacher educator mentor / critical friend		
	Joint curriculum development opportunities		
	Regular email / online contact with other teacher educators		
	Observation of others teaching ITE		
	Opportunities to team teach		
	Work-shadowing of experienced ITE staff		
	Support with research and scholarly activity		
	A training course on 'how to be a teacher educator'		

Q24 Other support you feel should be added / any other comments

Q25

Your own support

Excellent

Very
Good

Good

Average

Poor

The level of support I receive is:

Appendix 7 – Full responses to all questionnaire open questions (Questions 13, 15., 17, 19, 21, 22 and 24)

Question 13 – other activities – 51 responses

- 3: Seconded to HEI for 50% of my timetable which involves 100% activities related to ITT
- 5: A and V awards
- 9: I am part time 0.7
- 13: Supporting organisations in their work based learning programmes. working with awarding bodies and
- 14: Staff development
- 16: Course Tutor for 3 other courses
- 17: managing the new society health and development diploma, supporting qualified teachers in developing
- 18: Studying
- 19: Project work in support of teacher education curriculum development, mentorign training and my depar
- 20: A1/V1 assessor and verifier awards, course management for these, teacher training, Advanced practiti
- 21: Curriculum development
- 22: Assessment Quality Assurance Quality improvement
- 27: Although I spend all my working time on teacher training I am very part-time.
- 30: Advanced Practitioner
- 32: Presently seconded to University of Gloucestershire on part-time basis.
- 33: general FE faculty mangement , funding, staffing, quality control for wide range of programmes.
- 36: Supporting trainee teacher trainers
- 37: Teacher of ESOL
- 40: Local Community Development, Assessing /Examining

- 44: Part time PhD
- 47: Self employed trainer
- 50: I manage workforce development courses - parenting, mentoring/coaching, community development, equal
- 55: I deliver the A1 assessors course and I am also an advanced practioner for teaching and learning and
- 56: LONCETT
- 58: Acting
- 60: Supporting CPD activities and reflection in line with government new reforms & in particular IFL req
- 66: private consultancy/inspection work outside of 0.6 teacher educator post
- 70: supporrtng LLS providers in London - professional development adviser
- 73: ESOL
- 77: link tutoring within a consortium of colleges. organisation of mentoring training for PGCE/ DTLLS pr
- 98: Admin 15%
- 105: Observations
- 106: supporting teacher educators through CETT History research Education consulting
- 110: Research Fellow in Learning & Teaching
- 113: I do consultancy work for the Association of Colleges in the Easter Region - Skills for Life awarene
- 117: I am programme leader for anWBL NVQ programme , a foundation degree, Mentor Co-ordinator
- 124: Examining/training examiners
- 125: Advanced Practitioner - observations, coaching, mentoring
- 136: Development and project work
- 137: Staff development for business support staff
- 138: CPD 14-19
- 144: Foundation Degree Early Years Health & Care

- 145: E learning
- 147: Assessment of learning, support for lecturers, staff development activities
- 148: NVQ Teaching Assistant Access to Education
- 150: Includes consultancy work as teacher trainer
- 154: regional Adviser on National Programme (Move On)
- 155: Subject Learning Coach
- 156: Administration duties
- 159: Key Skills Co-ordination and KS Training (ICT/AoN)
- 160: IT, Key Skills, Tutorial teaching

Question 15 – Other provider – 10 responses

- 15: Specialist Further education College for learners with disabilities
- 40: County Council
- 47: Adult community education
- 50: Adult Residential College
- 103: Mixed HE/FE college
- 105: I do some delivery for a private training organisation in teacher education
- 136: Adult Residential College
- 138: Although I work with the college, this organisation is a discrete local authority provider.
- 150: ACER - non-profit organisation in the Eastern Region which supports the development of SfL staff
- 156: Housing Association

Question 17 – Other programmes worked on (31 responses)

- 17: C and G 7300 ICE project A1 and V1
- 23: ITT with QTS in the primary and secondary sectors, plus PGCE and Master's
- 24: Trainer Skills

- 25: skills coaching
- 33: mentoring OCN cost recovery training eg obs training
- 38: Online teacher education - Distance DELTA
- 46: BA (Hons) Education & Training (PCET)
- 55: A1 assessors course
- 63: Introduction to Trainer Skills C&G 7300
- 69: WBL/skills for life
- 70: Foundation Degree in Lifelong Learning
- 72: Training and Development NVQs Levels 3 and 4
- 73: TESOL
- 77: mentoring associate tutors BA education studies
- 83: Peer Coaching for Embedding LLN in Vocational Courses Train the Trainers
CPD as required
- 88: BA Ed Prac BA Comms, media & culture
- 98: Inservice CPD
- 100: Foundation Degree in Teaching and Learning in the Lifelong Learning Sector
- 101: Post Graduate Cert in H.E. Post Graduate Cert in Supporting Students
Mentoring CPD Staff development activities
- 103: Foundation Degree Teaching & Learning in the LLS
- 108: I'm answering for the LLS courses I used to teach on; currently I only teach
on doctoral programmes, but these have some students who are professional
- 124: CELTA BA in Education
- 126: level 3 bridging courses for Skills for Life teachers part-time pre-service
DTLLS (Foundation Degree and PG Diploma)
- 138: Occasional consultant to latter two above.
- 144: BA in Education Studies
- 145: E learning
- 149: BA ED /FdA
- 153: Supervise BA & MA ed. teachers
- 154: I run training sessions through the Move On programme to individual
providers, to groups of providers and through regional networks and the CETT. The
- 156: PGCE

161: Early Years childcare and education

Table 22 – Question 18 – Essential Characteristics of a good Teacher Educator

Question 19 - Other Characteristics (43 comments)

3: Although I believe I have many of the characteristics listed above, I could equally have ticked them all in the right hand column, as all of them are characteristics which continually need to be updated and developed further. None of them can ever be met "fully" by an individual.

10: resilience

19: The empathy and critical ability to judge the balance between support and facilitated autonomy, as needed to help the trainee move successfully towards their goals as trained professionals.

20: High level of effective communication skills, very well organised; ability to manage a large teaching workload with administrative and management duties, with a very diverse range of courses and students. Plan, teach, and assess from levels 2 to 7 (master level)

23: Responsiveness to Change Leadership

27: A solutions-based approach to obstacles and problem solving.

29: Creativity Ability to teach skills along with academia i.e. how to evaluate etc.

31: Inspirational

35: This section was not really meaningful as I d not see myself as fixed or happy with now but constantly developing and changing

38: Empathy with qualifying teachers/teachers undertaking CPD Continuing to question, explore own practice Not convinced that charisma is an important quality for TEs -approachability and humanity, even likeability more important

40: Capacity to motivate, which is not the same as Capacity to empower - in particular since people are compelled to attend PTLLS and other ITT provision, rather than make the choice. Ability to translate the taught elements of Initial Teacher Education into what happens in the learning context, and enabling trainees to translate theory into their own

42: Important to network and keep ahead of 'the game'

- 45: Endless patience A strong belief in what makes a good teacher The ability to challenges others' beliefs without appearing threatening
- 47: Tact and diplomacy
- 50: Ability to present explicitly, with honesty and self-awareness, own thinking around teaching decisions. Ability to invite - and handle - constructive analytical comment on own practice from students. We work closely with the Learning for Democracy principles and proposals.
- 55: I think it is really important to have empathy with your students regarding all the challenges they face when taking on a new teaching role at the same time as writing academically sometimes for the first time.
- 58: demonstrating an explicit balance of teaching skills with an understanding of students' best ways of learning
- 60: I find it very difficult to categorise according to these black and white statements. One can always 'develop' further in all categories!
- 63: The ability to relate to the various environments that the teaching profession encompasses.
- 71: Developing in others a respect for learners Being aware of the wider context: e.g. the pressures managers are under; the social context of a school or college
- 76: Ability to deliver and develop practical teaching skills through a range of methods Ability to observe teaching critically, make judgements and give productive feedback
- 77: ability to 'think outside' the LLUK/Ofsted model
- 80: The ability to manage the overall workload of the job. Having recent and relevant experience of teaching in FE.
- 81: consistency and fairness
- 83: I think creativity is a really good attribute for teachers and the confidence to try new ideas out even if they don't work
- 88: Infinite patience Capacity to challenge self and others' actions and values - should perhaps be 2 questions. Challenging others' vlaues is, I find a lot easier than challenging one's own.
- 100: Ability to create an ethos of mutual respect between trainees and trainers

- 103: Although I feel I possess all these qualities - they are also areas for continuing development. I feel the recognition of this is essential for teacher educators.
- 105: Not sure if the ones I have ticked on the right are really what I lack - it is more about being able to self assess in those areas - I am not sure if I do that or not. Perhaps someone can tell me!!!
- 107: Courage to stand firm amidst changes that are not always wise. Ability to provide multi-culture and internationalist perspectives and to challenge received views. To be centred in Equal Opportunities but know the complexity of same Ability to set appropriate limits and boundaries Ability to deal sanely with inspections
- 108: Emotional intelligence in handling other people and own emotions
- 110: The capacity to understand/empathise with a wide variety of teaching and learner support roles within a changing education context. The ability to help others make sense of the external and internal factors that impact on their teaching/learner support roles... leading to understanding, political awareness and empowerment.
- 112: ability to engage with mentors, managers and HR to support ITT trainees
- 113: I am always thirsty for new knowledge in my field, especially on how to meet the needs of all our students (learning styles, etc).
- 119: ability to adapt constantly to new initiatives and changing agendas. It is sometimes this that erodes the 'passionate about'!
- 124: Commitment to teaching Neutrality - able to support trainees/learners no matter what
- 129: Thick skin ability to 'package' government initiatives so as not to appear as simply an unthinking messenger!
- 130: excellent interpersonal skills ability to listen
- 132: Willingness to work unpaid hours regularly.
- 142: These are skills and attributes which all teacher educators should have in spades - but we should all, also, be continually developing those skills and attributes....
- 149: Resilience and courage! patience Self confidence empathy with new learners clear professional boundaries

151: The ability to cope with constant change.

153: Confidence at dealing with failure I have not responded to the charismatic characteristic. I think innovation is essential for all teachers but I do not think charisma is.

Section 4 – Subject Knowledge of a good teacher educator

Question 21 - Other subject knowledge (28 comments)

3: Again, although I feel I have much of the specialist knowledge needed, because the LL sector changes so rapidly, all of these will always be areas for further development in order to keep up to date with knowledge. Thus all could have been ticked in the right hand column. Whilst I feel confident in embedding LL, much less confident in embedding N,

6: It is difficult to say you have this already, as everything can be developed further, so the above is as accurate as possible.

12: It is difficult to identify these as 'I have these already' given that these are always part of an ongoing learning process. I think I have a sound understanding where I have identified that the examples as 'I have these already' but am aware that I will constantly update the knowldgde.

19: Ability to apply, by example and drawing on trainees' experience, educational theory to specific subject teaching

20: Good knowledge of legislation relating to teaching, need to develop skills for Pro monitor.

31: Knowledge of current research in each area Knowledge of classroom management techniques and management of challenging behaviour

35: I relly do not subscribe to lists and have lefta couple balnk largely because I don't see these as skills to be embedded by teacher educators!

40: A broad understanding of different subject disciplines and practice, in terms of subject and teaching tradition

47: Mentoring

48: Up to date knowledge of recent developments in reasearch

50: Knowledge of community education history and perspectives.

- 55: Although I have ticked several 'I have this already' boxes I am aware that there is always room for improvement!
- 58: understanding of cross-curricular/subject best classroom practice models and where and how these could be applied in generic teaching and learning
- 60: Please see my comment in previous comment box - these statements as with all questionnaires are too 'black' and 'white' One can always learn more - I have wide experience in all - doesn't mean I can't develop further!!!!
- 71: Personalised learning
- 76: Relate individual improvement to organisational quality improvement
- 84: Being able to use the principles of Andragogy as well as Pedagogy in teaching adult learners.
- 98: Need to develop as we always need to do this. Have ticked number of I already have but this is not to say I have enough of it.
- 103: Again - those areas for development are ones which I feel relatively confident in but am also aware that I do not want to be complacent about - so need to keep myself as up-to-date as possible. The same really could be said for others I have marked though
- 106: I would separate theory from practice - I am a very reflective teacher and can/do develop this in my trainees but need to develop a better understanding of the theory and models
- 107: See first box - some should be here, I guess
- 113: Although I have ticked some boxes as 'I have this already', I feel my knowledge base is subject to constant change and development, if that makes sense.
- 126: curriculum design process
- 132: Preparing for IQER
- 142: Teacher educators should have a deep understanding of the sociology, history and philosophy of education - not just the minimum needed to deliver the very rigid curriculum we currently have.
- 149: research skills team working skills good written, spoken and e communication skills curriculum development skills and overview wider context

- 153: Theories and philosophies of assessment Critical thinking Academic literacies Additional learning support for learners of ITE programmes
- 158: College specified managerial commitments and responsibilities

Question 22 - One key factor which is the difference between a good teacher educator and a good teacher (124 comments)

- 2: Being a teaching and learning champion and showing real empathy
- 3: From a cynical perspective, good teachers are trained to be so, good teacher educators have to "learn on the job". Less cynically, while good teachers have to be dual professionals, good teacher educators have to be triple professionals, in their original specialist subject, in teacher education and in their teaching skills. We are often teaching
- 4: The ability to turn around discussion of trainees' problems and shortcomings so that they are able to identify solutions for themselves
- 5: The ability to facilitate and acknowledge a level 5ness
- 6: Everything, but to a greater degree
- 10: reflection in action; analysing and explaining choices made as you make them
- 12: A wider perspective of pedagogical and andragogical theories and how these can be applied to different settings. This enables a teacher to contextualise what they teach to reach and be accessible to a wide range of subject specialist teachers in the Lifelong Learning Sector
- 13: Having a sound knowledge of, and treating teaching/education as a subject in its own right. Being able to empower new teachers with the skills needed to teach their own specialist subject
- 15: The passion and desire to understand the philosophies of education and inspire other people to want to teach
- 16: The ability to acknowledge and respect your audience.
- 17: unsure

