

Fostering reflective practice in Post Graduate Certificate in Education students through the use of reflective journals, mentors and tutors.

Helen Gadsby

UCL

Doctor of Philosophy

Declaration

I, Helen Gadsby, confirm the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

This thesis is 75,151 words (excluding appendix)

Abstract

This research argues a need for a shared understanding of reflective practice across all the stakeholders involved in initial teacher education. The research has added to the educational debate around the increasingly reductionist approach to Initial Teacher Education (ITE) and the position of reflection within the current teacher education climate.

The thesis builds on the work of Hatton and Smith (1995) and Larrivee (2000) by developing a framework for supporting reflection in student teachers. It also develops the work of Hudson (2013) and Harrison et al (2005) on training mentors to support student teachers to become reflective practitioners.

During the course of the research, the experiences of 18 PGCE secondary students were explored. This was achieved through the use of questionnaires, semi-structured interviews, the analysis of reflective journals and analysing the feedback they received from their mentors on their lessons. This data collection was supported by post-course interviews of 4 students and semi-structured interviews of 4 mentors and 3 university tutors. The written feedback and post lesson discussions of all 24 mentors working with the students was also analysed. A grounded theory informed approach was adopted. The data was analysed in a variety of ways including coding and the transformation of some of the data so that simple statistics could be used to identify trends in the data.

The literature suggests that reflective practice is seen as a key component in ITE courses. However, the extent to which it is embedded in courses is debatable. Like Nagle (2008), Otiench (2011) and Atkinson (2012) this research found very little shared understanding or practice. The research findings have identified a tension that exists between a developmental teacher education programme and evidence based training. A tendency towards a reductionist approach to teacher education and a lack of a shared understanding of reflection across all stakeholders; students, mentors and tutors. The research also identifies a great variation in the type and quality of mentoring of student teachers across the research sample and a need for a

more comprehensive mentor development programme within the institution studied.

Dedication

I dedicate this work to my Husband Dave without whom it would never have been completed. He not only supported and encouraged me when things became difficult but he also proofread the thesis on a number of occasions.

My supervisor Shirley has been an inspiration; she has supported me through the process and tirelessly provided feedback and help with the direction of the work. She has also been very understanding of the pressures of working full time and completing a PhD, she always understood that at certain times of the year my progress became very slow due to work commitments. She encouraged me to explore a wide range of reading at the start to help focus the study and always had challenging questions to ask in our tutorials, which inspired me to develop my ideas.

My friend, Colleague and writing partner Camilla who has always been there and encouraged me especially when the words have been difficult to find. We used the virtual writing retreat method to keep each other on track and focused. She has been a critical friend and offered feedback on many of the chapters during their initial writing stages.

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List of Abbreviations

Abbreviation	Meaning
AFL	Assessment For Learning
A-Level	Advanced Level
BA QTS	Bachelor Of Arts with Qualified Teacher Status
CPD	Continued Professional Development
EAL	English as an Additional Language
F Week	First school placement
GCSE	General Certificate of Secondary Education
ITE	Initial Teacher Education
ITE	Initial Teacher Training
MERID	Mentor Roles in Dialogues
NQT	Newly Qualified Teacher
OFSTED	Office of Standards in Education
PGCE	Post Graduate Certificate in Education
PLC	Professional Learning Coordinator
QTS	Qualified Teacher Status
RQT	Recently Qualified Teacher
S Week	Second school placement
SAT	Statutory Attainment Tests
SEN	Special Educational Needs
SCITT	School-centred Initial Teacher Training
SMART	Specific, Measurable, Attainable, Realistic, Timely
TES	Times Educational Supplement

Chapter 1: Introduction

1.1 Why research on reflective practice?

My interest in reflection in teacher education grew out of my work as a teacher educator in a North West University in England, United Kingdom. I am involved in all aspects of teacher training as a Postgraduate Certificate in Education (PGCE) course tutor and lecturer. Before moving into Initial Teacher Education (ITE), I was a teacher of geography, head of department, head of year and school mentor in a number of state comprehensive schools across the South East of England over a 14 year period. On becoming a teacher educator in university I completed a master's degree in geography education and was interested in pursuing my academic development further through completing a PhD in an aspect of ITE. I was aware of the need to develop a deeper understanding of the history of ITE and its development over time in order to become an informed and proactive tutor with an in depth knowledge of the many conflicting factors that impact upon ITE, especially at a time of such fundamental upheaval and change.

The new teaching standards (DfE 2008), which were introduced in 2008, had a much greater emphasis on reflective practice and wider professionalism. In an attempt to help students develop as reflective practitioners, a reflective diary assignment was introduced onto the PGCE course on which I taught. My subject was chosen to pilot the use of reflective journals as part of the assessed Masters assignment linked to the one-year PGCE course. Prior to becoming a teacher educator, I had not really thought about reflective practice, it was just something you did as part of the daily job. I completed my PGCE the year the National Curriculum in England was introduced when there was no real mention of reflection in the course. There was still an emphasis on educational theory and the practical, school-based element of the course was a limited eight weeks in one secondary school. I consider myself an inspirational teacher who had excellent relationships with the pupils I taught and who achieved excellent results at all the Key Stages. However, I would not consider myself, at this stage, to be a particularly reflective practitioner. I

was initially very sceptical about the role of reflection in teacher training. When I was an ITE mentor in school it was not something identified by the university that I worked with as an area for professional development within the PGCE. The student teachers on placement viewed it as something that you completed at the end of the lesson, a simple evaluation.

The introduction of the reflective journal assignment led me to research in some detail the history of reflective practice as a pedagogy underpinning ITE. The more I read the more interested I became in the whole debate around the use of reflection as a pedagogy and the change from courses that were theory based to the much more practical based courses that exist today. Initially I mainly focused on the role of reflective journals, as this was the medium my students were using. However as I developed my knowledge of the changing importance of the role of reflection in ITE I became more interested in the whole reflection debate and the contradictions that became obvious between how academics, universities, schools and OFSTED viewed the role of reflective practice within teacher education.

1.2 A brief historical overview of ITE since 1994

In order to situate the research in the wider context it is important that there is an understanding of how ITE has developed in recent times and how this impacts upon the role of reflection as a key pedagogy within teacher education. On English ITE courses an understanding of the psychology of education was considered important with teaching pedagogy a minor element of the course, mainly considered on the short school placement.

The nature of ITE changed in 1994 when a new system of ITE was introduced. This system was based upon the work of McIntyre (1993), Lawlor (1990) and the Hillgate group (1989) (see chapter 2). Lawlor (1990) and the Hillgate group (1989) both questioned the need for theoretical content in ITE and championed the partnership model where student teachers spent two-thirds of their course in school on teaching practice. Lawlor (1990) even suggested that theoretical educational theory was of no importance or value to student teachers as all that was required to be a good teacher was craft knowledge and teaching

practice which was best delivered while on school placement rather than theoretically in university. This led to the introduction of the teaching competences linked to the new National Curriculum in England, introduced in 1989, which prescribed what should be taught in all subjects. The student teachers were to be assessed by school practitioners and university mentors against a list of competencies, later called standards, in order to achieve Qualified Teacher Status (QTS). A consequence of this erosion of the theoretical, academic status of ITE is a new, more school focused, technical craft based model of ITE developed. Rudduck (1991) suggests to win allies in the fight to sustain ITE programmes there was a need to abandon the use of the word 'theory', as it was part of the past. In order to give the HEI (Higher Education Institutions) a role within this new competence model for ITE the universities looked for new theoretical standpoints they could establish. The word theory was replaced by pedagogy and new narratives were explored that would provide a framework for ITE. David Harvey (1990:84) sums this up as 'grand narratives of psychology, sociology and philosophy giving way to niche narratives of the reflective practitioner'. To reflective practice, action research and subject knowledge have recently been added as desirable pedagogies. This Harvey (1990:84), describes as the 'trend towards anti-disciplinary epistemology in teacher education which forsakes the grand narratives of academic theoreticians in favour of the personal narratives of professional teachers, both those in practice and those in training'. Add to this the need, given the introduction of the standards (initially called competences), to adopt a reductionist, tick box approach to teacher education and it can be seen why academics saw a need to position ITE within a new academic and theoretical framework. The pedagogy of the reflective practitioner developed into one, if not the, core pedagogy for ITE. The value of reflection in teaching has repeatedly been reinforced in literature on teacher education in the past (e.g. Freese, 1999; Korthagen & Vasalos, 2010; Loughran, 2002) and more recently (e.g. Correa, Molina, Collin, Chaubet, & Gervais, 2010). A number of frameworks for understanding the process of reflection have been suggested to aid its incorporation into teacher education programs (e.g. Korthagen & Vasalos, 2010; Noffke & Brennan, 2005). 'The reductionist approach' to ITE is a recurring theme in this thesis. In the context of this research, reductionism

refers to both the institution, students, tutors and mentors adopting an evidence based approach to successful completion of the PGCE. This involves a very narrow focus on students achieving the teaching standards and documenting how they have completed this through providing a variety of paper evidence assessed by the tutors and mentors. The Teachers' Standards (DfE, 2008) focus on what can be observed in practice and as such, have come to inform content in Initial Teacher Education programmes (Bullough, 2014; Zeichner, 2012). In doing so, less attention is paid to student teachers becoming intellectually engaged with their work (Page, 2015) and taking time to deliberate over decision-making and using judgement (Carr, 1999; Biesta, 2015). This emphasis on achieving standards distracts from the adoption of a broader educational stance where reflection and wider critical debate are key pedagogies.

The existence of the competences or standards also led to a drive for student teachers to produce evidence to show how they had achieved these standards. This evidence includes lesson observations, lesson plans, reflective journals, pupil's work, academic assignments, notes on lectures and notes from associated reading. During the research I sensed that the evidence base had become the focus of the student teachers and this has supported the reductionist nature of ITE becoming even more extreme as the student teachers become preoccupied with the amount of evidence they need to produce to pass the course. The research suggests this seems to have been at the expense of higher-level academic thought and questioning.

The questioning and exploratory approach to learning within the focus institution appears to be largely absent and has been replaced by a drive for evidence and ticking boxes. If this trend is replicated across other ITE institutions, the lack of key pedagogies opens up an avenue for reflective practice to become a key pedagogy as it becomes a way of making student teachers think more deeply about their practice in light of what was happening in their school based practice. This could then be addressed in the taught university sessions where students were encouraged to share their reflections and good practice. However, in this approach there is an obvious absence of

any deeper learning based on sound academic thought linked to an understanding of the wider educational theories and ideas.

1.3 The position today and the future

In 2010 there was a change in government in the United Kingdom from Labour to a Coalition government keen to make its mark on education. Like governments before, it continued along the road of standards and school-based training to becoming a teacher. In addition to establishing a new National Curriculum and examination system, the then Education secretary Michael Gove concentrated on reforming teacher education, giving schools a greater lead in ITE at the expense of HEIs (Lawes, 2014). This new government established the direct school-based route into teaching where student teachers spend even more time in school and in some cases only twelve days on academic study in or linked to a university. This was supported by the consensus view, from the Coalition government, that teaching is not an academic discipline but a craft that is best learnt on the job (DfE, 2010). It can be argued this school-based approach is almost exactly what Lawlor (1990) envisaged. This approach has led to the further erosion of ITE courses which have had to fight for their survival and look for another theoretical standpoint they can adopt which the schools are unable to offer. It can be argued that even the 'new theory' is now being eroded and the pedagogy of reflective practice is now being replaced by an emphasis, certainly in school-based courses, on specific subject knowledge, an evidence-based course where the students collect evidence to show they have achieved the teaching standards and to a lesser extent action research (Carter, 2015).

The recent reform of the teaching standards (2008, 2013) along with the development of school-based routes and the relaxation of the need for academies to employ qualified teachers all suggests a simplification of the professional qualities of teachers. Marshall (2014) suggests this is leading to a future ITE discipline where powerful educational knowledge and theory is secondary to the 'craft knowledge' of teaching.

This leads into the interesting debate around the use of action research in ITE. As early as 1975 Stenhouse was advocating the 'teacher as a researcher'. Stenhouse challenged teachers to discern how best to realise a curriculum aim and its associated principles. This teacher research requires the adoption of a self-critical stance and a willingness to submit their own work to the scrutiny of others (Elliott, 2015). When action research is defined in this way it is akin to and part of reflective practice. The Carter review of ITE (2015), set up as an independent review, identified that universities had a role in ITE and emphasised the need for a more academic input from the university courses with links back to the old theory, which cannot be learnt in the classroom. Many university courses still advocate reflective practice as one of the key pedagogies for teaching. However as this research shows, even in one university there is a lack of a shared understanding as to exactly what reflective practice is and how it is taught within its ITE courses. Many advocate nothing more than a simple evaluation of lessons while others see it as a much deeper, more theoretical understanding of teaching and learning.

1.4 The nature of the research

This research project initially set out to explore the use of reflective journals as a way of helping student teachers to develop their practice. I was interested in whether the journals encouraged reflective thought and helped the student teachers to develop as practitioners that are more reflective. While the sample were from one subject area, the research is not subject specific as it is exploring the general issues around reflection and how they relate to teacher education. The issues explored in the research equally apply across all subject areas. The research was extended as it progressed to also look at how the university course tutors and school mentors viewed the role of reflection in developing student teachers, whether there was a shared understanding of what reflective practice was and how it could be developed and fostered in student teachers.

Research title:-

Fostering reflective practice in Post Graduate Certificate in Education students through the use of reflective journals, mentors and tutors.

Key research questions

- Does the use of reflective journals help to encourage the student to be more critically reflective?
- How do students conceptualise reflection and is there a shared understanding of what reflective practice is?
- How influential are mentors and tutors in fostering reflective practice in student teachers?

The main research objectives were to develop a framework for the assessment of reflective writing and to seek a deeper understanding of the role of school mentors and ITE tutors in fostering the development of a fully reflective practitioner and how they can support students to become transformative practitioners (Mezirow, 1997).

1.5 Overview of thesis

The following section will include a brief overview of each chapter.

Chapter 2: Literature review

The literature review explores the role of reflective practice within teacher education.

The review is organised into four key sections: reflective writing and practice; Constructivism and transformational learning; Mentoring in initial teacher education and the concept of dialogic learning and third space.

The work of Dewey (1933) and Schon (1989) are explored along with Vygotsky (1974) and the constructivist movement as they were the fathers of reflective practice. The use of reflective journals as a method of fostering reflective thought is explored along with the different frameworks for encouraging reflective writing. The use of reflective frameworks to support reflective writing and thought is explored in detail including a critique of the use of reflective

journals within teacher education. The chapter explores the work of Mezirow's (1990) transformative learning and the role of reflection within it. The role of the mentor is explored and how they foster reflective thought in the student teachers with particular reference to the work of Hudson (2013) and Harrison et.al (2005). The final section considers Bhabha's (1990) theoretical ideas of third space and Lui's (2014, 2017) idea of the triad of professionals and dialogic learning to foster reflective practice.

Chapter 3: Methodology

The methodology chapter outlines the nature of the research and how it was completed. The chapter initially explains the framework for the study and justifies the use of a grounded theory approach sitting within a practitioner research mode, which is built on the formation of constructs that emerged from the initial data collected. The context of the research is explained in detail along with the research protocol and ethical considerations that were applied. The reliability of the data is also discussed. The final section of the chapter justifies the choice of data collection methods used and explains the processes completed to collect all the data. The chapter concludes with a short consideration of the analysis techniques that are discussed in the next chapter.

Chapter 4: Reporting the findings

This chapter is split into two sections, the first analysing the data linked to the use of a framework for assessing reflective writing and the students' perception of reflection and the second exploring the role of the mentor and tutor in fostering reflective practice in student teachers.

The framework that was developed for the research is used to assess the reflective writing level of each student linked to the constructs developed by the grounded theory. Each of the four categories of writing are looked at in detail with examples of the student's work analysed to show the generalities of each category of the framework. All but one of the students improved their reflective writing level while on the course. The students' perception of reflection was analysed from two levels, through the use of a questionnaire

and semi structured interview during the course and in depth interviews with selected students after the course had finished. The data collected from the questionnaire and semi structured interviews showed a lack of a shared understanding as to what reflective practice was and how it is achieved. The post course interviews confirmed that after a period of teaching the students understood much better the need to be reflective and how to achieve that in their everyday teaching.

Part two examines the role of the school mentor and ITE tutor in helping the student to develop into a reflective practitioner. A large volume of data was analysed from interviews, lesson feedback sheets and observation of a lesson and the mentor's verbal feedback session. The data shows that the role of the mentor is pivotal in helping the student to think reflectively about their practice and the experience of the mentor is a key factor in this. The data identifies the need for more consistent mentor development as there is not a shared understanding of their role or how to complete it.

Chapter 5: Discussion

The discussion chapter will consider a number of the big questions raised by the research. This chapter initially considers how a critically reflective stance can be developed within a one-year PGCE course. The use of reflective journals and to what extent they encourage students to think more critically is discussed with reference to the data presented in the previous chapter. The role of the mentor and how to support them is discussed in detail including the development of a number of models to support the mentor when working with student teachers. The final section looks at the development of a critically reflective agency through the medium of a triad of professionals supported through the use of the third space (Bhabha, 1990).

Chapter 6: Conclusion

The conclusion returns to the questions identified at the start of the research and draws on all the data collected to answer them. This section also discusses the implications of the research findings for professional practice in

initial teacher education and their relevance. The conclusion identifies how current practice can be adapted and changed and makes recommendations for changing practice within ITE.

Chapter 7: Reflections

In the final chapter the limitations of the research are discussed and a reflective account of the methodological, ethical, professional and personal challenges encountered during the research process is discussed. This includes how these challenges were overcome.

Chapter 2: Literature review

2.1 Introduction

The aim of this literature review is to explore reflection in teacher education courses. Reflection has increasingly become a key focus of professional development across many disciplines, particularly those with a professional dimension such as teacher education, (Loughran, 2002; Cornford, 2002; Parsons and Stephenson, 2005; Ottesen, 2007) nursing (Thorpe, 2004; Wong et al, 1997) and more recently in fields such as business management (Wilson-Medhurst, 2005; Pavlovich et al, 2009). The development of the reflective practitioner is a generally agreed aim of educators but there is a lack of clarity and agreement about what this actually means in practice and how best it is achieved (Gadsby and Cronin, 2012:1).

The review will be organised into four key sections: reflective writing and practice; Constructivism and transformational learning; mentoring in initial teacher education and the concept of dialogic learning and third space.

Initially, the review will define what is meant by reflective practice with reference to the acknowledged pioneers of reflective practice, Dewey (1933) and Schön (1983) and will explore how their ideas have been adopted and developed over time. The review will then explore what the term reflection means in an ITE context and how reflection has developed within ITE programmes over time. The nature of reflective journaling is explored including the various frameworks that currently exist for the use of journals to enhance reflective practice. The role of constructivism as a pedagogy for developing reflective practice within teacher education is then considered. The role of the school mentor and university tutors in helping student teachers to develop into critically reflective practitioners is then considered and the final section looks at the concept of third space and dialogic learning when applied to student teachers to help support reflective and transformative thought.

2.2 Reflective writing and practice

This section will explore the different definitions of reflection as perceived by academics and the lack of a shared understanding. The history of reflection over time both within teacher education and the wider professional context is explored and how its changing status has impacted upon the current debate around the use of reflection within ITE. The Teachers' Standards of 2008 were very specific about developing student teachers' reflective ability. Standard 4.4 states that students must 'reflect systematically on the effectiveness of lessons and approaches to teaching,' (DfE 2008). The position of reflection as a key pedagogy for ITE is also investigated. The different frameworks used to assess reflection are considered and analysed along with the different types of journaling and the ethical issues attached to the use of journals on a PGCE course.

2.2.1 Definition of reflection

Reflection and reflective practice is widely acknowledged to be a problematic area to define, (Hatton and Smith, 1995; Ottesen, 2007) open to many different interpretations and nuances (Dewey, 1933; Van Manen, 1977; Schön, 1983; Calderhead, 1987; Valli, 1992; Day, 1993). The definition of reflection and reflective practice will be a recurring issue discussed throughout this thesis.

There are a number of influential educational theorists to note when it comes to defining reflection that will be considered these are Dewey (1933) and Schön (1983) who are considered to be the fathers of reflection through to Spalding and Wilson (2002) and Thompson and Thompson (2008) who bring the debate up to date.

Dewey (1933) saw reflection as a problem solving mechanism; an 'active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and further conclusions to which it lends' (Dewey, 1960:9). For Schön (1983) reflection is a rational process that applies prior knowledge to understand a situation. The individual

must make a conscious effort to 'generate both a new understanding [.....] and a change in the situation' (Schön 1983:68).

Spalding and Wilson (2002:134) have built on the work of Dewey and Schön and provide a definition that combines elements of both and adds in the position of doubt as a main factor, 'reflective thinking begins with a state of doubt, hesitation or perplexity and moves through the act of searching to find material that will resolve, clarify or otherwise address the doubt'. This idea of doubting was a significant factor for the students in this research and at times the doubt actually restricted rather than prompted effective reflection.

The concept of time for reflection is a key factor and the need to have time to think reflectively without feeling pressurised. Thompson and Thompson (2008:12) identify this in their definition of reflection, 'reflective practice is an instrument of time..... process of becoming aware of the knowledge that informs practice – making it visible'. The importance of time and making space for reflective thought is discussed in more detail later in this literature review.

Previous research (Gadsby and Cronin 2012) proposed a definition specific to ITE, this definition was developed out of a series of interviews with student teachers on a secondary PGCE over a period of two years.

The process by which individuals make sense of their experiences by a consideration of, and possible change in, their own personal skills, knowledge and dispositions in light of the personal, professional and wider social contexts within which they, as practitioners, operate (Gadsby and Cronin 2012:2).

Tabachnick and Zeichner (1991) identify three types of reflective practice, academic, social efficiency or developmentalist. In each of these types, or traditions as Nagle (2008) refers to them, reflection takes on a different form: from the academic tradition where the subject matter is the focus for reflection, to the social efficiency where the reflection is linked to what the research promotes, to the developmentalist where the focus is on the students' interests and needs. If all reflection in teacher education only fits into one of these three

categories then the student is not really engaging in critical reflection and is more involved in an evaluation of their teaching. In order for the students to improve their practice, surely there is a need to consider all three of these traditions at the same time and not see them as separate and individual forms of reflection. This view is supported by Liston and Zeichner (1991) who emphasise the importance of both inward and outward looking reflection in order to improve practice.

It can be seen from the above there is no one accepted definition of reflection but common themes can be extracted from all these definitions. They all refer to an initial problem or sense of doubt that prompts the desire to find out more. They all advocate the development of knowledge but do not really define what is meant by knowledge or whether this is prior or new knowledge. They all infer that time is crucial for effective reflection to take place. All these points will be explored and developed over this literature review.

