From school to faculty: stories of transition into teacher education

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Abstract

Greater centralised control over teacher education across the United Kingdom over the past twenty years or so, driven by neo-liberal managerialist approaches to education in general and the 'standards' agenda in particular, has led to a discourse of competence-based preparation for teaching. The locus of all teacher education in Scotland has moved from 'colleges of education' and become firmly situated within university faculties or schools of education; achieving the Standard for Initial Teacher Education is inextricably linked with an undergraduate degree or post-graduate qualification. Thus school teachers who make the move into teacher education must enter the different world of Higher Education.

This professional doctoral thesis had the aim of identifying key issues in the transition of teachers from a school setting to working as teacher educators in a university Faculty of Education and investigates the experiences of a group of educators, including the author, who moved from teaching posts in schools or local authorities into teacher education in a single Scottish faculty of education within a year of each other. Through examining the narrations of their transition into the world of Higher Education, gathered after approximately three years in post, issues of professional identity and its construction, conceptualisations of learning and teaching in HE, and factors relating to induction and ongoing professional development for those entering the new work context are identified.

Some of the particular moral and ethical considerations in relation to 'insider research' are highlighted throughout the thesis, and there is reflection on the process of the research itself, with significant analysis and justification of the narrative approach used in the project.

While the experiences of the participants mirrored those of new teacher educators in England and Wales, the small-scale nature of this project allowed a closer look to be taken at some of the individual factors which impact both on transition into HE and on the development of professional identity of educators. Comparisons are drawn between political and professional factors impacting on teacher educators in Scotland and England. In addition, issues relating to the development of research cultures in relatively new faculties of education have been identified.

The stories told by the participants reveal some interesting and important issues. They suggest that the teachers were surprised by the extent to which the culture of Higher Education is different from schools; this leads to some initial, unexpected, difficulties in the new post. On the other hand, however, they demonstrate that most did not feel that their role as 'teacher' had significantly changed with the move into Higher Education (HE), and expressed professional identities did not tend to be located in HE. Issues relating to the structure of the faculty are identified as being relevant to this. In addition, it is suggested that the role of 'university teacher', taken on by most participants, is an important factor in limiting the sense of movement into a different context.

Some of the narrations revealed a strong sense of hierarchy amongst the different educational sectors. Also evident is the fragile nature of teacher confidence which, it is suggested, is due to a significant extent to the way in which teachers' lives and work are organised, both within institutional structures and also in relation to society's changing perspectives on the teaching profession.

Importantly, this research identifies that connection to individual disciplines seems to be fundamental to the professional identities of participants, both before and after the move to Higher Education. Most took on roles located in particular curricular areas and tended to have little engagement with issues relating to 'education' or to teacher education as subjects in themselves. It is argued that this is likely to sustain the gap between the theory and practice of education in the minds of both staff and students. In addition, it is suggested that, when new teacher educators enter particular 'communities of practice' (Wenger, 1998) linked to disciplinary 'tribes' (Becher & Trowler, 2001), assumptions, implicit theories and recurrent practices relating to learning and teaching within specific disciplines may not be identified or critiqued beyond each particular group.

These findings lead to the conclusion that in addition to extending their knowledge of learning and teaching into the context of HE on transition, teacher educators should have opportunities during induction and in ongoing professional development to reflect on and develop their understanding of the pedagogy, discourse and philosophy of teacher education, and the discipline of education itself.

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Certificate of Originality

I certify that this thesis is my original work and that all references to, and quotations from, the work of others contained therein have been clearly identified and fully attributed.

Introduction

In 2008, following the completion of either undergraduate or post-graduate courses in Scottish universities, 3,095 students met the Standard for Initial Teacher Education (General Teaching Council Scotland [GTCS], 2006a). 3,167 new teachers began work through the Teacher Induction Scheme in Scottish schools in August 2008 (Scottish Government [SG], 2008a) and about 85% of these will have met the Standard for Full Registration (GTCS, 2006b) by June 2009. The route which they will follow over the remainder of their working lives is less prescribed. Although permanent jobs for teachers completing their induction year are scarce, many will remain in schools, whether moving into positions of responsibility, or becoming Chartered Teachers (Scottish Executive [SE], 2002), or not; others will move to positions relating to education outwith schools, or leave education altogether.

Becoming a 'teacher' is the beginning of a journey which at the early stages might be conceptualised by a proportion of student teachers as a 'one way street' with a single destination – a classroom in a school (*inter alia*, Sharp & Draper, 2000, cited in Rippon, 2005). However, the journey could perhaps be more accurately pictured as a mystery tour where the individual has free choice at each crossroads; where each alternative route itself offers a further range of opportunities, often in different sectors or fields of education. Depending on the choices made and the staging points or destinations reached, individuals may find themselves having to rethink and restructure their understanding of learning and teaching, of the role of professional educators and, indeed, of education itself.

This dissertation focuses on the experiences of a small group of teachers/educators, who chose a particular road - leading into working in Initial Teacher Education (ITE) in a particular Scottish Faculty of Education - within a few months of each other. Through examining the personally narrated stories of their transitional journeys into the world of Higher Education (HE) it considers issues of professional identity and its construction, conceptualisations of learning and teaching in HE and the particular role of teacher educators both in relation to the school system and in relation to HE.

A key feature of this dissertation is that one of the new teacher educators is the author. This signals discussion of some particular moral and ethical considerations in relation to 'insider research'. In addition, the effect of the research process on the developing professional identity of the author, myself, is part of the analysis.

Overview of the findings

It must be noted here that one of the important aspects of this research was the focus it allowed on individual experience and any attempt to reduce the findings to a summarised list is likely to result in the loss of some of the detail which is crucial to an overall understanding of the range of variables evident in the study. The fine detail is included particularly in Chapters 6, 7 and 8.

The overall purpose of this project was *to identify key issues in the transition of teachers from a school setting to working as teacher educators in a university Faculty of Education* and the two main specific research questions to be addressed were:

- What do novice teacher educators identify as important factors leading to and during their transition to working in Higher Education?
- How do novice teacher educators construct their professional identities as teachers/academics in Higher Education?

In general, the experiences of the participants mirrored those of new teacher educators in England and Wales which have been the subject of research over the past few years (*inter alia* Murray, 2002, 2004, 2005; Murray and Male, 2005; Davison *et al*, 2005). However, some significant issues were identified from the narratives of this particular group which add depth and breadth to these previous findings.

Analysis of the related experiences of the participants suggests that, on the one hand, the pervasive nature of 'school culture' led to some false assumptions about what life and work in HE would be like, which in turn led to some tensions during transition. On the other hand, for most of the participants, the move to HE seemed to have had little impact on either their perception or their practice of their teaching 'role', and few articulated a sense of a different professional identity in relation to 'being a teacher educator'. The fact that seven out of the eight participants moved into the role of 'university teacher' (University of Glasgow, 2003) as opposed to 'lecturer' would appear to have both supported the persistence of the identity of 'teacher' and limited the sense of movement into the role of 'academic', with research/scholarship being seen by most as peripheral to the new role.

In relation to identity, some of the narrations revealed a strong sense of hierarchy amongst the different educational sectors. Also evident is the fragile nature of confidence which I suggest is due to a significant extent to the way in which teachers' lives and work are organised, both within organisational structures and also in relation to society's changing perspectives on the teaching profession. In addition, connection to individual disciplines seems to be fundamental to the professional identities of participants, both before and after the move.

Analysis of discrepancies amongst the experiences of the participants, and between the participants' and my own experiences, led to a number of significant conclusions in relation to:

(a) the importance of recognising the influence of disciplinary connections and their relationship to the 'discipline of education'

(b) the factors which may affect the formation of teacher educators' professional identity within Higher Education

While these relate particularly to this faculty of education, I would argue that they have implications for teacher education in general.

(a) disciplinary connections and the 'discipline of education'

- New teacher educators who enter the academic 'territory' (Becher & Trowler, 2001) of education and take up a role located in a particular curricular area are likely to focus on content and pedagogy with particular reference to that subject area. They may not see the teaching of 'education' itself as a subject, or, indeed, a discipline, as part of their role. Thus faculty structures may sustain the gap between the theory and practice of education in the minds of both staff and students.

- For some new teacher educators, there may be tensions between the discourse and pedagogies of their disciplinary 'tribes' (Becher & Trowler, 2001) and those of 'education'. Again, entering particular 'communities of practice' (Wenger, 1998) linked to these disciplinary tribes means that assumptions, implicit theories and recurrent practices relating to learning and teaching within specific disciplines may not be identified or critiqued.

- Therefore, induction and ongoing professional development for teacher educators must:
  a. recognise the impact of disciplinary connections on individuals' conceptualisations of learning and teaching and
  b. address and encourage reflection on the contested issues of the philosophy, discourse and pedagogy of education and of teacher education itself.

(b) professional identity as teacher educators within Higher Education

- Professional identity was to a significant extent expressed in relation to 'being a teacher', with, for most, little sense of movement into a different world of Higher Education.
- At the time of interview, after approximately three years in post, most of the new teacher educators who were employed as university teachers tended to see scholarship/research as largely peripheral to their role, for a variety of reasons. Some were beginning to engage in research through post-graduate study.
- I suggest that, for those coming into the faculty of education, along with the disciplinary issues relating to identity noted above, the job title and role of 'university teacher' plays a major part in limiting the sense of change in professional role. The title tends to affirm existing perceptions of identity and may allow individuals to make assumptions about learning and teaching in HE which should be challenged and critiqued. In addition, the area of 'scholarship' remains nebulous and is seen as of secondary importance to the teaching element of the role. This has implications for the developing research profile of the faculty.
- Therefore, induction and continuing professional development should:
  a. address issues of learning and teaching in HE in a way which affirms the existing knowledge of teacher educators but encourages reflection on similarities and differences involved in working in this sector
  b. support individuals to find ways of engaging in scholarship alongside their teaching in order to develop an identity connected to HE

The chapters that follow will try to provide an acceptable mixture of the personal and the professional as, along with the stories of colleagues, I tell the story of my own journey into HE and research. I hope that they will successfully demonstrate my belief that the two are inextricably linked in the lives of educators.

Chapter 1 The origins of the research

In this chapter, I outline the background to and rationale for the project and set out the framework for the presentation of the research.

Rationale

Professional doctorates are, by definition, situated within the researcher's own professional context and examine a particular area of practice, usually with the intention of generating knowledge which will have implications for the development of that practice (Bourner *et al*, 2000). In this section I will clarify, under the two main headings of 'personal' and 'professional', my rationale for focusing on this particular aspect of my own professional life and practice and begin to identify some of the tensions which arise from the 'riskiness' (Alvesson, 2003) involved in investigating professional practice as an insider.

Personal v Professional - a false division?

It could be argued that the essence of being a professional educator lies in the interlinking of the personal and the professional in all aspects of life and work (Hargreaves & Goodson, 1996; Day, 2002). The importance of personal relationships at all levels of learning and teaching is well established (Fraser & Walberg, 2005; Moore & Nyiel, 2007) and personal and professional aspects of practice could be seen to be inseparable. On the other hand, however, the impact of the essential personal element involved in the practice of education has been at the heart of some of the key problems in defining the role and value of educational research itself (Pring, 2004). Discourses of 'evidence-based practice' would seek to 'depersonalise' educational research and present an 'objective' picture of 'reality' (see Hammersley, 2007). I would argue, however, that the deeply personal nature of life and work in education make this an unrealistic aim for research in an educational setting. Rather, personal issues related to the research must be identified and brought to the foreground. This allows the potential impact of individual assumptions and beliefs to be acknowledged as an influencing factor, rather than pretending that they do not affect research at every stage from initial design to final analysis and presentation of findings.

The personal rationale …

The research which forms the basis of this dissertation developed from reflection on my own journey as an educator which brought me, at a relatively advanced stage in my career,

to a new role, and a new professional identity (and concomitantly to a new personal identity) as a teacher educator. As I considered the tensions and challenges of this new job which itself required me to verbalise and theorise my beliefs about education and the school system for which I would now prepare student teachers, I found myself wondering how others experienced the move into teacher education. Informal discussions with colleagues who had moved from the school system into the Faculty of Education at about the same time as myself suggested some common insecurities. In addition, there was evidence of some shared frustrations over the requirement to undertake the standard New Lecturer and Teacher Programme (NLTP) along with colleagues from other faculties, many of whom had no experience of learning and teaching from the educator's perspective. The 'politics' of university life were new to us all, and the tensions between expectations and reality were the source of much reflection, both individual and shared.

(a) Perceptions of others?

Previously, as an educator working with a local authority, I had been keenly aware of a sense within the Scottish education system, emanating from writings in accessible professional literature (eg the Times Educational Supplement Scotland) and from staffroom discussions, that any teacher who leaves classroom teaching is somehow 'deserting' the profession and that any other job, particularly one which might be seen as 'expert' in any way, is less 'worthy'. My previous roles as a support teacher, support team co-ordinator, and local authority adviser had already put me in a position where I regularly had to justify my role, and indeed myself, to both promoted and unpromoted school staff in relation to my continuing involvement (or not) in whole class teaching. While moving into the world of teacher education could be seen as moving to a place where an individual may maximise her/his influence on the school system by doing it from the outside, and indeed this was my own conceptualisation of the situation, the concurrent awareness of the frequently negative attitude of colleagues in schools to 'college tutors' (sic) was an ever-present factor in my thinking about my own role, and my professional identity, as an educator.

(b) Developing reflection and analysis …

While in no way seeing myself as 'representative' of my generation of teachers, I would suggest that my experience of having had little engagement with educational research and theory after completing my degree and Post Graduate Certificate of Education (PGCE) in the mid-1970s is not unusual. Interrogation of and reflection on legislation and policy

relating to inclusive education (*inter alia* Scottish Parliament 2000, 2002, 2004; SE, 2000, 2001a, 2001b, 2003a; Her Majesty's Inspectorate of Education [HMIe], 2002, 2004) as a result of being required by my local authority employer to support school staff in implementing these policies, had involved me to a significant degree in critical thought and analysis. This in turn led me to question levels of intellectual rigour in relation to policy and practice within the framework in which I worked, and ultimately to embark on the Doctorate in Education (EdD) before my move to employment in the university. Initial reflection as part of this programme on the historical development of the concepts of professionalism, education and knowledge, and on my own journey as an educator over the past thirty years, led me to an uncovering of many of the paradigmatic, prescriptive and causal assumptions which I had made about these concepts and about my practice (Brookfield, 1995, online). I also had to address the recognition that my assumptions were indeed my own and not necessarily shared by colleagues in similar roles, whether with the local authority or in HE.

… into research

Thus, individual and shared reflection on issues of conceptualisations of learning and teaching in HE and on insecurities about professional identity led me to develop a number of purely experiential, personal 'theories' about teacher confidence and what impacts on it and how this relates to professional identity, about relationships amongst those working in primary and secondary sectors of compulsory education and issues relating to different disciplines within these and about professional knowledge in education. All of these seemed to be useful areas for further investigation within the context of new experiences as a teacher educator.

The professional rationale which follows grew out of my reflections on moments of 'perplexity' (Dewey, 1910), or 'surprise, puzzlement or confusion' (Schön, 1983:68) as I began to identify the historical and ongoing contexts which were impacting on my new situation in the world of Higher Education and which seemed to provide a useful locus for research which could have value beyond my own personal and professional development.

The professional rationale …

(a) … for looking at transition

The general area of 'career development' in education has been the subject of some research in the past (*inter alia,* Hargreaves & Woods, 1984; Nias, 1990; Goodson, 1992; Coffey, 2001; Woods & Jeffrey, 2002, all cited in Rippon, 2005). In addition, there has been a growing focus over the past three decades or so on the changing role of the 'professional' in society, particularly in relation to tensions in the balance between autonomy and accountability. This has led to consideration of the formation and development of teachers' professional identity, both at initial stages of teachers' careers and as they progress. Often, this research has taken place at transitional points – most of which could be conceptualised as the 'crossroads' mentioned in the introduction; for example, moving into schools as newly qualified teachers (eg Roberts, 2000; Doecke *et al,* 2000; Rippon and Martin, 2006), moving into posts of responsibility, or embarking on or completing specific career development programmes, such as the Chartered Teacher Programme or the Scottish Qualification for Headship (SQH) (eg Southworth, 1995a; Menter *et al*, 2005; Kirkwood and Christie, 2006).

Times of transition in professional development can be fruitful areas for reflection and research for a number of reasons. Moving into a new work or study situation may well put professionals in a position where they are required to reflect on and analyse their previous practice and their values and beliefs in preparation for application form and interview. This examination of one's current and developing role as an educator can be a powerful driver towards considering key professional issues. In addition, while the individual's expectations or perceptions of the 'new' situation and the reality of that situation may correspond, there is also the possibility of disjunction between them. In these circumstances, reflection on one's professional situation and identity may also occur. There is a complex relationship amongst professional, personal and perceived (social) identities of teachers/educators (Woods & Jeffrey, 2002); changes in any one or more of these at a time of transition may impact on confidence and thus on behaviour in a new role.

(b) … for looking at the world of the novice teacher educator

The area of transition from teaching in schools to teaching in faculties of education in the tertiary sector in Scotland seemed to be a useful site for research for a number of reasons, most of which fall under one or other, or both, of the two main headings of:

- professional identity
- learning and teaching in Higher Education

These general headings can then be more particularly focused:

- by looking at teacher educators as a subset of education professionals and considering how current and ongoing research into the formation and development of the professional identities of teachers can both inform and be informed by the specific situation of novice teacher educators;
- by considering the particular perspectives on learning and teaching in HE of those who enter the institution with a previous role as professionals in the field of learning and teaching. The relationship between these perspectives and those found in more general literature and research into learning and teaching in HE can then be considered.

In addition to the 'generic' issues of professional identity and practice, which can be examined in this specific context, at the time of beginning the project there had been research in the UK, which is still ongoing, into the development of policies relating to effective induction and continuing professional development specifically in relation to new teacher educators (*inter alia,* Murray, 2002, 2004, 2005; Murray and Male, 2005; Davison *et al*, 2005). Much of this research had been large scale and suggested that more in-depth research to gather more 'thick' data would supplement the data acquired by questionnaires and limited interviews from a large population (Murray, 2004). Subsequent research will be considered later.

Thus it was clear that areas in which I was deeply interested at a personal level as a result of my own journey in education were also areas where there was space for further specific research, with the potential to address questions of importance for colleagues and indeed management in relation to professional practice.

(c) … leading to personal and professional questions

The questions which I had been asking myself during my own journey into HE therefore became questions within particular themes which could be considered through the research.

Theme 1: Signposts and influences on the journey

What were the key stages in my career path which led me to become a teacher educator? How did I arrive here? How do different individuals experience the journey?

Theme 2: The experience of transition

How did I find the induction process into HE? What would have made the move easier for me? Did others find the same?

Theme 3: Learning and teaching in Higher Education

How do I conceptualise learning and teaching in HE? Do I have a different model from that which I used in other sectors? What are the influences on this? Is there a particular model common to new teacher educators?

Theme 4: Professional identity

Has my professional identity changed en route? Is this related to particular factors such as experience, knowledge development, or connection to a particular discipline? Are there similarities or differences amongst different individuals in the same job? Is there a 'teacher educator professional identity'?

From these themes, I identified the central purpose of the project, which was:

> to identify key issues in the transition of teachers from a school setting
> to working as teacher educators in a university Faculty of Education**.**

Data to inform the project would be gathered from the personal experiences of a number of school teachers who had made this transition to the same faculty at roughly the same time as myself. More information about the participants will be given in later chapters.

Nagging doubts …

(a) … about educational research

The decision to focus on this specific topic was reached only after significant reflection on my beliefs and assumptions about the practice and 'value' of educational research. The discourse of 'evidence-based practice' has been pervasive in the United Kingdom since the 1990s; my previous work context had not encouraged interrogation of the concept, and I had missed the debate following Hargreaves' (1996) original criticisms of educational research. I became aware through critical reflection as part of the EdD that this 'reductionist' discourse, with its assumption that 'the best way to understand complex phenomena is to isolate all the significant variables and test their effects' (Hodkinson & Smith, 2004:156), had impacted on my attitude to educational research and its purposes, although I had always been sceptical about the possibility of 'measuring' activities which seemed to be based on human relationships. Similarly, as I looked at evidence from both the UK and the United States which suggested that educational research was increasingly under pressure from governments to return to 'methodological fundamentalism' (House, 2005:1077) and considered the 'dangerous discourses' of managerialism and neo-liberal restrictions on research (Lincoln & Cannella, 2004) I recognised that, in relation to my beliefs about the 'value' of educational research, I had unthinkingly absorbed some of these concepts without interrogating them. In addition to the (predominantly) US Government discourse to which they refer, the discourse of 'outcomes-based education' underpins arguments such as those of Hargreaves (1996) regarding the sorts of research which 'count'. This discourse conceptualises the nature of social practices as 'manipulative devices (technologies) for engineering desired levels of output' (Elliott, 2004:170), which for me is not a comfortable position.

My studies during the EdD had helped me to clarify that my own conceptualisation of education as a 'moral practice' (Carr, 2001) led me to concur with Elliott's (2004) account of educational research being involved with 'investigating the conditions for realising a coherent *educational* process in particular practical contexts' (p175) rather than looking for 'contingent connections between a set of … activities and pre-standardised learning outputs' (p175).

However, concerns over the perceived value and impact of research remained. I was aware that while I could rationalise my commitment to the qualitative, interpretive research in my

developing project as outlined above, there was still a potential personal mental gap to be closed between the process and the outcome. Although recognising the impact of the discourses mentioned above on my personal epistemology, I still found it hard to be convinced that the anticipated outcomes would be 'adequate' within my own understanding of educational research. Nevertheless, recognising the relationship between these concerns and my own changing personal and professional identity as a teacher educator/researcher, I was aware that working through these issues was part of my own journey and, as such, part of the study itself.

(b) … about this educational research - a return to the personal

The essence of the investigation was that it would be about movement – not only physical, from one place of work to another, but also professional, into another sector of the educational system, and emotional, to new sets of colleagues and learners and to a new educational role. It was important that the methods used to gather information about that movement should be appropriate. To capture the sense of journey I decided that I had to ask people to tell me their own stories of the process which had led to their move, and of the experience of transition. I could then explore the relationships between their previous life histories and their current personal and professional stance in relation to the key areas of learning and teaching in HE. In addition, by examining the stories through the lenses of different contexts, I could perhaps identify shifts (or not) in personal and professional identity, and factors which impacted on this. Stories can be collected in different ways, but I decided to ask participants for oral narratives, which would allow participants the freedom to tell their own story in their own way. This was particularly important with my situation as an insider researcher, so that I could try to avoid directing people towards areas that felt important to me, rather than finding out what seemed to be important to them. Having encouraged participants to tell their own stories, there is then significant responsibility placed on the researcher in relation to the representation of these stories.

In any research project, there must be close examination of practical and ethical issues. The 'worker-researcher role' carries with it many positive aspects but also significant dangers and difficulties (Costley and Armsby, 2007). By choosing to investigate an area of my own working life which I was finding challenging, I was immediately putting myself in a situation which demanded a thorough analysis of my own positionality within the research. I was aware that every aspect of the research, from initially identifying participants through to final presentation of the project, would present significant practical,

ethical and moral dilemmas. These were potentially compounded by the fact that the project was seeking to delve into the experiences of individuals whose work context was the very faculty in which this project would be examined; my position as employee and faculty member and the workplace situation of my colleagues would be significant factors in the dynamics of each stage of the research (Robson, 2002; Alvesson, 2003; Sikes & Potts, 2008). Discussion of the dilemmas which are particular features of research within professional doctorates (Drake & Heath, 2008) will be important in this thesis.

Related to this, I had to decide on the extent to which my own experience could or should be part of what is presented. Following much thought and discussion, I concluded that a reflexive approach to the project would seem to be the most appropriate. This would allow me clearly to demonstrate my own response to the research context and the content, and to show my awareness of the ways in which I both affect and am affected by these (Aul Davies, 1999). The stories of the novice teacher educators which would be analysed and synthesised to provide the basis for the project would be examined through the additional lens of my own experience (Holt, 2003).

Signposts for the reader

(a) Structure

Having established in this introductory chapter the general area of research, I go on in Chapter 2 to identify the social and political contexts which are crucial to framing the narratives to be gathered from the participants. Chapter 3 contains a review of some of the literature relevant to the themes identified above to establish some of the conceptual frameworks which might be useful in analysing issues arising from the stories.

In Chapter 4 I discuss in some detail the methodological issues pertinent to this project, including a significant justification of the use of the narrative approach. The ethical issues of conducting insider research are identified at relevant points throughout. The process of implementing the information-gathering phase of the project is described in Chapter 5. The data is presented and analysed in relation to the two main research questions in Chapter 6, focusing on transition and Chapter 7, which covers issues of professional identity. Chapter 8 contains reflections on and analysis of some key issues which became evident from significant differences between my own transition experiences and those of most participants. This leads to the discussion and conclusions presented in Chapter 9.

(b) Discourse and terminology

Already within this chapter the reader may have become aware of issues of discourse and terminology. Although one may initially qualify as a 'teacher' this title does have some specific connotations. As the career journey proceeds, it may be that the use of this title might cause confusion, both in general terms, and for the individual's sense of personal identity, if a change in role leads to a loss of what may be perceived as key features of 'being a teacher'. These issues will be addressed more fully later in the thesis. At the moment, for clarity, the word 'teacher' will be used to apply only to those who are currently working in nursery, primary or secondary schools. Those working in other professional roles in education will be called 'educators', and those working in ITE will be referred to as 'teacher educators' (TEs). The specific terminology of 'university teacher' (UT) will also be defined and used. The term 'academic' will be used as a generic term for those working in HE.

In keeping with recent moves in both school and university environments, I will use the phrase 'learning and teaching' with its implied focus on the importance of 'learning', rather than the more traditional 'teaching and learning'.

(c) Moving on … by stepping backwards?

While identifying the context of any research is vital, it is particularly important, when taking a narrative approach, that the narratives gathered and analysed should be situated clearly within a temporal context, and that there should be awareness of broader social and political issues which frame the individual stories and impact on the way they are both told and heard.

As MacIntyre (1985) suggests:

> … the history of a practice in our time is generally and
> characteristically embedded in and made intelligible in terms of the
> larger and longer history of the tradition through which the practice in
> its present form was conveyed to us; …

(MacIntyre, 1985:207)

Thus the following chapter identifies some of the particular political, economic and social issues which set the context for the research project.

Chapter 2   The political, economic and social context

In general, for those moving into teacher education, there will necessarily be a time lapse between their own initial preparation for teaching and their return to higher education, given the usual requirement for teacher educators to have significant classroom experience. In some cases, such as my own, that time lapse may be considerable. Individuals will be more or less aware, depending on their personal involvement with 'political' issues in the widest sense, of the ways in which their personal and professional lives have been and are currently being affected by changes in the political and concomitantly the policy climate (Considine, 2005). It is important, therefore, to identify key factors which have impacted on the education system and thus on teacher education, and to analyse changes in thinking and perceptions which these represent, in order to set the experience of the move to work in teacher education in context.

In this section I outline these factors and discuss the resulting changes with particular reference to their impact on how teachers are prepared for the profession. The factors are considered under two main headings which are, again, linked. Initially I consider the political context and its implications for professional development; secondly, I outline the impact of the conceptualisation of knowledge as a commodity on views of learning and teaching and also on views of how education at all levels should be organised and delivered. Following this I look briefly at how teacher education has developed within this context, using a comparison of the situations in Scotland and in England to highlight some of the key issues. This leads into a consideration of the changing contexts of Higher Education as the new location into which the participants in this project have moved, and some specific contextualisation in the particular university and faculty in which this research takes place.

1.   The changing political context of education

The most significant political change in the past thirty years or so has been the move across the developed world from the end of the 1970s towards neo-liberal policy and discourse, with an emphasis on the importance of the individual and personal choice, and the reduction of the importance of the state and the influence of the professions. The politics of the 'third way' (Giddens, 1998) which followed could be said to have woven the ideas of social democracy into the neoliberal canvas. The political situation in the 1980s

and early 1990s where the United Kingdom was governed by the Conservatives but Scotland's representation in Westminster included at some points no Conservative Members of Parliament, and the majority of local authorities in Scotland remained to a significant extent under Labour control (Holliday, 2005) meant that some of what could be described as the worst excesses of neo-liberal education policy were not visited on the Scottish education system (Boyd, 1997; Paterson, 2003), and there did not appear to be public enthusiasm for reform. For example, following the *Self-Governing Schools etc (Scotland) Act, 1989*, only two schools in Scotland actually chose to become 'self-governing' (and one of those did so in order to prevent its closure). Similarly, the close control of the curriculum imposed by the Conservatives in England through the National Curriculum (*Education Reform Act, 1988*, Ch 1) was not echoed in Scotland, where the National Guidelines 5-14 (Learning and Teaching Scotland [LTS], online) remained non-statutory guidance following their gradual introduction between 1988-1991.

However, despite the initially mitigating effects of socialist policies and politicians in Scotland on educational organisation and practice, the impact of neo-liberal and third-way discourse and practice has been unrelenting and unavoidable. The discourse of the 'market' in relation to schooling which replaced the concept of education as a public service (Gillard, 2007: ch5 online) has been pervasive since the late 1970s and has continued to have a significant impact on how education policy and practice at all levels has developed.

(a) The 'market', 'standards' and performativity

Policies arising from fundamental neo-liberal beliefs in the importance of empowering individuals and reducing local authority control began with the 1981 Education (Scotland) Act which gave parents the right to choose the school to which their child(ren) should go. This led to the need for schools to market themselves to prospective clients through clear recording and publication of 'results' (without significant debate as to what is reasonably measurable or comparable amongst or even within establishments). The growing emphasis on competition amongst schools based on 'evidence' from 'results' led into the ongoing development under New Labour of the 'standards agenda', which has had a significant impact on how society conceptualises schools and education professionals. Standards in England were driven by establishment of the National Curriculum (Education Reform Act, 1988) and by the strengthening of the inspection regime through the Office for Standards in Education (Ofsted). In Scotland, assessment of pupils with standardised tests at the five levels set within the 5-14 curricular guidelines was followed by the introduction of target-

setting in 1998 (Scottish Office Education and Industry Department [SOEID], 1998a) which put pressure on schools to provide evidence of ever-higher levels of attainment, although the statistical and scientific illogicality of making comparisons amongst different cohorts of pupils seemed to escape the policy makers.

It has been suggested that policies which emphasise 'standards' and the developing concept of 'excellence' demonstrate 'a preoccupation with the culture of *performativity'* (Phillips and Harper-Jones, 2003:126, original emphasis). The notion of performativity is based on 'a rationalistic assumption that it is possible—and indeed, desirable, to 'measure' performance, whether this be of the individual pupil or the institution as a whole' (Broadfoot, 2001:136-137). Whether or not this assumption is valid is largely unquestioned, and the resulting focus on school league tables, external performance indicators and the notion of 'quality' as something that can be measured objectively has changed the relationship between teachers and parents, between teachers and local authorities through the 'quality assurance' discourse, and amongst schools serving the same local population.

By taking the performative approach, and developing a culture of accountability, the state can be seen to be 'steering at a distance' (Kikert, 1991, cited in Ball, 1999) and give the impression of holding less bureaucratic control. This fits with the focus of the third way approach of encouraging individual responsibility, within the state's overall role of ensuring 'opportunity for all' (Department of Work and Pension [DWP], 2008).

Although it is suggested that reform within the Scottish context has been less extreme than in the English system, and tends to be 'identified with the retention of elements and features characteristic of the public service beliefs associated with collectivist welfare arrangements' (Doherty and McMahon, 2007:253), concerns remain. As concurrent moves towards more inclusive education following the call of the Salamanca Statement (UNESCO, 1994) for 'education for all' have been taking place, tensions between the standards and the inclusion agendae are significant. McLaughlin and Rouse, writing in 2000, warned that:

> … the competitive nature of some of the reforms has the potential to
> create losers as well as winners... … It is … vital that the reforms are
> not allowed to reinforce existing inequalities in education by producing
> an educational under-class.
>
> (McLaughlin and Rouse, 2000: 9)

So we have legislation and policies which have goals of improving attainment and increasing inclusion which may be seen by many as incompatible, and have led to significant tensions in the management and delivery of education at all levels.

(b) The move to 'excellence'

While it has proved difficult to identify any significant positive impact on 'standards' by market forces in education (Gorard and Taylor, 2002), the concept remains firmly within current policies. Although it has been suggested that the 'standards agenda has run its course' (Tough and Reed, 2006:19), in relation to curriculum and assessment at least, the ongoing effects of the managerialist agenda remain visible in Scotland within the developing discourse of 'excellence' as policy documents such as *Ambitious, Excellent Schools* (SE, 2004b) emphasise the need for 'tougher, intelligent accountabilities' (p5) and Her Majesty's Inspectorate, in *The Journey to Excellence* (HMIe, 2007)*, provide revised quality indicators for self-evaluation linked with ten identified 'dimensions of excellence' (HMIe, 2006). 'Excellence' is defined as 'the furthest end of the quality spectrum' (HMIe, 2008:online), and there are significant implications in this discourse for those pupils and schools who may find themselves less far than others along that spectrum for a range of social, economic and cultural reasons. Implementation of Scotland's new *Curriculum for Excellence* (SE, 2004c) proceeds, with little critique of the concept, or of the implications of the discourse, of 'excellence'. Space does not allow further discussion of this issue here.

So what has been the impact of this change in political context for those working in schools over the last few decades?

(c) Implications for teachers

Woods and Jeffrey (2002) suggest that one of the key effects of the move to marketisation of schooling has been 'the assault on the child-centred philosophy' (p.93) held by many teachers like myself who began their careers in primary schools in the mid-1970s, under the strong influence of the 'Primary Memorandum' (Scottish Education Department [SED], 1965) and the Plowden Report (CACE, 1967). The humanist approach with its

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emphasis on relationships and the worth of the individual and on a holistic view of education and learning is sorely challenged by the managerialist demand to break learning down into measurable and assessable chunks and follow a more restricted and prescribed curriculum.

There are deeply uncomfortable tensions in applying the paradigm of the market to education. McMurtry (1991, cited in Hill, 2003:online) notes that the two concepts have 'opposing goals, … motivations, … methods, and … standards of excellence'. And it is in recognising these oppositions that teachers may identify tensions in the areas of professional and personal identity and also in relation to their understanding of learning and teaching.

Thus as teachers move from the world of schooling into Higher Education they are bringing with them, depending on their age, a history of working in surroundings which have been significantly changed over their time in education by the political context. At a simply practical level, moves towards greater control and accountability mean that instead of the daily register being the only piece of official record-keeping required of teachers, as in the 1970s, significant amounts of time and effort now go into maintaining effective records of learning and teaching. Beyond this, however, the changes have affected the way in which teachers and schools are viewed by society in general and thus have impacted on the personal and professional identity of teachers. As attitudes to education professionals have changed over the years, school staff have a relationship with 'stakeholders' and 'clients' and, rather than being seen as those who deliver education as a 'social good', teachers may be conceptualised as 'service providers who are accountable for implementing externally imposed, politicised policies' (McPhee *et al*, 2003: 4). Some of the impact and implications of the report on *A Teaching Profession for the 21st Century* (the 'McCrone report') (SE, 2001c) are considered in subsequent chapters.

Teacher educators, again depending on their age, are likely to be preparing student teachers to go out to work in schools in a political and social context which is quite different to that in which they began their own teaching career, while working in a Higher Education context which has also been significantly affected since their own time as students. In the participant group for this project, four (including myself) had qualified as teachers in the 1970s, while the remaining five had qualified across the 1980s; therefore the sense of

change might be expected to be greater for some than others. The HE context will be discussed more fully below; first, however, I wish to consider the ways in which the commodification of knowledge has impacted on how learning and teaching are conceptualised. I will look at this particularly in relation to teacher education, in order to move the contextualisation of this section forward into that area.

2.   The marketisation of knowledge

A further aspect of the 'market' discourse which has been extremely influential on policy development at all levels of education has been the concept of the 'knowledge economy', which positions knowledge as a commodity and defines education 'in terms of its subordination to the mechanisms of global capitalism' (Mulderrig, 2003: online).

Education within the 'knowledge economy'

The developing notion at a global level of the 'knowledge economy' (OECD, 1996, World Bank 1998) has moved the concept from the world of economic theorists (Hayek, 1936, 1945) to the working vocabulary of politicians at national and local level (Blair, 1998), and from the world of research and academia to the language of school policies (Scottish Office, 1999, Scottish Executive, 2004d).

The belief that '(t)he main source of value and competitive advantage in the modern economy is human and intellectual capital' (Blair, 1998:10) leads to a conceptualisation of education as crucial to the production, maintenance and development of 'intangible capital' (David & Foray, 2003: 21), which is seen to be a vital factor in productivity and growth for any country. This has led to challenges to previous assumptions about what the purpose of education is, and about how it should be organised. A recognition of the distinction between 'knowledge', which requires the cognitive capacity to act on the basis of the knowledge, and 'information', which can be described as data which requires processing by someone with knowledge (David and Foray, 2003) points to the importance of education as the means of transforming information into knowledge, in what is frequently referred to as 'the information society' in which we currently live. In addition, the awareness of the different types of knowledge to be transmitted ie non-discursive practical knowledge, discursive practical knowledge and applied theoretical knowledge (Winch, 2003, Peters and Humes, 2003), leads to consideration of how each of these relates to the other, and of the relative importance given to each in different situations. The issue of 'knowledge' versus 'applied skills' has implications at different levels.

Firstly, this impacts on the curriculum taught in schools, as the debate continues regarding the balance between 'specific content' and 'learning how to learn', perhaps exemplified in Scotland in the current move from the 5-14 National guidelines with their relatively specific guidance on content (LTS, online) to the developing *Curriculum for Excellence* with its focus on developing individuals' 'capacities' (SE, 2004c:12) and on outcomes through 'learning experiences.' Secondly, there are implications for perceptions of the process of teaching, and thus of the role of teacher. Whether society perceives a teacher, or that teacher perceives her/himself as involved in 'transmission' of knowledge or content or as a 'transformative intellectual' (Giroux, 1988, cited in Moore, 2004:166) with a much stronger focus on process, is a crucial aspect of how teachers are defined and how schools and classrooms are organised. It also impacts on teachers' identity.

Those involved in teacher education, then, need to be able to defend teaching approaches and strategies which they have adopted in response to their conceptualisation of 'teacher' and 'teaching' and to be able to rationalise these choices to students

3. Teacher education in a changing political context

Recent significant and developing research into teacher education and the role of teacher educator, both within the United Kingdom and internationally, will be reviewed in Chapter 3. Much of this has been in response to the fact that changing political contexts over the past thirty years or so, as described above, have impacted on the organisation of education and schools, and thus on the development of how teachers are prepared for the profession. In the United Kingdom, this is carried out through Initial Teacher Education (ITE) (in Scotland) and Initial Teacher Training (ITT) (in England). The difference in the discourse encapsulated in the distinctive use of the terminology of 'education' or 'training' demonstrates one of the key issues at the heart of the debate, and relates to the tensions involved in the developing conceptualisation of the teacher as a 'competent craftsperson' (Moore, 2004: 4). These tensions have been foregrounded by the political debates arising from the philosophical and political challenges to the historical humanistic approach to education by neoliberalism and subsequent 'third way' policies.

Preparation for teaching within a 'managerialist discourse'

As across the developed world the neo-liberal vocabulary of standards and target-setting has impacted on the work of schools and teachers, this in turn has led to reflection by governments on how best teachers should be prepared for the classroom, and thus on how

teacher education is conceptualised. In the United Kingdom, this has meant greater centralised control of teacher education/training (Hartley, 2002; McPhee *et al*, 2003) but with significant differences in philosophical and practical approaches between Scotland and England. Comparison of the situation in different parts of the UK allows some of the key issues to be identified.

(a) In common: the 'standards agenda'

The emphasis on 'standards' has led to the development of a discourse of competence-based preparation for teaching on both sides of the border. Following an initial set of competences included in the 1993 *Guidelines for ITE in Scotland* (see Stronach *et al*, 1994), the Standard for Initial Teacher Education (SITE) (GTCS, 2006a) was produced in 2000 by a Joint Working Group made up of stakeholders from faculties of education, the GTCS, HMIe and schools. The Scottish Executive was not involved directly in the group. Terminology in SITE changed from 'competences' to 'benchmarks' but concerns over the philosophical underpinning of this type of approach identified in the 1990s by, for example, Stronach *et al* (1994) persist (see Menter *et al,* 2006a). In England, the Standard for award of Qualified Teacher Status (QTS) gives a less full description of teacher professionalism in relation to values and the importance of research (Menter *et al,* 2006a), and similar concerns have been expressed in relation to the use of standards to ensure 'uniformity, conformity and compliance' (Delandshere & Petrosky, 2004:126, cited in Jackson & Serf, 2008: 128).

(b) Locus of responsibility for initial teacher education/training (ITE/T)

Teacher training issues in England are overseen by the Training and Development Agency for Schools (TDA) which is responsible to the government's Department for Children, Schools and Families (DCSF). The General Teaching Council (GTC), established in 2000, is responsible for maintaining the register of teachers and dealing with professional matters. In Scotland, however, the role of the General Teaching Council for Scotland (GTCS) is much more significant. It is responsible for ensuring standards of initial teacher education within overall guidelines, most recently revised by the then Scottish Office in 1998 (SOEID, 1998b). The continuing lead role of the professional body, as opposed to a government department, in accrediting and overseeing courses in teacher education is important for how the role of the professional educator in Scotland is understood both by the profession and by society in general. By keeping the locus of control 'independent' of government, the profession could be seen to be maintaining its autonomy. On the other

hand, it has been suggested that the GTCS may have a 'restricting influence' on the development of more innovative approaches to ITE (see Menter *et al*, 2006a:25).

(c) The locus for achieving 'competences' and 'standards'

In England there are a number of routes into teaching. Undergraduate and post-graduate courses are available; there are also several programmes which lead via a school-based training route to Qualified Teacher Status (QTS). Some of these include academic content, others are not required to do so. Therefore QTS is seen as independent of an academic qualification, and there is no specific requirement in the professional standards for QTS to link teaching or development of practice with educational research or theory (TDA, 2007). It would seem that alongside the developing regulation of curriculum for schools and the standards-based regulation of teacher training, there has been a de-regulation of the contexts in which that training takes place (Hartley, 2002).

On the other hand, in Scotland all ITE courses, whether undergraduate or post-graduate level, must be validated 'under the auspices of a university or degree awarding institution' (SOEID, 1998b, online) and while partnerships with local authorities and schools are an integral part of the process of preparation for teaching, and there are frequent informal debates about the comparative 'usefulness' of faculty work and what is learned on school experience placements, there have been no significant moves to relocate responsibility for the preparation of teachers to schools. Achieving the Standard for ITE is inextricably linked with gaining the academic qualification. The locus of teacher education was strongly confirmed within an academic framework in the years following the establishment of the Scottish Higher Education Funding Council (SHEFC) in 1993 which encouraged, indeed, forced, the mergers of existing colleges of education with universities (some of the implications for staff of this merger are noted below). The importance of the connection with research-led teacher education institutions is visible in the ongoing requirement for teachers to demonstrate their ability to link educational principles and theory with practice in the Standard not just for ITE, but also for Chartered Teacher and for Headship (GTCS, 2006a; SE, 2002; SE, 2005a).

Thus, again, we can see differences between the Scottish system and that of England. Clearly there are differences of scale; in 2006, 33,087 individuals were awarded QTS south of the border, compared with 3,906 achieving the Standard for ITE in Scotland (TDA, 2006; SE, 2007). The TDA lists 93 universities and colleges offering ITT, and a further 67

consortia of schools which offer school-centred ITT (TDA, 2008) and further providers offer the 'Fasttrack route', whereas in Scotland all ITE is carried out through eight universities (including the Open University). The scale of the Scottish operation should allow realistic collaboration amongst TEIs, with opportunities to debate major issues and to produce a joint response (although not necessarily consensus) both at the level of the deans and also through the Scottish Teacher Education Committee (STEC) when appropriate. It is suggested, however, that despite the universities' clear locus in ITE, and the potential noted above to be involved in policy development, they have not been involved in any significant dialogue with policymakers (McPhee *et al,* 2003). The two-stage review of ITE in Scotland (SE, 2001d, 2005) initiated by the Report on *A Teaching Profession for the 21st Century* (SE, 2001c) did not change this situation.

The existence of different routes to QTS in England, however, is evidence of one of the key debates in teacher professional education noted above – that of the balance between academic/theoretical knowledge and practical skills. The apprenticeship model, which suggests that professional skills and abilities are best learned from experts 'on the job' and diminishes the importance of 'theoretical' learning is promoted alongside the model which emphasises the importance of the incorporation of an academic approach.

In addition, it has been argued that there is extensive literature to suggest that it is unlikely that any 1-2 year ITE programme makes a significant impact on entrants' existing underlying beliefs about teaching, and that school cultures tend to overpower the effect of university programmes, if they are different (Furlong, 2005; Young *et al*, 2007). There is therefore significant pressure on HEIs to provide high quality programmes which relate to school practice. The unchallenged setting of HE as the locus for ITE in Scotland could mean that universities take for granted their opportunities for input into teacher education; the reviews of ITE noted above, along with requirements for regular re-accreditation with GTCS ensure regular reflection on and updating of courses and programmes.

## 4.	Moving into a different teaching environment

The firm locus of teacher education in Scotland within HE thus has implications for those who move into this role. This section will consider the developing emphasis on 'teaching' within HE and look at the particular situation of teacher education in HE following its relatively recent move from colleges of education. It will also outline features and

structures which may be specific to the university and faculty of education where the research takes place.

The impact of neo-liberal policies from the late 1970s with their emphasis on marketisation, managerialism, and performativity has been as significant in Higher Education as in the compulsory sectors. The move towards greater government intervention in the HE sector, with associated changes in funding mechanisms for universities over these years has led to pressures on all levels of staff to work to much more tightly controlled and centralised budgets and to maximise income from research (*inter alia*, Light & Cox, 2001). Institutions have expanded in response to greatly increased student numbers and in the context of the Labour government's ongoing pledge to ensure that 50% of school leavers go on to Higher Education by the end of the decade (Labour Party, 2001). It has been suggested that this target is unlikely to be reached given the 'stalling' in the percentages of school pupils achieving university entrance qualifications (Bahraini, 2007); however, individual universities continue to increase targets.

(a) Teaching within Higher Education

One of the concerns identified in the National Committee of Inquiry into Higher Education (NCIHE, 1997) (the Dearing Report) was the lack of appropriate quality assurance measures 'to ensure comparability of standards in an enlarged sector' (NCIHE, 1997, online). At the time of publication of the report, student numbers had more than doubled in the previous 20 years.

Until then, the 'professional' aspect of teaching was not an issue which had been rigorously addressed in the HE context, despite the recommendations of the Committee on Higher Education (HMSO, 1963) (the Robbins report) and the Hale report (Hale, 1964) that training (sic) should be given to lecturers. However, the Dearing report (NCIHE, 1997) highlighted challenges from competition with developing economies with a strong focus on education and training and concluded that there should be 'a radical change in attitudes to teaching' (NICHE, 1997, para. 33), recommending the establishment of the professional Institute for Learning and Teaching in Higher Education (ILTHE). Beyond that, it recommended that 'it should become the norm for all permanent staff with teaching responsibilities to be trained (sic) on accredited programmes' (NICHE, 1997, para. 70) meeting the requirements of its framework for professional development, based on professional activities, knowledge and values (HEA, online). It is interesting to note the

similarities in the framework to that of the Standards in Scotland both for ITE and for full registration.

However, in 2003, when the UK government published its rationale for reform in HE (DfES, 2003) it was noted that only 12 per cent of academic staff were members of the Institute of Learning and Teaching, and that not all of these would have a formal teaching qualification. Significant funding was established to develop, 'celebrate and reward' excellence in teaching, although missing from the document was any suggestion as to what might constitute such excellence. The related Scottish document (SE, 2003b) was equally lacking, references to the student 'experience' being couched in the language of the market.

Bamber *et al* (2006) note that, despite initial fears that universities would be limited by the centralised demands of the training initiative, a variety of provision has developed. In addition, their research into new lecturer development programmes at Scottish Higher Education Institutions (HEIs) identified a trend in the direction of 'tightening arrangements' (Bamber *et al* 2006:212), linking completion of a programme with successful completion of a probationary period. Within this university, new academics must complete the two-year New Lecturer and Teacher Programme (NLTP) as part of their probationary requirements, although individual negotiations about how that is to be done may be made at the time of interview.

(b) New roles?

The name of the professional development programme highlights another feature of the changing attitude to teaching within this university, where in 2003 the new position of 'university teacher' was introduced with a different focus from that of lecturer. The job specification (University of Glasgow, 2003) identifies the principal duties of the job as teaching and service/administration. Although the research dimension of the lecturer remit is missing, there is a requirement to 'engage in such scholarship as is necessary to keep up-to-date with developments in their discipline and in the practice of teaching in order to provide a high quality research-informed teaching contribution' (University of Glasgow, 2003). The notion of 'scholarship of teaching' (Boyer, 1990) is under debate; much of the tension arises from the difficulty of conceptualising it as anything significantly different from 'research'. Some of the issues will be noted in the review of literature in Chapter 3.

Thus the notion of the HE academic as a professional educator is a relatively new one, and the development of this concept has occurred firmly within the political context of the late 20th century which has led to the discourse of 'improving the student experience' and requires universities to meet governmental quality standards through the provision of high quality teaching (Clark *et al* 2002). University lecturers can no longer base their reputation (and tenure) solely on their research and publication in a particular discipline (Young & Irving, 2005) but need to demonstrate an awareness of pedagogical issues and their ability to develop their practice in teaching.

(c) Coping with research and teaching within a performative culture

However, recent changes notwithstanding, it is clear that in the past two decades, universities have been forced to look at existing policies in relation to research and teaching, and to attempt to articulate new ways of maintaining a balance between these to allow both funding targets and targets in terms of student recruitment and retention to be met. Many universities, including this one, are looking at ways of reconceptualising the research/teaching dichotomy, recognising that there is a need to 'reduc(e) polarity between teaching and research' (Clark *et al*, 2002:133) and to make new links between the two (Jenkins *et al*, 2003). There will be further discussion of the research/teaching nexus in Chapter 3.

The impact of the changing political context on those working in HE has been similar to that on those working in other areas of education. Light and Cox (2001) suggest that academics are 'living in the eye of a 'storm of excellence'', where they have had to learn to deal with competition/efficiency and quality/accountability (p.7). They suggest that there is a need for a new approach to academic professionalism in learning and teaching in HE, involving reflection not only on practice but also on the multiple discourses in which the professional is working (see also Barnett, 2000).

However, not only do centuries of academic tradition die hard in relation to what 'being an academic' means, but there are also clear tensions amongst aspects of the performative agenda. Alongside the focus on student-focused, quality teaching to enhance recruitment and retention, there is the pressure of the Research Assessment Exercise (RAE) which also impacts on league tables and thus on student recruitment, and, significantly, on funding. The ongoing need to produce and perform for the RAE, for reasons of both finance and status, within and outwith the university, may seem to clash with the need to spend time developing quality learning and teaching. The two are certainly not incompatible (Zaman,

2004), but there is clearly the possibility of the development of a 'hierarchy of roles' in which the traditional 'lecturer' position with its requirement for published research may be seen as more valuable to a faculty than the 'teacher' role, which has a focus on teaching and its development. This could particularly be the case in a university which delineates between the two at the initial contract stage, as does this one. Equally, in a faculty of education that additional focus on teaching could be seen as highly positive, and the scholarship of teaching itself could become a focus for research development.

(d) Particular issues for this Scottish faculty of education

Traditional ideas of which subjects are 'difficult' (and therefore more 'valuable'?) are deeply ingrained at all levels of society and have impact on individuals' self-perception as well as on policy and practice in all fields of education (Becher, 1990). In addition, there may be tensions relating to traditional and changing perceptions of hierarchies among the faculties themselves which can add to individual and institutional perceptions of the relative value of different roles in both teaching and research (Becher, 1989; Evans, 1990). The relative youth of faculties of education, particularly those who have become attached to the 'ancient' universities of Scotland, including this one, may be an important factor in how academics in these faculties perceive themselves in relation to colleagues from other faculties, even although universities are becoming more involved in professional and vocational education in a range of areas (Bridges, 1996; Watson, 2000; Gore & Morrison, 2001; Murray, 2004).