- 18: The acknowledgment, utilisation and celebration of the wide range of experiences that life long learners bring to the forum.
- 19: Ability to contextualise theory and concept into a wide range of applied teaching scenarios that mirror the L&S sector.
- 20: The ability to be a good role model and always act in a professional manner as an excellent example for new teachers.
- 21: A wide experience of a range of learner groups, learning settings, and the ability to relate well to these.
- 22: The teacher educator needs to know and impart good practice in teaching, but this knowledge needs to extend across many occupational sectors, whilst the teacher in Lifelong Learning needs to learn and develop these skills in their own specialist area only. Eg I am delivering PTLLS to sixteen staff who teach or will teach - Bricklaying, Painting, C
- 23: To open minds to possibilities
- 25: A constant passion and belief in progressive teaching and learning strategies
- 26: good role model and promoting best practice from experience
- 27: Breadth (of experience and outlook) - the ability to apply educational principles to a very wide range of teaching contexts, thereby meeting the needs of trainees.
- 28: The ability to really work towards individual learner needs.
- 30: The ability to be both reflective and strategic, on behalf of yourself and your trainees. Empathy, as described by Carl Rogers.
- 31: The desire to constantly drive up standards and to be able to persuade teacher trainees to buy into this
- 32: To be a good teacher educator you need to be a good role model, have the respect of your teaching colleagues, a wide knowledge of the sector in all its complexity and be able to teach adults effectively.
- 33: Abroader more holistic knowledge of the PCET sector and its associated learner's from voluntary, community, FE, HE and penal education
- 34: Overarching knowledge of the sector and new developments, and the ability to contextualise and communicate that knowledge

- 35: None a good teacher is a good teacher and should have appropriate skills and critical facilities etc etc etc. Good is good not bad.
- 36: The additional step from unconscious competence back to enhanced conscious competence.
- 37: The ability to facilitate reflective practice, explicit awareness of relating theory to practice..
- 38: breadth of experience. ability to support the reflection and critical enquiry of other teachers. Knowledge of theory underpinning own practice, values, principles and ability to coherently express this.
- 39: Experience across a wide range of teaching and learning situations, so that real life examples of coping with problems can help others to develop their skills. Also the ability to work with the entire adult sector, from teacher to Sfl learner
- 40: A MODEL - a good teacher educator must practise what they preach throughout the process.
- 42: To be able to step up and back from teaching and reflect on training the trainer.
- 43: The ability to bridge the gap between educational theory, concepts and practice.
- 44: A capacity to take surprises in your stride.
- 45: A good teacher educator needs to be a good teacher but also needs to be able to relate things to the wider educational context.
- 46: Being able to transfer skills and adapt to any environment
- 47: The ability to understand the amazing range of subjects and delivery modes that LL tutors have to deal with.
- 48: The ability to act as a critical friend as well as a teacher providing learning opportunities.
- 49: Range of Experience
- 50: Self-awareness.
- 52: A wide range of experience
- 54: Experience within a variety of roles within the lifelong learning sector
- 55: A teacher educator needs to be able to relate to a wider spectrum of learners from the very practical to the more academic.

- 56: A much wider range of knowledge about teaching and learning that can be related to a wide range of contexts, levels, subjects and cohorts
- 58: facilitating the 'handover' to a student centred, active, self-regulated mode of learning.
- 59: The teacher educator's concern goes beyond merely facilitating learning to include creating a model of practice that trainees can take forward to their practice
- 60: Knowledge, understanding and experience of the diverse sector.
- 62: Hard to answer - do you mean what skills does a good teacher need to become a good teacher trainer? If so, excellent (conscious) knowledge of theory and how it can be applied in a wide variety of contexts.
- 63: The ability to be able to adapt to the broad spectrum of teaching roles that individuals feel they need & to create confidence in those settings.
- 64: The ability to listen sympathetically
- 65: The ability to link theory with practice in a range of work-based learning contexts in order to progress.
- 66: Wide experience
- 67: The ability to put yourselves in the shoes of a trainee teacher and contextualise content to make it accessible to them
- 70: the ability to enthuse others with a desire to learn and apply learning to improve professional practice and own satisfaction with life
- 71: Respect for learners
- 74: ability to teach potential tutors from a wide range of work-settings
- 75: Knowing how to do good teaching, knowing why it is good teaching, being able to observe teaching and give constructive feedback which builds on the ideas the observed teacher has, while maintaining a critical perspective on the current policy priorities
- 76: Experience
- 77: a good teacher educator must inspire but be able to appreciate & respect the trainee's 'style'. a good teacher educator in the LL sector is able to adapt T & L to all learning contexts and types, thus change 'lenses' when required.
- 78: Being able to relate contextually and to be aware of demands and practical needs. In this way maybe the course is not 'fit for purpose' a bit like square pegs

into round holes!! Many experienced ITT staff are also reluctant to return to the chalk face, and I understand why!!

79: A good teacher educator needs excellent diplomatic skills when giving feedback to teachers, particularly those with more experience, and to recognise that even good teachers have insecurities.

80: An in-depth knowledge and ability to apply appropriately relevant theories relating to learning and teaching.

81: teacher educators need to be able to see the teaching role, and what it entails from a more 'global' perspective, than the teachers they teach.

82: Project Management skills (teacher educator)

83: I think a good teacher educator might have enthusiasm to undertake their own research and an ability to question accepted theory and practice in a positive way whilst developing practitioners' critical reflection.

84: A broad understanding of 'Education' as a subject and the principles of teaching and learning. Experience comes a close second and being a reflective practitioner is also an essential.

86: The ability to appreciate that teacher training learners often experience barriers as they feel judged as employees as well as learners

87: The ability to inspire and nurture trainee teachers

88: Different subject knowledge (pedagogy) and ability to relate to the subject over a wide variety of contexts.

89: Broad experience in the sector, or other sectors of education, empathy, deep knowledge and ability to communicate this to beginning teachers.

90: Open mindedness

91: ability, confidence, reflexivity and resilience to open up one's practice for evaluation and critical analysis

92: the ability to know how and when to apply lessons learnt from own teaching experience to others' experience - and when it is not applicable

93: The 'even more' bit related to the characteristics and most of the subject knowledge.

94: Reflective use of theoretical insights to enhance learning

97: The ability to model good practice and talk about it, rather than just do it.

- 98: An ability to enthuse others with desire to deliver effective learning.
- 99: Passion.
- 100: a good teacher educator will have a broader appreciation of the range of contexts in which teaching within the lifelong learning sector may take place.
- 101: The ability to be self-critical and the willingness to continue learning until death (or Ofsted - whichever comes first)
- 103: Awareness of the wider sector rather than the individual's own context (eg Offender Learning) within the LL sector and the ability to apply teacher education principles & practices across the various contexts within our sector in my day-to-day teaching.
- 104: Ability to make academic concepts and principles accessible and relevant to very wide range of students including vocational teachers
- 105: The ability to apply theory, practice, reflection and professionalism to all types of education, eg, FE, ACL, private training situations, the forces, etc etc.
- 106: The ability to explain/demonstrate the process of teaching across a range of subjects which is different to "doing" teaching generally in one subject area.
- 107: Critical understanding of education in wider context, especially the meaning of policy changes.
- 108: Knowledge and street-wise awareness of the key differentiating features of and policies, practices, etc. affecting the sector.
- 110: A depth of understanding and experience of mentorship as a key tool to encourage (inspire) subject practitioners to look beyond the epistemology of their discipline.
- 111: To be self critical and reflective.
- 112: The ability to step outside current context and work in and relate to the wider sector
- 113: A good teacher is a good teacher, whatever the circumstances. The old 'board rubber hurler' 'jug and mug' dinosaur should have gone quietly into extinction by now.
- 114: Experience and broad knowledge of the subject. Ability to pose question which challenge the status quo.

115: The ability to offer constructive criticism in a supportive and encouraging manner.

117: there should be none . if i have done my job in role modelling teaching and learning then my students will have developed as good teachers - the only real difference would be my width and depth of experience which i would encourage them to gain in time

119: being able to mirror good practice at all times

124: I believe that teachers in the lifelong learning sector use a wider range of activities/stimuli for their learners. Some teacher educators seem reluctant to try a variety of activities.

126: ability to challenge peers and give constructive feedback in a way that does not damage adult to adult relationship. Ability to be a peer and a teacher at the same time

128: results and time scales

129: Teacher educator needs to see beyond his/her own approach/preoccupations/good practice etc to appreciate that there are many valid routes to successful t & l

130: ability to encourage the personal development and academic achievement in trainee teachers

132: Salary

134: In most respects, I feel that teacher educators and LLS teachers share lots of qualities. The fact that both are dealing with mature students means that most of the skills required are the same. However, the teacher educator must have a fully comprehensive knowledge of educational theories and practical teaching skills, whereas the LLS teacher c

136: A deeper understanding of the role and scope of teaching as an agent of social change

137: A greater awareness of the context within which teachers in the sector work - a good teacher educator is aware of and reflects the diversity of learning/teaching contexts in which teachers and their learners work.

138: The ability to recognise and appreciate the diversity of skills in trainees that may be different from one's own - suspension of disbelief.

- 139: In depth knowledge of concepts and theories and the ability to relate to different learning contexts.
- 140: promoting reflective practice
- 142: The knowledge mentioned above and the ability to make it relevant to every day practice.
- 144: Passion for pedagogy
- 146: A wide range of experience and a thorough specialist knowledge of the processes of learning and how these can inform teacher development on learner achievement Research into the role of teachers in the sector
- 147: Mutual respect and ability to communicate effectively with other professionals
- 148: An appreciation of the diversity of the wide range of work place settings and the challenges faced by their teaching staff.
- 149: A sound personal and professional value base
- 150: A good teacher educator needs to be able to help teachers to relate theory to their own practice in a different way than the teachers would do with their learners. In general the skills are similar just at a different level, and from a different knowledge base.
- 151: A teacher educator teaches skills and techniques that they are using themselves to teach and a teacher uses those skills to teach their subject.
- 153: Level of criticality and its application to practice
- 154: Difficult, as many of the characteristics overlap both. perhaps a good teacher educator has the ability to enable a shift of thinking - enabling teachers to think differently about approaches they use with learners; whereas a good teacher is about enabling learners to see what they can do as a starting point to establish a foundation of confidence
- 155: Being able to identify opportunities to apply theory to practice within a wide range of subject specialisms, not just own specialism
- 156: That constant practical application is made and applied to the individual during various group activities.
- 157: Breadth of knowledge - sociology, psychology, politics, history - as opposed to a narrow subject specialism

158: Personal Tutoring and individual learning

159: Adaptability and CPD - always be prepared to take on new roles / responsibilities/knowledge / skills and pass these on to future learners. Currency - need to keep teaching to keep "currency" of curricula/ T&L strategies / evolving technologies.

161: Adaptability i.e. being able to differentiate skills to suit the needs of the 'student'.

162: Teacher Educators will have considerable pedagogical knowledge and experience in order to direct ITT trainees toward theory and practical resources to enhance their skills for teaching their subject. Whereas a good teacher will research their own subject thoroughly and plan to use specific resources to deliver engaging teaching and learning sessions

Question 24 – Other support needed (29 responses)

3: As I have been in teacher education a long time, although a structured induction and training course are not available, they are not really needed either - bit too late for that! The main support I need is TIME in order to make effective use of all

6: I feel I have found out the hard way about all the above, but all of this would have been helpful in my first couple of years. I do think joint curriculum development helps us to be much more creative.

12: The time factor - Little time is given, as a sessional tutor, to my continuous professional development in a paid capacity, where this would occur if I was on a full/part time contract

20: Contact with other teacher educators through the south west teacher educators' forum, organised by Learning south west about 3 times a year.

21: I work in the community a lot and adequate resourcing of courses is always a problem - not least, actually having to store and transport it all myself, when I can get access to appropriate equipment or references.

25: how to use my time effectively in a time of constant change and information overload. Coupled with increased demands to develop self. Travelling along two tracks at once, now seems like three

- 27: The itslife website is an invaluable resource in terms of keeping up to date; working as part of a collaborative team is crucial to my sense of being well supported.
- 29: Time to research and use resources
- 33: cannot fill this section in as have developed these skills over 20 years and taught in over 5 colleges in over 15 different curriculum areas. I think all teacher educator's should attend a decent MA programme first though. Not a generalist MA but direct
- 36: Some of this I don't have as a resource through my provider, but don't need.
- 38: I am almost embarrassed at having filed all these in 'positively' and have now gone through the list three times to make sure it is accurate. The best learning experience for me were as part of my subject specialist teacher training development - ha
- 41: I have answered this in retrospect - this is what I had access to, and would have liked to have had access to when I started out on my journey as a teacher educator
- 47: New e-learning technologies
- 48: I would like more advice on current research - what areas to look at and what I should have read. A DON'T MISS THIS e-mail, similar to the e-mails we get from the CETT about training, would be good.
- 60: I have no idea if I now need to enrol on a course 'how to be a teacher educator' I have been one for 8 years and constantly refreshed my skills, knowledge and experience. I have been through a gruelling Ofsted ITT experience While I would appreciate
- 77: a mentor from outside my working institution would be a definite asset for my professional development.
- 78: The above 'I need this' comments that were ticked, are not necessarily points I need, but what I think are needed in general and are lacking. There seems to be an acceptance that years in service equates with the ability to be able to 'teach education
- 97: Time to read academic literature and to share ideas with other practitioners.

- 103: Again - those indicated as needed are for continuing development. I do have access to them but want to develop my knowledge & skills in these areas.
- 104: Time and stress management
- 106: Having access to and having the time to do are not the same. It's difficult to answer some of these as I'm involved in putting activities in place to support new and existing teacher educators: eg programmes for new teachers to ITE, marking/assessment
- 110: A sense of 'value-added' to the institution through teacher-educator activities.
- 112: as a very small PCET team (1.6) in a large education institute the difficulties are having a unique voice for the LLS
- 113: Again, although I have ticked many boxes on the left hand side, my knowledge base is always subject to development.
- 132: How to teach students functioned at L2 FE through to post-grad. to produce essays that meet the same set of criteria. An advocate for a two-directional Cert.Ed.: academic and vocational.
- 138: regular refreshers for own development would be useful.
- 142: This looks a bit like an induction programme - as a manager of teacher education provision, little of this is directly relevant to me, although many of the items on the list are available to new colleagues. In many cases, I provide that support.
- 153: Planning & design of summative assessment of new teachers Support with Ofsted's requirement to track progress and grade new teachers (for our SED)
- 154: Most of the above do not apply to me in my current context. I am sure I would have access to many if I were involved in actual delivery of ITE

Appendix 8 – Snapshot needs analysis results

Snapshot needs analysis

Participants were asked to complete a simple questionnaire about their priorities for teacher educator development. The questions were entitled 'key development needs' and participants rated those needs on a scale of 5 (high) to 1 (low). Room for additional comments was provided.