2.2.2 History of reflection

Reflection has been a significant topic within education since Dewey (1933) first suggested the idea of multiple influences. Dewey (1933) saw reflection as a construct that raises thinking about practice. This thinking involves 'a state of doubt, hesitation, perplexity, mental difficulty' which initiates the thoughts which then leads to 'an act of searching, hunting, inquiring to find material that will resolve the doubt, settle and dispose of the perplexity' (Dewey, 1933:12). For Dewey (1933) this reflection is a five-phase process: 1) problem solving, 2) suggestions, 3) hypothesis, 4) reasoning, 5) testing. Through using these five phases, Dewey (1933) argues that practice becomes more informed and consequently more skilful. Dewey (1933) describes reflection as a disciplined way of thinking and that in order to be reflective an individual must process a desire to know and then use this desire to explore the problem or issue. Therefore, Dewey (1933) argues that in order to engage in reflective thought there is a need for an open-minded, wholehearted and responsible approach to thinking. Rugg (1947) agrees with Dewey (1933) that reflection is a form of problem solving, he however argues that the stages that an individual goes

through are concurrent rather than being progressive. Rugg claimed that the process takes place very quickly. How far this sits with more recent ideas around reflection and it being an element of critical thinking and development over time is debatable. The idea of development over time and the progressive but also concurrent nature of reflection is revisited later in this literature review.

It can be seen from the frameworks (table 2.1) that while they have different headings and a variety in the number of different categories, they are all fundamentally similar in their structure. This is part of the problem that there is no real shared terminology used to describe what reflection is or how it can be achieved. Until the 1950s reflection in teaching was seen as nothing more than problem solving, used by individuals to question their own day to day practice. In the mid-1950s the theoretical aspects linked to reflection started to be explored and make their mark on teacher education (Barrowman 1956). Hullfish and Smith (1961) maintain the idea of Dewey's (1933) phases approach but have moved the debate from the purely practical deliberation to an approach that advocates the reconstruction of experience which allows for the conceptualisation of the ideas and their application in practice. This conceptualisation was initially around cognitive activity but questioned by Van Manen (1977, 1991) who believes that past and future events will have an impact on how the problem is viewed and solved. Van Manen (1977), along with Schön (1983) has had a strong influence on the development of a variety of perspectives on reflection. (Calderhead, 1987 and Zeichner and Liston, 1987). Van Manen (1977) proposed three levels of reflectivity which impact on our understanding and learning, 1) technical application of educational knowledge, 2) interpretative understanding, 3) moral, ethical and political principles. The argument is that some practitioners will only ever reach the first stage while others will progress through the stages to a higher cognitive level of thought and understanding. This idea has been taken up by a number of other academics (including Hatton and Smith, 1995 and Larrivee, 2000) more recently to produce a framework for working with students to develop their reflective ability. These will be considered in more detail later when discussing how to measure reflective writing or engagement.

Table 2.1: Conceptual frameworks for reflective practice

Academic	Framework descriptors
Dewey, 1933	Problem solving, suggestion, hypothesis, reasoning, testing.
Sparks, Langer and Coulton, 1991	Cognitive approach, narrative experiential approach, critical approach.
La Boskey, 1993	Purpose impetus for reflection, context structural aids to reflection, procedure process, content- focus on reflection.
Valli, 1997	Deliberate reflection, dialectical reflection.
Moon, 1999	Cognitive understanding, affective, values.
Korthagen, 2001	Be an expert in specific domain, build on experiential knowledge, be critical, work collaboratively.
Moore, 2004	Thinking about practice, solitary retrospective evaluations, intra-personal verbalised reflections, extra personal verbalised reflections

2.2.3 The modern debate around reflection and reflective practice

The modern debate (Moore, 2004) around reflection and reflective practice stems from the work of Donald Schön (1983) in 'The Reflective Practitioner: How Professionals Think in Action'. Schön (1983) developed the idea of reflection in action and reflection on action, each type of reflection having a different format and use. He argues that in order to facilitate good reflection there needs to be an integration of theory and practice. Schön (1983) argues that professionalism is too strongly linked to 'technical rationality' and only recognises practitioner knowledge if it is based on theory (Beach, 2005). Schön's (1983) premise is that 'practitioner knowledge' is equally important. This is situated knowledge, which can only be accessed when work is being carried out in the profession. In the case of education, this is the knowledge of classroom practice. The theory is informed by practice and the practice by theory. Schön (1983) also recognises the need for a knowledge base on which to scaffold these reflections. This knowledge base serves as a resource to inform reflections and hence practice. Newman (1999) agrees with Schön (1983) that any epistemology for education has to involve questions derived from situated practice, and that without this 'situated thinking' you cannot be a true professional. Both argue that when theory and practice are separated, the

practitioner will experience a distorted one-sided vision of reality. Schön's (1983) reflection in action, which is simultaneous reflecting and doing, has also been referred to as technical reflection (Cruikshank, 1985), as it is an 'immediate evaluation of practice based around the technicalities and problems that have arisen during the event'.

Thompson and Thompson (2008) support this idea. They define reflective practice as 'process of becoming aware of the knowledge that informs practice – making it more visible' (Thompson and Thompson, 2008:12). The key to reflective practice then is the ability to think in a reflective way.

What constitutes 'reflective thinking' is problematic with similarly divergent perspectives about what role it plays within reflective practice. According to Schon it is 'reflection-in-action' which is intuitive and immediate and does not involve higher-level thinking and is little more than an evaluation. Dewey on the other hand believes that reflection goes beyond the immediate and is a considered response over a period of time.

However you define it, reflection does allow the practitioner to address practical problems, making it acceptable to have doubts and show perplexity which ultimately leads, one hopes, to solutions of those problems. In order to solve those problems there is a need for Schön's (1983) integration of theory and practice.

Schön's (1983) ideas allow for an understanding between professional knowledge and professional practice, and move away from the idea that reflection is linked to technical rationality. A number of other academics support this view: Zeichner and Liston (1996) argue that analysing just from a technical standpoint is insufficient. Sherman (2004) agrees that teaching embodies far more than technical understanding. He argues it also requires contemplation and imagination. This takes us to the issue of time and space and when and where reflection should take place, this is discussed later in the literature review.

One criticism of Schön (1983) is that reflection requires a conscious detachment from an activity followed by a period of contemplation (Buchmann, 1990; Pugach and Johnson, 1990) and reflection in action does not allow for this. Gore and Zeichner (1991) support this criticism and argue that deliberation over an extended period is needed to allow alternatives to be explored and implemented. There have been many attempts to define reflection since his initial work, but Schön (1983) still represents one of the dominant approaches to reflection. How well his ideas translate to teacher education can, however, be challenged. Schön (1983) was very careful not to include education within his examples as the complexities of the topic made it very difficult to generalise. In addition, he considers education not as a true profession but as a minor profession. Erlandson and Beach (2008:418) suggest that one of the reasons that Schön (1983) has had such an impact on education and nursing is that both these professions, when reflective practice was published, were 'intellectually oppressed and viewed as nothing more than practices of the hands'. Both the professions were fighting for academic recognition and the concepts of reflective practice offered them the theoretical tools around which to build their academic case. This idea of a need for an academic anchor appeared in the 1980's in teacher education and reflective practice (Alexandra, 1984) was seen as a saviour on which to build an academic discourse in which to root teacher education.

I would argue that this is not true reflection but more an immediate evaluation of the issue or problem being faced. Reflection involves a considered response to the problem or issue over time, with the practitioner revisiting the problem, considering, and implementing a number of different strategies to allow them to analyse, with reference to their developing knowledge base, how successful the interventions were.

2.2.4 The position of reflective practice in Initial teacher education

In order to determine the importance of reflective practice in teacher education, we must first consider how teacher education has developed over recent times. ITE has evolved in the twentieth century through a number of

discourses and has been at the centre of debates about professionalism and professional practice. There has been an ongoing battle between the theory and practice and the perceived de-intellectualisation of ITE. Lui (2015) identified the recent policy changes in education as a top – down, one size fits all reform ‘that emphasise economic efficiency and de-professionalism: teaching as simple knowledge transmission and teachers as technicians receiving and implementing knowledge produced by outside experts’ (Lui 2015:149). Stronach et al (2002:111) have a similar view. They argue the ‘teacher as a machine is the contemporary objective of the current UK policy initiatives’ leading to a drive towards evidence-based practice.

The evolution of teacher education is linked to a change in how teacher education was perceived. Alexander (1984:143) identified an evolution in thinking about the theoretical basis of teaching. He identified seven stages that teacher education had progressed through from psychology, to eventually a view that ‘the task for teacher educators was to concentrate less on what the student should know, more on how he might think’. This evolution has been identified more clearly by Moore (2004:40). Moore identifies a number of key discourses that initial teacher education has passed through from the early 1980’s to the present day. Understanding these helps to understand why there are so many different interpretations of the role of reflective practice in teacher education.

1980’s -The ‘charismatic or readymade’ discourse

The teacher is seen as a saviour, inspirational and a guardian. Sometimes referred to as a sorcerer’s apprentice. This period is often referred to as the heyday of teaching, when teachers were not constricted by a National Curriculum and ITE was not governed by prescriptive standards and Ofsted.

Early 1990’s - The educational discourse

This discourse is often considered to be the advent of the reflective practitioner. It places the emphasis on how teachers evaluate their own planning and management skills within the classroom. The emphasis here is

not on discrete practical skills and techniques but on skills that are needed in order to reflect constructively on their continually developing practice. This discourse places its emphasis on the teacher itself as much as the skills that they are developing.

Supporters of this stance argue that it takes into account the whole picture and does not deal in measurable outputs but encourages students to understand the relevant theory and research, including the cognitive and linguistic developments. This it does in addition to encouraging evaluations of pupil behaviour and achievement.

Moore (2004) identified five levels of reflective practice 1) Thinking about practice – reflection in action, 2) Solitary – retrospective, 3) Evaluations, 4) Intra- professional verbalised reflections, 5) Extra- professional verbalised reflections. According to Moore (2004), it answers not just 'what' but also 'how' and 'why'. This discourse is often referred to as the reflective practitioner discourse as it identifies communication, presentation, analysis, evaluation and interaction as opposed to the competences discourse, which suggests an evaluative response embedded in the skills and capabilities discourse.

Late 1990's - The training discourse

Teachers are seen as a skilled or confident craftsperson, an organised organiser and apprentice technician. This is linked to the introduction of teacher competencies by the government where all students of teaching are assessed using the same criteria (later to become the Teachers' Standards). It was becoming accepted that there was a need to not just accept the discourse of competencies but to question the discourse itself and how it could be viewed along with other discourses, especially the reflective discourse that was starting to become more dominant. Van Manen (1991xi) argued that this did not necessarily produce good teachers: 'A person may have learned all curriculum methods and all the techniques of instruction and yet be a poor teacher'. Smyth (1992:2) observed that teacher education at this time became 'impoverished in terms of marginalisation of creativity and innovation with schools and universities becoming compliant, fearful locations engaged in

pedagogical equivalent of painting in numbers'. Students and tutors perceived the standards and competencies as inventories. This caused an additional problem when reflective practice was considered and on what the students felt they were permitted to reflect. Students were encouraged to reflect on aspects of the standards to produce evidence of how well they were achieving the standards rather than puzzling over their own practice. This is considered further in chapter 4.

Post 2000 - The pragmatic discourse

This approach is the beginning of the current reductionist, evidence based approach. The teacher is seen as effective and eclectic, the teacher is seen as a non-political being (Moore, 2004). The pragmatic discourse involves adopting a practical stance and is often said to involve temporary or in some cases permanent occupation of what is known as the 'comfort zone'. This is at odds with the reflective discourse, which involves the teacher developing critical pedagogies and at times the need to actively avoid the 'comfort zone'. With increasing pressures on teachers to perform in a certain way, the increasing load of paperwork and accountability, it can be argued that the shift to the pragmatic teacher is inevitable and unavoidable.

In Moore's study (2004) many ITE students saw being pragmatic as an important feature of being effective. However, there was also the acknowledgement that this led to a teacher centred rather than pupil centred style of teaching. There has been a move away from progressivism back towards traditionalism. This has formed part of a wider rejection of the post war discourses towards what is being called a more 'entrepreneurial cultural orientation of the 1990's and early 2000's'. (Moore, 2004:125), Dewey (1933) defined the traditional discourse as teacher centred, characterising highly controlled teaching and learning. The progressive discourse is exploratory in nature involving the use of group work, discussion and a flexible and responsive curriculum. When asked, most teachers are reluctant to identify themselves as either traditionalist or progressive and most now adopt a pragmatic and eclectic positioning to teaching and learning.

2.2.5 The case for and against the use of reflection within ITE

The position that reflection occupies within ITE varies considerably across different institutions and even across different courses within one institution. This section of the literature review looks at the arguments for and against having reflection as a fundamental pedagogy and explores how reflective practice has been embedded within ITE over time and its perceived role as a guiding principle in the education of new teachers.

There is a case to be made for a more reflective approach within teacher education to counteract to some extent the very pragmatic stance that most teachers now adopt. Can the use of reflective practices within teacher education go some way towards finding the balance between traditionalism and progressivism? McLaughlin and Talbert (1990) consider effective teaching to be a product of individual attributes and settings in which teachers work and train. ITE students are encouraged to reflect on their own behaviours and how they responded to different situations. However, is it difficult to do this without any knowledge of the theories of education? There is an argument that all teachers have preconceived ideas that will affect how they teach. This is certainly the case with one student in this study (chapter 4). These preconceived ideas need to be explored and this can only be done using a reflective stance to learning. Smyth (1995) suggested the way teachers teach is grounded in their backgrounds. Hartnett and Carr (1995) also argue that systems are 'constructed' so teachers must explore their past within the context of the system. Other academics have supported this view. Wagg (1974), Cole and Knowles (1995) and Schön (1988), all identify the need to critically reflect on experiences within the teachers themselves to conceptualise their experiences and so become teachers that are more effective.

Reflection has become accepted as an integral part of teacher education programmes, both in the university and the classroom (Beauchamp, 2015). However, the level of engagement for reflection, the support given to student teachers through university to develop into reflective practitioners and how it

impacts upon practice can be very variable even within one institution (Chapter 4). I believe there is a need for a clearer shared understanding of what we mean by reflection in teacher education. Lesnick (2005) argues that there is still a need to understand reflection in teacher education better and that until we have a more comprehensive definition any real progress will be limited. This argument is supported by many others, especially the need to investigate alternative approaches to reflection. Boud (2010) supports the view that reflective practice needs an expanded definition to include more sociological dimensions.

Fook (2010) who identifies the need to integrate personal experience and be aware of the emotions that these experiences generate supports this idea. The argument is that this will then develop greater depth and breadth in the reflections and elevate them to a higher critical level. The issue of breath and depth is returned to later in the literature review. This can be taken further and it can be argued that we need to look back to Vygotsky (1984) and the idea of our own inner world in order to be critically reflective.

'Teacher reflection refers to teachers subjecting their beliefs and practices of teaching and learning to a critical analysis, and thus take more responsibility for their classroom actions' (Farrell, 2013: 465). Farrell argues that a simple analysis of practice rarely leads to improvement in the teaching because it lacks any structure. He also argues that it can lead to more harm than good because of the emotional issues that can be generated. This notion is supported by Wallace (1996) who talks about teachers' reflection leading to the generation of unpleasant emotions, which then become a barrier to moving forward. Farrell's (2013) 'evidence-based' reflection is based on Dewey's (1933) systematic and conscious reflections, where teaching experience plus reflection is what leads to self-awareness and from this growth and development.

While reflective practice is a key component of most ITE courses in the 21st Century, there are a number of critics of it as a discourse and a tool for engaging students in reflective thought. One of the major criticisms of reflective practice is that it has been used as a means of replacing the more academic

and theoretical elements of ITE courses (Grenfell, 1998, Lawes, 2003). Edwards, Gilroy and Hartley (2002) argue that reflective practice as a concept in teacher education has been taken too far, as the implications of practical knowledge construction has been largely ignored. Lawes (2003) argues that as a result of the adoption of reflective practice, theory has been redefined and practice has become theory. Wallace (1991) raises similar questions around the acquisition of professional expertise when the underpinning model is based on experiential learning, a view also advocated by Roberts (1998) who argues that trying to compress a teacher's professional development into just one dimension that of reflection, will compromise the teacher's development. McIntyre (1993) accepts that experienced teachers learn through reflection but ITE students learn through deliberation. They are dependent on ideas from sources outside of their own learning experiences and therefore do not have the knowledge required to be able to reflect effectively.

There is a significant issue when it comes to understanding reflective practice mainly down to the multiple definitions that exist. This makes it very difficult for students to pin down exactly what it means to be a reflective practitioner. Added to this is the ever-changing terminology used to describe reflection:

There is ongoing concern that the meaning of the concept of reflection and particularly that of critical reflection, escapes complete understanding by those who promote it (Beauchamp 2015:126).

Another key area of criticism is the theory-practice gap. Many students will understand the concept in terms of the theoretical idea but cannot put this into practice when on placement (Collin et al, 2013). The students acknowledge the need to be reflective in their practice but the day to day pressures of being in the classroom, preparing lessons and teaching tend to get in the way of effective reflection on their practice.

Even though reflection is widely accepted as an integral part of most ITE courses in the UK criticisms are commonplace in the literature raising a variety of questions. Does it enhance the students' learning? Does it lead to improved teaching? Does reflection actually lead to action? A number of academics

including Jaeger (2013) and Russell (2013) have posed these and similar questions. Akbari (2007) stated that he found no evidence that reflection improved teacher or students' performance. Russell asks the question in his article, has reflective practice done more harm than good? He suggests this because he argues that ITE has failed to clarify what they mean by reflection and have failed in many cases to model it in practice (Russell, 2013).

2.2.6 Embedding reflection into ITE

Otienoh (2011) suggests that reflective practice is not as common as it is claimed to be. Many courses claim to promote reflective practice but have very little scaffolding or modelling of it in practice. Atkinson (2012) believes that the reflective practitioner is a fiction rather than a reality. Nagle (2008) argues that while reflection is taught most courses fail to develop the idea of the social contexts of teaching. They concentrate only on what happened within the classroom and produce teachers who are only reflective of their own individual practice, failing to understand the impact of outside factors on what happened in their classroom.

One of the major issues with the development of reflection and in particular reflective journals is the lack of evidence and scaffolding (Marcos, et al, 2011) used in ITE courses around the use of journals. Many courses assume that the students are already predisposed to reflective thought and reflective in their nature, therefore giving them little structure to help with the writing process. It can be argued there is a need for more academic input around the processes of reflection and how to gain an awareness of what to reflect about (Chapter 4). This, however, may lead to another problem identified by Sumsion (1996). Some student teachers are reflective but are unable to write in what is considered a reflective style while others can write in a style, which is considered reflective, without actually engaging in reflection.

There is a need to recognise the importance of context in which the reflection is taking place (Farrell, 2013). Students may only be reflecting because they are told to as a course requirement. The topics on which they reflect are often pre-determined, which can stifle their reflective thought process.

Other limitations can be imposed by time. Most ITE students are very pressed for time and prioritise lesson planning and marking over reflection. To be fully reflective requires extensive time and effort (Elliott, 1993; Borko and Putnam, 1996). This is seriously lacking in ITE courses especially the one-year postgraduate courses. Reflection is more than just an evaluation; it requires a re-disposition of practice, which takes considerable time and effort. Reflection is much more than just a training technique as it requires a personal involvement in practice. Without knowledge of the wider principles of teaching theories, it can be very self-limiting (Marcos et al, 2011). The questions have to be asked: can a training teacher reflect effectively? Do they have the knowledge or time to be able to do so? Schön (1983) omitted the teaching profession from his research, as he believed that the culture prevalent in schools mitigated against teachers being reflective. Most reflection in teaching is completed later as an individual activity rather than as a learning conversation with a mentor or colleague. This is however not just an issue for student teachers. The teacher interviewed by Farrell (2013) who was an experienced teacher also identified the issue of time. However, she also found that the journal writing made her slow down and consider the implications of her practice. The act of writing it down rather than just thinking about it became an almost cathartic process. Noffke and Brennan (2005) insist that reflections must be both individual and supported or social. This leads to the argument for a wide variety of reflective techniques to be used in the university sessions to support the student to become reflective. The modelling of good practice is something that most teacher educators pride themselves on and yet many limit its use with regard to reflection (Chapter 4).

Building in time for reflection in taught sessions can impact upon the amount of material that is covered in a session. When time is short, as it is on a PGCE course, tutors find it difficult to justify taking time for effective reflection in every session (Chapter 4). I believe this is the only way to really build a solid reflective stance into the programme as it needs to be constantly scaffolded so that it becomes second nature to the students (Chapter 4). This does not mean taking five minutes at the end of every session to reflect. It is about establishing a supportive community that helps to develop individual teacher

identity (Gelfuso and Dennis, 2014). Reflection does not just happen. Even when the time is set aside it needs to be fostered and developed using a variety of different supporting techniques. Pedro (2011) also identifies the need for opportunities for reflection to be generated, the students he interviewed all stressed the importance of reflection being encouraged during university sessions and good practice being modelled. Where this happened it encouraged the students to reflect and built confidence in their ability to be reflective once out on school placement. The most effective way used to model this reflection was through the use of dialogue both verbally and in writing through a sharing community.

There is a need for peers and mentors as well as tutors to model reflections for student teachers. Thorsen and DeVore (2013:90) build on this idea and produce a detailed list of how tutors can facilitate and assess reflection. They do this by structuring conversations about learning outcomes in their taught sessions while supporting students to 'analyse personal, moral and ethical practices; and evaluate educational policy or political outcomes that may be desired as a result of reflection'.

Interestingly, the research by Pedro (2011) on pre-service teachers found that the participants had very different views of what reflection is. Some viewed it as simply looking back on action, others thought about changes that could be made, a looking back - moving forward view. One student saw it as much more personal and something that impacted on all aspects of your life not just your teaching. I would argue that there is a need to try to establish an accepted definition of reflection in ITE if we are to successfully use it to enhance and develop teachers' practice. If there is no real shared understanding of what it is to be reflective then it becomes very difficult for the students to develop into reflective practitioners (Chapter 4). Lane et al (2014) have investigated this idea further and questioned lecturers who taught on both primary and secondary teacher education courses about their understanding of what reflection is. They all agreed that it involved a cycle of three stages: '(1) *noticing* what is going on in the classroom, (2) *analysing*, making sense of what they observed and questioning assumptions, and (3) *imagining*

alternative approaches and innovative practices' (p.488). It was also noted that, as suggested by Dewey (1933) and others, these skills are developmental with students passing through each stage as part of a linear development.

2.2.7 Barriers to student teachers' reflective practice

This section of the literature review explores some of the barriers that exist for student teachers with regard to developing into reflective practitioners. Their lack of experience is cited as a barrier to becoming reflective and this is explored in some detail. It also has to be recognised that the student teachers have different and complex backgrounds and prior knowledge may affect how they see and approach reflection and for some this prior knowledge can become a barrier to development. This idea is explored here. This section also looks at the variety of frameworks that have been developed to help students to become reflective in their practice.

There are a growing number of academics, (Galea, 2012; Hobbs, 2007), who argue that the drive for accountability in teacher education, standards ticking and skills acquisition has led to reflection being forced, a means to an end, a way of generating evidence that the standards have been met. This leads into the argument around the assessment of journals and their role in ITE (Chapter 4).

If we consider the work of Dewey (1933) on reflective thought and others, it can be suggested that there is a need for students to develop into reflective practitioners moving from the descriptive to a more reflective stance. Most do not start reflecting at the critical level. This has to be developed over time as their confidence and subject and pedagogical knowledge develops. In order to become reflective, they must have progressed through the descriptive stage and understand how being self-questioning and critical actually helps their practice to mature and improve.