Changes in public and political perceptions of teacher education and its relationship with government over the past 100 years are clear. In the 1920s there was heated public debate when the then Scottish Education Department (SED) refused to allow universities to be involved in teacher education (Hutchison, 1992), and in 1977 major public anger (including student occupation of colleges of education) caused Government plans for the reduction in numbers of teacher training colleges to be overturned (Stabler, 1977). However, Paterson (2003) notes that there was no similar public, philosophical discussion of the 'absorption' of colleges of teacher education into the university system over the past 15 years, linking this to the lack of 'intellectual currents' (p.174) in debates over HE in general, which, he argues, are now limited to issues of access and political accountability.

Philosophical debates apart, incorporation of TE colleges into HEIs is an international trend and research from other parts of the world notes similar issues to those experienced

in this particular faculty. Many staff working TE colleges were already research-active, often involved in major national developments, although this would only be a minor part of their workload; often the focus would be seen as 'development' rather than research (Middleton, 2001, cited in Middleton, 2005; Robinson & McMillan, 2006; Forde, 2008).

The merger in this particular institution took place in 1999 (University of Glasgow, 2000). Driven by the requirements of the RAE, all staff involved in the merger into this faculty were reviewed in relation to research, with the expectation that they would become active researchers, or take a post as university teacher (UT). Some actively opted to become UTs, due to a sense of commitment to TE, and being at a stage in their career where they wanted this to be their focus (Forde, 2008). A change in perception of what 'counts' as research is likely to have an impact on an individual's identity as a researcher and indeed as a professional educator, and the review process can be a demoralising experience (Middleton, 2005). In this particular institution, existing departments and 'centres' related to education which joined the faculty were also under pressure to increase and improve research output for the RAE (Forde, 2008).

Thus, members of the faculty of Education in the first decade of the 21st century were under different performative pressures to colleagues in other faculties. Their tradition should have made them feel relatively comfortable with teaching in HE, which others were having to address, but the pressure to produce research to meet the criteria of the RAE was significant and staff respond in different ways to factors which impact on their professional identity (Middleton, 2005; Robinson & McMillan, 2006).

Staff involved in this project, on joining this faculty of education in 2003-4, were entering a work situation where many colleagues were still coming to terms with the relatively new role of either university lecturer or teacher, and finding ways of organising their lives to take account of research/scholarship/teaching commitments.

(e) Faculty structures

The new faculty of education included the Department of Adult and Continuing Education, which had already been an established department within the university, and the existing Learning and Teaching Service, which has since become a separate, university-wide generic service. Three other departments were set up, which shared teaching of the ITE programmes; staff were allocated to one of the three departments at the time of merger.

The Department of Religious Education and the Department of Curriculum Studies had a relatively clear focus on their 'central' disciplinary areas; the Department of Educational Studies was seen as being more 'issues based' and incorporated the University's existing department of Education, Centre for Science Education, and Robert Clark Centre for Technological Education, along with the college's Support for Learning team. Issues of educational philosophy, ideology and professional studies became the responsibility of the Department of Educational Studies. The Department of Curriculum Studies was structured around groupings of colleagues working in different curricular areas (Forde, 2008). Thus the Department of Educational Studies might be conceptualised as being involved with the discipline of education, while the other two departments and subsections might be more closely linked to other, different disciplines.

This information is important in order to establish the context in which the stories of participants are told. Jobs are generally advertised as specific to one or other of these departments and new teacher educators' expectations and experiences may be influenced by the differences amongst these departments.

5.   The unique position of teacher educators as academics in the HE sector

Most HE academic careers traditionally begin following a first degree and (probably) doctoral study in a specific subject or discipline, involving the acquisition of significant knowledge in that area, probably supported by ongoing research in the field (Henkel, 2000) although it is suggested that 'disciplinary dignification' and the tendency towards the 'vocationalisation' of HE in recent years has changed this slightly (Becher & Trowler, 2001: 5). Recruits to faculties of education involved in teacher education, however, tend to have a different career profile. While some may have carried out post-graduate study either in education or in another discipline, significant research experience or evidence of publication is not necessarily required, depending on the post advertised. On the other hand, what they do bring with them is significant experience and expertise in teaching, and frequently also in management posts in education (Sinkinson, 1997; Murray, 2005).

The recruitment to universities of staff with this significant expertise in teaching (albeit not in the tertiary sector) should have implications for how the university conceptualises its teaching force, particularly in relation to induction or probationary training requirements.

Currently this is not the situation in this institution and participants' responses to this will be considered in the research.

Accredited programmes in universities in the UK which lead to probationary academics gaining a postgraduate certificate in learning and teaching in HE must 'provide participants with a theoretical and practical grounding in relevant pedagogical issues concerned with their subject discipline as well as more generic knowledge and skills' (HEA, 2007). There is ongoing discussion of the importance of this balance between disciplinary and generic knowledge; research continues into the most effective methods of induction into HE in specific disciplines some of which will be reviewed in Chapter 3.

As I considered this situation during the completion of my own portfolio for the NLTP, I recognised that this research sits at an intersection between disciplinary and generic knowledge, examining the situation of those whose disciplinary knowledge (of education) could be conceptualised as the same as the generic knowledge (of learning and teaching). Within teacher educators there are those who will have been teachers within the specific discipline of their first degree; others with a more generic degree (or diploma) in primary education may have a different conceptualisation of learning and teaching, particularly in relation to HE. Are there, as the HEA documentation would suggest, particular pedagogical practices related to specific disciplines, and if so, what are the implications for teachers who have been working in these disciplines in schools moving into a role where they are required to enable student teachers working at different levels of education to develop their own beliefs about the philosophy and practice of learning and teaching? In terms of teaching, then, it could be argued that academics in most faculties should demonstrate effective teaching skills through the ability to present their disciplinary knowledge in a reasonably accessible way to a cohort of students selected on the basis of general ability, judged by success in examinations. Those who teach in an education faculty, however, are under an additional level of scrutiny from their students from a different perspective, since their very practice is a model of what they are in fact teaching. Even when compared to other areas of professional education, teacher educators are in a unique role:

> Doctors do not serve as role models for the actual practice of the profession, i.e., they do not treat their students. Teacher educators, conversely, whether intentionally or not, teach their students as well as teach about teaching.   (Korthagen et al, 2005:111)

Russell (1997: 44) suggests that the necessity to make '… the '*pedagogical turn*', thinking long and hard about how we teach and the messages conveyed by how we teach…' is crucial. Just as the possession of any other skill does not automatically give one the ability to teach that skill effectively to others, similarly it cannot be assumed that being a skilled practitioner in teaching is sufficient to ensure that one will be an effective teacher educator; teaching student teachers requires more than simply modelling practice (Loughran, 2006). This research will consider how novice teacher educators conceptualise the move into this different context, specific within HE, and how they deal with the transition.

In this chapter, I have established the contemporary Scottish educational context in both the compulsory sector, from which the new teacher educators moved, and in Higher Education, with a particular focus on situation in this particular university and faculty. In Chapter 3, I present a more detailed review of literature in relation to the specific areas of learning and teaching in Higher Education, and of teacher education, in order to contextualise further the experiences of the participants in the project.

Chapter 3   The literature and research context

This chapter sets out the research context within which the transition stories of the participants and myself are framed. Firstly in this chapter I review some of the relevant literature in the general area of 'learning and teaching in Higher Education' and then move to more focused research into 'teacher educators'. I then discuss a limited amount of the vast body of literature on professional identity. I identify areas where this particular piece of research will both relate to and build on existing knowledge and evidence. Finally in this section I indicate how the questions arising from each section of the literature reviewed may be linked to the themes identified earlier and identify the specific questions to be answered within this project.

1.   Learning and teaching in HE

(a) The changing environment of Higher Education

New academics entering Higher Education from other areas of professional or vocational life are entering an environment where they will be joining colleagues whose work practices have been and continue to be affected by the political and economic factors noted in Chapter 2. This section identifies some of the key issues arising from the literature in this field.

Learning and teaching in HE has become an area of interest, debate and research as a result of the impact of new managerialism, academic capitalism within the knowledge economy, and, more recently, globalisation on traditional university structures (Slaughter & Leslie, 1997; Becher & Trowler, 2001; Light & Cox, 2001), which has led to the discourse of 'improving the student experience'. Marginson (2007:xi) talks of the 'epochal collision' of the past two or three decades between neo-liberalism and new public management on the one hand and on the other 'the Deweyan conception of education in democracy and traditional scholarly cultures'; this begins to convey the sense of change which has been experienced by academics working in HE over this period.

The concept of 'new managerialism' refers to both the ideologies behind and the actual use of market techniques being applied to areas traditionally thought of as public or welfare services (Deem, 2004); the key aims are 'economy, efficiency and effectiveness, defined in particularly loaded ways' (Becher & Trowler, 2001:13). Drives for 'efficiency' in

organisation and costs, combined with a move to a greatly enlarged higher education system, and the subsequent pressure on funding have led universities to change practices in a range of areas. This has led to 'an extension, intensification and fragmentation of the job role' (Becher & Trowler, 2001:17) for academics, as also noted by Henkel (1997:139) as including the need to 'cost, … determine and stimulate markets for (new courses), evolve new ways of delivering them and ensure they can stand up to hard external scrutiny'.

According to Marginson (2000) there are four overlapping dimensions visible in the transformation and crisis in academic work. These are issues relating to globalisation and internationalisation, reduction in government funding of HE, the 'crisis of values and university identity in an era of corporate reform' and 'tendencies to the deconstruction of academic professionalism itself' (p.23).

The 'traditional scholarly culture' noted above would suggest that it is part of the role and responsibility of universities to 'have a broad, rich and deep knowledge base which is attentive to a broad range of social and cultural knowledge and also to tradition' (Kenway *et al*, 2007:132*)*. However the dimensions as identified by Marginson (2000) impact on this tradition, and competition amongst universities for research funding can lead to particular moral and ethical dilemmas as '(c)ommodification facilitates freedom of the object and subject, but also leads to the destruction of the social and the ethical' (Kenway *et al*, 2007:132). In faculties of education, dealing with moral, social and ethical issues both relating to education at all levels and in a wider sense, this can be particularly challenging (eg Pring, 2004).

Thus, driven by performativity, with targets relating to enhancing the student experience, a significant element of which relates to quality of teaching, HE institutions have had to address issues of learning and teaching along with ongoing pressure to increase and develop research capacity.

(b) The developing focus on learning and teaching

Although this has been identified in Chapter 2 as an important issue, shared understandings of what 'effective learning and teaching' might look like in HE are not easy to identify. In a review of published research into HE outwith the United States, Tight (2004) noted that the most common issue discussed was course design, while there was relatively little published research on the themes of learning and teaching, and of knowledge – 'that which we are seeking to understand through HE' (p.10).

Where researchers have attempted to identify 'good practice' or 'quality' in teaching, criteria and indices have generally been constructed from studies in individual areas and have often been based on student evaluation of teaching (Knight, 1987; Batty & Matthews, 1988, both cited in Brown, 2005). This in turn often focuses on issues of administration and performance rather than evidence of knowledge acquired, and also leads to a circular situation where good teaching is defined arbitrarily and then research is undertaken to which confirms this prior definition (Brown, 2005). The more recent shift in focus from 'teaching' to 'learning' may require academics to engage with conceptualisations of the acquisition of knowledge and learning in a different way (McLean & Bullard, 2000; Malcolm & Zukas, 2001), while maintaining a focus on research as part of their role.

Key issue for this study
- How far did participants' conceptualisations of the new role in HE match with the role as 'reconstituted' over the last two decades?

(c) The research/teaching 'nexus'

There is a complex relationship between research and teaching in HE. It has been argued that the original Humboldtian tradition which made 'education through research' the defining feature of university education, far from being dismissed with the massification and increasing vocationalisation of HE, has been revived in the new focus on competency-based HE and the requirements for research competencies in professionals in the knowledge society (Simons & Elen, 2007). The contemporaneous introduction of the RAE and change of status of many polytechnics in 1992 led to a new focus on both research and teaching (Brown, 2005). Assumptions and ambivalences in terminology and in the concept of the link are noted. Brown (2005) points out that it is not clear in much of the discussion whether 'research' refers to academics' own personal, ongoing research, or to already

published research carried out by others. This confusion in the terminology of 'research-led teaching' is visible in the literature on the topic.

Empirical research is at best ambivalent about the impact on teaching of the research/teaching nexus and little or no research has been found to suggest that there is a positive link between 'good teachers' and 'good researchers' (Webster, 1985, cited in Brown, 2005; Knight, 1988; Brew & Boud, 1995; Hattie & Marsh, 1996; Zaman, 2004); any reasonable comparison is hampered by the fact that consistent, agreed indicators of quality in either teaching or research are not available (Brew, 1999, 2001; Smeby, 1998). It has been suggested, however, that attempts to make this link are spurious and irrelevant and that both research and teaching should simply be considered worthwhile in their own right (Clausson, 2005). It is also argued that how the relationship between teaching and research is viewed by academics depends on the conceptualisation of the central function of the university (Brown & McCartney, 1998). Robertson & Bond (2001) found that academics' perceptions of the relationship ranged from '… a view that comprises a relatively simple dichotomy to one that is an integral, relational composite' (p.14).

The notion of researcher and student *learning together* (related to the concept of 'researching together') is suggested as a way of linking research and teaching in a positive way (Brew and Boud, 1995; Rowland, 1996; Brown & McCartney, 1998).

The important issue is the requirement for university lecturers both to produce research and also to be effective teachers. Brown (2005) notes the paradox between academic esteem and promotion generally being predicated on production of research, while proportionally larger sums are provided by government for teaching students. She suggests that

> … there is still a hierarchy of esteem in the research/teaching/ administration continuum, and it will take a great deal of effort to establish a sense of equity of esteem.
>
> (Brown, 2005:366)

As noted in Chapter 1, the relatively new role of 'university teacher' in this University has allowed the development of posts which focus on teaching as opposed to research, while retaining a requirement for evidence of 'scholarship' (University of Glasgow, 2003).

(d) Scholarship of teaching

The concept of the 'scholarship of teaching' (Boyer, 1990), originally developed to try to
bridge the research/teaching divide (Jenkins, 2004; Brown, 2005), would seem to be of
fundamental importance in the discussion of learning and teaching in HE, in its attempt to
examine:

> … knowledge of effective ways to represent subjects; the ability to
> draw the various strands of the field together in a coherent and
> purposeful way; and cognisance of ways that make the subject more
> accessible, interesting and meaningful to students.
>
> (Kreber & Cranton, 2000:477)

and in its definition as 'a process comprised of reflection on experience-based knowledge
and research-based knowledge on teaching' (Kreber & Cranton, 2000:476). However, the
concept of 'reflective practice' has been critiqued in this context. It is felt that to justify the
claims of the benefits of reflective practice, there should be a clear definition of how this
differs from other kinds of thinking (Zeichner & Wray, 2001; Rogers, 2002). From
research into academics' work on professional portfolios relating to claims for awards in
excellence in teaching, Lyons (2006:166) suggests that reflective engagement in
professional development in teaching necessarily involves intentional interruption of
practice to apply systematic and deliberate questioning of that practice, and the
implementation of change in practice.

Commitment to ongoing professional development and evaluation of practice is a key
element of the Professional Standards Framework for learning and teaching in HE (HEA,
online) and this has been translated into 'reflective practice' on many of the programmes
which lead to qualifications in teaching in HE (McLean & Bullard 2000), including in this
university (University of Glasgow, online). Kreber (1999) suggests reflection on the three
areas of *content* – what we believe about what we know, and what we teach, *process* –
what we do, through student feedback, and *premise* – where issues and alternatives are
considered.

There is evidence in the literature of the ongoing struggle to clarify how 'scholarship of
teaching' differs in any significant way from 'research into teaching', since there is
emphasis on the production of scholarly articles on the subject. Lygo-Baker (2005)
suggests that there is a strong sense that the pressure to identify what 'scholarship' might

be is driven by the audit, performativity and improvement culture and that it is important that 'scholarship of teaching' should not be left to be defined by policy makers.

In the attempts to have the scholarship of teaching recognised on a level with research, proponents have been forced to identify criteria, originally stemming from scientific norms relating to knowledge (Kreber & Cranton*: 489). Scholarship of teaching is said to go beyond competence in teaching and implies 'excellence' (Kreber & Cranton 2000, Kreber, 2005). In order to establish that excellence, one of the areas where expertise is said to be required is in the area of 'discipline-related knowledge' which is understood as:

> … knowledge in the instructional, pedagogical and curricular domains, constructed through content, process and premise reflection on research-based knowledge and teaching experience.

> (Kreber & Cranton, 2000: 490)

Identification of 'excellence' in teaching, however, has been problematic (see previous section). Thus it would seem that the area of scholarship includes a number of contested areas which make it less than straightforward, particularly when linked with the literature on the changing balance between teaching and research for academics.

Key issues for this study

There are some important issues in relation to research/teaching for new academics coming in to the faculty of education, particularly since a significant number of the participants are in fact 'university teachers' with the requirement for 'scholarship' as opposed to 'research'. The literature suggests that teaching in HE is itself a site for research/scholarship and that the research/teaching link is a contentious one. This is of particular relevance in an education faculty, where 'teaching' is also an element of the discipline being taught.

- Do new teacher educators see teaching in HE as an area for research and development of practice?
- How far do new teacher educators see scholarship of their own teaching as being research to share with the students?

(e) Induction and professional development in Higher Education

In the move to a new academic position there are at least two elements within the induction process. One is the official programme leading to a generic qualification in academic practice, as required by the university for all new academics (see Chapter 1). However, the

other element is the induction, both formal and informal, into the specific department or faculty. Literature would suggest that this is a potentially more important element in the formation of a professional identity as an academic (Trowler & Knight, 2000).

In a study of academics from Norway, Sweden and England, Henkel (2005) concluded that the discipline and academic freedom were found to be the two most highly valued aspects of academic identities, giving meaning and self-esteem. The importance of making a specific contribution to research in the discipline was held to be important. However, the traditional professional identity of academics has been affected by the political changes noted earlier. Prior to policy changes in the late 20th century, academics working in HE tended to have relatively stable professional identities which were situated in their position as 'members of interconnected communities, notably disciplines and higher education institutions' (Henkel, 2005: 155). Nowadays, there is much more pressure on academics to engage with others across and beyond institutional boundaries, as part of what has been described as the 'triple helix' of academia-industry-government relations (Etzkowitz & Lydesdorff, 1997, cited in Becher & Trowler, 2001) which characterises innovations in the late twentieth and early twenty-first centuries. However, concerns are raised about the dangers of interdisciplinarity 'serv(ing) as a rationale and as a source of legitimation for private interests and corporate-style institutional arrangements inside the academy' (Hearn, 2003:10, cited in Chettiparamb, 2007:51).

It has been argued (Pickering, 2003) that the competencies approach of the Institute of Learning and Teaching in HE (ILTHE), visible in the framework for professional standards (HEA, online) and the basis for universities' programmes for new academics, has led to a representation of pedagogy as generic, to the positioning of academics as 'objects' rather than 'subjects' by focusing on competence and checklists rather than values and principles, and has tended to decontextualise learning and teaching (Pickering, 2001: 3). Research into the relationship between disciplines and pedagogy shows some complex issues.

Trowler and Cooper (2002) identify three main domains into which lecturers' approaches to learning and teaching can be theorised. One of these is the reflective practitioner model (Schön, 1987); some issues from the literature about this have been reviewed above. The next, however, is the disciplinary perspective. Literature suggests that despite the generic approach to pedagogy taken by new lecturer programmes noted above, both new and more

experienced academics tend to see pedagogy as being discipline-led, linked to epistemological beliefs about concepts, and to norms and discourses of their particular expert world (Becher, 1989; Becher and Trowler, 2001; Neumann, 2001; Neumann *et al,* 2002; Pickering, 2003). It can be argued that one of the goals of HE is to 'think within the discipline' (Kreber, 2005:398). In addition, encouragement of students to understand how research relates to their own discipline in order to develop new critical researchers in the field is also seen to be crucial (Neumann, 1994). Fact-based disciplines such as science and engineering may tend to value and practise activities involving exposition of these facts and knowledge, and applying this knowledge in practical situations, whereas other disciplines such as philosophy put greater store on critical thinking and essay writing (Kuhn, 1991; Lueddeke, 2003, Lindblom-Ylänne *et al*, 2006).

Thus the discipline can be seen to be important both for the situating of the individual's professional identity and for defining views about the pedagogy of HE. '(A)cademics look to their occupation for their identity as teachers, but outside for their identity as subject specialists' (Piper, 1994: 6, cited in Nixon, 1996).

Trowler and Cooper's (2002) third theoretical domain is identified as a 'developmental view' (see Nyquist and Wulff, 1996, cited in Trowler and Cooper, 2002; McLean and Bullard, 2000; Gibbs & Coffey, 2004; Postareff et al, 2007). This suggests that expert teachers in HE can be differentiated from novice teachers by the extent to which they have moved along a continuum from constructing teaching as 'imparting information' to a more learner-focused approach of 'supporting learning' although 'there is little evidence of the relationship between conception and actual practice or on how conception affects student learning' (McLean & Bullard, 2000:83). Similarly, Åkerlind (2004) found that academics described their experience of teaching in one of four qualitatively different ways, being focused on either 'teacher transmission', 'teacher–student relations', 'student engagement' or 'student learning' (p. 366).

There are links with the disciplinary domain, however, as it has been suggested that teachers from 'hard' disciplines are more likely to take an information transmission/teacher focused approach, while those from the 'soft' disciplines tend to take a more conceptual change/student-focused approach (Lueddeke, 2003; Lindblom-Ylänne *et al*, 2006).

Malcolm and Zukas (2000) note the tendency of the discourse of learning and teaching in HE to ignore the sociological understandings of adult education and to focus on the psychological construction of the learner, suggesting that this fits with evidence-based practice discourse searching for prediction and control. In a useful model, Trowler and Cooper (2002) conceptualise 'Teaching and Learning Regimes' (TLRs), which add a sociological aspect to the psychological focus on the learner through 'draw(ing) attention to social relations and recurrent practices, the technologies that instantiate them…and the ideologies, values and attitudes that underpin them' (Trowler and Cooper, 2002: 224). This can be related to disciplinary issues, but also to conceptualisations of learning and teaching which go beyond disciplinary restrictions.

Key issues for this study

There are several important issues, with connections to the unique position of teacher educators within the larger group of university teachers/lecturers.

- What were new TEs' induction experiences into the department/faculty?

- To what extent do the new teacher educators in this study relate to the 'generic' discipline of education, or do they position themselves within a more specific discipline, either through their first degree, or through an area of specialisation within education?

- How do teacher educators conceptualise learning and teaching in HE, in relation to Trowler and Cooper's three models? Have their ideas changed over the transition period?

2. Teacher educators – and new teacher educators

As indicated in the previous section, changes in the political context which have impacted on views of the construction of the 'teacher' have led to a recent focus on the field of teacher education and specifically on the role of the teacher educator (TE). A significant proportion of the material is authored by a relatively small number of academics writing in this field; much of the writing can be seen as a response to the managerialist, performative approaches which have the effect of minimising the role of the 'autonomous professional' and reducing teaching to a list of competences and skills.

Although an under-researched area until the mid-1990s (Murray and Harrison, 2008), in the last ten years or so research into the work of TEs in the United States, Europe and

beyond, has grown out of a perceived need to highlight the particular 'skills, expertise and knowledge' (Korthagen *et al*, 2005: 107) of TEs and to engage with previously unanswered questions about the nature of their work and how it is constructed, their relationship to the consumption and production of knowledge and their professional development needs (Ducharme & Ducharme, 1996) . The induction and continuing professional development of TEs has been a major area of research in the Education Subject Centre (ESCalate) of the Higher Education Academy.

This relates to the trend of research into the work and role of educators in general being carried out from within rather than from the outside (Cochran-Smith, 2003; Munby *et al*, cited in Korthagen *et al* 2005). Cochran-Smith and Zeichner (2005) suggest that empirical evidence about teacher education practice cannot be considered without reference to underpinning values and ideologies, and this is relevant to this study.

The research into induction and professional development of TEs will be considered first, and then I shall review some of the research into teachers' professional identity.

(a) Induction and professional development of teacher educators

(i) The particular teaching role of teacher educators
There is a significant emphasis in the literature on the importance of recognising that 'teaching about teaching' is quite different from teaching (*inter alia,* Berry and Loughran, 2002; Zeichner, 2005; Loughran, 2006; Russell and Loughran 2007). Loughran (2004) notes that the challenge for teacher educators is to develop ways of 'articulat(ing) their professional practice in teaching about teaching' (p.116).

Literature suggests that there has been a general acceptance, as the basis for most teacher education programmes, of a constructivist model of learning, a focus on 'learning how to learn' and the subsequent development of the concept of the teacher as a 'reflective practitioner' (Korthagen *et al*, 2001; see also Cochran-Smith, 2001). This requires TEs to develop a clear understanding of how to support students in acquiring reflective skills, and of how to model reflective behaviour in their practice (Berry, 2004; Loughran & Berry, 2005). In addition, they must be able to recognize and articulate the interactions between theory and practice, and social and cultural factors (Cochran-Smith and Lytle, 2004). The distinction is made (Murray, 2002, 2005; Murray & Male, 2005) between the 'first-order

field' of teaching in schools, teaching specific subject knowledge to pupils, and the 'second-order field' of teacher education, involved in '…(re)producing the distinctive discourses and practices of their new field of teacher education with and for their students' (Murray, 2005: 70). It is suggested that new TEs may need to be encouraged to analyse the 'complex and sometimes contradictory relationships between first and second order knowledge and practices' (Murray, 2005: 83) and to develop new knowledge and skills in order to do this successfully.

(ii) Pedagogy of teacher education

The concept of a pedagogy of teacher education has been developing over the past ten years or so (Loughran and Russell, 1997; Trumbull, 2004; Loughran, 2006; Russell and Loughran, 2007). This involves looking closely at 'teaching and learning about teaching' (Loughran, 2006) and being aware of working on two levels, aware of the 'content being examined' and of the 'nature of the teaching being employed (p.7).

Korthagen *et al* (2001, cited in Loughran, 2006) use the concepts of episteme and phronesis to describe the difference between the experienced teacher educator's and the student teacher's understandings of educational practice. They suggest that teacher educators use their epistemic, abstract knowledge of education, acquired through experience and reflection, to analyse problems and situations related to school teaching, whereas students tend to work with phronetic knowledge, which is gained from understanding specific situations in a more limited, practical way. But on the other hand, teacher educators may find that their epistemic knowledge of teaching may not be directly applicable to situations which arise in their teaching about teaching and they themselves need to engage with analysis and critique of these different teaching situations in HE.

(iii) Induction concerns

Research into the experiences of new TEs suggests there may be tensions between new academics' expressed priorities for induction and the support offered by institutions through current structures which are not seen to be particularly appropriate for individuals with an already substantial knowledge of educational practice, albeit not in HE (Murray, 2005). In addition, new TEs expressed concerns relating re-identifying as a 'second order practitioner' (Murray, 2002, 2004) and dealing with perceptions within the university of the low-status of departments (Murray, 2004).   Swennen *et al* (2008) note that analysis of literature into the experiences of new TEs suggests that there may be difficulties in four

main areas: 'isolation, a clash of ideas and ideals, lack of time and resources and the complexity of their work' (p173).

Regarding induction into a pedagogy of teacher education, there is little literature to suggest that much has changed since the experience of the new teacher educator quoted in Guilfoyle *et al* (1995, cited in Korthagen *et al*, 2005: 110) said that 'No class at the university discussed the process of becoming a teacher educator.' Similar concerns were raised by Buchberger *et al* (2000), and Murray (2002, 2005).

Writers in the field of teacher education and the role of TEs have criticised the development of the competences approach to professional education, both for school teachers and for educators in HE, on different grounds. Some feel that it is impossible to encapsulate the complexity of teaching in a list of standards (Korthagen, 2004; Zeichner, 2005, cited in Koster & Dengerrink, 2008), and some (*inter alia* Cochran-Smith, 2001) that sets of standards impact negatively on professionalism by reducing the likelihood of reflection. However, there is some evidence (Koster and Dengerrink, 2008) that a Standard for teacher educators in Holland which has been 'developed and reviewed intra-professionally' (p.145) has been able to encourage professional reflection, although concerns are raised about its lack of breadth in relation to what has been identified as the wider civic responsibilities of academics and teacher educators (Cochran-Smith, 2006).

(iv) Induction and further professional development

Murray (2005) found that alongside the generic induction programme in to HE undertaken by all new TEs in her study, induction at a departmental or faculty level was generally through the 'immersion' method of 'informal and ad hoc participation in the daily routines of their teaching teams or research groups' (Murray 2005: 77). This tendency to 'learn through practice' fits with the discourse of the 'apprenticeship' model of professional development for teachers themselves and the 'practical professionalism' model suggested by Hargreaves & Goodson (1996). However, they also underline the importance of analysing and reflecting on that practical knowledge, warning that 'promotion of everyday craft knowledge may redirect teachers' work away from broader moral and social projects and commitments' (p. 14). Murray (2005) also found that new TEs recognised the importance of developing 'a scholarly knowledge base of their subject' (p.78), but that this was rarely on the topic of pedagogy in ITE. She argues that effective induction should:

> … focus on analysing previous practices and their implications within
> the new setting in order to begin to build new pedagogical knowledge
> and understanding for second order work.

<div align="right">(Murray, 2005: 79)</div>

Evidence from a range of research into the induction of new teacher educators was the basis for the production of guidelines for appropriate induction programmes (Boyd *et al*, 2007).

For some researchers in the field of teacher education, the route to the development of effective practice is through self-study, which foregrounds the value of systematic critical reflection on practice, often in collaborative groups (Bass *et al*, 2002; Loughran and Russell, 2002; Berry, 2008) while recognising that it is vital that this self-reflection should be linked to public theory rather than restricted to the personal (Bullough, 1997; Cochran-Smith, 2005). Cochran-Smith (2003) suggests that the education of teacher educators should be grounded in enquiry and conceptualised as

> … an ongoing and recursive process that depends on inquiry as a
> stance on the work of teacher education … … connecting one's day-to-
> day work to the work of others and to larger social, historical, cultural,
> and political contexts'

<div align="right">(Cochran-Smith, 2003: 21)</div>

This approach encourages reflection on and inquiry into the process and practice of teacher education, rigorously analyzing connections, pressures and policy implications of these. The concept of 'inquiry as a stance' is one which is embedded in the various sets of standards for teachers at all levels in Scotland, from ITE onwards, (SE, 2002, 2005; GTCS, 2006a, 2006b). There are clear links to be made here between specific issues for TEs and the more general research in HE into the 'scholarship of teaching' and also to the debate on research/teaching in HE, as outlined in the first part of this section.

(v) Development of research amongst teacher educators

Murray (2004) noted that new TEs expressed concerns relating to the need to balance teaching with academic/research work.   Similarly, other researchers have found that significant numbers of TEs prefer to protect their pedagogical and pastoral roles rather then develop research roles (Leslie, 2002; Robinson & McMillan, 2006). The literature relating to this will be considered below in the section on professional identity.

There is limited research into the very specific context of a 'young' Faculty of Education which is still in the early days of developing as a research community in comparison with other faculties in the university. However, Middleton (2005) identifies the concerns of existing staff, whose previous research was frequently based on work with colleagues in schools, in moving to meet university expectations in relation to RAE-equivalent procedures. She also identifies difficulties encountered by staff entering an education faculty with post-graduate research experience in 'their own subject' rather than in education.

Key issues for this study

Beyond issues of transition into HE, then, the narratives may give evidence about new TEs' perceptions of the concept of 'pedagogy of teacher education', and identify whether or not elements of the concept of 'first and second order fields of teaching,' or of 'epistemic and phronetic knowledge' are relevant to their experiences. Has structured critical reflection on their own practice been a feature of their work since coming to the faculty?

(b) The professional identity of the teacher/teacher educator

The research into the area of the professional identity of educators can be considered under three headings; firstly, and briefly, some theoretical writing on how identity itself may be conceptualised in different ways, secondly, some of the literature as it relates specifically to teachers and thirdly, more specific research relating to identity in transition, particularly in relation to new teacher educators.

(i) Identity and its development

'Identity' can be conceptualised as being made up of different elements which may or may not be consistent with each other. 'Social identity' assigned by others on the basis of 'appearance, behaviour, and the location and time of the action' (Woods and Jeffrey, 2002: 90) is interwoven with 'personal identity' which refers to the individual's own understanding of the self in interaction with others. The relationship between one's social identity and one's 'self-concept' –the 'overarching view of oneself as a physical, social, spiritual, or moral being' (Snow & Anderson, 1987, cited in Woods and Jeffrey, 2002) is crucial in this model; if there are significant inconsistencies between the two, this is likely to impact on the development of a positive personal identity.

However, there are differences amongst the humanist approach (Nias, 1989, cited in Woods & Jeffrey, 2002) which would seek to find a unified identity amongst these elements, Giddens' (1991) more modernist conception of the need to find a substantial self-identity to solve the dilemmas of fragmentation of self, and uncertainty over agency in the face of challenges to identity from global and political trends, and the poststructuralist view (*inter alia* Butler, 1990) that we have multiple identities which change according to situation and discourse (Zembylas, 2003; Massey, 2004, cited in Middleton, 2005).

Wenger (1998) suggests that identity develops as we make sense of our membership of different social communities and that we construct who we are through 'a very complex interweaving of participative experience and reificative projections (p.151). The contexts in which we live and work are crucial, and membership of a 'community of practice' leads to 'identity as a form of competence' (p.153). Wenger's particular approach sits within a range of other social constructions of identity within the fields of communitarian moral philosophy and symbolic interactionism (*inter alia* Mead, 1934; McIntyre, 1981; Taylor, 1989; Bernstein 1996; all cited in Henkel, 2005). This focus on the relationship of identity to one's professional context is useful when considering the work of teachers, and the influence of the collaborative (or not) culture of the workplace has been found to be important in the construction of new teachers' identities (Weiss, 1999; Williams *et al*, 2001; Flores & Day, 2006).

(ii) Professional identity and its development

A sense of professional identity will begin to be established during education or training for any profession. The development of teaching as a 'profession' can be linked with the move in the early twentieth century to locate the training of teachers outwith schools (Gardner, 1995) and to follow the route of other professions in legitimating themselves through identifying specific knowledge, skills and values which 'qualified' professionals should possess (Sutherland, 2001, cited in Forde *et al*, 2006). Literature suggests that this sense of what it means to be a professional educator will continue to develop throughout the individual's career in response to changing situations and to developing knowledge and expertise. In the teacher's case, this will be both in subject content and in pedagogy (Beijaard *et al*, 2000).

Professional identity formation in beginning teachers has been described as 'an ongoing and dynamic process which entails the making sense and (re)interpretation of one's own

values and experiences' (Flores & Day, 2006: 220). Identity can be conceptualised as having the potential to be a mediating force between external structures and teacher agency (Giddens, 1991). Inherent in this notion of professional identity is the idea of flexibility and the likelihood of change (Sachs, 2001) as individuals take account of new experiences both in and out of school, and try to make these 'fit' with their beliefs and values. Each individual will then possess a 'unique blend of personal values, beliefs, learnings, and dispositions' (Rex & Nelson, 2004: 1291). These in turn have to be fitted with the element of professional identity relating to norms and values which 'allows (him/her) to feel and be recognized as part of a professional community' (Forde *et al*, 2006:7). Empirical research into the expressed professional identities of teachers supports this notion of the importance of the individual rather than the generic 'teacher identity' (*inter alia,* Welmond, 2002; Søreide, 2006; Watson, 2006; Day *et al* 2006; Swennen *et al* 2008).

However, it is important not to overlook the relevance and importance of power dimensions in identity formation. Castells (1997: 7) holds that 'the social construction of identity always takes place in a context marked by power relationships'. This critical approach is evident in the literature which identifies concerns about the impact of the changes in the political context of the previous thirty years as discussed earlier on perceptions of teacher professionalism, both within and outwith the profession. It has been argued (Forde *et al*, 2006: 5) that the compliance and conformity intrinsic in managerialist policies have led to constraints on teachers' professional autonomy and agency. In addition, performative regimes and increased governmental control over issues of curriculum and pedagogy, particularly in England but also to an extent in Scotland, have led to 'ownership' of the profession being distanced from teachers themselves. There are also concerns that the underpinning rationale for Continuing Professional Development (CPD) for teachers is based on a view of the teacher 'as a quasi-professional and as a technician' (Patrick *et al*, 2003: 241), which focuses on a superficial 'competence' model of professionalism. The concept of the reflective practitioner is again seen to be crucial in encouraging teachers to establish and maintain a clearer sense of autonomy and responsibility within their professional identity (Brookfield, 1995; Moon, 1999).

(iii) Professional identity in transition

The sense of movement and change noted above can also be seen in the research into professional identity at transitional times in educational careers. In a study of teachers moving into the role of head teacher, using the model of identity as a combination of

'situational self' (developed from interaction with others) and 'substantial self' (a core of self-defining beliefs which tend not to change) (Ball, 1972; Nias, 1989; both cited in Woods & Jeffrey, 2002), Southworth (1995b) noted that the 'substantial self' may be significantly reframed by changes in work circumstances. Using the same model, Murray & Male (2005) argue that 'the career transition to a different occupation (is) complete when the two aspects of self are closely aligned, even if that entails changes to substantial self' (p.127), citing previous research which concludes this stage of 'alignment' is generally reached within three years of appointment to a new position (Day & Bakioglu, 1996; Reeves *et al*, 1998).

Collinson (2004:316) suggests that individuals bring with them a 'biographical baggage' when they enter an occupational role, and it has also been argued that academics' experiences are '… radically influenced by the things they bring with them to the university (such as their gendered self-perceptions) and by factors inherent in the institutional context…' (Robson *et al*, 2004, cited in James, 2005: 7).

It is suggested that teachers who move to work in HE identify their professional and academic identities in both sectors, at least initially, and in some cases in the long term (Ducharme, 1993, cited in Davison *et al* 2005; Maguire, 2000; Murray, 2005). Murray (2004) found that teacher educators constructed their identities along four dimensions: their ability to teach students effectively; developing and being recognised as scholars and researchers; maintaining their credibility with both schools and students in relation to their professional expertise as school teachers; and service to the university. However, there is also considerable research (*inter alia* Ducharme, 1993; Hatton, 1997) which has identified a sub-group of teacher educators whom Murray (2002, 2005) refers to as 'semi-academics' for whom professional identity remains in their credibility as ex-school teachers, and who avoid involvement with research, with a continuing focus on the school sector rather than the HE sector.

Davison *et al* (2005) found that student teachers in England emphasised the importance of teacher educators' 'experiential' knowledge of schooling and that most of them could see little importance in the relationship between research and teaching in relation to teacher education. In addition, students did not conceptualise teacher educators as a homogenous 'academic tribe' (Becher & Trowler, 2001), but as individuals connected with specific sub-

groups of the faculty. Thus the social identity assigned to teacher educators by students is likely to be at odds with the identity assigned to them by the faculty which employs them. However, it may be that, for teacher educators in the 'semi-academic' category, students' perceptions could be close to teacher educators' own personal identities, and may in fact be encouraged by the way in which teacher educators present themselves to students.

Key issues for this study

There are a number of important issues arising from the literature which are likely to be relevant to this particular study with its focus on this particular transition point.

- The interviews which provide the data for this study were done at a time when the all the participants were in their third year in their new post. Previous research would suggest that by this time, individuals are establishing a new identity. Will the narratives demonstrate changes in either the 'situational' or 'substantial' self, or will the time factor make this harder to identify?
- Where do the teacher educators seem to locate their identity?
- Has their professional identity altered in the light of involvement in scholarship/research?

…leading to research questions

In addition to identifying some conceptual frameworks which might be useful in analysing issues arising from the narrations of the participants, the process of reviewing the literature has highlighted a number of quite particular issues from research which might or might not be relevant to the participants.

Given that the purpose of the research was 'to identify key issues in the transition of teachers from a school setting to working as teacher educators in a university faculty of education' by exploring the lived experiences of transition for the participants, I felt that it was important that the overall research questions should be as broad as possible, allowing identification of different perceptions and viewpoints about key themes.

The issues raised above from the literature could all be related to one or more of the themes noted at the end of Chapter 1 which were:

- signposts and influences on the journey
- the experience of transition
- learning and teaching in Higher Education
- professional identity

It seemed that the issue of professional identity might be a cross-cutting theme in that it would be relevant at every stage of the narration, while the first three could be addressed by a single overarching question. Therefore the research questions on which the project was based were:

- What do novice teacher educators identify as important factors leading to and during their transition to working in Higher Education?
- How do novice teacher educators construct their professional identities as teachers/academics in Higher Education?

During analysis of data gathered to try to answer these fairly broad questions, I would return to some of the questions noted above to try to identify how far, or whether at all, these could be related to the specific experiences of the participants in this study.

As reading around the wider aspects of the area for research clarified my mind as to the questions which were arising, I simultaneously had to give thought to the rationale for the methodological approach which I would take to the research. Thus, in the following chapter, I outline my justification for the particular methodology used in this project.

Chapter 4   Methodology

In this chapter, I set out the framework for the methodological approach which I took. The theoretical and methodological approaches taken to any research must be congruent with the background to and purpose of that research. In addition, the researcher must be absolutely aware of the implications, strengths and limitations of these approaches and ensure that all aspects have been interrogated as openly as possible, and this chapter seeks to demonstrate that this was the case.

Denzin & Lincoln (2005a:21) suggest that each phase of research is worked through the 'biographically situated researcher'. My own experiences in relation to educational research so far had led me to particular beliefs and assumptions about what research is or is not, how it should or should not be conducted, and how the data can be used. In this particular situation where I was to be a participant researcher, involving considerable ethical considerations, it was essential that there was clarity about my role and my understanding of conceptual frameworks to avoid the possibility of reaching 'dangerously self-evident truths' (Loxley & Seery, 2008:30).

The first decision: the perspective

The nature of this study, looking at the particular experiences of a small group of individuals at a specific period of their careers, required an approach which would allow each participant's views to be heard, both at an individual level and also within the wider 'voice' of the group of which they are part. It did not have positivist aims of gathering measurable data which would be held to represent the 'truth', or of providing evidence for the purpose of 'prediction or control' (Guba and Lincoln, 2005:194).

Thus it was appropriate that a qualitative approach should be taken, since the focus was to try to identify the points of view of the different individual participants and to deal with findings in relation to everyday life. This is typical of the 'emic' approach, as described by Denzin and Lincoln (2005:12).

In Guba & Lincoln's (2005) reworking of their original (1994) typology of research paradigms, they suggest that 'echoes of many streams of thought come together' (p.197), and that there is the potential for commensurability amongst the non-positivist paradigms. This relates to the third phase of the development in qualitative research which Denzin and

Lincoln (2005a:17) call the 'moment of blurred genres,' in a reference to works by Geertz (1973 and 1983, cited in Denzin & Lincoln, 2005a).

In addition, Denzin and Lincoln (2005a) suggest that thinking of 'perspectives' which are less 'fixed' allows researchers to move between overlapping systems rather than feeling tied to 'paradigms' with their related belief systems. I recognised that the constructivist paradigm could be the basis of my approach, combined with an awareness of the influences of critical theory, which suggest that conceptions of reality are affected by social, political, cultural, ethnic, economic and gender values (Guba and Lincoln, 2005:195). Issues of personal and professional values, and how these relate to the assumptions society as a whole may have about teachers' values, were highly relevant to this project. In addition, it was important for me to demonstrate my own standpoint that 'research …is embedded in the field of tension between the reproduction and/or reinforcement of the existing social order and the challenging of that same order' (Alvesson & Sköldberg, 2000:145-6).

Similarly, it was important to identify that this study was influenced by my own ontological stance which sees the significance of both the overt and underlying links that exist amongst colleagues working within the same profession in shaping individuals' personal understandings of education. This relates to aspects of the participatory approach (Kemmis and McTaggart, 2005), which sees knowledge accumulation arising from ' … communities of inquiry embedded in communities of practice' (p.196) (Wenger, 1998; Head, 2003; Barr & Griffiths, 2004).

Having established this paradigmatic/perspective approach, there were then implications for the particular research strategy which should be employed.

The second decision: the research strategy

Just as there is blurring of paradigms in the post-modern research era, so there is a mixing of the methods which may be employed by constructivist researchers in the pursuit of knowledge from data. The concept of researcher as 'bricoleur' (Denzin and Lincoln, 2005; Kincheloe and Berry, 2004), although contested (Hammersley, 1999) attempts to describe the way that the quantitative researcher may make use of different tasks within a particular piece of research in order to produce a multi-layered response. This section indicates the approaches which I felt were open to me in this project.

(a) How to approach the data

It is suggested (Denzin and Lincoln, 2005a: 24) that the focus on the data in the constructivist paradigm leads to findings usually being presented in terms of the criteria of grounded theory. However, Guba and Lincoln (2005) suggest that the postmodern turn has led to a situation where there is 'conflation' between method and interpretation; they argue that most researchers now recognise that no single method is the 'royal road to ultimate knowledge' (p. 205) and state that the important issue is how the data is interpreted.

I became aware of the relevance of Denzin and Lincoln's description of the seventh 'moment' in qualitative research – what they call the 'methodologically contested present' (Denzin & Lincoln, 2005b:1116). Their description of the cumulative impact of the various 'turns' in research perspectives – the interpretive turn, the critical turn, the narrative turn and most lately the 'turn toward a rising tide of *voices*' (p.1115) had resonance for me. As with the debate over paradigms above, I recognised that as I read descriptions and critiques of methodological approaches and saw elements of several of these to be appropriate, I had to become more comfortable with confusion.

(b) Grounded theory and beyond

Grounded theory (Glaser and Strauss, 1967; Strauss and Corbin, 1990) takes the approach that the main purpose of research is to generate theory which emerges from comparative analysis of empirical data.

However, one of the main criticisms of the original 'grounded theory' approach was that in its insistence that theory should be developed inductively from the data, there was an underplaying of the researcher's own frame of reference and of the impact that this would have on the generation of categories, or theory. Consideration of my very specific insider position led to a recognition that a data-focused approach which allows more scope to the person of the researcher would be required. Given that this study was set in a specific cultural and professional context, and aimed to research the participants' responses to that context, it would seem that elements of an ethnographic approach would be appropriate.

(c) Ethnography

Whichever method of ethnography is employed (Baszanger & Dodier, 1997), there is always an assumption of open-mindedness on the part of the researcher towards the object of study (Alvesson & Sköldberg, 2000) and it has become accepted as a method of investigating social phenomena in small numbers of cases in depth (Etherington, 2004).

Ethnography allows more overt personal involvement of the researcher with the data and the subject than traditional grounded theory, and is about the researcher 'understanding and describing a social and cultural scene from the emic, or insider's perspective' (Fetterman, 1989:12). The possibility of taking a systematic ethnographic approach, which would include the study of cultural artefacts and observation of natural contexts in a detailed way, however, was rejected in this situation for ethical reasons relating to my insider status. Nevertheless, the researcher can incorporate background knowledge of the contexts which frame the data into the interpretation and analysis in an overt way, rather than 'pretending' that the data are context-free.

Beyond this, however, in this particular situation, there was the potential to identify from the outset the involvement of the researcher not simply as observer but also potential participant. In considering the extent to which my story would be heard as part of the overall story, I debated the possibility of incorporating elements of an autoethnographic approach, which would allow me overtly to address issues including stance, subjectivity and objectivity.

(d) Autoethnography

The method of autoethnography has been described as a 'blend of ethnography and autobiographical writing that incorporates elements of one's own life experience when writing about others' (Scott-Hoy, 2002:76, cited in Etherington, 2004:139). Ellis and Bochner (2000:741) suggest that 'reflexive autoethnography' overtly connects researchers and their own experiences to the research. While I was distinctly uncomfortable about the idea of an 'autoethnographic memoir' as the basis for a complete thesis, the concept of 'narrative ethnography', with its focus on 'ethnographic dialogue or encounter' between narrator and members of the group being studied' (Tedlock, 1991:78, cited in Ellis & Bochner, 2000) has the advantage of clearly situating the 'voice' of the researcher within the text. My discomfort with autoethnography relates to the criticisms voiced in relation to its potential for being 'self-indulgent, solipsistic and narcissistic' (Etherington, 2004: 141). In addition, it may also cause problems for other participants, or indeed those unaware of the research, in relation to anonymity and ethics, if material relating to 'others' which forms part of the researcher's own story is included (Morse, 2000).

However, a research project which is necessarily set in the researcher's own professional context can make use of the opportunities to study the cultural system through ethnographical 'thick description' (Geertz, 1973, cited in Denzin and Lincoln, 2005a), so

long as the researcher is consistently alert to the dangers and responsibilities during both data collection and representation. Essentially, the key issue must be the relationship amongst the researcher, the participants and the data.

So as a 'biographically situated researcher', I was aware of how my own beliefs about educational research had impacted on my overall approach to data and thus to a research strategy. The next stage was to identify my understanding of how data should be 'treated' when it has been gathered.

The third decision: what can be done with data

In order clearly to understand my method, I needed to establish what I believed and understood about what can and should be done with data collected for research - what can be deduced, or reduced, or developed or concluded, while still remaining within clear ethical boundaries, and fitting with the epistemological and ontological beliefs expressed earlier.

Thinking about the focus and purpose of the research, my reading led me to recognise that a hermeneutic approach would most closely match my understanding of how the 'texts' gathered as data could be interpreted, particularly in the context, again, of my positionality in the research.

Hermeneutics

Hermeneutics is commonly conceptualised as a circle, or better still, as spiral (Radnitzky, 1970, cited in Alvesson & Sköldberg, 2000), where the whole and the parts can only be understood with reference to each other, but alternating between the two leads to 'progressively deeper understanding of both' (Alvesson & Sköldberg, 2000:53). The researcher approaches the situation of the agent (author or speaker) and using imagination, empathy and intuition may come to understand that situation more fully than the agent themselves.

Recognition of the positive and negative aspects of pre-understanding is crucial; the researcher is aware of the existence of preconceptions and these need to be included in the re-interpretations of the text. In addition, the researcher must be prepared to change her/his frames of reference during the process. The text itself must also be seen as part of a larger whole, in *con*-text (Madison, 1988) and the approach implies the researcher has

dialogue not only with the text, but also with the reader of the interpretation, making alternative arguments and counter-arguments overt, searching for the most reasonable interpretation: '(h)ermeneutic interpretation comprehends the recognition that occurs when something rings 'true' of what is said' (Moules, 2002, online). This concept of plausibility implies that there should be an openness to the consideration of alternative understandings and interpretations.

These features, combined with the elements of the requirement for the researcher to make her own understandings overt and to critique these, seemed to fit with my sense of how this research should be approached, particularly with my own 'insider' role. I was, however, aware of the danger that the concept of 'pre-understanding' the whole could limit the understanding of the parts, by assuming that there is a transparent whole in the first place. I also recognised the more significant concern that in the underpinning presupposition that the 'whole' demonstrates 'a unity which expresses itself in every single part' (Alvesson & Sköldberg, 2000:104), I could end up at the centre of a 'vicious' circle rather than in a productive spiral. The element of self-reflection assumed by a critical approach would be essential.

The understanding that '(e)very (hermeneutic) interpretation … contains the three aspects of time – past, present and future – as indissoluble moments, (and) (t)he mediation of these occurs precisely through language' (Alvesson & Sköldberg, 2000:85) is crucial. This consideration of the importance of 'time' leads to the next important issue within the methodology.

There are various ways of gathering and using data within qualitative research. The specific focus for this project was the stories of novice teacher educators as they moved into a new area of professional work, and my reading was drawing me towards a narrative enquiry approach. This can be a contentious area within research (as in the discussions on 'evidence-based research' in Chapter 1) and it is important to take time to set the method in its historical context and to justify its use in this particular project.