Eighteen questionnaires were completed and the results are below:

5	4	3	2	1	Key development needs
10	1	4	1		Supporting new teacher educators
3	7	4	1	2	Supporting Quality Assurance (self regulation)
2	5	5		3	Developing ICT skills
7	5	4			Improving embedding
6	4	4	2		Joint curriculum development
2	4	5	2	2	What do we mean by pedagogy and theory?
5	4	3	2	1	How these may be met
9	3	1			Resources / packs / publications for teacher educators
8	4	3			Online community / resources
6	6	2	1		CPD events / activity
6	5	2	1		Networks
	5	5		2	Visits / outreach
1	3	3	4	1	Accredited programme

The four hotspot answers are:

Supporting new teacher educators with 10 responses @ 5 and 1 @ 4

Resources / packs / publications for teacher educators with 9 @ 5 and 3 @ 4

Online community / resources with 8 @ 5 and 4 @ 4

Improving embedding with 7 @ 5 and 5 @ 4

Comments added (Priorities from comments on questionnaires)

Networking with ITT providers and teacher educators other than colleges

Bite sized, modular programme for those involved with ITT at all levels

Sharing of resources (x2)

Sustainable mentor and practical teaching tutor development programme with support (x2)

Embedding study skills / independent learning skills / academic development into ITT (x3)

Job spec / role descriptors for Teacher Educators – run by IfL? (x3)

Functional skills

Flexible support with materials and local delivery

Single info reference point (SWitch?)

National voice (UCET plus ACETT?)

Mentoring in PTLLS

Bank of 'experts' available

PTLLS for teacher educators

Flexible and innovative models of delivery

Clearly targeted CPD events to widen base of those who could attend

ITT team and managers working together

Differentiation

Appendix 9 – Stepping Out programme outline

'Stepping Out'

The SWCETT regional development programme for Teacher Educators

Aim: To build confidence of inexperienced and isolated Teacher Educators by providing opportunities for them to network with other Teacher Educators, access support from more experienced colleagues and to reflect on key aspects of delivering a teacher education programme.

Outcomes of the '*Stepping Out*' Teacher Educator Development (3-day) programme

By the end of the programme participants will have:

- Identified and worked on key skills and knowledge that distinguish a Teacher Educator from other teachers in the L&S sector
- Considered the effectiveness of a range of strategies, approaches and resources
- Explored ways to help develop trainee teachers and promote reflective practice
- Identified their own development needs and a range of possible sources of on-going support
- Participated in a range of activities which provide useful ideas for ITT and which model good practice

Day 1: Professional Journeys

Objectives:

- Identified key aspects of the teacher educator role which differ from the role of being a teacher / trainer
- Identified ways to promote reflective practice and develop critical thinking in trainee teachers
- Developed an awareness of the suite of teacher training awards (PTLLS, CTLLS, DTLLS, CertEd/ PGCE) and related awards (such as the Assessor and Verifier qualifications) and their requirements
- Discussed some aspects of undertaking ITT observations and giving feedback which promotes reflective practice Discussed some ways to handle 'difficult' situations possibly encountered as a TE

Time	Topic	Activity detail	Supporting resources
09:30	Arrival & registration	<i>Coffee available</i>	
10:00	Welcome & Introductions	Icebreaker - "Find someone who ..."	Icebreaker sheet
10:15	How have you got here? Your journey [1hr 30mins]	What are your expectations, hopes & aspirations for the programme? - Group exercise to identify common themes Overview of Programme Outline of the day's session <ul style="list-style-type: none"> Your journey in the sector so far Where are you in the teacher career cycle? Short input followed by discussion in pairs	Flip chart paper & pens Printed outline of the whole course Handout with brief explanatory notes "What's the point of Learning Styles?" handout
11:15	Generating ground rules	How? Post-it notes exercise Why? Input followed by case studies Discussion of the links to basic classroom management and group dynamics	Post-it notes "Ground Rules" case studies handout
12:00	The Sector [1hr]	(1) The reforms (2) Key requirements of PTLLS, CTLLS, DTLLS Discussion of links to formal and informal initial assessment of participants and of trainees	Handout RFDC 'My Essentials' Form
		<i>Who needs a peer mentor</i>	Advice available from team
1:00	LUNCH		
1:30	Introduction to Reflective practice [1hr 15 mins]	Intro to pm session and useful resources: Online, including:	Internet access and data projector

		<p>Reflective Practice; Itslife; Teachology</p> <p>Books, and reading list</p> <p>Activity: How to foster reflective thinking by your teacher trainees and their students.</p> <p>(a) May's reflective learning video or National Star College video from RP resource.</p> <p>(b) 'Why reflect' activity from RP resource</p>	<p>RP resource URL / Poster</p> <p>Reading list</p> <p>'Why reflect' activity sheet</p>
2:30	<p>What is being a Teacher Educator all about?</p> <p>[1hr]</p>	<p>Activity: Modelling practice and promoting excellent practice</p> <p>(a) Observation Activity - view National Star RP video</p> <ul style="list-style-type: none"> • What do you think? • How would you give feedback on it? <p>Free feedback from group first then discuss questions posed at end of video.</p> <p>Homework: Review RP resource</p>	<p>'Lesson Observation' video .. view to end of obs and before tutor discussion .. run activity then run tutor feedback and comment.</p> <p>C&G Observation report handout</p>
3:30	<p>Review & between session tasks</p>	<p>Review of day</p> <p>Between session task(s) / Homework reminder:</p> <p><i>Resources</i> - what you use - showcase</p> <p>Work in groups of 3-4 to:</p> <p>(a) Share 1 key incident each as TE – generate 1 key learning point from each incident.</p> <p>(b) Produce 1 reflective comment on first day</p> <p>Put them on post-its (different colours) - view on way out.</p>	<p>2 x colours of post-its</p>
4:00	Finish & Depart	Evaluation	Evaluation Form

Day 2: Professional Practice

Objectives:

- Have considered the importance on promoting effective planning as a tool to 'equip' teachers and contribute to excellence in teaching & learning
- Explored the diversity of the sector and discussed ways to address the varying needs of trainees (& learners)
- Discussed ways to meet qualification (and other) requirements within specific programmes
- Considered the role of educational theory and explored some ways to promote links between theory & practice
- Identified and explored a range of survival tools and useful resources

Time	Topic	Activity detail	Supporting resources
09:30	Arrival & registration	<i>Coffee available</i>	Name badges with coloured dots Flipchart, post-its, pens, biros, plain paper
10:00	Introduction and Review	Starter Activity - " <i>What's in the briefcase?</i> " Outline of the day's session Icebreaker - introductions	"Briefcase" handout
10:30	Making planning accessible and matching planning and learning needs [1 hr]	How we get key aspects of planning, plus the development of analytical skills across to trainees: Examples of ways relating to: <ul style="list-style-type: none"> • Lesson planning • SMART outcomes linked to Bloom "<i>Milking a Cow</i>" • Planning to assess Meeting group and individual needs: <ul style="list-style-type: none"> • Thumbnail sketches of learners • Differentiation 	Roles and responsibilities and training cycle Lesson plan examples Quick Survival Guide to Lesson Planning Handout on Bloom's Taxonomy Questioning techniques and differentiation handout
11:30	Break		
11:45	Extended planning [45 mins]	Making a coherent SOW (<i>route plan</i>) Embedding (IT, ELM, E&D, Functional Skills)	Planning a trip handout Taunton - London handout Map of journey to London
12:30	LUNCH		
1:00	Relationship between theory and practice [1hr 15mins]	Role of theory in ITT: Activity - 10-15 min Input using Harkin (2006) and Clow and Harkin (2009), followed by Q&A 'what theory do you like?' Activity - 'Theories out of a hat' Interesting ways to deliver key aspects of theory. Choose theory and topic to teach out of hat at random	Resource: Theory in Teacher Ed PowerPoint 2 x articles 'Theories out of a hat' activity (30 mins) Resources: task handout

		<p>and plan how to teach it in groups.</p> <p>Discuss implications of theories for practice</p>	<p>theories cards topics cards theories cards explanations Implications of theories for practice Further Readings and resources</p> <p>Feedback/Discussion</p>
2:15	Break		
2:15	Resources and approaches [1hr 15mins]	<p>Meeting the varied needs of trainees on the programme</p> <ul style="list-style-type: none"> - ranges of differing needs - Dealing with 'difficult' / 'challenging' learners <p>Exploring available resources</p> <p>Homework: List of 'must go to websites and resources' with need to add at least one more each.</p>	<p>PowerPoint incorporating activities</p> <p>Resources: Short guide to behaviour management Geoff Petty managing behaviour http://www.geoffpetty.com/whatsnew.html</p> <p>Activity: produce your top tips for behaviour management in your context (or could issue contexts, eg. adult, 14-16, workplace, SfL, Functional Skills, A level, etc.) <i>OR</i> produce case study activity on behaviour at tables.</p> <p>Geoff Petty http://www.geoffpetty.com/whatsnew.html Sue Cowley http://www.suecowley.co.uk/downloads.html Pivitol (Paul Dix) http://www.teachers.tv/bbehaviour/paul-dix-profile</p>
3:30	Review & between session tasks	<p>Review of day 2 and programme so far</p> <p>Between session activity(s):</p> <ul style="list-style-type: none"> • 'Mark' examples of written work to assess against given criteria 	<p>Please collect and bring to last session</p> <p>Evaluation activity: Post Its</p> <ul style="list-style-type: none"> • <i>Achievements</i> and

		(levels) - ready for activity next session	• <i>Key Challenges</i>
4:00	<i>Finish & Depart</i>		

Day 3: On-going Professional Development

Objectives:

- Explored some aspects of undertaking ITT observations and ways to give giving feedback
- Discussed and practised assessing written work at appropriate level(s)
- Have considered a variety of different roles relevant to a teacher education programme: delivery team, internal & external mentors, links with staff development and HR, etc
- Identified useful sources of on-going support and ways to use them (including their Awarding Institution's External Verifier/ Moderator)
- Considered how to keep up to date with policy and with national developments

Time	Topic	Activity detail	Supporting resources
09:30	Arrival & registration	<i>Coffee available</i>	
10:00	Introduction and Review of between session activity(s)	Link to days 1 & 2 and Outline of the day's session Icebreaker: Learning Anecdotes	
10:15	Assessing on ITT programmes - Observations [45 mins]	Observations (take 2): <ul style="list-style-type: none"> Observe videos (5 mins); Work in pairs to role play giving feedback (5 mins); Then swap roles for 2nd video Plenary: Summary of key things 	2 videos (National Star videos + others)
11:00	<i>Break</i>		
11:15	Assessing on ITT programmes - <i>written work</i> [90 mins]	Assessing written work: <ul style="list-style-type: none"> Work on 4 separate tables, choosing 2 levels to address Discussion based on marking of assignments Giving feedback 	Assignment extracts at different levels (L3 – L5) from PTLLS, CTLLS, DTLLS or CertEd/PGCE assignments plus summary feedback for each
12:45	LUNCH		
1:30	Professionalism	<ul style="list-style-type: none"> Ozobula activity What makes a professional? <i>Encourage links to own PD planning</i> Overview of theories around professionalism 	Ozobula activity PowerPoint 'Professionalism in ITE'
	Action Planning	<ul style="list-style-type: none"> GROW model Linking to own action planning <i>(Who could be an ally? Who do I need to influence?)</i> Sharing ideas around keeping up with developments and policy 	
2:30	Break + networking		
2:45	Action Planning + Networking	<ul style="list-style-type: none"> Keeping up with CPD: <i>Own CPD + promoting idea to</i> 	

		<i>trainees that ITT just a starting point</i> <ul style="list-style-type: none"> • Top Ten Tips for Teacher Educators 	
3:30	Evaluation	<ul style="list-style-type: none"> • Evaluation of day 3 • Evaluation of the whole STEP programme 	Day 3 evaluation Evaluation of STEP programme
4:00	<i>Finish & Depart</i>		

Appendix 10 – Stepping Out Programme evaluation

Evaluation of the STEP Project

Responses from 1st and 2nd Cohorts of “Stepping Out” Programme

Number of returns: 26 out of 28

1) “Stepping Out” Programme Aims

By circling the most appropriate number for each question, please rate the extent to which the 3-day STEP programme has:

a) Responded to your priority needs as a Teacher Educator

Not at all	1	2	3	4	5	Very well
Responses	0	0	1	18	7	

b) Helped equip you with strategies and approaches which you can use within your ITT programme(s)

Not at all	1	2	3	4	5	Very well
Responses	0	0	4	14	8	

c) Introduced you to new or additional sources of information / resources / activities to help extend your ITT delivery

Not at all	1	2	3	4	5	Very well
Responses	0	1	4	11	10	

d) Helped to increase your confidence as a Teacher Educator

Not at all	1	2	3	4	5	Very well
Responses	0	1	5	14	6	

What have you valued most about the Programme? **(27 comments)**

- Reassurance that I am doing things in the right way.
- The practical sessions delivered by Penny and Barbara were particularly useful. They gave some excellent tips and resources to help support the delivery of ITT.
- Having the opportunity to network and learn from other ITT teachers/trainers.

- The support resources and materials being available on the teachology website.
- I enjoyed meeting other practitioners, as I am relatively new to ITT. The information, advice and guidance was invaluable.
- Chatting to other practitioners.
- Ideas, etc. from current ITT educators, the opportunity to network with other lecturers and examples of resources, etc.
- Meeting others in the same field.
- Networking and sharing with colleagues across FE.
- Opportunity for peer discussion. Resources and websites in particular.
- The review of key issues with a wide range of colleagues. Getting access to a wide range of information.
- To be on the other side of teacher/learner.
- Mentoring
- Networking with others from different organisations.
- The networking and ideas sharing opportunities.
- Seeing sample assessments.
- Meeting others with the same or more experience than me and through discussion and activities, shared experiences and knowledge.
- The quality of content.
- Meeting others in same position. Sharing experiences/resources. Having a mentor.
- Chance to network with colleagues across the sector. Sharing best practice.
- The networking with people much more experienced than me.
- Networking, sharing ideas, reviewing materials, providing "sparks" for change.
- Networking and mentoring by Wendy Daniels.
- "Picking" other people's brains. Sharing ideas, information and resources.
- Networking with others.
- Approachable staff. Lots of practical guidance.
- Practical ideas. The expertise and advice of the session leaders.