Akbari (2007) argues that one reason why reflection is not fully developed is the universities' failure to address the students' self and professional identity

which is needed in order to become a true reflective practitioner. On many courses while reflection is pushed as a desired outcome, the mechanisms needed to develop as a reflective practitioner are often neglected. To be truly reflective a student needs to understand their starting point, preconceived ideas they are carrying and explore the influences and pre-determined opinions they have. They need to understand how past experiences influence how they view different situations. They also need to feel that their reflections will not disadvantage them if they are honest (Chapter 4). Failure to reach this point means they may not develop into critically reflective practitioners. The ethics of reflective practice can also be controversial, especially the use of journals and their assessment or non-assessment. Reflective practice promises improvement, the style of writing tends towards a 'confessional mode' (Pollard, 2008) so a reflective journal demands that the writers objectify their experiences. Ghaye (2007) asks is it ethical to demand that students reveal their personal experiences. As Hobbs (2007:406) explains the aim of reflective practice is to 'delve into teachers (sic) cognition', which can lead to anxiety, insecurity, sadness and loss (Brookfield, 1994; Ghaye, 2007).

There is a gap in most of the literature about reflection in that it does not really address the impact of reflection on the individuals who are reflecting, especially when it is assessed work. Much has been written about the social and emotional nature of reflections and to what extent they should be personal or shared.

This opens up the debate about should reflections be part of a course requirement and if they are do they become forced? If not will students actually engage with them or opt out? (Chapter 4). This furthers the debate around the assessment of reflections. (Ghaye 2007). Is it right to expect students to bear their soul in a reflective journal which is then read and possibly assessed by their tutor? Pollard (2008) counters this argument by stating that reflective journals and portfolios may not be only personal but are a starting point for developing further conversations about self and others. This therefore, he claims, limits the idea of a private reflective portfolio. The journals used in this research were never intended to be personal, there was an expectation that

the student reflected upon their practice over time and linked this to the literature around specific areas of teaching (Chapter 3).

It can be argued that if at the start, the students understand that the journals are a professional part of the course and should therefore be written in a professional and academic way, then the bearing of their soul is not seen as an appropriate writing style. This returns to the debate around embedding reflection in the ITE course. I would argue that if reflection is modelled throughout the course and the students are confident in the process of professional reflection then there should not be the same ethical issues around the reading of the journals. Dyer and Taylor (2012) however argue against this, they find that student teachers who did reflect on their practice lacked any confidence in their own judgements and relied on other professionals to confirm that they were making progress. The actual process of reflection seemed to lead to greater self-doubt than confidence in their teaching ability. This was despite being specifically taught how to reflect as part of their university course. I would argue however that this is all part of the process of becoming a reflective practitioner. A degree of self-doubt is the initial trigger to lead a person to reflect, the problem arises if they are then unable to use this self-doubt to develop their practice and ask the appropriate questions. The bigger issue will probably be the student's self-selection on what to include and whether they can reach the higher levels of reflective writing when they know it is being read. It is possible they are just writing to a formula and if so, is this necessarily wrong, if that is the assignment expectations.

Reflection is the core to all development in teacher education and it should be seen as a means of developing an overarching competence for teaching, one that links all the others. Ramsey (2010) concludes that we should give students more control over their reflections. Moreover, Ramsey argues. we should allow them to choose their own focus and how they reflect thus allowing them greater scope to develop the issues that are most pertinent to them at the time. This way the reflections will be more thoughtful and less contrived. When students are given topics to reflect upon they have to generate ideas and problems even if they do not exist to meet the requirements of the

assignment. Given a free choice of topic, they will choose something that is a particular issue for them and therefore gain much more from the reflective process. Ramsey (2010) does recognise however within this, a need for a structure (linear approach) within which the reflections should be produced to help guide the students. A counter argument to this is that if given free choice the students will become obsessed by one small area of their practice and only reflect upon this same thing, meaning that the benefits of wider reflection are lost. They can also become very despondent when they appear to be making little or no progress within that particular area of their practice.

There has been debate for a number of years over whether reflection should or can be explicitly taught. Valli (1992) was one of the first to address the explicit teaching of reflection to student teachers. The seven programmes that he investigated all shared the following features: 1. The use of microteaching, journaling and self-evaluation: 2. Built in opportunities to reflect: 3. Developing the student teachers philosophy of teaching including the ethical dimensions. Valli (1992) also raised the question of assessing reflection and the time it takes to implement reflection into taught programs. In a pressurised one-year course is there time to properly embed reflection into course structures, the findings of this research would suggest not (chapter 4).

Amboi (2006) and Nagle (2008) encourage the explicit teaching of reflection to students. They argue that reflection is not an intuitive act, most student teachers when asked to reflect just think about themselves and not the wider picture. This also links into the arguments discussed earlier, that the university tutor should model reflection in all of their sessions so the students become immersed in its use. There is a definite need for more modelling of reflection within teacher education. Not only the university tutors but also mentors need to learn how to support reflection. This could be quite a challenge for university programmes if the mentor is not a reflective practitioner themselves. There is a need for more training of the school mentors around the use of critical reflection to enhance the development of the student teacher (Chapter 4).

Jones and Jones (2013) identify a number of different ways to support the development of reflective practice. They argue that there is a need to 'generate

possible solutions to authentic, classroom-based problems' (2013:78). This is best achieved through the use of small group work or whole class discussions. They identified two distinct ways of achieving this: 1. 'the opportunity to generate solutions to logical "classroom community" discussions or 2. extended, curriculum-based problem-solving sessions about the content of effective teaching and learning' (2013:7). Of the two strategies, the first is the more informal and consists of brainstorming sessions to work through an issue or challenge. These could be hypothetical or actual examples a student had encountered. This encourages not just reflective thinking but also reflective listening. It also sets up a 'safe space' for dialogue where the students do not feel they are being graded or assessed on their ideas or opinions. These brainstorming sessions generate a supportive environment for working through problems and issues without the students feeling they are being judged. Tutor 1 uses this method extensively (Chapter 4). The second structure observed by Jones and Jones (2013) were more structured sessions where they generated solutions to hypothetical teaching based problems. Here they worked in groups in a more traditional way to determine what the issues were and to discuss possible solutions. This type of supported reflective thinking could easily be used in all aspects of an ITE course. Jones and Jones (2013) conclude that 'by asking students to identify concerns and then generate solutions within the context of classroom vignettes, students practice the reflective enquiry skills that they will need to use as practicing teachers' (Jones and Jones, 2013). This view is supported by Arlin (1975), who identifies the process of making judgements as the most significant characteristic of adult development. By asking the students to make decisions about possible solutions they were not only evaluating their practice but also developing the ability to reflect critically through supportive and developmental feedback. Dewey (1933) identified this as an essential element of reflective practice and argued that if reflective skills were to be developed or improved there was a need for specific teaching of a reflective stance.

2.2.7 Developing a framework for reflection

In order for practitioners to be able to reflect effectively, there is a need for a contextual framework. Some academics, like Dewey (1933), see these frameworks as a series of steps that the practitioner will move through as their experience develops. Others like Sparks-Langer and Colton (1991) suggest that the practitioner can be working in more than one framework context at any time. Many academics (Thompson and Thompson, 2008; Moon, 2006) see reflective practice as a potentially transformative process. At its heart is the process of becoming aware of the knowledge that is needed to inform and thereby transform the practitioner's practice. There is a need to recognise that reflective practice is both forward and backward looking, it is reflective and reflexive; it is about developing a self-awareness, being able to recognise our own influence and then make informed decisions based to these. Reflective practice will only be effective if both the theoretical standpoint and the practical have equal billing, an absence or overemphasis of either will reduce the practitioner's ability to be critical and hence become a barrier to effective reflection.

A number of researchers (Luttenberg and Bergen, 2008; Liston and Zeichner, 1991; Nagle, 2008; Russell, 2013 and Kelchtermans, 2009) have extended the debate around developing a framework for reflection and look at a variety of different ways of defining how student teachers reflective stance develops. Luttenberg and Bergen (2008) have identified two different dimensions in the existing frameworks, which they refer to the 'breadth' and 'depth' of reflection. They identified certain characteristics that were indicative of each dimension. The breadth dimension has a sociological stance while the depth dimension is rooted in a psychological approach. The breadth dimensions is characterised by the reflector concentrating on the object of the reflection (an issue that has been recalled and identified by the reflector) and how the teacher develops their teaching, while the depth dimension is more concerned with the process of thinking. In this model, the reflection can be cyclical and it is argued leads to the use of higher level thinking skills. The level of development within the depth framework are sometimes referred to as stages of development.

Kelchtermans (2009:269) defines depth as the 'underlying beliefs, ideas, knowledge and goals'.

When considering the development of breadth and depth in reflection it is very important to first consider the starting point of the student. At the start of their course student teachers will have little, if any, knowledge on which to base their reflections so cannot be expected to develop breadth in their early reflections. They will only start to develop breadth after a sustained time in school. Russell (2005) identified this to be after the students had completed their first placement.

When considering the development of depth in students' reflections it is recognised that this is easier to teach over time and with practice the depth of the student's writing improves and, in most cases, moves from being mainly descriptive to much more analytical (Chapter 4). The students are able to develop their ideas to include a greater depth of knowledge as they become more familiar with their practice and the theory and therefore their reflections become deeper. How to improve the depth is a much easier concept for the teacher educator to give guidance and feedback on than the development of breadth. It is also an area that naturally develops with the student teacher as they progress through their placements and academic course.


Luttenberg and Bergen (2008), argue for a six-stage framework which considers the following domains: the pragmatic, the ethical and the moral domain'. Within each of these domains the reflection will be either open or closed, giving six different stances. They argue that each of these domains is not exclusive and the student will reflect in all of them, although certain ones will be more consistently used than others.

Nagle (2008) found that student teachers' reflections fell into one of two groups; those whose beliefs centred on content knowledge and those whose beliefs revolved around student learning. He also found that regardless of which stance they took, they all reflected at the factual level and mainly discussed everyday issues like behaviour management and questioning techniques.

While most frameworks lend themselves to one of these two stances, some mix both dimensions. For example Hatton and Smith (1995), whose two lower levels fit the breadth dimension and their upper two levels the depth dimension. The framework developed for this research is a mixture of the breadth and depth dimensions (Chapter3).

One of the main criticisms over the use of journals is their assessment. Academics are divided as to how far or useful the assessment of student's journals is and if it is even ethical. This is explored in this section. The different types of journals used in teacher education are considered along with how they can help to develop the student teachers practice.

Table 2.2: Different levels of reflection (adapted from Pavlouch, 2007:285)

Academic	Levels of reflection from least to most developed 						
Van Manen, 1977	Technical rationality Focuses on means rather than ends, e.g. application of educational knowledge and basic curriculum principles.	Interpretative reflection Interpretive understanding of nature and quality of the educational process. It clarifies the assumptions of teaching activity by assessing the educational consequences of an action.	Critical reflection Incorporating moral and ethical criteria into the discourse of practical action.				
Smyths, 1989	Describe What did I do?	Inform What does this mean?	Confront How did I come to be this way?	Reconstruct How might I do things differently?			
Johns, 1994	Describe the experience Just a description no attempt to	Reflect Some understanding of how their practice is	Influences The teacher is aware that things other than their	How could have done better Able to evaluate the positives and negatives and	Learning from experience Able to use the pedagogy and wider influences to		

	analyse or reason.	affected by what they do.	teaching can affect what happens.	draw on ideas of how to improve.	alter their practice based on new experiences. Forward and backward looking.		
Hatton and Smith, 1995	Pre reflective – Not reflective – description of events and report of literature.	Descriptive Not only description but well informed justification of the events based on personal judgement.	Dialogic Using judgement and multiple perspectives to provide alternative ways to solve problems.	Critical Demonstrating awareness of influence of social, political and cultural forces on actions and events that can only be understood within the wider historical, structural and socio-political contexts.			
Moon, 1999	Experience Just comments on experiences as they happen.	Need to resolve Starting to understand that the experiences lead to issues.	Clarification of issue Aware of the issues linked to the experiences and a need	Reviewing of emotions Having identified issues, explore feelings around the problems.	Processing and awareness Starting to come to terms with how the problems may be addressed	Resolution Identifies the steps that need to be taken to improve on practice.	Changed action Change the way they work to take account of what have learnt.

			to confront them.		to improve practice.		
Kember et al, 1999	Non-reflectors Show a lack of evidence of deliberate appraisal.	Reflectors Demonstrate insight through analysis, discrimination and evaluation.	Critical reflectors Indicate a transformation from their initial perspective.				
Bain et al, 1999	Reporting Describes, reports or retells with minimal transformation, no added observations or insights.	Responding Uses source data in some way but little transformation/conceptualisation. Makes observation/judgement but does not detail reasons for judgement. Reports a feeling e.g. relief/happiness. Asks a rhetorical question without attempting to answer it.	Relating Identifies aspects that have a personal meaning or connect with prior /current experience. Seeks superficial understanding of relationships. Identifies something they are good at and something they need to improve	Reasoning Integrates data into appropriate relationship e.g. with theoretical concepts, personal experience. Shows a high level of transformation and conceptualisation. Seeks deep understanding of why something has happened.	Reconstructing Displays a high level of abstract thinking to generalise or apply learning. Draws original conclusion from their reflections generalises from their experience formulates a personal theory of teaching or takes a position on an issue.		

Kennison and Misselwitz, 2002	Description of the event Not really reflective, can describe what has happened but does not really consider why.	Critical analysis Is able to consider the issue and enter into a critical consideration of why things happened.	Discussion of outcome Can enter into a debate about the issue and link it to the wider environment which impacts upon practice.				
Varner and Peck, 2003	Articulate the issue Aware that there is an issue or problem that needs consideration.	Analysis Able to analyse the problem both in terms of its positive and negative elements.	Explanation Can give reasons why the problem/issue exists.	Action Take action that is grounded in theory and pedagogical thinking to address the problem over a period of time.			
Williams and Wessel, 2004	Describes event Gives a description of what has	Analyses what happened Is aware of the problem/ issues and reflects	Verifies learning Having identified the problem	Gains new understanding The new knowledge gained through	Indicates future Uses the new knowledge to assess how their practice		

	happened but does not link to why.	upon what happened and why.	looks for new knowledge that will give some authentication to the analysis.	reading and discussions, is critically reflected upon to give a new range of options to explore.	needs to change. Is also aware of the wider factors that impact upon practice and the changes they might need to consider in the future.		
Jukka et al, 2008	Habituation Comments and descriptions of teacher's actions displays little conscious thought. Not defined as true reflection.	Introspection Inward looking reconsidering ones thoughts and feelings. Many biographical connections between personal and professional experiences.	Association Linking prior knowledge feelings or attitudes with new knowledge and insights.	Integration Actively seeks to map out the data provided in their teaching experience. Were moved to rethink their teaching practice.	Validation Testing the old and new ways of thinking and acting in teaching situations. Describes actions and contrasts them with their preconceptions, prejudices, concerns, fears and doubts about teaching.	Appropriation Makes the learning one's own and takes it in a personal way.	Transformation Their experiences affect their personal and professional foundations.

Larrivee, 2008	Surface reflection Recalling how things are.	Pedagogical reflection Shift in emphasis to way things could be, the best pedagogical approaches to achieve goals but no questioning of goals.	Critical reflection Consideration of the worth of goals.				
Seban, 2009	Technical/descriptive writing What is the technical rationale of the student? Do the students only describe and report the event?	Descriptive reflection Do the students write a personal judgement? Do they describe and explain their actions or attempt to provide a reason?	Dialogic/interpretive reflection Do they explore experience, events and actions using qualities and judgement? Do they reflect on the nature of educational knowledge using multiple perspectives?	Critical reflection Are they aware of the effect of multiple historical and socio-political contexts on actions and events? Do they challenge and judge educational goals and experiences against criteria of justice and equality?			

			Do they explore alternative ways to solve problems in professional situations through weighing competing viewpoints?	Do they examine any social, political and cultural forces that impact on their teaching?			
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The table above summarises the frameworks used by academics to assess the level of reflective writing. As can be seen, while there is a disagreement in how many different categories there should be within the framework, all of them are linear developmental frameworks which build from a basic description to a more informed thoughtful type of writing. All of the above were considered when designing the framework for this research and their strengths and weaknesses analysed to produce a new framework that was specific to this piece of research but which has the same fundamental guidelines as all of the ones considered above.

2.2.8 Reflective journals

There is much debate over the use of reflective journals in teacher education as a means of encouraging the growth of the reflective practitioner. How reflection is measured and the types of journal used varies significantly across different programmes in different universities.

Sparks-Langer and Coulton (1991), Valli (1997) and Lane et al (2014) produce frameworks that are specific to teacher education. The other frameworks are more general and have been linked to teaching, business, nursing and management courses. There is general agreement that there are different forms of reflection. Many authors (Van Manen, 1997; Moon, 1999; Regan et al, 2000; Jay, 2003) suggest levels and progression in reflective development, moving from practical issues to more abstract and profound issues of beliefs and values. This idea of linear progression is simplistic and does not fully reflect the complexity of reflection undertaken by ITE students. The process of becoming a reflective practitioner is complex and multi-dimensional. However, for the purposes of analysis of reflective writing there is a benefit in identifying different levels of engagement and reflection. A recognition of these differences is also important to support the student's ability to discriminate between different forms of reflection. Many academics opt for a descriptor scale of three or four categories as can be seen from table 2.2 but all have slightly different nuances. The more detailed frameworks that divide the process up into more than four different categories can be difficult to use when

trying to assess reflective writing as the differences between the levels can be very small.

Much of the literature around the use of reflective journals is around their assessment. The journals are personal so many academics question whether their assessment is ethical (Bos et al, 2012; Crème, 2005). Gibbs (2002) and Chalmers and Fuller (1996) suggest that we should assess what is pedagogically important, but at the same time be aware that what we assess has a powerful influence on students' learning. There is also discussion around the production of assessment criteria, which can undermine the whole purpose of journals, that of encouraging a tentative and questioning approach to learning; 'How can a student be open if she is trying to meet pre-stated demands' (Crème, 2005:290)? It follows that if the aim of the journal is to value the process then any assessment must distort this process. Not all academics agree that assessment should not be used. Ryan (2007) argues that if the assessment is developmental rather than regulatory it can help encourage students to become more reflective. Feedback is seen as paramount in this process (Samuels and Betts 2008) to ensure both the success of reflective writing and the motivation to continue to develop, thereby reaching deeper levels of reflection. An overview of the main academics (Van Manen, 1977; Smyths, 1989; Johns, 1994; Hatton and Smith; 1995, Moon; 1999, Kember et al, 1999; Bain et al, 1999; Varner and Peck, 2003; Williams and Wessel, 2004; Jukka et al, 2008; Larrivee, 2008 and Seban, 2009) who advocate assessing reflection and the criteria they have developed to assess reflective writing is included in table 2.2. Table 2.1 summarises the main conceptual frameworks that have been developed with respect to reflective practice. The table charts the development of reflective practice and how the concept has developed since the initial ideas of Dewey (1933). More recent academics have taken Dewey's ideas and developed them to respond to current developments within both nursing and teacher education where they are predominantly used.

Student journals come in many different guises and the different formats are appropriate to different circumstances. Moon (2006) identifies seven different types of journal which range from very personal autobiographical journals

through structured journals and portfolios to blogs, wikis and web logs. Table 2.3 (overleaf) gives an overview of these journal types. Which journal is used will depend on the perceived outcomes of the journal writing and whether they are a personal account or linked to the more formal assessment structure of a university course. There are as many academics who approve (Smyth 1992; Hatton and Smith 1995) of the use of journals as those who do not (Ghaye 2007). The table lists the characteristics of the journals and which could be considered for use in the context of this research as an assessed element on a PGCE master's level course.

Table 2.3: Types of reflective journal (adapted from Moon, 2006).

Type of journal	Characteristics of journal	Usefulness for encouraging reflection on 1 year PGCE secondary course
Autobiographical	Very personal and student centred. Student has free reign to write about anything that is concerning them. Some can be very emotive.	Number of ethical issues over assessment and use. They are primarily a personal record of the student's thoughts and issues. They can be very descriptive in nature. They work well as a personal development tool for individual students, but due to the sensitive nature of the content should not be formally assessed or some would argue even seen by the lecturer unless volunteered by the student to help discuss a particular issue/ problem. More of a diary than an academic piece of writing.
Double entry – descriptive then reflective	Students make initial entries around problems/ issues that are troubling them in their professional development. These reflections are returned to and developed further at a later date during the course, allowing the student to consider a wider variety of solutions as their subject knowledge developed.	These journals can be more easily linked to pedagogy and theory. They allow students to move through the various reflective levels as they progress through the course. As they are mainly focused on the theoretical and practical aspects of teaching there are less ethical issues around their use as an assessed task. They help to refocus the student's attention on areas they have struggled with making them re-evaluate the progress they have made and consider a wider variety of solutions
Structure questions as	Students are provided with a set of generic questions which they apply to whatever topic they are reflecting on.	Can become quite formulaic over time and restrict reflection at the more critical levels as students answer the questions asked but rarely offer up any of their own. As the students are writing to a specific structure they are easier to assess and they ensure that the students are considering the pertinent questions that need to be asked.

Structure within journal itself	The journal has a set structure/ layout. Most have a required suggested length for each entry and a suggested framework within which to write	These journals can be limiting if students feel they have to keep to the word limit. This can stifle creativity and higher level critical thought, inhibiting deep reflection. Assessment should not be a problem as they are writing to guidance so should be easy to link to marking criteria.
Profiles/ portfolio	Students write reflective comments around a wide range of issues linked to their course content. Portfolios can include anything they find interesting e.g. newspaper articles. The portfolio can become very personal record of the students thinking and interests. It does not have to be directly linked to practice	They can be difficult if not impossible to assess as every student will interpret the task differently. The reflections will tend to be at the lower critical levels and will often take the form of opinions and ideas that the students have developed from the reading they have completed. They can be very useful for helping students to determine their personal philosophy.
Dialogue journals	Usually involve reflections around discussions in lectures or workshops with other students or lecturer or both. They consider a range of viewpoints and are often linked to forums.	A very good informal means of helping students to develop critical thought. Can be used within course structure to engage students with the elements of reflective thinking, and can encourage them to engage with other forms of reflective practice. They are not suitable for formal assessment but should be used as a developmental tool.
Blogs/ wikis/ web logs	All unstructured in nature – usually used by students informally to discuss problems and issues. More formal ones can be set up to engage students with the course content	Mainly useful as a self-support mechanism for students to discuss issues in a non-threatening, un-assessed environment. Their use can be linked to certain course elements with students being asked to post comments around topics started by the academic staff or other students.

The journals used in this research are a combination of a double entry descriptive then reflective journal and a journal that has structure built into it. The students were given specific topics to write about and they wrote about the same topics twice, once in their first placement journal and then again in their second placement journal.