Narrative research

(a) Narrative and time

Linking with the previous section which identified the issue of 'time' within hermeneutic interpretation, Clandinin and Connelly (2000) suggest that the idea of 'temporality' is one of the crucial tensions between the narrative approach and the reductionist grand narrative of educational research. A narrative viewpoint assumes that although events take place at a certain point in time, they are constructed and reconstructed with reference to their temporal environment. 'Any event, or thing, has a past, a present as it appears to us, and an implied future' (Clandinin and Connelly, 2000:29). This contrasts with a positivist viewpoint which would see, record and measure things as they 'are', without consideration of related precursory or subsequent events.

Similarly, the narrative approach requires that any actions be considered in the light of their history, rather than taken as being directly evidential of anything. This leads to a 'sense of tentativeness, … about an event's meaning' (Clandinin and Connelly, 2000:31). There may be different interpretations of an action depending on the narrative history, rather than a sense of definite causality, as in the reductionist approach.

There is then a natural implication that individuals must also be seen as part of a constant process of change through time. Responses to new experiences will be influenced by past experiences; the individual's 'story' as it is told on any one occasion will bear the impact of the past and the future and may indeed be told differently at different stages of her/his life.

The relationship between narrative and time is one of complete interdependence. Ricoeur (1984) describes it in this way:

> Time becomes human time to the extent that it is organized after the manner of a narrative; narrative in turn, is meaningful to the extent that it portrays the features of a temporal experience.
> (Ricoeur, 1984:3, cited in Connerty, 1990:392)

Therefore, since both time and narrative presupposes the existence of the other, neither can be seen to be more important than the other. The implication for interpretation of any narrative is, then, that content and context must be viewed as equally important.

Further to this, there is the crucial suggestion that narrative 'does not simply consist in adding episodes to one another; it also constructs meaningful totalities out of scattered events' (Ricoeur, 1981:278-279, cited in Alvesson & Sköldberg, 2000:93), implying that narrative is not restricted to a chronological retelling but relies on making connections to a non-chronological dimension, where sense may be made out of events in different ways at different times.

Taking a similar approach, Richardson (1997) suggests that:

> Time is the quintessential basis for and constraint upon the human experience. And everywhere, humans make sense of their temporal worlds through the narrative.
>
> (Richardson, 1997:29)

She recognises five 'sociologically significant' (p.29) ways in which time is 'accessed' through narrative: the everyday, the autobiographical, the biographical, the cultural story, and the collective story. In any one narrative there may be evidence of one or more of these elements.

In this particular piece of research, that is indeed likely to be the case. Some parts of the stories will tell of pragmatic, everyday experiences; some will demonstrate participants' setting of their story in a personal historical context; some will make links with the experiences of others – both similar and different. Some will make links between their story and wider political and social issues connected with the teaching profession, and some stories will offer insights into a particular stance or subcategory of the profession.

Using narrative as the basis of research has been more or less acceptable at different times in recent history and the following section will look briefly at factors which have affected this.

(b) Narrative inquiry as qualitative inquiry

Because narrative is, as described above, an intrinsic part of the human experience, it has held an important place in a range of disciplines, including education, over the years. Ricoeur's analysis of *Time and Narrative* (1984) looks back as far as Aristotle's *Poetics* and Augustine's *Confessions* to demonstrate the links between the two concepts (Connelly and Clandinin, 1990). Dewey's definition of growth coming from a reflective

'reconstruction of experience' (Dewey, 1916:76) can be understood as conceptualising learning as developing through telling and retelling the stories of experience.

The move towards quantitative methodology in the 1940s and 1950s reduced the focus on life history methods which had been evident in the sociological studies emanating from the Chicago School in the 1920s (Chase, 2005). As narrative enquiry began to re-emerge towards the end of the 20th century, there were two important influences which moved it on in a developmental spiral from its earlier forms. While the essential elements of autobiographical and ethnographical enquiry remain, additional understandings give current narrative researchers further perspectives to consider; these perspectives have a particular bearing on this research and on my own 'biographical situation'.

Firstly, the 'second wave of the women's movement' (Chase, 2005: 654) gave renewed and extended credence to life history methods, as the critique of what was seen to be male-dominated paradigms and questions of research led to a concern to hear 'voices' which had been muted, if not indeed silenced, and led to significant consideration of objectivity and subjectivity, of the reciprocal role of researcher/researched, and of the questions raised by the postmodern movement of 'voice, authenticity, interpretive authority and representation' (Chase, 2005: 655). This thesis will not contain a significant critique of feminist theory, but it is important to acknowledge the impact that this has had on my developing awareness of the purpose, possibilities and limitations of educational research, both by virtue of my personal situation, having lived through the first wave of the women's movement, and as a result of more recent study.

Secondly, the development of sociolinguistics in the 1960s had a significant impact on how narratives were conceptualised, analysed and represented. Labov and Waletsky's original (1967) six-part model of the structure of a narrative has been criticised for its 'narrow structuralist formulation' and its 'failure to take account of the interactional context in which oral narratives are elicited and received' (Chase, 2005: 656). However, it served to highlight to narrative researchers that how individuals express their narrative may be as important as the actual words they say. In addition, in Labov's view, the narrative of a personal event is important due to the very fact that it has become part of the speaker's biography (Labov, 1997). This is relevant in the context of this research, since participants are asked to identify important factors in the process of becoming a teacher educator, and the particular experiences they choose to highlight or, indeed, not to

highlight, will be relevant to an understanding of factors or events which hold particular significance for their specific experience.

Alongside Labov's (1967, 1997) sociological framework, psychological models (eg Bruner, 1990) which highlight the cognitive processes of comprehension and recall which are inherent in any narrative are relevant. Although, again, there are limitations to many of the original schema-based models, mostly deriving from early work by Bartlett (1932, cited in Cortazzi, 1993), the understandings which these offer to the researcher in terms of how narrative is liable to be affected by a range of factors which are absolutely personal to the narrator are crucial. In addition, the likelihood that 'tellers schematically omit, warp or mould events in recall to maintain the integrity and gist of their past life events' (Cortazzi, 1993:2) has major implications for how data generated from narrative accounts can or should be handled by the researcher. It also links with how the concept of 'truth' is handled in narrative research, which will be discussed later in the chapter.

(c) Narrative inquiry and its particular role in educational research

> The main claim for the use of narrative in educational research is that humans are storytelling organisms who, individually and socially, lead storied lives. The study of narrative therefore is the study of the ways humans experience the world. This general notion translates into the view that education is the construction and reconstruction of personal and social stories; teachers and learners are storytellers and characters in their own and other's stories.
>
> (Connelly & Clandinin, 1990:2)

The conceptual view of education as interlinked stories, connecting teacher and learner, sits comfortably with an education system which developed under the influences of Renaissance and Enlightenment humanism, espousing the liberal values of freedom, autonomy and rationality – for both teacher and learner. The curriculum itself can be seen as 'the collective story we tell our children about our past, our present and our future' (Grumet, 1981, cited in Cortazzi, 1993). Narrative inquiry, as a research approach which values these stories and indeed uses them to try to identify key features which impact on how experiences are shared and passed on, would be congruent with these views.

However, as noted briefly in chapter 1, the political and societal changes which have impacted on that liberal conceptualisation of education, teachers and learning have

simultaneously led to tensions in the area of educational research in the last quarter of the 20th century. As the discourse of 'evidence-based practice' developed, it was argued in the 1990s that political notions of teacher development were becoming increasingly framed by the idea of examining practice, rather than listening to how teachers defined and developed that practice (Goodson, 1991, Lytle and Cochran-Smith, 1990, both cited in Cortazzi, 1993). Connelly and Clandinin (1990) suggest that earlier, significant, use of autobiography/biography in educational research had been reduced, as the focus of research in general changed from philosophical questions about 'What does it mean for a person to be educated?' to 'How are people, in general, educated?' (p.3). This led to a move towards measurable, evaluative approaches to practice in educational research, stemming from the development of the meta-narrative (Lyotard, 1984) of managerialism (see chapter 1). Emerging from the neoliberal policies of the 1980s and 1990s (and beyond), managerialist approaches to the whole range of social, economic and political issues had taken focus away, in the world of education, from the individual and collective stories of how teachers understood their practice.

Nevertheless, alongside this more instrumentalist view of teaching, and of research into teaching, Cortazzi in 1993 identified an increasing acceptance of studies of teachers' narratives as a way of learning about teachers' 'thinking, culture and behaviour' (p5). It could be suggested that the developing research interest at that time in the three issues of (a) 'the reflective teacher', (b) 'the nature of teacher knowledge' and (c) teacher 'voice' (p.6) was in direct response to the managerialist approach, with its tendency to remove inherent value from activities themselves in the interests of efficiency (Fitzsimons, 1999), thus focusing on 'what works' rather than 'why' or 'how'. It was suggested that analysis of stories told by teachers could provide rich and useful information about how they themselves constructed their behaviour and the contexts in which they worked, although this dimension had been largely missing from earlier teacher research.

In fact, these three areas are at the heart of this particular enquiry. The participants are being asked to reflect on the most recent stage of their professional journey, which has brought them to a place where they are in fact expected to support student teachers to become reflective practitioners. This requirement has implications for the individuals' own understanding of themselves as educators. Similarly, the 'nature of teacher knowledge' is a vital element of this research, both in terms of how the participants conceptualise their own knowledge of teaching children in schools, but also their knowledge of their subject and of

teaching in Higher Education. Teacher 'voice' is also crucial. Is the voice of a new teacher educator and experienced educational practitioner heard during her/his transition into Higher Education?

(d) Methodological tensions

There are, however, potential difficulties in taking a narrative approach which must be addressed. The fundamental methodological issues of reliability, validity, concepts of truth and knowledge and voice need to be considered. However, many of these issues relate to qualitative approaches in general. The impact of the 'postera' (Bernstein, 1987:517) on conceptualisations of, for example, truth, reality and knowledge can lead to a sense of 'post-structural paralysis' (Humes & Bryce, 2003:182). However, the adoption of a 'critical realist stance' which allows the assumption of 'common sense' understandings (Pring, 2004) to concepts within educational research in general and to issues surrounding specific issues within narrative research such as those noted above may help the researcher to focus on what can be learned from narrative research.

Richardson (1997) suggests that issues of reliability, validity and truth need to be problematised in narrative research and has proposed that in contrast to the positivist concept of 'triangulation' the notion of 'crystallisation' is more appropriate in acknowledging multiple influences and allowing awareness of 'a deepened, complex, thoroughly partial understanding of the topic' (p.92).

(i) Tensions in the concepts of 'knowledge' and 'truth'

The debate about whether or not the world exists as a 'reality' beyond human experience is fundamental to the debate between modernists/positivists and 'new-paradigm' enquirers. The focus of the latter is 'precisely that subjective and intersubjective social knowledge and the active construction and co-creation of such knowledge by human knowledge that is produced by human consciousness' (Guba and Lincoln 2005: 203). Therefore how individuals talk about their experiences of the world is crucial, and this can be heard through narrative. There are particular tensions in relation to narrative research and the concept of truth.

> All discussions about validity, reliability, veracity, truth and verisimilitude (and so on) of subjective data are founded on the acknowledgement of, if not the expectation, that informants may deliberately and consciously lie.
>
> (Goodson & Sikes, 2001: 108)

When the participant narrates his or her story, can the listener assume that what is said is what the participant perceives to be the 'truth'? Can one individual's description of her/his experience be held to be 'truthful'? Could there be times when the participant might deliberately withhold the 'truth' or indeed, be 'untruthful'? How may the researcher's own relationship with the participant affect the way a story is told, and therefore perhaps its 'truth'? Given that different versions of the same story could be held to be 'truthful' from different perspectives, it would seem that narrative research needs to find alternative criteria against which to be judged.

Pring's (2004:46) suggestion that the purpose of educational research is not to find the 'truth' but rather to 'make sense' of the situation we are in is a helpful approach to take and moves us on to the concept of validity.

(ii) Tensions in validity

Guba and Lincoln (2005) conceptualise validity in qualitative research as being ultimately evidenced by an ethical relationship between researcher and participants, taking into account 'authenticity' and 'fairness'. So research should be seen to be acceptable 'methodologically' in terms of its procedures and also in its interpretation. However, traditional tests of 'validity' are recognised not to be relevant for qualitative approaches. It is suggested that the criteria of apparency and verisimilitude are more useful criteria to apply to qualitative research (van Maanen, 1988; Clandinin and Connelly, 1990; Ellis and Bochner, 2000), and that the most that can be expected is that it tells a plausible story (Strong, 1979, cited in Melia, 1997).

In addition, concepts of transferability (does the reader recognise potential similarities with other situations?), trustworthiness (is the reader persuaded that findings are useful for adding to our understanding of similar situations?), authenticity, awareness of positionality, voice/polyvocality, critical subjectivity, and reciprocity are suggested as criteria for narrative research (Winter, 2002, Guba and Lincoln, 2005, Brannick & Coghlan, 2007). Authenticity can be conceptualised in the Heideggerian way as 'whether the report actually represents the voice of those whose story it is', that is, through the demonstration of an empathic response to participants' stories. On the other hand it is argued (Adorno, 1973, cited in Winter, 2002) that by accepting the voice of the individual uncritically, the researcher is ignoring the crucial relationship between the individual and the social structure in which s/he is situated. These are key issues to be addressed in relation to analysis and representation (see Chapter 5).

(iii) Tensions in 'researching from the inside' – narrative or not

But what of the particular situation of the narrative researcher who is not simply 'participant observer' but also an 'insider'? Goodson and Sikes (2001:25) warn of the dangers of doing research in one's 'own backyard' and underline the importance of being 'reflexive in accounting for (one's) own biases and reflective and enquiring in identifying possible biases in (one's) informants' stories' (p.25). The crucial factor is to make involvement overt and part of the analysis and reflection which takes place.

Discussions of the issues relating to insider research are fundamentally related to the area of ethics. How the insider deals 'truthfully' and overtly with positionality is by situating herself ethically in relation to participants, reader and self. The researcher must be really clear about the purpose of the research, about who might be affected by the research, and about what the implications are for participants. These issues are discussed further in Chapter 5.

(e) Ethical issues

Connelly and Clandinin (2000:171) suggest that the researcher must be aware of her conscience when considering responsibilities to the participants and the conceptualisation of the subject/object relationship is important. My understanding of my own ethical self is underpinned by a Kantian awareness of the need to treat other human beings as 'possessed of equal worth' (Johnson, online). Thus, I was aware that I should intrude on the lives of participants as minimally as possible; I was 'taking' part of their lives. Additionally, I had a responsibility to ensure that participants were aware of any possible negative aspects of the research, relating to issues of confidentiality and anonymity. Drake & Heath (2008) suggest that, alongside their identities in relation to work, research and practice, students researching as part of a professional doctorate need to develop 'multiple integrities' and this had resonance for me.

In terms of representation, issues of 'truth' and how it should be told are of enormous importance and are linked by consideration of the key questions of 'who can say what, with what authority' (Pendlebury & Enslin 2001:362), bearing in mind the earlier discussion of how 'truth' is conceptualised. The possibility of narrative accounts giving voice to participants in a way not always achievable in other forms of representation is an important issue and it is vital that this voice tells the 'truth', rather than the data being used to produce falsehood (Connelly & Clandinin, 1990:10). Issues of representation and voice will be considered further in Chapter 5.

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Chapter 5   Gathering and interpreting the stories

In this chapter, I outline the data-gathering process of the project. Previous sections have identified the route along which the preparation for the research took me, taking account of my previous experiences and identifying developing understandings of the possibilities and limitations of the processes of educational research. This learning journey was taking place alongside my own developing understanding of my new identity of teacher educator as I tried to come to terms with the teacher/researcher role (Murray, 2004).

In this chapter I move the focus towards the participants in the project, as I discuss data collection, interpretation and representation, aware of the danger that the reflexive researcher's voice may overshadow the voices of those involved (Finlay, 2003). At the end of this chapter I outline the main findings of the research and set out the framework for how these will be presented, analysed and discussed in later chapters.

Collecting the data

(a) What types of material?

I had already decided that because of the particular context of this research, it would be inappropriate on ethical and professional grounds to use materials not clearly identified with participants as 'research data' from the outset (see Chapter 4); therefore I would focus on overtly collected narrative, unsupplemented by 'naturally occurring materials' such as written documents (see Peräkylä, 2005; Silverman, 2001). At the same time I had to be aware of the near impossibility of ignoring potential supportive or opposing information from my existing contextual 'expertise and misinformation' (Wengraf, 2001:10) which might impact on my understanding of the data which I collected. This is part of the reasoning behind my decision to interweave reflection on my own story overtly with participants' descriptions of their experiences.

Having established that the area of research was to investigate the transitional experience of a number of professionals at a particular stage in their careers and that a narrative approach would be taken, I had to make decisions about how these narratives would be gathered and subsequently dealt with. Decisions were driven by the importance of participants being allowed to tell their stories freely, unrestricted as far as possible by my preconceptions or assumptions.

I recognised that no matter what kind of interview takes place, '… data produced by interviews are social constructs' (Dingwall, 1997:59) and that I had to be aware that the stories I would hear would be a 'mix of the real and the representational' (p.60) and take that into account in my interpretation of them.

(b) Encouraging the narrative

Chase (2005) notes that some participants may tell their stories almost without prompting, while others need more specific and 'careful' invitation to do so. Some may be comfortable with an 'interactive conversation' (Ellis and Bochner, 2000: 257), while others may prefer a more structured approach. In addition, although the listener may prepare and frame the interview carefully, she needs to be aware that narrators may set off down a different road in their story to that expected. Thus I spent time considering how to encourage the narratives.

I rejected the idea of using focus groups followed by a more limited number of in-depth interviews, due to my concern about the possibility of 'group culture … interfer(ing) with individual expression' (Fontana & Frey, 2005:705). I was aware that just as I was more or less familiar with the potential participants, having worked with one or two, but not even having spoken to two of them, they were also more or less familiar with each other. I was concerned that this might have an effect on the amount of biographical detail which might be offered, which, for this project, could be an important element of the stories being told. The potentially 'safer' situation of an interview might be conducive to participants being more open about themselves, if an environment could be offered which allowed them to 'check' on the impact of any material which might feel like a disclosure in a personal or professional context.

(c) How to 'structure' the interview

The concept of the 'empathic' interview (Fontana & Frey, 2005:696) seemed to be appropriate. Feminist approaches to interviewing, which attempt to minimise differences in status, or 'researcher power' and which encourage interviewers to show a human side, seemed a more natural way of approaching the project, given my 'insider' status, and the fact that I knew some of the respondents relatively well. This approach recognises that the roles of interviewer, writer and respondent are 'intertwined in a deeply problematic way' (Fontana & Frey, 2005:712), and underlines the challenges involved in representation of the data. On the other hand, however, it has been suggested that 'empathic understanding' may result in a participant's responses being affected by her/his assumptions about what

the researcher is 'up to' (Alvesson, 2003: 170). In addition, we should not assume that greater informality in interviewing will necessarily bring the researcher nearer to 'some ultimate truth' about the respondent which more formal methods obscure (Dingwall, 1997:63).

Having read widely in relation to the narrative approach, including two theses using this methodology (Anderson 2002; Rippon, 2005), I decided to plan for what Wengraf (2001:111) terms a 'lightly structured depth interview, taking a biographic-narrative-interpretive method approach'. This suggests that interviews should begin with a broad, open-ended 'single question aimed at inducing an initial narrative', in which the interviewer intervenes only minimally, if at all, followed at a second stage of the interview by more specific questions arising solely from issues or ideas raised by the participant in her/his own narrative in order to encourage further elaboration or detail (Chase, 2005). This strategy allows for an element of individual approach to each interview by focusing strongly on the participant's own telling of the story. A third element to the sequence, a follow-up interview, where the researcher may initiate discussion of related issues, would permit further elaboration of themes identified across the range of interviews.

It is suggested that this type of interview helps to address issues relating to 'power' between interviewer and participant by shifting control over what is offered to the interview into the hands of the participant (Chase, 2005). Perhaps it is easier for participants not to mention an issue with which they might feel uncomfortable than to avoid answering a direct question from an interviewer on that topic. However, difficulties may arise with interpretation. It could be appropriate to interpret the data in the light of what is not said, along with what is. However, how can the researcher know why an issue has not been brought up? Is the omission due to deliberate avoidance or to 'simple' forgetfulness? And whichever of these may be the case, there would be a range of possible explanations of why this had happened.

However, I had some concerns. Would taking a narrative approach require me **not** to impose questions relating to specific areas of interest if they did not arise in the original narrative? I gradually recognised that my task was to rationalise and explain the steps which I had taken to encourage the generation of the data which I collected. I would then have to work with the data, no matter what emerged, taking the circumstances and any constraints into account in my writing.

(d) Developing the question(s)

Wengraf (2001) makes an important distinction between 'theory questions' and 'interview questions/interview interventions'. In his conceptualisation, 'central research questions' are derived from the overall research purpose. Theory questions are then derived, which identify particular areas of interest within the central questions.

I developed a 'pyramid model' (Wengraf, 2001:63) (see figure 1) which allowed me to conceptualise the project in a visual way. I then produced the interview questions/interventions to be used either in pre-interview prompts or at a later stage which would be worded in relatively 'non-theoretical' language but aim to elicit material in the stories which might relate to the (to my mind) potentially key issues, while not restricting the individuality of the responses. I must acknowledge the usefulness of the thesis by Rippon (2005) for demonstrating clearly how this theoretical model might be put into practice.

Research purpose
to identify key issues in the
transitions of teachers from
school teaching to working as
teacher educators in a university
faculty of education

Central research question
What factors do novice teacher
educators identify as important
leading to and during their
transition to working in HE?

Central research question
How do novice teacher educators
construct their professional
identities as teachers/academics
in HE?

Theory question
What major themes
arise from the ways
that they tell their
stories?

Theory question
What factors are
important in the
formation of
professional identities
in HE?

Theory question
How do teacher
educators
conceptualise
teaching and
learning in HE?

**Interview
intervention**
Significant people

**Interview
intervention**
Significant
evxperiences

**Interview
intervention**
Significant events

Fig.1 'Pyramid' model of research and theory questions
Adapted from the Research Question Pyramid Model (Wengraf, 2001)

Figure 1: 'Pyramid' model of research and theory questions

I wanted the question to initiate a narrative of particular part of the participants' life stories – ie the transition to working in HE - while encouraging them to consider influences which had led to that point, in my conceptualisation of the transition as part of an ongoing process of career development. While I had been reflecting on my own transition experiences, I recognised that participants may not have been doing the same and I wished to encourage them to think about aspects of their previous experiences that might be relevant to the move and to their current situation. Again drawing on the evidence from Rippon (2005), I drew up a question with which to begin the interview session as follows:

Thinking about the events, experiences and people who have had an impact on your career and on your thinking about education, tell me about your experience of moving from being a teacher in school(s) to being a teacher in the Faculty of Education.

This was the question submitted on my application for ethical approval for the project. It was designed to encourage participants to identify and reflect on significant aspects of their prior career, and personal life if appropriate, and to frame that within a more general 'thinking about education' context; this would, I hoped, encourage mention of philosophy and beliefs about education within the narrative.

Before requesting ethical approval, I also had to engage critically with my positionality as an 'insider' in order to satisfy the committee that I had taken this fully into account. It has been suggested that since we are all social beings, those who research into social situations are always 'insiders in some contexts and outsiders in other situations' (Adler, 2004:107, cited in Sikes & Potts, 2008:7). It can further be argued that researchers from 'outside' should be making similar efforts to those made by 'insiders' to identify their connections, knowledge and possible biases (Smyth & Holian, 2008).

While I recognise the argument that interviews can be framed as an active, emergent process, and indeed, my experience of the interviews later supported this view, I felt that the following steps suggested by Fontana & Frey (2005:707-8) as heuristic devices to use when preparing for any interviewing situation offered a framework within which I could rigorously interrogate the pervasive issue of my position as an insider within this research.

(e) An insider's preparation for data collection

(i) Accessing the setting.
In some ways the very accessibility of the setting was a difficulty for me (Robson, 2002). While I was in the setting which I planned to investigate, and thus did not have to spend time making contacts, my own experiences and perceptions of that setting had to be thoroughly analysed and exposed during the planning and research process in order to minimise the potential impact of assumptions I might make about other people's experiences and perceptions. Nevertheless, insights can be gained from being part of the 'lived experience', and insider knowledge can 'give a feel for the game and the hidden rules' (Bourdieu, 1988, cited in Drake and Heath, 2008:131).

The preparation for asking for ethical approval for the project necessitated clear exposition of how I would not seem to be using my 'insider' position to put any undue pressure on participants either to take part or to respond in particular ways, and I explain this further below.

(ii) Understanding the language and culture of the respondents.

It seems that individuals are often happier to talk to someone with a shared understanding of their job, or particular situation or culture (Robson, 2002, Goodson 2003). However, while apparently sharing the professional language of school teaching and of education with the participants, I needed to be sure that I did not take for granted that my underlying beliefs and assumptions about the nature of education - or about any area of our shared professional experiences – were identical, or indeed, even similar, to those of the participants.

The key argument against insider research, that proximity to the setting of the research makes 'objectivity' impossible, can be opposed by the counter argument that this very closeness makes it possible for researchers, taking a reflexive approach to both methodology and epistemology, to 'articulate tacit knowledge that has become segmented because of socialisation in an organisational system and reframe it as theoretical knowledge' (Brannick & Coghlan, 2007:60). I was optimistic that this would be possible in this project.

(iii) Identifying and accessing the participants

I was aware of a number of colleagues who had moved to the faculty at around the same time as myself; therefore I knew that, should they all agree to participate, this would give me a suitable number for the scale of this project. I again had to be careful that any decisions I made regarding whom I would and would not contact should be made as objectively as possible and that I should not allow my prior knowledge of or contact with individuals to intrude (Smyth & Holian, 2008). Thus it was important that I identified clear criteria for the 'eligibility' of colleagues for the project.

My criteria were that (a) staff should have arrived in the faculty within the previous three years, this being the length of time suggested in literature during which adjustments are made to new roles and identities (Day & Bakioglu, 1996; Reeves *et al*, 1998) and (b) they should have come from a position in school or in a local authority, ie not from another TEI. I contacted Heads of Departments for lists of relevant staff, and to these lists I added two

names which had been omitted by HoDs but who I knew from my insider position were eligible. Information about the project was sent to the twelve staff on that list. My insider status allowed me to recognise that the group, by chance, was balanced by gender, sectoral and disciplinary backgrounds, and contained members of each of the three departments involved with ITE.

(iv) Deciding how to present oneself, gaining trust and establishing rapport

These three issues seemed to me to be inextricably linked, both with each other and with the previous issue regarding participants, and are related to the significant ethical considerations involved in this project. In any research project, participants should have a sense that their involvement is not purely for the benefit of the researcher, that there may be some benefit either to them individually, or to a group to which they belong and that there should be no negative impact for them. I also needed to ensure that participants recognised that I was investigating my own story alongside theirs.

Therefore in this project I had to ensure that colleagues' potential empathic response to me as a fellow novice teacher educator and fellow researcher needing to find participants was tempered by a clear awareness from documentation and discussion of the particular difficulties which might arise in this project at the writing up stage in relation to anonymity and confidentiality. My 'insider' stance had the potential either to encourage participants to feel comfortable in 'disclosing' relatively personal material, or to result in their giving less detail than might have been offered to a stranger. I had to be sure that my information to participants clearly outlined my concerns regarding confidentiality and the safeguards which I would put in place when presenting their stories. Sharing of how the data would be represented, and the right to withdraw either material from the writing-up stage, or completely from the project, would have to be an essential feature of the 'contract' between us. I was aware that information about the research would be the first contact that some had had with me and I was keen to present it in a way which would establish some kind of rapport with them.

(f) Initial contact with participants

The plain language statement required by the ethics committee (Appendix 1) needs to be worded in a fairly formal way, but I was able to mediate this formality by sending the information out attached to a less formal email (Appendix 2) which allowed me to present myself in a way which was, I felt, a more accurate reflection of my personality. I included in the email the information that, should more than eight respond, I would need to 'select'

participants, pointing out that this would be by 'purposeful selection' to ensure a range of backgrounds, and to that end asked them to let me know where their previous post had been.

When framing the research project for potential participants, I was aware that they should be given appropriate and sufficient information regarding the aims of the study, while being aware that this information might affect their responses in the interview situation. Too much, or slanted, information might impact on the conscious or subconscious frame which they constructed for the interview (Wengraf, 2001:189). So while I wished to emphasise importance of individual narrations, I needed to ensure that my initial information did not imply that I was looking for particular answers to particular questions. My plain language statement mentioned the general area for research but without too much detail in the hope that this would not influence the way in which they approached the project.

Of the twelve initially contacted, one did not meet one of the criteria, one was happy to take part, but shortly afterwards was on extended sick leave and therefore unavailable, and two did not respond. Thus I found myself with a group of eight willing participants. I did not feel it appropriate to follow up the non-respondents. While their lack of reply might be related to one or other of the concerns noted above regarding my insider position or confidentiality, pressure of work is an equally plausible reason for non-response. The eight who responded positively still represented the range of backgrounds I had hoped for as shown below, each with backgrounds in different disciplinary areas or areas of specialism within the primary curriculum (see figure 2).

Figure 2: Attributes of participants

[1] Figures in brackets include researcher
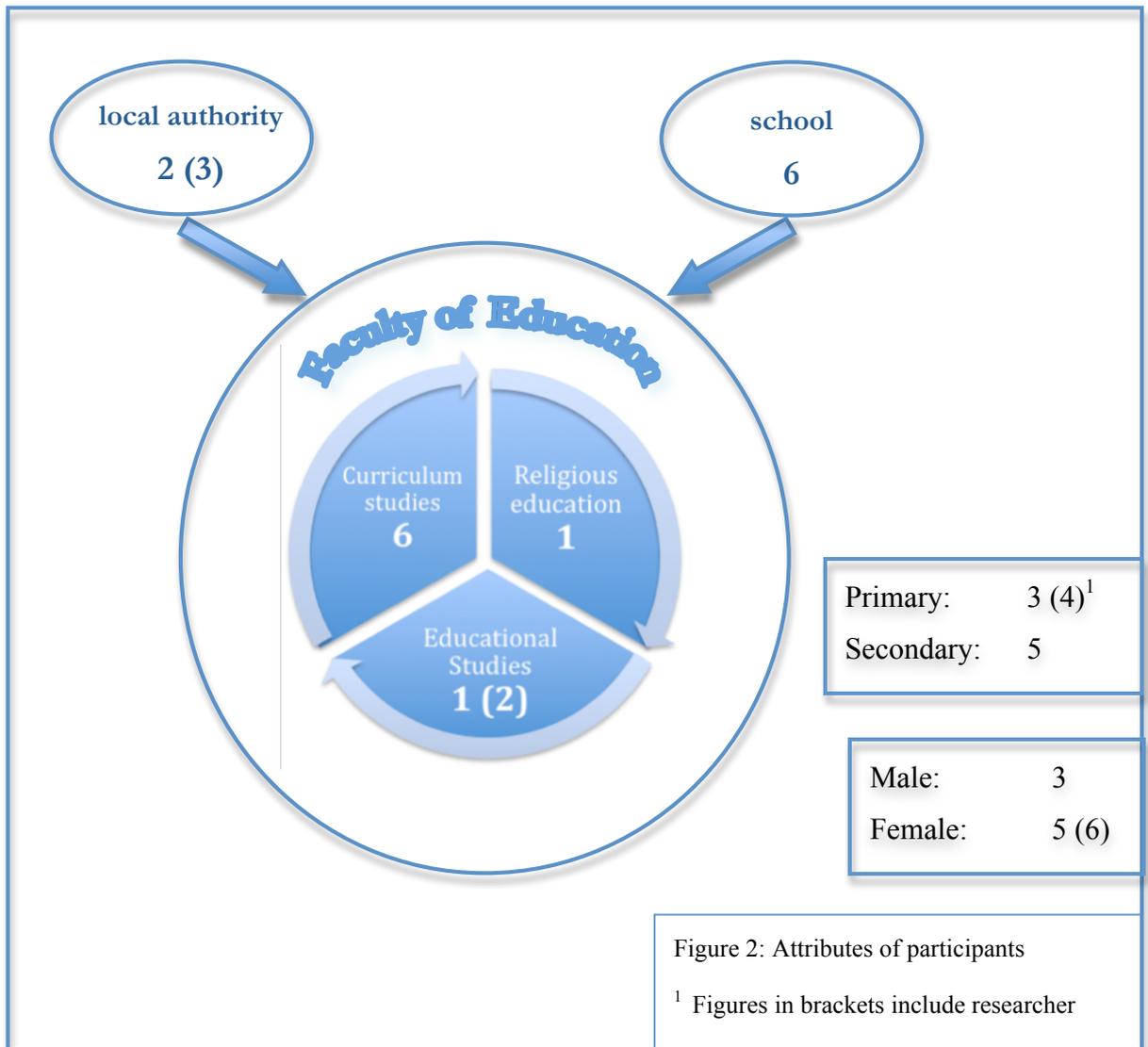
Figure 2: Attributes of participants

Data collection and beyond

So, having gained ethical approval and established the group of participants, I had to prepare for the actual interviews. The following sections will take account of the fact that all of the concerns regarding the process of the interview and the collection of data are inextricably linked with issues of interpretation and representation.

(g) 'Recording' the data

In order to allow flexibility in how I later analysed and represented the data I wished to keep a complete record of what was said by participants during the interviews, rather than relying on potentially incomplete notes and potentially inaccurate memories of what was said and how. Therefore I arranged to digitally record and transcribe the interviews, aware

that transcription of spoken data into a written form changes an essentially oral situation into a text and recognising the importance of retaining essential elements of the original such as pauses to enhance later understanding and interpretation of the interviews (Silverman, 2001).

(h) The interviews

The interviewing approach required that following the initial question I should listen actively to the narrative which followed, being prepared to offer support to continue or non-directive responses which would return participants to the narrative if necessary. In addition, I had to make topic or keyword notes (Appendix 3) as the participants spoke in order to return to these topics at the second stage of the interview, using the participants' words and phrases rather than my own interpretation of them. Given the difficulty of finding suitable times for the interviews I planned to move straight on from the initial narrative to the second stage during the same session. I carried out a pilot interview with a colleague which allowed me to get an idea of the length of time that participants might take in their initial narrative, to check the technical issues of recording, to practise taking notes as unobtrusively as possible and to practise making interventions which would point to developing the narrative (Wengraf, 2001).

Following Rippon (2005), I sent a copy of the interview question with an accompanying 'prompt sheet' (Appendix 4) both in hard copy and email to participants a few days ahead of the interview appointment to encourage them to reflect beforehand and allow those who wished to make notes. The interviews were originally planned to take place within the faculty building over a two-week period during student holidays; however, staff illness and pressure of work meant that three had to be postponed until two months later.

Each complete interview lasted between 45 minutes and just over an hour. I transcribed each one into separate word-processed files, which were later returned to individual participants for validation and amendment. None wished to make any changes.

(i) Thinking about interpretation and representation

Chase (2005) contends that in narrative research the listener moves away from looking for answers to specific questions and needs to 'orient to the particularity of the narrator's story and voice' (p. 661). So the researcher must be open to what each individual is saying about her/his own personal experience of the situation. This was a very important issue for me, since I would be bringing not only my preconceptions as a researcher, but also my insider experiences of the transition, and my own 'knowledge', at different levels, of the participants and their situation in the faculty. My awareness that individual narratives are 'situated within particular interactions and within specific social, cultural and institutional discourses' (Coffey & Atkinson, 1996: 62) would be important. However, while my insider situation would allow the 'use of language grounded in a shared experiential context' (Guba & Lincoln, 2005:195), I needed to be mindful of the possibilities of quite different meanings being attributed to concepts within that shared context (Wengraf, 2001:46).

Additionally, although I was planning to elicit narratives, at least in the first stage of the interview, and the overall interpretive approach was to be hermeneutic, with awareness of the data as a whole and of the parts which make up that whole, I knew that I could not ignore the fact that any interview is a 'scene for a social interaction' (Alvesson, 2003: 169). The social interaction involved, particularly in the second phase of the interview, would have to be an integral part of how the data is viewed. So I had to consider the issue of 'whether interview responses are to be treated as giving direct access to "experience" or as actively constructed "narratives" involving activities which themselves demand analysis' (Silverman, 2001:113). The awareness that

> … the storied qualities of qualitative textual data … … enable the
> analyst to consider both how social actors order and tell their
> experiences and why they remember and tell what they do
>
> (Coffey & Atkinson, 1996:57)

meant that as I considered how to analyse the data, I recognised that I had to do this in a way which would allow me to take the narrative structure of the responses into account if this seemed to be an important feature of the data which I gathered.

Organisation, representation, interpretation and analysis of data

(a) Organisation of data

As a novice in organising large amounts of quantitative data, I decided, after discussion with more experienced colleagues, and two training opportunities, to use the software programme *nVivo* to help me to analyse the data as it seemed to offer more opportunities than a spreadsheet alternative for cross-referencing and identifying links amongst data.

This programme allows material to be coded in either 'free nodes' – ie nodes which are unrelated to each other, or 'tree nodes', which are set up in hierarchical relationships; material can be coded under multiple nodes. It would have been possible to set up a list of 'tree nodes' based on my initial research questions but I was aware of the danger that this framework may '… deflect attention from uncategorised activities' (Silverman, 2001:67). The alternative was to take a more 'grounded theory' approach which would start by trying to 'develop categories which illuminate the data' (Silverman 2000:144), try to 'saturate' these with supporting evidence from a range of cases and work towards a more analytic framework for the data, trying to achieve an 'approximation of the creative activity of theory building found in good observational work' (Silverman 2000:145).

As with previous methodological issues, I found myself aware of my discomfort with the apparent 'dualism'. While the overall research question was about transition experiences and identifying themes within these which would suggest a 'free node', grounded theory approach, I was also asking more specific research questions within that which would lead more naturally to the 'tree node' approach. The *nVivo* system, however, allowed a combination of the two. I coded each interview initially using free nodes, and then later organised these into more specific categories.

Text was coded simply by highlighting and creating a node label within *nVivo*. Text was frequently coded at more than one node. Subsequent text could then be added to existing nodes, or new nodes could be created as necessary. Some nodes contained long sections of narrative; for example, the entire narration given by each participant of their work experience before coming to the faculty was coded, as a whole, under 'career history'. This allowed comparison of these narrative sections, both in terms of length and discourse. However, within these longer sections of coded narrative, I also identified shorter sections making more specific references to, for example, career prospects, frustrations within the

system, etc. which were coded at other nodes. By the end of the initial coding 105 nodes were identified; some of these collapsed into each other on further consideration, but others were left even if there was only one reference at that node if the specific nature of the comment or section needed to be retained. Each interview initially referred to between 40 and 55 nodes, although this fluctuated as I returned to interviews as new nodes appeared in later interviews and I attempted to 'saturate' the categories. The programme facilitated searching all data by word or phrase which allowed me to check that I had not missed a reference to a particular aspect in earlier analysis of data. Coding was done at sentence/paragraph level, however, rather than at word level, in order to avoid decontextualisation of the ideas being presented.

I then sorted the nodes under general headings - parent nodes - which seemed to be emerging. While the overall theme of 'transition' could have been treated as one single heading, to include all issues leading up to the move and arising during the three year period since then, I was able to identify nodes which spoke more specifically about different aspects of the transition, namely previous career history and specific reasons for the move, issues relating more directly to the process of socialisation during the time in faculty, and particular factors relating to induction. Similarly, I was able to identify the difference between 'formal' induction through the procedures of the NLTP and probationary period, and other less formal socialisation processes.

The groups of nodes are shown in figure 3 below.

Parent nodes	Related child (free) nodes
Career history and drivers or stated reasons for transition	Narratives of the move, issues relating to the school system (career prospects, frustrations, pressures), personal post-graduate study, experience outside teaching, experience of teaching 'beyond the classroom', move as part of a plan, chance.
Induction	NLTP, post-graduate study, 'training' for role, probation
Socialisation issues after the move	Important people (peer support, negative issues regarding colleagues), administrative and bureaucratic challenges, adaptation, easy and hard parts of the move, 'into the unknown', isolation, new responsibilities, similarities and differences with previous roles
Research	Educational research, scholarship, evidence based practice, links between teaching and research, tensions between research and teaching
Learning and teaching	- in Higher Education, - in school, similarities and differences between the two, views about ability and about students, experience v theory
Sense of identity	Confidence, insecurity, justification of TE role to self and to others in education, changed or not since leaving school, continuing links with schools, comparison with schools, autonomy, sense of worth, disciplines (academic 'subject', comparison with other faculties, negative perception of primary teaching, secondary/primary sector issues)

Figure 3: Node List

After I had done some initial work on analysis of the narratives, I contacted the participants to ensure that they were happy with the transcripts I was using. I included with the transcripts a covering letter asking for some further information on a number of themes which seemed to be appearing at this stage in analysis. These letters were worded individually depending on which area(s) had not been so fully addressed in each narrative (see Appendix 5 for an example). I received responses from two of the eight participants; one responded by email and I had a further meeting with the other during which some of the issues were further discussed. This data was then added to the original material.

(b) Representation and interpretation

As I read and reread the transcripts and re-listened to the interviews, I recognised that the different ways in which the individual narratives were structured would indeed be a relevant factor, in addition to the consideration of the actual content. Chase (2005) suggests that interpreting narratives involves moving away from 'locating themes *across*

interviews … to listen(ing) to the voices *within* each narrative' (p. 663) and thus becoming aware of how the individual seems to construct her/his identity through the story told. However, I was still wary of seeming to take a 'case study' approach and categorising participants in relation to particular issues, mainly because of the issues relating to anonymity.

I also recognised that I had to be aware of the 'voice' I was using. If pieces of data are presented, followed by the researcher's interpretation, using discourse analysis, or suggesting inferences, this can take the form of an 'authoritarian' voice (Chase, 2005:664). This type of approach may lead to criticisms that the researcher's voice is 'privileged' (Denzin, 1997:249) over that of the narrator. On the other hand, it can be argued that the researcher is helping the reader, and indeed the narrator, to look beyond, or beneath, the spoken words to the social and cultural features which impact on them. I was also aware of Silverman's (2001:287) warning against 'treating the actor's point of view as an explanation' and simply 'equat(ing) common sense with social science' (p.289) and recognised the need to delve beneath the apparent surface of the narratives, while holding the ethical issues of my insider position in mind. While narrative has the ability to 'convey tacit and unconscious assumptions and norms of the individual' (Wengraf, 2001:115), I needed to find ways of identifying and expressing these, as well as explicit assumptions and norms, which would be acceptable to the participants, while also being analytical enough for the purpose of the dissertation.

During the earlier stages of the programme, I had read a wide range of narrative-based research texts and was drawn to the idea of fictionalised narrative as an imaginative and interesting way of dealing with the ethical issue of maintaining the anonymity of participants while also engaging the reader with the issues. However, I was concerned that any context in which I might develop a form of fictionalised text might seem contrived, and potentially result in the presentation of views and stances as being somehow oppositional, or binary, where in fact the combination of factors involved in each of the individual stories and issues arising was complex. Therefore I decided on a more 'traditional' form of representation, where sections of narrative would be presented both as unique, and also as part of a larger, shared story. Although there were clearly many areas in which similar views were expressed, there were other areas in which it was important to identify the individual's voice where very different experiences were narrated.

Coffey and Atkinson (1996) suggest that data may be presented in relation to different 'units of narrative' (p.112) and that researchers must consider at what level of social analysis they will be working. That is, is the research presented in relation to individual 'social actors', to a specific event, or to the institutional framework or cultural norms involved? The decision taken is a strategic, analytical issue. As I analysed the data, I decided that my analysis would mainly be focused on the transition experience, but, beyond that, on the different education contexts and cultures involved or implied, with less, if any, focus on individuals. As well as assisting with supporting anonymity of participants, this would also help to deal with the issue of 'audience' given the implied readership of this particular report. An approach was required which limited the report's potential for identifying individuals in the faculty beyond the participants, and allowed important issues about the culture and structure of the institution to be identified and discussed in an acceptably professional way.

Related to the issue of audience, the need for caution in interpretation suggested above is highlighted by Ricoeur (1991) who points out that 'the process of composition, of configuration, is not completed in the text but in the reader' (1991:26, cited in Squire, 2005:98). In the case of oral narrative the listener/reader needs to make contact with the world of the narrator in order to understand the story being told. This has implications for the researcher, both as initial 'reader' of the narrative but also as presenter of the narrative to the reader of the final report. I was concerned about where and how I as a researcher would leave space for the reader to make that contact with the narrators, while simultaneously interpreting and analysing the stories from my own explicit standpoint; in this case aware that this standpoint of 'insider' might result in misinterpretation or underanalysis of stories and ideas due to my own experience and understandings.

This return to the concern about 'insider research' leads to discussion of some very significant issues which arose for me when the data-gathering and analysis process began.

(c) Issues of analysis

Silverman (2001) suggests, in relation to outsider research, that '(o)nly when (the) researcher moves beyond the gaze of the tourist, bemused with a sense of bizarre cultural practices, ('Goodness, you do things differently here') do the interesting analytic questions begin' (p.289). As an insider, I had not expected to find myself in that 'bemused state'. As a result of my own reflection during the EdD, I had a very clear understanding of the personal and professional journey which had brought me to my current situation, and of the social and political environment in which that journey had taken place, and had identified key issues which I thought might be relevant. I was aware that participants would each have had their own experiences of transition, and that these would differ from my own. Although I had recognised that participants in the project would have different ways of conceptualising their move, and discerning these was part of the purpose of the study, I had been unprepared for the extent to which the narrations would be significantly different from my own. Many of what I had considered key transitional issues were scarcely mentioned by other participants; some were not mentioned at all. I found myself scrutinising the data for evidence relating to areas which I thought would have been important and asking myself why there was none. From the outset of the very first interview, I was aware of the singularity of each response; my recognition of this developed as I analysed the data. This may in some ways seem extremely naïve; however, it was a driver for me yet again to uncover preconceptions and assumptions that I had unconsciously held about what I may have thought to be 'universal' elements of the transition experience, and indeed of the 'identity' and role of teacher and teacher educator.

The recognition of these discrepancies strengthened the rationale for viewing the data through the lens of my own experience. As I analysed the data in relation to the overall research questions relating to transition and identity, I found myself asking a significant further question at an analytical level. How might these significant differences between my experience and that of others be explained? The structure of the analytical section of the dissertation needed to accommodate discussion of this additional question.

I needed, thus, to find a framework which would allow analysis of the narratives at several levels, answering the overall questions and identifying key themes relating to transition and identity, but moving on to much more detailed analysis of the issues which were emerging from the data itself.

Main findings – and how they will be presented

In this section, I identify the main findings of the project at three different levels, in order to offer the reader an insight into the complex issues which emerged from the data and to signpost the way through the data analysis which follows. These 'levels' represent the stage of analysis which I went through when dealing with the data, with level 1 relating to the first findings and level 3 referring to the stage at which I found myself using my own experiences as a counterpoint to those expressed by almost all the participants to identify some crucial issues.

Firstly, I summarise the main findings in relation to the two original central research questions. At this first level, I simply note the general issues which arose from the data and place them under some very broad headings. These issues are not analysed in any depth *per se*; rather they are mentioned and analysed as appropriate within the next 'level' of findings. These findings were established through the first coding and sorting of the data into broad 'parent nodes' as noted in figure 3 above.

In order to structure the analysis of the data more specifically around themes which seemed to be key to areas within teacher education and its organisation in this particular university faculty of education, I then identify as 'level 2 findings' seven main issues which arose from this initial examination of the data. The five issues relating to transition are analysed in Chapter 6, and the discussion of those relating to identity forms Chapter 7.

Finally, grappling with areas of disparity between my own experiences and those narrated by other participants led me to identify three specific issues which have further implications for teacher educator development and which are presented as 'level 3 findings.' These are discussed in Chapter 8 and implications arising are developed further in Chapter 9.

Main findings

Level 1

The purpose of the project was to identify key issues in the transition of teachers from schools into work in a faculty of education. The central research questions focused on:
(a) the factors identified by participants as being important in the transition and
(b) how they constructed their professional identities as new teacher educators.

In relation to the first question, a range of factors emerged as being important to different individuals at different stages of the transition. These could be related to one of three very broad categories:

- circumstances surrounding their move from previous employment. These included:
    - career prospects in school
    - personal development/study
    - family circumstances
- factors which caused surprise when they made the transition, including
    - an unexpectedly different working environment and culture
    - lack of clarity about the job / role itself
- circumstances relating to their induction and socialisation into the faculty, including:
    - probation and NLTP
    - involvement with colleagues
    - adapting to different ways of working

Regarding the second question, narratives revealed a range of issues relating to current and developing aspects of professional identity through reference to, *inter alia*:

- previous and ongoing involvement with schools and school-based issues
- confidence
- ways in which they described their job to others
- discipline/academic subject

In general, there was significant correlation with findings from other larger-scale pieces of research into the development of teacher educators, and these will be noted in subsequent chapters. However, this smaller-scale study allowed identification of more specific,

individual issues which may be of relevance in understanding important factors in the transition.

Level 2

Some similarities and some notable differences emerging from the data led to the identification of seven main issues relating to transition and identity. These will structure the analysis in Chapters 6 and 7.

1. For all but two of the participants**, moving into teacher education was not a career move planned over the long-term,** but happened in response to a range of individual issues which themselves were likely to impact on the way that transition was experienced.

2. Evidence from the data suggests that the **pervasiveness of 'school culture' has a significant impact on the initial transition into the unexpectedly quite different culture of HE**. Consequently, the transition into the faculty was more significant a move than many had anticipated. Being within the 'education system' seems to have led to assumptions about similarities amongst sectors which were in many cases unrealistic. Linked to this, **assumptions about what life would be like in HE** were often found to be inaccurate, leading to further areas of tension for individuals.

3. For many participants, **there was little change in their perceptions of their teaching 'role' before and after the move.** The narrations suggested that they did not imagine that there would be a significant change in 'role' between teaching in schools and teaching in ITE before coming; their perceptions of the reality of the new job confirmed this for them.

4. Related to point 3, there was a **limited sense of a significant move into the world of Higher Education.** All but one of the participants moved into the job of 'university teacher' rather than lecturer. This had a significant impact on their perception of the new 'role' within HE, since there is no necessity to complete research, although 'scholarship' is required, but also has an impact on the self–perception of participants in their new position. Many of the participants did not express their identity in terms of HE. This may have implications for the developing research culture of the faculty of education.

5. Each of the points above has implications for the **appropriate induction of teacher educators into the 'new role' within HE.** Dissatisfaction with current formal university procedures was expressed by most participants; on the other hand, there was no formal induction into the specific role of teacher educator.

6. There was **little evidence of a sense of a 'different' professional identity relating to being a teacher educator**. In fact, there was an extent to which the role of TE was not 'admitted' by some participants. This relates strongly to the issues noted above.

7. Within the narrations two further issues relating to identity were identified:

    i.   There was evidence in some of the narrations of **a sense of hierarchy between primary and secondary colleagues**. It is important to note that this was expressed by primary colleagues in relation to their own self-perceptions rather than in response to behaviour or attitudes expressed by secondary colleagues, but it did reflect structural issues in education as a whole which impact on the identities of teachers in all sectors.

    ii.   Narratives suggested that **individual disciplines were fundamental to the identities of participants, both before and after the move**. This reflects back to point two, and strengthens the notion of the importance of school culture.

Level 3

There were three fundamental issues arising from the data which challenged my thinking. The first related to the ways in which the participants responded to the narrative-inducing prompt, and how the stories were told. My assumptions that a career history type approach would 'naturally' be taken were uncovered, and I needed to reflect on how this related to my own experience and on the implications for my analysis.

Secondly, I was surprised that in the narrations, only one participant made significant reference to worries and concerns experienced during the transition. While each participant certainly identified areas which had been troublesome in some way, the overall sense from almost all was that the transition experience had been relatively straightforward, which was quite different to my own experience. When analysing the data I had to address the issue of how this fundamental difference might be explained.