What would you tell other practitioners who might be interested in participating about the programme? **(26 comments)**

- Yes, especially if new to teaching.
- This programme gives you a really good insight into ITT and helps equip you with strategies and resources to support your teaching.
- It also gives you a chance to network with other teachers and share working practices.
- The networking element was very much in evidence and any backup needed outside of the course is an invaluable aid to anyone on the course. The tutors were very knowledgeable and understanding and the pace of delivery was suitable for all participants.
- Come along!
- A very useful event which I would certainly recommend.
- That it is incredibly useful for teacher educators.
- Do it!
- Week 1 was OK, Weeks 2 & 3 very good!

- Yes – it would have greatly benefited my colleague, Katrina Diamond at City of Bath College (unable to attend on Fridays this year).
- Good networking. Builds confidence in role of teacher.
- I came because I work in isolation. I think it is more useful for new teacher educators.
- I think I would say attend to those with little experience but perhaps for more experienced they need to ensure what they require is part of the objectives.
- To take maximum opportunity to share ideas and gather information.
- Particularly good if you are new to ITT.
- Filled with useful information, activities and discussion. All of which is **relevant!**
- That they can only gain from the course. That spending time with practitioners from other colleges is invaluable.
- It is excellent, a '**must**' for those new to Teacher Education.
- Worthwhile, invigorating course.
- Definitely participate – I've got so many new ideas and have had so many fears assuaged.
- Do it!
- It got better as it progressed.
- Do it – definitely. Great way to share ideas, find information, be given sources of additional information.
- How important it is to network and have information and ideas with others.
- Very helpful for those seeking PTTLs.
- Definitely join the programme!

2) Impact of Participation in the STEP Project

Please comment on the extent to which you feel your participation in the STEP Project (both the 3 STEP sessions and, if appropriate, Peer Mentoring) has had impact for you:

(please circle the most appropriate number)

No impact	1	2	3	4	5	High Impact
Responses	0	1	5	15	5	

Comment: **(18 comments)**

- I feel I can empathise more with the prospective new teachers in my class.
- My confidence in delivering ITT has risen as a result of this programme.
- Some knowledge gained in the 2 sessions I attended were incorporated into my teaching practice. The peer mentoring was a good experience – excellent match with an experienced practitioner who was enthusiastic about the programme.

- Sadly, I have not been give a PTLLS cohort to teach since January 2011, so haven't had the chance to put what I've learnt into practice.
- My role in teacher education is small at this stage. However, I feel I have been given a comprehensive overview.
- Has allowed a review of own practice.
- Will be able to use and disseminate a lot of information to the PTLLS team.
- I would rate is 5, if it were not, potentially, going to be the end of my career as teacher/trainer.
- Mentoring helped me with a specific project I am working on.
- Raised awareness of different approaches to ITT across WBL and FE sectors.
- This has widened the variety of resources and practical advice/experiential learning available to me.
- Has made me more aware of the links between theory and practice (or more precisely how to deliver this too trainees). I am now more confident in my delivery as I now know what I am doing, others are doing.
- The course had influenced and changed – for the better my PTLLS delivery – confidence and the information I have. Had access through my mentor has had a positive result on the issue I approached my mentor with.
- I have a new job in another college taking responsibility for HE **and** teacher training (the course helped me gain this post!). I will use materials, etc. to inform my new role.
- It has prepared me for first PTLLS course and the 3rd day had just come in time to support the observing micro-teaches in a fortnight. Mentor has been brilliant.
- Working at the moment as a sole agent, has been useful networking.
- We have changed our whole approach to PTLLS after considerable discussion.
- I have used strategies from every session in my teaching and found them to be very useful.

Identify (if you can) some examples of ways in which have you changed/developed your practice:

(22 comments)

- I am trying to be more reflective in my own practice.
- Lots of lovely new ideas for activities and resources.
- I've taken away lots of ideas and resources, shared them with colleagues and used with learners.
- Improved my confidence (particularly my professional judgement). Raised awareness of theoretical links to practice.
- Greater level of self value in the isolating role that I have.
- Admin – updated resources
- The video resource on reflective practice, as well as discussion – the final session will certainly change the way in which we introduce trainees to reflective practice.
- Development of DTLLS
- Given me greater confidence/clarity in marking written work.
- Particularly the ways in which the different reflection models can be used.
- Reflection, mentoring, tutoring.
- It has encouraged me to be more experimental in my practice.

- I have given the responsibility of learning to the students – I have stepped back from force feeding students information. Taken more risks and enjoyed marking the results in assignments and student success.
- Nearing completion of first PTLLS course. Put lots into practice – will reflect and inform changes when we run the course next time.
- Created more robust IV procedures. Reflected on expectations of learners, re. PTLLS.
- Keeping it simple, not trying to cover too much. New resources – I have used in our course.
- I have developed my PTLLS to be nearly paperless (but not completely due to the STEP Programme). Just happened during the time I have been here. I have used a lot of the activities suggested (adapted for purpose). I have realised that I am **over** assessing for PTLLS.
- Confidence in using moodle VLE. Confidence in what I am doing generally.
- Changed from predominantly Level 4 to Level 5 PTLLS (although delivery same, changed order of lessons, changed order of assessment).
- Simplified some of the content.
- More confident. Used some of the ideas/resources.
- New ways of looking at things. Not to over complicate PTLLS.

3) **Intended STEP Project Outcomes**

Please identify, from your perspective, which of these statements you feel apply to the STEP Programme:

It has encouraged and supported new and less experienced Teacher Educators to identify their development needs and plan ways to address some of these.	20
It has helped raise the quality of Teacher Education across a variety of providers from all parts of the Lifelong Learning Sector.	17
It has contributed to developing a shared understanding of key skills and knowledge that distinguish a Teacher Educator from other teachers in the Learning & Skills Sector.	19
It has helped create a sense of a Community of Practice for Teacher Education in the Region.	19
It has encouraged ITT provider organisations to be pro-active in identifying organisational needs around their ITT offer and of members of the ITT delivery team(s).	10

4) Please add **any further comments** you would like to make about the STEP Project
(16 comments)

- This has been a very useful 3 days, thanks to all.
- A really great programme, thanks for giving me the opportunity to participate. It was a shame I missed the third day and hope to access the resources via the website.
- I particularly enjoyed Mary Turner's delivery style.
- This should be mandatory on an annual basis for CPPD – as much personal as professional.
- Very constructive, would like to see more development of C.O.P.

- Allocation of mentor and added support provided as part of programme. Links to various websites provided is excellent. Too much City & Guilds - there needs more consideration of other award body delivery.
- Throughout the three days there has been a lot of reference to C&G and the C&G model of delivery. Some of us work with other awarding institutions with different modes of delivery.
- This was enjoyable although as an experienced practitioner there wasn't much new material. That said, the third session was enlightening and I valued being able to view example assessments.
- The team obviously took on board and addressed feedback from previous session. Some thing that rarely happens but does really make you feel your opinion is valued.
- The organisation of each session has been excellent. The response to the feedback from the first session was spot on. The IT issues were real. Just the same as we have to cope **with**. Thank you
- I hope this excellent project continues.
- It has been a really positive experience and I hope to maintain the relationships with other participants.
- This regular meeting of colleagues sharing ideas would ideally be a regular activity every year/six months.
- I am not sure about the last statement – will see what comes out in the future.
- Great idea – wish it has been available **before** I worked on first PLLS course.
- The best CPD I have experienced in this very specific area of ITT – there seems to be an assumption that you are born knowing how to do this well!

Appendix 11 - Publication 1 – Deep End First Ed – Cover

Crawley J. (2005) *In at the Deep End – A survival guide for teachers in Post Compulsory Education*. London: David Fulton

Please note that this material has been removed in this digitized version due to potential copyright issues.

Appendix 12 - Publication 2 – Deep End Second Ed – Cover

Crawley, J. (2010) *In at the Deep End - A Survival Guide for Teachers in Post Compulsory Education (2nd Ed)*. London: Routledge

Please note that this material has been removed in this digitized version due to potential copyright issues.

Appendix 13 - Publication 3 – TILL (Teaching in Lifelong Learning) article

Crawley, Jim *[‘On the brink’ or ‘designing the future’? Where next for Lifelong Learning Initial Teacher Education?](#)* pp. 2-12. DOI: [10.5920/till.2012.412](#).

‘On the brink’ or ‘designing the future’? Where next for Lifelong Learning Initial Teacher Education?

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Abstract

This article highlights and analyses the challenges immediately facing Lifelong Learning Initial Teacher Education (LL ITE) in the UK which have arisen as a result of the policies and actions of the UK Government. The context of the LL sector for teachers and teacher education is explored, and how this has led to a restrictive culture of teacher professionalism. Using research carried out by the author, the article profiles LL Teacher Educators, their working context and values, and their attempts to model a more expansive professionalism. Evidence of the recent achievements of LL ITE is analysed and the dangers to these achievements presented by recent government changes and proposals are highlighted. The article concludes that LL ITE is ‘on the brink’ in terms of survival, and proposes how LL Teacher Education can move forward into a more optimistic future.

Key words

Post Compulsory Education; Further Education; Lifelong Learning Sector; Teaching and Learning; Initial Teacher Education; Policy; Professionalism.

Introduction

At the time of writing, Lifelong Learning Initial Teacher Education (LL ITE) is on the brink of a possible disaster, probably a new beginning and certainly a journey into new and uncharted territory.

This article firstly introduces the extremely difficult situation which LL ITE finds itself in midway through 2012. The key characteristics and the professional context of the LL sector and the teachers working within it are summarised, and the difficulties teachers face developing and expressing a positive professionalism. Using research carried out by the author, the article then defines LL Teacher Educators, profiles their working context and values, and suggests they are modelling a more expansive professionalism with the teachers they train. In considering the current situation facing LL ITE the article provides evidence of achievements made over the past decade, and how these are in danger of being undermined by recent government changes and proposals. The article concludes by proposing positive ways forward for LL Teacher Education to a more optimistic future.

Defending Teacher Education

In 2011 the Standing Council for the Education and Training of Teachers (SCETT) published *In Defence of Teacher Education* as a response to the Coalition Government's White Paper for schools, *The Importance of Teaching* (2010). SCETT (2011) argued that the Coalition Government '*looks set to reverse the emphasis that has developed over the last sixty years*' where teacher education, '*led by Higher Education*' has proved to be a highly successful approach to providing initial training for the UK's teachers (SCETT, 2011: preface). The paper contends that government policy views teaching as a 'craft', mainly learnt in the workplace, and that '*the Coalition's implicit strategy of abandoning teacher education*' should be questioned and resisted. SCETT assert that Teacher Educators believe '*that teaching is a real profession, rooted in subject-knowledge, rather than simply being a craft*' (SCETT, 2011: p. 9), and calls for Teacher Educators, teachers and professional associations to be '*united in resisting the "deprofessionalisation" of both teachers and teaching*' (ibid).

LL ITE is particularly in need of defending as we approach 2012/13, especially that which is validated, developed and co-ordinated by Higher Education (HE)

Institutions, as the majority of the current provision is. Of all those qualified to teach in the LL sector, 55% have qualified through a university programme (LLUK, 2011: p. 29). For each of the three years from 2007/8 to 2009/10, more than 20,000 trainee teachers were registered on longer university teacher education programmes - i.e. Cert Ed / PGCE (LLUK, 2009, 2010 and 2011). There is a distinguished history of HE-based LL ITE going back over 60 years, and hundreds of thousands of teachers in the broader Lifelong Learning Sector (LLS) (Further Education, Adult Education, Public Services Instruction, Work-Based Learning, the Voluntary and Community Sector and Prison Education) have been supported to become qualified professionals to date.

At the time of writing, however, many of these HE providers consider their provision to be immediately at risk - for reasons to be explained in this article - with a loss of expertise which will prove difficult to replace. The article, which is a personal perspective from a long standing Teacher Educator, intends to stimulate debate and coherent thinking and agrees in principle with SCETT (2011) that:

'The lesson for those who want to defend teacher education is clear. We must engage in more ... debates. We must encourage a real reflection and evaluation of ideas on their own merits ... unless there is a clarity and independence of thought, the profession can never hope to engage productively with upcoming debates about the nature and content of the curriculum. This will undermine not only the future of teacher education, but the future of education itself.' (p. 29)

If we are to move away from the brink of disaster to a key role in 'designing the future', the community of practice of LL Teacher Educators needs to come together and ensure it is heard before it is too late.

The Lifelong Learning Sector

The LLS is notoriously difficult to define (Armitage et al, 2007; Crawley, 2010a; Keeley-Browne, 2007), has been re-named at least five times over the last 20 years, and been the responsibility of different government departments, ministers, quangos and funding organisations. Orr and Simmons (2010) describe the sector as having been:

'... subjected to unprecedented levels of state intervention and series of policy initiatives, relating to both strategic and operational matters. Virtually all aspects of FE are now highly mediated by the State. Keep (2006) argues that PCET in England is now the most highly-regulated and centrally-directed education system in Europe.' (p. 78)

LL sector students and teachers come from a great diversity of experience and backgrounds and the provision includes an extraordinary breadth of subjects, programmes, teaching and organisational contexts (Crawley, 2010a; Lucas, 2004; Orr and Simmons, 2010; TLRP, 2008). This makes the sector unique, but results in a lack of 'connectedness' which Blair (2009) describes below:

'An FE college juxtaposes many different spaces in a single real place: learners sit in refectories, some in overalls, some in tabards, some in football kit, some in smart clothes, some in everyday clothes, some with books, some with nail files, some old, some young, all different. The only thing they have in common is the space they are in.' (p. 98)

Professionally, LL teachers often have the status of second class citizens in UK education, and Richardson (2007) explains some of the reasons why:

'The shortfall compared to secondary schools in FE student funding per head is estimated at 13%...and in FE teachers' pay...at 9.5%...Beyond these direct, "real-time" school/FE comparisons, FE also receives less funding for its "second chance" work with students at Entry level, level 1 and level 2 when compared to schools.' (p. 409)

LL teachers experience limited professional influence or autonomy in their working lives (Coffield, 2008; Hyland, 2011; Orr, 2012). They would not recommend their organisation as a good place to work (Learning and Skills Development Agency, 2002; Learning and Skills Network, 2008); do not feel valued or cared for by their employer and can be seen as trapped in what has been described as 'restrictive professionalism' (Avis and Bathmaker, 2006: p. 185). Despite this restrictive environment there is evidence that LL teachers maintain an open and outward looking approach, recognise the value of education to society at large, and work to

improve *'the health, welfare, self-esteem and ongoing progression of students'* (Avis et al, 2011: p. 215). This more positive vision of teacher professionalism encourages teacher empowerment and criticality, is described as 'expansive', and has been argued as a way forward for LL teachers out of the restricted and impoverished professionalism which persists across the sector (Avis and Bathmaker, 2006).