Much of the literature does suggest that journal writing helps teachers make clearer connections between knowledge and practice (Calderhead, 1991). McDonough (1994) and Richards and Farrell (2005) suggest that writing in a journal can help teachers raise questions about their practice. Writing in a journal enables teachers to become more aware of what is happening in the classroom. The day-to-day behaviours they exhibit and how these impact upon the learning and progress made by the pupils in their class. Writing about their experiences involves analysing not only their attitudes but also the outcomes of their various stances in respect to certain stimuli in their classroom. Pedro (2011) however, found that many students did not like completing the written reflections because they were time consuming and said that they would not keep a journal in the future (Chapter 4).

In his research, Farrell (2013) found that the teacher stressed the importance of reading back through her journal entries. This helped her to identify patterns in her teaching of which she had previously been unaware. Farrell (2013) identified this as being the starting point in a teacher's professional development. This makes a case for not just writing journal entries but the need to return to pertinent themes throughout the period of writing. Many student teachers will write an entry on a particular topic, especially if the topic is pre-defined and then consider the reflection written and the topic finished. The challenge for ITE tutors is how to encourage this reengagement with the journal entries over time to ensure any progress made is built upon and the topic stays an area of consideration over a longer period of time.

Pedro (2011) found that in practice students found the writing of weekly journals burdensome and that they write only because they have to. This is not a positive way to encourage reflective practice. Pedro (2011) suggests that

there is a need to develop diverse ways of writing to develop critical reflection so that the students do not feel they are reflecting just for the sake of reflection.

2.3 The role of constructivism and transformative learning as a pedagogy for developing reflective practice within teacher education

Vygotsky's theory of social constructivism is a key pedagogy when considering the development of a student teacher's reflective ability and development into a confident practicing teacher. Vygotsky (1984) sees both teachers and students as active agents in learning. Constructivists see learning as the process of constructing meaning where students put their knowledge into practice. In order to construct this meaning, they first need to consider the knowledge they are exposed to as their prior knowledge influences their new knowledge. In a constructivist approach to learning learners negotiate, ask questions and then try hard to find the answers themselves as then the learning becomes more meaningful (Fosnot, 1989). This approach however has its own problems; as the construction of knowledge relies on prior knowledge or ideas on which to construct the knowledge. Many student teachers do not at the start of the course have the required knowledge around which to construct. Fox (2001) observed that constructivism with its emphasis on active participation too easily dismisses the more traditional learning styles of passive perception and traditional didactic learning. There is a need for both approaches to be used in tandem. The use of reflective journals linked to observation, reading and feedback as seen in this research allows for the full range of learning approaches to be accessed by the students.

One key element of constructivism is that learning depends on what individuals already know, using their new ideas to develop their practice as they adapt and change their old ideas, therefore there is a need to acknowledge prior learning and how it impacts upon current learning right from the start of the process. Constructivist learning also involves inventing ideas rather than just mechanically accumulating a series of facts. To make progress the student needs to engage with a variety of ideas and construct their practice

around these new meanings. This however is a challenge in itself as without clear direction and support the student is more likely to rely upon their own ideas rather than exploring a wider range. There is therefore, as identified by Phillips (1995:11), 'the need for individual attention to students and the need to give guidance about how bodies of understanding are built up'. A number of criticisms have been levelled at constructivism including the emphasis on the role of the social and collective at the expense of the individual (Resnick 1996). The fact that it fails to address how the external world is bridged across the internal mind (Fox, 2001) and that the process implies a blinkered social consensualism (Fox, 2001). While all these criticisms may be valid, they can be mitigated for within how the constructivist approach in each particular case is applied.

Learning becomes an active process in which experience has an important role in understanding and grasping the meaning. This leads to conceptual growth which is the result of various perspectives and the changing of the student's internal representations in response to changing perspectives. The students need to consider a range of ideas to allow them to formulate a response to each individual issue rather than just accepting the first idea they have or what their mentor/tutor tells them. This in turn then promotes the students' motivation and critical thinking and encourages them to learn independently (Appleford, Huber and Moallem, 2000). This links to Lui's (2017) triad of professionals to support a student teacher's progress towards reflective practice that leads to transformational learning (Mezirow, 1990), discussed later in this chapter.

The student teachers need to develop their own constructs as these determine the kind of and extent of change they are able to make during both their training period and during their teaching careers. The students need to make a shift in their thinking and change what they believe about their knowledge in order to really change and develop their practice. It can be argued that the use of reflective journals by student teachers is one way to encourage them to think deeply about their practice and help them develop the constructs that they then question.

For constructivism to be an effective learning strategy the instructor (mentor/tutor) first provides support and help and then little by little the support is decreased and the students learn more independence. The critical and most important goal of constructivism is to help the learner become an effective thinker responsible for their own learning and development. The mentor and tutor need to engage the student in critical constructivist activities which include co-planning, co-teaching and cooperation between the mentor and student in the classroom (Aderibigbe, 2018).

Developing into a reflective practitioner requires the student to go beyond a mastery model of learning (Lui, 2017) and work towards a transformational approach to learning. Mastery as a concept (Guskey, 2015) has been adopted by schools as a pedagogy for effective teaching and learning where the pupils become experts in certain aspects of the curriculum. This approach is then adopted by the student teachers who identify what they need to achieve to pass the course and don't develop their ideas beyond the mastery stage. This leads to them reaching the plateau stage but never moving beyond it to truly critical reflective teaching 'if reflection stops with reflection it cannot be transformative' (Lui, 2015:147). In order to transform learning students need to think and then re-think and challenge their previous assumptions.

2.3.1 The ecology of reflection

In order to understand how students reflect there is a need to understand how their ecology of reflection develops. The ecology of reflection refers to how the students work with a team of professionals to develop their understanding of how to reflect in a critical and transformative way. This is an interconnected system which constitutes the student teacher, the university tutor and the mentor (host organisation) (Harvey et.al, 2016:3). The aim is for the student to develop a holistic understanding of the issue which involves the process of experiential learning, visceral reactions and feelings, thoughts and words. (Rodgers, 1980:6). In order for students to reflect they need to understand the process, Harvey et al (2016) refer to the four C's: Cognition, Communication, Context and Conditions. Cognition refers to the student's self-awareness, their

critical thinking, meta-cognition, self-regulation and motivation. The need to understand their frame of reference and how it impacts upon their practice is a key element of reflective thought. Communication refers to how the student records their reflections and considers the use of a variety of media rather than just a written journal. The context is very important because a failure to set the reflection in the right context will lead to a misrepresentation of the practice and therefore what is being learnt from the reflection. The conditions under which the reflection takes place is also paramount. Forced or rushed reflection will lead to limited transformation if any at all due to the emotional state of the person completing the reflection. These four C's are supported by the four P's: predisposition for reflection, program context, planned learning outcomes and the participation or experiential context. A student teacher's predisposition to reflection has a huge impact upon how they reflect. Not all student teachers are innately reflective and many need some form of scaffolding to support them to reflect effectively. Mezirow's (1997) work supports many of these ideas. He argues that the students' frame of reference cognitive, conative and emotional components are composed of habits of mind and a point of view. There is therefore a need to develop habits of mind that support critical reflection and transformative learning. Mezirow argues that transformative learning develops autonomous thinking. It is generally understood in the literature that one way of helping students to develop these habits of mind is through the use of structured journals which encourage the students to think critically about their practice. The journals and mentor feedback can also encourage the students to develop their ideas and explore a range of options to help move them towards transformative learning.

2.4 The role of mentors and tutors in supporting reflective practice.

This section of the literature review explores the roles mentors have in supporting student teachers to develop into reflective practitioners. The review concentrates on the style and type of mentoring and how the mentors conduct feedback to the student teachers.

The role of the mentor in school is widely accepted as being very influential in the development of student teachers and many studies (McCann, et al, 2009; Zanting and Verloop, 2001; Krull, 2005; Weasmer and Woods, 2003) have analysed the role of the mentor. However, there has been little research on how the mentor impacts upon or helps to develop the student teacher's reflective ability. This part of the literature review will look at the main research on how mentors work with student teachers with particular reference to how mentors feedback to students on their lessons and progress. In this study a mentor is a practicing teacher who supports the student teachers while they are on their school placement during their initial teacher training. Mentoring has become increasingly important as the initial teacher training programmes in England now insist on the students spending a minimum of 120 days in school. This is two thirds of the time allocated to a PGCE course. In the literature, mentoring is described by many (Burn, 2006; Whitehead and Fitzgerald, 2007; Kaasila and Lauriala, 2010) as a collaborative process between the mentors and student teachers where both can learn from each other. This collaborative process is seen as continuous throughout the student teachers' time in school and has as many benefits for the mentor as the student teachers' as it allows for reflective conversations around both the student teacher and mentors' classroom practice. Zanting and Verloop (2001) take this further and suggest that mentors should have several roles including: 1) instructor and model 2) source of information and wisdom, 3) questioner who challenges student teachers to think and supports the enquiry through a joint approach, 4) evaluator and challenger of the student teacher's work both in and out of the classroom and 5) coach and supporter. Galbraith (2003:9) agrees and sees the role of the mentor to develop 'critical and reflective thinking, self- direction, creativity, autonomy and praxis.' Hudson (2013) suggests that this can be achieved through a scaffolding approach to the mentoring process which includes evaluation and reflection. The need for some sort of scaffolding is supported by Kardos and Johnson (2010) who found in their research that mentoring can be haphazard with a great variety in quality evident. Hudson (2005:214) takes this idea one step further and suggests that it is not just haphazard but can actually be harmful to the student teacher. He argues that in some cases the student becomes so reliant on the

mentor providing a list of improvements that they become unable to reflect for themselves and understand how to improve/ transform their practice.

A number of different types of mentoring have been reported in the literature, they all have one thing in common and can be placed along a scale of mentoring ranging from directive to non-directive. Maynard and Furlong (1994) developed three models of mentoring after extensive study of the literature on mentoring available at the time; these three models are still acknowledged today as the main styles of mentoring evident in our schools. The names may change but the general premise is the same. The three models are the apprenticeship model, the competency model and the reactive model. The three models each have a key characteristic. The apprenticeship model is about observing the experienced teacher and learning from their practice. In the competency model the student teachers learn by practising teaching until they are successful, helped by mentor observation and feedback. The reactive model is about the students developing into critical thinkers and reflective practitioners; they go beyond just thinking about the lesson and become a co-inquirer with the mentor. Many mentors use a combination of the apprenticeship and competency model as they tend to evaluate the lessons and the students teaching performance rather than entering into a developmental discussion led by the student teacher (Ben-Peretz and Rummey, 1991; Hudson, 2013). Krull (2005) identified two main models apprenticeship and inquiry. These are similar to Maynard and Furlong's (1994) apprenticeship and reactive models. The inquiry model of Krull (2005) identifies the role of giving support with the knowledge, skills and strategies needed to be an effective classroom teacher along with psychological support to build the student teachers 'sense of self'. Weasmer and Woods (2003) look at mentoring from a slightly different viewpoint and discuss the importance of the mentors own philosophy of teaching as this underlies how they approach every activity they do. They identify three different types of relationship the mentor and student teacher may have patriarchal, collegial or collaborative. They found in their research that most of the mentors took an interventionist approach to mentoring. This is discussed later in this literature review. The theory behind mentoring student teachers posits a critical constructivist

approach where knowledge is not an object (Freire, 1970) but a collaborative investigation where the knowledge and information is not just passed to the student teachers but is gained through a process of reflection and justification. This supports Vygotsky's (1984) idea of social constructivism and how it applies to the mentoring process. The critical constructivist approach can be seen to be particularly true during observation feedback during which, in an ideal mentoring situation, both the mentor and student teacher share their understanding of the lesson constructs and engage in a joint reflective evaluation of the whole teaching and learning episode, including the planning and wider constructs that impact upon the teaching. In theory, this is a supportive and developmental way of mentoring student teachers but the reality can be quite different and is explored in Chapter 4.

2.4.1 The nature of mentor feedback

The type of dialogue and written feedback a student teacher receives from a mentor can vary considerably depending on the style of mentoring adopted. The model advocated by the university in this research is a reflective non-directive approach, where both the mentor and student teacher have time to engage in productive reflective conversations. The research (Zanting and Verloop, 2001; Hennissen et al, 2008; Hudson, 2013) shows the reality is often very different. The mentors often have a pragmatic approach to mentoring. Most feedback is around evaluating the students teaching performance (Zanting and Verloop, 2001). The mentors identify the following characteristics when asked about the supervisory skills they need to be an effective mentor; providing guidance, observing teaching and classroom management, providing feedback, modelling and advising on teaching. In their study, Wright and Bottery (1997) identified that the mentors thought their most important role was helping students formulate lesson objectives, planning and classroom management. More recent studies (Timperley, 2001; Evertson and Smithey, 2001) support this finding and add the premise that most mentors give criticism as a form of feedback but fail to engage students in any type of constructive conversation around improvements or challenge them to explore other possibilities other than their suggestions based on their own model of

teaching. Timperley (2001) worryingly also found that the mentors gave advice but did not ask the student teachers if this was helpful in developing their practice. This is supported by Evertson and Smithey (2001) who noted that the mentors did not always even refer to the lesson they had observed but just began the feedback by making suggestions on improvements.

In their research Hennisen et al (2008) identified four different types of mentor based on their relationship with the student teacher and how they managed and supported the students through the lesson feedback process. These mentor types are categorised in their MERID (MEntor Roles In Dialogue) model (fig 5.1 page 232). The four types of mentor that they identify are: 1) a non- collaborative mentor, 2) an instructional collaborator, 3) a discursive collaborator and 4) a reflective collaborator. The continuum moves from the mentors who dominate the feedback sessions and tell the students how to improve to those who ask questions of the students to get them to explore their practice using supportive non-directive language. This model is used later in the research to categorise the mentors working with the student participants.

Harrison et al (2005) and Hudson (2013) noted that mentors who had received specific training were much better at the non-directive approach to mentoring and lesson feedback they helped students, through discussion, to deconstruct and then reconstruct their lessons rather than just giving a list of possible approaches to improve the teaching. This deconstruction and reconstruction process involves exploring how the lesson was planned, which aspects worked and which did not and then thinking about how the lesson could be rebuilt to achieve a better level of pupil progress at the end. The idea of deconstruction and reconstruction is central to reflective practice. This deconstruction allows student teachers to understand the thought process an experienced teacher uses when planning and analysing their teaching. Lock, Soares and Foster (2009) suggest because of the vast differences between how teachers mentor students and give feedback that each student teacher should have more than one mentor. This would help to remove individual biases towards a particular way of feeding back or teaching style. Hudson (2005) agrees with this and explains that a community of mentors rather than

just one provide a 'multifaceted appraisal of accomplishments' (Tillema, 2009:155). In this research this was identified by Tutor 2 in the tutor interviews as a strength of her provision (chapter 4). Recent research (Spear, Lock and McCulloch, 1997; Burton, Simpson and Lopez-Real, 2002; Hudson, 2005) suggest that most lesson feedback is conducted through oral discussions and dialogues between the mentor and student teacher although the student teachers in their studies attached a greater importance to feedback in the written form. This is discussed in some detail in chapter 4 as the results of this research suggest the opposite.

Little research looks at mentoring from the position of the student and what they expect from the mentor while they are on school placement. Brown (1995) found that the student teachers found it difficult to ask the mentors questions about their practice and relied heavily on the mentor telling them how to improve. There is the expectation that the mentors will provide the student teachers with general support, help with lesson planning, subject knowledge development and classroom management (Zanting and Verloop, 2001). They go on to argue that most student teachers expect their mentors to be coaches and that this supportive role can take precedence over the other mentor roles such as the evaluator and challenger. The students in Zanting and Verloop's (2001) study all expressed a desire for the mentor to help them initiate reflection on their practice while the mentors themselves concentrated on evaluating the teaching performance rather than deconstructing and reconstructing the student teachers practice.

2.5 The third space and dialogic learning

Recently there has been much discussion in the nature and style of mentoring of student teachers (Lui, 2015, 2017; Harvey et al, 2016; Beauchamp, 2013; Davies and Fantozzi, 2016 and Anderson, 2007). All the suggested models have the idea of developing a critically reflective practitioner at their heart but are approached in slightly different ways. Most of these models have Mezirow's concept of transformative learning and Bhabha's third space as their defining structure.

Lui (2015, 2017) posits the idea of a triad of professionals who create a dialogic space for the student teachers' within which to develop their reflective thought. This offers the scaffolding referred to by Vygotsky along with the space to think critically and explore their practice in a less threatening environment. This dialogic space is a combination of approaches which includes the use of journals, mentor lesson observations, the use of written academic texts along with the taught university sessions and the written and oral lesson observation feedback provided by the mentors supporting the students in school. Lui suggests that if all of the above work together then they will lead to transformative professional learning. Mezirow (1997) agrees that there is a need for the student to engage with the cognitive process of analysing, critiquing, reframing and revised practice that then leads to transformative learning and this cannot be achieved just through reflection and using reflective journals. The reasons that Lui does not see reflective journals as transformative in their own right is: they lack follow-up especially linked to the systematic classroom observation by the university tutor. Tutors and mentors are not trained (Hudson, 2013) to think in terms of dialogue leading to transformative learning and the journals are often used as a space for demonstrating mastery not as a space for authentic critical reflection.

The use of the third space theory (Bhabha, 1990) could redress this balance to some extent. A number of academics (Rodger and Lessner, 2014; Mcdonough, 2014; Phompun et al, 2013 and Flessner, 2014) have taken the third space theory and applied it to working with mentors and student teachers to try and encourage transformative learning while on teaching practice. The third space theory recognises a move away from the binary structure to forming a new space for reflection and renewal, where innovative ideas can emerge. Soja (1996:5) explains it as

original binary choices are not dismissed entirely but are subjected to a creative process of restructuring that draws selectively and strategically from the two opposing categories to open new alternations.

In the case of teacher education, the two opposing spaces are the school environment and the university environment. The third space is the area where the two combine to make sense of what is happening in the two other spaces. After consideration through reflection in the third space, the students then return to the first and second space to implement the changes devised within the reflective third space.

Cuenca (2012) identifies the role of the university tutor as key in assisting the student teachers to examine the skills and concepts that they generated during their practice. The tutor's personal position towards the use of reflection and how they embed it in their university sessions will have a profound impact upon the student and mentors view of the role and usefulness of reflection. When used effectively the third space can bridge the gap between the school and university as it combines practitioner and academic knowledge. If this space is to be used effectively however there is a need for clear instruction and understanding of the role of the different participants and a desire by all to move away from an apprenticeship model of learning towards a much more open and equal partnership in the learning process.

2.6 Summary

The literature review has explored a wide range of texts that provide the theoretical basis of reflective practice. The consensus view appears to be that while reflection is considered a major pedagogy in ITE the extent to which there is a shared understanding of its meaning is debatable. This thesis explores the concept of reflective practice in ITE. It suggests how the nature of ITE is changing as the courses become more accountable and the role of theoretical learning becomes more and more side lined to make way for a practice based technical approach to becoming a teacher.

2.6.1 Defining reflection and the use of journals

The first discussion posed was what is reflection and how is it linked to initial teacher education including the use of reflective journals. All through the literature review and thesis defining what is meant by reflection causes

problems. There has been considerable research around the use of reflection in teacher education but most academics when defining reflection have different views. These range from Dewey's (1933) problem solving through Schon's (1983) generation of a new understanding to more recent definitions such as Uhlenbeck's (2002) ideas of organising, reorganising, structuring and restructuring, through to Thompson and Thompson's (2008) making knowledge visible. While there is no single accepted definition of reflection the common theme of solving a problem or exploring a sense of doubt prevails through most. It is the mechanism by which this problem solving is completed that promotes the most disagreement between academics and to date no one accepted definition of reflection has been agreed upon.

The use of journals as a means of helping students to develop their reflective ability has also been explored in detail. It is acknowledged that while the use of journals can encourage students to think critically about their practice, on their own they are unlikely to lead to the student transforming their practice.

2.6.2 The role of reflection within ITE

The link between reflection and teacher education can be traced back to the 1990's when ITE and education in general was going through a period of rapid change with the introduction of the National Curriculum in England and the teaching standards for student teachers. The push at this time from the Lawlor (1990) and Hillgate group (1989) for a more practice based approach to ITE would fundamentally change the way student teachers were trained and the underpinning pedagogies that defined ITE. The literature review has identified a series of changes over time through which ITE has progressed leading to the current evidence based standards driven approach mainly seen today (Page, 2015; Marshall, 2014).

It is evident from the literature that there is an accepted understanding that reflection is seen as a key component of ITE. The extent to which this is positive however is questioned by some academics (Lawes, 2003; Edwards, Gilroy and Hartley, 2002) who are concerned that reflective practice has replaced the more academic elements of a PGCE that used to exist. This push

to a more experiential learning approach that is reflective practice leads to questions around how a student teacher's professional expertise is assessed and how deeper knowledge is accessed through the course. The literature is very divided on this topic, however there is an agreement that how reflection is portrayed on ITE courses and what is actually completed are very different in practice. The literature is divided over if it is possible to develop reflection during a one-year PGCE course. This review of the literature has considered a number of ideas, not least the extent to which reflection becomes distorted if it is a prescribed element of the course (Galea, 2012). A number of different frameworks for reflection have been considered (table 2.2) and it can be concluded that while there is a variety in their structure most fall into one of two categories either a breadth dimension or a depth dimension. Many have elements of both to a greater or lesser extent. The exploration into the different types of frameworks and whether reflection should be explicitly taught also generated disagreement across the academics, with again no one opinion prevailing. The use of journals to support reflective practice is another contested area. The literature review highlights the different opinions with some academics like Crème (2005) and Bos et al (2012) questioning if they are ethical due to their personal nature. This argument is countered by Gibbs (2002) and Ryan (2007) who see them as an excellent developmental tool as long as it is clear from the start what is being pedagogically assessed by them. One of the key areas of discussion is the student's ability to discriminate between different forms of reflection. The debate around assessing the journals, forced reflection and writing to a formula was also discussed in some detail again with no clear view dominating. When considering the style of the journals there was more of a consensus with a general agreement that while they were measured using a linear progression this did not really relate to how the student reflective ability developed in practice. There was however an agreement that the frameworks needed to be linear in nature, with most academics adopting a three/four category scale. The students love/ hate relationship with journal writing was also explored with an acknowledgement that many students during their training found them burdensome (Pedro 2013) and it was only once qualified that they appreciated their usefulness in helping them develop their practice.

2.6.3 The role of the mentor and tutor

The role of the mentor and tutor in fostering reflective practice and supporting the student teachers while on placement is widely accepted as being influential in the student teachers' development. The literature points to a lack of understanding of the role of the mentor and very variable practice in terms of the quality of mentoring received (Hudson, 2013). The review of the literature also identifies a need for a more formal way of training mentors for their role and an acceptance that currently the role is not given enough status within schools. The debate also started to explore the new mentor standards and how useful they are as a way of ensuring standardisation of mentoring across different schools and partnership within ITE.

The use of a third space for reflection is a relatively new idea when considering the role of mentor and student teachers. The concept of a dialogic triad of professionals and establishing an ecology for reflection are both areas for further consideration. The importance of making sure all participants understand their role and how to support reflective transformative thinking in student teachers is a key consideration of this research.

The consideration of the role of constructivist pedagogy in fostering reflective practice and hence transformative learning is a very interesting area. The need for the students to first acknowledge their frame of reference before then considering how it impacts on how they view their practice is fundamental to nurturing transformative learning through reflection. Adopting the constructivist view of learning through graduated support means that the students feel supported to explore their practice and criticise what is happening in the classroom.