Thirdly, I had been surprised that a number of issues which I had expected to be relevant were not addressed significantly in the initial narratives. Learning and teaching in Higher Education, which for me had been a particular area of interest and concern, was scarcely mentioned and only two participants mentioned issues relating to being 'teacher educators,' which again seemed important in relation to my own perception of this as a

quite different role from 'teacher.'   These 'discrepancies' will be interrogated in Chapter 8. But first, in Chapters 6 and 7, I present an analysis of the narratives.

The following model (figure 4) is a diagrammatic summary of the findings noted above.

Research questions	Level 1	Related parent nodes	Level 2	
What were important factors in transition?	circumstances surrounding move from previous employment	career history; reasons for transition	1. planned career move? 2. pervasiveness of 'school culture' 3. little change in perceptions of teaching 'role' 4. limited sense of a significant move into HE 5. appropriate induction for teacher educators	See Chapter 6
	factors relating to initial stages of taking on the new role	learning and teaching; research		
	circumstances relating to induction and socialisation into the faculty	induction; socialisation issues after the move		
How did new teacher educators construct their professional identities?	previous and ongoing involvement with school-based issues	sense of identity	1. little sense of a 'different ' professional identity 2. educational hierarchies 3. importance of individual disciplines for identity	See Chapter 7
	discipline/academic subject			
	with reference to self and others			

	Level 3	Related parent nodes	
Issues highlighted by discrepancies with my own experience	the narrative structure of the stories	career history; reasons for transition	See Chapter 8
	comparative ease of transition	learning and teaching; research; induction; socialisation issues after the move	
	issues which were not mentioned	career history; learning and teaching; induction; socialisation issues after the move	

Figure 4: Three levels of findings

Chapter 6   The transition experiences

While it would have been possible to present large amounts of evidence in relation to many of the almost 'common-sense' (Silverman, 2001) issues arising from the transition narratives, it seemed more important to focus on the specific issues emerging from the data and to look at the findings in the light of their implications for future practice.

Thus analysis of the data in the following two chapters will be structured round discussion of the seven main issues highlighted at the end of Chapter 5 as 'level 2 findings.' The first five of these findings relate directly to stages of the transition, and will be discussed in Chapter 6, while the final two, relating to identity issues, will be analysed in Chapter 7. Analysis will make reference to level one issues (the overall research questions) as appropriate. While there may be occasional comments from my own experience to expand or explain some of the issues here, I will wait until Chapter 8 to address the discrepancies (identified as 'level 3 issues') between the narratives presented in Chapters 6 and 7 and my own experiences, and will there return to the significance of 'why' stories might have been told in a particular way.

One of the challenges in these chapters was to ensure that the different voices are heard, while retaining the anonymity of individuals, both participants and other members of the faculty who might be identified by inference. To this end, I decided not to use pseudonyms or to keep different sections of the same narrative directly attributable to a single individual, which might have made participants identifiable to a reader from within the faculty. Occasionally, an individual's words may have been slightly edited to remove identifiers relating to department, discipline or colleagues. The extracts range in length between a single sentence and several paragraphs, depending on the illustrative purpose of the quotation. I have endeavoured throughout to ensure that extracts have not been taken out of context, and to that end have included quite long sections of narrative if this was required.

While some brief quotations are included within the chapters to illustrate specific points, the extracts from the narratives referred to in this and the following chapters are contained in Appendices 6 (Chapter 6), 7 (Chapter 7) and 8 (Chapter 8).

1.   Moving into HE – a planned transition?

The narratives showed clearly that there was a range of reasons for moving to HE, but that for all but two of the participants, the transition into teacher education was not a career move planned over the long-term.

A detailed analysis of the ways in which the participants narrated their stories of transition is given in Chapter 8. Here I will outline the main issues that arose surrounding the actual move.

Two of the respondents described the transition to work in Higher Education (as opposed specifically to 'teacher education') as a positive, planned one (Appendix 6, 6.1.1 and 6.1.2). Two cited their own engagement with post-graduate research as a significant driver in their determination to move from school to university (see 6.1.2). Although both respondents stated that they enjoyed teaching in school, there was a sense of dissatisfaction with the school situation, with mention of the sometimes repetitive nature of life in the classroom, and the implication of an expectation that HE would allow opportunities for more reflective engagement with practice and research along with more autonomy and 'freedom'.

For some participants, however, there was a more acute sense of unhappiness within the school situation. Extracts 6.1.3 and 6.1.4 illustrate the experiences of participants who wished a change because, although committed to 'teaching', they were frustrated by elements of a system over which they felt they had no control, including the promotion process and, in one case, issues of compulsory transfers into a department for which the individual was responsible. Teachers coming into teacher education may conceptualise this as a move which allows them to continue in a teaching role, but in a different context which they hope will allow more personal development and autonomy. In addition, there was, for at least one participant, as expressed in extract 6.1.4, the expectation of the possibility of creating a more coherent positive personal identity (Woods & Jeffrey, 2002). As this excerpt suggests, however, whether or not the move in fact will provide a positive alternative cannot be known at the time of transition. The hint in that quotation of expectations unfulfilled is an important one and the relationship between expectations and the reality of the transition experience will be considered in the section below.

For most of the participants, although they may not have specifically planned to move into HE, it seemed like a natural progression from previous work. Extract 6.1.5 demonstrates a number of important issues relating to teachers' professional lives which are echoed in several other narratives in the project but notes that this move had been considered in a longer term career view: *this was another job that was on the list* (from 6.1.5).

For most it was a move which 'happened' as a result of a range of factors, and three main themes emerged from the data which are set out below as:

a) career paths in schools

b) personal issues

c) chance

(a) Career paths in schools

Firstly, I observed a recurring theme relating to 'promotion' or 'moving on' in schools – or not. Several participants who had not held a promoted post stated that they would not have wished to do so, although one primary colleague had been seeking promotion to depute head before moving to an advisory position on secondment; those who had been in promoted posts did not wish to move 'higher' within school hierarchies, in line with many others in the Scottish system (recent statistics [SG, 2008b] suggested that 2.4% of primary and 1.4% of secondary head and depute head posts were vacant in February 2008). For most, as noted above, this coincided with a wish to remain in a teaching role of some kind. Participants working in advisory roles were spending a significant part of their time organising and presenting Continuous Professional Development (CPD) for school staff and enjoying that different teaching role.

Several secondary participants commented on appointment and promotion procedures in the school system. The 'strange' introduction to teaching in the 1980s, as described in extract 1.5 contrasts with the current induction year available to students incorporated into the 'McCrone agreement' (SEED, 2001d) which was in fact a response to the unsatisfactory situation in which many new teachers found themselves during the late 1980s and the 1990s of having to rely on supply work after qualification while trying to complete their two-year probationary period (Draper *et al*, 2004). On the other hand, this excerpt also demonstrates the speed with which teachers in secondary schools could find themselves on the promotion ladder in the pre-McCrone system, when, frequently, more than half of the teachers in secondary schools were in promoted posts (Gavin, 2003). One

of the elements of the McCrone agreement (SEED, 2001d) was the removal of the grade of APT altogether which led to the restructuring of secondary school management systems into 'faculties' with significantly reduced number of principal teacher positions. In 1997, pre-McCrone, there were 10,193 teachers in non-promoted posts in Scottish secondary schools, and 11,931 teachers in promoted posts (Head Teachers, Depute Head Teachers, Assistant Head Teachers, Principal Teachers and Assistant Principal Teachers) (Scottish Office, 1997); that is, of all teachers in secondary schools, 54% were promoted. In 2007, however, with promoted posts reduced to positions of Head Teachers, Depute Heads and Principal Teachers, the percentage had dropped to 33% (SG, 2009). This gradual, but significant, reduction in promoted posts, contributed to the situation experienced by another participant in extract 6.1.6, where promoted posts were found to be scarce.

But as well as the awareness of the pressures of management mentioned in these extracts, there was also a recognition of the changing role of the classroom teacher, as expressed in extract 6.1.7 by a participant with more than 20 years experience in the classroom who echoes some of the comments made in excerpt 6.1.1 in relation to demands and pressures coming from a greater sense of *accountability.*

So we have a situation where participants, having gained considerable experience of and expertise in classroom teaching and/or of working in advisory roles, do not see schools as the place where they can best move forward, partly as a result of the impact of the performative and managerialist agendae (Forde *et al*, 2006; Patrick *et al*, 2003) noted in section 1. Several of the narratives, as in the extracts, give a sense that teachers felt a need to 'escape' from classroom and in-school frustrations rather than be paid more to continue to live with them.

(b) 'Personal' issues

It was important to note 'personal' reasons given for the move which had a slightly different focus from 'career path' reasons.

(i) family reasons

Two participants referred to specific family issues which drove moves for locational reasons (6.1.5 & 6.1.8), and one other mentioned family support as having been a driving feature of many of the experiences which led to the transition.

In some ways it was interesting that the 'family' element of other participants' lives was not significantly mentioned. While Goodson (2003) suggests that 'studies of professional life and patterns of professional development must address these issues of the personal' (p.61), particularly with reference to the 'life cycle' of teachers, individuals may feel that suggesting that a career move was made for reasons relating to personal life might seem 'unprofessional.' Goodson (2003) would argue that this relates to the conceptualisation of models of teacher development - of 'teacher-as-practice' as opposed to 'teacher-as-person.' How far one's life 'outside' teaching is seen as either a part of or detached from one's life as a teacher relates to issues of personal and professional identity and will be discussed further in chapter 7. However, the complicated relationship between 'personal' and 'professional' in teachers' lives makes analysis and conceptualisation of motivation for change extremely challenging.

(ii) personal development

As exemplified in extracts 6.1.9 & 6.1.10, the move was seen by some as offering opportunity for personal development. These participants both suggested that teaching in HE offers opportunities for personal learning at a more challenging level that that available when working in school, mentioning personal research and deeper analysis of issues as important factors in their expectations of life in HE.

The idea expressed in these extracts that teaching in school is somehow incompatible with, or at least not conducive to, significant personal reflection and development is interesting. In some ways this relates to the points made above regarding time and other pressures on both class teachers and managers. However, it also raises questions about the changing emphasis over the past number of years in ITE and the subsequent 'levels' of CT and SQH on reflective practice. The participants who made these points had had some experience of post-graduate study and although 'the reflective practitioner' (Schön, 1987) was not the conceptualisation of the teacher on which their own teacher education had been based, they had clearly become familiar with and committed to the concept of reflection and ongoing engagement with research and scholarship. Yet they still felt that they needed more 'space' for this element of their lives as educators than was available in schools.

It could be argued that levels of analysis and reflection relate to the approach of the individual rather than the educational context in which they take place and that an action-research approach to classroom practice, such as is encouraged in the CT and SQH programmes, could offer opportunities for bridging the gap expressed above between

seeing teaching as being *'all for the children'* and making opportunities for personal development. However, this carries the danger of reducing practitioner research to investigation into 'what works' and while this may be a good place to start for teachers beginning the reflective process, it may be that reconnection (or ongoing connection) with HE through post-graduate study leads to a frustration with this kind of approach. It is perhaps a logical step to an expectation that working within HE, with its more overtly research-based approach, should make it easier for the individual's research and scholarship to be valued as part of the professional educator's role than is sometimes the case in a school context. Some of the implications arising from this section will be considered further in Chapter 9 which considers issues of perceived hierarchies in education.

(iii) maximising professional impact

Two participants voiced a reason for the move in terms of a personal belief about maximising professional impact, as in extracts 6.1.4 & 6.1.11. The idea of *making a difference* (1.4) or *the opportunity to make a much greater difference to more people* (1.11) is a powerful one and will be reconsidered in Chapter 7.

 (c) Chance

The third theme, evident in extracts 6.1.1, 6.1.5 and 6.1.12-1.15, was that of 'chance', and it arose even in those stories which talked about the move as part of a plan. Narratives of previous careers included chance opportunities or moves, as in extract 6.1.5, and advertisements for posts were usually described as being seen by chance; this was in fact my own experience.

It may be that this element of chance is no more significant in this situation than in any job change; however for the purposes of later discussion, it is interesting to look at the positions of the eight participants at the time of application for the post in teacher education. One had had a two-year secondment to teacher education several years earlier and had kept the idea of returning at the back of her/his mind, although the initial secondment had been taken for '*negative*' reasons (see 6.1.3). Another had applied for previous posts in the faculty before being appointed to the current position. A third had been doing some part-time work with PG students on a distance basis and was aware of the possibility of a move to HE. On the other hand, although another was keen to move into Higher Education, it was not necessarily into teacher education and the rest did not

mention in their narratives that they had had any significant previous thoughts about becoming teacher educators.

Thus it could be argued that while two participants were retaining a move to ITE as an option, only one participant was **actively** seeking employment in this particular field. This is not to suggest that moving into a job 'by accident' means that individuals are any less motivated, committed or successful in the job. However, there are implications for the way in which the job is conceptualised both before and during transition, and thus for the expectations which individuals may have of the new position when a move has not been significantly planned. This then has implications for induction.

This will be analysed more fully in the sections below.

2. The pervasiveness of school culture and its impact on transition into the culture of HE

For most participants, there were significant issues during the process of transition relating to the fact that the culture of HE was to a great extent unexpectedly different from cultures previously experienced in schools. This was not so noticeable for the two participants who had some previous experience of working in HE, but they also referred to similar issues. Thus, the transition into the faculty was more significant a move than many had anticipated. Being within the 'education system' seems to have led to assumptions about similarities amongst sectors which were in many cases unrealistic.

In the narrations, participants offered differing lengths of story about their experiences since arriving in the faculty. Some gave considerable detail about stages they had moved through since taking up their new position, while others gave less and were encouraged in the second part of the interview to expand on areas on which they had touched briefly in their narratives.

Into the unknown

Having noted in section 1 that most participants were not actively considering the move into ITE for long before they made it, it is perhaps not surprising that each of them made at least one reference which I coded under the general heading of 'into the unknown'. A number of these comments related to the procedures of application and interview, and how these related to the conditions of employment. Extract 6.2.1 is a good example of how one

participant identified a range of issues relating to the new post which were found surprising on arrival.

Although educators may feel themselves to be part of some kind of 'universal' education system in the United Kingdom, from nursery school right through to HE, parts of which have many commonalities, it is not always clear to those who have not worked in more than one sector that there are also considerable differences amongst them. There is also the potential danger of assuming that one's experience of a system as a student will be sufficient to understand it as a teacher. The elements of 'surprise' identified by participants arose from assumptions on the one hand about the way they expected things to be and, on the other, assumptions of those already in the HE context. Once one has been encultured into a sector it is easy to take for granted elements of the system which may seem strange to new members, and members of interview panels may not realise that they and candidates may be speaking a slightly different language. While information about key features of the new position such as salary and pension arrangements, and perhaps more importantly in this situation, mention of the probationary period, may be given on the job description, assumptions may be made by the candidate as a result of previous experience in another sector (for example, regarding annual leave) and details may be overlooked. This may in turn lead to frustration and annoyance, particularly when individuals feel that others have had a different experience and have different options offered to them. This was particularly the case when the issue of probation was mentioned; I will look at some of the points raised by participants in this area in the section below which focuses on induction.

There were four main areas in which participants found themselves surprised as a result of false or misplaced assumptions and expectations, which are presented below under the headings of:
  a) a different sense of time and space
  b) roles and responsibilities
  c) autonomy
  d) What is my job?

(a) A different sense of time and space

Almost all of the participants mentioned issues to do with 'time', both in comparison with previous roles, and in raising concerns about prioritising different aspects of work, frequently in relation to research/scholarship and to 'workload' As with all other areas under discussion, this was very much about individual perceptions, which are influenced by previous experience and expectations of what the new job would entail or feel like.

(i) Comparison with before

Participants expressed differing views in relation to how things 'felt' in relation to previous work in schools. On the one hand, one participant, who had been a PT in the secondary sector, felt that life in the faculty was significantly more frenetic than in school (see 6.2.2), and this sense was echoed by the colleague from the primary sector in extract 6.2.3, who also noted time pressures experienced in school. Thus there is immediate awareness of the tension between the expectation that teaching in HE would somehow leave more space for reflection and the reality of life in the faculty.

On the other hand, as extract 6.2.4 demonstrates, for at least one the pace of life did seem less frantic than in school, and the same participant noted that there had been space for a gradual introduction to teaching in the faculty (6.2.5); this was echoed by the other participant who had come in to the same curricular area. This leads to an area which was important for participants. The underlying issue of the difficulties of defining comparable workloads, as touched on in extracts 6.2.2 and 6.2.3 above, was articulated clearly by a primary colleague in extract 6.2.6, where a sense of bewilderment is evident.

Excerpts above mention 'comparative' issues amongst colleagues and sections within the department and faculty. Here again, the differences amongst the sectors in education are apparent. In the compulsory sectors, workload within an establishment is much more easily and overtly defined. Set hours of 'pupil contact time', and other times for preparation, collegial working etc are clearly established annually and transparent to all members of staff; membership of working groups is generally fitted in to these hours and although, as noted in excerpt 6.2.2, many teachers work beyond the 35 hours as contracted (Menter *et al*, 2006b), there are relatively clear boundaries around what can be expected of staff. Teaching hours and term dates are uniform. In both primary and secondary schools, teachers have a fairly good idea of what all their colleagues are being asked to do, and are in fact doing. However, there are significant differences within HE, which are not easily

rationalised simply by thinking about the tri-partite role of the university teacher/ lecturer comprising teaching, administration and research/scholarship. It can be difficult for new recruits to establish how hours are allocated realistically to the different elements of the job.

The crucial aspect here is that the participants' expositions of their perceptions of time were strongly related to the culture of the school system from which they had come and almost all expressed significant surprise at the sense of difference which they felt.

(ii) New time pressures – change and adaptation – 'no school holidays!'
New teacher educators come in to a particular department, or section within a department, and find that there are significant differences not only from school life, but also within the faculty. In terms of teaching, students on different programmes have different start dates and holidays, post-graduate teaching may involve evenings, weekends and summer schools, course assessment may need to be completed during student breaks, and the sense of the 'school year' with its clear ending and starting points and regular breaks for both students and staff is gone. For those who may have spent their entire lives since the age of 5 years with a body clock based on an academic mid-year diary rather than the January to December format followed by the rest of the world, this can feel very strange. The very loss of this pattern can lead to a sense of 'continual work', until a new yearly 'rhythm' is established, when breaks in different areas of the role can be seen.

But the physical act of teaching itself was found by participants to involve significant amounts of time beyond the actual face-to-face sessions. New TEs are by definition experienced teachers, who are accustomed to preparing lessons and courses. However, a number of participants noted the need to be thoroughly prepared and aware of current policy, practice and theory in a way that was different from and much more demanding than had been required in school (6.2.7, 6.2.8).

(iii) Space
A sense of 'isolation' was identified by some of those coming from a school community into the quite different 'social' atmosphere of the faculty of education. This arose from the lack of opportunities to meet colleagues beyond the immediate small group in their particular subject area (extracts 6.2.9, 6.2.10).

Both of these participants were working in close proximity to and in collaboration with colleagues in their own sections, and had also mentioned the ease with which they had settled in with these colleagues. Their sense of isolation arises, however, from more subtle differences from their previous job. Not only was there physically no staffroom in the faculty at the time of their transition (a situation which has now been rectified) but neither was there a sense of when one would have gone there. The immutable structure of the school day, with regular breaks and a final bell in mid afternoon provides regular opportunities for social and professional interaction with colleagues from across the school community in both secondaries and primaries which the situation in the faculty does not. So once again, new TEs may feel quite unsettled in the changed situation.

Thus, for the participants, time and space felt quite different in many unexpected ways from school.

(b) Different roles and responsibilities

All participants mentioned issues to do with administrative duties, with five expressing specific surprise at the challenge of these. While teaching in school may be surrounded by administrative procedures, courses or programmes involved new teacher educators in work with which they were not familiar, as expressed in extract 6.2.11.

The requirement to juggle a wider range of 'sub-roles' within the new role than may have been the case in their previous role and the need to familiarise themselves with the new roles of course administration within completely new regulatory guidelines, school visiting and research/scholarship was much more significant for most than they had expected (see extracts 6.2.12 - 14).

(c) Autonomy

The tension between assumptions and expectations of the new role and reality is evident in many of the narrative sections which dealt with autonomy.

Extract 6.2.15 demonstrates the sorts of pressures that some participants felt as they took on a range of roles as time in the new job passed. There is a sense of near desperation clearly evident in this section as the participant articulates the difficulties of dealing effectively and efficiently with the competing demands of the new role, particularly when that includes, after nearly three years in post, further major administrative responsibility beyond course and programme coordination. Importantly, it also contains a comment that

suggests that the individual feels that it is her/his own responsibility to manage the balance more effectively. The lack of clarity about what is an appropriate workload, however, may put undue pressure on individuals to self-manage what may be unrealistic demands. So we see a space for tension between the expectation of autonomy and the reality.

The expectation of the 'autonomy' given to academics in HE may on the one hand be seen as desirable by those in other sectors of education who feel they have little or none, but may also be the cause of tension for new recruits, or, indeed, more experienced colleagues, if they feel that failure to cope with what is asked of them is their own fault. This relates to findings from other research that new TEs struggle with the expectation of others that they will be expert in this new job, while they themselves are feeling inexpert (Harrison & McKeon, 2008).

Similar tensions relating to autonomy are shown in extract 6.2.16 which notes the challenges of fitting in post-graduate study. Again there is a sense of personal responsibility for feeling under pressure, which might in some cases be taken fairly lightly, but in others, as above, could lead to significant stress.

The messages coming from the narratives about autonomy – both expectations and reality - were thus mixed. On the one hand, it could be said that teachers coming from promoted posts and local authority positions are used to having a level of autonomy in their previous roles and to taking a lead in curriculum and practice development. In addition, unpromoted teachers, depending on their work situations, career history and personal approaches to their role, may have been used to taking professional decisions in relation to course content and assessment. In these situations, there may be frustrations in what may be perceived as **reduced** autonomy in HE, given the sometimes unwieldy structures surrounding programmes and courses which may seem to prevent intuitive changes being made, as described in the first part of extract 6.2.17.

On the other hand, as seen in extracts 6.2.18 and 6.2.19, there was more of a focus from some of the primary participants on the different sense of freedom offered by the university environment, perhaps reflecting the relatively constrained nature of the primary timetable, although that has to an extent loosened slightly since the recent reduction in pupil-contact hours (SEED, 2001d). These participants clearly perceived the HE environment to be much less restrictive than that of their previous roles, and the significant

accountability factor in HE seems, particularly in excerpt 6.2.19, to be outweighed by the heightened expectation that individuals will be self-motivated.

For some, however, as in the second part of extract 6.2.17, levels of accountability in HE weighed more heavily. While accepting the need for a certain amount of bureaucracy surrounding course changes, this participant, was extremely aware of tensions between this and creative course development.

While several (eg 6.2.20 and 6.2.21) recognised that the tensions involved in balancing the different aspects of the job were not necessarily specific to TE, there was an overall sense that this aspect of the transition was problematic due to mismatch, again, between expectations and reality in the new role.

(d) What is my job? (i)

A further area of confusion was evident in many of the narratives where participants expressed a lack of understanding of just what the job would entail, in most cases even after the position had been accepted. For example, the narrator of extract 6.2.22 found that s/he was spending most time teaching on programmes in which s/he had not considered being involved. This could be put down in part to an understandable lack of detailed knowledge amongst those who come for interview about how the faculty and its departments are structured and of the general expectations that staff will be involved in both primary and secondary ITE programmes, if they are from a secondary background (the same does not apply to primary colleagues to the same extent; issues relating to sectoral backgrounds will be considered in Chapter 7). It could be, however, that an interview panel may make assumptions about candidates' understanding of what will be expected of them in post. This again demonstrates the space for tension between expectations and assumptions based on knowledge of particular sectors which may not be shared.

Similarly, for at least one participant, information given at interview which related to university structures and terminology with which the participant was not familiar led to an ongoing sense of confusion, as in extract 6.2.23.

Given that interviews are by their very nature stressful situations, and that details can sometimes be missed in discussion, it would seem important that information given should

be as specific and clear as possible. This is an important extract, since in this particular case, expectations were established but not clarified, leading to insecurities and difficulties for the participant in the following years which impacted seriously on the whole experience of both transition and continuance in the role. This kind of situation is by no means restricted to HE interviews, but in this situation where, as noted above, there may be false assumptions on both sides about how the system works, it would seem important that efforts should be made to ensure that there are clear opportunities for clarification of roles, responsibilities and expectations during the process of interview and selection.

In one narrative (6.2.24), a participant identified an interesting discrepancy between expectations of the job and the reality as experienced over the past three years, noting that *I now find that the job is far more demanding than previous jobs.*
Although the narration is worded in terms of the views of others of the job, there is a sense that this participant, who had a range of experience before coming to the faculty, has been surprised by the demands of the job in relation to the 'outsider' view which is likely to have represented her/his own personal view before coming to the faculty.

There is further analysis of participants' beliefs about how others perceive their new role in the section on identity in chapter 7. However, in relation to transition, it has been suggested that:

> … in all workforces, those who remain at the basic levels of provision
> look askance at those who have moved away – especially if, as is
> usually the case, moving away means more power and more autonomy
> and more pay…

> (Gatherer, 2008: 900)

It is likely to be argued by most who have come into ITE that the move does not in fact confer any of the three benefits mentioned above (apart, perhaps, from a sense of autonomy); in addition, the myth of long academic holidays may also feed into the perceptions held by those outside the world of ITE. I would suggest, however, that the picture painted in extract 6.2.24 represents, although slightly caricatured, at least part of the pre-transition expectations of many of the participants themselves, and that the dissonance between that view and reality can be a source of tension during the transition period.

(e) What is my job? (ii)

A significant issue which combined areas of potential tension noted above relating to lack of clarity and to expectations of the role was the university teacher/lecturer situation. It was evident that several participants had felt some confusion over the difference between the university teacher/lecturer contracts at the time of the move (extracts 6.2.25 - 27).

Some participants could not remember whether the job had been advertised as lecturer/teacher or simply as 'teacher'. Of the eight, however, seven are employed on university teacher (UT) contracts. Of those who mentioned discussion of the position at the interview, there was no sense of pressure on them to take a lecturer contract. In fact, several participants noted that, when they asked for clarification of the difference the impression given was generally that the UT contract was more desirable since there was no pressure to produce research (although there is a requirement for scholarship). This conception of the difference between the two is demonstrated in extract 6.2.26 which suggests the UT contract is *the safest option.*

However, none of the participants felt that s/he had been informed at interview of the differential in teaching hours between teachers and lecturers. Where a lecturer's time is generally split three ways amongst teaching, administration and research, for a UT 'the division between scheduled teaching and administration should be approximately two-thirds to one-third' (University of Glasgow, 2003); there is thus a general expectation in the faculty that teachers will carry a heavier teaching load than lecturers (Forde, 2008). The tension between teaching and research and perceptions of teaching loads in comparison with other faculties will be discussed in more detail in sections 4 and 5 below. However, there is immediate space for tension between expectations and reality for those participants who expected the move to HE to offer more time for development of professional interests.

From the narratives, then, came a number of issues which related to the way in which expectations of the new role were affected by assumptions that the culture and context of ITE in HE would not be significantly different to that of school, which frequently turned out to be mistaken. As noted earlier, moving into any new post involves adaptation to new circumstances, but again there was a sense overall that participants had been surprised at how different the new post was in relation to their previous experience in schools.

The specific issues highlighted above would suggest, in line with other research in the area (eg Murray & Male, 2004) that more clarity about remit and expectations of the role would be helpful for new TEs. This will be discussed further in the section on induction.

The discussion of the specific role of UT taken on by most of the participants leads to the next key area identified from the narrations which relates to teaching in HE. This was highlighted not only by what was said by participants, but also by what was not said.

3.   Teaching in Higher Education – same or different?

Only three of the participants made any specific reference to the process of teaching in HE in their initial narratives of transition; two of these were in relation to the NLTP. As a result, I had to ask a supplementary question during each interview in order to address one of the overall research questions. This in itself was one of the areas of surprise for me and will be discussed more fully in Chapter 8.

The overall feeling from participants was that teaching in HE was not significantly different from teaching in schools, and that, both before and after their arrival, they were fairly confident in their ability to deal with the teaching element of the job.

Some participants (eg 6.3.1-3.4) commented on obvious 'surface' differences, such as dealing with large-scale lectures and the different timescales and age-groups involved. This included awareness of the differences in working with student teachers as opposed to experienced teachers, for those who had been involved in CPD activities in their previous role (6.3.2). However, for most there was a sense that this was not an area of difficulty in the transition and some in fact found it easier (eg 6.3.5).

Some participants (6.3.5 - 6.3.10) identified ways in which they felt teaching was very much the same; some of these linked to approaches or 'ways of being' with the students. This sense of similarity relates to the fact noted earlier that most participants indicated in their narrations that they enjoyed teaching and saw the move as a way in which to continue teaching, albeit in a different context. However, when asked specifically about whether they conceptualised learning and teaching differently in HE, there was evidence that most had reflected to some extent on the new context and come to differing conclusions. The key issue here was whether the similarities or differences were worded in terms of pedagogy *per se*, or in terms of pedagogy in relation to teacher education.

So, for example, in extracts 6.3.6, 6.3.7, 6.3.9 and 6.3.11, the participants are thinking about pedagogy and comparing strategies and methodologies between school and HE, and finding *methodologies that were (not) vastly different from those that I had been using myself although they had to be adapted* (6.3.6).

The overall sense was that good practice in schools in relation to effective teaching strategies and Assessment is for Learning (AifL) approaches was immediately transferable and could be implemented in the new context, sometimes more consistently than in the school setting (eg 6.3.12).

Beyond the 'surface' discussion of teaching methodology, the fact that the content and/or purpose of what is being taught in the ITE setting is frequently fundamentally different to what is being taught in schools was noted by five participants, including in extract 6.3.8, where there is an awareness of the different role. However, most of these were only brief references, as for example, in extract 6.3.13: *I'm not teaching (*subject*) as such. You know, you're teaching the pedagogy of (*subject*) and that's different, that's very, very different.*

Although this comment is fundamental to the whole issue of teacher education there was no further discussion of its implications in this narrative or to any significant extent in any of the other narratives. This will be considered in section 5 below and in Chapter 7.

Two of the four participants mentioned above identified the need to be able to back up their views with evidence from research and literature in order to maintain critical dialogue with students (see 6.3.11 and 6.3.14) and to keep up with current developments in their area (6.3.14).

One participant spoke extensively about the way in which s/he felt that learning and teaching **was** different in HE and focused very much on the specific, explicit identification to the students of strategies and methodologies being used during any lecture/workshop situation. In this context, subject knowledge was being used as the vehicle for teaching pedagogical knowledge and skills (6.3.15).

Only one further participant mentioned in the narration that s/he had engaged with the idea that learning and teaching in HE might be something different to what happens in primary and secondary schools (6.3.16). This extract goes on to discuss the issue of what the HE

experience might be like for ITE students and begins to debate the philosophy of initial teacher education, considering the content, and alternative ways of approaching a rationale for undergraduate ITE. At the time of interview, tensions around how far this is conceptualised as 'higher education' with opportunities for 'transformative' experiences, and how much as the transmission of a set of professional values, or body of professional knowledge were beginning to be debated. However, this was the only narrative which demonstrated a sense that the teaching role was significantly different from schools.

So, looking overall at the narrations and responses to direct questions about learning and teaching in HE, it seemed clear that almost no concerns relating to this area during the transition to the new role were expressed. Thus it might be assumed that for almost all participants, expectations and reality matched. New teacher educators assumed that their experience in teaching either their subject or in their sector would transfer into the HE context and the reality was that they felt that it had, with any early concerns regarding class sizes and timings being quickly overcome.

However, this was of significant interest to me, in the light of my own transition, since I had experienced serious anxieties over the issue of what my role as a teacher in ITE was or might be, beyond issues of class size and logistics. I found the fact that only one narration began to address the issue of the philosophy of ITE and the possibility of alternative conceptualisations of interactions amongst teachers and students in this particular context to be striking, since this was an area which had exercised me greatly. There was no evidence in the narrations to allow me to analyse responses in relation to theoretical constructs of teaching in HE (eg Åkerlind, 2003; Lindblom-Ylänne, 2006).

However, extract 6.3.17 contained a crucial comment from a primary participant which led me to reflect further on why this might be the case. I felt that this almost unique expression of perceived difficulty in relation to teaching student teachers perhaps held a key to my understanding of the differences between my experiences and those of the other participants. This will be analysed further in Chapter 8.

Having thus identified the apparent lack of distinction by participants between teaching in school and teaching in HE, the next theme would appear to be logically related. Overall, the narrations demonstrated only a limited sense of a significant move into the world of Higher Education as a different context for their work.

4.   Working in HE – a new world?

It could be argued that the key difference between the HE context and school is the focus on research, both as the basis for teaching and as a fundamental requirement of the role of university lecturer. As noted earlier, for various reasons all but one of the participants moved into the job of university teacher rather than lecturer, thus obviating the need for 'research' as such, although retaining a requirement for 'scholarship'. In the light of the perception noted above regarding the similarity in teaching roles amongst the sectors, it is perhaps understandable that for most participants, then, there was little sense of a significant move into the world of HE *per se,* despite the initial challenges of transition noted in section 2 above. This section will consider what the participants said in relation to research and/or scholarship and how this relates to a developing sense of identity within HE (or not).

Most of the initial narrations made little reference to research/scholarship; I had to return to the issue in the second part of the interview and ask for further information, usually in relation to the teacher/lecturer question. Two of the participants stated quite clearly that they had no intention of being involved in research before they came (extracts 6.4.1 and 6.4.2). However, there is a recognition in extract 6.4.1 that the environment of ITE has changed. These extracts suggest that perceptions of the culture of ITE as experienced by participants in the 'college' system in the past have impacted on their expectations of the role in the different, university setting.

The requirement to give evidence of scholarship as part of the probationary process was mentioned by several, for example in extract 6.4.3. But the sense that it is squeezed out by more immediate requirements such as teaching is always there. Scholarship is seen as one part of the activities carried out 'in support of teaching' (University of Glasgow, 2003) as opposed to 'research' which is seen as an activity which should carry equal weight with teaching and administration. It is therefore possible that time for 'scholarship' may be even more difficult to carve out of the overall workload.

Two participants who had gone on to the Masters programme in Academic Practice (University of Glasgow, online, a) following the NLTP were beginning to engage with research as part of their own study (extracts 6.4.1 and 6.4.4), although also identifying time constraints, and one participant was involved in research with a colleague from another institution (6.4.5).

Two further participants spoke positively about the culture of scholarship surrounding work with students and the impact on teaching which this can and should have, along with a sense of the personal development aspect of engaging in scholarly activity (6.4.6 and 6.4.7). At the same time, the narrator of extract 6.4.1 noted the different set of skills required for teaching and research and suggests that these may be almost *antithetical.*

This relates to the slightly different story narrated by the participant who had come in on a lecturer contract (6.4.7). For this participant, the significant tensions relating to the generation of appropriate research grew from non-familiarity with the paradigms of educational research, and previous research experience in a specific discipline, albeit within the arts, was not particularly helpful. The pressure to produce the required number of pieces for the RAE had been stressful. However, it is important to consider the implications for the faculty of this individual's experience which had led, as noted in extract 6.4.8, to a recognition with hindsight that it would have been much less worrying to have taken a UT contract. So for this participant, in addition to the difficulties of transition noted in section 2, there was the additional strain of finding that the research element, which had not initially been a concern, was not going to go according to expectations. While it is important to note that this is a single person's experience in relation to research production, the sense of isolation (although given support by colleagues) is similar to that described by other colleagues in different circumstances during the transition.

So what might be the implications of this evidence? As noted in chapter 1 the role of university teacher was introduced in this university in 2003 (University of Glasgow, 2003). While the drivers of the Dearing report (NCIHE, 1997) and the 2nd phase review of HE (Scottish Executive, 2003b) had been significant in raising the profile of teaching as a crucial factor in the role of the academic, the additional driver of the Research Assessment Exercise (RAE) was also highly relevant to the introduction of a category of teaching staff with no contractual requirement to be involved in research, since they would not have to be identified as research-inactive for statistical purposes.

The timing of the participants' arrival in the faculty is relevant here as preparations for the 3rd RAE were just beginning. Given that, as noted earlier, teachers entering HE as academics tend not to have a background of scholarly publications (Sinkinson, 1997), and thus would not have a strong 'academic' profile, it would make sense for the faculty at this time to have been responding to the pressures caused by increasing numbers of students

coming on to ITE programmes (SG, 2009:74) by encouraging new faculty members to take on the UT role if possible. Evidence from the narrations suggests that the role of lecturer was certainly not promoted over that of teacher.

There are two areas where this situation may have repercussions; firstly from a faculty perspective in relation to developing the research involvement of faculty members in the ensuing years, and secondly from an individual perspective in relation to developing an identity as an educator working in a HE, research-driven environment. The narrations would suggest that the three year period since the transition began was in fact crucial for the teachers (see Murray & Male, 2004) in that many of them were gradually coming to recognise opportunities for research/scholarship to be incorporated into and have a reciprocal effect on their teaching in a way which they did not at the outset. Therefore it is likely that in the longer term, with appropriate support and encouragement, individuals might gradually develop a research profile. The experience of the participant who came on the lecturer contract would suggest that perhaps a similarly gradual induction into the world of published educational research would have been less stressful and possibly even more productive.

However, despite the evidence that they were perhaps settling into the new role and beginning to be involved with research, there was still a strong sense expressed by many of them that they did not perceive their professional identity as being located within HE. This will be examined more closely in Chapter 6 below.

Within the previous four sections, there are a number of issues relating to the induction of new teacher educators into their role and this leads to the next main theme emerging from the narrations.

5.   Appropriate induction into HE and into the role of teacher educator

Again, issues could be identified from what was told in the narrations, but also from what was not said. The overall message coming from the participants was that they were dissatisfied with the university procedures current at the time. On the other hand, only one participant identified the lack of specific induction into the role of teacher educator. This was another area of interest for me as it was a significant concern for me during my own transition.

There were two means of induction into HE for the new teacher educators. The first was the formal process. Normal procedures at this university are that new academics complete a three- or four-year probationary period (four years for post holders who do not have much research experience) (University of Glasgow, 2007a) and this requirement is normally stated on online job remits. One of the key components of probation is the completion of the New Lecturer and Teacher Programme (NLTP). This fairly comprehensive, generic programme runs over two years, and deals with knowledge and understanding of teaching, learning and assessment within a HE setting, along with some discussion of university policies relating to student support, supervision of research students etc. Assessment is by reflective portfolio giving evidence of meeting the benchmarks (University of Glasgow, online, b). The length of probation may be shortened by the appointing committee either at the time of interview or during the course of the probation on the recommendation of the Head of Department, and the guidelines do now make specific mention of possible Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL) claims for those coming into the Faculty of Education from schools (University of Glasgow, 2007a) but procedures at the time of the participants' entry to the University seemed to be variable in relation to discussing options with candidates or during interviews or before appointment.

The second form of 'induction' was the range of more informal processes which each individual experienced within the faculty depending on her/his department, section or teaching team. This was less specific, but in many cases identified as being more helpful to the individual.

Mentoring of new teacher educators by more experienced colleagues, provided as part of the formal procedures, could be conceptualised as a bridge between the two types of induction in some cases.

The third part of this section will look at induction into teacher education and conclude with evidence of the TEs' situation after approximately three years in faculty.

Formal Induction

This section is organised under the following themes which arose from the data:

    a. The New Lecturer and Teacher programme

          i. reactions to being required to the NLTP, including comparison with colleagues with other faculties

         ii. suggestions for improving the situation for future entrants to the faculty

    b. the probationary period

    c. mentoring arrangements

(a) The New Lecturer and Teacher Programme

(i) Reactions to being required to do the NLTP

Whether or not participants identified benefits accruing from doing the course, most comments on the NLTP referred to a sense of additionality. Rather than being seen as something useful to support new staff, it was seen by some (eg 6.5.1) as another task to be carried out in an already stressful new work situation. Finding time to attend classes was difficult for some participants working in curricular areas with little opportunity for class cover (6.5.1 and 6.5.2).

Only two of the eight participants expressed significantly positive responses to the programme in relation to their knowledge and understanding of HE in general and of learning and teaching within this context (6.5.3 and 6.5.4). While not in any way endorsing the NLTP as a whole, both of these participants demonstrated a sense that it was important to engage with the changed context for teaching and that there were issues which could be considered useful in a developmental way. Two further participants mentioned the positive aspects of meeting with colleagues from other faculties, but these tended to be couched within a more negative sense of the overall worth of the generic approach of this programme (eg 6.5.5). This participant, who had not been involved in any recent post-graduate study also noted the benefit of re-engagement with reflection and research which was evident in many of the participants' narrations, even those who had been involved in post-graduate work before coming. Although staff will have been involved in personal CPD as teachers, the focus of this tends to be on development of 'skills' rather than extension of knowledge and values (Kennedy, 2007), and engagement with theory in an intellectually rigorous way is not often demanded.

There was a clear sense from several participants that the content of the course was simply reiteration of what they knew already (eg 6.5.5, 6.5.6), demonstrating a confidence in knowledge and understanding of the teaching process in schools developed from experience. This does not necessarily imply, however, that they were not prepared to engage with issues of learning and teaching in HE, as the narrators of extracts 6.5.6 and 6.5.7 had embarked on the MEd in Academic Practice (see below).

It should be noted that even those who felt that the NLTP had been a chore were at pains to state that they recognised the value of the course in general terms to new academics, many of whom will not have had significant teaching experience, and they appreciated the work done and the approach taken by those who ran the course (eg 6.5.6, 6.5.7).

Some of the negative feelings towards the NLTP evident in, *inter alia,* extract 6.5.5, arise from the situation that it was difficult to focus the teaching on the NLTP given the cohort's range of knowledge of educational issues. However, the suggestion in extract 6.5.3 of the perceived value of discussing educational issues in groups with those who had little or no involvement with education *from the teacher's side* indicates an important issue. Whether the participant feels fundamentally positive or negative about the requirement to do the programme may impact on the approach taken to discussions with colleagues from other faculties. In my own experience, these varied between, on the one hand, genuine readiness to engage with the alternative perspectives brought by those from 'outwith' the system and to critique views held by those with prior 'professional' teaching experience, and, on the other, demonstration of an approach which signalled clearly to others that individuals felt themselves to be experts in education with little to learn.

Two other participants commented on the perceived differences in workload amongst faculties in relation to teaching, even amongst those on UT contracts (6.5.1 and 6.5.8).

From the data, there are clearly issues relating to participants' sense of identity in relation to 'being a teacher', which might be perceived to be threatened by the requirement to undertake further study in the area (Trowler & Cooper, 2002) which will be discussed more fully in Chapter 6.

(ii) Suggestions for improving the situation in the future
The narrator of extract 6.5.7 had, since s/he had come to the faculty slightly after the other participants, had the option to undertake the MEd in Academic Practice as an alternative to

the NLTP. Similarly, another participant (extract 6.5.6) had moved on to the MEd programme. Both felt that this was a way of tailoring their learning more appropriately to their previous knowledge and of developing necessary skills in scholarship. It is significant to note that an amended version of the NLTP has been in place in session 2008-9 (University of Glasgow, online, b), in response to an internal review. In the new course, 'the focus of the 2nd year course is discipline-specific aspects of academic practice so we will have 3 parallel deliveries for different discipline groupings' (MacKenzie, 2008). While this will help to deal with the considerable differences in disciplinary approaches to, for example, research methodologies and post-graduate supervision amongst faculties, I would suggest it may not address the concerns of staff from the Education faculty, who would be in a grouping with Arts/Social Sciences, since the fundamental issues of 'learning and teaching' are still being covered in a generic way. Boyd *et al* (2007:20) note in the context of TE induction that '(w)ell-designed formal courses may promote or even provoke workplace learning by participants within their subject discipline context', and that completion of these programmes is often held to be useful by new TEs. Implications for this particular university are considered in Chapter 9.

(b) The probationary period

The probationary period was mentioned during the narrations specifically by three (6.5.6, 7 and 9) and in passing by another (6.5.5). The narrator of extract 6.5.5 gives a sense that probation in this new job was not an issue because of her/his particular circumstances. This will be discussed further in the sections relating to primary/secondary issues and disciplinary connections. However, the other three participants were more negative about the probationary procedure and these feelings can be linked to issues of identity.

There was a clear sense from these three participants that they felt that, having come in to the faculty as 'teachers', their previous skills and success in this area should be taken into account, particularly since, as noted in extract 6.5.7, these were a requirement of being offered the position. On the other hand, the same participant noted that s/he was not sure that if there **were** problems with a new TE's teaching in the faculty they would be addressed by the system as it stands.

While there exists an element of flexibility in university procedures, where recommendations may be made to have probationary terms reduced (see 6.5.7), this had not been the position of any of the participants, with the exception of the colleague whose

contract had been worded differently from the outset (6.5.9) and only had a one-year probation. The possibility of alternative ways of dealing with the system is also noted in extract 6.5.1 where the participant (who was also the narrator of extract 6.5.9) whose teaching commitments had made accessing taught classes on the NLTP impossible, had moved to a portfolio assessment.

Some participants had become aware over the ensuing years after taking the post that there was some flexibility in the arrangements, but, since few of them communicated directly with each other as 'new recruits', were generally reliant on information from Heads of Department or colleagues in post, which informal discussion suggests were often contradictory.   At the time of the interviews, some three years after coming into the faculty, there was, for most, a sense of resignation about the probationary procedures (see 6.5.6). In addition, one participant who had not mentioned the probationary period in the initial interview because *it wasn't an issue* conceptualised it in a later addition as a *one-size-fits-all bureaucracy* rather than, as some may have done, a *personal slight implying they didn't know how to teach* (from extract 6.5.10).

Conceptualised as a support arrangement, which necessitates discussion of workload with the HoD, and sets targets in the three areas of teaching, research/scholarship and administration which stipulate a gradual assumption of a full teaching timetable by the end of the third year (University of Glasgow, 2007b), the probationary period could be seen in a positive light, allowing reflection on progress and identification of areas where support would be required. However, for teachers who have previously undergone a two-year probationary period with the GTCS to gain professional status as teachers, the very terminology can be problematic, with a sense of 'going back to the beginning', as noted in extract 6.5.6, where some professional embarrassment is identified. Again, the issues arising in this extract relating to identity will be considered in Chapter 7.

(c) Mentoring arrangements

As part of the probationary procedures, new academics are assigned a mentor who supports them in working towards meeting the targets set each year. Although seven of the eight participants referred to what was coded as 'important people' in relation to their time in the faculty, only four referred specifically to their mentor, one merely in passing, and in one case this was in answer to a specific question on the matter. It is possible, however, that one of the significant people mentioned by others, for example, subject heads within a department, may have also been their mentors, although not referred to as such in the narratives. This in itself is interesting and perhaps relates to the issues which will be discussed in Chapter 7 relating to how the narratives were constructed in response to the original question (or not).

The mentor/new TE relationship should offer a link between the formalities of the probationary procedure and the informal socialisation that is required into the new role and context. For three of the four individuals who mentioned it, this was the case, as in extract 6.5.11.

For one participant, however, there were some difficulties in establishing a comfortable relationship with the first mentor appointed (see 6.5.12), and there were subsequent difficulties in finding an acceptable alternative.

It is important that the possibility of an unsuccessful or unsupportive mentoring relationship is highlighted. The significance of support from one's colleagues was a recurring theme in the narratives, both from mentor and from informal networks, usually with colleagues working in the same area. It should be pointed out that most of this support was very much *ad hoc,* as opposed to being acquired through active collegial working. The formality of the novice/mentor relationship is important, however, given the requirement for reports to be written annually on progress, and the new TE needs to have confidence in this relationship.

There is a possibility that the discomfort on both sides regarding how to 'deal with' the requirement for probation leads to an underplaying of the crucial role of mentor. As with other areas of teaching, it cannot be assumed that everyone who is working in a particular job will necessarily be able to take on a mentoring role in relation to that job without some

reflection on what that role entails and some professional development before embarking on it. There is currently, however, no expectation of a mentor other than the requirement to meet regularly with the new TE and complete the annual report forms.

The role of mentor can itself be problematic. While the concept may evoke an image of 'support and encouragement for the autonomous individual' (Cullingford, 2006: 2) and be thought of as a relatively informal aspect of induction, Kenny *et al* (2004: 631) warn that an instrumental approach to mentoring 'raise(s) the spectre of conformity,' where the mentor may tend to encourage the mentee's uncritical acceptance of the system in order to fit into the new community (Trorey and Blamires, 2006). An element of this approach is might be seen in excerpt 6.5.11 above where policies and practices were rationalised by the mentor and the new TE learned *what is achievable and what is not achievable*.

While it could be said that, in most cases, the mentoring/new TE relationship could be assumed to have worked at least adequately, in that it was not identified in the narratives as a problem, it could also be argued that since 'the mentor' was not even mentioned by more than half the participants in the context of 'important people', this particular relationship had not had a significant impact on their induction into the faculty. On the other hand, as mentioned earlier, the role of mentor may have been conflated with other roles, eg subject head, which meant that ongoing conversations on a range of subjects were not compartmentalised into official 'meetings with mentor', but just became part of the general enculturation procedure. The breakdown noted in excerpt 6.5.12 above, however, reminds us that it would be dangerous to assume that the mentor/new TE relationship is necessarily unproblematic. The use of mentoring to encourage socialisation into academic life has been advocated for many years (see Knight and Trowler, 1999) but the emphasis in the research has been on the importance of identification and training/support for those carrying out the mentoring role. This could perhaps be an area for clarification and development in the faculty.

Overall reflection on 'official induction'

I would suggest that the generally negative reaction to the NLTP links strongly to the fact that participants felt that there were few, if any, significant differences between teaching in school and in HE (section 3 above). This would naturally lead to a sense that moving to HE was not a 'new job', for which a probationary period might be expected. Rather the new role was seen as an extension of the previous job, and probation thus conceptualised

by a significant number of participants as a need to 'prove' that they were able to do something for which they had already provided evidence in another context, and which they felt was directly transferable to the new role. This sense is in fact strengthened by the similarities between the standards for teaching and supporting learning in HE (HEA, online) and the Standard for Full Registration for school teachers (GTCS, 2006b).

In addition, the lack of consistency amongst the participants' understanding of options available regarding probation and the NLTP relates to similar situations noted in section 2 above, where participants received mixed messages at interview about university procedures relating to roles and remits.

Informal induction

A number of themes were evident from the narrations relating to helpful, and less helpful, informal socialisation into the new role. These came under the following headings:

    a. joining a team
    b. physical location
    c. concern about coping
    d. professional relationships

(a) Joining a team

While the formal structures of probation, mentor and NLTP were shared to an extent by all participants, most also made reference to informal ways in which they were supported in their new role. This was frequently through more experienced colleagues who were available to advise and inform. For most, there was a clear sense of joining a team (6.5.13 - 20). For at least three of these participants, this was linked with physical proximity and regular meetings (6.5.13 – 6.5.15). In addition there was mention of 'working with' other colleagues (6.5.16, 6.5.17) which allowed a sense of belonging to a community. There will be further analysis and discussion of joining a community in Chapter 9.

(b) Physical location

Shared space in which to make contact with and learn from immediate colleagues was identified as important by a number of participants. All the participants had at least started their new jobs as TEs in a room shared with colleagues and several pointed out how helpful that could be for learning the new job (6.5.16, 6.5.19, 6.5.20). On the other hand, the need for some personal space was identified by a participant who had originally

worked in a shared base (6.5.21). Clearly, personal preferences are a factor, but the opportunities for socialisation into the new role seemed to have been enhanced in all cases bar one by shared work bases, at least in the early stages of the new job.

(c) Concern about coping

The unexpected dissonance between the new context of HE and school discussed in section 2 above was a key issue in relation to induction, in that although some generic areas in relation to course writing and assessment were covered in the NLTP, the challenges of day to day administration had to be picked up 'on the job' and therefore contact with more experienced colleagues was crucial. In addition, the tension between autonomy and concern to be seen to be able to cope was noted by a few participants (6.5.22, 6.5.23 and 6.5.24). This also applied to concerns about coping with research requirements (6.5.25).