This array of interlocking elements produces a sector which is exciting, varied, dynamic and forward looking, whilst at the same time being overcomplicated, frustrating, challenging and full of inconsistencies, often within the same day.

A definition of Lifelong Learning Teacher Educators

Teacher education should be straightforward to define. One of the most recent publications for new Teacher Educators in the UK (Boyd, Harris and Murray, 2011) contains much useful advice and guidance for Teacher Educators in all parts of the education sector, but does not actually define teacher education or a Teacher Educator. In research carried out by the author with over 250 LL Teacher Educators (Crawley, 2009; 2010b), participants in discussion workshops about teacher education experienced difficulties defining a Teacher Educator, and they found it particularly difficult to distinguish between a 'good teacher' and a 'good Teacher Educator', as there can be many similarities. The US Association for Teacher Education's definition is:

'... Teacher Educators are identified as those educators who provide formal instruction or conduct research and development for educating prospective and practicing teachers. Teacher Educators provide the professional education component of pre-service programs and the staff development component of in-service programs.' (ATE, 200 p. 5)

As a UK LLS Teacher Educator Exley (2010) takes us beyond the somewhat functional definition above when she suggests that:

'Teachers can provide experiences that facilitate learning, and therefore facilitate change, by offering both scaffolded active engagement and information as content. Teacher Educators, however, are also defined by the fact that they teach in ITE and Continuing Professional Development

(CPD) and will, therefore, need to be able to help those they teach to become enablers of learning and be sources of knowledge.’ (p. 24)

Exley’s notion of Teacher Educators as those who model teaching behaviour to trainee and other teachers is widely held (Korthagen, 2004; Loughran, 2007; Thurston, 2010) and does help to more clearly identify what is unique about the Teacher Educator role.

At its simplest I would argue that the role of a Teacher Educator is to teach and/or support trainee and experienced teachers in ways which help them improve their teaching, whilst also building and extending their own professional knowledge and vision. For this article a broad and inclusive definition of LLS Teacher Educators has been used, which is:

any teaching professional supporting the learning and development of trainees on any of the currently recognised awards for teaching professionals in the LLS.

The professional context, characteristics and values of LL Teacher Educators

Ongoing research by the author (Crawley, 2009; 2010b) and previous work from others including Harkin, Cuff and Rees (2008) and Noel (2006 and 2009) has provided a good profile of LL Teacher Educators. There are significant numbers of teaching professionals involved, many working in Further Education (FE) colleges and universities and the broader LL sector. LL Teacher Educators often move into teacher education with considerable experience in the sector, the majority are over 50, from a variety of teaching and other backgrounds and tend to be as in Noel’s (2006: p. 154) statement ‘*largely female, white and middle aged*’. The proportion of their time spent on teacher education is often less than 50%, and the other work they do includes teaching in their original subject area, managing programmes and contributing to organisational staff development. They have often come into teacher education in a circuitous way, usually by being recognised as a very good teacher, then having to make the transition to becoming a very good Teacher Educator with variable levels of support. No national figure of how many LL Teacher Educators there are exists, but with some 45,000 registrations each year on any type of

teaching qualification by FE teachers for 2007/08, 2008/09 and 2009/10 (LLUK, 2009; 2010; 2011), it would appear reasonable that 30 teachers per Teacher Educator as an average provides a starting point, resulting in an estimated total of 1,500 LL Teacher Educators in 2012.

The scale of LL ITE is very large, although it is rarely accorded the respect its achievements deserve. 45,000 LL teachers were registered on LL Teacher Education courses in each of 2007/08, 2008/09 and 2009/10 (LLUK, 2009; 2010; 2011). In comparison, in 2009/10 there were just under 38,500 Primary and Secondary trainees (Smithers and Robinson, 2011). On an annual basis, for each of those three years, more LL sector teachers were engaged in ITE programmes than all of the Primary and Secondary teacher trainees combined. Very few people (including those working in LL ITE) will be aware of this comparison.

Teacher Educators are an under-researched group, and in particular LL Teacher Educators. As part of research undertaken by the author between 2009 and 2011, 250 Teacher Educators engaged in workshops and 161 responded to the largest survey of its type undertaken with this group in England. Questions were included about the characteristics, development needs and beliefs, and opportunities presented throughout the online survey to add free comments, which were enthusiastically taken up (some 287 comments or 4,500 words were added). These responses covered a wide range of themes but there were three particular priorities for teacher education which occurred more frequently than any others. These concerned the importance of:

- supporting teachers in managing their day-to-day teaching and its associated challenges
- developing actively critical teachers who are empowered to experiment and move towards excellence
- encouraging teachers to adopt an outward-looking vision of teaching and learning and its contribution to the community at large.

Below is a small selection of quotes from different respondents which illustrate those priorities:

“I think it is really important to have empathy with your students regarding all the challenges they face when taking on a new teaching

role at the same time as writing academically sometimes for the first time.”

“(Teacher Educators need) The empathy and critical ability to judge the balance between support and facilitated autonomy, as needed to help the trainee move successfully towards their goals as trained professionals.”

“(Teacher Educators need) The ability to help others make sense of the external and internal factors that impact on their teaching/learner support roles...leading to understanding, political awareness and empowerment.”

This brief summary gives strong indications that the values of LL Teacher Educators align strongly with the ‘expansive’ approach to professionalism discussed earlier in this article. The research further indicates that modelling a more expansive professionalism with the teachers they train forms a central part of their activity as Teacher Educators.

Where does LL ITE stand now?

In 2003 Ofsted carried out a survey inspection of FE ITE and found the ‘*current system of FE teacher training does not provide a satisfactory foundation of professional development for FE teachers at the start of their careers*’ (p. 4). As a result of this report and the subsequent *Equipping Our Teachers* (DfES, 2004) reforms including the 2007 Further Education Workforce Regulations (DIUS, 2007), LL Teacher Education and CPD have introduced major developments which have led to significant improvements, and achieved a situation by 2012 where:

‘... good progress has been made towards ensuring a qualified and expert teaching profession with new entrants to the sector enrolled on or have achieved a recognised teaching qualification.’

(BIS, 2012: p. 7)

and

'There is evidence from interviews with teachers, department and faculty heads and team leaders, that new staff systematically being enrolled on and obtaining the ITT qualification equips staff with increased confidence, the ability to use different teaching methods to support learners with varying needs and learning preferences, and increased reflective practice.'

(BIS, 2012: p. 8)

The effective support given through teacher education programmes has been a major contribution to the improvements, and 80% of all staff in the sector are either qualified or engaged in teacher education at the time of writing (ACETT/LLUK, 2010; BIS, 2012; Ofsted, 2010). One recurring problem which does however appear in Ofsted ITE inspection reports, evaluations and research is the inconsistency of employer support for their staff to become professionally qualified (ACETT/LLUK, 2010; BIS, 2012; Ofsted, 2010; Thompson and Robinson, 2008). The *Review of Professionalism in Further Education - Interim Report* (Lingfield, 2012) recognises this when citing Lucas and Unwin (2009):

'...many of the FE colleges surveyed offered little or no financial support to their staff undertaking mandatory teacher training, nor sufficient remission from their normal lecturing timetables to "reflect, to read...to dig deep into the theory; no time to think through what it all means".' (p. 20)

and

'The review panel concludes that effective in-service training arrangements in FE depend not only on the engagement of staff...but also on the wholehearted involvement of their employers. That involvement appears to be patchy, ranging from complete to minimal.' (p. 20)

Yet Lingfield's *Interim Report* (2012) adopts a highly negative stance towards teacher education. There is no mention of any of the extensive evidence of improvement from research (including from the same department that

commissioned the review), and only negative comments are made, as represented by the examples below:

'Initial teacher training programmes appear to be largely generic and theoretical, rather than being related to the professional and occupational expertise of college lecturers.' (p. 14)

and

'There are doubts about the consistency of delivery of the qualifications ... the shortcomings found by Ofsted in 2003, which apparently remain common.' (p. 19)

Rather than recognising the evidence about progress made through the reforms and building new ways forward based on that evidence, the Interim Report proposes a removal of all regulation of teaching qualifications including the requirement for LL teachers to gain a minimum level of qualification. Most surprising however is the proposal for ITE to be self-regulated by the same employers who have regularly failed to effectively support their teachers in getting qualified.

In taking such an anti-teacher education, market-led approach, Lingfield's recommendations closely align to the managerial, restrictive and limited version of professionalism which the workforce reforms of 2001 and 2007 were seeking to move away from.

On the brink

The recommendations of the Lingfield report are likely to reduce the scope and range of teacher education and its capacity to continue to lead the way in improving LL teaching and learning. They are however one part of a 'double whammy' which LL ITE faces. The second part is the looming increase in HE fees in 2012/13, and all ITE fees from 2013/14. As a result of changes recommended in the Browne Report (2010), and the Coalition Government's policy of transferring the cost of education and training from the public purse to the beneficiaries of

education and training (i.e. the students), most undergraduate HE fees are increasing to between £6,000 and £9,000 per year from 2012/13. A consequence of this change is that a typical part-time in-service LL ITE course will see its annual fee increase from around £900 per year to around £3,000 per year in 2012/13; an increase of 325%. This unintended consequence, plus the removal of a requirement to become qualified and employers self-managing LL Teacher Education is certain to result in a reduction of LL Teacher Education. Given the evidence presented in this article, it is very difficult to interpret the Government position as anything other than anti-teacher education.

As if the double whammy above wasn't enough, the recently announced bursary scheme for LL ITE adds insult to injury. After indicating that bursaries for LL teacher trainees would be comparable to those for trainee school teachers in November 2011, the Minister of State (Further Education, Skills and Lifelong Learning) announced the level of those bursaries as £1,000 per year up to a maximum of £1,500 (for Skills for Life trainee teachers) per year for the 2012/13 year. For the same year, the most a school ITE trainee could be awarded is £20,000. As if any further evidence were required that LL Teacher Education is undervalued, it would appear that a LL trainee is worth just one twentieth of the value of a school teacher trainee.

Conclusion

We have arrived at a pivotal moment in the history of LL ITE. Despite working in a sector which achieves much, and despite leading major improvements in teacher education in an environment which continues to be particularly harsh, and despite promoting an expansive version of professionalism for teachers which is outward looking and aspirational, LL ITE remains not just the poor relation, but seriously at risk of being decimated by an extraordinary accumulation of circumstances.

What then can be done in defence of teacher education? A number of writers have argued for a change in teachers' approaches to 'taking and making their own

professionalism' by seeking greater involvement and encouragement of a more mature approach from their employing organisations, agencies and government (Coffield, 2008; Crawley, 2010a; Hillier and Jameson, 2004; Hodgson, Edwards and Gregson, 2007). It is powerfully argued that there needs to be:

'... a stronger role for the practitioners...at local level in planning provision and capacity-building for the future in order to harness valuable local knowledge and to meet the needs of diverse local communities.'

(Hodgson, Edwards and Gregson, 2007: p. 227)

and that

'... the sector needs to be managed on a more flexible basis that allows room for professionals to act according to their own judgment of the local situations.'

(TLRP, 2008: p. 19)

Frank Coffield, one of the most respected and powerful writers on the LLS, puts it succinctly:

'How can 200,000 professionals become so invisible when they are so indispensable?'

(Coffield, 2008: p. 8)

Coffield also points to a way forward which would benefit us all:

'Staff need to be involved as full, equal partners in the development, enactment, evaluation and redesign of policy, because tutors and managers are the people who turn paper policies into courses, curricula and purposeful activities in classrooms.' (p. 22)

What should LL Teacher Educators do?

A network of consensus amongst LL Teacher Educators, including national organisations such as UCET (The Universities Council for the Education of Teachers) and ACETT (The Association of Centres for Excellence in Teacher Training), is emerging around the idea that we should face the future challenges together, make our own professionalism, argue strongly as a professional community of practice about what we believe and advocate for the evidence of what

works and why, when training LL teachers. There is confidence that LL ITE will survive in some form, but that the landscape will change, and it may well involve fewer HEI programmes. To conclude this article I would like to suggest some guiding principles which we may all be able to unify around:

- we need to be fully committed to a model of ITE and CPD which faces both ways (i.e. towards 'the inside' - supported teaching professionals in their practical teaching, supporting learners and working with / managing their own professional situation / colleagues; but also towards the 'outside' – the larger issues, concepts and values of teaching and learning, the community and the world beyond)
- LL ITE needs to diversify and deepen its range and scope and this will involve a more integrated induction>ITE>CPD curriculum
- we need to be at the forefront of new approaches to curriculum, delivery and support, driven by the entrepreneurship of ITE providers and Teacher Educators
- new partnerships, alliances and collaborations need to emerge around ITE, including a greater role for the private sector
- technology needs to be embedded as an effective tool in programme delivery and support
- we need to lead ideas and take opportunities for development, managing changes and innovation even within the currently challenging situation.

Our only way forward is to make our own professionalism for the future as the loss of quality, commitment and expertise which would result from any other approach cannot be countenanced. We must design the future, not return to the past.

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Appendix 14 - Publication 4 –Research in Post Compulsory Education article – (November 2013)

'Endless patience and a strong belief in what makes a good teacher.'
Teacher Educators in Post Compulsory Education in England and their professional situation.

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'Endless patience and a strong belief in what makes a good teacher.' Teacher Educators in Post Compulsory Education in England and their professional situation.

This research explores the professional situation of teacher educators in Post Compulsory Education. The article reports on a project which included the largest online survey of this particular group to date, and the results provided rich insights into their values, experiences and particular working context. The results significantly extend our understanding of the characteristics and beliefs of this under-researched professional community, and they have a powerful resonance as we move into a new era for UK teacher education.

Keywords: Further education; teacher development; teacher training; teacher education; initial teacher education; trainee teachers; professional development; teachers

Research framework

The research questions addressed by my project were:

- (1) What is the professional situation of teacher educators in Post Compulsory Education (PCE)?
- (2) What could be considered to be the essential characteristics needed to be a good PCE teacher educator?
- (3) How do PCE teacher educators view themselves in relation to these characteristics and their development needs?

My overarching objective was to highlight the importance of teacher education for PCE and in doing so enhance its professional well-being. I also wanted to provide insights into the way that PCE teachers are supported to become better teachers through teacher education and therefore help their learners as members of the community. The research accordingly has resonance and value for the greater national and international teacher education community.