Methodology

3.1 Introduction

This piece of research aimed to examine the role of reflection, the use of reflective diaries, and the role of school mentors and university tutors within ITE as a key pedagogy for the development of student teachers on a one-year PGCE course. The research creates a detailed picture of the use of reflective journals and mentoring as a means of empowering student teachers to develop as reflective practitioners.

Researching one's own practice within any educational setting is by implication practitioner research and this study is no exception. The methodology used is qualitative, practitioner research enquiry informed by but not solely using grounded theory within a constructivist approach. My methodological understanding has developed through the process, and in this chapter I will reflect with the benefit of hindsight on the implications of the methods I used to collect and analyse the data.

Key research questions

- Does the use of reflective journals help to encourage the student to be more critically reflective?
- How do students conceptualise reflection and is there a shared understanding of what reflective practice is?
- How influential are mentors and tutors in fostering reflective practice in student teachers?

3.2 Positioning the research within an epistemology

The epistemological premise of this study was to examine the experiences of the participants involved and to subsequently interpret the knowledge of their individual and collective experiences. The assumption being that to examine experiences in this way would allow me to get as close as possible to the subjective realities of those involved which in turn would reveal the knowledge

in a truthful context. Creswell (2013) asserts that this stance allows researchers to get to know the participants in depth and to gather first-hand, subjective information. Lincoln and Guba (1989:94) add to this discussion by stating that close-up first hand qualitative research can also minimise the sense of “objective separateness”. This study took such an interpretivist epistemological stance in an attempt to gain a deeper understanding of the experiences of the participant group and from there to offer an interpretation of their perspectives.

This led to the consideration of a number of theoretical approaches, these were case study (Starke 1995), mixed methods (Creswell, 2009), bricolage (Kinchelo, 2001) and grounded theory (Charmaz, 2006). The initial thoughts were that this was a case study as it looked at one course in one institution over a set period of time. However, as the research developed it became clear that there would be too many individual case studies (up to forty-eight) for a case study approach to be systematically used. As the research progressed the constructivist grounded theory approach seemed to be the most suitable as the data collection and context development was based around construct development. While not all the research followed a traditional grounded theory approach the main outcomes of the reflective writing framework and reflection model were developed using the grounded theory approach of construct development and coding. Lather (2006) argues that “grand narratives and one-best-way thinking are being reasserted” and researchers’ efforts

need to be situated in a context of historical time marked by multiplicity and competing discourses that do not map tidily onto one another...(p. 47).

There is however also the argument that research is strengthened by a variety of approaches as this helps to triangulate the data. The paradigm within which a researcher works should follow from the research questions that are being asked, i.e., the researcher should choose an approach that is fit for purpose (Denscombe, 2008). Whatever the approach chosen, the researcher must be aware of the limitations of the results.

As an insider researcher it was important that I acknowledged my autobiographic stand point (Griffith, 1998) prior to the start of the data collection. My dual role of course tutor and researcher meant I needed to carefully consider the ethical considerations and how the data was collected so it didn't impact upon the students in a negative way. Wellington (2004) states that in social and educational research,

the researcher is the key instrument" and also that "the researcher influences, disturbs and affects what is being researched...(p. 41).

Silverman (2006) takes this further in suggesting that the interviewer and interviewee co-construct a new reality. Lee (2006) suggests that the practitioner-researcher is

in a position to create and view data with a depth of insight given by [one's] intimate involvement in it (p. 9).

3.3 The challenges of insider research

Traditionally research was generally completed by an outsider looking in and testing theories and hypothesis. This approach however did not allow for a constructivist epistemology to be developed which aims to understand human experience rather than fact (Croft, 1998; Schwandt, 2000). The role of the insider researcher is crucial to practitioner research regardless of which methodology is chosen. The insider/ outsider dichotomy should, according to Mercer (2007:1) be seen as a 'continuum with multiple dimensions' with all researchers constantly moving back and forth along the axis depending on time, location, participants and topic. Others agree with the idea of a continuum including Anderson and James (2000), Bulmer (1982), Carter (2004) and Labaree (2002). They consider the existence of two abstractions as end points with highly permeable and unstable boundaries. (Mullings 1998).

An insider researcher is someone whose 'biography' (Griffith, 1998:361) gives them a 'lived familiarity with the group being researched', this is definitely the

case with this research. An outsider researcher on the other hand is one who does not have any intimate knowledge of the group being researched prior to the start of the research. Labaree (2002:109) discusses how insider researchers have to 'navigate the hidden ethical and methodological dilemmas of insiderness'. To this is added the dimensions of time and place of the research, power relationships within which the researcher and participants co-exist, the personality of the researcher and specific informants and even the topic under discussion (Mercer, 2007). All of these areas had to be carefully considered in this piece of research.

Merton (1972) discusses the two opposing positions of insider and outsider researcher. Merton argues that only the outsider researcher who is 'neutral' can achieve an objective account of human interaction because they have the appropriate detachment from the subjects of the research. By comparison the insider researcher can be overly influenced by the customs of the research participants and can mistake error for truth. Stake (1998:10) argues that we should be more concerned, as qualitative researchers who are guests in the private spaces of the world, that our 'manners should be good and code of ethics strict'.

The debate is added to by Shah (2004) who posits that participants may not share with the insider for fear of being judged. This informant bias can also extend to how the questions are answered 'everyone knows what she wants us to say' (Mercer, 2007:7). Denver (1995:31) also identified this problem and suggest that 'people's willingness to talk to you and what people have to say to you, is influenced by who they think you are'. The potential for distortion of the results is usually greater in insider research as research and participant perceptions may colour the accounts. In this research extra care was taken to ensure the participant's voices were not lost. For example the use of a pre-interview questionnaire to ensure that each participant was able to have their say in their own words prior to any discussion.

Another big ethical dilemma for insider researchers is the use of incidental data and whether it should be considered or avoided. Mercer (2007) argues

that at times it can be very difficult to separate the incidental data from the non-incidental especially when you have worked with the research participants for an extended period of time.

The literature infers that an insider researcher produces different knowledge from the outsider. This does not mean the knowledge is wrong, just different and as long as the context is clearly understood and explained the results are just as valid. The role of the insider is significant to this research and how some of the problems discussed here were addressed and their success will be considered later in this chapter.

This research is informed by practitioner research methodology as it is directly linked to the idea of reflection and using reflection to improve and develop practice. The research is informed in the work of Dewey and Schon who are seen by many as the instigators of practitioner research. The methodology developed is qualitative in nature and uses a constructivist set (Charmaz, 2006) within a grounded theory approach. The role of the insider researcher has significant ethical implications in terms of the power dynamics between researcher and participants (to be considered in more detail later).

3.4 Research methods

While there are no fixed methods for social research methodologies it may be considered to have four main methods researchers can utilise to collect data; questionnaires, interviews, observation and documents (Denscombe, 2010:153 and O'Leary, 2010:180). All four of these methods were used during this piece of research to help to ensure triangulation of the data and reliability of the outcomes.

Within the research framework a number of different data collection techniques were used;

- 1) Individual interviews with a small number of selected participants at the end of their first year of teaching.

- 2) Elicited text analysis from semi-structured questionnaires/ interviews with all the participants at two review points during the course.
- 3) Observation and recording of mentor meetings between the participant and subject mentor to determine the type and amount of reflection present.
- 4) Semi – structured interviews of school mentors and university tutors.
- 5) Analysis of extant text in the form of the participant’s reflective journal assignment to determine level of reflection at various stages of the course. Analysis of the student’s lesson feedback from their mentors.

Table 3 1: The phases of research and data collection

Phase and key process	Links between data collection	Number of participants
Phase 1 June 2013 Ethical clearance First Questionnaires and informational interview design for student participants.		
Phase 2 September 2013 Identification of student participants.		The whole cohort completing the journals twenty students.
Phase 3 December 2013 Data collection first questionnaire and informational interview of students.	Initial analysis of questionnaire and semi structured interview to inform structure of next round of data collection.	Questionnaire and informational interview of twenty students.
Phase 4 February 2014 Design of questionnaire and informational interview number two of students.	The answers provided in the first round influenced the questions asked in the second round. There was a need to explore certain ideas and constructs that had emerged.	
Phase 5 May 2014 Data collection of questionnaire and informational interview number two from student participants.	Answers provided in this round informed the development of the constructs for the mentor and tutor interviews.	Questionnaire and informational interview of twenty students

Phase 6 April – June 2014 Analysis reflective journals Lesson observation and oral feedback analysis.	The analysis of the journals led to the coding and analysis of the feedback forms to see if there was a link between style of mentoring and level of reflective writing.	40 journals analysed using grounded theory approach of coding and construct development.
Phase 7 April 2014 Design of mentor and tutor interviews.		
Phase 8 May – June 2014 Analysis of mentor feedback forms Data collection mentor and tutor interviews.	The analysis of the feedback forms identified areas for discussion in the Mentor interviews.	400 mentor feedback forms coded and analysed using the grounded theory approach of coding and construct development. four mentor interviews recorded and transcribed three tutor interviews recorded and transcribed.
Phase 9 June- July 2014 Mentor and tutor interviews analysed.	Questions asked were informed from the previous responses of the students in the questionnaires and the information from the framework analysis.	
Phase 10 September 2014 April 2015 Post course student interviews data collection.	All the previous data analysis fed into the post course student interviews and allowed any areas of confusion of conflict to be discussed and explored.	4 ex-students now practising teachers interviewed. Interviews recorded and transcribed.
Phase 11 April 2015 - January 2016 Integrated data analysis of all data collected.		

This research is not looking to elicit generalisations from the data that would be applicable across other courses or institutions so the sample does not need to be representative of the whole PGCE population. The research looks at one cohort of students on a one year secondary PGCE in one ITE institution. The

sample was a convenience sample of twenty students. Out of the full cohort of two hundred, these twenty students were the only ones completing the reflective journals. The fact that they were all from one subject area – geography- was incidental. Due to the nature of the research looking at the use of generic pedagogy journals, the subject specialism of the students did not have any significant impact on the nature of the journal entries or the type of mentoring they received. It could be argued that due to their subject specialism they may be more or less experienced at writing reflectively but as they were postgraduate students I feel the impact of the specialism is limited given the topics they were writing about. The journals were positioned to encourage the students to comment on issues that are relevant to all ITE students, not just geographers. They were a pilot group; the intention was that if the journals were seen to encourage reflective development then they would be adopted by the whole course the following year. The inclusion of a second (control) group who had not completed the journals was considered but it was decided that this would generate such a large data set that the research would become unwieldy and its focus would be lost.

All of the students were invited to be part of the research after ethical clearance had been applied for and granted (appendix 2 and appendix 3). The participants were briefed on the extent of the research and all received detailed guidance about what was involved in the form of a leaflet and question and answer session. All of the twenty students completing reflective journals agreed to participate although two trainees withdrew from the course and therefore were no longer a part of the sample group. All the students who were completing reflective journals as part of their course were included in the research because it was felt it was important to have a range of reflective ability in the sample and this could not be determined prior to the start of the data collection. Therefore, the sample was a comprehensive one.

The selection of the four participants interviewed at the end of their NQT year was purposive sampling (Cohen et al, 2011) which is where the researcher handpicks the cases included in the sample based on their judgement. The participants needed to be working in state schools. Four were selected to get

a range of reflective ability. This was determined from the initial data collected where their reflective writing ability was identified by the analysis of their journals. Two of the students chosen fell into the self-questioning category, this group was the largest of the four groups. The other two were chosen because one had moved from a level 3 to a level 1 when the framework was applied to their writing and the other one was writing at the top level of the developed framework right from the start.

The second strand of data collection involves the mentors who worked with the students while they were on school placement. In total twenty-four mentors' worked with the students over the course of the academic year. The written lesson feedback forms of all the mentors were analysed to determine the type of written feedback the students were receiving during their school placements (this amounted to four hundred lesson feedback reports). All the mentors were also observed giving verbal feedback to the students and the style and nature of these reflective feedback conversations were observed and notes taken. To help with the triangulation of the data the four mentors of the re-interviewed students were also interviewed about their perception of the role of the school mentor.

Mentor 1 – very experienced subject and professional mentor. Member of the university PGCE secondary steering committee.

Mentor 2 – an experienced mentor with nine years teaching experience and six years as a subject mentor.

Mentor 3 – an experienced teacher and head of department. This mentor has seven years teaching experience and four years as a mentor.

Mentor 4 – an experienced geography teacher with seven years teaching experience and in their second year as a mentor.

This allowed for clearer links between the students' perceptions of the support received and the mentors conception of their role as a mentor. In this research a mentor is defined as a practicing teacher who supports the student teachers

while they are on their school placement during their initial teacher training. This is explained in more detail in the literature review chapter 2.

Three university tutors were also interviewed about their role in fostering reflective practice. They were chosen because of their varied experience and different subject areas.

Tutor 1 – Tutor of a humanities subject with over ten years' experience of ITT. Involved in both the subject and wider professional development areas of the course.

Tutor 2 – Experienced tutor with over fifteen years as a teacher educator. From a mathematical background in school. Coordinates the maths provision over all the teacher education courses. Past students in this subject had used reflective journals.

Tutor 3 – Science tutor with less than ten years as an ITT tutor (at time of data collection). Was a mentor in school and head of department prior to moving to ITT initially part, then full-time.

The tutors were chosen to get a variety of subject focus from both the core and foundation subjects. It was also considered important to have one tutor who taught across the wider programme rather than just having a subject focus.

3.5 The context of the research

The institution where the research was conducted had been involved in ITE since 1844, it is the institution's founding discipline. The HEI is based in a metropolitan region in the North West of England, most of the ITE students are from the local region or Northern Ireland. The intention is that the research will contribute to the body of knowledge around reflection in ITE and corroborate the work of leading researches in this field like Moore (2004), Otienoh (2011), Schon (1983), Dewey (1933), Hatton and Smith (1995), Farrell (2013) Mezirow (1991), Lui (2017) and Jones and Charteis (2017). The participants were selected because they were the students on the PGCE

course that had been piloting the use of reflective journals as an assignment. While other courses and institutions could have been considered for inclusion, it was the relationship of myself with the students that made this particular sample expedient. They already had review interviews with me and I went to observe them teaching as part of their course assessment. There was no extra time commitment needed from the students in order to participate in the study. The data was collected as part of the normal running of the secondary geography PGCE course, so the impact on the participants was minimal.

3.6 Data Collection methods

3.6.1 Extant text analysis

The analysis of the students' written journals which were produced as an element of the taught PGCE course were key to the research. By analysing the journals, the confidence of the student to write reflectively was determined. The grounded theory technique of coding (Charnaz, 2006) was used to analyse all the extant text, both the reflective journals and the mentor lesson feedback forms. The benefits and attractions of the grounded theory approach include the following: 1) It fulfils the need to justify qualitative approaches, 2) it justifies qualitative research in terms similar to quantitative research, 3) it offers a rationale for researchers at the start of their research, 4) it urges fresh theorising, 5) it requires a comparative approach and keeps the researcher engaged through adopting emergent guidelines (Bryant and Charmaz, 2011). According to Charmaz (2006) grounded theory evolved when Strauss broke away from Glaser and collaborated with Corbin establishing their own version of grounded theory. This version had less emphasis on emergence and more on directive techniques. Charmaz brought constructivist underpinnings to grounded theory. She assumed data and theories were not discovered but constructed by both the researcher and research participant (Charmaz, 2006). Constructivists argue that researcher impact upon data is always relevant as all reading of data involves some interpretation. The aim of the constructivist stance is to understand people's realities and how they are constructed. Charmaz (2006) identifies five steps in constructivist grounded theory: firstly,

establish intimate familiarity with the settings as well as the research participants. Secondly focus on meaning and process at the subjective and social levels and take account of the context of the study. Thirdly engage in the close study of action, what do the research participants see as routine and what are the problems. Fourthly discover and detail the social context within which the actions occur and finally pay attention to the language used.

The framework for assessing the reflective writing in the students' journals was developed using coding and constructs that evolved from the written texts. An example of the coding is included in appendix 4, the types of comments the students wrote in appendix 5 and the framework is included in section 3.4 of this chapter.

In order to try to assess the reflective level at which the students were writing, their written journals were assessed at two significant points during the course. The process of becoming a reflective practitioner is complex and multi-dimensional. In order to help the students structure their writing the journals used in this research are a combination of a double entry descriptive then reflective journal and a journal that has structure built into it. All the different journal types considered for this research are discussed in the literature review table 2.2 (Moon, 1999). The students were given specific topics to write about: Differentiation and inclusion, graphicacy, numeracy, literacy, teaching a sense of place and assessment. They wrote about the same topics twice, once in their first placement journal and then again in their second placement journal.

For the purposes of analysis of reflective writing there is a benefit in identifying different levels of engagement and reflection. Recognition of these differences is also important to support the student's ability to discriminate between different forms of reflection. Many academics (Van Manen, 1977; Hatton and Smith, 1995; Varner and Peck, 2003 and Larrivee, 2008) opt for a descriptor scale of three or four categories as can be seen from table 2.1 but all have slightly different nuances. The more detailed frameworks that divide the process up into more than four different categories (Moon, 1999) can be

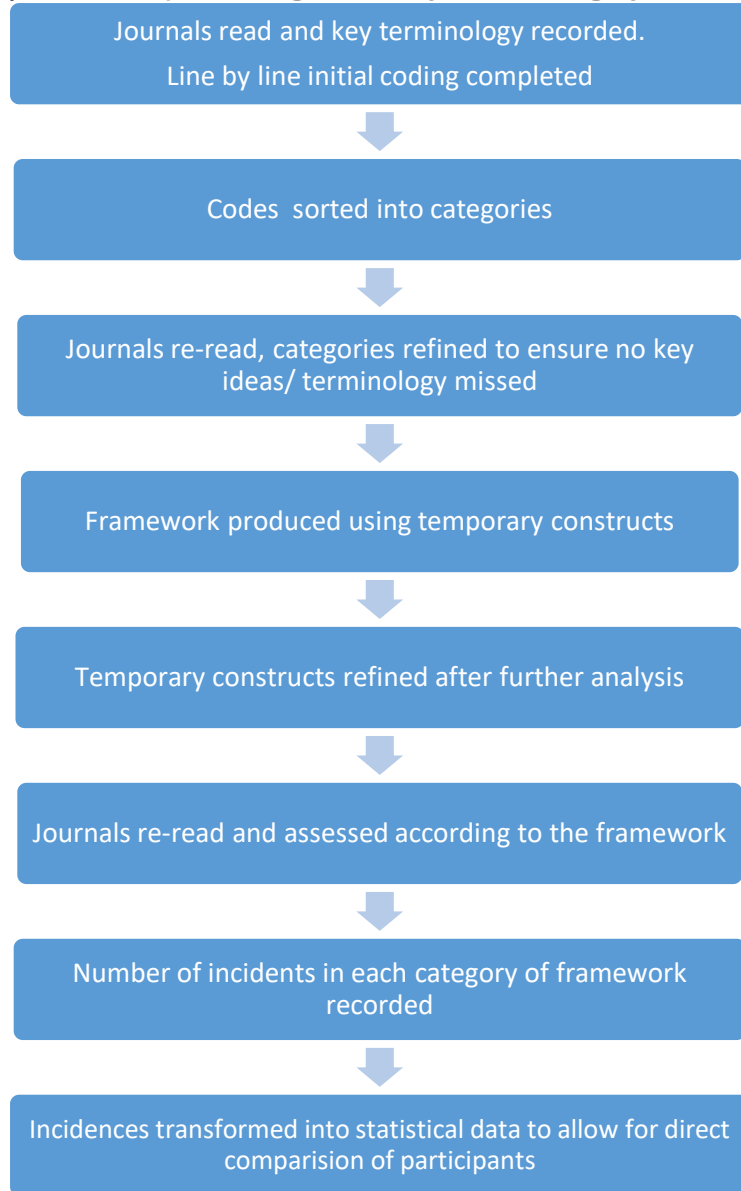
difficult to use when trying to assess reflective writing as the differences between the levels can be very small.

In order to analyse the written journals a form of context analysis using analytical coding was designed. Primarily the texts were being used to determine the level of reflective writing the student teachers had reached at two key points in their training. The first step was to complete open coding of the journals. These initial codes that emerged from the data were used to sort, synthesise, integrate and organise the data. The codes were based around the style and content of the writing so included comments like describes what happens, asks a question, developing beliefs, guidance, makes connections, used theory to support ideas, and considers other 'viewpoints'. An example of the initial coding and how it was applied can be seen in appendix 4. Once all forty journals had been read and coded line by line these codes were condensed down and recoded to give subcategories, these became the descriptors used in the framework. The subcategories allowed the data to be categorised incisively and completely. From these subcategories theoretical coding was used to generate four big categories. This was done using theoretical coding which as Glasser (1992:72) explains 'weaves the fractured story back together'. Through this process, which Thomas (2011) calls 'temporary constructs' and Bassey (1999) 'data items', a tentative framework emerged. Each participant's data was then recoded individually to determine a best fit level of reflective writing and thinking for each of the two collection points. The number of incidences of each type of subcategory was recorded to give an overall number for each major category of the framework. This allowed a subjective level of reflective writing to be applied to each student participant.

According to Charmaz (2006) there are a number of problems associated with the use of coding especially of extant text. This type of textual coding from extant data was difficult to complete as initially there was a tendency to try and force the data into my pre-conceived codes and categories. As Charmaz (2006) states there is a fine line between interpreting data and imposing a pre-existing frame on it. With hindsight I became aware I was forcing my

preconceptions on the data. I became aware of trying to fit comments into pre-existing categories rather than developing new ones. To try and reduce the influence of preconception I completed the initial coding of each journal quickly so it was an instinct reaction to what was written rather than a long considered one (Charmaz, 2006). This helped with assessing the journals at face value and prevented me from imposing my own ideas. I was very aware that no researcher is neutral and had to constantly remind myself to be open to new codes, even when they were not what I expected to find. The fact that when you code material you develop an intimate familiarity with it was also an issue I had to address. I knew the individual students very well and had preconceived ideas about their reflective ability prior to the data collection. I therefore removed all names and distinguishing features from the work before starting the coding so I could not be influenced by my prior thoughts as the work was not recognisable to individual students. I was also aware of the need to ensure that I used the codes to analyse and not just summarise the level of writing. This allowed an exploration into whether certain styles of writing were specific to certain stages of the course. There was a tendency at the start of the coding to just summarise the style of writing rather than analyse what was being said.