(d) Professional relationships

Whether or not being physically close to, or able to speak easily with, more experienced colleagues was useful in the settling in process, probably more important was the development of positive professional relationships, which was a feature of the informal induction process for most, as described in the extracts in this section so far.

However in extract 6.5.21, one participant describes a more negative experience, referring to 'isolation'. This was not related to 'physical' isolation, since this participant had found the shared base difficult to work in. Many of the concerns identified throughout the narrative by this participant reflected this sense of isolation arising from a lack of shared views/vision about the role of the teacher educator. Again, this will be discussed further in later chapters.

Another participant, in extract 6.5.26, recognised that although being part of a group or team had allowed her/him to begin to feel part of their new environment, things were not the same for everyone, recognising the effect on colleagues of pressures from different directions.

Opportunities to work with colleagues were variable. Two participants spoke of joint planning of courses, of which delivery was then shared (6.5.27 and 6.5.28). A more common model was that participants initially worked alongside a more experienced colleague and then became solely responsible for the course (6.5.28 and 6.5.29). In extract 6.5.30, one participant mentioned disappointment that teaching together had not been a

possibility, and identified structures which limited the opportunities for 'team teaching' and collaboration which it was felt could enhance learning and teaching.

For staff moving into TE from schools, the lack of collegial working may or may not be an issue. Whether or not, and to what extent, staff worked with colleagues in their previous position, would depend on both the particular professional context and on personal preference. Certainly one of the underpinning principles of the McCrone agreement (SEED, 2001d) was that teachers should be encouraged to work collegially in the time allocated in the new working hours arrangement. There is an expectation in the Standard for ITE (GTCS, 2006b) that student teachers will be familiar with the theory and practice of working with others at a range of levels, and it could be argued that the faculty should model this practice. However, practice varies significantly both between and within school establishments and although a few participants mentioned an element of surprise at the limited opportunities for collegial working in the faculty, it was generally accepted, as in the extracts quoted, as 'how things work'.

Induction into teacher education

As noted at the beginning of this section, consideration of what was not said in the narratives is also crucial. There was almost no mention in any of the initial narratives of the consideration of 'teacher education' as a concept, or of any particular challenges involved in 'teaching student teachers' as opposed to 'teaching students'. This is an area which will be considered further in chapter 7; here I will outline the issues relevant to this level of discussion.

(a) School visiting

In section 2 above, I identified that some of the participants had mentioned ways in which they tried in their teaching to ensure that they were modelling good practice in pedagogy. I also noted one or two references to the awareness that there were potential differences in approach to working with student teachers (eg 6.3.14).

However, there was no sense from the narrations that this was an area where there had been debate or discussion as they assimilated the role of teacher educator. The only specific mention in any of the narratives of induction (or not) into the new role was in relation to the lack of specific 'training' in school visiting (6.5.31). This colleague recognised that had s/he not had experience in assessing the teaching of others in a

different context, there would have been no specific 'training' in this.   There was in fact one session which some participants attended in relation to the pragmatics of administration and paperwork involved in school visiting.

The practice in relation to colleagues doing school visits for the first time is that they are encouraged, but not required, to shadow more experienced colleagues. Whether or not, and to what extent this is done, depends entirely on the willingness of the individual and whether or not timetabling allows. In addition, there can be significant variation in the ways in which the visiting and reporting cycle is carried out, so shadowing experienced staff members can show the new TE a range of ways of approaching the task. The inexactness of the procedure was highlighted by another participant (6.5.32) who felt this would be an interesting area for research/ scholarship:

The absence of stated concern about the lack of induction in relation to school visits (and indeed to other aspects of teaching teachers) was notable. This could be related to the length of time that the participants had been in post, and could reflect an acquired sense of competence or confidence. However, it could also be concluded that participants felt confident in this aspect of the new role from the beginning, feeling that their experience as a teacher would be sufficient to inform their ability to assess and advise students on their practice.

(b) Expectations of 'expertness'

Two participants specifically noted the lack of preparation/training for other aspects of the new post. In the first case there was surprise at the level of responsibility given immediately (6.5.33). The other (6.5.34) felt that the lack of information given about the structures, procedures and content of the new courses to be taught had been really detrimental to a positive start in the job. This links to evidence from research into novice TEs in England (Murray, 2008; Harrison & McKeon, 2008) which suggests there is little opportunity for 'legitimate peripheral experience' (Wenger, 1998:100) in order to become familiar with the new role.

Both of these excerpts demonstrate important aspects of the transition experience which were experienced by several of the participants and which relate to issues of induction and, perhaps more importantly, of identity which will be discussed in greater depth later. However, it should be noted here that the cheerfulness with which excerpt 6.5.33 was

narrated was only possible when looking back on the initial situation with the support of three years' positive experience in the faculty. The emotions felt **during** the transition were less happy, but the overall sense at the time of interview was of one of being settled down.

On the other hand, the anxieties and insecurities identified in excerpt 6.5.34 in fact intensified during the following years and were the beginning of a very unhappy time for the individual concerned.

(c) A fundamental question

These two excerpts could be said to demonstrate one of the dichotomies at the heart of the move to teacher education which was touched upon in section 3 relating to the perceived differences (or not) between teaching in school and in HE, but is in fact much more significant than that. That is - not only might there be an understanding (possibly uncontested, or even undiscovered) that 'teaching student teachers' is a straightforward extension of teaching children and young people in schools, thus it can be assumed that anyone who has experience in the latter will automatically be able to do the former, but there may also be an assumption that there is a shared understanding of what it means to be a teacher and how this can be taught to student teachers. Or it may be assumed that this is not specifically taught to student teachers, but that they simply find out through practice. In addition, assumptions may be made by both new teacher educators and by those currently in post. That is, new teacher educators may assume that it is much the same - *once a teacher, always a teacher* – and simply a matter of scale. Experienced teacher educators may also assume that it is the same and that a new colleague with extensive school teaching experience will relish the opportunity for autonomy offered - *just do what you want* – while this approach may in fact be extremely disempowering, depending on the situation and the individuals concerned.

This situation can be linked to the divide between the conceptualisations of the teacher as 'a competent craftsperson', mastering discrete skills of teaching, which can be assimilated into a whole or of 'teacher as expert', able to link theoretical aspects of teaching with practice, with the discourse of 'reflective practitioner' being thrown in to the mix (Moore, 2004). This will be discussed further in chapter 7, where I will argue that engagement (or not) with the concept of 'teacher education' and indeed of 'the teacher' is a key issue in

transition into working in the faculty, and in fact for ongoing developments in the faculty itself.

In addition, it will be argued in chapter 9 that there could be a fundamental difference between primary and secondary sectors as to how preparation for school teaching is conceptualised in relation to disciplinary knowledge.

Thus it would seem that there are two main implications for the induction procedures for teacher educators in this faculty of education. Firstly, there needs to be a process which allows those new to the faculty to engage with issues of learning and teaching in HE in a context which takes account of their existing knowledge and expertise in different contexts and builds on this in a reflective and positive way. Secondly, it would seem that an opportunity to reflect on the philosophy of teacher education, in addition to the philosophy of teaching in HE, would be beneficial both to individuals and the faculty to facilitate professional discussions about practice. This will be considered further in Chapter 9.

(d) Settling in

The narratives suggested strongly that most of the participants had settled into their new roles over the (approximately) three years since their arrival in the faculty. This process had involved coming to terms with the new role and the new context.

In some there was a sense of recognition that perhaps initial expectations had been restricted by both structures and culture in the faculty (6.5.35). How these 'restrictions' were viewed, however, differed. Extract 6.5.36 gives a sense of frustration, whereas extract 6.5.37 suggests that this has been accepted more pragmatically. Similarly, the view of the narrator of extract 6.5.37 regarding procedures which originally seemed cumbersome has changed with experience, although there is still concern about the lack of *best fit*. There is also a recognition from this participant that the frustrations of the job are an intrinsic part of it: *we're being asked to do something here that is difficult.*

On the other hand, rather than growing acceptance, for at least one participant, there was a sense of growing confidence in the job which allowed questions to begin to be asked, where previously there had been acceptance (6.5.38). The questions in this case related to issues of process as a result of reflection on approaches taken to undergraduate teaching; it could be argued that experience in the role, along with the requirement to reflect on

practice within the NLTP would enhance the likelihood of TEs starting to think in this way.

The sense of having input into change in courses and programmes was important for a number of participants (6.5.39 - 42). Conversely, however, for one participant there was a sense of frustration at not being as fully involved with courses as s/he might have been (6.5.43).

One area of concern still remaining at the stage at which the interviews took place was that of communication within the faculty; again, this was often expressed in comparison to procedures in schools, where a more collegiate form of organisation had been experienced (6.5.44, 6.5.45).

Extract 6.5.45 also mentions the lack of communication between departments in relation to their input to different programmes and the difficulties that may cause. One participant pointed out the fact that we had never met in the three years since our arrival in the faculty, and another that the interview had been her/his first opportunity to have a professional conversation about the experience of being a teacher educator in three years (6.5.46 and 6.5.47). This relates both to the lack of social space noted earlier and to faculty structures which will be discussed further in Chapters 7 and 9. Lack of communication at a different level was also identified by the narrator of extract 6.5.48; this links to the growing sense of confidence in the job mentioned above. In a situation of significant change to major programmes there was a sense in this extract that the underpinning philosophy of teacher education was not being discussed across the faculty in a way that involved all staff.

As noted at various points, many of the findings correlate with findings from earlier research and this will be summarised in Chapter 9.

These, then, were the key 'level 2' issues identified from the data which relate to transition. Clearly some of the points mentioned have links with issues of identity, and in the following chapter I will look more closely at these and at other specific factors in this area.

Chapter 7   Identity

From the narrations of each participant I hoped to find out something about her/his own individual sense of professional and personal identity before, during and after transition, and perhaps to establish if there were any commonalities amongst individuals. I was particularly interested to find out if there were similarities or differences between their identity stories and key points identified in the research literature, both in the area of professional identity and in the area of role perception within HE, bearing in mind that the interviews had taken place approximately three years after participants had moved, which is the length of time within which research suggests that professionals manage to 'align' their 'situational' and 'substantial' selves (see Chapter 3, and Murray & Male, 2005) .

While analysing the narratives, I noted comments which seemed to relate to individuals' self-perceptions, both before coming to the faculty and during the transition. In addition, I asked each participant specifically to tell me how they would describe their 'work' to others, sometimes in different scenarios. The responses demonstrate an interesting mixture of conceptualisations of the role of teacher educator, and of individuals' sense of 'belonging' or not to that role. In fact, there was, as noted in Chapter 5, little evidence of a sense of a 'different' professional identity relating to being a teacher educator. This relates strongly to evidence from previous research, identified in Chapter 3, relating to TE identity formation and the persistence of identity being located in both school and HE sectors (eg Maguire, 2000; Murray, 2005). In addition, there was an extent to which the role of TE was not 'admitted' by some participants depending on the situation in which they found themselves. There were also some significant themes arising in relation to how some situated their identity in relation to both sector and discipline.

The illustrative extracts from narratives are contained in Appendix 7.

Still a teacher

As mentioned earlier, and will be discussed further in Chapter 8, participants offered varying amounts of detail relating to earlier parts of their career. A limited narrative in this area, however, did not mean that they did not demonstrate a strong sense of identity with a foundation in their experience in schools.

Given that all but one of participants were employed as university teachers it is perhaps not surprising that, at interview, most participants from both sectors articulated an identity rooted in the role of 'teacher', even although the new role in HE involved significant elements which were different from the 'original' class teacher role and, for some, time had been spent away from the classroom in other education roles: *I certainly think of myself, and I always have, as being a teacher. I don't think there's any question about that…'* (from 7.1). For some there was a clear sense that the personal and social identity of 'teacher' relating to children was maintained eg extract 7.2. On the other hand, another participant noted a definite move away from an identity of 'primary teacher' (7.3). But the sense of 'being a teacher' was fundamental to almost all narratives relating to identity (see 7.1 – 7.5) including the participant who was on the lecturer contract. One participant identified a change in identity from 'teacher' to 'educator', reflecting a conceptualisation of education as 'enabling students' (7.6). This participant also stated that s/he would describe her/his role as a lecturer, rather than a teacher. This will be discussed further below.

As already stated, the alternative role of UT has left the option open for new members of staff to come into all faculties in a different way than the traditional academic role of lecturer would allow. The literature relating to the development of teaching in HE has focused to a great extent on raising the status and perceived value of this aspect of the 'lecturer' role in comparison to the traditional focus on research; however, this particular group of new entrants to HE in the faculty of education is highlighting a different issue. For many of them the identity of 'teacher' and the practice of teaching are not only well-established, but also a key element of the role they have taken on. The job title underlines this and indeed affirms their existing self-concept within the new HE environment. The analysis in Chapter 6, sections 2 &3, relating to the persistence of school culture, views of learning and teaching in HE and the lack of sense of a move to HE suggested implications for how identity as a 'teacher' in the new environment is constructed.

What might be seen as surprising, however, was the relative lack of reference to the role of teacher educator in the data relating to how identity was both implied generally and articulated specifically in how they would describe their role to others, if asked. Although three of the participants included the idea of teaching student teachers in their definition (extracts 7.7–7.9), others suggested that they would tend to state that they *teach/work at the university'* (extracts 7.2, 7.10, 7.11), only expanding to mention education and student

teachers if pressed. It is not suggested that the way in which participants articulate their 'job' is the only indicator of how they perceive their identity; rather, this gave an additional dimension to the picture.

In some cases, reasons were given by some participants to explain their responses in this area, and issues arising can be identified. These have been divided into two areas: perceptions of others and, following on from that, self-perception.

Social identity - perceptions of others

The importance of the notion of 'social identity' as defined by Woods and Jeffrey (2002) – how one judges one is perceived by others – was highlighted in a number of the responses to a direct question about how they would describe their 'job' to others.

At a pragmatic level, individuals make decisions about how to describe their job depending on how 'simple' they wish to make the explanation, for whatever reason, whether to questioners from within or outside the education system. However, the data suggests that there are different perceptions of what will be understood by others. On one hand, the narrator of extract 7.6 describes her/himself as a 'lecturer' rather than a teacher. This may relate both to the expressed change in role from teacher to educator and to a possible assumption that this more traditional title would be more accessible to those outside university circles. On the other hand, simply responding that they 'work at the university' leaves options open. Sometimes no further questions are asked (eg extract 7.12); in other situations, the participant can then decide how much or how little further information to give (eg extracts 7.8, 7.10). However, extract 7.11 introduces some further areas for discussion.

Within this quotation the participant points out that the tendency to try to avoid debate about her/his career situation is long-standing, and not just related to the current role. It could be imagined that there is almost a sense of embarrassment about admitting to a career in education at any level. This could be due to an unwillingness to be drawn into contentious debates about education with those outside the world of education, but could also reflect an unease about the status of 'education' in relation to other areas of work. In addition, when one has moved to posts outwith school teaching, there is the possibility of a negative response from those still working in school (see Chapter 6, section 2, and Gatherer, 2008). This sense of a lack of understanding from others within the school

system of what the role entails, noted in extract 6.2.26, is echoed in extracts 7.10 and 7.12 which refer to *teachers' negative experiences of teacher education/training*. A sense of lack of confidence in the role was felt; in part, for the narrator of extract 7.11, this was related to the perceived lack of clarity about what her/his particular role/title means to anyone outside the faculty. Issues of perceptions of colleagues from other faculties/disciplines are noted later in this chapter.

How one senses one is perceived by others is inextricably linked to one's own personal identity (Woods and Jeffrey, 2002) and this will be considered in the section below which looks more closely at a number of ways in which participants identified their own self-perceptions in the new role.

Personal identity - self perceptions

(a) Becoming established in the new role

As mentioned in Chapter 6, section 1, within the narratives relating to why new teacher educators had made the move, there were two specific references to the prospect of 'making a difference' (see 6.1.4 and 6.1.12). In addition, a further participant identified specific areas of expertise which s/he felt were key to the knowledge of new teachers and which s/he had hoped to build into courses (first section of extract 7.13). However, from the narration it was clear that original expectations had not been met in terms of the level and speed at which changes could be made. The second part of extract 7.13, however, demonstrates that some gradual changes had been implemented which allowed the individual to see her/himself as having some impact on delivery and content which allowed a more positive sense of identity in the new role. Similarly, as noted earlier, some participants had gained in confidence through being given increasing amounts of responsibility in both department and faculty administrative roles which offered opportunities to feel that they were making a positive contribution to developments in both teaching and administration eg extract 7.14.

On the other hand, the narrator of extract 6.1.4 also suggests that original hopes of 'making a difference' were not achieved, at any rate, not in the ways originally imagined. Extract 7.6 was from the same narrative and it is important to note that, for at least this participant, there appeared to have been some difficulties caused by an element of perceived ambiguity in the role and also with personal dissatisfaction with the new position. The experience of

moving to a new community of practice where there may be a sense of disempowerment compared to previous roles is recognised as potentially threatening teachers' professional identity in HE (Wareham, 2002).

This participant had had an unhappy transition; some expectations of the new role and environment had not been met. Clearly, however, the sense of a different identity had in fact become less comfortable as the transition period had continued, as an initial sense of confidence in the ability to carry out the new role had been undermined by circumstances, as noted in extract 7.15 from the same participant. This relates to the issues mentioned in Chapter 6 regarding informal induction/socialisation where individuals were seen to feel more or less part of a group of colleagues.

For most, however, a positive sense of identity in the new role could be seen to be connected with the degree to which they felt themselves to be playing a meaningful role in areas of work which they held to be important. The idea proposed by Wenger (1998:153) of 'identity as a form of competence' in relation to knowing how one fits into a particular community of practice is indeed relevant here; and the concomitant description of 'know(ing) who we are *not* by what is foreign, opaque, unwieldy, unproductive' (emphasis added) could be said to describe the situation of the participant who felt her/himself to be almost an outsider.

If we add to this the evidence from Chapter 6 relating to participants' general sense of confidence in teaching students effectively, it could be said that two of the four dimensions suggested by Murray (2004) as ways in which TEs construct their identities are evident here – effective teaching in the new context and successfully coping with administrative and organisational procedures. Although for some there had been difficulties with the latter issue, by the time of the interviews these had mostly been overcome.

(b) Becoming a researcher?

A third dimension related to identity construction (Murray, 2004) relates to the new TEs' sense that they are recognised as scholars/researchers. As noted in Chapter 6, this dimension was more or less important for different participants. For the new lecturer, developing a sense of being a researcher in education had been problematic but was clearly an important element of her/his new sense of identity. For others, although scholarship is

as important a role as research in terms of contractual obligations, the only reference to research in relation to identity was in a negative sense (7.2).

(c) Ongoing links with schools

Murray (2004) also noted the dimension of maintaining credibility with schools as important in TEs' identity construction; comments from participants on how links with schools are sustained and developed added to the understanding of how they perceived their identity within the new role. Several identified the importance they placed on maintaining close links with schools, and noted that these connections have to be nurtured (eg 7.16, 7.17). The sense of distance which results from being left out of previous communication loops may compound any worries which individuals might have about retaining credibility with students as they lose the security of feeling that they are up-to-date with current developments in schools.

The sense that at least a part of the individual's ongoing professional identity is still rooted in school practice is clear in extract 7.17, although this was the only narrative that expressed this so strongly. It could be suggested that this individual might come into the category of 'semi-academic' (Murray 2002, 2005) in that s/he still expressed her/his identity significantly in relation to her/his connection with and expertise in school teaching. Another extract (7.18) suggested a significant sense of loss relating to essential elements of a previous role involving curriculum development and teacher support. If elements of a previous role which have been important to an individual's professional and 'social' identity are lost, then this is likely to impact on the ongoing development of that identity. Confidence in one's ability to fulfil a role is crucial in developing a positive sense of identity in that role and it is likely that successful or affirming elements of the previous role which could seem to be carried forward into the new role would increase one's sense of confidence in the new job. On the other hand, the narrator of extract 7.15 had clearly found the opposite to be the case. Previous confidence appeared to have been destroyed as a result of a range of experiences during the transition.

Confidence

However, there were some further issues relating to 'confidence' which were evident at a slightly different level and which must be noted. As suggested above, one's personal identity is affected by the ways in which one perceives one is viewed by others, and by ways in which one compares oneself with others, and for some teachers in the project this was connected strongly with their overall sense of identity within the teaching profession as a whole.

(a) How am doing?

Firstly, in general, in the world of teaching, it may be difficult to establish 'how one is doing' as a teacher, despite the current regimes of regular observation and appraisal (SE, 2003c). Extract 7.19 demonstrates this, as the participant describes the impact on confidence of external recognition from winning a teaching award. Another participant (extract 7.20) points out that procedures and structures for supporting and developing teaching practices are not clear in the faculty. While one may gain confidence from positive evaluations from students, a more robust system of evaluation by trusted peers might offer a more reliable sense of confidence in one's practice (cf Schuck *et al*, 2008).

(b) The dangers of new learning

Secondly, and linked to this, in Chapter 6 I identified potential challenges to new TEs' identities through the requirement to undertake the NLTP. In a study of academics doing a similar programme in another university, Trowler & Cooper (2002:226) concluded that those who had a fairly stable professional identity as academics tended to react negatively to being put in a position as 'novice' in terms of teaching. It could be assumed that for those whose identity was already that of 'teacher', the experience would be at least as negative.

It could be suggested that although some participants engaged with the NLTP and concluded either that there were useful things to be learned about learning and teaching in HE or not, the more negative reactions to the course may have related to whether or not the individual felt their identity as 'teacher' being threatened by the idea that there may be more to learn on the subject, or that current understandings might be challenged. But this could also be seen as a threat to confidence, potentially compounded by the requirement for teaching to be observed by both peers and tutors from the programme.

(c) The hierarchies of education

Thirdly, one of the narratives (extract 7.16) identified an issue relating to self-concept and confidence which originates from the very first stages of being a teacher within the primary sector and relates to the perceptions of others in relation to the different 'products' of the four-year, undergraduate, BEd programme, and the one year, post-graduate diploma route. From the outset, primary teachers find themselves in a situation where graduates of both systems may sense themselves to be in a hierarchy. Which way the hierarchy works depends on the experience of the individual concerned. In addition to having the benefit of approximately six weeks more 'school experience' than PGDE students, there may be a sense that, through their four year experience of 'education' as a discipline, BEd students will 'know' more about teaching and curriculum issues. On the other hand, the broader experience 'beyond' primary school which a first degree in a different disciplinary area offers may be seen as providing PGDE students with a stronger 'personal development' base on which to build their understanding of learning and teaching. In addition, anecdotal evidence from cohorts of BEd students (2004 – 2009) suggests that they tend to conceptualise their own degree as 'less valuable' and indeed 'less difficult' than degrees in other disciplines. Therefore there tend to be mixed feelings amongst teachers who have gone along different routes, both about those from the other route, and about their own experience in comparison.

Although for most teachers this is not a major issue after a number of years' practice, anecdotal evidence from my own experience of both working in and visiting primary schools would echo the narration in extract 7.16 and would suggest that in some contexts a teacher's self-confidence, and thus professional identity, may remain insecure, despite practical success in the classroom, and indeed in promoted posts. The narrator of extract 7.16, a primary PGDE graduate, expressed the feeling of being *an outsider* in a primary school where all the rest of the staff had taken the then three-year diploma route.

The route to secondary school teaching is almost always via the one-year PGDE route, with the exception of one or two curricular areas (Munn, 2008), which are taught as concurrent degrees. Two of these, music and technological education, are taught at this university. Participants in the project included primary colleagues from both BEd and PGDE routes, and secondary colleagues from both PGDE and concurrent routes. Therefore the group included a mixture of those in both sectors who had themselves had a three/four-year programme in 'education' and those who had completed the one-year

PGDE, and whose own previous professional identity would have been shaped by that experience, and by subsequent relationships with colleagues.

Practice in the faculty is that secondary trained colleagues may teach on both primary and secondary ITE courses and visit students in both settings. Primary colleagues would normally only work with primary student teachers. This was the case for the participants, apart from one secondary colleague, who works only with secondary students on a concurrent degree, and one primary colleague who was involved with both through a course which is taught across sectors. Six of the eight participants made comments relating to primary/secondary issues and I will consider how some of these relate to ideas of self-concept and identity.

(i) The viewpoints of secondary participants

Three of the secondary participants had accepted, and in fact relished, the required involvement with both primary and secondary students (7.21- 7.23) and had adapted to the teaching and assessment requirements. The narrator of the first extract did have experience of teaching in both primary and secondary schools. It might be assumed that moving into a role which involved working with the whole range of student teachers would develop a sense of being a 'teacher educator' rather than a 'secondary' teacher; however, there was a sense from extracts 7.21 and 7.22 that their roles were connected to their discipline rather than to teacher education *per se*. This will be discussed further below. One participant noted the seeming *irrationality* of faculty practice regarding deployment of primary/secondary colleagues outlined above (7.24).

For the fourth secondary colleague, there was a sense of frustration that there seemed to be, in her/his particular disciplinary area, more of a divide between primary and secondary which had limited her/his ability to provide input at a planning level into primary courses, although s/he was involved in delivery of both (extract 7.25). This situation as described has clearly impacted on other areas of the narration where this participant has expressed unhappiness or discontent, leading to a generally negative transition narrative. If the specific departmental section of which s/he is a member is organised in a way which leads to a sense of disempowerment, this is important in its impact on the individual's sense of confidence (as noted above in extract 7.15) and thus on identity. Again, this more negative narration serves to highlight areas of possible tension which might not be so evident had all participants had a relatively comfortable transition experience.

(ii) The viewpoint of primary participants

The narrator of extract 7.26 commented on the primary/secondary divide as noted above, suggesting that key aspects of learning and teaching are common to both sectors. This relates to the ongoing debate about disciplines and subject knowledge, which will be discussed further below. However, the rationale for visiting across sectors (or not) had not been an issue for debate during the time of transition.

The discussion of school visits led on to another significant point by the same participant (7.27) which is echoed by the narration of another primary participant in extract 7.28. and demonstrates a clear sense of inferiority in relation to secondary colleagues. Both of these participants were working in curricular areas in which they had no specific academic qualifications but of which they had developed significant experiential knowledge; in the latter case the participant had won teaching awards in the field. The first section of extract 7.28 refers to *scary, scary secondary teachers* in a previous situation; the second part discusses the participant's experience on coming into a department staffed entirely by secondary teachers and her/his positioning of her/himself in relation to another new teacher educator (not part of this project) who had no experience of teaching in primary education. This extract highlights two issues really clearly. Firstly, for this participant, there was an absolute sense that the content knowledge of the secondary specialist was seen to be of fundamental importance, and secondly, that the experience of being a primary teacher teaching that content knowledge felt of significantly less value.

The practices of the faculty in place at the time of transition as noted above meant that even those primary qualified colleagues with a degree in a specific subject are not involved in teaching or visiting secondary student teachers (extract 7.26). The sense of relative importance of sectors demonstrated by these two participants, which had clearly already impacted on their self-perception as professionals before the time of arriving in the faculty was therefore sustained during their transition. It is important to note that both participants were clear that the sense of hierarchy which they expressed was in relation to their own self-perceptions rather than in response to behaviour of or attitudes expressed by secondary colleagues in the faculty. However, opportunities for professional dialogue with colleagues through formal induction into teacher education *per se* might have allowed opportunities for clarifying issues about teaching and pedagogy across sectors. While changes currently taking place on both BEd and PGDE programmes may have altered the situation in some ways (see chapter 9), the fact remains that for these two new teacher educators, their

professional identity was partly defined as being lower in the *pecking order* (extract 7.28) than secondary colleagues, which in turn was likely to impact on their confidence in their new role, and on the way they conceptualise their identity.

The sense of hierarchy between primary and secondary colleagues does reflect structural issues in education as a whole which impact on the identities of teachers in all sectors. In addition, extract 7.27 touches on the issue of the hierarchy of disciplines; in placing her/himself at the bottom of another 'pecking order' in relation to colleagues in other faculties (Becher & Trowler, 2001: 81), another important factor in professional identity is identified.

Connection with specific disciplines

There was a significant sense from almost all of the narratives of participants' identities as educators being related to their degree discipline, or to the curricular area with which they were connected in the faculty. It might be a 'common sense' assumption that teachers from a secondary background would be likely to take this approach, whereas primary teachers with their more generic role might be less focused on a single area of the curriculum; however, the findings from the data were less straightforward. In extract 7.29, a participant from the secondary sector demonstrated connection with the discipline and awareness of possible differences in attitude between the sectors. This extract particularly refers to the situation where what are still generally seen as individual disciplines in the secondary context have, through the influence of the 5-14 Curriculum Guidelines since the early 1990s, come to be seen under the generic heading of Expressive Arts in a primary context. Each secondary participant had come into a specific disciplinary area in the faculty, including one who, although having joined the department more focused on generic education issues, worked almost exclusively in a subject centre located within this department as a result of the merger (7.30).

Because of the structure of the faculty, as outlined in Chapter 2, the three primary participants had also come into specific disciplinary areas, and narrations reflected their understanding of how a gradual focus on that curricular area had impacted both on their previous career history and on their work in the faculty. One explained how a series of events had led to a specialisation in a particular area of the primary curriculum, both within school and then at local authority level, with knowledge and expertise developing significantly through experience and circumstance despite having no academic

qualifications in the area (extract 7.31). The impact of this gradual specialisation on the participant's confidence as a teacher is important.

Another noted that s/he was working in a curricular area which was not the same as that of her/his first degree, but rationalised the move in terms of practice and experience in the classroom (extract 7.32).

The third primary participant entered a specific curricular area but notes one of the fundamental issues relating to the role of the university in teacher education, particularly at the primary stages, but also beyond that – is it about preparing students to teach a particular 'subject' or 'subjects', or is it about a wider approach to 'education' which allows students to learn at their own levels in different curricular areas and apply knowledge of learning and teaching to that (extract 6.5.36, duplicated as extract 7.33)?

It could be argued that there is the potential for a fundamental difference in the conceptual approach to PGDE secondary teacher education and to preparation for primary teaching. Students who enter the faculty with a degree in their discipline may be assumed already to have the content knowledge of that discipline; thus the focus of the programme would be on establishing knowledge and understanding of the professional values of teaching, and of practical and philosophical issues of pedagogy and learning. However, those entering the primary teacher role, in addition to covering these vital issues, must also familiarise themselves with the content knowledge which is often assumed across the broad curriculum which they will be required to teach. This is reflected in the current enormous discrepancy in the new Masters PGDE (University of Glasgow, online, c), where during the programme student secondary teachers receive 17 hours of teaching in their subject, whereas student primary teachers have 70 hours of curriculum input.

(a) The impact on teacher education

Therefore, for teacher educators, there can be a tension in terms of approach to students (particularly of primary education), which is expressed in extract 7.33. The participant has a clear vision of what her/his role is - that is, to extend students' knowledge and understanding of the subject area, at their own level, without necessarily making links with 'teaching practice', while recognising that this vision is not necessarily shared by other colleagues, even within the same department. This *fault line* (extract 7.33) is crucial in

understanding some of the key issues about how identity of the new teacher educators was conceptualised, and links with some of the factors identified in chapter 6.

Participants who see themselves as, for example, a French teacher, or as having a role in faculty which means they are focusing in a particular curricular area with primary students, are likely to focus on two particular issues in their teaching in faculty. Firstly, they will want to ensure that student teachers are familiar with the curricular content appropriate to the age groups concerned, and secondly they will tend to demonstrate how these concepts might be taught, using a range of pedagogical strategies. It is also highly likely, given the structure of the faculty and the programmes, that they will not expect to be teaching students about 'education' in its wider sense. Therefore adaptation to teaching in the faculty may not require significant change beyond, as noted in extract 6.3.9, having to *go to books and just find statements that backed up what I was actually saying in class.*

By coming into a subject area, and generally being informally socialised by colleagues in that area, the participants were likely to have had their previous identity as 'subject teacher' confirmed by the professional community which they feel they have joined (Forde *et al,* 2006).

However, there is a strong sense from the research literature into disciplines in HE that specific disciplines tend to be linked to particular pedagogical approaches and that an essential element of undergraduate study is to encourage students 'into the discipline'. This will be discussed in Chapter 9.

(b) The discipline of education?

Whether one considers disciplinarity from an epistemological, sociological or organisational theory perspective (Chettiparamb, 2007: 3-4), the fact remains that the disciplines have been the basis of the structure of universities for centuries (Turner, 2006: 183). Within this university, the faculty of Education, formed in 1999, as noted in chapter 1, is clearly historically in relative infancy. However, can 'education' be seen as a discipline in itself, or can it only be construed as a subset of other disciplines? The shift in the 1980s away from the structure of the 1970s around the 'foundational' disciplines of psychology, sociology, history and philosophy of education has led to use of the term 'post-disciplinarity' with reference to educational research. Bridges (2006: 263) expresses concern that this implies that '…educational research cannot any longer be thought of as

having any discipline…' which would lead to a loss of its significance to others in the research community. The conceptualisation of 'education' as an area for study is equally problematic and traditionally in four-year ITE programmes in this university has been dealt with in courses called 'educational studies' and on the one-year course in 'professional studies' which also covers preparation for school experience. The link between theory and practice afforded by this approach is valuable, but clearly the amount of time available on the one year course seriously limits the range and depth of topics that can be addressed. As noted in Chapter 1, there are few opportunities for teachers, following ITE, to re-engage with theoretical issues relating to education unless they return to post-graduate study, since the approach generally taken in CPD programmes has long tended to be strongly practice-related and is often atheoretical (cf Boyd, 1997; Patrick *et al* 2003). Therefore teachers who move to the faculty of education may have had little recent opportunity or cause to reflect on practice in relation to current literature or theory.

Eraut (1994) suggests that professional expertise is based in the integration of three types of knowledge: propositional – which is discipline-based, personal – which is less explicit, but nevertheless needs to be critiqued, and process – which he defines as 'knowing how to conduct the various processes that contribute to professional action' (1994: 107). Katz (2000) takes this concept and suggests that the role of the HE teacher in any of the professions is to support individuals in the integration of this 'body of knowledge.' The question which seems to be arising is related to how far might the teacher's body of knowledge seem to be sited within the individual subject discipline, or is it conceptualised as being knowledge about 'education'? This will be considered further in Chapter 9.

First, however, I need to consider the third level of questions which arose from the data.

Chapter 8   Confusion leading to reflection

In chapters 6 and 7, the experiences of the participant who had had a significantly less positive transition experience than the others allowed some key issues to be highlighted in the analysis, as did the narration of the lecturer, in contrast to the UTs. In a similar way, the discrepancies between my experiences and perceptions and those demonstrated in the narratives allow some other important issues to be raised.

As identified at the end of Chapter 5, as I read and analysed the narratives, there were three significant issues which challenged my thinking about the whole project, and my own understanding of the transition process. These were:

1.   How the stories were told
2.   Levels of concern during transition
3.   What was **not** mentioned

In this chapter, I reflect on these issues and identify some important factors relating both to transition and to professional identity.

1.   How the whole stories were told

Having used 'parts' of the narratives in my analysis in Chapters 6 and 7, I need to change the focus, for the first issue, to the 'wholes' and consider further how the narratives themselves were structured, and to analyse the ways in which participants told their stories. The initial sections of the interview, that is, the uninterrupted narratives in response to the prompt, including the story of experiences since joining the faculty up until 'the present', varied significantly in length, from 10 minutes to 30 minutes. It would seem that the length of these narrations is related to individual personality rather than any generalisable features (see Chase, 2005). Although the two longest narrations were by female participants, two out of the three shortest were also by females. Of the two longest, one was known quite well to me, but I had never spoken with the other before the day of the interview; one was from the primary and one from the secondary sector. The shorter narratives were similarly mixed by gender, sector and familiarity with me.

However, the most striking aspect for me about the structure of the narratives themselves was the fact that only one participant out of eight responded to the narrative-inducing prompt in a way which resembled my expectations. I had modelled this prompt on one

used successfully to elicit a career history in a study taking a similar narrative approach (Rippon, 2005) and assumed that the starting point of:

> *thinking about the events, experiences and people who have had an impact on your career and on your thinking about education, tell me about your experience of moving from being a teacher in school(s) to being a teacher in the Faculty of Education*

would have led to the presentation of something at least resembling a career history, with a particular focus on the key experiences/people which/who had led, ultimately, to the move to the faculty. However, it did not. With hindsight, it could well be that since the overt purpose of the Rippon (2005) research was to investigate career trajectories in education, participants would have been prepared to examine their entire career history in a way which those in my project, thinking about the specific transition into HE, may not have been.

However, the fact remains that the specific wording of the question was more or less ignored by most respondents, although it had been set out on the prompt sheet, with spaces to make notes (four brought it to the interview with them, two with notes, others simply brought the blank sheet); it was also handed to them on a further sheet and restated orally by me at the beginning of the interview. Despite this emphasis on the prompt, only two made specific reference to either people or events/experiences as part of their pre-transition narrative, although a number mentioned peers or colleagues who had been supportive (or not) since their arrival and most gave only brief career histories. Nor was there any significant reference in most to the idea of impact on 'thinking about education'.

The time taken to tell me about previous experience and career history prior to and in relation to the move to HE varied enormously. One participant did not offer any chronological career history at all; the length of the other seven ranged between 45 seconds and 14 minutes, with most being between three and five minutes. Although the longest of these came from the participant with the longest experience of teaching, the length of this section did not directly correlate to the amount of experience which respondents had had in schools or other areas of education.   In extract 8.1, not only is the history brief, it is told more or less in 'note form' at the start, rather than the notes being used as a prompt to a more detailed narration. This gives a sense that what went before the move is not particularly important; the telling of the story since moving to the faculty was expressed in more conventional spoken language. My first prompt question in the second section of the

interview was to ask for more detail about the teaching background, but this resulted in some brief information rather than any further narrative.

At the opposite end of the spectrum, another participant had made quite full notes on the prompt sheet relating to important milestones leading up to the move and began, as in extract 8.2, with an introduction to the story which followed, which was an extended narration drawing a clear picture of how s/he conceptualised the transition to HE as part of a succession of events and experiences stemming from a specific event in 1997, which was itself set within a longer career history of primary teaching, influenced strongly by supportive family relationships.

The participant who gave no career history at the outset began with a general overview of the three years in faculty; occasional references were made to previous teaching experience and roles in school, but only briefly, and in the context of work in the faculty. Individuals in the faculty were given as examples of 'people who have had an impact' on the transition experience, particularly with reference to developing scholarship/research. For this particular colleague, working in HE had been a career target, following earlier post-graduate study and employment in another faculty.

So the first sections of narrative demonstrated from the outset not only the variety in the backgrounds of the new teacher educators, but also their differing ways of conceptualising the transition. While most narrated the move as the next stage of an ongoing process, where looking back on previous experiences and directions taken was relevant, although often not detailed, others were much more focused on their current situation and any sense of 'journey' almost began at the time of coming to the faculty.

Thus, assumptions which I had held about participants' conceptualisations of the move being part of a 'career narrative' were uncovered. While my reflections through the EdD had allowed and encouraged me to tell the story of my move to ITE as part of a journey which could be traced via signposts and changes of direction in both my personal and professional lives, others, despite encouragement from the prompt, did not tell the story in the same way. So, having looked at 'how' participants told their stories, I need now to consider 'why' this might be so (Labov, 1997; Silverman, 2001).

While it is, of course, entirely possible that some participants did not identify any people or events as having had an impact simply because they were unable to identify any such significant features, I would be reluctant to imagine that this is the case. A number of alternative reasons could be suggested for the differences in presentation, but it is important that conclusions are not drawn on the basis of presumptions. Although the analysis in Chapters 6 and 7 tried to ensure that different views expressed by individuals were presented within certain themes, the responsibility to provide a plural text which acknowledges the different 'realities' experienced by individuals (Winter, 2002) is particularly important here.

(a) Approaches to reflection?

Although many of the participants made positive reference in their narrations to 'reflective practice', it may be that my expectations of an approach to the interview involving significant reflection on the prompt were unrealistic. There is no doubt that the participants engaged in reflection on their transition experience during the narratives to differing degrees, often asking questions of themselves which they subsequently answered, and that some offered analysis of their experiences since they had arrived in the faculty. However, further reflection on the specific prompts before the interview might have produced additional material which could have provided a clearer understanding of how participants conceptualised, for example, the processes of learning and teaching. The participant who gave a really full narration of career history demonstrated within that some of her/his beliefs and understandings about learning and teaching in schools, describing ways in which these had changed over the years in relation to changing structures and processes in the education system and to her/his own personal and professional development. On the other hand, most of the other narrations only gave hints of some of these issues, if they were mentioned at all.

(b) Researcher effect?

My 'insider' status could have had either positive or negative effects on the amount or level of detail of information offered in the narrations. Again, in relation to this I made some erroneous assumptions in my preparations. It became clear in the third interview (and this may have had an impact on the first two) that although I had acquired information anecdotally about the sectoral backgrounds of the participants over my three years in faculty, the participants did not all necessarily know my background. I corrected this at subsequent interviews but felt this was an avoidable flaw in my preparation.

(c) Confidence?

As noted in Chapter 4, it could be argued that personal decisions are always made in relation to what information is disclosed, and how, in any circumstances, particularly in interview situations (*inter alia,* Cortazzi, 1993; Goodson and Sikes, 2001). Some individuals will be naturally less inclined to divulge what might be perceived as 'personal information' than others.

However, if we consider the issues of confidence and identity noted in Chapter 7, it could be further argued that different participants may have different personal conceptualisations of what would be deemed 'acceptable' information about their background to disclose to me, particularly as an 'insider'. How might they imagine that I would judge their 'eligibility' for the role of teacher educator? The issue of 'perceptions of others', in this case the researcher, may impact on the story told. So, for example, a participant may have a strong sense that wide experience as a teacher in school in a particular discipline/sector is a fundamental requirement for a teacher educator. If s/he has that experience, then s/he would feel confident in telling me the story of her/his work in schools up until the time of transition. On the other hand, if s/he feels that s/he may have less school teaching experience than I might think appropriate, s/he may give little, if any, detail, about prior teaching experience, rather than potentially be exposed as somehow underqualified for the role. And, again in this possible reading of the situation, there is the complex relationship between what the individual perceives others may think of them and what they actually believe of themselves.

(d) Sense of career and role?

It could also be suggested that those who had been planning to move into Higher Education might have a stronger sense of the importance of the time in faculty rather than experiences leading up to the move, if prior experiences in school had been more negative, thus leading to a lack of emphasis on the previous career history.

Related to this, we could return to the issues noted in Chapter 6 and suggest that there could be a connection with the degree to which the role in faculty was perceived to be different from the previous role. For example, if a participant sees the move as from being a French teacher in a secondary school to being a French teacher in the faculty of education, then there may be little sense of career development or change, and thus less engagement with factors that led to the move.

It is likely that one or other of these possible analyses of the narrative structures will appear more 'plausible' than others to both participants and reader, although it is also possible that a combination of these might be relevant.

2.   Levels of concern during transition

The second discrepant finding was that although each participant identified particular issues which had caused some difficulties and surprise, particularly at the initial stages of the move, only one of the participants demonstrated anything resembling the levels of worry and concern that I had experienced during the transition into HE, in relation to the new role itself. In contrast with this participant, I had been fortunate in having a very positive relationship with my mentor during probation and the support of colleagues with unfamiliar terminology and administrative procedures. A major cause of difficulty for the other participant had been difficulty in finding these supportive colleagues.

While I might rationalise the discrepancy relating to reflective narrative by reference to my own specific perspectives arising from my ongoing postgraduate study, I was reluctant to attribute this second difference solely to personality traits, although that could undoubtedly be part of the issue. My own narrative would have included significant comment about the events and experiences during transition which had been stressful and worrying, and these would have related to issues of learning and teaching and the philosophy of teacher education which underpinned practice. To an extent, this could be seen to link to the concerns expressed by the participant mentioned above who had been really disappointed by the lack of a sense of shared vision for the work being done with students in the particular curricular area, and in wider issues, which led to a real crisis in confidence.

As I analysed the data, I searched for possible reasons for this. The section of narrative quoted at extract 6.3.15 seemed to have resonance and it is reproduced as extract 8.3. This participant articulates the difficulties experienced when working on a tutor on a part of the BEd programme which 'integrates' issues from curricular areas and educational studies and prepares the students for their school experience placements. 'Tutors from different departments work collaboratively to provide an integrated programme of lectures, workshops and supported self-study' (course handbook, 2008, see Appendix 9). This is the area of the course which looks at issues of organising learning - planning, implementing, assessing, evaluating and reflecting – and encourages students to make links between

theory/literature and practice. An action-based learning approach is taken to encourage collaborative learning amongst the students.

The concern expressed by the narrator of this extract relates to the traditional 'gap' between 'subject' and 'methods', which is sustained in this faculty both through the Integrated Team course in BEd and in the PGDE course (for both primary and secondary student teachers) in which 'professional studies' has traditionally been dealt with by the Educational Studies department, with only the occasional colleague from Curriculum Studies being drafted in to help, as noted in Chapter 6. Therefore although colleagues in curricular areas may discuss specific issues of planning, or learning and teaching in relation to their 'subject', the overall discussion of planning 'a good lesson' or linking assessment to success criteria, or thinking and writing reflectively would be dealt with in a different locus. In addition, the literature and research which the students would be required to integrate with their practice is dealt with on the BEd programme through the Educational Studies course. Again, this means that colleagues in Curriculum Studies may be less familiar with the theoretical and research base on which students are encouraged to build their conceptualisation(s) of practice.

I began to recognise that what might be characterising my different transition experience was the fact that where all the others had entered a specific disciplinary area relating to a school 'subject', I had entered the area of 'education'. Not only was I having to come to terms with the uncertainties and debates about education's very existence as a 'discipline' as noted in Chapter 6, but I was also having to develop my understanding of my own philosophy of education, both in relation to school and in relation to HE, in a way that other colleagues might not find so pressing, since that was what I was actually teaching. Specific areas of professional development with which I was involved with students, particularly that of additional support for learning, and inclusive education in general, were much less about pragmatic 'how to teach' approaches and curriculum content, and much more about understanding the philosophies and rationales underpinning different approaches and had required an enormous investment of my time in reading, talking and thinking about key educational issues. To an extent, this was echoed in the comment in extract 6.3.9 which refers to finding evidence from research to support existing practice; in the university context, it is not sufficient to advocate a particular approach or practice simply from the evidence of one's own experience, and this had weighed heavily on me.

This gradual realisation of what seemed to have made my situation different from the other participants then started to explain the third discrepancy which I had observed.

3.   What was not mentioned

As noted in Chapter 4, I had been struck by some disparities between my expectations of what I thought might be important themes in the narratives and what was actually the case. Similarly to the first issue, this was more related to what did not appear, rather than what did. In particular, I noticed that in each interview, I had to ask a specific question relating to participants' perceptions of learning and teaching in HE in order to supplement the comments made in the narratives, and, as noted earlier, only two participants made reference to specific issues concerned with 'teaching teachers' and/or the pedagogy of teacher education. The limited amount of specific comment in the narratives in relation to learning and teaching in HE made it difficult for me to draw any conclusions about how TEs conceptualised this with reference to any of the theoretical models noted in the review of literature (eg Trowler and Cooper, 2002; Åkerlind, 2004).

My own transition experience had led me to conceptualise the journey from school to faculty of education as one involving a distinct change of role from teacher of children to teacher of adults in a HE setting, although, or possibly, because, I had worked with adults in different formal and less formal educational settings in previous employment.

Beyond that, the role of 'teacher educator' seemed to me to be quite different from 'teacher' as I felt strongly aware of the need to be 'demonstrating' the very content of what I was teaching, which often related to learning itself and how it works, and to pedagogy. In encouraging students to become reflective, I myself had to consider how my practice might help or hinder this, and in encouraging them to become critical thinkers about learning, I was aware that their experiences in my classroom should allow critical engagement with their own learning and how this was facilitated or not. To me that seemed quite different from what I had been doing in schools, in that my own practice would be under constant scrutiny and evaluation, not only by myself but also by students, and that I would be continually reflecting on the congruence between what I was saying about teaching and what I was actually doing. This had led to challenges to my own confidence levels.

To an extent these feelings were articulated in the two narratives which mentioned awareness of 'teaching teachers;' however, these related more to how the individuals dealt

with ensuring that students recognised the pedagogical approaches being taken when particular areas of the curriculum were being taught, and using and discussing a range of strategies with students. This would relate to the concept of 'second order knowledge and practices' (Murray, 2005: 83), where 'first order' relates to teaching the subject to children in schools. But for me the 'content' was philosophy, sociology and values, rather than 'subject content', which in itself felt much more nebulous and all aspects of which would be contested rather than accepted.

To an extent, this returns to the realm of disciplinarity, and specifically to the issue of the field of teacher education itself. Research into the developing concept of 'scholarship of learning and teaching' in HE has identified similarities and differences amongst approaches of different disciplines (*inter alia* Huber & Morreale, 2002; Kreber, 2009). However, none of the literature accessed for this project makes any specific mention of the implications for 'education' as a discipline. Similarly, the dearth of discipline-specific materials available via the Higher Education Academy noted by Murray (2008) in support of new academics entering faculties of education is only now beginning to be addressed (April 2009). Beyond this, however, much of the literature relating to induction of TEs refers to the 'pedagogy of teacher education'. I would argue that my findings suggest that much more significant attention needs to be paid to the contested concept of the 'philosophy of teacher education' to engage new TEs in reflective debate on the underpinning rationale for that pedagogy. I will return to this in the following chapter.

Possible reasons for the discrepancies

From reflection on the data, then, I concluded that there were three potential reasons for these discrepancies between my own experience and that of many of the participants. None of these was complex, but the implications will be discussed in the conclusions in Chapter 9.

Firstly, my doctoral studies, leading to a re-engagement with 'political' issues involved with teaching as a whole, and professional development and teacher education in particular, had given me a particular perspective on the transition journey which was not shared overtly by all of the others. Philosophical and conceptual issues relating to teacher education were only mentioned by one participant, who had undertaken post-graduate study before coming to the faculty. Harrison and McKeon (2008) suggest that post-graduate study may be a factor in facilitating professional learning in the new context; my

data would suggest that it may at least extend the framework within which reflection takes place.

Secondly, my move to the department of Educational Studies which involved me in talking and thinking about conceptual and theoretical issues to do with education and pedagogy in a comparatively 'curriculum-free' context had challenged my self-concept as an 'expert' in education in a way which colleagues entering a more subject-oriented environment had not experienced to the same extent, if at all.

Thirdly, and related to the above, my analysis of the data in relation to identity and to confidence suggested that my own sensitivity to the negative perceptions of others mentioned in Chapter 1 had indeed impacted on my confidence as an educator, leading to lack of confidence in the new HE environment in a way which was not so evident in other narratives, although other factors relating to confidence were clearly stated.

In Chapter 9 I will consider the implications of the findings expressed in Chapters 6-8.

Chapter 9   Discussion and conclusions

Analysis of the data gathered for this project, with the stated aim of *identifying key issues in the transition of teachers from a school setting to working as teacher educators in a university Faculty of Education,* has allowed me to identify some significant insights which will inform professional practice and are relevant to my own institution and beyond.

The key findings of this research, which will be discussed in this chapter, have been set out in the previous three chapters and are summarised here.

- Analysis of the participants' stories of transition in Chapter 6 suggested that, on the one hand, the pervasive nature of 'school culture' led to some false assumptions about what life and work in HE would be like, which in turn led to some tensions during transition.

- On the other hand, for most of the participants, the move to HE seemed to have had little impact on either their perception or their practice of their teaching 'role', and few articulated a sense of a different professional identity in relation to 'being a teacher educator', or to working in HE.

- In relation to identity, as noted in Chapter 7, some of the narrations revealed a strong sense of hierarchy amongst the different educational sectors.

- Also evident is the fragile nature of teacher confidence, which I have suggested is due to a significant extent to the way in which teachers' lives and work are organised, both within institutional structures and also in relation to society's changing perspectives on the teaching profession.

- Faculty structures and practices at the time of the research may have sustained the gap between the theory and practice of education by separating the teaching of 'education' from teaching in curricular areas.