In order to answer the research questions, I adopted a qualitative approach, and combined methods to provide a variety of opportunities for the teacher educators to reflect on their work and professional situation. This yielded a robust, rich and illuminating range of data about PCE teacher educators.

Two sources particularly influenced my research design. In her study of teacher educators in one university PCE partnership, (Noel 2006) suggests routes into PCE teacher education are varied and somewhat haphazard, and induction / support systems for this group are limited, if they exist at all. Research by (Harkin, Cuff and Rees 2008) articulates with Noel's. A number of the questions in my survey were modelled on those used in Harkin, Cuff and Rees (2008), which provided a sound structure for generic information, as well as enabling a degree of comparison.

Research by Boyd, Harris and Murray (2007); Crowe and Berry (2007); Korthagen and Verkuyl (2007); Loughran (2007) and Murray (2008, 2010) has

highlighted the work of the broader community of teacher educators, their characteristics and their professional situation. The depth of engagement my research has had with a large number of PCE teacher educators and the emerging insights into their characteristics, personal values and beliefs add significantly to the national and international understanding of teacher education, and in particular PCE teacher education.

Project activities

The first stage of the research project was a series of 'workshop sessions' involving professional conversations designed to produce a set of 'essential characteristics' for PCE teacher educators. These sessions involved a wide range of professionals who fitted the project's definition of PCE teacher educators, which is:

any teaching professional supporting the learning and development of trainees on any of the currently recognised Initial Teacher Education (ITE) awards in Post Compulsory Education.

The sessions took place at conferences, teacher education forum meetings, national, regional and local events including the Post-16 Committee and annual conference of the Universities Council for the Education of Teachers (UCET) and a major conference at the Eden Project, Cornwall. The workshop sessions engaged 250 practitioners including ITE course teams, Centres for Excellence in Teacher Training (CETT) members, UCET Post 16 committee, and the researcher's own ITE colleagues. The sessions discussed two questions:

- what is the difference, if any, between a good teacher and a good teacher educator in PCE?
- what are the essential characteristics of PCE teacher educators?

The resulting feedback and contributions confirmed the appropriateness of some survey questions, suggested others were not necessary, and added new ones.

Definition of Post Compulsory Education

My research used Crawley's (2010, 14) definition of Post Compulsory Education:

If you are teaching in further education, community development learning, workplace learning, 14-19 provision, public services training or offender learning which is not delivered by school teachers, you are working in post compulsory education

The online survey

An online questionnaire was selected as the most efficient and effective way of gathering the qualitative and quantitative data. A series of PCE teacher education networks agreed to share the online questionnaire and 161 responses were received, making it the largest survey of its type to have been carried out in England to date.

Findings and discussion

Project reach

A total of 756 engagements with practitioners took place during this stage of the project. This included all who attended workshop sessions, completed the online questionnaire or were involved in other project activity. On hundred and forty organisations, 180 current teacher trainees, 250 new or experienced teacher educators, 25 prospective teacher educators and 161 survey respondents (all teacher educators) made up the total. 436 of these engagements were with teacher educators. Some practitioners were engaged on more than one occasion. To assist with establishing the proportion of PCE teacher educators reached I have made use

of PCE workforce data for 2007/8, 2008/9 and 2009/10 collected by Lifelong Learning UK (LLUK 2009 and 2010). Overall enrolment on PCE teaching qualifications over these three years was

2007/8	46,504 (18%) (LLUK 2009, 34)
2008/9	45,305 (16.9%) (LLUK 2010, 28)
2009/10	45,590 (18.4%) (LLUK 2011, 31)

The figures in parentheses represent the percentage of 'contract holders' in further education on each of these years, which is the most accurate figure for the total PCE workforce available. This indicates a substantial amount of ITE activity.

No official data on the number of teacher educators in PCE is available and other research has highlighted this fact (Clow and Harkin 2009); (Harkin 2005); (Harkin, Cuff and Reese 2008); (Noel 2006) and (Noel 2009). Using the LLUK figures relating to college staff registered on teaching qualifications (over 45,000 staff in each of 2007/8 and 2008/9), I estimated the community of PCE teacher educators who would be training these staff in England at 1500 (i.e. an estimate of one teacher educator for approximately every 30 trainees). Fifteen hundred teacher educators is a potentially significant community of practice, but this professional group has been the focus of relatively little government attention, and a surprisingly small amount of previous research. My project has engaged with approximately 29% of that group with 436 interactions, and the survey return of 161 represents 11% of the estimated workforce. The size of the sample and the robustness of the evidence combine to make a significant new contribution to research in this field, as I now intend to make clear.

Teacher educators' personal and professional profile

Three English regions contributed the majority of survey responses (South West 32.9%, London 18.6% and the South East 12.4% - making 63.9% of the total). The survey originated from SW Centre for Excellence in Teacher Training

(SWCETT), covering the SW of England, which is why most respondents are from that area.

Gender, age and ethnicity

There was a significant majority of female respondents (124 or 77%) as against males (37 or 23%). These figures are higher than (Noel 2006) - 66% female and 34% male, and (Harkin et al 2008) - 60% female to 40% male. Given the larger size of the sample, and its recency, it can be argued this data is more current and representative. The ethnicity of respondents was overwhelmingly white, which repeats the results of previous surveys (Noel 2006); (Harkin et al 2008), demonstrating there is work to be done in relation to improving the diversity of the PCE teacher educator community. One hundred and thirty eight or 83.8% of respondents were aged between 45 and 65 years of age, also broadly in line with the findings of (Noel 2006) and (Harkin et al 2008). Overall, Noel's statement that PCE teacher education 'involves a workforce which is largely female, white and middle aged' (Noel 2006, 154), could be updated by my survey which indicates it is 'largely female, white and moving past middle age'.

Professional situation

The survey contained a question asking about the organisations that respondents worked for, and multiple responses were allowed, as many PCE teacher educators can be employed by, for example, a Further Education College, but working within a university validated HE ITE programme. The largest groups identified worked in Further Education Colleges (104 responses or 51.7%) and Higher Education institutions (58 responses or 28.9%), but around 25% of responses were from those outside of FE or HE. To engage teacher educators outside HE or FE was

particularly gratifying as they feature even less often in research than those in HE or FE.

With respect to other aspects of their professional situation, just over 85% of respondents have been teaching for more than 10 years. Approximately 31% have spent more than five years and almost 31% more than 10 years as a teacher educator. 'Most teacher educators combine the role with other work roles' (Harkin et al 2008, 25), with 51% of respondents spending less than 50% of their time supporting students on teacher training programmes. Management takes up 46% of the remainder of our teacher educators' work, whilst research takes up 23% of their remaining time. This echoes (Harkin et al 2008) and (Noel 2006) which showed PCE teacher educators as also having multiple roles. (Noel 2006) suggested balancing this many roles can be problematic, but found the teacher educators she interviewed were often becoming involved with teacher education for a growing proportion of their employment. The data from this survey indicates that greater involvement has not in fact taken place to the degree suggested by Noel's work. Respondents indicated their overall ITE involvement was rarely above 50% so balancing the teacher educator and other roles remained a challenge.

ITE programmes worked on

At this point it is helpful to explain the current situation in terms of ITE programmes in Post Compulsory Education. A series of government initiatives in 2007 introduced Initial Teacher Education (ITE) and Continuing Professional Development (CPD) reforms including new requirements for both beginning and experienced teachers in the sector and the establishment of the status of Qualified Teacher (Learning and Skills) or QTLS.

PCE ITE Qualifications

Legislation passed in 2007 (DIUS 2007) introduced three new qualifications for teachers in PCE in England, helping them to become 'licensed teaching practitioners' in the sector. These awards include the short Preparing to Teach in

the Lifelong Learning Sector (PTLLS), which is a gateway qualification seen as a minimum requirement for all teachers. PTLLS does not confer any teaching status. If their teaching role is as an 'associate' - a title for a more limited teaching role defined by LLUK (2007, 6) teachers undertake the Certificate in Teaching in the Lifelong Learning Sector (CTLLS), or the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), if they are in a 'full teaching' role (LLUK 2007, 6).

As the ITE reforms were underway when my survey was carried out, I was able to gather data about which of the new awards respondents were working on. Multiple responses were allowed for this question, and 425 responses were made by the 161 respondents overall. 101 or 25.6% indicated they were involved in delivery of PTLLS and 91 or 23.9% on Cert Ed / PG Cert (part time in service programmes); 65 or 16.5% on CTLLS, and 79 or 20.1% on DTLLS. These figures suggest two aspects of PCE teacher education which are unusual in ITE. This is the degree to which trainees are studying part time whilst already in employment (i.e. in service) for their teaching qualification, and the degree to which teacher educators are teaching on short courses, sometimes as short as one semester or as small as 6 credits (PTLLS). Part time in-service is by far the most significant mode of operation of this phase of teacher education. Only 29 or 7.4% of the responses indicated practitioners were working on full time pre service courses, whereas the overwhelming majority (92.6%) of responses indicated staff were working on part time in-service provision of one type or another. This is a unique characteristic of PCE teacher education within UK teacher education

Teacher educators in PCE

It is striking how rarely items about PCE teacher educators feature in the academic literature. There is a selection of well-known items such as (Harkin, Cuff and Rees 2008) and (Noel 2006), but the first of these was never formally published, as it is an 'interim report' which never emerged as a final publication. There is more literature addressing teacher education in other parts of the education sector, but a

relatively small proportion features teacher educators themselves, and very rarely those working in PCE (Boyd, Harris and Murray 2007), (Murray 2008); (Noel 2006); (Thurston 2010). Thurston's (2010) suggestion that this group of teacher educators is to some degree invisible in the teaching and learning community appears well founded. The presence of Centres for Excellence in Teacher Training (CETTs) has encouraged research in the field of teacher education in PCE, and examples are now moving through into publication so there is some sign of this changing. This article is an example of that growth.

A clearer, deeper and broader picture of the professional situation of teacher educators in the PCE sector has emerged from this section of my data. There are significant numbers of teaching professionals involved, many working in further education colleges and universities, but also others in broader PCE. They tend to move into teacher education with considerable experience in the sector, and the proportion of their time spent on teacher education is often less than 50%. The ITE provision on which respondents work includes short courses and the majority of PCE trainees are on part time in-service programmes lasting from one semester to two years of part time study.

The working context of PCE teacher educators

PCE encounters frequent change and government intervention, the context within which teacher educators operate is often hostile, and support for their work and their own professional development largely absent (Harkin, Cuff and Rees 2008); (Lucas and Nasta 2010); (Noel 2006). Many teacher educators, particularly PCE teacher educators, are already experienced teachers (Harkin, Cuff and Rees 2008), (Noel 2006) and commence their involvement in teacher education with some powerful accumulated experiences of and expectations about teaching and learning. Moving from their role as teacher to one where they are 'teaching about

teaching' (Boyd, Harris and Murray 2007, 13) often involves a significant personal journey.

Essential Characteristics of a 'good teacher educator'

The next section of the survey featured the set of 'essential characteristics of a good teacher educator' generated during the first stage of my research, and are listed below in Table 1.

[Table 1 here]

Respondents were asked to rate the degree to which they 'already had' each characteristic and the degree to which they need to 'develop it further'. The four characteristics which respondents most often indicated they 'already had' were being 'passionate about teaching and learning' at 95%; 'flexibility, adaptability, availability' at 90.7%, 'gaining the professional respect of other teachers' at 87.6% and 'the ability to model good practice in teaching - knowingly' at 86.3%. The 'even more' quality (a term suggested by a discussion group participant in first stage of the project, which is about the something extra that is needed .. or is 'even more' the case for teacher educators than teachers) was the highest rated area needing further development at 49.7%, followed by being 'innovative and charismatic' at 32.9% (perhaps out of modesty!). Just one of the 16 characteristics listed was rated below 60% in the 'already had' category. This data indicates respondents were confident that they already had the 'essential characteristics' of a good teacher educator. Given most have been operating as teacher educators for some years a high degree of confidence in this area could perhaps be expected. Each section of the questionnaire also provided opportunities for free comments, and a majority of respondents made comments. Comments from respondents on essential characteristics concentrated on two areas:

Responding to questions with two fixed choices as answers was difficult when their work situation was not fixed and was indeed constantly developing and changing. Two respondents summed this up with the comments:

'none of them (the statements) can ever be met "fully" by an individual'

'This section was not really meaningful as I do not see myself as fixed ... but constantly developing and changing'

Despite those reservations, a strong sense of the values of teacher education as responsive, responsible, creative and courageous emerged. Additional characteristics suggested by three different respondents included:

'Endless patience. A strong belief in what makes a good teacher'

'The empathy and critical ability to judge the balance between support and facilitated autonomy, as needed to help the trainee move successfully towards their goals as trained professionals.'

'The capacity to understand/empathise with a wide variety of teaching and learner support roles within a changing education context. The ability to help others make sense of the external and internal factors that impact on their teaching/learner support roles... leading to understanding, political awareness and empowerment.'

Thurston (2010) encouraged teacher educators to support independent and critical analysis of debates about teaching and learning in PCE and one respondent appeared to recognise this by suggesting another useful characteristic would be

'Thick skin - ability to 'package' government initiatives so as not to appear as simply an unthinking messenger!'

and another suggested teacher educator should have the

'courage to stand firm amidst changes that are not always wise. Ability to provide multi-culture and internationalist perspectives and to challenge received views. To be centred in Equal Opportunities but know the complexity of same Ability to set appropriate limits and boundaries Ability to deal sanely with inspections'

There are ongoing debates about differences between teachers and teacher educators, but there are particular aspects of the work of teacher educators which unite a number of writers. Teacher educators teach about teaching whether they are specialists in subject-based or generic teacher education, and this is a central part of what they do. Teacher educators directly contribute to the development of the teaching workforce in ways which other teachers generally do not (Boyd, Harris and Murray 2007); (Mayes 2009); (Murray 2008); (Thurston 2010). Thurston (2010) and Mayes (2009), both PCE teacher educators, also make the case strongly that teacher education has a more broad and pivotal role in preparing teachers to teach. They express a vision which goes beyond the instrumental preparation of teachers as deliverers of learning, and which doubts the value of a limited vision of teaching as encompassed by national standards (Nasta 2007). They argue that teacher education supports the consideration of alternative approaches, risk taking, innovation and inclusivity and that it makes a significant contribution to community cohesion (Bentley 2009; Crowe and Berry 2007; Thurston 2010). Teacher educators can be seen to have a positive and developmental relationship with the specialised area of teaching and learning for the benefit of other teachers and their learners. This extra emphasis on developing and teaching and learning as specialism is a recognisable difference between teachers and teacher educators.