Fig 3.1: The process of producing the analytical coding system



The framework that was developed can be seen in table 3.2

Table 3.2: Reflective writing framework

Level of reflective writing	Abbreviations for coding	Explanation of criteria
<p>Level 4 Description heavy narrative –</p> <ul style="list-style-type: none"> • The writing tells a story using a logical sequence of thought. • The writing is a commentary or description of the issue being addressed. • Comments concentrate on the role of the teacher and how effective the teaching is rather than on the pupils' learning. • The writing lacks a self-awareness, there is no questioning of why things happened or looking for answers to the problems. • The writing is mainly a low level evaluation of what has happened 	<ul style="list-style-type: none"> • the role of the teacher = tea • how effective is the teaching = effteach • description of lessons = dlessons • describes what happens in/out of lessons = desc • evaluates issues = eval 	<p>It was expected that most student teachers will initially write at this level, a lack of in-depth knowledge of teaching and the theoretical underpinning of what happens in practice will mean most students do not fully question what they are doing. Most training teachers when first starting their teaching focus on their role as a teacher, how to structure their lessons and how to gain control of the classroom. At this stage, many are not really aware of the impact that their structures have on the pupils or how their decisions impact upon pupil progress. They can identify what went badly and some also identify, with confidence, their strengths but most are still very descriptive in their evaluation and many fail to make the connection between their practice and pupil learning and progress. The descriptors used reflect this emphasis on them as the teacher and what they are doing rather than a clear understanding of the wider implications of their practice.</p>
<p>Level 3 – Self-questioning –</p>	<ul style="list-style-type: none"> • Asks questions = que • Teachers impact on learning = impact 	<p>Many training teachers will move up to this level quite quickly, as soon as they</p>

<ul style="list-style-type: none"> • Some questions are posed and the implications of these on their practice are considered. • Starting to understand that the teacher's actions can impact upon their pupils' learning. • They are aware of the bigger picture and are starting to make some connections. • There is no real consideration to answering the questions posed. 	<ul style="list-style-type: none"> • Aware of bigger picture = bpicture • Connections between practice and outcome = connections <p>Beliefs = bel</p>	<p>develop confidence in their own opinions and have a little theory to back up their ideas. There is a growing awareness that it is not all about them as a teacher .This category is characterised by the training teachers starting to develop a questioning style to their lesson evaluations, they are starting to ask why things happened rather than just acknowledging that they did happen. They are developing a growing awareness of how what they do in the classroom has an impact on pupils' learning. For the first time the students are starting to be aware of the bigger picture, they are making the connections between what they do and what happens in the classroom and exploring how to manage these impacts to promote pupil progress and learning.</p>
<p>Level 2 – Meta-cognition –</p> <ul style="list-style-type: none"> • They pose questions and answers, are aware of the importance of professional dialogue to improve their practice. • They are starting to formulate a greater understanding of the processes 	<ul style="list-style-type: none"> • Poses and answers questions = Q&A • Professional dialogue – theory = theory • Focus on pupil learning = learning <p>Uses technical terminology = termi</p>	<p>Some student teachers will not reach this level as it requires a heightened awareness of how their actions impact upon individuals and groups of learners. This requires a sophisticated way of analysing what you are doing. They have developed the ability to not only ask questions but to come up with a range of</p>

<p>involved in teaching and are making links to the wider pedagogy.</p> <ul style="list-style-type: none"> • They are developing a wider vocabulary for teaching and learning. • They are more focused on the process of pupil learning rather than the teachers teaching. 		<p>possible answers which they then consider in detail and use to develop their practice further. They have developed a heightened awareness of how the theory and pedagogy can have an impact upon their practice and explore a range of ideas before deciding on the best course of action. The training teachers recognise how the pupils learn and how best to improve their teaching using not just their detailed reflections but also data collected both by outside agencies and their own marking and assessment. The training teachers confidently use research terminology to describe and explain what is happening in their lessons and how that will impact upon future planning.</p>
<p>Level 1 -Wider awareness</p> <ul style="list-style-type: none"> • Have a heightened self-awareness and are able to link their own practice to the pedagogy and practice of others. • They develop a deep understanding of theory and practice and are able to refine their practice to take account of this. • They understand and can make connections between policies, 	<ul style="list-style-type: none"> • Link theory and practice = T&P • Refine in light of theory = refine • Make connections to wider policies = wider • Heightened self-awareness = selfaware 	<p>It is expected that only a small number of training teachers will consistently write at this level. Some will achieve elements of self-awareness in their writing but will not write consistently enough to be considered as having fully achieved this level of critical reflection. It is expected that a larger number will achieve this level during reflective discussions than in the written form. The training teacher will have developed a detailed understanding of theory and practice and how the two are</p>

<p>government documentations, school priorities and their teaching.</p>		<p>explicitly linked. They will be able to apply the theory confidently to their practice and reflect in detail on how the theory has impacted upon what happens in their classroom and how to refine the theories so they can be fully applied to their individual practice. They display an understanding of the wider policies in education and how they impact upon practice both in and out of the classroom. This includes a well-developed self-awareness of local, regional and national directives and how they impact upon the classroom teaching and the teaching profession in general.</p>
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The table above describes the style of writing at each level of the framework. The level of the students' writing will often show elements of more than one reflective level. In order to determine an overall level of reflective writing a best fit method was used based on the total number of writing incidences within each level. The students were deemed to be writing at the level where they had the highest level of writing incidences when the coding and transformation of the written data was completed. In some cases, the students were deemed to be between levels as the number of incidences across two levels were very similar. The data graphs for all the students considered in the study can be seen in Chapter 4.

3.6.2 Assessing and coding mentor observation feedback comments

As the research progressed, it became apparent there was a need to look in more depth at the mentoring process. Most of the students had mentioned this as being of vital importance to their development as a reflective practitioner in their review interviews. All of the students had weekly official observations by their mentors or other members of the department so I decided to look at these in terms of the terminology used and how developmental the feedback was. This produced a data set of over four hundred observations so some sort of structure was needed to analyse them. I chose, like the reflective journals, to code the feedback sheets based on the type of feedback: was it a positive comment, negative comment or developmental comment. Again, initially temporary constructs were identified and then these were refined into a set of terms used to assess each observation sheet. The number of incidences of each type of comment was recorded and linked to both a specific student and a specific mentor so comparisons could be made not only across the students but also across the different schools. No schools were identifiable as they were all identified by a letter only.

In each section, the following words were identified as being indicative of the category.

Fig 3.2: Coding categories for lesson observation feedback forms

Positive comments (highlighted pink)	Negative comments (highlighted yellow)	Developmental comments (highlighted green)
<ul style="list-style-type: none"> • Good, very good • Well done • Excellent • Secure • Well planned • Clear • Supportive • Superb • (very) effective • Progress made • A tick • Challenges • Outstanding • Encouraged 	<ul style="list-style-type: none"> • Too long • Poor • Too much • Limit • Pupils talking • Didn't finish • No • Be consistent • Bit more • However • You must • Limited evidence • Unclear • Inappropriate • Not • Confused • Development 	<ul style="list-style-type: none"> • Question mark • Could you • Think about • Make sure • Maybe • Try to • Reinforce • Use • Provide • Explain • Give • Make • Would help • How did

An example of the coding can be seen in appendix four.

3.6.3 Interviews and questionnaire

Brenner, (1981), argues that interviews should be highly structured and insists the interviewer should use the exact same wording with all participants to achieve a standardised prompt. This he argues makes analysis much easier as it allows a close question by question analysis. Smith (1995) counters this and argues that a more interactive conversational approach may yield more extensive data and accepts some digression and reordering may be necessary in the interest of establishing rapport with the participants. Ball (1994) adds to the debate and argues that participants may find themselves manipulated into saying more than they intended, especially if the researcher has worked with them for considerable time and so knows their ideals. Powney and Watts (1987:147) argue that the research benefits from interviewees being fully informed from the start of what researchers and participants are trying to establish. Bulmer (1982) counters that all field Wellington (2004:71) states that interviews 'can reach the parts which other methods cannot reach'.

They can probe people's ideas and feelings, something that is difficult to achieve through other data collection means.

It was felt important to allow the students the opportunity to consider and discuss their views on reflection and how they were developing over the course. Grounded theory requires researchers to take control of their data collection and analysis and qualitative interviewing provides open ended, in-depth exploration of that data (Charmaz, 2006).

Cohen, Manion and Morrison (2007) comment on the advantages and disadvantages of different types of interviews. In informational interviews the sequence of questioning and the exact wording is determined in advance. This allows for comparability of responses and makes data analysis of set aspects easier and more reliable, however they are criticised for their lack of flexibility (Patton 1980) which may constrain the interview and mean some data is missed. Intensive interviews use more open-ended questions and afford for a looser more natural conversation. The choice of interview type will depend on what the research questions are asking.

Two different interview techniques were used in this research. These were open ended intensive interviews of students, mentors and tutors which were transcribed and informational interviewing linked to the prior use of elicited texts in the form of an open-ended questionnaire (Hermes, 1995). The two different approaches were used as they were looking to elicit different types of data. The aim of the informational (interview guide approach, topic and issues are specified in advance) interviews was to elicit definitions of terms, assumption and implicit meanings. These were not coded and so were not transcribed. The lack of transcription does however mean that nuances in the participant's meanings may have been missed. Although as the interviews built on the responses to the questionnaire which was completed prior to the interview there was the possibility for ideas to be explored. The extra comments made by the interviewees were added to the questionnaire responses which were written by the students prior to the interview. The complete document consisting of the questionnaire plus interview comments

was returned to the participants at the end of the interview for checking of the new content.

This technique was partly chosen because of the time constraints that existed. The data collection had to sit within an already established review interview structure. Unstructured interviews were not considered appropriate because of the large number, twenty, being interviewed at this stage. There was a need for all the participants to consider the same questions so that their responses could be compared (Brenner, 1981). The questionnaires and interviews were carried out twice during the academic year at the second review, which is the end of the participants' first teaching placement in February, and at fourth review, which is at the end of the second teaching placement and the one-year PGCE course in June. These two dates were chosen because they represent significant points of progress in the course. By February the participants have established themselves as teachers, have started to reflect rather than just evaluate their work and have completed the taught pedagogy part of the course so should have a good understanding of how theory and practice relate to each other. The second date is at the end of the course and so represents the participant's final level of teaching and reflection while on the PGCE course. The use of the elicited text allowed me to have a detailed response from each participant written in their own words which were then used to exemplify the findings, which reflected his or her ideas and views and were not influenced by my style of questioning or body language. To make sure that as far as possible the students were not influenced by my ideas and they were given a chance to express their views and ideas unaided. I hope this removed some of the bias that might have existed and reduced their desire to please me and say what they thought I wanted in the interview (Merce, 2007; Denver, 1995). The questions at the two interview points were slightly different to reflect the different stage in the one year postgraduate course and the amount and level of teaching that had been completed at each stage. While it can be argued that this style of interviewing does not allow for a frank and free expression of the participants views, given the time constraints and the aims of this part of the data collection it was determined as the best way to collect the data. It is more personal than a simple questionnaire because both the

participant and I have the opportunity to explore the answers and reach a more in depth understanding of the individual's views and opinions.

Interviews, even tightly structured ones, yield more detail than questionnaires as they allow the researcher to engage on a personal level. Questionnaires often get a low level of return and do not allow comments made to be explored further (Cohen et al, 2011). By combining the two this research allows the participants initial ideas to be expressed without any prompting or bias from the researcher followed by a wider exploration with the individual around the key themes that emerged from the initial data collection.

The decision to not transcribe was made as it was considered that more data and understanding would be generated by having twenty non transcribed interviews than a much smaller number of transcribed ones. It was also considered important to the validity of the research to include as many of the students completing the journals as possible so comparisons and constructs could be developed. As there was no baseline assessment of the students' reflective ability at the start of the data collection it was considered important to include as many as possible to get a range of reflective ability across the sample. The response rate for the questionnaire was very high; this is because it was administered a couple of days before the review meeting at the end of the morning taught session and collected in at the end of the teaching day. It could be argued that this increased the possibility of pressure that the students felt to complete the questionnaire but it was made clear to them that they did not have to complete it or be part of the research and at every stage of data collection they were reminded of their right to withdraw from the process. This is discussed in more detail in the ethics section of this chapter.

Group focus interviews were considered for this study as research suggests that they can generate a wider range of responses and are less time-consuming (Bogdan and Biklen, 1992). However, they were decided against, as it was felt the less confident participants' would not necessarily voice their opinions in the larger group. From teaching the group, it was evident that there were a number of quite dominant characters who were always forthcoming with their opinions often at the expense of the quieter more reflective students.

Watts and Ebbutt (1987) note that group interviews do not allow personal ideas to emerge. Further to this Lewis (1992) comments on the problem of coding responses of group interviews. The research is mainly interested in individuals' responses to reflection so the group or focus interviews were not used. The data gathered from the questionnaire and informational interviews was analysed using simple codes (Glasser, 1978) and identifying similarities and differences in the student responses. The student written answers were also used as quotes to support the analytical points that were being made.

The second type of interviews used were intensive interviews of three different groups. These were a response to the first set of data that was analysed and the constructs that were developed which identified a need for more detailed information around the role of mentors and tutors and the students' perception of reflection after they had finished the course.

As the research progressed and the coding and constructs of the first data collection (extant text analysis of journals, informational interviews and questionnaires) started to develop it became clear that the mentors had a greater perceived impact upon the students' effective development. Therefore, there was a need to explore the role of the mentor further.

The interviews with the mentors and tutors were designed to help triangulate the data that had been collected from the students. The selection of the four mentors was explained in section 3.4.1. In these interviews, the questioning was much more open so the interviews were taped and transcribed, (appendix 5.1 tutor, appendix 5.2 student appendix 5.3 mentor examples) the transcripts were returned to the participants for approval before use. It was made clear to the participants that no one else would view the transcripts although some anonymous verbatim quotes might be used in the final thesis.

The interviews were bounded by a set of general questions to give some structure and allow for comparison between the mentors. (Brenner 1981) However, they were much more free flowing than the informational interviews and the questioning also responded to the answers given to explore issues pertinent to the individual participants.

Fig 3.2: Mentor interview questions

<p>Semi-structured interview schedule: mentors</p> <p>Introduction</p> <ul style="list-style-type: none">• Thank for their participation.• Reiteration of consent and option to withdraw at any time.• Reminder that transcript of the interview will be sent out to the participant with a timescale within which to return any comments.• Use of the digital recorder – explanation to participant of how it can be switched off so they can at any time should they wish. <p>Section 1 - General background about the mentor</p> <p>The idea was to establish the teaching background and desire to be a mentor.</p> <p>Suggested questions:</p> <ol style="list-style-type: none">1) Please describe your role/ position.2) How did you get involved in mentoring student teachers? <p>Section 2 - The mentor's role</p> <p>It was important to establish what the mentor perceived their role to be and how far teaching pedagogy was represented in this.</p> <p>Suggested questions:</p> <ol style="list-style-type: none">1) What do you think is the role of the mentor?2) What qualities do you think a mentor needs to have?3) How many of your department work with the student teacher? <p>Supplementary questions – have they been trained? By who?</p> <p>Section 3 - Supporting reflection</p> <p>Different mentors will define and support reflection in different ways, I wanted to establish if there was any consciences of what reflection is.</p>

Suggested questions:

- 1) When observing a student how do you manage the feedback session, can you describe what it looks like?
- 2) Where does reflection sit within a student teacher's training?

These interviews produced a considerable body of data which was used as quotes to support the findings from the coding of the students' work, the questionnaire and semi-structured interviews and the mentor feedback forms. They added a deeper dimension to the understanding of the mentor's perceived role in supporting the student. More emphasis on mentor perspectives would have added a further dimension to the study. It was also necessary to limit the focus of the data collection. Unlike the informational interviews in was decided in this case that a smaller number of more detailed interviews would yield more comprehensive data to support the initial analysis that had already been completed. The decision to transcribe the interviews was made as the nuances of the comments were likely to yield much more information and may suggest different perspectives to what was actually being said.

The tutor interviews followed a similar format. They were also bounded by a set of guideline questions but the discussions were, overall, more free flowing and explored a larger range of issues within the structure. Only three tutors were interviewed and this is a limitation of the data collection. With hindsight it would have been appropriate to include a greater range of tutors. This would be an important consideration for any future research. While I was careful to get a range of tutors in terms of subject, courses taught on and experience it was difficult within the time frame to complete more than three interviews. The tutor interviews were not expected to yield as much directly relevant information as the student and mentor ones and were used as a form of triangulation.

Fig 3.3: Tutor interview questions

Draft semi-structured interview schedule: tutors

Introduction

- Thank for their participation.
- Reiteration of consent and option to withdraw at any time.
- Reminder that transcript of the interview will be sent out to the participant with a timescale within which to return any comments.
- Use of the digital recorder – explanation to participant of how it can be switched off so they can at any time, should they wish to.

Section 1 - Background and guiding principles

It was important to establish the background of the tutors how long they had worked in ITT and what their guiding principles were with respect to teacher education.

Suggested questions:

- 1) Can you please describe your job/role?
- 2) What are your guiding principles with regard to teacher education?
- 3) Supplementary questions picking up on principles.

Section 2 - Important pedagogies

By asking these questions it was hoped to identify what had the largest impact upon the tutors' practice and why they considered it to be important

Suggested questions:

- 1) What to you consider to be the most important pedagogies?
- 2) Supplementary questions linked to pedagogies.

Section 3 - The role of reflection

These questions were to establish how important the tutor perceived reflection to be as a pedagogy and how they supported and helped to develop reflective practice within their taught sessions.

Suggested questions:

- 1) Where do you position the role of reflection within teacher education?
- 2) Supplementary questions around reflection e.g. definition, modelling in work, how it informs practice.

3.6.4 Participant Observation - Lesson observation and feedback

Practitioner research consists of reflecting on and reworking intellectually core professional experiences. It enables the professional to explore practice in a systematic but not dissociated way. One of the identifying features of practitioner research is the emphasis on context as providing the background for any social and educational research.

A school mentor and I observed every student participant in the research in a joint observation. This observation took place during the second school placement. These took the form of structured observations using a university lesson observation feedback proforma during the actual lesson. During the feedback, the mentor and participant had a discussion around the lesson's strengths and weaknesses while I watched and made notes on the feedback session on fig 3.5.

The university policy is that each student is given a score from 1-4 for their lesson where 1 is outstanding and 4 is cause for concern. The score is recorded on the lesson observation form and informs part of the post lesson discussion. After the formal feedback, there was an informal discussion around the comments recorded on the lesson observation proforma (appendix 5.6). Johnson and Sackett (1998), among others, have criticised participant observation as a method of data collection because it can be highly selective, unrepresentative and more concerned with the agenda of the researcher than the real situation. It is argued that it is lacking in quantifiable measures because it is so subjective. However, if the observation is non-interventionist and the researcher does not seek to manipulate the situation then this form of data collection can be very effective. The observation schedule used in this research was the standard university proforma, which the participants are used to having completed and the protocol is that after every formal observation they have a feedback discussion focused on the proforma. Therefore, this data collection is part of the normal course assessment; the only difference is that I am sitting in on the observation and feedback as a non-

participating observer making notes. The participants are used to me attending school and observing their lessons and feedback sessions (four such events occur over the one-year course, two in each placement) so this style of observation was not unusual to them. In many cases it was less threatening than a normal observation as I was concentrating on the mentor and not the student. Prior experience of undertaking lesson observations over ten years indicated that the students normally get quite nervous and this can have an impact upon how they perform in the feedback session. They are used to me contributing to the post lesson discussion so I think they found it strange and slightly disconcerting that I was just sitting making notes. I feel in some cases this will have had an impact upon the responses they gave to the questions that were asked. I tried to counter this by reminding the students that this was not a formal observation and that I was there in the role of a researcher and not their course tutor. Figure 3.6 explains why the chosen focus areas were used.

Fig 3.4: Lesson observation feedback schedule

<p>1) Can the trainee identify the positives and negatives in the lesson?</p> <p>Grade 1 2 3 4</p> <p>Comment:</p> <p>If the student is struggling to identify the positives and negatives they are not making very good progress. Without this ability how can they reflect and improve?</p>
<p>2) i) Can the trainee explain what learning took place?</p> <p>ii) How effective was the learning?</p> <p>Grade 1 2 3 4</p> <p>Comment</p> <p>As the lessons are now focused on pupil progress and pupil learning an effective teacher must be able to identify who learnt and what they learnt. A failure to do this is a failure to teach effectively.</p> <p>ii) Grade 1 2 3 4</p> <p>Comment</p>

<p>Again a crucial element of any evaluation or reflection. The most reflective students should be confident in answering this question even if the answer is negative.</p>
<p>3) Can the trainee suggest alternative approaches?</p> <p>Grade 1 2 3 4</p> <p>Comment</p> <p>Again a key component of reflective practice, not just knowing what needs changing but how to change it or knowing where to go to get help.</p>
<p>4) Can they identify evidence that learning and progress took place?</p> <p>Grade 1 2 3 4</p> <p>Comment</p> <p>A fully reflective practitioner will not only be able to identify progress or not but will also be able to evidence it through either the pupils work or their own discussions.</p>
<p>5) Do they understand how the pupils learn and make progress and what they need to do to improve this?</p> <p>Grade 1 2 3 4</p> <p>Comment</p> <p>Rather than just being able to identify when a lesson went well they also need to understand why it went well. This shows they have a wider understanding of the pedagogy of teaching and are becoming more meta-cognitive in their thinking.</p>
<p>6) How effective is the mentor at encouraging reflection?</p> <p>Grade 1 2 3 4</p> <p>Comment</p> <p>This is a key observation. If the mentor is not encouraging a reflective dialogue then it will be difficult for the student to further develop their reflective practice. The best mentors question rather than give answers.</p>

The results from this data allowed connections between how the students viewed their feedback sessions from their review interviews and what actually happened during a feedback session. This allowed a greater understanding of how the individual mentor had an impact upon the student's development as a reflective practitioner. The data was also used to determine what

characteristics the mentor had linked to the MERID model (Hennison et.al, 2008) of mentor characteristics. By identifying which of the categories the mentor fell into it helped connections to be made between the lesson observation, oral and written feedback and the views of the student that they mentored as expressed in the questionnaire and informational interviews.