- Connection to individual disciplines seems to be fundamental to the professional identities of participants, both before and after the move. There is little, if any, evidence in many of the narrations of engagement with the discipline or subject of 'education'.

- Teachers' disciplinary roots or connections are crucial in their understanding and practice of learning and teaching and this has major implications for how they engage with the practice and pedagogy of teacher education.

- The job title itself and the expectations of the role of 'university teacher', taken on by all but one of the participants, seem to have both supported the persistence of the identity of 'teacher' and limited the sense of movement into the role of 'academic', with research/scholarship being seen by most as peripheral to the new role.

Contribution to professional knowledge

Although there has been previous research into the induction of teacher educators, much of this has been large-scale and has tended to focus on the situation in England, although there are many commonalities. This smaller-scale project has allowed a closer look to be taken at some of the individual factors which impact both on transition into HE and on the development of professional identity of educators at different stages of their careers and has included some comparison between political and professional factors impacting on teacher educators in Scotland and England. In addition, issues relating to the development of research cultures in relatively new faculties of education have been identified.

In particular, I would argue that the three last findings noted above have added significantly to the body of knowledge, both in relation to transition into teacher education, and into teaching in Higher Education. The issues relating to disciplinary connections have important implications for the induction and ongoing professional development of teacher educators, and of others coming to work in HE, and it would be useful to investigate the impact and implications of the role of 'university teacher' both across faculties within this institution and amongst HEIs who have similar roles with a focus on teaching.

Discussion

In the following sections I discuss some of the implications of the findings in more detail. Firstly, I note areas of similarity with and difference from previous and concurrent research into the transition of teacher educators. I briefly consider issues relating to the transition experiences and identify some implications for induction and professional development in this faculty of education.

In the second section, I consider some of the problematic issues for transition and professional identity which have been identified by this research and relate these to:
a. the political context

b. the conceptual framework of 'academic tribes and territories' (Becher and Trowler, 2001).

I consider some implications for practice and further research with respect to ongoing developments in this particular faculty.

In the third section, I identify the key implications of the research for professional knowledge and identify four main issues for consideration and debate arising from the findings.

Finally, I make some comments on the process of the research itself and discuss some of the implications of this project for my own understanding and practice of educational research.

1.   The transition experience in this faculty – same or different?

As noted at the end of Chapter 5 and at various points in Chapters 6 and 7, the stories told by the participants echoed many of the findings from previous research into the transition experiences of teacher educators, some of which was reviewed in Chapter 3. In addition, I recognised many further similarities in the experiences of the teacher educators represented in more recent research (eg Murray, 2008; Harrison and McKeon, 2008).

For example, 'commonalities' in transition experiences amongst teacher educators from different countries which were identified, including being 'treat(ed) as though they were experienced teacher educators from the start' and 'variable experiences of mentoring and other types of institutional and peer support' (Harrison and McKeon, 2008: 154), were clearly evident in my own data, even within the one institution, as were 'feelings of being deemed expert but no longer feeling expert' (p.154). The lack of 'structured provision for sharing information' about hierarchies and administrative duties and procedures noted by new teacher educators at an early stage of transition (Harrison and McKeon, 2008) is echoed by the experiences of the participants in this project, as were some negative comparisons with structures in previous work environments. This included mechanisms relating to mentoring and peer support, where conflicting suggestions from different colleagues had caused some difficulties. In my own research, this had particularly been the case for the participant who had taken the post of lecturer, and had had some worries as a result of different advice about approaches and methods. Some of the positive and negative aspects of the induction experience as tabulated in Murray (2008), with reference to

'expansive' or 'restrictive' learning environments (Fuller & Unwin, 2004) were evident in the data arising from this research.

There were, however, some significant differences. For example, earlier findings which suggested that moving to the HE setting with its challenges of academic work was troublesome (Ducharme, 1993; Sinkinson, 1997; Murray, 2005) were not so relevant, mainly due, I would suggest, to the role of 'university teacher' taken on by most participants, and no significant concerns about changing to work with adult learners were expressed, as had been noted by Murray (2002). The recent research into induction provision in English universities, reported by Murray (2008), while highlighting strong similarities in many ways with the experiences recorded in this project, also demonstrates some significant differences in practice, including the fact that most new teacher educators coming into HE in England were exempted from the requirement for new academics to take a PG Certificate in Higher Education.

Supporting transition

These differences notwithstanding, I would argue that the suggestions made for supporting induction and development under the headings of role design, learning about the organisation, pedagogy of ITE, connection with schools, credit bearing courses in learning and teaching in HE, and research and scholarship included in the ESCalate guidelines (Boyd *et al*, 2007) are mostly relevant and applicable to new teacher educators in the context of this university. With reference to this research, specific support and professional development could be offered to new teacher educators at a number of points during transition and it is important that the attention of both the faculty Teaching and Learning Committee and the Teaching and Learning Centre responsible for the induction of all new academics is drawn to the findings so that appropriate support is offered. I return to this later in this chapter; however, I would suggest that a closer look must be taken at deeper structural and philosophical issues raised by this research.

2. Transition into teacher education in this faculty – problematic issues

Looking at the experiences described in the previous research and by the participants in this project, I found myself wondering: if so much is known about what we ought to be doing to support effective transition, why does it not happen? What makes it problematic? A number of answers are suggested by this research.

For the first possible reason, I return to the opening chapters of this thesis and consider the political context of HE, particularly in relation to teacher education.

(a) The political context

Only two participants made direct reference to 'the political' in the narratives, although several issues relating directly or indirectly to changing structures in schools and curriculum were mentioned. However, this context cannot be ignored, whether or not individuals in education profess to be interested in or aware of political aspects of their professional lives, since all aspects of education are fundamentally linked with political processes (Gillies, 2008).

As noted earlier, 'new' education faculties are under enormous pressure within HEIs to establish themselves in research output, and to develop post-graduate numbers, while simultaneously coping with ever-increasing numbers of ITE students (see SG, 2009:74). Although there have been a number of vacancies filled in this faculty in the past year or two, there has been strategic recruitment of research-active staff to develop post-graduate provision in particular areas of the faculty, and to strengthen performance in the RAE. In addition, the change in salary structures since the implementation of the recommendations of the McCrone committee (SE, 2001d) has meant that teachers in promoted posts in schools are likely to be earning more that they would in the faculty and this has limited the 'pool' of those who might be prepared to make the move to ITE. In fact, since the employment some five years ago now of the group of new TEs who took part in this project, the only additions to undergraduate teaching staff in the faculty have been two secondees from local authority primary schools on two-year contracts. It is clearly important that appropriate induction should be provided for these colleagues, and many of the same recommendations would be relevant for them. However, the fact remains that 'induction of new TEs coming from school to work in the faculty' has not been an area of major concern for the faculty since the group's experiences.

However, further to this, the financial restrictions have also led to changes in working practices for many existing staff. Where for a number of years, the 'temporary' increase in ITE student numbers was dealt with by the employment of associate tutors on temporary, part time contracts, in the past two years associate tutors have only been employed in exceptional circumstances. Thus, space and time to allow work-shadowing or significant

collaborative teaching opportunities are limited, with little official support for colleagues to make arrangements to develop collaborative practice. This does not mean, of course, that informal arrangements are not made amongst colleagues who value this type of approach. However, the expectation that new colleagues will move almost immediately to full participation in the TE role, as noted in a range of other research (*inter alia* Murray, 2008; Harrison & McKeon, 2008), without significant opportunity for 'legitimate peripheral participation' (Wenger, 1998:100) was evident in the recent deployment of the secondees in the faculty.

Therefore it could be argued that specific issues arising from the current political and economic climate have limited both the need for and the possibility of a focus on induction, and, indeed, ongoing professional development for teacher educators in the faculty. The pressures identified in research in England relating to 'managerialist' practices in HE (Murray, 2008) are evident. Teacher education as a specific 'role' has not been seen as a contested or problematic area for debate, even within the current, changing context in the faculty. This will be discussed further below. This could be related to the tendency noted by Moore (2004) for teachers who have taken a turn towards 'discursive pragmatism' to become 'de-politicised' and respond to educational debate with 'reluctance, resignation and a sense of "being done to"' (p. 139).

Beyond this almost pragmatic explanation, however, I would suggest that there are other reasons why 'induction into teacher education' and, indeed, the support and development of practice in teacher education, is problematic, and that these relate to more fundamental, structural issues within the faculty.

The departmental structure in the faculty which was established at the time of merger, as detailed and rationalised in Chapter 2, has led to the situation noted earlier where most colleagues in the faculty working in ITE are attached to a subject area, as were all of the participants in the project. This can be related to two of the issues identified in analysis; that is, the limited sense of change of 'role' and the limited sense of the context of HE as being significantly different from schools. I will use the concept of academic 'tribes and territories' (Becher & Trowler, 2001) to frame the following discussion.

(b) The territory - the discipline of education?

Parker (2002) makes a useful distinction between a 'subject' which she says can be 'reduced to common transferable and equivalent subject-specific skills' and is 'taught and assessed' and a 'discipline' which is 'practised and engaged with' (p.375). I would argue that we are caught in a double loop in the faculty of education. At one level, education itself could be seen as a 'subject' which, through the competence model and the conceptualisation of the teacher as a 'craftsperson' who acquires skills, particularly at a practical level, can be taught and assessed taking an incremental approach where 'skills and competencies can be seen to aggregate over the period of the course' (Parker, 2002: 375). On the other hand, conceptualising education as a 'discipline' should imply a different kind of approach which has to be interwoven with the demand to support students in meeting the required Standard for ITE (GTCS, 2006a) and allowing clearer links between theory and practice.

At another level, but related to this, while it is of fundamental importance that key concepts and disciplinary knowledge of individual subjects are analysed and discussed by students in order that they can teach these effectively in schools, by focusing on individual subjects or 'other' disciplines in the process of ITE, particularly for primary student teachers, it is possible that students may expect a more pragmatic 'how to teach maths' approach. This could become detached both from a deeper understanding of the subject/discipline itself, and from a more holistic approach to learning and teaching. The 'fault line' noted in Chapter 6 between the belief in teaching 'at the students' own level' in all curricular areas, and teaching 'how to teach in school' is crucial. In most curricular areas, particularly in relation to the BEd programme in place at the time this research began, the emphasis was on developing the students' own knowledge and understanding in the specific area, while marrying this to appropriate reference to application in schools. The challenge for colleagues is to ensure students' understanding of the rationale for this approach, particularly given that there may be differences amongst staff's acceptance of that rationale. Thus the structure of the faculty may lead to specific perceptions amongst students of how subjects/disciplines and 'education' link.

This is not to suggest that colleagues who are teaching in a subject area do not refer to wider educational issues, and it might be assumed that there would be some reference to relevant educational theory. Several participants noted ways in which they approached, for example, specific teaching of pedagogical approaches (eg extracts 6.3.10. 6.3.13), and the

participant who saw her/himself as an 'educator' (extract 7.6) referred to a wish to be more involved in teacher education in a more holistic way, making links with other areas of the programme.

If we are going to conceptualise education as a discipline, then, there are three significant issues to be addressed.

(i) Disciplinary discourse

Firstly, as 'experts' in the disciplinary discourse of education, we have the responsibility of enabling students to engage with this discourse and acquire a 'disciplinary voice' (McArthur, 2009). This voice should allow effective analysis and reflection on practice using the discourse of the discipline. As noted in Chapter 2, the SITE includes requires student teachers to demonstrate an ability to relate their practice to theory and research. It would seem, however, that by locating the responsibility for addressing the areas of learning about education as a discipline within one specific department, the traditional 'gap' between theory and practice may in fact be sustained in the minds of both staff and students. In addition, the suggestion that disciplines have their own contextually specific sub-discourses (Winberg, 2003, cited in Trowler, 2009) has resonance here, since members of different subject areas within the faculty are likely to have different approaches to teaching, learning and assessment, depending on their own original disciplinary background and these may also lead to different discourses being used with students.

(ii) Disciplinary pedagogy

Secondly, the literature on scholarship of learning and teaching identifies the tensions between 'learning to think' in a discipline and recognising that thinking within any one discipline may not be uniform and that, simultaneously, there are many ways in which there are similarities amongst disciplines (Poole, 2009). As noted in Chapter 3, it is frequently suggested that pedagogy in HE is discipline-led and linked to epistemology, content, norms and discourses. If this is the case, then, what would be the 'pedagogy of education'? As noted in Chapter 8, only occasional references are made to practice in learning and teaching in the field of education itself, within the literature both on 'disciplines' and in 'learning and teaching in HE' (eg Campbell & Norton, 2007; Kember & McNaught, 2007). Beyond this, however, Poole (2009) identifies the significant research which has been carried out in relation to 'signature pedagogies' of 'professional schools' arising from the work of Shulman (2005, cited in Poole, 2009). Poole (2009:54) points out that '… professions are not the same as disciplines. Professions contain

disciplines,' and that thus while a 'signature pedagogy' in a profession implies pedagogy across disciplines, it also serves to delineate and give identity to the profession. Yet again, however, the research covers the professions of law, medicine, engineering and the clergy, but no mention is made of education as a profession. In fact, the concept of a 'signature pedagogy' with its implication of connecting thought and action through cognitive, practical and moral 'apprenticeships' (Shulman, 2005, cited in Poole, 2009) would be highly relevant to the profession of education.

(iii) An underpinning philosophy

My argument is that a 'pedagogy of teacher education', which must relate to practice in teaching, must also be connected to a pedagogy of education and that fundamental to both of these must be a philosophy of education and a conceptualisation, ideally shared, but at least recognised, of what 'teaching' is, and of what it means to be a 'teacher'. A recognition that all of the concepts involved in education are contested and need to be critiqued and analysed and that a critical awareness of different theoretical perspectives is a fundamental element of the discipline of education, is vital. Courses in teacher education, no matter how brief, must take this into account. Whether or not, or how far, this can be done depends on the response of individual faculties to external pressures from the wider university and beyond, but also on the degree to which they encourage open discussion amongst staff about the issues. I would suggest that the structure of the faculty meant that most participants at the time of transition did not **need** to engage in this debate in order to make sense of their new role, although some of them were clearly aware in their narrations of some of the issues, and of the lack of opportunities to discuss them.

This leads to the second issue relating to the faculty structures into which staff moved. Having looked at the aspect which Becher and Trowler (2001) would have called 'the territory' of the discipline, we need to consider the aspect of 'the tribe' – that is, the specific group of people who form the culture of academic life.

(c) The educational tribe?

As noted in both the published research and the narratives in this project, the groups into which new educators enter are extremely important in terms of induction and socialisation. Much of the existing research has used the framework of the concepts of 'situated learning' and 'communities of practice' (Lave & Wenger, 1991; Wenger, 1998) which focus on the idea of learning as a 'special type of social practice' linked with 'co-participation' through 'legitimate peripheral participation' (Lave & Wenger, 1991:13) to

conceptualise transition and induction experiences. Positive and negative effects are noted (Murray, 2008) on both practice development and identity. However, in order to discuss the connection between the impact of the community of practice into which new TEs enter, and the perceptions identified from many of the participants that learning and teaching in HE, within teacher education, was not significantly different from their previous experience, I am first going to use Trowler's concept of Teaching and Learning Regimes (TLRs), as mentioned in Chapter 3.

The concept of TLRs 'draw(s) attention to social relations and recurrent practices, the technologies that instantiate them…and the ideologies, values and attitudes that underpin them' (Trowler and Cooper, 2002: 224). Therefore issues of culture, ethical codes and professional understandings can be recognised within the theoretical framework.

Eight 'moments', or 'aspects in a constant state of flux' (Roxå and Mårtensson, 2009:211), of a TLR have been identified:

> tacit assumptions, implicit theories (of teaching, learning and assessment), recurrent practices, conventions of appropriateness, codes of signification, discursive repertoires, subjectivities in interaction and power relations
>
> (Trowler, 2009:186-7)

Interwoven, these aspects produce a 'certain way of doing things, a traditional way, and a more or less unique and characteristic pattern of teaching behaviour, coupled with a related conversational pattern' (Roxå and Mårtensson, 2009:211). Trowler (2009:187) suggests that TLRs are significantly affected by narrativity: '"back-stories" which participants tell each other about their history have significant influences on current practices'. Regular discussions of learning and teaching tend to settle down around particular understandings and discourse and produce a sense of stability. While TLRs are not simply about consensus, and may be sites of considerable discord, they are however, conceptualised as very much related to identity (Roxå and Mårtensson, 2009) and as 'webs of meaning and of feeling, localised worlds created within a nexus of social structures by agents acting together in the world' (Trowler, 2009:194).

New TEs bring the experience of teaching their subject, using particular methodologies and pedagogies to a new context. For some, as in extract 6.3.3, although there was a significant change from classroom teaching to the large lecture situation, the 'lecture' as a

model of teaching in HE would fit as one of the 'methods and perspectives similar to those that they experienced when pursuing their studies' (Roxå and Mårtensson, 2009:209). Other participants, working in 'practical' subject areas where class sizes are limited, found pedagogy much the same as in school, although timings were different (eg extract 6.3.4). The lack of significant discussion of issues of learning and teaching in HE would lead to an assumption that while TLRs may well be different amongst the different subject sections, most participants had entered a setting where the TLR was similar to that in which they had been working previously, leading to a situation where there was no significant disjunction. I would suggest that this is the main reason why, for most of the new TEs, learning and teaching in HE was not seen as problematic.

However, the requirement to undertake the NLTP led to a situation where for some participants, their understanding of themselves as expert teachers was in danger of being disturbed. 'When people's identities are at stake, passions run deep' (Becher and Trowler, 2001: 126). Reflection on and discussion of familiar practice would be likely to have the effect of disturbing some of the 'moments' of the TLR noted above.

I would argue that analysing practice on the basis of these 'moments' could be at the heart of effective professional development for teacher educators. Being required to identify and reflect critically on assumptions, implicit theories, recurrent practices, and so on and then to problematise, theorise and justify these in one's own practice would provide the basis of a discourse to use with student teachers. However, how should this best be approached? On the one hand, the NLTP with its generic approach to basic understandings of teaching, learning and assessment in HE, may be seen to be 'inappropriate' for experienced teachers, and new TEs are reluctant to engage with it. On the other hand, the ability to analyse, theorise and discuss objectively learning and teaching must be a core skill of any teacher educator, and the faculty should have a responsibility to ensure that this is developed and supported in new staff. Previous research has identified the need to encourage new teacher educators to analyse the 'complex and sometimes contradictory relationships between first and second order knowledge and practices' (Murray, 2005: 83). While undertaking the NLTP might require a new TE to look at her/his own practice in relation to HE, can it be assumed that individuals will then be able to support students to analyse and problematise practice? By simply putting new TEs through the NLTP, and not engaging with the TLRs currently in existence across different departments and sections, and considering

similarities and differences amongst them, key issues of induction and professional development in the area of teacher education are not being addressed by the faculty.

Additionally, I would suggest that simply moving towards a situation where new TEs are not required to do the NLTP, as is frequently is the case in England (Murray, 2008), and is suggested now through the possibility of APL in this institution, would not be helpful. It is vital that this should be replaced with some specific induction into the practice, discourse and philosophy of teacher education, as opposed simply to the pragmatics of life and work in HE, with the understanding that teacher education is more than modelling teaching (eg Loughran, 2006). This would give the opportunity for effective and meaningful reflection and learning about the policy and practice of education in HE in the context of teacher education. In Korthagen *et al*'s (2001, cited in Loughran, 2006) comparison between the experienced teacher educator's epistemic, abstract knowledge of education and her/his ability to analyse practice using this, and the student teacher's phronetic knowledge of practical situations, it has to be accepted that there must be a way to support new teacher educators in developing this epistemic knowledge, and thus to develop a discourse of learning and teaching appropriate to teacher education.

Where, then, would be the best context for these conversations and reflections to take place? Recent research (Mårtensson *et al*, 2006, cited in Roxå and Mårtensson, 2009) suggests that, in common with Becher and Trowler's (2001) findings that academics tend to work in small research networks and avoid direct competition, faculty members tended to limit their discussions about learning and teaching to those within the same TLR and are 'reluctant to extend these conversations from their backstage homeland to the front-stage land of diplomacy and politics' (Roxå and Mårtensson, 2009:214). While it would seem counter-intuitive in a faculty of education, the same lack of overt public engagement with issues of learning and teaching characterised the transition period of the participants in the project and would be an area for development, as noted by a number of participants. Wenger's (1998) notion of 'community of practice', with its requirement of 'shared enterprise' could be helpful if it could be extended beyond relatively small subject groups to department, if not faculty level. Perhaps discussions leading to a clearer shared vision of how the faculty conceptualises 'the teacher' who emerges from teacher education programmes in this university, could lead to spaces for professional dialogue which would support development and change. To an extent, this has begun as the current implementation of the *Curriculum for Excellence* (SE, 2004c), with its focus on

interdisciplinary studies, is involving colleagues in developing learning opportunities for students which demonstrate links amongst different disciplinary areas. Other ongoing changes are discussed further below. So we return to the need to deal overtly with the contested nature of teacher education, its discourse, pedagogy and philosophy. Research into peer support (Shuck *et al,* 2008), the developing body of work into self study amongst teacher educators (eg Berry, 2008) and literature relating to the development of 'learning communities' (eg Bell *et al,* 2007) could provide suggestions as to how to take professional learning forward in the faculty.

In addition to the TLRs implemented in different groupings, the issue of 'becoming an academic' in relation to involvement in research/scholarship should be a crucial element of the informal socialisation process. As noted in Chapter 2, at the time of transition, the development of research in the faculty was of significant concern; analysis in Chapter 6 considered the timing of the participants' arrival in relation to the RAE, and the implications of the UT contract. Although a significant proportion of the 'tribes' into which the new TEs moved were involved in research/scholarship, many as UTs, the overall lack of sense, for most participants, of a changed 'context' suggests that development of a research/scholarship profile was not high on the agenda in their new role. Again, current changes noted below may lead to developments in this area.

(d) Developing identities

Although I have discussed and analysed identity issues at various stages throughout this thesis, I wish to make no specific conclusions in relation to 'teacher educator identity' in recognition that the narrations have demonstrated that the notion of professional identity must be based on a concept of flexibility and individualisation (*inter alia* Sachs, 2001; Rex & Nelson, 2004; Søreide, 2006). However, I would argue that the concepts of 'territories' and 'tribes' as discussed above are helpful in conceptualising the complex nature of professional identity in teacher education.

In Chapter 7, I identified that most participants demonstrated in their narrations a strong sense of identity as 'teacher'. On the other hand there was equally strong evidence from many of them of the fragility of confidence, whether in relation to the perceptions of others or their own self-perceptions, expressed in a range of ways, which I have suggested is due to a significant extent to the way in which teachers' lives and work are organised, both

within organisational structures and also in relation to society's changing perspectives on the teaching profession.

Research mentioned earlier (Middleton, 2005; Robinson & McMillan, 2006) has identified the difficulties for established TEs in developing an identity as academics situated within the changed context from college to HE. I have argued that the new TEs have joined communities of practice in which this may well be the situation and that this is likely to impact on their own self-perceptions as researcher/scholars.

As shown in Chapter 6, at the time of interview, after approximately three years in post, most of the new teacher educators who were employed as university teachers tended to see scholarship/research as largely peripheral to their role, for a variety of reasons, although some were beginning to engage in research through post-graduate study.

I would argue that, for those coming into the faculty of education, along with the disciplinary issues relating to identity noted above, the job title and role of 'university teacher' plays a major part in limiting the sense of change in professional role. The title tends to affirm existing perceptions of identity and may allow individuals to make assumptions about learning and teaching in HE which should be challenged and critiqued.

These issues of identity, and other areas highlighted in this project may be investigated further through the interrogation of changes currently being implemented in the faculty in relation to teaching and research.

(e) The current context - further areas for research?

In the past academic session, there have been radical changes in the two largest ITE programmes (University of Glasgow, online, c & d) which were referred to in extract 7.14. As a result of the speed of implementation of these programmes, a large number of staff in the curriculum-focused department have been required to teach more generic courses which would traditionally have been taught by staff from the Educational Studies department, without significant opportunities for professional development to support them in this change of approach. The discomfort which this has caused many colleagues has been palpable and I realised that I was watching colleagues, some of whom have been involved in teacher education since well before the formation of the faculty, going through some of the same difficulties as I had experienced during my own transition. Further

research into how colleagues have experienced these changes might identify ways in which professional development in 'teacher education' might be more effective, based on the recommendations from this research that overt discussion of the philosophy and discourse of the discipline of education should be a key element of this.

In addition, further information about the impact of change on professional identity and confidence could be elicited from discussions with staff involved in these quite different working practices. Consideration of the impact of the radical change in the PGDE programme (University of Glasgow, online, c) which involves a common course on 'Understanding Learning and Teaching' being delivered to mixed classes of primary and secondary student teachers might offer further insight into the perceptions of both staff and students into the hierarchical nature of education and its impact on self-perception.

The faculty is also establishing six 'Research and Knowledge Transfer Groups' as a structure through which to build its research capacity following the most recent RAE. Every member of the faculty is expected to join at least one of these groups. The findings from the data presented in Chapter 6 that most new TEs did not feel themselves to have had a significant change of role into 'academic' with its implications of 'researcher' would suggest that investigation into how colleagues cope with this further challenge to their sense of identity could be productive. In addition, more experienced UTs in the faculty may find their identities similarly challenged; opportunities to investigate the impact on existing 'tribes' as they may be reorganised into different groupings based on areas of research interest may be available. Again, issues of identity and confidence would be crucial.

3.   Implications for the development of practice in induction and professional development of teacher educators

The findings of this research project are not easily reduced to a few simple conclusions, nor would it be appropriate to suggest that the range of issues relating to transition and development into working in teacher education could be addressed simply by a list of recommendations for induction procedures. Therefore, this section will not contain such a list. Rather, it will identify four key areas, which have arisen from the findings which are noted in Chapters 6-8, and summarised on p158 above, and from the subsequent discussion in this chapter. I would argue that each of these areas requires consideration and debate by this faculty and beyond in order to address induction and ongoing professional

development for teacher educators. While some may seem to relate particularly to transition, I would suggest that professional identity is integral to each of these. Although current changes in the faculty may be starting to deal with some points, others remain to be addressed.

1. Interview and induction processes which counteract the pervasive nature of school culture, which tends to lead to false assumptions about life and work in HE, and thus to tensions during transition, should be established.

2. Effective structures to ensure (a) professional development opportunities for mentors and (b) clear procedures for dealing with difficulties arising from unsatisfactory mentoring situations should be developed.

3. Teacher education programmes need to take account of issues of hierarchy amongst sectors and those teaching on them must be aware of and avoid structures and practices which sustain these.

4. Induction and professional development should:

   a. address issues of learning and teaching in HE in a way which affirms the existing knowledge and skills of teacher educators but encourages both reflection on the similarities and differences involved in working in this sector, and engagement with ongoing self-evaluation of practice;

   b. recognise the significant impact of disciplinary connections on individuals' conceptualisations of learning and teaching and encourage discussion and analysis of this amongst staff;

   c. support individuals in finding ways of engaging in scholarship and/or educational research alongside their teaching;

   d. address and encourage reflection on the contested issues of the philosophy, discourse and pedagogy of education and of teacher education itself.

Opportunities for faculty members to debate and discuss the issues above should allow the tensions and challenges identified in the narratives of the participants to be shared amongst a wider group. Just as the participants in this project offered a range of realistic suggestions for improving the transition experience, so faculty-wide engagement with these key issues of professional practice and identity would generate many more useful suggestions for ways to improve that practice from teacher educators at all stages of their careers.

4.   The research process

At this stage I must return to my initial concern to relate the personal to the professional and to identify the aspects of the process of this research that have impacted on my own professional understanding and practice as a teacher educator and novice researcher.

(a) The journey?

During my preparation for this piece of research, as indicated in the introduction, I had identified four themes from my own experience which I thought might be important. These were all relevant, to different degrees, to the participants and have been discussed at various stages of this thesis. In the first theme, however, I demonstrated my conceptualisation of the transition into teacher education as a stage in a personal and professional journey. During the later stages of the research, when I began to engage with the participants and then to analyse the data, I found myself struggling with the metaphor. My expectation that participants would describe their transition as having a sense of 'movement' was exposed as an assumption, through the findings that many of them felt little significant change in either their role or their identity as a 'teacher' in HE. Therefore although the physical location of their teaching and the client group had changed, and there were some significant initial difficulties caused for some by false expectations of the new environment, there was not, for most, a significant sense of a journey into a new or strange place.

However, this is not to suggest for one moment that participants had not gone through significant personal and professional development; I needed to rethink my conceptualisation of 'journey'. In the introduction, I suggested that teachers may have to 'restructure their understanding' of various aspects of education and their work within it at points of transition. My research suggests that most of the participants did not need to do this, even during the first few years in post, although many are now being required to do so with the changes noted above. However, again, the particular narrations of those who did experience initial and ongoing difficulties with aspects of the new role or situation highlight the possibility that awareness of 'journey' is related to the need to reflect on these moments of 'surprise, puzzlement or confusion' (Schön, 1983:68) mentioned at the outset.

I suggested at the end of Chapter 8 that one of the reasons for the difference between my experience and those of the participants in the project was related to my own doctoral studies. There is no doubt that my exposure to concepts fundamental to the EdD had made me much more aware of the political context of learning and teaching in all sectors. I had

become aware of the impact of 'performativity' on both the development of a competence-based approach to teaching and thus to teacher education, and on HE, where the need to meet rising expectations both of governmental quality standards and of the student/consumer means that development of high quality teaching has increasingly been seen as important (Clark et al 2002). I had also become aware that the danger of this approach is that a focus on external, seemingly 'objective' measures of success may lead to moral, ethical and professional regimes being subsumed by entrepreneurial, economic regimes (Ball, 1999). During my transition into teacher education I had had to grapple with the tension between the need to accept that the political climate surrounding education had fundamentally changed since the beginning of my own journey as an educator, while maintaining a belief in and commitment to a vision of education as an emancipatory, transformative process. The requirement in my new role to engage in these political and philosophical discussions with student teachers had led me to a particular understanding of what being a teacher educator is, or might be. In addition I had to recognise that my engagement with doctoral research in education had given me the opportunity to develop 'enculturation and appropriation of the thinking and discourse in the discipline' (Dysthe *et al*, 2006:313). The evidence from this research and from others (Harrison & McKeon, 2008) would suggest that this is important in new TEs' approach to learning in the new role; however, I had significantly underestimated the importance of this prior to the project. This, in turn, however, relates to my own sense of identity and professional confidence, since my assumptions were partly based on an erroneous belief that other colleagues moving into the faculty would already be aware of the issues of which I had been relatively ignorant until starting the EdD.

(b) Hearing the voices of others

The process of this research has highlighted for me the idea of teaching as being 'multivoiced' (Elbaz-Luwisch, 2005:xv), as I listened to participants telling their stories and hearing the different 'voices' within each narrative, as well as amongst the different narratives. As noted in the Chapter 5, ethical considerations limited my options for representation of the data; a case study approach to two or three narratives would have allowed analysis of ways in which participants developed their own 'internally persuasive discourses' (Bakhtin, 1981, cited in Elbaz-Luwisch, 2005). However, in addition to the danger of identifying the participants, there would have been the danger of identifying other colleagues and this was therefore not an option in this situation. I hope that I have, nevertheless, been able to tell at least parts of each story in a way that participants and

reader find plausible and trustworthy (Guba & Lincoln, 2005). I have also tried to remain 'wakeful' in the representation of the narratives (Clandinin and Connelly, 2000:182) and aware of the responsibility of the researcher to analyse but also to protect. While there were common features in participants' experiences, there were also singularities which individuals wished to declare. The need to recognise the individual is a key factor of educational research which can both limit and widen its scope.

By taking the narrative route, I put myself in the position of both potentially limiting and extending the information I was given. However this highlighted some of the assumptions I had made about, firstly, what was important or not in the transition experience and, secondly, shared understandings of just about anything to do with education. Participants told me what they wanted to tell me, and what was important to them. This meant that some areas which I thought were of potential significance were scarcely mentioned. For example, I was unable to make any comment on participants' views and approaches to learning and teaching in HE, since they did not talk about this. On the other hand, other issues such as persistence of the culture of 'school' and the lack of sense of a move into HE were identified. In addition, there was clear evidence of a range of factors which impact on teacher confidence, particularly in relation to self-positioning in educational hierarchies and the fundamental issue of connection to the discipline of education (or not).

Through the narratives I have thus been able to identify significant factors which impact on teacher education beyond 'transition'. The impact of each individual's previous personal and professional experiences on their expectations and understandings of the new role has been shown to be crucial in how each responds to the different environment of Higher Education (cf Swennen *et al,* 2008). I have demonstrated that it cannot be assumed that all teacher educators have the same perception of their role, either as a teacher educator or as an academic working in HE.

At a personal level I have become much more aware of the need to ensure that colleagues from other departments with whom I am working on new courses have frequent opportunities to discuss materials and approaches with which they may not be familiar, and to encourage discussion of the philosophy and rationale underpinning the courses. A clear recognition of the implications of change for individuals' confidence and thus identity is essential and space and time must be allowed for this to be dealt with in any change process. This has major implications for the management of change in this faculty of education and, I would suggest, in others.

(c) Reflexivity

Over the course of the project, I considered the development of my understanding of being a 'reflexive researcher', and I have commented on some of the issues arising from being an 'insider' throughout this thesis. Etherington (2004:30) suggests that 'reflexivity is not the same as self-awareness' and that it implies that individuals must identify and be aware of ways in which the self is changed by experiences and contexts. I have recognised that reflexivity goes beyond identifying and stating ways in which personal values, beliefs and experiences may impact on both the process of the enquiry and the interpretation of material collected. It involves being prepared to engage with findings that challenge one's current understanding of how things are and to use this challenge to hunt the unrecognised assumptions that still exist around one's life and work. Hearing the experiences of transition through the voices of others led me again to reconsider my own professional identity and address issues of confidence and self-belief both as they impact on my own professional life and as they impact on colleagues in different circumstances. In any subsequent research, including that which may arise from this project, I would hope to feel more confident in placing myself within the research if this was crucial for the argument, as it has been in this project.

Finally …

Drake & Heath (2008), in a small-scale study of students undertaking professional doctorates, found that a significant number left the workplace which they were investigating due to the challenges of maintaining 'multiple integrities' (p.141) which again highlights Alvesson's (2003) warning of the 'riskiness' of insider research. While in some ways my naturally cautious approach in order to maintain my integrity as colleague, ethical researcher and employee may have limited the impact of this research on the work of the faculty so far, I would hope that my findings, which have restated the importance of the individual within the wider group of 'professionals', will have some impact on the culture and processes of the faculty as we proceed with change. I would argue for the development of systematic, relevant opportunities for meaningful professional development which encourage discussion and critique of learning and teaching in a HE environment within the context of new ITE programmes and research practices through problematising both the philosophy and practice of education. This would support the development of confident teacher educators with a clear sense of personal and professional identity as part of a learning community in this education faculty.

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From school to faculty: stories of transition into teacher education

Appendices

Appendix 1   Plain language statement

Head of Department: Bruce Carrington
Department Secretary: Liz Turner
Tel: 0141 330 4407
Email: **e.turner@educ.gla.ac.uk**

Margaret McCulloch
University Teacher
Tel: 0141 330 3090
Email: **m.mcculloch@educ.gla.ac.uk**

UNIVERSITY
of
GLASGOW

9.10.06

Dear

Research Project: Becoming a teacher educator: mapping the transition from school teaching to teaching in Higher Education
Principal investigator: Margaret McCulloch, Department of Educational Studies
Supervisor: Margaret Martin, Department of Educational Studies
Degree: Doctorate in Education

I write to invite you to take part in a research study. Please read the following information about the study carefully before you decide whether or not to take part. Please feel free to contact me for any further information if you require it.

Aim and background of the study
As you may know, induction and Continuing Professional Development of teacher educators is currently a major area of research in the Education Subject Centre (ESCalate) of the Higher Education Academy. Much of the research has been done through large-scale, questionnaire-type surveys of large numbers of 'novice' teacher educators, mostly in England and Wales. There is also ongoing discussion about induction and 'certification' of teacher educators here in the Faculty of Education, and about 'scholarship of teaching', particularly for university teachers.

The aim of this project is to look, on a small scale, and in depth, at the issues surrounding transition from teaching in school to teaching in Higher Education. I hope to be able to identify, from the information collected, themes that might suggest influences on how individuals construct their personal and professional identities in the role of professional educator in Higher Education (HE). In addition, I hope to find out how individuals' beliefs about teaching and learning in school relate to their experience and practice in HE. Analysis of information gathered may support the development of pedagogy and of a language of scholarship of teaching and learning within HE particular to teacher education. It may also be possible to identify implications for the recruitment and induction of new teacher educators.

Participation
I am hoping to be able to interview eight colleagues in this study. You are being asked to participate because, as far as I know, you meet the criteria of (a) having joined the faculty

within the last three years and (b) having come to work in Higher Education for the first time. If my information is incorrect, please accept my apologies.

Taking part in this study is entirely voluntary and it is up to you to decide whether or not you wish to take part. If you do decide to take part you will retain this information sheet and be asked to sign the accompanying consent form. If you decide to take part you are still free to withdraw at any time, without giving a reason.

What will be involved
I hope to start collecting data for the study in November 2006; the final dissertation will be completed by June 2008. I plan to interview each participant individually and would expect each interview to last for no more than an hour. The interview will be arranged at a time convenient to you, probably at some point between November 2006 and February 2007. The purpose of the interviews is to hear participants' "stories" about how they came to join the faculty and of their experiences of the transition to Higher Education. I will not ask a long list of formal questions, the 'interview' should be more of an opportunity for **you** to talk. I will send you a 'prompt sheet' a couple of weeks before the interview to allow you to reflect on relevant experiences before the interview takes place. I plan to digitally record these interviews so that the content can be transcribed and then sent to you for verification. Later on I will contact you to let you know of emerging themes and issues; I may wish to arrange for a further discussion of some of these. This second interview should not last for more than half an hour, and would also be digitally record.

Confidentiality
All information which is collected about you during the course of the research will be kept strictly confidential, and in secure conditions. All written, recorded and electronic data will be destroyed at the end of the project.

If you take part in the research, you will be asked to select a pseudonym which may be used in written discussion of the issues. All care will be taken in the writing, both of the thesis and of any publications which may follow, that individual respondents will not be able to be identified. This is particularly important since the data will be collected from a small sample of respondents from a single institution. Specific comments will not be attributed to individuals in a way which would allow readers, particularly from within the institution, to identify them. Material may be presented in the form of fictionalised narrative, which will further ensure confidentiality of individual participants. I will check at regular stages of the project that you are comfortable with the written materials which are being produced from the information you give me, and, as stated above, you are free at any time to withdraw from the project.

In my particular context, as a novice teacher educator in the faculty myself, and a colleague, I am aware that there may be specific issues of confidentiality about which you are concerned and I would urge you to discuss these with me to ensure that you are quite confident about the process.

Results
The results of the study will be presented as my thesis for the Doctorate of Education which will be available to you following its completion. Articles for educational journals based on the project may also be written.

Ethical approval
This project has been reviewed and accepted by the Faculty of Education Ethics Committee.
If you have any concerns regarding the conduct of the research project you may contact the Faculty of Education Ethics Officer, Dr George Head, at g.head@educ.gla.ac.uk.

Thank you very much for taking the time to read this. I would be grateful if you could let me know by email whether or not you are prepared to take part in this project.

If you require any further information before deciding whether or not to take part in the study, please do not hesitate to contact me, or my supervisor, at the addresses below, or in person.

Yours sincerely

Margaret McCulloch: m.mcculloch@educ.gla.ac.uk

Supervisor: Margaret Martin: m.martin@educ.gla.ac.uk

Appendix 2   **Email sent out with plain language statement**

Subject: help with research
Date: Friday, 17 November 2006 17:00
From: Margaret McCulloch <m.mcculloch@educ.gla.ac.uk>
To:
Conversation: help with research

Dear …

As you may know, I am just starting the research phase of the EdD and I am contacting you to ask if you would be prepared to help me out. I need to speak with about eight colleagues (individually, for about an hour each) who (a) have joined the faculty over the past three years or so, and (b) came from school or LA posts - ie not from another teacher education institution.

I asked the HoDs for lists of those who met these criteria, and your name appeared on the list. If you don't meet one or other of the criteria, please let me know - it may be that you could still help me!

I have identified more than eight potential participants, so if everyone responds postively to this request, I may have to 'pick' the eight. This would be done on the basis of 'purposeful selection' to reflect the range of backgrounds of colleagues. To this end, I'd be really grateful if, should you be prepared to take part in the research, you could indicate in your reply where your last job was, prior to coming to the faculty.

I have attached my plain language statement which gives details of the research project and hope that you can find time to read it and let me know if you'd be interested in being involved. We would then deal with the formal consent forms etc later, after this initial less formal contact.

I look forward to hearing from you.

I am sending from an eMac - if you find two files attached, ignore the smaller one.

Best wishes

Margaret

Appendix 3   Sample of topic/keyword notes

Sample of Key Word Notes

Themes in order mentioned and in the terms used by the interviewee	Relatively general terms re events, experiences, people	More particular terms re incident, happening, event, occasion 'how it all came about' or 'how all of that happened'	Eventual return to narrative questions
Keywords for eventual return-to-narrative questions			Full versions of return-to-narrative questions

Name: ③   Date:

valuable primary experience.
Barrhead
worked well with colleagues in Orkney
hadn't originally thought of ITE
didn't know what applying for.
JP ill. PD doing all the work
organised shadowing
involvement in use of ICT
collaborating
can SEE influence on courses
differences in teaching
lot of good things about the course
originally felt could make a difference
new initiatives
collab with RSAMD → changes
isolation - diff. from schools
McCrone - no contact-time - freer in school
salary
time management - workload
mayhem
NLTP - 27½ hrs.
new courses
CT- ICT - 5 modules
probationer!
would love to do research

discrepancy with colleagues in NLTP
no idea what's going on in schools
out for selves rather than for students/colleagues

Appendix 4   Prompt sheet and accompanying email

Subject: interview
Date: Thursday, 22 March 2007 13:11
From: Margaret McCulloch <m.mcculloch@educ.gla.ac.uk>
To:
Conversation: interview

Hi ….

Hope it's still OK to meet on Monday for the interview. My room should be available on Monday, so you could just come along here - think we said about 11.30am - we can make it later if it suits you better.

I have attached a prompt sheet which I'd be really grateful if you could look at and 'fill in' before you come - I'm just going to ask you to talk about the experience of moving into HE, but also to be thinking about it as an ongoing process and about how your experience here has developed since you came, so you might want to identify significant issues not just before you came, but also since.

Hope this doesn't sound too much like hard work.

See you on Monday - let me know if there's any problem.

bw

Margaret

Becoming a teacher educator: mapping the transition from school teaching to teaching in Higher Education

Participant prompt sheet

Please use the prompt sheet attached to note any significant events, experiences or people in your life that you feel were important in **leading** to your transition from school teaching to teaching in the faculty of education, and to reflect on their impact on your practice and/or your thinking – about teaching and learning, about your career etc.

In addition, please note and reflect on events, experiences or people that have been or continue to be significant **during** the transition and on their impact, again, on your practice and/or your thinking. Feel free to copy the page.

Date(s)	Event, experience, people	Impact – on practice and/or thinking

Appendix 5 **Sample letter sent out with transcripts asking for additional information on particular themes**

University of Glasgow | Department of Educational Studies

25.3.08

Dear …

Please find attached, finally, the transcript of your interview. I am aware it will read like a historical document, but I'd be grateful if you would look through it and let me know if you feel that you are comfortable with the content being used. I have made some minor amendments from the spoken word but have not attempted to make it read as a text document. The dashes simply indicate a pause in your speech.

I have also included a list of the codes which has developed while I have been coding all eight interviews. There are about 100 headings; most interviews had bits which were coded in about 60 of these (I can let you see your coded interview later, when I find a way to print from the NVivo software, if you wish). I have still not made a final decision about how to re-present the data in the final dissertation but will contact you again to let you know more about that. A major concern will be to ensure anonymity for all participants.

If, having read over the transcript, there are any comments you would like to make, or anything you would like to add or have removed, please let me know.

There are also a couple of areas which have come out of the interviews which it would be helpful if I could get a little bit more information about.

Firstly, could let me know how long a probation you were required to do, and whether or not this was discussed at your interview – and whether or not this was an issue for you, how you felt about it etc.

Secondly, a theme which arose in a number of interviews and seems to be of relevance to how professional identity is constituted is that of whether or not colleagues see themselves primarily as 'teachers of a subject', ie thinking of themselves as an 'English teacher' or a 'maths teacher', or whether they see themselves a 'teacher educator', looking more generically at issues of teaching and learning, and, in fact, 'education' which happen to be dealt with through their particular subject, or in a wider way eg Integrated Programme for those working in the BEd programme, or professional studies for PGDE This is also related to whether colleagues have a primary or a secondary background, and has thrown up some interesting issues relating to confidence. Plus, the issue of how colleagues perceive themselves in relation to other colleagues working in other faculties has been mentioned by a few and the idea of 'hierarchy' of subjects has been raised.

So, it would be interesting to hear (a) how you think of yourself in relation to your academic subject – do you feel that it defines your role as a teacher educator or not? Is being a part of the RE department crucial to your work/personal identity here? I suspect from our discussions in the ITE review that it is, but how does it relate to the 'being a teacher educator' bit? And (b) what impact, if any, the primary/secondary difference has on your practice or on your work with students or, perhaps more importantly, colleagues? Finally, (c) how do you perceive yourself in relation to colleagues from other faculties?

I know you are really busy and will be happy to get your response in whatever way suits you best. I am happy to meet for a chat briefly, or if it would be easier for you to do this by email, then that would be absolutely fine.

If you could get back to me by 11th April, that would be great.

Best wishes

Appendix 6   Extracts from the narratives illustrating analysis in Chapter 6

Moving into HE – a planned transition?

Extract 6.1.1 Secondary

I applied for the job because I had always wanted to work at university level and I had some temporary experience of doing that in the past and although I enjoyed what I was doing in school and was reasonably good at it, the promotion prospects, career prospects within teaching didn't actually fill me with that much satisfaction. And I thought it's not quite my subject that I'm interested in, but it's just thinking and reflecting and these sorts of processes rather than managing, which is mainly what would be on offer if I had stayed in schools, and actually I think I would have got satisfaction from that, you know, but this job came up and I applied for it and I was very pleased to get it…

… (I applied) because I thought that there would be a chance to think about things more deeply than I normally had the chance to do in school. I enjoyed my work but I got very fed up with the grind of being a *(subject)* teacher which was the constant marking … … and no matter how good you were at it you could not speed up that process beyond a certain rate … … so every class that you had you had a set of written work to mark every week and it - - I didn't even agree with that in terms of teaching and learning – but also I got very fed up with it because it was very repetitive. And I wanted something that would give me a bit more freedom and also to get beyond this – you felt that you were continually just going round in a circle and I wanted to get to something deeper, maybe and have the chance to think about things a bit more.

Extract 6.1.2 Primary

… … I felt that the longer I was in the classroom the more entrenched I would become, particularly within that school. I think I always knew that management within a school was not a route down which I wanted to go, but I felt in some ways slightly unfulfilled, just class teaching, quite funnily enough. In the light of that, that's when I took on board my MEd degree through GU and I did that whilst teaching and I found it very rewarding and very stimulating... … I love teaching and I love reading up and reflecting, disseminating ideas and trying out new practices, rather than management within schools per se, so I was fortunate enough to get this job here at the university. I'd applied for two others, prior to this within different departments and think was probably short-leeted down to about two or three, then the (*subject*) one came up and I was fortunate enough to be offered the post… … I felt albeit I loved teaching my class, it got very samey after a while, I just felt I needed something the same but different,

Extract 1.3 Secondary

What I'm getting at is that the main circumstances that led to me getting into teaching in higher education are mostly negative, rather than making a positive choice and it was that I was working in a department where I'd hoped to become the principal teacher and someone else was appointed as the principal teacher and I suppose, thinking back now, although I wouldn't have admitted it at the time, I was in a wee bit of a huff about it and felt less than positive about working with this new person, and therefore because I didn't get the post …. I was going to take my ball away, really, and was looking for other things to do. I was still really positive about teaching … and what I had to offer, but I had decided

that's it, I'm not staying here, I'm going to look elsewhere, and that coincided directly with an ad in the paper.

Extract 6.1.4 Secondary

… I just found myself becoming more and more frustrated, principally by compulsory transfers into my department, and I felt it was a moral issue in that I couldn't sit at parents' evenings and guarantee to parents that their child would be taught properly. It got to such an extent that I just felt that I had to do something and it was either leave teaching which I didn't want to do because I loved it – I still do love it – or I had to try and change it from another - take another slant on it, so it was a culmination of all that kind of thing happening. The new HT viewed the department as – almost as a sort of good PR act in that the results were coming in year after year, you know, to the point where it became almost a joke, like 'how many As have you got this year?' and it was just because the pupils were enabled and were happy and fulfilled and they were able to work and be creative. But he saw it as 'right, let's see how many you can notch up' and it was just – I knew I just couldn't do this any longer. I sort of trundled through several months of complete and utter depression and then saw the advert for here and came here, thinking, perhaps a little naively that I could make a difference, or thinking perhaps naively that I would meet people who thought the same way - forgive my cynicism here but - that was my reason for doing it, for making the leap.

Extract 6.1.5 Secondary

At the starting stages I had a kind of a strange introduction to teaching. I worked in 55 schools - in my first year (*researcher laughs – 55?)* That's the normal reaction…. I think I was probably unfortunate but I think there were a number of people who were unfortunate. In the second year that kind of settled down and very early after that I was appointed as an APT (Assistant Principal Teacher) and five minutes after that – it was pretty close to that – the person that was the principal teacher was very ill, and that appointment was really based on the fact that I'd be taking over probably fairly quickly. So I was promoted pretty early.

I'd made a kind of mental note fairly early on of jobs that I would like to do, and the principal teacher job was one of them. Unfortunately, neither assistant head nor depute head actually made the list, so after a couple of years of being principal teacher in one school I was then left with the decision of 'where do I go from here?' And I made the rather odd decision to be a principal teacher in another school and I did that for a couple of years. Same problem again, and on to a third school. Now because I was promoted pretty early, I was still fairly young when I got to the third PT post, and at that stage I think something – maybe fortuitous – happened. I was always interested in curriculum development and throughout the various posts, even during the supply run, I'd been producing materials and because you do that you kind of come to the attention of people like staff tutors and the advisers and that happened, and from then I moved into the staff tutoring in Glasgow which was one of the jobs on the list. And I really, really enjoyed doing that. From there again, I think it was just one of these moments where you have to make a decision – an adviser's post became available and I thought, well, do I continue doing this, or do I make the big jump, and I made the big jump. I think in all of these cases, you're very close to the move to here now, and the move to here actually was – this was another job that was on the list, but I think it happened probably for personal reasons rather

than anything else. Because my wife's dad was dying, I was working in Edinburgh and my wife was taking it badly and it was difficult. The move to here, to quite a serious extent was conditioned by that. But again, it was always one of those things that somehow from a very early stage I always wanted to do and I don't know if I kind of tumbled into the various positions or was pushed into them. Because I've kind of gone right back to the start and I'm thinking through how did it happen on the surface – I don't know. I think there's a kind of inevitability about these things. I don't know that I kind of consciously decided at a very early age strategically that that's what I wanted to do, position myself, I don't think that's true, I think it just happened almost more or less by accident, but by a fortuitous accident, ..because I enjoy doing the job.

Extract 6.1.6 Secondary

So I started looking around for other posts. I applied for quite a number of, well, not a number, I applied for a **few** PT (*subject*) posts, but every post I applied for, there was somebody actually acting the post and doing it, and you weren't going to get a job, there was just no way.

Extract 6.1.7 Primary

I just think the job of a primary classroom teacher is so so demanding and difficult … it may just have been that particular school and the management … but certainly it was stressful, the whole accountability and every moment of the week, diaries in the morning, diaries handed to the head teacher on a Friday afternoon, checking all the groups from Monday to Friday.