PCE teacher educators work across all components of the education sector, all contexts in which education takes place, with all types of educational organisations and institutions, and with all the variety, breadth and challenge of the education system. They work with and support groups of new, or, as often in PCE, experienced teaching staff, and provide support which enables them to make sense of, and accommodate government policy, multiple initiatives, quality assurance regimes, financial restraint and frequent reorganisation, in addition to teaching them about teaching. It is suggested that to engage successfully with this range of challenges, teacher educators 'need to be in touch with their mission' and possess a sound sense of self-worth (Korthagen and Verkuyl 2007, 120), so that they have a stable base to work from in order to 'help move individuals forward in their thinking as teachers' (Crowe and Berry 2007, 41). The responses to the set of essential characteristics from the questionnaire indicate this group of PCE teacher educators

do indeed consider they possess this self-worth and sense of mission. (Pandolfo 2009, 56) encapsulates this when suggesting teacher educators should encourage their trainees to develop:

a 'personal perception of what education should be and that perception is a self-governed developmental process which enhances a feeling of worth and not simply a means to an end'

One key factor

To provide a final opportunity for further comment on the themes of the survey, a question was included asking for 'one key factor which is the difference between a good teacher educator and a good teacher'. This question produced 140 comments from the 161 respondents (85%) and some further powerful insights into the values of this group. Three themes featured prominently in the responses, and these add further to the understanding of the values of PCE teacher educators. Firstly 50% of responses used language which is aligned with student-centred, facilitative, flexible, responsive and supportive teaching and learning approaches of the type championed by Rogers (1983), (Boud and Feletti 1997) and (Brandes and Ginnis 1986). Words such as 'empathy'; 'empower'; 'student centred'; 'passion and belief'; 'acknowledge and respect'; 'open minds to possibilities'; 'inspire' and 'listen sympathetically' all featured. Four examples follow:

'facilitating the 'handover' to a student centred, active, self-regulated mode of learning'

'a good teacher educator must inspire but be able to appreciate & respect the trainees'

'Mutual respect and ability to communicate effectively with other professionals'

'The acknowledgment, utilisation and celebration of the wide range of experiences that lifelong learners bring'

Secondly, 30% of responses mentioned the way in which teacher educators wish to model best practice in teaching and learning to their trainees. This includes modelling different approaches to teaching and professional behaviour and creating an accessible model of practice which trainees can adapt and use for their own benefit.

'The teacher educator's concern goes beyond merely facilitating learning to include creating a model of practice that trainees can take forward to their practice'

'A MODEL - a good teacher educator must practise what they preach throughout the process.'

The most frequent theme raised in response to this question occurred in some 80% of comments. The issue is arguably the key difference between PCE and other teacher educators, and could be called '*the diversity and breadth of PCE*'. Respondents mentioned the bewildering range of situations, contexts, theories, approaches, methodologies, policies and dimensions of practice they work with in the PCE and the equally diverse range of trainees they support. Not only do they need to absorb and make some sense of this complexity, they also have to help their trainees make sense of it, gain confidence from the experience and become better teachers.

These comments sum up the challenge very well:

'A wider perspective of pedagogical and andragogical theories and how these can be applied to different settings. This enables a teacher

educator to ... be accessible to a wide range of subject specialist teachers in the Lifelong Learning Sector'

'The ability to understand the amazing range of subjects and delivery modes that LL tutors have to deal with'

'while good teachers have to be dual professionals, good teacher educators have to be triple professionals, in their original specialist subject, in teacher education and in their teaching skills'

Concluding comments and next steps

What has my research told us about the professional situation of PCE teacher educators? By estimating a community of some 1500, I believe I have for the first time provided a good indicator of the number of teacher educators across PCE. The role involves supporting trainees who are almost all in-service and also being involved in the delivery of short and long teacher education programmes.

The working environment for the PCE workforce in general is recognised as challenging, complex, at times hostile, and one which involves a great diversity of learners and range of teaching contexts (Avis and Bathmaker 2005, 2006); (Crawley 2009, 2010); (Lucas 2004); (Shain and Gleeson 1997); (TLRP, 2008). This environment is bound to impact on a group working so directly with PCE professionals (i.e. PCE teacher educators) and this research confirms that is the case. The results of the research indicate that providing a stable and supportive learning process for teachers working in such challenging circumstances is crucial to PCE teacher educators, in addition to recognising the need to positively model best practice in and across the sector.

Achieving these professional goals tests the resilience and significant life and working experience of PCE teacher educators to the full. Despite recent and ongoing reforms in PCE teacher education, the professional situation of teacher educators remains loosely defined, lacking in support and at times isolated (Harkin

2005); (Harkin 2008); (Clow and Harkin 2009); (Noel 2006); (Noel 2009). The results of this survey suggest that PCE teacher educators do not allow that to affect their commitment and efforts to support their trainees and it may even be the case that it spurs them on.

The results of the research also strongly suggest that an engaged debate about enhancing teaching and learning involving PCE teacher educators could take place, and that agreement could be reached on what the essential characteristics needed to be a good PCE teacher educator are, and how professionals could be supported to develop those characteristics.

Finally, how do PCE teacher educators view themselves in relation to this set of characteristics and as a group overall, and what does this tell us about PCE teacher education? PCE teacher educators perceive themselves as professionals who are mainly confident in the essential characteristics they possess and their subject knowledge, and they are ready to comment on their values and working situation. They have a powerful desire to enhance the learning, teaching and community values of their trainees, and a readiness to contribute to activities which they feel will improve their situation and that of their trainees. Bentley (2009); Crowe and Berry (2007) and Thurston (2010) echo these results. With respect to PCE teacher education, it is bound within the sector it serves, and this means it is cast as one of the main ways in which a professional workforce is trained and developed. If there are defining characteristics of PCE teacher educators they could be argued to be the 'diversity and breadth of practice' they engage with in terms of trainees and the sector overall, and the degree to which this demands an 'even more' quality, or requires them to be 'triple professionals'.

Hillier (2009, 3) sums up well the way PCE teacher educators appeared to approach this research and from my experience, how they approach their work overall:

their reflections are full of opportunity, suggesting ways to engage their learners, or creating ways to experience the feelings that their learners have when confronted with the academic demands of the current series of teaching qualifications.

What next for this research?

Partly as a result of the work undertaken by this research, a new project started in early 2010, funded for two years as a Learning and Skills Information Service Innovation project. The project developed and delivered an induction and support programme and produced associated materials for new and inexperienced teacher educators, and this will be reported on through further publication.

One final comment from one of the teacher educators involved in my research underlines what it is hoped it can help teacher educators achieve.

'A teacher educator needs to see beyond his / her own approach / preoccupations / good practice etc. to appreciate that there are many valid routes to successful teaching & learning'

My research has highlighted the particular commitment, values and experiences of a group of teacher educators who can often appear to be the 'outsiders' of the teacher education world. They are revealed as a sizeable and committed community of professionals, driven by powerful motivations and working to support significant numbers of PCE teachers each year to become better teachers. It is time this group gained the recognition and understanding they deserve.

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Appendix 1

Table 1 – Essential characteristics of a good teacher educator

Essential characteristics of a good teacher educator
The ability to model good practice in teaching, and knowingly – praxis
Flexibility, adaptability, availability
Gaining the professional respect of other teachers.
Capacity to challenge self and others' actions and values / philosophies.
Skills in developing professional beliefs, values and practice in others.
Capacity to empower other teachers.
Acknowledging / respecting / using others' skill sets / contexts.
Encouraging independent / critical thinking in others.
The ability to relate the taught elements of Initial Teacher Education to a wide diversity of workplace settings.
Broad range of teaching experience.
Innovative and charismatic.
Passionate about teaching and learning.
Capacity to work with a wide range of teachers to challenge and inspire their

development.
Ability to step outside own comfort zone and enjoy that challenge.
The 'even more' quality (demonstrating a wide range of professional confidence as a good teacher, but 'even more' so)

Appendix 15 - Publication 5 –Education Studies book chapter

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Chapter 8

The Further Education and Skills sector

Jim Crawley

Introduction

The Further Education and Skills sector (FES) is one of the most complex and difficult parts of the education landscape to define and explain, but it is also a sector which offers a richness, diversity and range unlike any other part of education. Just the fact that the official title of the Further Education and Skills sector (FES) has changed around every five years for the past twenty years gives some indication of its complexity and changing nature. Successive governments have exerted an ever growing influence in the FES to the point where it has been described as '*the most highly-regulated and centrally-directed education system in Europe*' (Orr and Simmons 2010: 78). The FES offers a breadth of learning opportunities and other services which is extensive and works with a great diversity of members of the community, industry, the public and private sectors. This range and scope is both one of its biggest assets and almost its biggest problem, as this chapter will indicate. The chapter will explain the key components of the FES and some of its achievements, and analyse its context, purpose and position within the UK education system.

What is the FES?

The FES is complex, includes a broad range of subsectors, works with a diverse group of students, and operates in multiple locations. This makes it difficult to define, and indeed successive governments have changed the name of the sector with a regularity which suggests they also have difficulty defining it (Orr and Simmons 2010). Crawley (2010) provides a helpful explanation when defining the FES as a community of subsectors, which make up the sector as a whole. The sector is defined by the education or training provision which takes place. When you are *'in further education, community learning and development, workplace learning, 14-19 provision, sixth form colleges, public services training or offender learning which is not delivered by school teachers'* (ibid: 14) you are in the FES.

What are the FES subsectors?

Within the subsectors which make up this next part of the chapter, overlap and duplication, exists, but the subsectors do have their own goals, target groups, professional groupings and associations, and employees working with students. The following descriptions provide the clearest explanation of what the subsectors are, what they do and who they work with which is currently available.

Further Education (FE) Colleges

There are 402 Colleges in England in 2013 (Association of Colleges 2013) and they offer academic, vocational and other programmes from entry level to higher education. They employ 117,000 teachers and lecturers. Every year colleges educate and train over 3 million people. 853,000 16 to 18-year-olds choose to study in colleges (compared with 435,000 in maintained school and academy sixth forms). 45,000 16 to 18-year-olds started an apprenticeship through their local college. Over 2 million adults study or train in colleges and 170,000 students study higher education in a college (Association of Colleges 2012: 1-2). Many FE colleges operate from more than one campus, and it will not be unusual for teachers and learners to work across more than one in a normal day. Locations can include

business parks, shopping centres, specialised vocational centres, community venues and industrial premises.

Community Learning and Development (CLD)

CLD can include community based adult learning; community development; community education, development education, family learning, working with parents and youth work. Much of the activity in the industry is voluntary. CLD employs over 1.2 million staff, and its funding comes from a variety of sources (Lifelong Learning UK 2010). Participation rates in adult learning vary across the UK, and have been declining in recent years, but 3.1 million adults over 19 were enrolled on government funded provision in 2010/11 (The Data Service, 2012).

Workplace learning

This subsector of the FES includes, as the title suggests, learning which is based in the workplace. This currently includes programmes such as apprenticeships, which have grown considerably from in the region of 270,000 participants in England in 2001/02 to 457,200 starts in 2010/11 (The Data Service, 2012). This subsector could include anything from a major multinational company employing thousands of staff and providing its own learning centre on site, to a 'micro business' employing under 10 people, where all training is done on the job. The Association of Employers and Learning Providers (AELP) is a professional association for workplace learning, and *'almost 300,000 employers across the country ... helped 117,240 learners complete an apprenticeship'* (AELP, 2013).

14–19 education

14–19 education is part of both the statutory school sector and the FES, and the FES part of this subsector takes place in Further Education Colleges, Workplace Learning Centres, and in centres jointly managed with schools. Over the past two decades, the FES has worked on an increasing basis with 14-19 year olds, which has been a significant shift from their work in the 1970s to 90s. 58,000 14 to 15-

year-olds enrol in further education courses each year, 3,000 full-time and 55,000 part-time. This is in addition to the 853,000 16-18 year olds (AoC 2012: 3). From September 2013, further education colleges will be able to recruit 14-19 year olds on full time programmes without reference to a school.

Sixth form colleges

Sixth-form colleges are not part of the schools sector but independent, autonomous institutions. There are currently more than 150,000 students aged 16 to 18 studying at a Sixth Form Colleges. As the Sixth Form College Association (2013: 1) indicates.

Despite forming a relatively small part of the education landscape, with just 94 Sixth Form Colleges across England, the sector accounts for 14 per cent of acceptances to higher education – more than general FE colleges (11 per cent) and independent schools (10 per cent). Almost 90 per cent of the students at sixth form colleges are studying A-Levels’ (SFCA, 2013: 1).

Public and uniformed services training

One subsector often left out when defining the FES, but which works with hundreds of thousands of people each year, is that of public and uniformed services training. This includes the police, armed forces, fire and ambulance personnel; training often takes place within the premises of those services, and in the field or workplace. Students or trainees can be engaged in complex technical and vocational programmes, high-level professional learning, or basic skills to enhance their confidence and employability. Their training can even take place on the front line in a conflict zone. There is no nationally available data on the numbers of learners involved in this part of the FES, but it is significant.

Offender learning

Another less known subsector is that of offender learning, which can take place either in institutions where offenders are placed, or in the community after conviction. There were 90,100 offenders aged 18 or over in the prison system participating in learning in 2011/12, an increase of 1.4 per cent on 2010/11 (The Data Service, 2013: 6).

As can be seen from these brief snapshots of the subsectors which make up the FES, they include many contexts and age groups, and they often overlap with each other. This diversity permeates the sector.

Start Pause for Thought Box

Pause for thought Are you new to the FES?

As you can see from the previous section, the FES encompasses a very broad range of educational activity and provision. But how new is this to you?

Read back through the descriptions of subsectors. How many of these had you already heard of? Have you or family members had any experience of learning with any part of the FES? Did you ever get to know what the sector was called?

End Pause for Thought Box

What does the FES teach?