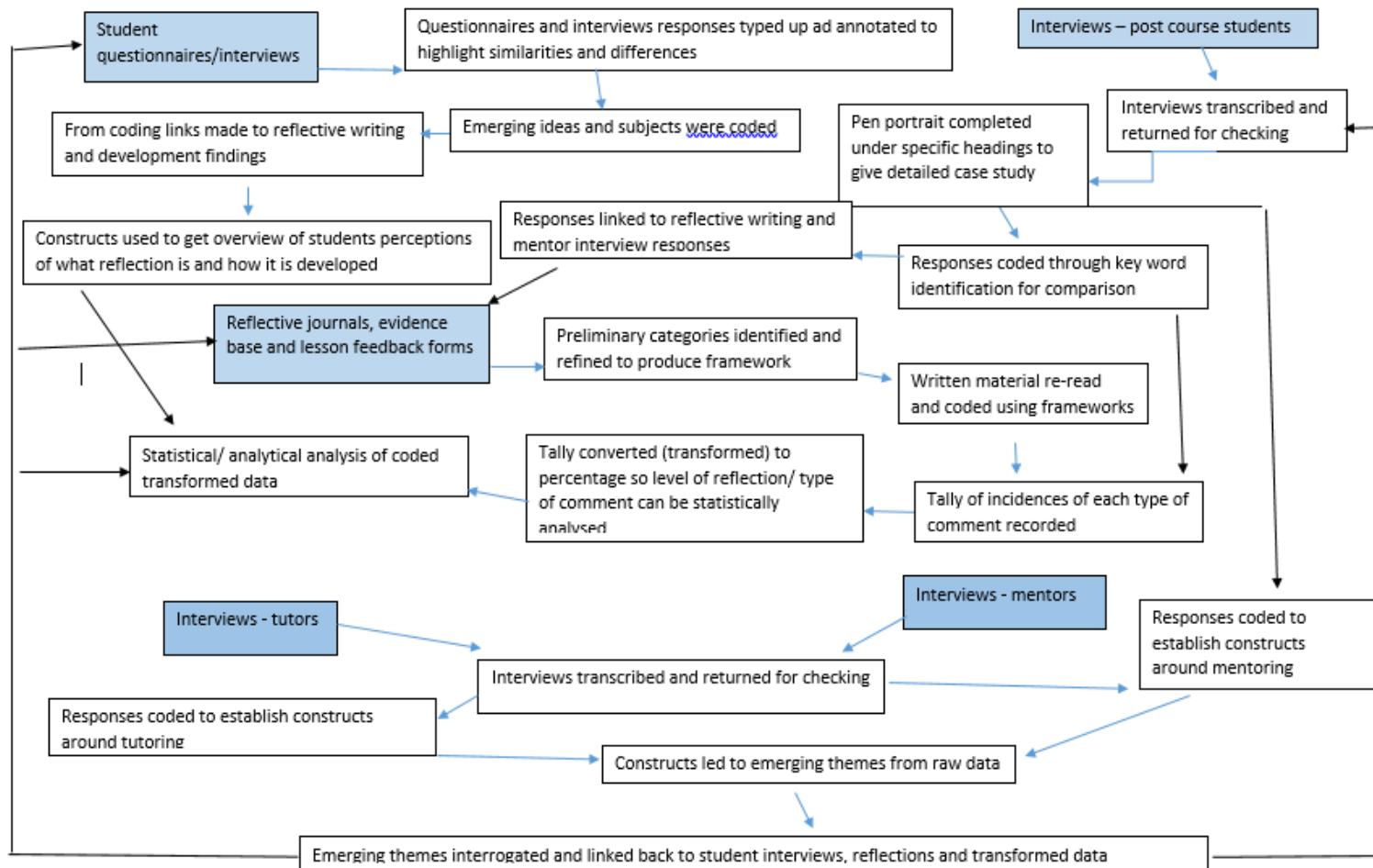
The data collected from the fieldwork was comprehensive, rich in detail and was extensive. The challenge was to analyse it in a meaningful way so that findings would relate to the research question and allow for new themes to emerge. Patton expresses this as a dilemma that all researchers face.

The challenge is to make sense of massive amounts of data, reduce the volume of information, identify significant patterns and construct a framework for communicating the essence of what the data reveal (Patton 1990:371).

The different sets of data were approached using different techniques. Software packages were considered but it was decided that the nature of the data would be compromised by trying to analyse it using a package. However, an Excel spreadsheet was used to organise and store the coded data.

Figure 3.6 shows how the data collection and data analysis techniques used in this research are linked. The aim of the research is to establish the usefulness of the reflective journals in fostering a student's reflective development and the pivotal role the mentor plays in helping to develop that reflective stance further. The diagram shows the complexity of the data collected and how the different aspects of the data are linked to one another to create a holistic overview of how a student teacher's reflective ability develops and the factors that influence that development. In the diagram the areas of data collection are shaded blue and the blue arrows show the links between the data collection techniques. The black arrows show how the data analysis sections are linked together. The techniques used included the development of constructs from which the coding for analysis of the written data of both the journals and mentor feedback were developed.

Fig 3.5: Data analysis process and links



Each of the collection and analysis techniques are explained in more detail in the following section.

3.7 Ethics

Within any research, it is imperative that the ethics of the research are very carefully considered. The BERA (2011) guidelines for ethical research were consulted and adhered to. The methodology described is in line with the BERA (2011) and Institute of Education guidelines. This includes considering the research purpose, contents, methods, reporting and outcomes, all of which are addressed in the following narrative. Seedhouse (1998) has identified four layers of ethical considerations that must be considered when carrying out any research, these together he argues constitute a 'epistemological device' for research (Stutchbury and Fox, 2009:492). The four layers are: external (codes of practice); consequential (consequences for participants); deontological (one's duty to do) and individual (respect for an individual's freedom and autonomy).

Any responsible qualitative researcher ponders the moral and ethical impact of their research. All qualitative research will be underpinned by ethical considerations and it is important to consider them before, during and after the study has been completed.

The research purpose refers to the worthiness of the research and how it will contribute to the wider community (Miles et.al, 2014). This particular research is very timely as reflective practice is once again at the forefront of developmental thinking in ITE (Farrell, 2013). It is hoped that the research will widen the debate around the use of reflective journals and how students develop into reflective practitioners. It will also be of interest to the wider stakeholders of schools and other ITE institutions.

The students were invited to take part at the start of the course it was made clear to them that participation was voluntary and that they could also withdraw from the research at any time. They were all given a detailed information sheet (appendix 3) and were asked to sign a consent form to confirm that they were

happy to be part of the research. The information sheet explained the nature of the research and how they would be involved through the completion of questionnaires, interviews and their reflective journals. The mentors' and tutors' consent was also obtained and they were invited to volunteer to be part of the research. The mentors and tutors were also given an information sheet explaining the nature of the research and signed a consent form to agree to participate. It is the researcher's responsibility to ensure the participants are competent to take part in the research and be able to make reasonable decisions about it. The principle of informed consent (Cohen et al, 2011) was adhered to.

Drake (2011) considers the problems of achieving any critical distance from your research when the researcher is ensconced within the research itself. Drake developed the ideas of Lave (1993), Wegner (1998), Scott, and Teale (2010) around how insiders located within their research must position themselves. Scott and Teale (2010) consider the researcher to be on a watershed needing to bring together both professional and academic practice. This involves locating yourself and your ideas clearly within the research, identifying clear boundaries around which the research will be conducted, identifying, and exploring issues around objectivity.

This research, as explained earlier is clearly bounded within a tight research framework. However, the issues of objectivity are more difficult to control due to the nature of the research and the power relations that exist within its structure.

One ethical dilemma that needed to be considered was the possibility that the students felt pressured into taking part in the research (Ball, 1994, Shah, 2004). All the students who were completing journals on the course agreed to take part. There is a high possibility that this was because I had a dual role as researcher and their tutor and they felt they could not refuse because of my dual role. I worked hard to counter any negative effects the research had by ensuring the data collection was embedded in the course so did not put extra time pressures on the students. There is also the issue around the reliability of the responses that were received from the students because they knew

what my views were and might have been trying to please me (Denver, 1995; Mercer, 2007). To try and counter this I used the questionnaire and informational interviews rather than open ended interviews. The students completed the questionnaire responses independently prior to the interviews and the fact that the interviews built on the questionnaire response helped to avoid any bias towards my opinions.

The impact upon the mentors and tutors also needed to be considered. The mentors in school were all established teachers and many had been trained on the PGCE course at my institution so had a long working relationship with the university and me. Therefore, there was a need to establish clear research protocol before conducting the lesson observations and interviews. There were times when separating my researcher self, from my tutor, self especially when observing the mentors feedback sessions was challenging. At times the mentors made comments that my tutor-self did not agree with and ran the feedback session in a different format and way to the one the university advocated. In these cases, I struggled to keep quiet and just observe which was my role as the researcher. I contented myself with making a note that more training might be needed for this mentor. This was a difficult ethical issue because by not raising concerns I might be having a negative impact on the students' progress but my attendance as an observer did not give me the right to interfere and had I done so, it would have probably changed the results I was obtaining from the observation.

Eraut (1989), who identifies the difficulty in remaining neutral while aligning situational, tactic and conceptual knowledge in a professional setting identified this dilemma of being an insider researcher. There is a need to place oneself in the research frame and consider explicitly how it effects the project. This provides a degree of integrity and authenticity to the research.

3.8.1 Reliability, trustworthiness and triangulation

Small scale insider research is often open to criticisms of a lack of objectivity and rigour (Campbell, McNamara and Gilroy, 2004). Qualitative methodologies are concerned with authenticity and do not set out to prove a

hypothesis as most experimental, scientific research does. This does not mean however that they lack validity, rigour and critical review (Campbell, McNarama & Gilroy, 2004). In small scale studies triangulation is often used to check the perceptions of the researcher. Denzin (1970; 1985) distinguishes four types of triangulation: methodological, investigator, theory and data. Methodological triangulation involves the use of different methods to cross check the data. This method of triangulation was used in this research with a variety of collection techniques used: questionnaire, informational interviews, observation, open interviews and extant data analysis, this ensured rigour when analysing the data as it was cross referenced. The reliability in this research was strengthened by all the data being collected by one person giving consistency of approach in all the interviews, observations and data coding. The participants all had the same input and time to minimise the potential from one person's view. The coding of the written assignments and evidence base was completed using a detailed set of criteria developed and then refined over time.

3.8.2 Privacy, confidentiality and anonymity

Confidentiality in research implies that private data identifying the participants will not be disclosed (Kvale and Brinkman, 2009). Anonymity can protect the participants and is therefore seen as an ethical demand but it can also serve as an alibi for the researcher. Anonymity can also rob the participants of their voice which they may want to be heard. In this research anonymity was assured for all the participants. This was especially important to the mentors given the nature of observations being made and the material being collected. All the participants were made aware of the topic of the research and were invited to participate. While they were aware of the nature of the research the specific research aims were not shared with them to avoid their responses being targeted in a particular way. All of the open interviews were completed in an office at the university or in school so they were private. Analysis of the interviews through the processes of transcription and coding revealed that there were moments in the interviews where 'faxing and commoditication of

rapport' (Cuncombe and Jessop, 2002) was evident and this will inform future research.

The participants' anonymity was assured through the use of numbers and letters rather than names to identify the participants and the schools to which they were linked.

3.8.3 Ethical issues and dilemmas emerging in this research project

The main conflicts in this research were concerned with my role as an insider researcher and my position of power over the students and mentors who were the research participants. This has already been discussed in some detail and suggestions made as to how to reduce this impact. A number of dilemmas presented themselves; the non-transcription of the student review interviews was a significant one but after considerable reading (Cohen et al, 2011; Kvale and Brinkman, 2009; Denzin and Lincoln, 2011) it was decided that having the answers recorded in the students' own hand and then added to allowed the students to speak through the research. I struggled with my dual role as researcher and course tutor especially when observing mentors' feedback in school, the ethical dilemma of whether to say anything when I observed feedback sessions which did not encourage reflection in the students was very challenging. As already discussed, I decided to make a note but not involve myself as I was there to observe and not judge. As the research evolved, my beliefs around the epistemological approach changed from being a case study driven piece of research to a practitioner enquiry research methodology.

3.9 Summary

Adopting a practitioner enquiry research methodology through this research project and adapting the research methods as part of an organic process was appropriate to investigating the research question (Silvermann, 2006, 2010 in Denscombe, 2010:298), the research produced a substantial amount of data which was analysed in a number of different ways. The triangulation of the data through the use of a number of different collection and analysis

techniques is a strength of the research. The findings of the research will add to the debate around the use of reflective journals and supporting student teachers to become critically reflective teachers. The mentor data has identified a number of ways in which the mentoring of student teachers can be improved and considers the development of a new style of mentoring to help aid the students to transform their learning.

Over the course of the enquiry my understanding of research methods has changed and developed. The use of a practitioner research approach informed by elements of grounded theory has allowed a deeper understanding of research methodology and how different elements can be used from different epistemologies to produce a rounded piece of research.

Chapter 4: Reporting the findings

In this chapter I will consider the two main foci of the research. Part one will consider the role of reflective journals in supporting students to become reflective practitioners. Part two will investigate the second foci the role of the mentor and tutor in supporting the students to develop into reflective practitioners.

Part 1

Reflective journals

4.1 Introduction

The role of reflection in teacher education is a key element of many university ITE programmes. The university programme at the centre of this research advocates reflection as a key guiding principle of its ITE programmes. This section explores the students' shared understanding and changing perception of what reflection is through interviews and questionnaires and the progression made by the students in their reflective writing by analysing the reflective journals they wrote during their PGCE course. The journals were written over two timescales, the first set during their initial teaching placement and the second set during their extended second placement. The journals are analysed according to the level of reflective writing using a criteria specifically written for this research based on the work of Moon (2004), Hatton and Smith (1995) and Lavrree (2000) (Chapter 2 and 3). The students' perception of what reflection is and how they reflect is also explored. All the student participants completed a questionnaire and semi-structured informational interview twice during the course at the end of the first placement and at the end of the course. The data was triangulated through the use of a questionnaire which supported the two interviews, analysis of the written journals, observation of the student teaching in school and the mentor feedback meeting. Four students were chosen for a further interview at the beginning of their second year of teaching to explore how their opinions had developed and changed once teaching full time. These interviews were

transcribed as they were much more informative than the ones completed while the participants were on the course. Further data was collected around the role of the mentor and tutor, this included interviews of four mentors and three tutors in the summer term after the students had left, analysis of mentor lesson feedback forms and observation of all twenty-four mentors conducting lesson feedback during the students' second placement. This wide variety of techniques along with the transformation of the journal and mentor feedback data into numerical values allowed for robust triangulation of the data.

4.2 Student teachers' perceptions of reflection

Students' conceptions of the nature of reflection developed over the academic year. The data from the questionnaires and semi structured interviews shows three distinct stages in their understanding of reflection as a form of knowledge. This included how they perceived reflection and how they reflected at the end of each lesson.

- Prescribed – simple evaluation.
- Developmental – starting to realise reflection is more than 'what went well, even better if'.
- Situated and questioned. – an understanding that reflection is ongoing and issues need to be returned to and reassessed over time.

Not all of the students progressed through all three stages, but they all in their definition and lesson reflections showed evidence of having moved from prescription to development. The stages can be loosely linked to the four levels of reflection used in this research. The prescribed level is akin to descriptive heavy narrative. The developmental level to self-questioning. The situated and questioned level aligns with meta-cognition and wider awareness.

Prescribed. This stage was dominated by a very simplistic idea of what reflection was from the students. They saw it as a simple evaluation of the lesson which could be completed in five minutes by returning to their lesson plan and writing about 'what went well and even better if'. This is the terminology used within the PGCE course generically when referring to lesson

evaluations. Students are encouraged to complete very simplistic evaluations of their teaching by identifying their strengths and weaknesses. They initially identified any strengths 'what went well'. For the weaknesses they had to think about how the problem could be improved upon 'even better if'. Many mentors considered this to be a reflection rather than just an evaluation and encouraged the students to reflect in this simplistic way. There was very little appreciation by the students or mentors of how linking the reflection to the university sessions, where the theory and research around different pedagogies of teaching were investigated, would help them develop their classroom practice. At this stage the students relied very heavily on their mentors to help them evaluate the lessons. At Christmas forty-four percent of the students saw reflection as a prescriptive task to be completed. Student 3's response when asked to define what reflection was is representative of this group.

Having the ability to look back and review your lesson, to see what went well and what did not go so well, but more importantly why this happened (student 3, first questionnaire).

Another forty-four percent saw it as an evaluation process which also involved a thought process but still did not make the link between thought and improved action. Student 17's response is a good example of how reflection was viewed.

Someone who reviews their work on a regular basis and uses this information to help them improve. To help you improve and become aware of your strengths and weaknesses (student 17, first questionnaire).

At this time the students were still at the very early stages of teaching, were trying to make sense of what happened in the classroom and how to juggle the many demands of the course. They were not confident in their own knowledge or what they had studied in university so most at this stage were unable to make the link between the theory, reflection and practice.

When asked about how they reflected there was a strong reliance on using the lesson plans and annotating them. Initially this was a course requirement so most viewed it as what they needed to do and did not see the need to develop their thinking beyond this simple evaluation.

I reflect by taking a few minutes at the end of every lesson to think about the lesson positives and negatives and then discuss it with someone either my mentor or other trainee teachers. After this initial thinking and discussion I will then return to my lesson plan and write my thoughts all over it. Usually colour coded for things that worked went well and things that need changing (student 8, first questionnaire).

They relied heavily on their mentors. While the mentors are very knowledgeable on the practice of teaching there is no evidence that they themselves made links to the research or theory (Jones and Straker, 2006). The students were looking for a list of things they needed to do to put the lesson right and many mentors were happy to oblige. (This is discussed in more detail in section 2).

Developmental.

Students started to develop more confidence in their teaching as their time in school increased and they went on a full week block placement (see course structure appendix 1). They showed signs of understanding how the theory impacted upon their teaching. Most showed signs of a deeper understanding of the theories they had explored in university. They became more confident in their own ability to evaluate their lessons in detail and reflect using both these theoretical ideas and their practice. Their understanding of what reflection was developed significantly in most cases.

Student 17's definition of reflection is indicative of the comments the students made after the second block placement.

Always bettering yourself, your teaching to best suit your environment and your pupils. I am a reflective practitioner. Whether I have a good or bad lesson I always question why-what worked and what didn't work and why (student 17, final questionnaire).

The way in which they reflected and evaluated their lessons had also moved on. Many now acknowledged that it was harder than they had first thought and had a better understanding of how their developing pedagogical knowledge impacted on how they thought about their classroom practice.

I now realise that being a reflective practitioner is more difficult than my first thoughts. It is more than a simple evaluation and I am starting to realise it is about making connections between what happens in the classroom and the bigger picture. I did not realise the importance of reading around the ideas at the start and thought I could solve all the issues through talking to people (student 13, final questionnaire).

This was a recurring theme, the students did not really understand why they were being encouraged to reflect rather than simply evaluate, which was the requirement in most other subjects until the end of the course. By then all the links and nuances of teaching were starting to be understood due to greater practical experience which allowed them to make the connections. If the course was longer and included another university taught period followed by a final placement many more of the students would make the jump to the situated stage. The students do not receive a full teaching qualification until the end of their first year of teaching so in theory they should continue to develop their reflective prowess. However, as the pen portraits show a lack of time and support means this proves to be very difficult in reality.

Situated and questioned

The final stage was not reached by all the students however a number of students did progress beyond a developmental stance. This stage can be seen

in their definitions of reflection and their accounts of how they reflect. Most of the students who developed a situated and questioning approach did so at the end of their second block placement. This stance involves the student questioning what they do and understanding where their experiences sit within a wider educational setting. Students who reached this stage had a much wider awareness of how the school environment had an impact upon their teaching.

I now understand that to be reflective requires detailed links to practice and specific analysis of experiences in combination with a study of theory and subject developments (student 11, final questionnaire).

The lack of any real shared understanding of what reflection is was very evident in the student's answers. While most did develop their understanding over the course from basic evaluation on a lesson plan to a more detailed analysis there was still no real shared understanding or agreed definition of what reflection was or how to complete it. This is a thread that is also picked up through the mentor and tutor data where there was also an evident lack of a shared understanding or what reflective practice was and how to encourage and support it.

4.3 Supporting reflective writing

One of the aims of this research was to determine a way to measure and evaluate the reflective writing completed by student teachers while on a PGCE course as a way of assessing if their reflective ability advanced over the course of the year. To this end, a framework for measuring reflective writing was developed (explained in chapter 3). This framework devised by systematic coding was developed to measure the level of reflective writing in the students' reflective journals over the course of the year. This then gave me a starting point to use to explore how the students' reflective writing had developed over the course. This analysis coupled with the questionnaires and interviews of the participants during the course and four participants a year on, generated a large data set for exploring how the students' reflective writing developed and

how their perceptions of reflection developed over the one-year course. The journal was then read and coded according to the framework developed for the research as it is very difficult to determine, without some sort of measurement, how well a student is developing their reflective ability, seen as a crucial element of becoming an outstanding teacher by many academics including Moore (2004) and Farrell (2013). The development of a framework, while not a precise science, does allow the level and type of writing to be explored. The development of this framework is discussed in detail in Chapter 3.

Table 4.1: Initial and final reflection levels according to the framework criteria

Student number	Initial grade	Final grade	Comment
1	2	2/1	Improved half a grade
2	3	3	Stayed same
3	4	3	Improved 1 grade
4	4	3	Improved 1 grade
5	3	3/2	Improved half a grade
6	4	3	Improved 1 grade
7	3	2	Improved 1 grade
8	3	2	Improved 1 grade
9	1	1.5	Slight fall
10	4	4	Left course before end second placement
11	3	3/2	Improved half a grade
12	2	1	Improved 1 grade
13	4	3	Improved 1 grade
14	3/2	2/1	Improved 1 grade
15	3	1	Improved 2 grades
16	4	3	Improved 1 grade
17	4	2	Improved 2 grades
18	4	3	Improved 1 grade

Level 4 (lowest level) – description heavy narrative, level 3 self-questioning, level 2 meta-cognition level 1 (top level) – wider critical awareness

Of the eighteen students (table 4.1) who completed the course, fifteen improved on their reflection grade, one stayed the same, one fell slightly but not by a full grade and one left before the end of the course. Two of the students who improved did so by more than one grade. Two of the eighteen students were deemed to have reached the top level of reflection by the end of the course. Three students showed some evidence of wider critical awareness in their later reflections but did not consistently reflect at this level across the whole placement. The student, who moved backwards slightly, was already writing at the top level.

All of the students were analysed in detail, their journals were read and all the entries were coded according to the criteria in the framework. The questionnaires and interviews were analysed to identify any trends and differences in how their understanding of the concepts had changed over the course of the one year course (Chapter 3). The analysis did not just scrutinise their journals but also; their questionnaire answers, the lesson observations and feedback that were completed both by myself and the mentors, their final teaching grades and reflective evidence base. Four of the students were revisited during their first year of teaching and were interviewed about how they had developed their reflective stance.

The findings are presented by looking at each of the four categories of reflective writing in turn.