Extract 6.1.8 Secondary

I moved to … in 1984 and I thought I'll just go for a couple of years and see if I like it and I got stuck there. That was it, I loved it, but time moves on and your family, your parents are getting a lot older, so round about 2000, after I'd been a PT for about 6 or 7 years I was beginning to think - family, parents getting a bit older and a wee bit more infirm, I was really too far away from them and I couldn't be supportive at all, stuck up there. So I started looking around for other posts.

Extract 6.1.9 Primary

I wanted to remain a teacher, but also just try and diversify that teaching somehow. And I wanted to make use of my MEd, I really did. And it's also something that's a wee bit more for **you**. I think particularly in primary when you're teaching it's all for the children. I think here in the university, you're teaching, yes it's for the students, but you can still portion off some time and try and do either reading up or research for your own ends as well, and I quite like being able to marry the two. … I think you can get so bogged down with the minutiae of your four walls and your door and your class and your children that you forget that there's a life outside of that and it is important to try and keep – I think if you keep abreast of things and if you keep on learning, I think it keeps you motivated, rather than just constantly always doing the same thing.

Extract 6.1.10 Secondary

Research and scholarship - again, I've been doing that in the last couple of years and broadened reading in various areas which I've found quite a challenge in some areas but again it sharpens your analytical skills as well because they can go rusty if they're not used and being in here has returned me back to what I was doing before and it's a continuation of the learning as well as working.

Extract 6.1.11 Secondary

I enquired a wee bit, liked everything that I heard and convinced myself that well, you're in teaching to make a difference, and as a class teacher the most that you can make is a difference to that is 20 times however many classes you have in your timetable and that's good. However, if you're teaching in higher education then you're going to make a difference to x number of teachers who are then going to go and – sorry it boils down to simple arithmetic, but that's just what I felt. So if you can make a difference to a lot of teachers and they're going to have their own classes, then you have a greater potential impact. Greater potential responsibility as well, but that's more than any other single thing what attracted me to the position - the opportunity to make a much greater difference to more people.

Extract 6.1.12 Primary

… it was by - if there is such a thing as chance, this job came up here.

Extract 6.1.13 Secondary

I was looking for anything that was coming up – principal teacher posts in other schools were few and far between and the very week that I was looking for something to come up, the opportunity for a secondment at the then St Andrew's College came up … … … significant factors would be the fact that I got a wee taste of running a department as an acting PT very early on, really liked it, but that opportunity was taken away from me then and I wanted to go elsewhere for further challenges. And it happened to be, it wasn't by design, it happened to be higher education was available and was offered to me. And turned out to be as good as I thought it would be.

Extract 6.1.14 Primary

I think because of the move to the advisory, in fact, I'd probably never have applied for a job at the university just from a classroom job… So it was in the June at the end of the second year (of a secondment) but I knew I had a third year, and then I saw the advert. Again, I don't know, I wasn't even looking for jobs at the time - I'd hardly ever gone into the GU website, I don't even know why I did, and I looked at it and saw the primary … job jumping out at me, so that was the quickest CV I'd ever put together…

Extract 6.1.15 Secondary

So just about the time that I was beginning to think about moving, a post came up here in the faculty and I applied for that and I was successful with that. But I hadn't initially **thought** about going into teacher education

The pervasiveness of school culture and its impact on transition into the culture of HE

Extract 6.2.1 Secondary

So, since when I applied for the post here there was very little information about what I would actually be doing. I applied for the job but I really didn't know what I was applying for, and it was only after I got the job that I became aware of what I would actually be doing, and was quite surprised that I would have so much input into the primary course … …

… when I came **here**, the first thing I realised was that I wasn't going to have an increase in salary which I was quite surprised about because I thought well I'm going to an institution which is the next stage after, you would have thought there would have been an increase, … … if I'd been a PT in a big secondary school I'd have had to have a big cut of several thousand pounds to come to a job here and now realise that's why a lot of people don't apply for jobs in this place… …

Another thing that I was surprised at when I came was they said, 'oh, you're a probationer, you're a probationary university teacher.' And I'm like, 'What? You mean I'm giving up a full time job and you're telling me I'm a probationer? And what happens if I fail my probation?' … … And that was another thing as well - it was only after I accepted the job that I realised that I wasn't going to have my school holidays … … And then they told me that I had to change my pension policy, my pension had to go over to the university pension, but I did that, I changed it because they said I had to, but I know other people who came since haven't had to change theirs… … And of course the courses don't run – the BEd course finished a week before, just at this holiday and starts a week earlier and that cuts down on the time when you could if you wanted to go away on holiday, it's crazy things like that they don't seem to have thought that through, that would never happen in school, you know, everyone would have the same holidays …

Extract 6.2.2 Secondary

I think people in here, well certainly the people I work with, are completely stressed out and overworked, they have far too much to do and in comparing that with secondary school, or with schools, … as the (*subject*) teacher, we were always busy. We were never out the door at 3.30 when the bell went, we were always there an extra hour anyway doing the extra-curricular stuff so I wasn't worried about that. It's just that there were times in the day when you could say, 'Right, I can go away and that's my time and I can go and do my preparation.' But here, there's so much going on that it's juggling balls all the time and you've got so many things to do you've got to prioritise and even then you don't get everything done, it's just this complete mayhem – and on top of that you're expected to do an NLTP as well, at the same time, as well as developing new courses.

Extract 6.2.3 Primary

We just seem to be so few, we're quite short staffed just now in the subject area where we are and all our time is devoted to teaching and marking and school visiting and report writing. It doesn't leave much time for anything else…

… In school, there was so little time for me to keep abreast of current methods and go home and read - even skimming through the Times Ed was a chore for me because, certainly in my previous school the volume of marking and extra-curricular activities that you were timetabled to do was so prohibitive you'd be up at 2 in the morning trying to read up about the latest teaching innovation.

Extract 6.2.4 Secondary

I felt I didn't have a huge teaching load, compared with school. I tended to think about my teaching always compared with school, I didn't ever think about it in terms of compared with anybody else in the faculty because it was just night and **day** compared with school. And I'd had this experience of working **incredibly** hard to look after five classes and I came in here and I had – I think I had 3 to teach, with some 'dropping in' on a fourth and that wasn't even a full timetable or anything **like** a full timetable – the teaching - although I would maybe hear others complaining about how much had to be done, I didn't find it onerous at all and I enjoyed it.

Extract 6.2.5 Secondary

But broadly we had some space, because of the transition, because of the differences in the roles and that was very pleasant - it didn't last long, but that's nice.

Extract 6.2.6 Primary

Because you talked (with mentor) about the workload and how you manage your workload, and how heavy a workload should be, which nobody really has answered. How do you determine workload? The task forms, that was the other thing – nobody really knows the best way to do it and I think we were always trying to work out - am I working at full capacity, are you working at full capacity – what is full capacity?

Extract 6.2.7 Secondary

On my first secondment over the course of two years I never got over the feeling that I had to massively prepare for every single lecture beyond any level that I would have done at school – what if they ask me this, what if they ask me that, going right into every possible aspect so that I knew it inside out, stemming from nothing more than being surprised at the level and depth of questions at my first few lectures and thinking, I can't cope with this, I need to up my game here.

Extract 6.2.8 Primary

The first year there was a **huge** amount of preparation for one lecture. Now it's keeping up to date with all the reading – school changes, Higher Education stuff, your own subject, you could end up spending your day just keeping up to date with policy documents.

Extract 6.2.9 Secondary

I think the biggest thing I've found about working here is the isolation and the not knowing people in the building which is so different from schools… …. I always felt that it was a good thing to go and speak to people in the staff room and just keep in touch and see what was going on rather than being isolated, but I find it quite isolating here.

Extract 6.2.10 Secondary

Part of what's relevant to my own position in higher education is that what I don't have, I suppose, is anything approaching the kind of staffroom that I used to have where we could all have a good laugh and a joke about what went terribly wrong that day. Here it's much more, you're - on your own, more isolated.

Extract 6.2.11 Primary

(Moving) from being a class teacher accountable to your immediate superior to suddenly being involved in the day to day running of courses and being given a year group, and the admin and the management involved in that, was very new for me.

Extract 6.2.12 Primary

And sometimes, particularly round about the times of visits, I would have times when I simply could not do anything else apart from process the visits and do all the admin that was associated with them and that kind of thing.

Extract 6.2.13 Secondary

I'd like to do research, I've just never (done any), and there's no time to do it, but the scholarship keeps coming up in these probationary forms and things like that and it's come up in the portfolio (for the NLTP).

Extract 6.2.14 Primary

But I have to say it's harder than I thought (to get involved in research). I've learned the hard way, albeit I've only been here three years. I am now learning that so much of your time can still be devoted to teaching and the preparation for your teaching and your school visits and report writing, to the detriment of your own personal reading and research.

Extract 6.2.15 Secondary

The difficulty I find myself in now is that I'm probably spread in too many directions. You know, the subject co-ordinator role probably looks easy but it isn't and it's very very demanding in terms of admin and so on. I've also got course co-ordination roles for PG secondary and the online learning course. At the same point in time I'm still running a lot of the older CPD and newer CPD and I'm moving into the dissertation year for the MEd and at the same point in time you're trying to present at conferences, and it, you know

strategically makes no sense, I probably do have to tighten that up, but it's interesting – the difficulty is that you're interested in all these things so you try to do them but I don't know if there's any real longevity in that. I think there still should be an opportunity for the production of support packs for schools and authorities and it's a flaw that we don't have the time for that, but again I think it's just a factor of being spread in so many, in so many different directions.

Extract 6.2.16 Secondary

And it's not because I've found year 1 (of study) hard, it's just that I've found it hard to juggle with all my own stuff. Maybe I'm at fault myself in that, because looking back on this year and last year, there's plenty of things I've sought out to do and if I was at the point where I wanted to go and kick (*HoD*)'s door down and say 'you're working me too hard here', he would quite rightly look at what I've done and say, 'nobody asked you to do that, or that', and I've done it because I enjoyed it, so I can't complain too much that the MEd's been too hard to fit in with my other stuff, because some of the other stuff's been of my own doing.

Extract 6.2.17 Secondary

It (course administration) was a total mystery. Where on earth you were meant to start with it all, and you would do things that you thought were perfectly sensible things like look at the assessment and think, 'that's not working, the students are all making the same mistake, so what we need to do is change the assessment, put in a wee bit extra stuff' and you were half way through this process when somebody said 'but you can't do that' and you think - - oh, right – … …

… … I still don't think it's best fit, I think there's a lot could be done to make it lighter and to trust more of the people more of the time and I'm not particularly happy about the way there's this threat of litigation somewhere in the future … … and the roof's going to fall in and it's going to be your fault and you're going to end up in Barlinnie. I feel that's not the best way of imagining, of coming up with an education system that's useful for students, by being afraid of going to jail if you get it wrong.

Extract 6.2.18 Primary

And to enjoy your job you really have to be able to have some say in what you are doing and I think that's why I like this job. We have a lot of say – you know we have the responsibility, we could change that course, we could do things.

Extract 6.2.19 Primary

I also enjoy getting a lot of professional autonomy. I felt within schools, particularly as a class teacher, you are hugely accountable and you are tightly timetabled, whereas here it is assumed that you will be professional, you will get the work done, you will get your preparation done, you are not having to justify your existence for x, y and z and I like that collegiate feeling that you get here. I don't feel that you always get that necessarily within school.

Extract 6.2.20 Secondary

Actually, no matter how much time you have, there are always things filling the time. There's always more stuff to fill into the job than the time that you have, and that was the same being a guidance teacher.

Extract 6.2.21 Secondary

One of the things that I always find difficult to cope with is the tension between the immediate and the significant. There are always things that you can do completely legitimately to fill your day and you can never get round to the thing that's **the** most important thing.

Extract 6.2.22 Secondary

I was expecting to be doing the (*concurrent secondary*) course …… and I do teach on that course, but not as much as I would like to and I teach more on the BEd primary and PG primary … …

Extract 6.2.23 Secondary

When I applied for the post, and was offered the post, I remember then asking if I could have it on secondment and was told, no I couldn't or (they would) rather I didn't because of, now I've thought sometimes I'm losing my mind thinking, 'did I actually hear this?' and I did hear this, either 'successive management' or 'leadership', I can't remember which it was and that was why it was preferred that I would take it on as permanent. So I did - - - and I've still really never found out what that involves.

Extract 6.2.24 Secondary

The funny thing is that I'm now beginning to think this - I now find that the job is far more demanding than previous jobs and former colleagues find that a difficult one to… – because I think there's this outside notion that all we do in here is sit in rooms and read books and it's very comfortable and it really is astonishingly inaccurate, but I'm now in the position - I'm full of contradictions (laughs) - where I now believe it's a far more challenging job

Extract 6.2.25 Primary

When … first told me the job was coming up about a year before, she said it would be a (university) teacher's contract and I said 'What was that?' I'd never heard of that before. She said, 'Basically everything's the same, except you're not expected to produce journal articles' and I said, 'That's fair enough.' 'But you'd be doing lecturing, you'd be doing other things,' and I said, 'Well if the job comes up I'll see.' I can't remember what it said (in the advertisement), I think it said university teacher/ lecturer. But during the interview, … was chairing it, he said, 'I imagine you'd prefer the teacher's contract?' and I said, 'Fine' - before you know it the thing was in the post.

Extract 6.2.26 Secondary

At the interview I was asked whether I would want to be put on a lecturing contract or a teaching contract, and I didn't really know what that meant; but I knew that I had done some research before and I enjoyed that and so I asked to be put onto the lecturing contract. … … … I don't honestly know at the moment if I had known what it was going to be like; whether I would just have opted for the teacher contract because it would have seemed the safest option and I would have known it was definitely within my powers.

Extract 6.2.27 Secondary

It was down (in the advertisement) as university teacher or lecturer and I spoke to an ex-colleague … … who is now a lecturer in a university in England and he said to me you may be asked about research in your interview so you'd better go and have a think about that. So I did go and have a think about that and it did come up at the interview, but I had no background in research.

Teaching in Higher Education – same or different?

Extract 3.1 Secondary

The first time I gave a big lecture for PGDE for the whole course, I couldn't sleep the night before. … Bag of nerves – came up the road from it and could not have told you, if you'd rated that lecture on a one to 100 scale, could not have told you where between 1 and 100 it fell. If somebody had told me that it was the worst thing they'd ever been at and I'd have to do something about it I would have just meekly accepted that – I'm sorry and I'll try harder. One girl came up at the end and said it was the first time anybody had ever made sense and this was, like, October. But I still couldn't accept that as being, you know, - - an indication that therefore it must have gone well because she's one in 250 folk, maybe she was just dogging it for the rest, I've no idea.

Extract 6.3.2 Primary

How's it different – …Working with students, again, it was a wee bit like going from working with children to working with adults and you think this will be similar but it's not, it's quite different from working with teachers because especially on the BEd course, the young people are very young, again, compared with, I suppose, many of the teachers I worked with on courses were teachers in their 40s who had been teaching quite a while. So there are two sides to it, I suppose. There are some of them quite keen, quite motivated and enthusiastic because they have chosen this career, but you also get those who I suppose are – hard to motivate – because they have drifted in (mm) … it was quite - - I suppose, quite a difficult thing to do when you do your first big lecture in the lecture theatre with all those eyes on you. Some people are quite confident, they're quite happy with that and always were in school.

So at first I was quite daunted at the thought of standing up in the lecture theatre with all these eyes on me, but once I got into the subject matter and for example with say BEd1, BEd2 (*subject*), provided I was up on my facts (laugh) and had read it all up and made sure that … … I was really happy with what I was saying, then I really quite enjoyed it.

Extract 6.3.3 Primary

My first year here I was trying to come to grips with my teaching because in a way, standing in front of… … , 320 doing your big lecture, you're a teacher – once a teacher, always a teacher – but you have to get used to the sheer volume and the numbers – the way you deliver something to 25 children is different to how you would deliver it to 325, so it was learning that craft – it's kind of refining, quite frankly, and getting over the nerve thing.

Extract 6.3.4 Secondary

They come over the year 6 times and, - which isn't very much at all, and the other thing, of course, the difference between teaching in a secondary school and teaching here is that the lessons are 2 hours long, or 2 and a half hours long, which is a hell of a long time, so you've got to break the lessons down into shorter activities and things, otherwise the students would be going off their heads. So again, that's a different thing as well. I've had to think about that and how to keep activities short and make them interesting and move on

to something different, so that's been quite interesting for me as well, thinking about all that kind of thing. - - - a lot of the stuff that we do with the BEd primary, we can - a lot of the course we have had adapted bits for the PG sections so it's more or less the same thing, or kind of the highlights – the PG is the highlights of the BEd course – the best bits – it's difficult because they only get 12 hours, so the BEd1, BEd2 is 40 hours altogether over the two years, so it's just the top of the pops.

Extract 6.3.5 Secondary

It's a hell of a lot easier in higher education than it is with … … 30 kids that are very very challenging, you know the students listen to what you are saying, the trick is to just make it a wee bit interesting… … I did take on board what they (on the NLTP) were saying, ok, fair enough, that's in one context and now it's another context, but I wouldn't say it's been dramatically different at all apart from the numbers. I think especially the type of student that we get … … to be honest, on a lot of occasions it's just like teaching larger classes. I don't know, I mean all the evaluations are working out so far, so … …

Extract 6.3.6 Secondary

The NLT programme did remind me that I was working in a different context, but when I went and read about that context, what I was finding out was that – schools – the school that I had worked in had – had a lot of good practice. And that what I was doing was allowing that to happen within a classroom. I did – one of the things that I found difficult was getting to know the names of the students because you only see them once a week. I remember saying to a colleague who is now retired 'how do you do that' – because I like – for me teaching is very much about relationships and I always feel that if you know the students' names they feel better included in your class. One of my colleagues said to me that what you should ask them to do is to sit in the same places for the first six weeks or so until you are sure of their names. And – I have worked on that, but I do find it difficult to keep people's names in my head when you're only seeing them once a week **and** when you're not getting work in from them every week as well, which helps to fill out your sense of their identity. - - but apart from that, - - I was quite interested in the stuff that I read about higher education, but I wasn't finding methodologies that were vastly different from those that I had – been using myself although they had to be adapted and that sort of thing …

Extract 6.3.7 Secondary

I love the students, I really, really, really care for the students, and **as** I did in school I'm happy to work my butt off, just constantly, they really matter to me – how they do matters to me and the fact that I do my job as well as I can matters to me greatly… … Methodology might change slightly, obviously language, obviously expectations in relation to - - other things, like you know not chasing people up for things, giving a big deal of responsibility – em – but I would do that in school as well, because I think that's important but in different ways – it's really just adapting - - and obviously considering a greater amount of - - - prior learning …

Extract 6.3.8 Primary

I don't think it's that different, really... It's obviously it's a different audience and it's not ......In school you're cutting out the middle man, or you are the middle man. In school you're the teacher, here you're teaching the teachers, so there's this two-step thing and you're trying to prepare them for the classroom. To do that you're thinking of how you would do it in the classroom and trying to impart that to them and in that way I don't think it's that different because you're just trying to ..... I'm not sure how I would analyse it. I suppose the big difference is that it's adults and these kind of things, looking at the classroom you're so much different from the children, you're an adult and in here the students are still in your care but they're adults.

Extract 6.3.9 Secondary

My difficulty with the advisory role was that it shifted to a quality improvement role and I was sort of always very keen on the idea of advisers, you know, real strong subject-based knowledgeable support mechanisms and that kind of shift to challenge maybe without the same degree of support was always a concern, so I think I may be happier in this role because it's pretty much, yeah, there is challenge, but I think the balance in the role is more towards support and I think that's maybe where I fit in best. … …

Extract 6.3.10 Secondary

I'd think of myself more as an educator (than a teacher) and I love the teaching side of it, I really do. And once again it's driven by this 'anything is possible', people can attain, it doesn't matter what has happened in the past, well it matters, but even so I can help, I can enable them, and so I like that bit, that's a good bit.

Extract 6.3.11 Secondary

I think if you've been teaching in schools, you're used to … … thinking about all the things you should be thinking about like how am I going to assess it, that kind of thing and you're evaluating it, doing all the things you're saying to the students that they should be doing when they're going into schools. One thing that I found very quickly was that some students who disagreed with what I was saying – … …. students, you know – "but that's your opinion Xx", and thought, well yes, it is my opinion, but it's also 25 years of experience, but I have to back this up with hard facts as well, so for the first time ever I did have to go to books and just find statements that backed up what I was actually saying in class. All the stuff I was saying was the right stuff and it was all good practice but you ' by the way it says in this book here, all these things that I have said.' But everything that I was saying was the right things, because I knew – and that was the way I was teaching anyway.

Extract 6.3.12 Primary

I try to have a good introduction to them in *(subject)* . I suppose a lot of people say good teachers did that all the time. But you're much more aware that you're deliberately doing it, so a good introduction and I try not to let them leave at the end of a *(subject)* lesson without saying 'tell the person beside you what you have learned in here today that you

didn't know when you came in, or a skill you have developed or whatever and you don't get for lunch until you have done it' you know that kind of – and I do try to – get them talking about their learning – I didn't always do that before.

Extract 6.3.13 Secondary

I mean I can understand some people being concerned at the prospect of standing in front of 300 students. If you're coming from a traditional school background, that will never have happened. It may have happened if you've maybe been an acting AHT or depute and taken a whole school assembly or something, but it's unusual, that's pretty unusual. I mean I've been used to it through SQA work, marking meetings and so on. The fact that what you do here is very very different – I mean I'm not teaching (subject) as such. You know, you're teaching the pedagogy of (*subject*) and that's different, that's very very different.

Extract 6.3.14 Primary

Here … … I think you have to be (abreast of current issues) , because we're the ones that have to disseminate them to the students in the first instance and guide them towards ... … , so and so says this, here's a new book out on behaviour management, and try this method, here's a wee problem-solving activity in … …, here's some .. … strategies. But I have to say it's harder than I thought.

Extract 6.3.15 Secondary

(Teaching and learning in HE is) different. I don't know how good a job I'll make of explaining the differences, but I'll have a go. Fundamentally it's the same, … how I teach the students is how I teach, or how I taught kids in school. The biggest difference in higher education is that I need to be very explicit about what I'm doing because I don't want any subliminal messages. For example if I teach something to the students downstairs and I imply a particular strategy, I'm sorry but I think it's too much of a risk for me to hope that they'll go up the road and they'll reflect themselves and think, "oh aye, he did that for an introduction then we moved on to da de da" and it would be nice to think that they'll all go up the road and either that night or the next week or two years into their career they'll think –" I remember" – I think it's too important to be left to that kind of chance, because the good students will cope with that but the good students will cope with anything so I think what I have done is built in specific parts of the course and specific parts of any individual day's session when we actually stop and analyse what we have just done… … the main difference in higher education is that it really has to be explicit and you really have to be able to talk the language of 'why did group work work then' and when was the right time for me to employ a didactic, stop what you're doing, give me 100% attention, you need to listen here, and when is it student/pupil centred, and when is it completely just – here's the resources, you choose your own model of how you want to take this forward. So because they're going to be end users themselves of all the strategies I'm going to employ, the strategies themselves become as much part of the learning as the topics. The topics are just the vehicle for the teaching and learning and eventually they have to become so clued up on all the possible strategies that really the curriculum content could be neutral, it doesn't matter; they could even, it would be nice to think, they're not, but it would be nice to think they could, get to a point where they could even feel confident they could have a good stab at teaching maths, or French, just because they know so much

about effective learning and teaching, and effective delivery. So long as we're not talking higher and advanced higher level, we're talking the kind of thing that Joe public could pick up a textbook and get their head round in a hurry, confident in their own selves that they've got teaching and learning sorted – they're teachers first and subject specialists second – that would be a target for me.

Extract 6.3.16 Primary

When I did the new lecturers' programme, you've got to do a statement as you know of your own philosophy of education and I thought, well have I **got** a philosophy of education – I'd better start thinking of one. (laugh) I did a lot of reading on the idea of higher education because I think its very important to think about what we're doing in the wider context and not simply focused on primary or secondary schools and came up with the idea, not the idea, other people's ideas and how this is a debate that's been going on for a while and the role of education and higher education and promoting knowledge, promoting thinking skills, how the two are not in separate compartments that as I said, you can actually become a thinker while at the same time absorbing knowledge from the past as well. Not just last month, but to think about it and maybe that's the way I'd see my job here, to give the students a chance to look at things that have gone before, to think about them, to then apply them in their own practice, hoping that in schools they have a chance to apply it in consultation with their teachers and try and see if it works because I'm sure certain things work in certain classes that might not work in other contexts. Now that's a great fault line, I would perceive, one of the fault lines in the faculty – those who see the job as preparing people to teach a subject, and those who see it as something a bit more than that. I've had many discussions with people in the department, just informally, and there is a division, which I don't think is insurmountable but some people really emphasise the need to teach them how to teach, and some people put stress on, well we teach them knowledge and exemplify good practice that they'll absorb – now, can they meet somewhere in the middle, that's the question and what is the role of a faculty of education in the wider university situation.

Now the thing - is good practice in HE equivalent to good practice in the primary or secondary school? Probably in most cases, yes, if you're organised and if you try to explain to the students at the beginning of the lecture what's going to happen in the lecture… … if you do two or three intentions in the lecture and maybe stop half way through for a quick recap; and I always begin the second half with a quick quiz and say, 'well here's a thing you can do in the classroom' and always finish off with quick recap of the main points. So I would say to the students especially the BEd where you've got a longer time, 'well you could try these things on the next school placement.'… … And also I show them the sites where they can download the pictures, how could you use this in a … class – I don't give them the answers - go away and think yourself in your own time and give them the reference. Hopefully that's a model of good practice as opposed to saying you have to do this, you must do this, I want to see this … …

Extract 6.3.17 Primary

… … the *(subject)* side of the job was the one I went for. I came in and it was a surprise to me then to find myself a core tutor on the BEd3, not the first year, well, yes, the first year we were both core tutors. That was really difficult, I think, because I had never really thought about how to train people for teaching, really, I hadn't and even when I applied for the job and I knew I'd be teaching people *(subject)*, I knew I'd be going out on school visits, I'd be assessing students, but I hadn't really – I suppose I thought there would be a

department as there was when I was 100 years ago at college called methods or something like that where people were only in that department and taught students methods all the time and I was quite surprised, probably in my first week in or second week to say you're going to that class, there's a lecture and then there's a workshop, here's what you're doing and that was really difficult. And that first year *(colleague)* was quite good, I could go next door, but again I always felt I was interrupting her core group. I see now, I'm more like she was now, with my groups, getting them all to work and chatting away to them while they're doing the tasks, but that first term I was kind of standing behind the desk while they were doing the tasks saying 'oh God, I wonder..' while they were doing the tasks. That was the hardest part probably going on to that team, ….. and yet….. if I think about it logically, that should have been the easiest part for me, as a primary teacher of 30 odd years in the classroom, and loved it and successful and got loads of ideas, you know, …. I feel I could be really good at that, telling people how to – yet, I'm more comfortable with the *(subject)* because, I suppose it's more kind of - - regimented.

Working in HE – a new world?

Extract 6.4.1 Secondary

MMcC: How did you envisage coming to the university? Was it as someone who'd be supporting student teachers or was it as an academic, with the research side of things?
No, that's an interesting one – no, definitely not the research side, definitely not the research side. I think the culture was different ….and I think the culture's changing, it's definitely changing and I've become much more involved in research, no it was very much the idea of working with students – you know, in terms of lecturing, in terms of school visits. I knew there was likely to be, if not at the start, as the job progressed, a fairly significant administrative input, but I very very quickly engaged in an awful lot of CPD – I was doing something like 20, 30 courses, so I kind of brought that from the advisory service and started on that, and that maybe deflected me away a wee bit from research, although the NLTP kicked in fairly quickly … … I certainly don't think of myself as a researcher, at all, and yet it's forming more and more a part of the job. I mean I'm in the second year of a higher degree, I've written book chapters, I've written articles, presented at conferences, but I don't think of myself, it's probably because of the context, I mean you do one thing for 20 years, you will hold on to - -(the role) - - that role, yeah … that's really where I see my role and that's in the translation of the best research into a kind of practical output in the vocational landscape. And that's probably, probably a very sensible role for university teacher. I'm not saying all of it (laugh) because I don't think all of it is, but certainly some of it is, and that's – I'm trying to think about the skills, I mean - - the skills of a researcher and the skills of a teacher – I'll be honest, I mean, if you'd asked me this three years ago I'd have said that they were kind of antithetical skills, I still think that they're probably quite antithetical although there are a number of wonderful examples in here of people who seem to be able to do it all, but I think that's a very very, it's as rare as hen's teeth and probably continue to be as rare as hen's teeth, but it's nice to see it. I think that most of us probably have to be content to take one of the two routes … …

Extract 6.4.2 Primary

I've never really been interested in doing research at a personal level, although I like reading other peoples, you know the CASE and so on and the impact of research interests me and all the AiFL and so on, but as far as I can use it in the classroom practically, but I've never, I suppose it's because I've not had time that I've not thought about it, it probably would be quite interesting to do some kind of research. I've definitely never thought of myself as – you know, I think it is this 'primary teacher'. I'm a primary teacher. … … What would interest me is looking at how all the different school tutors assess their students and that is very difficult, that's a big, big thing. I think we should be looking at that, how level our playing field is with students, because that is a bit of a worry … …

Extract 6.4.3 Secondary

 I'm interested, I'd like to do research I've just never, and there's no time to do it, but the scholarship keeps coming up in these probationary forms and things like that and it's come up in the portfolio (for NLTP) … … and I'm not sure how I'm going to get round the scholarship bit. … … I suppose it's getting that time to think of what you're doing which the scholarship element of it, it's being able to say 'that's how I've done that', but it's difficult to find that space. When you're doing both BEds and PG, that's your whole year caught up from the beginning of August …

Extract 6.4.4 Secondary

Up till now I've had to do research proposals, I've had to read other folks' research and comment on it and that's been the extent of it. Year 2 in the MEd, that'll be the end of the phoney war I think and I'll have to identify something of my own and carry it through, I'm sure that's the case although I haven't felt that I had the nerve to start asking questions about year 2 yet because it's just been enough to get by.

Extract 6.4.5 Secondary

… although I've just gone into collaboration with somebody **on** a bit of research, that looks like it could be quite interesting, somebody from the Art School – looking at what makes a good teacher, basically.

Extract 6.4.6 Primary

It also brought to mind, or reinforced, the idea of the need for continual scholarship in the job, whether it's published research or your own research or anything which feeds in to your teaching and how there should be a good connection between what you're studying and what you're actually teaching so that the students are getting something which is fresh in your mind as well… … Again, I've been doing that in the last couple of years and broadened reading in various areas which I've found quite a challenge in some areas but again it sharpens your analytical skills as well because they can go rusty if they're not used and being in here has returned me back to what I was doing before and it's a continuation of the learning as well as working.

Extract 6.4.7 Primary

I was employed as a university teacher, so research is not in the first instance necessary, but … … it would be good if I could do it, so it's actually given me a bit of time to get myself used to the new job and the different variety, the different variations of things within the job. I'd like to be able to think that once I've gained my probation I can, and getting more established with my teaching and my tutorial times I would like to devote some time to research, particularly as I am getting quite established in my subject area. It's something I would very much like to do.

Extract 6.4.8 Secondary

I spent – some time working on a paper for a conference that actually went nowhere and still hasn't been published, although the people at the conference said that they were going to publish all the papers and that sort of thing. And then, what I began to realise was that the whole research thing was going to impact on my life in a way that I hadn't anticipated and that was one of the dawning realisations of the first year… … But then the difficulty I had was that my paradigm for research was an arts based paradigm, you know, so you go away and read books and think about it and write things and I had no experience at all of the more educational based paradigms of research and – nobody I think picked up that that was actually quite **difficult** for me and it took me a while to work out for myself that it was the problem and then when I realised it was a problem I began to think, 'oh all right I can do something about it'. But by that time I had undertaken to do … … a textual analysis

which – I had a particular idea of what that would mean, but – the article has been bouncing around various people now and **they** don't see what I'm getting at, so something that I thought was going to be a straightforward route into educational research using my background in (*discipline*) has just taken up hours and hours and hours of work and not really got very far. So - - that was , that was quite demoralising in a way because you were doing something where you thought, 'you know, I don't really understand this, where am going with this, what am I doing with it', am I going to get fired and all the time … … I've found it (research) difficult. I must say it's been the most difficult thing - - and partly I think because I went off down two cul-de-sacs that didn't actually help me and so wasted a lot of time and because of the RAE, my position was that I needed to get two pieces – because I was appointed half way through the process – and although I have written three articles, or one chapter in a book and two articles. The chapter in the book has been published, one article has been accepted but they won't give me a publication date. There's another article out for consideration but I feel that they're taking their time with it and I don't know whether it's going to be turned round in time. So, I mean, that's a huge pressure, but that's a pressure for established members of staff as well as new members of staff, and I feel that people have been as helpful as they can, it just is difficult, there's no two ways about it, that. There is a big implication in my mind as far as I'm concerned about whether lecturer contracts can be staffed by people with a background in teaching or whether they really have to be staffed by people with a background in educational research, because, the jump that you have to make, the amount of uncertainty you've got to let yourself to through, the risk of failure that you have got to live with, is actually quite high and I think – I don't honestly know at the moment if I had known what it was going to be like; whether I would just have opted for the teacher contract because it would have seemed the safest option and I would have known it was definitely within my powers and also it would have given me the chance to actually think much more seriously about teaching and learning rather than doing it this other way round where you're thinking about your research and then you're hoping that that feeds into it somehow, rather than actually doing the kind of stuff that I was reading on the NLTP course, where you could start experimenting with different types of classes and different methodologies and writing that up so that your teaching became the source of your research rather yet than another place to try to learn about and bring all that back in to the university.

Appropriate induction into HE and into the role of teacher educator

Extract 6.5.1 Secondary

… there's so much going on that it's juggling balls all the time and you've got so many things to do you've got to prioritise and even then you don't get everything done, it's just this complete mayhem – and on top of that you're expected to do an NLTP as well, at the same time, as well as developing new courses… …And then of course, so you develop a course and you run it and then the next year you evaluate it and you think well, that was rubbish, I'm not going to do that, I'm going to change it to that, so that's the third time now I've run the course, so I'm happier with it now, but I've changed it every time, but I think I'll probably more or less keep it the way I ran it this year, but it takes you all that time to make up a course, doesn't it, and then on top of that having to do NLTP and the first year I also attended the classes up at the building up the road, but it was a complete nightmare because all the classes were run during term time here and I had classes here all the time. My timetable here, if you look at it, it's not the same every week because sometimes the students are in and sometimes they are out but if you look at my timetable and counted up the hours, if all the students are in, which they are for a number of weeks, it's something like 27 and a half hours contact time in a week. So how can you fit in – you have to ask your colleagues to cover your classes, so you have to double up classes, but then you feel quite bad about that so you've got to give something back to your colleagues – they're not going to do it for nothing, well they'll do it for nothing, but you feel like, well, I'll have to do something back, so when it comes to the NLTP there was something like – how many days would there be, about 4 days altogether, so trying to fit all that in was a nightmare so at the end of first year I wrote to VG and I managed to get out of going to the classes and be portfolio only… … So, second year I didn't do anything for NLTP other than every so often VG would email and ask how I was getting on with my portfolio and every time I wrote back said sorry I haven't had time to do anything so I'm still at that point. I got an extension for my portfolio, I went to see (HoD) and said, look, when am I supposed to do this portfolio, I haven't got any time, if you want people to do this you have to give them time. He agreed (laugh) and that was it - - he agreed that – anyway, so I think I really strongly think that they shouldn't be asking people to do this NLTP. The other thing was that all the other people who started at the same time as me who were asked to do the NLTP as well, they run like one class a term, if they were up in the science faculty or something like that, or maybe had labs to do – and oh, my god, I've got a lecture this term – to 300 students, a one hour lecture to 300 students and that's it, and what do they do the rest of the time, they do their research, they work in the lab and they do their portfolio – laugh - - anyway.

Extract 6.5.2 Secondary

Well I've managed to get three inputs waived because I was actually teaching and I couldn't get there, and I've had to have another extension on my portfolio, so it's now the end of August hopefully.

Extract 6.5.3 Primary

I think it's important to mention the new lecturer programme as well because even thought it didn't have a great impact on the school visiting aspect it did give you a sense of the overall HE context and I reckon that's important and the aspect I found most pleasing

about that was coming together with people of varying ages and backgrounds and varying departments that I actually looking at things afresh from people who've come from schools and from other areas and have never been in schools before, so lots of questions were raised from people, who'd never experienced education from a teacher's side and I think those of us who had been teaching for a while found it quite funny going in there and being lectured to, so to speak and you're lecturing people about yourself. One of my colleagues said it's like asking a doctor to go and do a course on how to take blood from someone, but I think what I enjoyed about it was to discuss things on a theoretical level with people who weren't aware of the politics of education. It also brought to mind, or reinforced, the idea of the need for continual scholarship in the job, whether it's published research or your own research or anything which feeds in to your teaching and how there should be a good connection between what you're studying and what you're actually teaching so that the students are getting something which is fresh in your mind as well. That did come over , especially doing the portfolio, maybe just the way I approached it, but certainly talking with the mentor in the NLTP programme that did come over, the need to always be fresh with scholarship. Again it's something to add to your workload, but it's probably something I enjoy quite a lot myself in this particular role.

Extract 6.5.4 Secondary

Now – the NLT programme, although I did feel that a lot of what they were talking about, particularly about the learning cycle, was stuff that I already knew, I did appreciate the chance to read some books about education in the Higher Education context and to catch up with what people were saying there – that that was quite good in that it gave me a sort of a look at actual – teaching and methodology and that kind of thing for the level that I was at, so that did definitely develop me there.

Extract 6.5.5 Primary

Although, one of the … requisites of the job said you could possibly have a degree in (*subject*) but not quite necessary, but preferable. I applied for the job anyway, not having a higher in (*subject*) (laugh), but having a keen interest in it, and fought off the competition and got the job, so I've spent the last three years on probation, which I've just completed … … Then there was the probationary course, the three years. What did I learn? What impact did that have…Certainly it made you reflect and it was quite good to find myself again writing essays (laugh) doing literary pieces which I suppose I hadn't had to do for quite a long time and once you get down to that you get quite a kick out of that, it was quite enjoyable. But I think there were areas of that that could have been improved, as well, particularly for those of us in education to be … doing the training with – new lecturers and teachers from other departments and faculties didn't always, wasn't always the best way. I did say earlier that it's good to have a wide experience, so I suppose it added to your knowledge in that way, it was quite good to speak to people from the medical faculty and dentists and so on, but as far as probably the content and some of the tasks that we were doing, for example, the kind of assessment and so on, which teachers base their whole – you couldn't or you wouldn't – shouldn't! (laughs) be teaching all these years if you're not, you know, basing what you do on previous assessment anyway – we're well grounded from the day we start teaching on assessing our pupils and yet we were asked then to philosophise on assessment, you know

Extract 6.5.6 Secondary

… … but I very very quickly engaged in an awful lot of CPD – I was doing something like 20, 30 courses, so I kind of brought that from the advisory service and started on that, and that maybe deflected me away a wee bit from research, although the NLTP kicked in fairly quickly (laugh). It was interesting as well to find that all of a sudden you were on probation again after being a kind of leading light nationally in your subject (laugh) - that was a bit odd, but it didn't bother me greatly. I didn't admit it to anyone outwith the institution, I've got to say

MMcC: *That you were doing probation*

No I didn't. I think they'd have laughed, and not in a kind way.

MMcC: In terms of the course, how did you find it? Did you find it useful?

The NLTP? I think it was a dreadful error. The ideal thing I think for them to have done would have been to begin anyone on the university teacher contract on the MEd which is what I'm doing now which is far, far, far more useful. I don't have anything ... … I mean you know the people who do the NLTP are very, very decent, gracious, organised and so on and so forth, but it actually was insulting.

MMcC: *So you're now doing the MEd in – what's it called?*

Academic practice … … And I think that starting (the NLTP) - you know I don't mean that in an offensive way at all – I mean, I'd won teaching awards, but I think the argument was that - yes, but not in higher education. It's easier, it's a hell of a lot easier in higher education than it is with, you know 30 kids that are very very challenging, you know the students listen to what you are saying, the trick is to just make it a wee bit interesting. I think it would have been more helpful to people coming from traditional academic backgrounds maybe to focus on the teaching and for people who were coming from non-traditional academic backgrounds to focus on research and scholarship – that just seems to make sense, I think, it's even the way that they are going to go with it.

Extract 6.5.7 Secondary

I just found out this morning, funnily enough, that in spite of a very positive report from my mentor and my head of department for year 2, I can't remember the name of the committee, maybe it's the probationary committee, whoever it is, have given me the nod for the end of year two saying that's fine. But instead of waving me through year three as I'd hoped and as my head of department had indicated would be the case, given such a strong report, no, but they've said, "and we'll see how you get on in year three," so I've got year three to contend with, well when I say contend with it, I'll not lose any sleep over it and it will come and it will go and I won't really notice it, other than I'm doing the MEd. Maybe summarise the whole of the last couple of minutes chat by saying if I was asked my opinions on the probationary arrangements I would say that they could do more to recognise people's previous - - and I wouldn't have got the job if they hadn't recognised my previous teaching experience – and they could save the university and me a load of grief if they would (show) - - . you know, through their actions they actually believe in my previous experience and by waiving some of the probationary requirements it would have been helpful for me. I could have concentrated on other things. I don't doubt there may be people coming into jobs like mine who maybe have got less number of years under their belt, or other less relevant experience who could benefit from a rigorous probationary

structure, but I didn't feel I was one of them, I could have done without it … … Oh, that's negative, didn't mean it to be…. …

… … Yeah, if somebody identified that actually you're not teaching them very well, or evaluations are saying that you're pitching things too easy or pitching things too hard, or you're not offering this, or you are offering that and you shouldn't be, I don't have a high degree of confidence that there's stuff here that's going to put that right for me. I think things are panning out well, and that's just as well they are because - - - well if the ball got thrown back in say (HoD's) court saying here's teacher X and they're not doing very well - - - I'm not that convinced that they'd know what to do about helping teacher X. I don't see a lot around – maybe though, maybe there is a lot around and I just don't see it for good reason because it's all kept confidential between the probationer and mentor, so , I shouldn't jump to conclusions – I hae ma doots, but maybe - - (laugh)

Extract 6.5.8 Primary

I think that our teaching is quite top-heavy compared to – I have come to that conclusion through meeting colleagues through the NLTP. When you look at their timetable of teaching and you look at our timetable of teaching, they're like chalk and cheese, aren't they?

Extract 6.5.9 Secondary

… …another thing that I was surprised at when I came was they said, 'oh, you're a probationer, you're a probationary university teacher.' And I'm like, 'what? You mean I'm giving up a full time job and you're telling me I'm a probationer? and what happens if I fail my probation?' Not that I was expecting to … … So, I had a year's probation to do, so I did my year's probation and had to fill in masses of stupid forms for that and … and I had to concoct … … a probationary form which we did, he's very good at that, I'd say and then at the end of the first year, they said, 'Now for your second year of probation … … we need you to identify what you are going to do for the second year, what you're going to be focussing on,' and I said, 'No I've only got one year's probation to do.' 'No, no, everybody's got three year's probation to do.' I said, 'No, no, I've just got one on my contract, just one year.' 'Oh, don't think so!' and I had to bring in the proof that it said on my letter – one year probation – so they were quite surprised at that. God knows how that happened, whether it was an administrative error or not, I don't know but I managed to get out of having to fill in these crazy probationary forms again, so that was a relief. Because it's amazing how much time that actually took, time you don't have.

Extract 6.5.10 Secondary

I had to do 3 years probation. This was briefly mentioned at interview but I had no notion that it would last 3 years. It wasn't an issue for me. I did think it was a fairly onerous timescale but some aspects of the NLTP course were useful, not least, compiling a portfolio. I know some people took it as an almost personal slight implying they didn't know how to teach, but I didn't feel that. I just thought it was a bit one-size-fits-all bureaucracy and that a more precise system would be developed in the future.

Extract 6.5.11 Primary

When I came in I was given a mentor … … and we met informally quite often. And in many ways that was more valuable than the new lecturer programme in the practical, the micro-dimension here…… The discussions also helped me understand what are the politics of the faculty - not in any negative way, just what could be done, what is achievable and what is not achievable, what things **can** be changed, what things are aspirational, so that was good just to have someone to talk (with) and I think it's natural when you come into a new place to want to ask questions.

Extract 6.5.12 Secondary

I was offered another mentor, but, at that point – the person who was going to be a mentor, went off to take a sabbatical to write, so that was OK, I didn't have a problem at all with that, and then I was given another mentor. By this time it was year 2 and I went to speak to the mentor about the problems, where I was, and didn't realise that the mentor actually was having conversations with another person … … and I found that to be unethical and said to the mentor that I think, probably, I'd be if possible better getting somebody who was impartial and – and – eventually found my own mentor, who is really not a mentor, juts a sounding block, but - quite a nice person - - but you know, I'm at the end of year three now, just about.

Extract 6.5.13 Primary

(I had no problem in settling down) because it's a small department, we could all fit around this table. (Also) because I knew two of them quite well before I came here, and because it was quite small and we'd all been together for a while, it did come over as being people who were together, again, mainly, not because we're better than any other department, just because we're smaller.

Extract 6.5.14 Primary

The department I'm in just now, they're very good at sitting down together. Yes, everybody's in charge of a particular remit and a particular cohort of students and a year group and you can get a lot of informal support.

Extract 6.5.16 Primary

Because we're all in - it's a big base, it's a good room we've got there because there's always somebody in it, usually, even when teaching's on, so it's just a matter of shouting across the room, kind of thing, so I didn't need formal help or training (in admin procedures) - that wasn't readily available. They're really good and even emailing at home, we email on Sundays or anything, so that way, I've never ever been made to feel 'och, you should know that' or it's a bother not knowing that, or I need to, you know

Extract 6.5.17 Secondary

I've not met one colleague who's not been happy to come and let me watch them teach and sit in on a tutorial, then to come and watch me, give me a few pointers, give me a few guidelines, I can run ideas past them.

Extract 6.5.18 Secondary

It was tremendous working with … who was the subject co-ordinator.

Extract 6.5.19 Primary

In the first year I was here I worked in the big room … … I was in there with (four other staff members) and you did get a feeling of people working together because you were in this room, you could see what people were doing, you heard people on the phone, … … you knew what people were doing and you got the feeling, 'oh, I'm doing something the same, that's ok.' Especially in your first six months when you had a problem you thought, 'Oh I'm not sure about this,' you could ask somebody, 'what should I do here?' or 'should I do this?' and it was always good to have them to hand. Now we're all in separate rooms … … – we don't quite have that – well you do have the peace and quiet, so there are swings and roundabouts.

Extract 6.5.20 Secondary

… … I'm placed in an office with three or four other folk all teaching on the same degree, so that they're actually there, there's an immediacy for the help that I need has meant that I've been able to be the minimal burden to the department, I think, but still get the help when I needed it.

Extract 6.5.21 Secondary

It's been very difficult because I haven't had think time here, you know, mobile phones going off every two seconds, it's very difficult to sustain a train of thought. Eventually we got little work rooms created, it's probably about a third of the size of this, but you know it's bliss because I've got a window, and before I was away at the back of the base … …

… … I feel quite isolated. I don't feel that I have much in common with my immediate work colleagues, and indeed anything I suggest now is **not** done, or … things are agreed by other people and I'm not in the loop… …

… … you're here to provide a service for people and I don't think that my name should be in lights. I think (the students') names should be in lights because they deserve it and I just feel that there's this sense of one-upmanship, or - to see how wonderful one can make oneself look and I'm just not into that, really.

Extract 6.5.22 Secondary

So it was mysterious. I didn't find the university's website that easy to navigate and quite often would resort to typing in a word or phrase in the search engine and hoping that it was

going to take me somewhere in the right direction. The problem, of course, is that you don't know what you don't know at that stage - and that's always quite an uncertain phase – you're not sure what you're doing or whether it's right, what to do next and who to ask. Whether to use your initiative or not, it's a very awkward stage, but I did find that people were very helpful if you could find someone who understood what you were talking about, understood your particular case, and were happy to share information and that kind of thing. My problem was that it tended to be after you'd made a mistake that you got all this helpful stuff, because you didn't know to ask because you didn't know it was a problem.

… … I got a lot of support from my peers, people who had joined the faculty at the same time as me and that was a more kind of personal thing – I tend to be quite a fearful individual so talking to other people would sometimes give me a sense of confidence … … for I think my confidence levels were fluctuating a lot – and I would think, 'well – you know - - right enough, maybe it **will** be OK'.

Extract 6.5.23 Primary

I was never done running to somebody to check and they're going, 'you don't need to check, it's fine'. That's a new thing for me because in schools, especially primaries, I'm quite used to having to run stuff past everybody, you know, whereas here, there's a lot more, particularly the department I'm in just now, they're very good at sitting down together. Yes, everybody's in charge of a particular remit and a particular cohort of students and a year group and you can get a lot of informal support. I was assigned my subject head *(as mentor)* … at the time, and now …. I have to say they have been exceptionally supportive. I think a lot of it is through just observing good practice. I've not met one colleague who's not been happy to come and let me watch them teach and sit in on a tutorial, then to come and watch me, give me a few pointers, give me a few guidelines, I can run ideas past them.

Extract 6.5.24 Secondary

Again, I've been kind of fortunate and shielded from that (isolation) because I'm sitting along in a big room with five folk, but I would imagine that a more typical experience would be that folk are physically more isolated and even if they're not, there's still the thing that you're in higher education now and you're perceived to be able to operate at a higher level, therefore to admit that ….actually I don't know if, or that went really badly for me, isn't really as open to you as it might be in school … …

Extract 6.5.25 Secondary

So at that point I had a very strong need to feel from others that they were in the same boat and they were experiencing similar challenges and the fact that they were willing to share that kind of information with me was something that helped me to stay afloat through these more difficult times, I think …

Extract 6.5.26 Secondary

(Other subject area members) have been very supportive and I realise now that in other areas there is no support so it just depends on if you are working with people who are

supporters or team people. If you are in with people who are not team people, tough, and it's just a nightmare, or it could just be a nightmare, and I know that from what other people have said to me. … … Certainly within my department, we collaborate and that's very important to me, that's the way I like to work. I don't think other departments - well, I would say that I've found here that it seems to be everybody out for themselves as opposed to working as a team. I think that's – not everybody, but I do find a lot of people working here are out for themselves, they're not out for the overall best interest of either the students or their colleagues, it's a sort of one-upmanship and I find that quite disappointing.

MMcC: … … As you say, in school you're there to teach the students, but why are people working here? Is it about teaching students, or is it about the research culture?

Maybe it's if there are too many things pulling them in different directions

Extract 6.5.27 Secondary

What I decided to do was … … had courses up and running already for BEd1 and BEd2 which is what I help her teach and when the students come to *(subject)*, to keep the numbers small so that they are workable, practical sized classes, we each take a class. So they come to the subject as a class of about 40 students, we split it into two and I take half and … … takes half so we end up with a class of 20 which is a good size for a practical subject and we more or less teach the same lesson with just our own emphasis on different areas, but we are teaching the same, we're collaborating that way, we're working together.

Extract 6.5.28 Secondary

We were given the same classes, the same courses at the beginning, … …and we'd talk through the power points and the (*subject content*) …

Extract 6.5.29 Secondary

They get 7 weeks of *(subject)* which … … kind of runs with me and then the rest of the year, it's called phase 3 it's the first part of the module, so I coordinate that and plan things …… I kind of inherited it, but I've developed it.

Extract 6.5.30 Secondary

I thought, I saw us though working as a kind of Morecambe and Wise, you know, and we would give these lectures (together)– we've been in the same room about twice … … Economically, I'm sure that doesn't fit the departmental model but educationally you could make a cracking case for it. We don't at all go in for any form of team teaching. There are quite clear lines of demarcation between (the different elements of the programme) - no crossover.