There is no National Curriculum for the Further Education and Skills sector. As can be seen from the previous section, the range of subjects, contexts and types of educational or training programmes is extensive; for example, many FE colleges offer pure and applied sciences, languages, health and social care, arts and humanities, teacher training, media, computing and IT and access to higher education courses. The same organisation can often provide vocational qualifications, degrees, advanced level professional development and literacy and

numeracy classes. Crawley (2010) suggests that there are at least 200 subjects on offer at any given time in just one medium sized provider, which is quite different from schools. The age range of students in the FES is another factor which complicates the curriculum on offer. Children from 14 and adults over 65 can all be participating at the same time, and in the same location (and even in the same classroom under some circumstances). In the course of one day's teaching, an FES teacher could work with young people aged 14-16, professional adults aged between 25 and 55, offenders in a local prison, and senior citizens aged 65 plus.

Start Pause for Thought Box

Pause for thought Subject search

There is one simple way to get a good idea of subject available in the FES. Take a look at the website or prospectus of two different organisations in the FES, using the explanations in the earlier section. Search for, and count the subjects they have listed.

End Pause for Thought Box

A brief history of the FES

Blair (2009:96) suggests that '*the function of FE has changed as the history of the society around it has unfolded.*' The history of the sector is characterised by frequent and major change, recasting of government approaches, sector name changes and a tendency to be seen as less important than other branches of education. In 1563, the Statute of Artificers established apprenticeships as '*the dominant form of work-related training up to the 1960s.*' (Armitage *et al.*, 2007: 245). In 1823, Mechanics Institutes were established, and they were working with 600,000 people by 1826. By the 1940s, Evening Institutes, and the Workers' Educational Association had been established, and the Education Act of 1944 legislated for there to be 'adequate facilities' for full-time and part-time education

'for persons over compulsory school age' and 'leisure-time occupation' (McNair Report, 1944). Industrial Training Boards (ITBs) were created in 1964 to improve the quality of training and remove skill shortages. By 1971, 27 ITBs covering 15 million workers were in place, and they were paid for by a levy on employers. The 1992 Further and Higher Education Act (Stationery Office, 1992) was implemented when Further Education Colleges came out of local authority control and became independent business corporations and polytechnics became full universities. In 2001, the Further Education National Training Organisation (FENTO 2001) national standards were introduced and, for the first time, it became a requirement for teachers in the FES to gain a teaching qualification. In 2003 the first inspections of the FES were started by the Office for Standards in Education (Ofsted). In 2012 and 2013, change still takes place apace, with a key report on Professionalism in the sector (Business Industry and Skills, 2012), and on Adult and Vocational Teaching and learning (Learning and Skills Improvement Service, 2013), one recommending the withdrawal of a requirement for teachers in the FES to gain a teacher qualification, only 12 years after it became a requirement. The other report proposes ways of enhancing vocational training. This is representative of the regularity and pace of change in the FES.

Start Research Box

Research Shifting sands – status and role of the FES

Various studies have tracked and commented on the nature and scope of the sector, and the pace of change it experiences. Blair (2009) exemplifies how the establishment of a consistent role over time for the LLS proves problematic when he states:

The role of FE is changing, from supporting apprenticeships (1970s) to teaching arts and craft evening classes (1980s) to last chance/second chance (1990s) to the most recent developments in meeting the skill needs of society. (96)

Richardson (2007: 409) presents a downbeat analysis of the place of FE in the LLS and in the overall education sector as follows:

However these dynamics are understood, and despite the undoubted transformation of English FE in scale and breadth over the last 30 years, certain conspicuous cultural continuities remain. Above all, FE colleges in England have been weak institutions, unable to capitalise on their enormous growth in service to the community.

He continues to suggest:

...they remain just not important enough politically, when compared to secondary schools, to be given either equal funding for directly equivalent education provision per student or similar rates of pay for teachers.

All of these factors generate a feeling of being second class citizens in the UK education sector as a whole, and, unfortunately, statistics from research seem to confirm that viewpoint. Richardson (2007: 409) explains some of this difference effectively:

The shortfall compared to secondary schools in FE student funding per head is estimated at 13% ... and in FE teachers' pay ... at 9.5% ... Beyond these direct, 'real-time' school/FE comparisons, FE also receives less funding for its 'second chance' work with students at Entry level, level 1 and level 2 when compared to schools.

In the light of such analysis, Richardson (2007) concurs with Fletcher and Owen (2005: 23) in describing the sector as '*second class funding for second class people leading to second class institutions*'.

There is evidence that change in the sector has accelerated towards the latter end of the twentieth century, and is continuing in the early twenty-first century. Since 2009 this has also coincided with a global recession and a new UK coalition government in 2010.

End Research Box

Government involvement

The interest in, and involvement of, government in the work of the FES is a relatively recent development. Before the Second World War, the political Right '*granted teachers autonomy on the basis that politics were kept out of education*' (Avis *et al.*, 2010: 41). By the end of the Second World War, '*curriculum and schooling were seen to be controlled by teachers*' (ibid : 42). This situation then began to attract criticism from the political Left who accused teachers of '*complicity in reproducing inequality and failing to deliver social justice*' (ibid: 42). The Right became suspicious that teachers were becoming 'progressive' and 'anti-business' (ibid: 42). In 1976 Prime Minister James Callaghan made a speech at Ruskin College (Callaghan, 1976) in which he commented that education was '*funded by government, parents and industry*' so those parties should not be excluded. The direct involvement of government in the FES grew after this speech, which set the tone for government involvement and could equally have been made by most governments since the late 1970s.

Start Research Box

Research Government involvement in the FES

Politics has become increasingly interested in teachers and teaching, and Avis *et al.* (2010: 42) assert that:

The result of these critiques, particularly those from the Right, was to refocus an interest in teacher professionalism, the ramifications of which are still being felt today (ibid: 42).

Avis *et al.* (2010) describe lecturers as:

'caught in a fast changing policy-practice dynamic in which their status has been 'casualised' and deprofessionalised by a process of market, funding-led and managerialist reform (2003: 438).

Avis *et al.* (2010) recognise that *'Various notions have been developed that seek to move professionalism in progressive directions'* (ibid: 42) but that these:

'come up against the preferred model of the state which construes the FE teacher in particular as a service provider, at the behest of the market (ibid: 42).

In a sector which is used to turbulence, the current situation of continuing and unrelenting waves of government initiatives constantly impacts upon the working situation of those in it, (Crawley 2010; Coffield 2008; Fisher and Simmons 2010)

Orr and Simmons (2010) sum up the state of the FES effectively when they argue that it:

...has also been subjected to unprecedented levels of state intervention and series of policy initiatives, relating to both strategic and operational matters. Virtually all aspects of FE are now highly mediated by the State. (ibid: 78)

End Research Box

Good news

There are, however, a range of positives about the sector and the teachers working in it which have regularly been acknowledged. Coffield *et al.* (2007), for example, emphasise the inclusive and 'second chance' nature of the sector. They use a brief example of a low achieving school leaver who achieved well at college and then state:

The above captures a very significant but unsung achievement of FE colleges. They take in students whom no one else wants to teach, namely, those who have failed to gain five good GCSEs at the age of 16, and, through sheer hard work and through forging more respectful and inclusive relationships, they restore them as human beings who begin to see themselves again as worthy of respect and who can and do succeed in gaining qualifications. Many of these students talk of being neglected and even insulted in schools. (Coffield et al., 2007: 724)

There is an impressive range of achievements which the FES can list amongst the complexity, government intervention, constant change and challenging working situation, despite the nature and complexity of the sector. A small proportion are listed below:

- Research shows students at Sixth Form Colleges are more likely to get top grades at A-level than those in school sixth forms.
- Over three-quarters of people think that Colleges make an important contribution to their local communities as an educator and employer .
- 130,000 FES students are aged over 60.
- 80 per cent of English for Speakers of Other Languages (ESOL) students study at a College.
- 220,000 unemployed people undertake education and training in the FES.
- Over 40 London 2012 Olympic competitors studied at a College and 14 of Team GB's London 2012 Olympic medals (6 of which were gold) were won by past and present College students.

(AoC 2012: 1-6)

Start Pause for Thought Box

Pause for thought Find out more

Get a map of your local area and see how many FES organisations you can locate and list. You will need to use a variety of search techniques but to start with a search term online of 'place name: e.g. Bristol' and 'college' followed by 'community learning' and 'workplace learning' should give you a good start.

End Pause for Thought Box

Summary and conclusions

The way in which the FES has developed to encompass such breadth and diversity is perhaps both its biggest strength, and one of its biggest challenges. The complexity represents a massive challenge to any attempts to unify, categorise or draw it together, and governments have tended to opt for control rather than allowing the diversity to flourish. Despite this context, the FES continues to rise to the challenge, making real contributions to the economy, welfare, employability, well being and sense of community of millions of people each year who may otherwise not get that chance. Whatever it is called in the future, the chances are it will continue to do undertake this crucial role in education.

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Appendix 16 – Development of Teacher Education in Lifelong Learning (TELL) network

This evidence from research led me to undertake a small scoping exercise to discover whether there was any research network which catered specifically for LLS teacher education. Table 70 contains a selection of the results.

Organisation / Network / Group	Activity in LLS Teacher Education
Teacher Education Advancement Network (TEAN)	Promotes development, research and publishing in all phases of teacher education, but its events, activity and publications tend to emphasise school based ITE rather than LLS ITE.
Universities Council for the Education of Teachers (UCET)	UK wide, professional organisation for all phases of HE based ITE. Active Post 16 committee with representation from almost all of the fifty plus HE institutions who provide LLS ITE, and research and publications by members feature prominently in both the UCET annual conference, and other research outputs
Post Compulsory and Lifelong Learning' Special Interest Group (SIG)	Within those organised under the auspices of the British Educational Research Association (BERA). Actively involved in promoting, publishing and developing research in the broader overall field of the LLS.
HUDCETT - The Centre for Excellence in Teacher Training at Huddersfield University	One of the largest LLS ITE providers, and carries out / promotes / published and disseminates research about the sector across the sector and beyond.
ESCALATE	National subject centre for education – closed since the end of 2011
LSIS	Learning and Skills Improvement Service – overarching improvement development agency

	with long standing record of research related to ITE within overall large arena of work. – due to close August 2013.
Association for Centres of Excellence in Teacher Training – ACETT	Umbrella group for network of CETTs. Supports, develops and publishes results as part of its overall role within others.

Table 70 – Selected results from scoping of LLS Teacher education related groups

Although I am involved in a wide range of networks, groups and organisations within LLS teacher education, I had not come across an umbrella group for research into this field. This small scoping exercise further reinforced that notion. With the intention of establishing such a network, I submitted a bid for development funding from my university which was successful. In May 2011, the 'Telling our story event' took place at one of the university campuses. The details of the event are in table 71

'Telling our story' objectives
<p>Participants at this event will:</p> <ul style="list-style-type: none"> • discuss the current situation of research into teacher education in the lifelong learning sector • consider the establishment of a specialist research network for teacher education in the Lifelong Learning sector (provisionally called 'Teacher Education in Lifelong Learning' or 'TELL') • discuss ways of promoting more research into teacher education in the LL sector.

Table 71 – Telling our story event objectives

I was the co-ordinator, convenor and one of the three facilitators of the event, and we agreed to operate the event and activities within the same focus group / professional conversation framework which had been used for FGs 2 and 3 of this research. The results from that day and since have emphasised clearly two things which emerged from this research. Firstly that an LLS teacher education network is needed, and secondly that LLS teacher educators will readily engage in activity where they can see a direct benefit and purpose. The result of the day was the Teacher Education in Lifelong Learning (TELL) research network, which later agreed the aims and objectives in table 72.

Objectives and methods of Teacher Education in Lifelong Learning (TELL)
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research network
<p>Objectives</p> <p>The objects of the network will be:</p> <ol style="list-style-type: none"> 1. To enhance practice in LL Teacher Education across the UK. 2. To highlight and promote the achievements of LL Teacher Education across the UK 3. To support and promote innovation and development in LL Teacher Education across the UK. 4. To contribute to building research capacity in the LL teacher education community. 5. To connect LL Teacher educators across the UK 6. To contribute to policy development and implementation in the field of Teacher Education in the UK. 7. To curate and collate LL Teacher education research across the UK. <p>The objectives of TELL will be met by a range of methods including:</p> <ul style="list-style-type: none"> • A website / online resource dedicated to all LL Teacher Educators¹ including mentors and coaches • An on-line resource for teacher educators • Workshops, seminars other events and activities featuring current themes and priorities for LL teacher education • Developing, supporting and publishing research into LL Teacher Education • Activities relating to the induction, ongoing support and professional development of new and experienced teacher educators • Liaising with other organisations for a variety of purposes including: to consult and develop current priorities; to disseminate resources; to distribute publicity for our events; to publicise their events; and also for joint projects or projects commissioned by them

Table 72 - Objectives and methods of Teacher Education in Lifelong Learning (TELL) research network

I am the convenor of the TELL network, and the principles by which it operates are those identified within this research as those which LLS TEAs voiced and which can be aligned with the concept of a 'connected professional'. The membership has agreed the objectives, organisation and purpose of the group as a network, and it is operating on a principle of voluntary sharing, and the mutual belief that engagement will benefit as all as individuals and as a community. This parallels closely the ideas, models and frameworks from the research, of reflective practice (Hillier, 2010; Schön, 1983), critical thinking (Freire 1972), action learning (Revens,

¹ Our definition of a LL Teacher Educator is 'any teaching practitioner supporting trainees from the LL sector in ITE or CPD'

1981), the learning organisation (Senge, 1990) communities of practice (Wenger 1991), the expansive workplace (Fuller and Unwin, 2003) and the Work as Learning Framework (Felstead et al., 2011). There are strong elements of Network Learning (Veugelers and O'Hair) in the mode of operation of TELL, and the voluntariness and offering of venues to host meetings shows elements of 'unconditional positive regard' (Rogers, 1961). Perhaps most importantly, LLS TEds appear to be exhibiting characteristics in their association with this network of both the connected and connecting professional, and is establishing a lead in following the BERA (2014b) recommendations.

There is no suggestion that the actions which resulted in TELL were directly and only related to this research, but the results did provide the initial momentum, and the community of LLS TEds is maintaining that. At the time of writing TELL has 200 members, from around England, Wales and Scotland. There have been 15 events and meetings in 12 locations which have drawn a total of several hundred attendances. The associated website which contains the TELL pages, and other items aimed at LLS TEds has received over 31,000 visitors since it started in 2011. At the end of the 2012/13 academic year TELL was invited to jointly facilitate two major LLS research related events, the annual PCET consortium conference at the Huddersfield University, and a BERA Post Compulsory and Lifelong Learning SIG sponsored event at the Institute of Education, which is aiming to establish new research ideas. TELL has started carry out networked research amongst members during 2014.

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