Extract 6.5.31 Primary

I'd been out doing that (assessing teaching) for people in various situations – not in schools, but the idea was still the same, to visit a student and watch them and have dialogue, so when I came in here I felt as if I was aware of what was going on in that particular aspect of the work, so in that case I felt the pathway was quite smooth. If you've not experienced that, how (are) you meant to go from being a teacher with a student beside you as a colleague to someone who's going in to assess the student in a school situation - that wasn't **really** made clear when we came in, there was no pathway where that could be done.

Extract 6.5.32 Primary

What would interest me is looking at how all the different school tutors assess their students and that is very difficult, that's a big, big thing. I think we should be looking at how level our playing field is with students, because that is a bit of a worry. Even for yourself, with 8 students you really have to - measure so often, stop and use a yardstick to measure what you're doing and – ensure that any personal, you know– students can be so plausible or so --- in your face or whatever (laugh) and you have to be really thorough and sure that you are assessing them fairly.

Extract 6.5.33 Primary

There's no formal training, it's all done very ad hoc and very informally which is another thing that actually surprised me, to tell you the truth. (Laughs) They let you loose on the students immediately, (put you) in charge of a year group immediately and they think that you will be professional and improving and you hope that you are. So you are learning on the job quite a lot, very much so. I think it's like when you start teaching, it's a bit of a leap of faith, isn't it? I think you're very aware of what you don't know and what you think you need to bone up on and come to terms with. But I've quite enjoyed the fact that I know I'm learning a lot as I'm going on and at the end of my third year it's lovely being able to take your memory stick, or access your computer and know you've got lectures and tutorials that you tweak and fine tune. … … My first year here I was trying to come to grips with my teaching because in a way, standing in front of… … 320 doing your big lecture, you're a teacher – once a teacher, always a teacher – but you have to get used to the sheer volume and the numbers – the way you deliver something to 25 children is different to how you would deliver it to 325, so it was learning that craft – it's kind of refining, quite frankly, and getting over the nerve thing.

Extract 6.5.34 Secondary

I asked for information about courses that were running because I knew I'd be working on the PG secondary course and I needed some structure on which – to use as a platform and was told there was nothing – like, just nothing – which caused me a bit of concern because I didn't even know the structure and I felt quite insecure about that, and when I came back after the summer once again, I was told there was nothing, just do what you want and I didn't find that helpful. I felt increasingly anxious.

Extract 6.5.35 Secondary

I think we're getting there, slowly but surely - - it's the same with changing anything, isn't it you've got a lot of ideas about how you want to change things, but actually doing it takes a long time and with institutions like this you just have to go slowly and just try to push the boundaries where you can and try to make a difference, but there's a lot of people – and it's the same in schools – a lot of people set in their ways and not really wanting to change and 'we've always done it this way so why would we change?' You would think that in education and in teacher education people would want to take on new initiatives but it's difficult, isn't it, to get them into that groove.

Extract 6.5.36 Primary

The discussions also helped me understand what are the politics of the department. Not the department, the faculty - not in any negative way, just what could be done, what is achievable and what is not achievable, what things can be changed, what things are aspirational, so that was good just to have someone to talk about and I think it's natural when you come into a new place to want to ask questions and maybe the questions you are raising are things which have been raised before and answered before but you don't realise that, you think am I the first person to ask this question, and it comes back – well actually it's been raised before and basically the idea was just to knuckle down and if things annoy you just get on with them because in a big organisation it's very hard to change things, just do your own thing and move on as best you can – (laughs) – I think a wee bit of laughter there - - - you just try and if you can change things, something within your own workload or your own sphere of influence, well great, and other things might just take care of themselves in the long term… … What is the rationale, what is the BEd for, it goes back to this fault line – teaching students to teach, or getting involved in higher education – I'd be more towards the HE side, but that doesn't exclude the idea of applying things. That's – it'll be fun, the next year or two – I think you've got to see the humorous side and do your best … … Keep smiling and don't take things too seriously If we all do our job the best we can the students will benefit and that's the main thing, not get caught up in internal battles, I'd say that's the way I would look at things

Extract 6.5.37 Secondary

It was a total mystery. Where on earth you were meant to start with it all, and you would do things that you thought were perfectly sensible things like look at the assessment and thing that's not working - right the students are all making the same mistake, so what we need to do is change the assessment, put in a wee bit extra stuff and you were half way through this process when somebody said 'but you can't do that' and you think - - oh, right – so then you begin to understand that you're working in a very bureaucratic system, that even slight changes like that have to go through various committees and you think, this is cumbersome, this is ridiculous, and then when you sit on the committees, you think, this is an absolutely failsafe manoeuvre, who would ever have thought about doing such a stupid thing on a course – you know in a very short time I've gone from finding that irksome to thinking that there are good reasons for it. I still don't think it's best fit, I think there's a lot could be done to make it lighter and to trust more of the people more of the time and I'm not particularly happy about the way there's this threat of litigation somewhere in the future that is going to be the thing that's going to happen and the roof's going to fall in and it's going to be your fault and you're going to end up in Barlinnie – I sort of feel that's not the best way of – imagining, of coming up with an education system that's useful for

students by being afraid of going to jail if you get it wrong. And I know I'm making that sound quite extreme, but I'm doing that to highlight the thought processes that are around even if they're not always stated with these kind of things… … because part of that is that I end up feeling that I do nothing right – you know, I don't feel that I get my teaching done right because I don't have enough time to sit down and read the journals and think right what could we do here, and I don't get my research done fully enough because I can't devote endless amounts of time to it, so it can lead to being very frustrating. And one or the things I think I realised at some point, probably towards the last third of the period that I've been employed here is that you simply have to live with these levels of frustration. If they become – so bad that you can't live with them, then I think it's a sign that you're in the wrong place and as long as you can actually live with them, then these are the tensions that everybody else is living with. So, it's not as if they've got a solved version of your life and you can't somehow see that or you're not clever enough to have worked it out, it's that that is the way it is for everybody and in some ways once you get to that stage you stop being so frustrated because you think 'this is just difficult'. We're being asked to do something here that is difficult.

Extract 6.5.38 Primary

Maybe a fault of being a primary teacher is that you help them too much, you know it could be thrown right back at me, somebody could say they don't need that they are doing a university degree, they have gained the entrance qualifications to get into the course, leave them to it, steer them in the right direction, give them your input and then let them go away and read up on it yourself the way you would if they were up in the main quadrangles doing philosophy or Greek, or something - I don't know, maybe we do spoon feed them too much … …I don't feel qualified, again, being quite newly in I'm probably at the stage where I'm jumping through hoops, this is what we do, so therefore we do it - it's only now I'm beginning to think, you know how the longer you're in something you see different ways of (doing) ... ...

Extract 6.5.39 Primary

Yes, I'm extremely happy, love it, I absolutely love it, I love my job … … And to enjoy your job you really have to be able to have some say in what you are doing and I think that's why I like this job. We have a lot of say – you know we have the responsibility, we could change that course, we could do things, I can do things in *(subject)* , you know, and say let's try it this way and *(section leader)* would.

… … it's the first part of the module, so I coordinate that I kind of plan things and work with the technicians but I kind of inherited it, but I've developed it and I've put, for example formative assessment … … – I've put a slot in that which I've brought to the faculty myself and one for post grad primary formative assessment and thinking skills in *(subject)* for post-grad primary and for BEd2 so there are things that weren't there before I came so . .

Extract 6.5.40 Secondary

My thing is and always has been the ICT and that's the agenda that I'm pushing. So in the three years that I've been here, I can see a big improvement in the use, our use of ICT and students' use of ICT and we're bringing more and more ICT into the courses… … I can

now see my influence on the courses and how things have changed and we do collaborate a lot and talk about things and decide how we can bring the courses up to date, and change things and bring in new things like co-operative learning, ICT that kind of thing so we're doing all that together, so that works really well.

Extract 6.5.41 Primary

I took the liberty of giving a few recommendations (laugh) of things they maybe could do just to makes sure practice is consistent without having a straitjacket on every course.

Extract 6.5.42 Secondary

I was asked to develop a course right from day one, I couldn't have done that if I was just in the door, *(participant had an earlier secondment)* but (colleagues in section) they've done all these things and rather than somebody actually formally walking me through the process I was able to start it, make a couple of mistakes, run it past M, run it past B and cobble my way through it, to be honest, without making any horrendous bloomers because I was able to get stuff checked regularly.

Extract 6.5.43 Secondary

I'm now in charge of the secondary course – and that's good, I like that. There's an awful lot to be done on that, that's ok, I like that as well – but as far as the others *(programmes)* are concerned, I don't really have a role in that and certainly I don't have a role in course design, and I don't know why I don't … … because I feel that I do have expertise that I can offer, but I'm not getting a chance to.

Extract 6.5.44 Secondary

There's a lot of things they could learn from secondary schools, or schools, I'm thinking of the secondary school because that's my background, but there's a lot of things they could learn like forward planning, actually speaking to people and asking people's opinions of things as opposed to just being didactic and telling you what's going on so I think that's maybe just a university thing, I don't know, but I think there's a lot that could be done there.

Extract 6.5.45 Primary

Now again you think, that's not right (yeah) you can't have individual tutors making up their own remit. But, I experienced that myself and I said, 'well, ok, that's not the way to go ahead', but how do you change that? Again it goes back to management and culture – the corporate identity and having ownership, up to a point, but knowing that you can't do things. I came from a school which had been quite well run in that way what I found difficult, to be honest, the first couple of years here, how so many things didn't seem to happen that should have happened –I don't mean departmentally, but maybe talking about the wider picture, the admin picture. … … I think very few people actually are aware of much of what's going on unless you're maybe in a senior management role – people on the

ground might have an inkling of what's going on but I think they're very much focused here on their own department which is maybe not a good thing, maybe needs to be a broader view – at least be aware of what's going on – if you're teaching on a PG course, or whatever, do we know what's going on in the other departments, not through nosiness, just to see, well are we singing from the same hymn sheet. I think that's maybe something which I've found difficult – it does seem to me at the moment, rightly or wrongly, quite compartmentalised. People have their courses, they have their departments, and 'really? you do that, I do this' – sometimes by symbiosis they meet … … Are we saying the same things, broadly speaking or are we challenging in the same ways? Sometimes the students respond in certain ways, they say 'well, they're saying this and you're saying that and he's saying this and she's saying this and on the school visit this is happening and you're saying that.'

Extract 6.5.46 Secondary

Right, so relative to your question here, your whole research, it's worth saying that this, right now, is the first time I've have this kind of conversation with someone else who's doing something as similar as me, and it's reassuring to find that you're thinking the same kind of things and having the same kind of experiences, so part of what's relevant to my own position in higher education is that what I don't have, I suppose, is anything approaching the kind of staffroom that I used to have where we could all have a good laugh and a joke about what went terribly wrong that day.

Extract 6.5.47 Secondary

I was appointed here in 2004 and the thing that really strikes me, though, is that you were appointed here in 2004 and I think we've hardly talked prior to this and I think that is the worst thing about this place, and I find that quite shocking actually, you know, that we've maybe just seen each other in the passing but never actually come face to face and had a chat or anything. I find that quite – I think that's, you know, definitely a weakness about this building. I don't know if it's the building or the structure of (the faculty), maybe you'll find out … .

Extract 6.5.48 Primary

This is the discussion we're not really having that I can see in the faculty. It seems to be the case of 'we're changing this.' Well, why? Well I think we know the reason why – increased standards – but what does that mean? How do we ensure that every course does things with this holistic approach? How can we be sure that's going to happen without a good strong admin and management structure to make sure. And also there's a whole agenda here which I think you know yourself – what's the role of ITE in the faculty now? Is it now something which has been, I'm not saying put to one side, but is it given the importance it deserves? I know people are asking questions about that as well, which is good, you're meant to ask questions and things will change, and I know its not the only thing that we do and that's is fair enough, but I think it's something which could be looked at and the academic demands could be looked at again. … …I just find so much of what is going on disconnected and disjointed, and I think other people feel the same way. What are we trying to do? what is the purpose of education?

Appendix 7   Extracts from the narratives illustrating analysis in Chapter 7

Extract 7.1 Secondary

I certainly think of myself, and I always have, as being a teacher. I don't think there's any question about that; I certainly don't think of myself as a researcher, at all, and yet it's forming more and more a part of the job. I'm in the second year of a higher degree, I've written book chapters, I've written articles, presented at conferences, but I don't think of myself … it's probably because of the context - I mean you do one thing for 20 years, you will hold on to that role.

Extract 7.2 Primary

If somebody asks me what I do, I usually say 'I teach' and then they say 'local?' and I say 'the university, I teach at Glasgow University.' I still think of myself as a teacher. I suppose I'm still quite locally well known in (*local area)* and quite a few student visits I've done, are in local schools, but they still all know me as a teacher so my identity there at home is still as the person who taught so many years in (*local area)* but now is at the uni. And in my local community, the church and so on, the kids in there think of me as a teacher. And I went into the local school to do a presentation recently on Fairtrade to the upper half – P 4-7 and the staff were all there, the head teacher and all the kids, so most people, that probably keeps that side of me quite alive… …

I suppose it's because I've not had time that I've not thought about it, it probably would be quite interesting to do some kind of research. I've definitely never thought of myself as – you know, I think it is this 'primary teacher'. I'm a primary teacher.

Extract 7.3 Primary

*M McC: So when you came here at the beginning, did you still think of yourself as a primary teacher, or **do** you still think of yourself as a primary teacher?*

No, not at all, not at all, no. Which is strange. When I came here, I thought, what am I doing this for? I thought, 'well I'm doing it to get involved in teaching' – … Do I still see myself as a primary teacher? No I don't, even though I thoroughly enjoyed it for 13 years and when I go back to school visits I think, 'Would I like to go back to this?' I suppose I could if - I **had** to – I think you just have to get another mindset, what the job is – I see it as a different job but connected to the previous job.

Extract 7.4 Secondary

I think for me being a teacher is a crucial part of my identity- it comes up in a number of different contexts in my life, not just in this one - if I'm really stuck with people, I could end up saying I'm an English teacher so that they would have a clearer, quicker idea of what I did - - - - - - - - - - - - - but I am very drawn to this concept of the reflective practitioner, by which I understand somebody who thinks quite deeply about what they're doing, because that level of thinking - - - is – it's important to me as well, you know that I do think about – either what I'm doing, or in this case, think about how language is taught, which is, you know, a large part of what a *(discipline)* teacher does. So it's certainly an outgrowth of that but the teacher identity – I think –- - is something I won't ever lose – even supposing I did less teaching, I can't imagine that I'd do no teaching – … … and even if the teaching you were doing, if the students changed so that you were maybe doing more work with research students at PhD level, I would still regard that as teaching and I

would regard it as actually a very privileged form of teaching because it allows the relationship aspect of it to become just about as important as it ever could be, given how PhD and graduate teaching is structured in this country - - - so, I think teaching is a very key part of who I am.

Extract 7.5 Primary

So my main reason for leaving school was to still teach, but also to have a more research led element to it, that was my main thrust for leaving the classroom. Because at the heart of it, I trained as a teacher and being here I still feel a teacher. I love the teaching, the big lectures and the tutorials, and the advising, I really, really like that. And I love the school visiting. It's the variety of the job… … I think my own identity is that I worry that I end up doing what I was (doing) - teaching and I end up just teaching here … ….

Extract 7.6 Secondary

I would say I work at Glasgow University faculty of education, I'm a *(discipline)* lecturer – that would be the first. I wouldn't say I'm a university teacher. Then I'd probably say I'd just recently taken over as the tutor for post-grad *(discipline)*, but I wouldn't feel good about it, I'd say it apologetically. I know that two years ago it just was different. I'd think of myself more as an educator (than a teacher) and I love the teaching side of it, I really do. And once again it's driven by this 'anything is possible', people can attain, it doesn't matter what has happened in the past, well it matters, but even so I can help, I can enable them, and so I like that bit, that's a good bit… …

Yeah, I think the thing that – I … … don't necessarily consciously think about, but it's an issue, and that is that I came from a head of department, middle management role, to here and I'm not sure what my role is here, and I never have been sure.

Extract 7.7 Secondary

I normally say that I'm in teacher education, and most people still think of teacher education as it was before the transitions and mergers (right) so they have an idea that because I live in *(location)* I work in somewhere like *(local college)* and go round and look after students and see them in schools and - - that's normally enough for people. Sometimes they'll ask me if I have to do research and I'll explain that I do that but I tend to put the teacher education thing forward first as the most easily comprehensible aspect of what I do –

Extract 7.8 Secondary

I've got a quite definite answer to that. If somebody mistakenly calls me a lecturer, I would always politely correct them because I don't want to be referred to as a lecturer, I point out that I'm a teacher, and then if they need it I tell them what the difference is. For me I'm a teacher because I'm still primarily expected to teach students and I'm not a lecturer because – it boils down to, I suppose, cold calculated reading of the two contracts between a lecturer and a teacher - that I'm not expected to conduct research and I am expected to teach a lot and to undertake CPD, so I would – I don't feel like a second class lecturer, I feel like a teacher and I want to be regarded as a teacher. So if somebody asks me what I

do, then I teach people that are going to be teachers, is the layman's sort of explanation if it's somebody asking, I teach people that are going to be teachers. And if it's somebody from the university or somebody from higher education, maybe, say, somebody from Aberdeen University, where they don't have university teachers, they have fellows, so I would expand a wee bit further and say I'm not involved in research directly, I'm involved in teaching teachers.

Extract 7.9 Secondary

I would just say I am a teacher educator, and a *(discipline)* teacher - - - I train teachers to be *(discipline)* teachers, I'd probably ignore the primary input and say that I train *(discipline)* teachers.

Extract 7.10 Primary

I tell them I teach at the university. It's funny (laughs) that's all I say, just I teach at the university, and then they usually ask what and I say I'm involved in teacher training. I usually keep it quite bland unless they probe.

M McC.: What about other teachers, if teachers ask you what you do?

A lot of them do. … … Quite a few of the mums *(at nursery/school)* are teachers (laughs) and that's why – I don't want to – I think it's on the basis of that that I've just started to say I teach at the university. I don't specify unless they probe, because I think people, you know how when you have, people have bad memories of school so some people hate the idea of teaching, don't they? I think you think back to your school experiences and you remember the bad teachers and the horrible times you don't always remember the good teachers and the good times and I think particularly with people being at college and doing their own teacher training they can probably remember some happy times and some bad times and I don't claim to be the be all and end all I don't want to say 'oh yes I'm a university lecturer, and I do this and I do that and I do it all' I don't know it all, I'm on a huge learning curve, this is new for me, I don't want to ram it down anyone's throat, I just keep it very bland unless they probe.

Extract 7.11 Secondary

I've always been a bit kind of wary about how I respond to that question, and I don't think it's just a factor of working here. I think I've always been a bit like that. When I worked in secondary schools I suppose if someone asked that, I'd say I teach. I tend not to offer any more information than was strictly (laughs) required (laughs) by the terms of the question. Usually, obviously (when working as an adviser) was probably 'work in education' something like that – I tend not to volunteer too much more in terms of the question. Now I'd probably say I work at the university and that's it and then usually people will come back and I say, 'well I work in education', and they would really have to …. I've just always been like that; I don't think it's a feature of working here. I don't know that the response in this context is any different from the response I'd have given in any other context I think it's probably conditioned by personality features … I'm probably guarded.

M McC: I know for me when I read the Times Ed and I see things and think, 'I would write a letter but I wouldn't sign it…' – something about other people's perceptions of people who aren't teachers?

I've been in that position actually, I did write two articles on a topic I felt very strongly about. It is an identity issue - just moving away from this I don't know if there's any connection with this at all. Fairly recently I was leading the … … markers' meeting for Standard Grade *(subject)*, it was quite a big meeting, about 250 people, and what people had started to do was talk before the final grade was actually announced. Now if I were doing that in here I wouldn't allow it, I'd say as nicely as I possibly could, 'Excuse me but if you wouldn't mind, wait until – the reason for this is that people can't hear the grades.' But because you've got this other identity, because you're representing another organisation, I felt, well is that entirely appropriate, and I obviously felt that it wasn't, so I – I don't know, maybe there is this, this - discomfort when it comes to roles and titles and so on. I mean I've got the difficulty as well, within the faculty, my role is subject co-ordinator, whatever that means, but within the wider university that is not recognised, yet it is recognised that the system as it stands couldn't really continue without it – and you're in that kind of odd limbo.

Extract 7.12 Primary

… … the other chap says, 'what do you do' and I just said 'I teach at Glasgow University'. 'Oh that's good' he says, then moved on to something else. *(both laugh)* … … It never developed. You definitely find different reactions from people. I find … … that – the older people if you say you work at Glasgow they're quite impressed, they still see Glasgow as the pinnacle of achievement, while the younger ones they don't seem to bother because it's Glasgow. Strathclyde, Paisley, everything ... … It's just an interesting perspective, how people see your job. I think people I know who are still teachers in schools, they think it's basically a cakewalk, they really do. Maybe it's a slight wind up – I think there's an element of that in it, they say, You'll be playing off scratch soon, all the time you get off in the summer.' I said, 'The last two years I've had three weeks off in August, I've been doing things the whole of July and then been back to postgrad stuff at the end of August.' They look at you as if – I say, 'That's the reality of it, you don't get the May till October holidays.' And they sit back and think. And some will think, 'What do you do with your day, do you just visit schools?' and I say, 'I wish, if that was the case it would be a very good job,' and I try to explain the whole idea of lecture preparation, the scholarship agenda, they look at you and - - -and that's the reality of the job. They don't identify with it, and that's the problem for them they just see the job, so many of them, again simply anecdotal, not based on any research at all, but they just see the job as visiting students in schools and does that go back to their own negative experience of teacher education, teacher training? I think it does… … but that's another agenda. I don't think they quite get the notion of the academic side of it. They just see it about people spouting theories as somebody said to me once, 'Do you spout theories that don't work?' I said, 'probably!' (laugh) and that worries me a wee bit, the dichotomy between the faculty and schools. I think there are historical reasons for that which have been around for a long time.

Extract 7.13 Secondary

There's a lot of good things about the course but again, that was where I felt I could make more of a difference, although – that was **originally** where I felt I could make more of a difference – because that was what I **wanted** to make a difference, because having had a number of students working with me in *(previous location)* and expecting them to be more on the ball as far as ICT and things - you know you would expect younger people coming out of university to be clued in and coming out and showing us old fuddy-duddies out in schools about ICT and they weren't - so I thought well there's something wrong there, so that's why I always felt that was my agenda, to try and – redress the balance… … there's a lot we should be doing. A lot of it is just changing people's attitudes again as well. A lot of it's about changing *new* teacher attitudes. A lot of schools have smartboards and things like that in the maths department or the science department but they don't have them in the *(discipline)* department because … … teachers don't know how to use them or realise the benefits of using them, so a lot of that's - showing it to students and they're going to schools what you don't have a smartboard – so it's about changing people's thoughts… …

… … What I decided to do was X *(colleague)* had courses up and running already for BEd1 and BEd2 which is what I help her teach and when the students come to *(discipline)* to keep the numbers small so that they are workable, practical sized classes, we each take a class so if a class is timetabled we split it into two and I take half and X takes half and, so they come to the subject as a class of about 40 students so we end up with a class of 20 which is a good size for a practical subject and we more or less teach the same lesson with just our own emphasis on different areas, but we are teaching the same, we're collaborating that way, we're working together and although the courses are X's originally, I can now see my influence on the courses and how things have changed and we do collaborate a lot and talk about things and decide how we can bring the courses up to date, and change things and bring in new things like co-operative learning, ICT that kind of thing so we're doing all that together, so that works really well. X is great to work with, I'll bounce ideas off her and she bounces ideas off me and we go away and think about it and then we'll come back and think well, I've come up with this what do you think of this? And if it's good, we'll run with that and try that and that's been really good.

… … but we're gradually wearing them down, I think *(another institution)* and they are beginning to take on board my ideas which go through *(colleague)* and they've had a change of staff there as well. They've got younger staff now coming through who are more prepared to take on different ideas, so that's good. So there are changes there as well

Extract 7.14 Primary

(Being departmental QA officer)… people would send me their own course reports. I put everything together then *(mentor)* and I got together and said, 'Have I missed anything?' then *(HoD)* and I sat down and worked out a wee plan. I took the liberty of giving a few recommendations (laugh) of things they maybe could do just to makes sure practice is consistent without having a straitjacket on every course; certain things I said –' minimum requirements in each course could be the following:'; ' if you want to do more, (because some courses were really doing a lot of student feedback, some were doing a little bit less), …… but could we say at least have x y and z and anything more is up to the course leader' and he seemed to be in agreement with that.

Extract 7.15 Secondary

Yeah, I've been thinking, you know it's all I think about that, not just that but everything, I just feel, completely - - don't know - - - like my confidence chip has been removed, - - that's probably the best way to put it – *)*, it has, it has, I don't feel confident now. - And I keep thinking back to how much I had done before and I was confident, I really was confident, not precocious, you know, just confident, really loved working with people, bouncing ideas off (them), and really discussing things and sharing success - and, and - - just, och I don't know.

Extract 7.16 Primary

I've found quite a number of times if I'm visiting a post graduate student there's a negative reaction to that – 'She's a post graduate – how can you become a teacher in a year', and I'm sure you've heard it. It's very hard not to say, 'Well I did the course myself and I thought it was OK'. I've not said that once because it would sour relationships but you get the feeling that . . . there's a slight divide which no one person can bridge…

… No, but, when I go in and see schools, and sit on the school board, I do see the world of schools having another – it's moving on a wee bit now, I feel that maybe people in here are not always aware of what is going on in schools, especially if they don't do a lot of school visits. But this is a different world which is important, we are not in schools, we have to look a them critically from afar and be aware of the changes…

… *(Before coming to the faculty)* I always felt an outsider in the school, I was the only post-grad, the rest had gone from school to college to teach in school…

Extract 7.17 Secondary

I think that's an area they need to look at. I'd certainly vote for every lecturer to go back into schools to have to do a set period every so often back in schools, just to refresh them and to let them remember how awful it can be, and how good it can be as well, just to remember the problems that there are and I think we tend to forget about a lot of things, I suppose. …… One thing that I found very quickly was that some students who disagreed with what I was saying, … 'But that's your opinion,..' , and thought, well yes, it is my opinion, but it's also 25 years of experience, but I have to back this up with hard facts as well. So for the first time ever I did have to go to books and just find statements that backed up what I was actually saying in class. All the stuff I was saying was the right stuff and it was all good practice but you know, I thought that was interesting, I just had to have the evidence – by the way it says in this book here, all these things that I have said. But everything that I was saying was the right things, because I knew – and that was the way I was teaching anyway. So I think actually they were quite lucky, you know, because they could have ended up with somebody instead of me, if they'd got somebody instead of me having now been going into lots of schools here, there's definitely schools you can go into as a (tutor) - and you think oh that's a xxx department or that's a good department, and …
… you can pick up the vibes straight away and obviously students give you information about schools and it's very difficult not to comment or to make any comments to the students, that's something which I've found very difficult – you can't change that, you can't change what's going on out there, the only way we can change it is by promoting the good practice in here …

… I know, I keep a finger on *(what's happening in schools)* by doing SQA work, so I still work for the SQA as a visiting examiner, so I go in to schools doing that, and I mark the Higher *(discipline)* paper, so I try to keep a finger on what's going on through that kind of thing. I think that's very important and I also go to any SQA meetings that are to do with *discipline)* and make sure I get on them. That's another thing, when I came here, SQA would never send any info here, because they send it to schools and that's it. Well, now we get all the information but only because I kicked up about it – I mean it's ridiculous, we've got all these people that we're training to go out and work in schools they need to know up to date information, if we don't get that information from SQA how can we tell them about it – it's bizarre.

Extract 7.18 Secondary

In fact one of the things I want to do – this is something I actually miss - I don't have the chance to apply curriculum development skills – as much as I would like to. I think there still should be an opportunity for the production of support packs for schools and authorities and that's a flaw, it's a flaw that we don't have the time for that, but again I think it's just a factor of being spread in so many different directions. I've deliberately tried to get it back on the agenda by - - - putting in very specific CPD courses for next year that I know - - I really have to kind of sit down and produce some materials for, but – that's unfortunate, that's unfortunate.

Extract 7.19 Primary

I'm not a super-confident kind of person, so - you don't really realise maybe what you're doing is as good as, or better than, in many cases, what other people can do, because a lot of other people are good at talking about it and maybe they're as lacking in confidence as you are but they come across in staffrooms … I was usually quite a quiet person in the staffroom and some people would just talk and talk - 'I'm doing this, I'm doing that' sort of thing, so it's not all about maybe your skill as a teacher, it's maybe about your personality too here, thinking, listening to what they are saying. But then, when you realise you can, when you look at what other people are actually doing - 'What are they bumming about, what I'm doing is as good as that' – whatever. Yeah, it's strange… …

… … I had been teaching 17 years in the classroom, so that was, you're right, a long time. I mean, I wouldn't say I wasn't confident **in** the classroom, because I was, but in those days it was quite kind of you and your class and the closed door, and I was fine with that. But this *(the teaching award)*, yeah, I suppose gave me more confidence within the school as maybe somebody who could do something different, or … …

Extract 7.20 Secondary

If somebody identified that actually you're not teaching them very well, or evaluations are saying that you're pitching things too easy or pitching things too hard, or you're not offering this, or you are offering that and you shouldn't be, I don't have a high degree of confidence that there's stuff here that's going to put that right for me… … well if the ball got thrown back in say *(HoD)*'s court saying here's teacher X and they're not doing very well - - - I'm not that convinced that they'd know what to do about helping teacher X. I don't see a lot around – maybe though, maybe there is a lot around and I just don't see it

for good reason because it's all kept confidential between the probationer and mentor, so , I shouldn't jump to conclusions – I hae ma doots, but maybe - - (laugh)

Extract 7.21 Secondary

(I) was quite surprised that I would have so much input into the primary course – I was expecting to be doing the *(concurrent degree)* course which is taught here in conjunction with *(another institution)*, and I do teach on that course, but not as much as I would like to and I teach more on the BEd primary and PG primary doing primary input into that, so that's where I am at the moment…

… I think - - - - - primary school teachers and secondary school teachers think differently. Secondary school teachers think of their subject first and foremost whereas I think expressive arts is more of a primary school thing. You know I think of myself as a *(discipline)* teacher, But I'm happy to be involved, to be linked with expressive arts, but no I still think of myself as a *(discipline)* teacher.

Extract 7.22 Secondary

I was going to be teaching on the PGDE secondary *(discipline)* course, and that was where my own field of experience was so I was very happy to do that and I really enjoyed that. I loved going out to see the students in schools, because it was great, you got into the school and you got a wee pang but it didn't last long and then you saw the student and that was interesting and you felt you could be helpful to the student – even in the very early days you had something to say to them. I was also working on the BEd 3 course which I really enjoyed because it was mainly about *(topic)* at various levels and although I had to learn a lot of new stuff about how *(topic)* is approached within the primary school, I was quite happy to take all that on board and do that kind of thing.

Extract 7.23 Secondary

… … I think I was probably marking across BEd2, BEd3, undergraduate level and the BEd3 was an examination in two parts, and the post-grad primary, post-grad secondary, … … (it was) a kind of practical activity with an academic element, as I think was the primary as well. It's funny because I probably should say, yes that *(marking)* was awkward, but I didn't really find it terribly awkward and I've got no accounting for it at all. … … I actually really quite enjoyed marking, and I still do, I quite enjoy marking the postgrad primary papers, that's interesting. The one thing that has developed … … obviously my background is secondary, but I've developed much much more of a kind of a sympathy and empathy, an affinity with - - - primary students. That's odd, … … I think simply because of the sheer range of things that they have to know. I mean, compared with their experience on that post-grad primary course, me trying to mark a couple of assignments was - - (laugh)

Extract 7.24 Secondary

MMcC: What impact, if any, has the primary/secondary difference had on your practice or on your work with students or, perhaps more importantly, colleagues?

I'm not aware of it very much. I do think it is distinctly odd that I was asked to teach on programmes for students intending to teach in primary with very little in the way of induction. I think that teaching in primary is a very different sort of enterprise from teaching in secondary and why it should be that 'knowledge of teaching' transfers from secondary to primary but not in the other direction is irrational. Colleagues with a primary background are not asked to teach on the PGDE secondary. Of course, there are fewer opportunities to teach on the secondary course. As far as I can see colleagues with a primary background are every bit as competent and intelligent and flexible as people who are secondary trained. It's not something I am very aware of. If I said that I enjoyed working with primary colleagues that would be true but misleading. I tend not to find out till ages after we've been working what stage people trained for. I tend to take people as they are.

Extract 7.25 Secondary

I'm now in charge of the secondary PG course – and that's good, I like that. There's an awful lot to be done on that, that's ok, I like that as well – but as far as the others are concerned, I don't really have a role in that and certainly I don't have a role in course design, and I don't know why I don't. Because I feel that I do have expertise that I can offer, but I'm not getting a chance to. I have tried and I've tried and I have said that I think we should be collaborating… … You know, 'Why can't we discuss it, it would be really good to discuss this?' but I was told that I'm secondary not primary and never the twain shall meet, and my argument is that they should, they have to – it's 3-18, why should it be different, it's different implementation, sure, but … …

Yes, teaching and learning, … … I feel that certainly the BEd and the post grad primary, there's a lot we could do that's different and would be more meaningful and link better into a primary-secondary link … … in relation to for example content. It's more philosophy, well, it's not more, but it's not just a picking up of a material and doing something with it, it's the deeper, the deeper stuff, the foundations, that I think are not solid - - - - - - process.

… … So I don't, I don't really know very much of what they are doing, to be honest, and things that are going on involving BEd3 or 4 are not my area, I'm told, so I, I've no option there but to have nothing to do with it, although I'd like to have - - - anyway it sounds crazy, that actually sounds crazy and it is crazy I guess, there's a sort of chaos there

(Regarding primary/secondary) … … I just really hoped that it wouldn't be like that here. You know it's out there in schools and I remember at my interview … … waxing lyrical, and I meant it, about, that I really want to build bridges, that I feel that we shouldn't have this divide. How can we if we are looking to run a seamless curriculum, we cannot have this … … we should be working together, we should be collaborating, we should be learning from each other, - - and that was a huge amount, - - that was one of the positive sides I thought for the opportunities in my SWOT analysis for CfE, or 3-18 and I still think that, but it's one thing thinking it and trying to… … have meaningful discussions about that and quite another making inroads and implementing that and I don't know how to do it, at least, not here. (yeah)

M McC: There is a feeling sometimes expressed that – there is an imbalance between secondary and primary in the faculty in general, basically more secondary than primary and yet …

(Interrupts) It doesn't feel like that it, it feels like the other way round – it feels more primary than secondary, at least I feel that - - it's probably just putting my own feelings into – projecting – but certainly I would think of this faculty as principally a primary education faculty, and I'm not, I don't mean here anything like attitude, but just the feel but it's difficult to say why… …

… …Yeah - the way I see it is that primary colleagues *(in schools)* are **hugely, hugely** important, **hugely** important because that's where the - - foundations are … … and really they do all the groundwork, the spadework, they basically initiate education and instil whatever those kids need to a **huge** degree and I just think it would be nice if, you know, we could - - allow - - - training, trainee primary colleagues - - to be able to develop their thinking more, - to be able to expand on things and make choices, and, I don't want to use the 'outside the box' it's so hackneyed now, but if I could find another thing to say that, that's what I mean, that there's got to be another way than the regimented school approach. Because they're going to be in school long enough, we should be letting them really, really, really blossom, and think very differently, at this stage.

Extract 7.26 Primary

I think the premises of, the basic mechanics of teaching, whether you're in the primary or in the secondary – I like the cross-fertilisation - … … And I love being involved in the department with nursery specialists, secondary specialists, listening to their views, looking at what they do, what they're teaching, watching sometimes what they're teaching, to me it's all grist to the mill, it broadens my perspective, and I don't feel you know, I'm a primary 2 teacher and I don't know about anything else – to me it's a bit narrow. …

… , I knew a couple of people socially before I started here and I worked with a couple of colleagues who came from the same school, funnily enough, and they're in completely different departments and it's lovely to talk to them and hear about their subject point of view and how they, you know they're secondary teachers but they're heavily involved with primary visits, so I enjoy that. But they're still innately excellent teachers. My thing is that I couldn't go and observe a secondary *(discipline)* student because I do not have a *(discipline)* degree. I suppose technically I could go and watch *(degree discipline)* students teach *(degree discipline)*, but I'm not in the *(degree discipline)* section. But I don't know in the years to come, can you switch over … I don't know…

… I mean, I think secondary can watch and should watch primary because the nature of teaching and the pedagogy can't be hugely different, the subject matter and the way in which you deliver it for the age and stage can be different, but if you're a good teacher can you not adapt and refine, you know… …I mean, I know a lot of people who are secondary trained but go to primary to observe, but – is that bad, I don't know? I don't think so… …

Extract 7.27 Primary

… … I do feel here I need to prove my worth, you can quote me on that, because I **am** a primary teacher. Even my family kid me on about, oh all you have to do is sharpen your pencils and tell them to colour a picture, and draw a picture and colour it in. Even my

husband he's not from a teaching background and he says' how hard can it be? (laughs) I mean, he says, 'how can you be tired', and I do feel because I am a primary teacher people go Aw, you know *(both laugh)* - whereas a secondary teacher has a bit more credence to it, I very much feel I have to prove my worth here, I do. Maybe it's a self-imposed thing, I don't know, I don't want to regret being taken on, you know, but I think, particularly coming from a primary background I want to prove my worth … …

… … I think this is a self-imposed thing, I think it's just through out and about meeting people, just saying, 'I'm a primary teacher.'

MMcC: But I have a degree (both laugh)

That's a by the by, I mean intellectually it's not horrendously difficult but you do need to be able to - you still need a very good working knowledge of individual subjects because if you do not know your stuff, that comes over to the children hugely, they're not daft, they can suss you out in seconds whether you know your material or not, you cannot get by - you can in some classes, but you shouldn't. You still need to have that kind of academic rigour behind you and to me it's still very important, plus also give it over in a way which the children find inspiring and enjoyable.

MMcC: So there's a kind of confidence thing?

That's probably a good way of putting it - I'm not naturally a very confident person and I do feel, particularly when we were doing the NLTP, I mean you were sitting with medics, physicists, brain surgeons, dentists, and I primary teach. I literally felt, I did some days feel my god they must … you know. It's like parenting, most people have been a parent therefore it's an easy job, it's actually the hardest job I've ever done.(laugh) Everybody's been to school and everybody probably has good and bad memories of school so I think if you're a teacher you can easily get pigeon holed, I think - am I being a bit sensitive here? I preferred secondary to primary, this is the funny thing, how I am a primary teacher, … … because I loved getting to know the secondary teachers, establishing a rapport with them and really getting involved with the subjects, in primary maybe it was just the way I was taught in primary, very old and traditional still, it was just very dictatorial and maybe that's people's abiding memories of primary teachers, I don't know. But I do think some people do think now its thankless job because there's so much literature and press about it and behaviour issues and classroom management and what you can and can't do, it's all very emotive just now, isn't it….

… … but I could easily fall into that trap here if I let myself, where I end up not researching therefore in university academic circles not proving my worth, I am quite conscious of that particularly as time goes on and you are fulfilling your probation - you know scholarly activity and all that (laugh) I would love a slightly bigger… … we're always telling the students about marrying theory and practice, am I doing that? Need to bone up on my theory (laugh) maybe contribute to it, I'm really very conscious of that. Maybe it's a self-confidence thing that's a good way to put it, coming, being a primary teacher, I've always felt that … …

Extract 7.28 Primary

One of the things we had to do in the training for *(pedagogical approach)* was have ourselves videoed… … But … … actually, I was quite good there (laugh) I thought – that's quite good… … we had to go to our residential days and we had all to show one other our videos and do a commentary of one another and give peer commentaries and so

on and I was quite pleased when I saw other people doing the lessons. I have to say again I was the only primary teacher on this with all these scary, scary secondary science teachers … … and some of them did look a wee bit askance at me going in at the very beginning of the training saying, 'I'm a primary teacher, I don't have a *(discipline)* degree' when they were all saying what kind of degree they had and I had to really, not bluff it out, but stand my ground as a primary teacher and say I've got as much right to be here as you all have because we teach *(discipline)* in primary, contrary to what you might think. (laugh) em you know, this kind of secondary *(discipline)* teacher idea – come here and forget everything you do in primary, we're trying to get rid of that, so…. So actually watching myself on the video, which of course then was a big screen, and I'd only had seen it on my wee TV at home. People said it **was** good, and because there are things, elements in it which are more suited to a primary classroom, for example the group work, and they had had themselves videoed, but again they were in (a classroom layout which) didn't lend itself to this good kind of social construction element to it and the metacognition where you can in a primary classroom get in a circle and so on. So there were things like that as well, I suppose, that really increased my confidence that I wouldn't have been able to do as a classroom teacher, it's all about the opportunities, maybe, you are given… …

… … First of all, the first impression was a wee bit – it was really scary, because, it was a bit like when I went on the … … training (above), I was the only primary teacher in the department so I'm suddenly in (four colleagues), all of whom were secondary based, secondary teachers for many years and had also been lecturers for many years apart from X (new TE). I must say it was great having somebody starting with me, you know a group of us all started that year. X and I were in the same room, shared, sat across a desk, and although she was a *(discipline)* teacher, much more 'superior' *(discipline)* knowledge than myself, she was really, really great to me because she would always – we were given the same classes, the same courses at the beginning, so she would be really quite, 'Right, let's see what we're doing with BEd1,' and we'd talk through the power points and the (*content)*, and when I think back, maybe *(head of section)* asked her to keep an eye on me, check that her *(content)* is kind of up to scratch, but we did talk through quite a lot of points and X was really quite helpful but without doing it in such a way that, 'You're a primary teacher and you might not know this', and 'I know more about this,' sort of thing. So, coming in was quite scary but they were all really, they're great people, fantastic people that way, good mentors… …

… … But again it's this secondary teacher and primary teacher in *(discipline)* thing, that no matter how you try, and (my spouse) always says that to me, 'Listen you know as much *(discipline)* as some secondary teachers in schools that I've talked to, because you're interested, you read about it, you enquire, you ask and so on'… … I did think 'X is a *(discipline specialist)* and she'll know a lot more than I do about *(discipline)*.' But you're right, when I think back, I probably shouldn't have felt like that because one of the first things X and I looked at was a wee kind of online test that we give BEd1 to measure their own confidence and ability in *(discipline)*, and they do it and we don't show anybody it and they're supposed to do it at the end of BEd2 and hopefully it's much, much better. So X and I were going through it because the second week we just take any questions on it, is there anything anybody really didn't understand. … But there were areas where she was saying 'Y?' and asking people, you know, perhaps the *(specialists in other sub-discipline)*, '(which is the correct answer to this one, in your subject area?,)'. So that quite encouraged me, I suppose. X was quite good to work with, but yeah, yeah, that was probably quite revealing that I still feel that there's some pecking order there.

Extract 7.29 Secondary

Secondary school teachers think of their subject first and foremost whereas I think 'expressive arts' is more of a primary school thing. I'm happy to be involved with 'expressive arts', but, no, I still think of myself as an *(individual subject)* teacher… … I had a taste of being a guidance teacher in the 1990s for three years, which I enjoyed very much, but when I did come back to my subject and became PT in the school I suddenly realised I was glad to be back doing my subject, I'd kind of missed it. So it's nice being back in your own environment, what you're safe with.

Extract 7.30 Secondary

… … ostensibly working in possibly anything the department gets involved in but in reality I was always going to drift towards filling gaps that were already there in the … … degree.

Extract 7.31 Primary

I had always liked teaching (*curricular area*) but it wasn't on my remit, it wasn't a big responsibility for me… … We decided to enter (a competition) and we went to the High School with our exhibits after we had done our topic … …and they won that competition, fighting off not only the other primaries, but the high schools. The impact that that had on my practice was it raised my confidence in teaching … … and in general because it just raises your profile in the school. … … I think I was the second ever employee of the month, it was just a new thing then. So again, my confidence increased, particularly in teaching (*curricular area*), but also it raised my profile within the authority.

Extract 7.32 Primary

My first love is still (*degree discipline*), I have to say, that's where I think my true heart would lie, but the way in which (different discipline within primary education) is taught now and the way in which you approach it with the children is so different from the formal chalk and talk I had myself when I was a pupil, I really enjoy it. And I can remember at school finding …… quite difficult and challenging – I struggled in primary, so I feel that I can …. understand the students who are struggling. I had to work really hard myself and I've had to work hard with pupils I've taught, to help them to understand concepts and issues.

… The funny thing, I teach students in my post grad tutorials who have *(discipline taught)* degrees, which is daunting but they are learning the craft of how to teach…

Extract 7.33 Primary

My MEd was in (*specific area of discipline*) and I saw myself as coming here to teach that, as opposed to just teaching people how to teach (*specific area of discipline*). Now that's a great fault line I would perceive in the faculty – (between) those who see the job as preparing people to teach a subject, and those who see it as something a bit more than that. … … I know some of my colleagues see it very much as showing people actually the nuts and bolts of a lesson – I'm not really happy with that.

Appendix 8   Extracts from the narratives illustrating analysis in Chapter 8

Extract 8.1 Primary

PG primary, taught for a number of years, 3 years before I started an MEd with an Open University College, and ……. in England, did that for 3 years, and then after the 3 years were over I took a year just to not study anything. And thought about starting a doctorate then, then they asked me to work for them part time, which shut door on the PhD proposal for a year or two. Then this part time job began to grow arms and legs with quite a lot of work as well as working full time in the school, and eventually, it was by - if there is such a thing as chance, this job came up here.

Extract 8.2 Primary

I've gone back to 1997 and I've come up to 2007, but most of what I've probably thought about and prepared is prior to coming here, so once we get to that stage I'll think on my feet. Because my post here is in …, most of the landmarks in my career, have been (related to) …., things that happened to me, events and so on, so I'll go back to 1997 when I was working with a primary 7 class.

Extract 8.3 Primary

… … the *(subject)* side of the job was the one I went for. I came in and it was a surprise to me then to find myself a core tutor on the BEd3, not the first year, well, yes, the first year we were both core tutors. That was really difficult, I think, because I had never really thought about how to train people for teaching, really, I hadn't and even when I applied for the job and I knew I'd be teaching people *(subject)*, I knew I'd be going out on school visits, I'd be assessing students, but I hadn't really – I suppose I thought there would be a department as there was when I was 100 years ago at college called methods or something like that where people were only in that department and taught students methods all the time and I was quite surprised, probably in my first week in or second week to say you're going to that class, there's a lecture and then there's a workshop, here's what you're doing and that was really difficult. And that first year (colleague) was quite good, I could go next door, but again I always felt I was interrupting her core group. I see now, I'm more like she was now, with my groups, getting them all to work and chatting away to them while they're doing the tasks, but that first term I was kind of standing behind the desk while they were doing the tasks saying 'oh God, I wonder..' while they were doing the tasks. That was the hardest part probably going on to that team, ….. and yet….. if I think about it logically, that should have been the easiest part for me, as a primary teacher of 30 odd years in the classroom, and loved it and successful and got loads of ideas, you know, …. I feel I could be really good at that, telling people how to – yet, I'm more comfortable with the *(subject)* because, I suppose it's more kind of - - regimented.

Appendix 9   **Section of BEd3 Integrated Programme Handbook**

Title of Course :   School Experience – Integrated Placement Programme

Examination Code *:*   0FDW

SCOTCAT rating :   30 points

Notional Student Workload :   300 hours to include taught contact sessions of 30 hours and the remainder on follow-up tasks, background study, research, planning, and evaluation.

Welcome and Introduction
Welcome to the Integrated Placement Programme. This course will offer students opportunities to develop their professional skills and knowledge in preparation for the School Experience placements in semester 2.

Key Contacts: Course Co-ordinators   -
                              Core Tutors   -
                              Administrative support   -
                              School Experience   -
                              Programme Leader   -

1.   Information on Department and /or Subject area

The Integrated Placement Programme supports students' preparation for School Experience placements. Tutors from different departments work collaboratively to provide an integrated programme of lectures, workshops and supported self-study.

2.   Rationale and Aims of the Course and links to Year Theme of B Ed

The Integrated Placement Programme aims to develop independent practitioners capable of fulfilling the features of the Standard for ITE appropriate to their stage of development. It facilitates involvement with the wider professional role of the teacher for the twenty-first century by engaging students in a range of related Extended Experience Placements which offer first hand encounters with a variety of aspects of lifelong learning.

In recognition of the growing independence of students, the supervision by core and associate tutor teams differs across the degree programme. This course seeks to promote a research-led, proactive reflective practitioner able to adopt a variety of approaches to his/her own professional development.

In Year 3, the Integrated Programme aims to echo the overall programme theme of 'Leadership in Learning'. During this year, students should develop as independent learners who assume responsibility for promoting children's learning and effective teaching. They will take account of the diversity of pupil needs and develop varied strategies to support the learning of all children in practice on School Experience blocks.

3.   Outcomes of Learning

From the Integrated Placement Programme, students will be able to:

- seek actively direct and critical engagement with professional literature, research, and field professionals as a group, team, class and/or cohort through interactive strategies
- audit personal and professional development needs and reflect on the means to address these
- build their knowledge and understanding of three key influences on learning and teaching
    - Inclusion and Equality
    - Assessment, Recording and Reporting

- Raising Achievement
- satisfy demands of the School Experience Remit for Year 3 (early years and upper school placements) within the Standard for ITE
- update the Personal and Professional Development Plan with respect to leadership, knowledge, understanding, professional skills and personal dispositions and values.

4. Learning and Teaching Approaches

(a) *In faculty*

(i) Throughout the programme, the year group will work with a core team of four tutors in 'classes' to build their understanding, professional skills and dispositions through effective groupwork.

Within each core tutor's class, students will be allocated to groups of 7-8. These groups will become school staff teams, and each member will have his/her particular roles and responsibilities. From the beginning of semester 1 until Christmas these school teams will address a range of situation-based learning challenges, working collaboratively, using action based learning (ABL) (see below and Appendix 1). This will involve working as a school staff to fulfil a variety of tasks including policy formation, forward planning etc. Sharing of each group's understanding with others will be a feature of the process – through interaction, display and/or electronic posting of findings.

The investigative process of each challenge will involve the review of a body of professional knowledge in the topic, access to field professional expertise, articulation with various aspects of the Faculty programme and sharing the informed responses of the teams.

Action Based Learning

Action-based learning is based on the concept of project or problem-based learning (PBL). This is "a model for classroom activity that shifts away from short, isolated, teacher-centred lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student centred, and integrated with real world issues and practices." (San Mateo County Office of Education, 1997). Action-based learning allows students to make decisions about their learning, finding their own answers and solving their own problems. **It involves students in a process of literally negotiating the curriculum and the learning outcomes that will guide and focus their work over a given time period.** It offers opportunities to work productively and collaboratively with others, making reasoned decisions, taking initiatives and solving complex problems. It is an approach that promotes real world skills in students.

It accommodates and promotes collaboration among students, and between the students and the faculty. Opportunities for students to develop collaborative and group decision-making skills as they take and share responsibility for the success of the group, relying on the work of their peers and working with others as researchers, mean that far more than declarative knowledge alone is fostered.

The extended timeframe of 2-3 weeks for challenges gives students opportunities to plan, revise, and reflect on their learning.

The usual components of each of the challenges will be:
- a cohort lecture/presentation, outlining the theme of the challenge
- independent group study periods, during which students will work collaboratively, accessing relevant information including policy documents and research evidence from a range of sources. These may include other professionals and schools and links with the other courses on the programme
- presentation of informed responses to the challenges in a variety of ways.
- Feedback on the presentations will be given by peers and tutors.

In addition to developing the team-working skills mentioned above, the process of action based learning allows each individual to reflect on the process of his/her own learning and development in a range of skills and abilities. For more information on ABL, see Appendix 1.

(ii)   From mid-January, the course will focus on the requirements of the remit for the School Experience placements. Lectures, seminars with the core tutor team, student discussion and presentations will recapitulate on the themes of the course and ensure familiarity with the remit for SE. Students will meet with their own supervising tutor for School Experience.