4.4 Level four descriptive heavy narrative

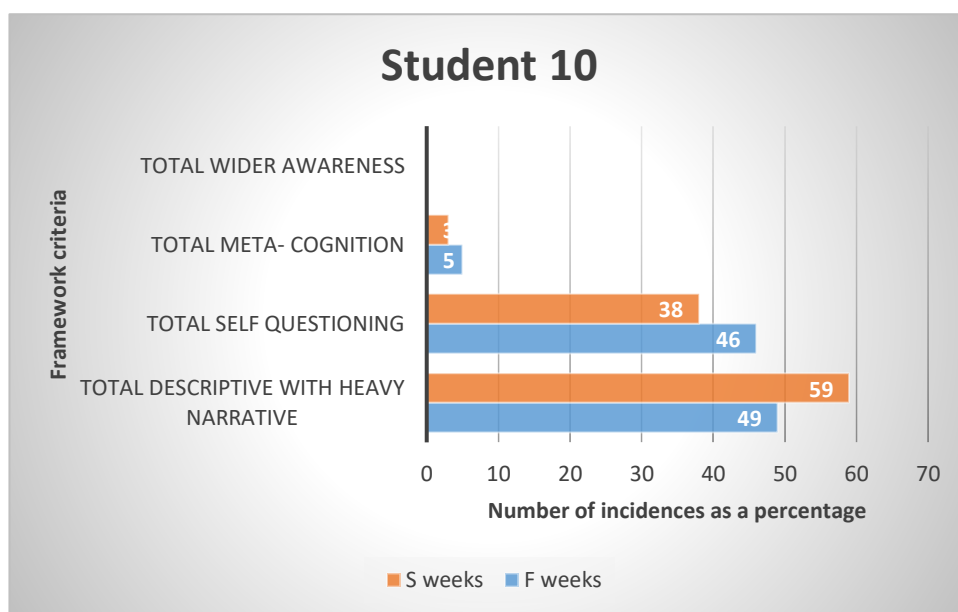
This is the lowest of the four levels of reflective writing. Only one student was still writing at this level at the end of the course. Student 10 shows that for some students there is a barrier to reflection. At the start of the course, this student could display the ability to engage with reflective practice but as his progress in the classroom slowed he found positive reflection increasingly difficult. The student was very literal in his interpretation and found it difficult to reflect upon what was happening in the classroom. His written reflections became a tirade against his placement school and what he saw as the injustice of the feedback he was receiving. His ability to reflect was hampered by

becoming fixated on one negative issue within the feedback discussion and then failing to engage with the rest of the feedback. He found it difficult to concentrate on what was being discussed and kept returning to the previous comment. Prior to completing the course, he had been teaching as an unqualified teacher in a private primary school where he achieved good results from his pupils. He struggled to acknowledge the difference in teaching small classes in an independent primary school compared to a large state secondary school. He considered himself a good teacher, he did not fully understand and failed to effectively reflect upon why things were going wrong. This student struggled with the teaching element of the course and did not gain QTS at the end of the academic year. He did complete the written assignments and left the course quite close to the end so completed the first three reviews so has been included as part of the data set. He found it very difficult to make the transition from primary to secondary and private to state. There was an expectation that the pupils would behave themselves because they were in class and that teaching could be a series of lectures, which the pupils would respond to in a positive way. Smyth (1995), Harnett and Carr (1995), Wagg (1974) and Cole and Knowles (1995) all identified this as an issue and identified the need for teachers to explore the pre-determined ideas they bring with them through a reflexive stance. They all agree that until the teacher has explored how their personal ideas and beliefs impact on their teaching, they will struggle to conceptualise the experiences and so become a more effective teacher. This particular student did not effectively explore these issues, in fact, he reverted to what he knew from his past experience when things did not go well and found being reflective and thinking critically increasingly difficult. The student wrote in a very descriptive way and was quick to apportion blame for a poor lesson on the pupils. There was little evidence in the written work of deeper thinking or application of the theory from university to the practicalities in the classroom. The student was however a very dominant force in the university taught sessions, he often made sweeping statements which showed a lack of understanding of the wider issues that impact upon teaching (often referred to as the 'bigger picture') and a lack of connections between theory and practice. He also found it difficult to consider and accept other

students' points of view believing his way was the best and only way of doing things.

Graph 4.1 displays the results of the reflective journal analysis for this student. The number of incidences have been turned into a percentage for ease of comparison. The blue bar is the data for the early journals completed in the first placement; the orange bar is the data that corresponds to the second placement towards the end of the teaching course. The graph shows the student mainly wrote at the descriptive level. He started to display elements of questioning in his writing but they tended to be quite superficial in nature and were at the lower end of this spectrum. In fact, his writing in the second placement as he became more frustrated with his teaching became more rather than less descriptive.

Graph 4.1: Student 10 reflection levels



The extract from his placement journals shows this growing frustration.

Literacy levels in the classes I taught were generally good but two things struck me in particular. Firstly, many pupils found it difficult to write formal English in a distinctly different voice to the one in which they spoke. I was aware of the north south difference in language from teachers as well as pupils, 'we were

sat down/ we were seated'. I am sure my language seemed archaic by some and was described by some colleagues as posh. I tried to be non-confrontational but I was confronted over several words. Happisburgh in Norfolk for example is pronounced Hazeborough, although despite being from Norfolk I was told in no uncertain terms by a member of the geography department staff that it was pronounced Happysbruff. This was awkward!

I had no classroom management problems in my first placement. I feel in my second placement I should have ignored negative behaviour and only praised good behaviour but in following the schools policy of naming and shaming by writing names on the board, this excluded rather than included. All rather unsatisfactory I felt out of my depth. In my teaching and instruction prior to this placement, I had had to persuade and through praise give confidence, this is a whole new situation and I failed to include everyone (extract from reflective journals student 10).

Both of these extracts demonstrate a growing frustration with his teaching but no real understanding of how he can address them. He states facts but does not ask any questions about why this is happening or what he needs to do to address the problems. He falls back on what he knows and uses the pupils and school structures as an excuse as to why his teaching is not effective.

This student found it very difficult to consider more than one element of the lesson at a time, as he acknowledges he would become obsessed about one thing and then be unable to focus on the rest of the feedback conversation. He found constructive criticism very difficult to take. Once any negative comment was made, he stopped engaging with the conversation and shut down.

Positive feedback impacts upon my ability to reflect. A barrage of negative comments leaves me unsure of where to start. If points are mentioned several times, I have a habit of getting

caught up on what might not be a crucial point (extract from student 10, questionnaire).

During the student's second placement he continued to make minimal progress in his teaching. I completed lesson observations of the student in school every week during the second placement to try to help him address the problems he was facing and move his practice forward. The student found it very difficult to make any progress as he became obsessed with small irrelevant issues and failed to recognise the much bigger issues. This is probably due to a defence position, by not acknowledging that the problem exists, you do not need to worry about making changes or thinking too deeply about why things are not working as you wish. Once things started to go wrong he avoided thinking about how to improve things and got caught up in a downward spiral. This hindered his ability to reflect objectively.

This student started the course with very fixed ideas about how to teach and did not develop a reflective stance. He found it very difficult to reflect effectively even with support from a very experienced mentor who had in the past worked with struggling students and supported them to develop into good teachers. The following example from an observation feedback conversation shows this:

Mentor: How suitable were your resources?

Student: Handout is very suitable to the lesson topic, giving clear explanations. It also followed on from the previous series of lessons on annotation. The newspaper was a less effective resource as too much was being asked of the pupils.

Mentor: how could the newspaper resource be improved?

Student: I could have given more guidance.

Mentor: What would this have looked like?

Student: They need more written information to help them.

Mentor: Could the way the lesson was structured have helped them to achieve in the newspaper article?

Student: Yes if I had given more written instructions.

Mentor: Could you have put them into groups of mixed ability and have given them roles?

Student: What should I have written on the worksheet to make it better? I thought it was well structured. I thought the pupils were highly motivated and engaged well with what was asked of them.

This discussion followed a similar track for twenty minutes with the mentor trying to move the student on in his thinking and the student returning to the resources again and again as it was the first thing the mentor had mentioned. He became obsessed with one point and then it became almost impossible to move the discussion forward. The student wanted to break everything down into the constituent parts and be able to tick the things off once he had completed them. He saw everything as separate and unconnected rather than looking at things from a holistic position and understanding the interconnections between the parts. The student also became obsessed by the lesson grades that were given and rather than reading the formative feedback was only interested in evidence to support the lesson grade that was awarded. This became so extreme that I stopped awarding grades for the lessons to try and refocus him on how to improve his practice. This example shows that for some students insisting they reflect in a prescribed way may cause barriers to progress. The type and style of feedback advocated by the university did not really help support this student's progress. It is possible that if he had been encouraged to reflect differently, he may have found it easier to evaluate his teaching and make more progress. At the start of the course this student developed the ability to engage with reflective practice but as his progress in the classroom slowed he put up barriers, which made reflection very difficult. Redesigning how the feedback was given into shorter more focused conversations that emphasised the positives may have helped support the student during his second difficult placement and may have

allowed him to finish the course and gain QTS. The type and style of written feedback he received is reviewed in part 2 where it can be seen that this may have contributed to his negative attitude and feeling of failure.

4.5 Level three self- questioning

The second category self-questioning was the one with the highest incidence of students at the end of the course. Seven students; 2, 3, 4, 6, 13, 16 and 18, were consistently writing at this level. All apart from one of those students had increased their reflective writing level and had moved from the descriptive narrative stage to the self-questioning stage. None of the students in this category reached the top level of the framework (the structure and development of the framework is explained in detail in Chapter 3) in any of their writing.

Their work was characterised by writing descriptions of what was happening in the lessons and then asking questions around why certain incidences like poor behaviour or lack of pupil progress happened. Their writing did not really show much evidence of engaging with these questions and exploring possible answers through the use of theory or literature on the topics they were struggling with, as the extract below shows.

In order to improve the overall effectiveness of this task in the future and therefore the overall quality of the lesson I would use a more straightforward starter which I would give the pupils as they entered the classroom. I would ask them to complete the worksheet once they had taken their seat. This would mean the pupils were settling down once they had entered the classroom enabling them to learn more effectively as they would be more willing to listen. I could then use the same worksheet used at the start of the lesson in question and then work through the sheet with pupils step by step (extract from reflective journal, student 6).

Here the student is demonstrating that he has started to ask questions about what he does and how effective his teaching strategies are. He is still relying heavily on his own ideas and makes little attempt to explore the wider theories around the topic he is grappling with. The student has not made the connections between what has been discussed in university and his practice in school. This could be because it is early on in the PGCE and he has not yet had enough exposure to the classroom and school to enable him to make those connections. It could also be down to the lack of detailed instruction around writing reflectively that the students had received. An example of another student consistently writing at this level also shows that the student is starting to engage with the bigger issues but is still not fully confident in how to use this new found knowledge.

It is essential that I use strategies for differentiation, so that everyone can succeed. I believe that you need to have information on your students such as prior attainment grades, target grades, skills and special educational needs. Yet I agree with Anstree (2012:9) who argues that 'distinguishing information is useful, but true differentiation should enable not label'. I have provided support for pupils with reading and writing through differentiated worksheets using cloze procedure or sentence starters with lists of connectives that pupils may want to use to structure their writing. Restricting the amount pupils write is an effective way to encourage literacy skills, as pupils have to think about how they can succinctly put their thoughts (extract from reflective journal, student 3).

All of the students in this category wanted to be able to use a list associated with the standards and tick standards off as they achieved them. This evidence based approach to learning to be a teacher is a recurring feature of this research and is discussed in all the following chapters (Galea, 2012, Hobbs, 2007). Students often ask how many pieces of evidence they need to pass each standard. They are very strategic and do not engage with material if it does not have a perceived immediate impact upon their progress. Galea

(2012), and Hobbs (2007) argue that the drive for accountability in teacher education, standards ticking and skills acquisition has led to reflection being forced, a means to an end, a way of generating evidence that the standards have been met. This would certainly appear to be how the majority of students in this group viewed the reflective journals. These examples would suggest that the students are not being encouraged to be critical thinkers and engage with more than just their classroom practice. This may go some way to explaining why the self-questioning category was the largest one in this sample. The students in this grouping struggled with the idea of developing a fully questioning stance. For most of them, this was also linked to a lack of confidence in writing in a critical way. A good example of this is student 3 who, when discussing her lessons, engaged in critical thought and was able to clearly articulate how to improve her practice. However when completing the written journals she struggled with writing in a critical way. This finding matches Sumsion's (1996) research who also found that in many cases students are reflective but struggle to write in a reflective style. The student was very earnest and keen to do well but struggled with master's level written work, as being reflective in writing did not come easily. She was very good at identifying the negatives but did not fully engage with the reading to help her deepen her understanding of the theoretical stance that could inform her teaching. She relied heavily on colleagues and other staff in the school to help her development and while she had critical conversations found it more difficult to articulate this in writing.

Student 5 is a good example of how the reflective journals helped to build the student's confidence even if the reflective writing did not show that much development. Student 5 did not really make much progress in his ability to write reflectively however he did recognise that completing the journals had helped him to develop his practice and ability to be more reflective of his teaching.

I noticed a major difference when doing the reflective journals.
My understanding and quality of evaluation greatly improved.

The broad scope of topics allowed me to think about all aspects of my practice (extract from final questionnaire, student 5).

Therefore, even though the written work did not show a great shift in the ability to write reflectively the data suggests that the very process of writing a journal helped to develop other areas of the student's reflective ability and helped him become a more reflective practitioner. He acknowledged that without the journals he would not have made the same progress in his teaching as he would have relied on his mentor and colleagues rather than engaging more openly with the literature. The fact that he had to refer to the literature in his journals made him read around the topic. It could be argued that if he was directed by the mentor or tutor to read around the topic he would have done so without the need to write the journal but the student's responses when interviewed suggest that this would not be the case as he would not prioritise this as highly as other tasks that needed completing like marking. There is a great tendency for teachers to try to work things out themselves rather than referring to other written forms of research partly due to a lack of time. This suggests the need to instil in student teachers the desire to explore ideas at the start of their training, so this becomes a more widely used technique by practicing teachers as they have seen the benefits that can be achieved through exploring an issue or idea.

Two of the pen portrait students were consistently writing at this level. Student 4's writing was reaching this level in most cases. He still had a tendency towards the descriptive but was asking questions about his practice. Student 13 was also writing predominantly at this level by the end of the course. Student 13 was making good progress in her reflective writing in the first placement but this stalled in her second placement, the possible reasons why are explored in the next section.

From the start of the course student 4 believed he was very reflective and considered a wide range of ideas and views. He did however, express concern over having to complete written reflections because he assessed his own ability to write academically as poor as shown in the following quote from his first questionnaire.

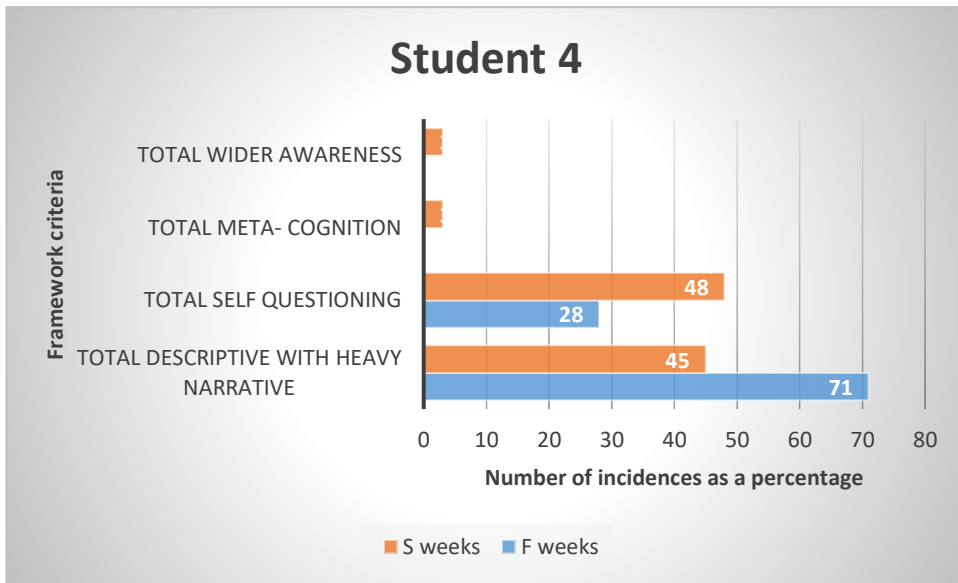
Generally, I am excellent at reflecting the issue is my written skills are poor. I spend a lot of time thinking about my lessons and what went wrong and how to improve them. I prefer to reflect on my own and find it difficult when reflecting with my mentor to put what I am thinking into words (extract from first questionnaire, student 4).

This quote is interesting because he was, right from the start, reticent about his lack of effective reflection when in a lesson feedback situation with his mentor or university tutor. He was reluctant to open up to his tutor or mentor, this could be due to a heightened consciousness of his relationship with his tutor and mentor. These were the people who were ultimately judging him. That he prefers to reflect on his own and not discuss his work and ideas with other people would suggest that he lacks confidence in his own ability and is worried about being seen to fail. This was to become something of a trend in his work and is reflected both in his written reflections and post lesson discussions and evaluations. The importance of discussion and developing a critically reflective stance to teaching is explored in the discussion. Many of the students in this group placed more emphasis on the post lesson feedback conversations to move their teaching forward than the written feedback. The nature of these discussions varied extensively depending on the student, mentor and school, this is considered in detail in the next section. The conversations that student four had, tended to restrict reflection rather than encourage it as he was reluctant to admit if things had not gone as well as he hoped. Lui (2017) is clear that in order for student teachers to transform their practice there needs to be a supportive triad of participants, the student, the mentor and the university tutor who all enter into reflective conversations together to help move the students practice forward, if any one of these participants are not honest and fully engaged in reflective conversations then the students' progress is not transformational. The data suggests that these reflective conversations help to build self-awareness in the student teachers when they embrace them fully as well as encouraging them to be conscious of how their actions in the classroom have an impact upon their pupils' progress.

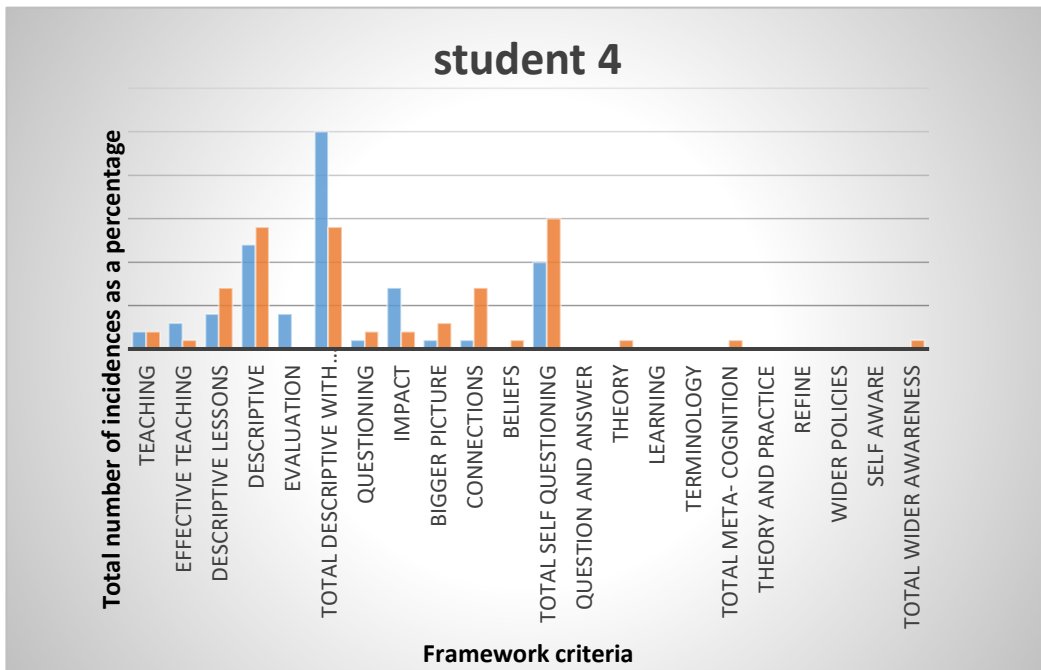
In both placements student 4 had very supportive mentors who encouraged reflection on all the lessons taught through the use of critically reflective conversations. In the first placement the mentor was very reflective in both their written and verbal feedback. Over forty-four percent of the comments on the lesson observation forms completed by this mentor were developmental in nature, in the second placement the percentage of developmental comments was lower at nine percent. The type and style of written lesson feedback is discussed in detail in the next section. There was an expectation that after the lesson in both placements the student would take time to think about the lesson before entering into a reflective conversation with the mentor. This he found quite challenging. He was very good at identifying the positives but tended to ignore or forget about any problems. He had a tendency to be very positive about the lesson rather than really thinking about both the positives and negatives and how to move his teaching forward. He wanted his mentors to give him a list of what to do to improve rather than having to explore the problems for himself to find the answers. This supports the ideas already discussed which found that the students in this group became reliant on a tick list from their mentors and tried to take on the same teaching persona (identity) as their mentors in order to keep them happy with the progress they were making.

Student 4's initial written reflections were at a low level. He gave lots of descriptions of what was happening in the lesson but little further development of the ideas or how to move his practice forward as can be clearly seen in the graphs.

Graph 4.2: Student 4 reflection levels



Graph 4.3: Breakdown within each broad framework category - student 4



The graphs show that the student's writing did move from the descriptive to the self-questioning level by the end of the course. In the second set of journals he was starting to make connections between his practice and the pupils' attainment/ progress rather than just describing what happened in the lesson.

For year 8 I tried to offer a small case study, for instance allowing pupils to identify where it would be found on a map, giving information of a country it's found in and showing images and videos. I believe this is of particular importance as many pupils need to feel some sort of experience of it in order to recognise it as a place not just a thing.

I showed different connectives and asked pupils to use these within an answer. I also explained the need for structure and explained the use of PEEL which allows for a structure to be incorporated into their answers. Pupils then had time in order to redo the question. The pupils then used the exam board answers and green pen marking in order to peer assess work. The feedback received from the teacher and pupils is that this really helped (extracts from first reflective journal, student 4).

Within these two extracts the student describes what happened in his lesson but he does not consider if the techniques he used worked or not. He makes no attempt to discuss the progress the pupils made or how the lesson could be improved, while he acknowledges that the technique worked, he does not explore why it worked and how it could be adapted or explored to use with other classes of a different age or ability level. This writing lacks any self-awareness, it is a simple description. The student did not realise at this early point that what he does in the classroom impacts on how the pupils learn and make progress. He does not enlighten the reader as to what feedback he received or why it was helpful and impacted on his future planning. He did begin to show some evidence in his writing of an understanding of how a particular technique can have an impact on pupils learning as the course progressed. This is shown by the extract below taken from a journal just before the end of the first placement.

I have also in my lessons made a real effort to promote literacy in both written and oral forms within the tasks set for instance an assessment lesson with pupils in year 7 regarding mapwork ... within the presentation I set pupils with key words and spellings

they could use whilst also giving examples of answers for pupils to think about. When marking the assessment spelling and grammar and the use of connectives was clearly evident especially when compared to previous classroom work (extract from first reflective journal, student 4).

This reflection is not however fully developed as there is no link to any other strategies or literature that promotes literacy in the classroom. The journal extract suggests that the student has an over reliance on his own ideas as the extract concentrates on his ideas and thoughts and it therefore suggests that he is not supporting his development by reading around the topics to get a greater range of opinions to consider. The lesson feedback sessions with his mentor and myself followed a similar pattern. He identified what he considered to be good practice and if things had not gone to plan blamed the pupils rather than considering if he could have done things differently. When his mentor tried to engage him in a reflective conversation by asking questions about his practice he did not volunteer any ideas and gave the impression that he was very uncomfortable with the idea of sharing his thoughts with someone else.

Below is an extract from the discussion between mentor and student during his first placement.

Mentor – How do you think the lesson went?

Student – I think it worked well.

Mentor – Were there any elements you would change/ were unhappy with?

Student – No I think it went well, they all learned something.

Mentor – How do you know they all learned something?

Student – They all wrote something down.

Mentor – How well do you think you managed the pupil's behaviour?

Student – Well they were quite noisy but it was last lesson on Friday so you expect that.

The conversation continued along these lines for fifteen minutes with the mentor trying to get the student to think about his practice and the student just giving brief answers, Either because he did not want to think about the lesson in detail or was unable to at this stage straight after the lesson, when he was still trying to process himself what happened. At one stage when the mentor explained that there were some issues with the behaviour and lack of pupil progress in the lesson the student became upset and left the room. He later complained that the mentor was not giving him any positive encouragement. When I spoke to him, he commented that the feedback was always negative and they never told him how to improve. He wanted a list of actions he could take to make the lesson outstanding. This student did find having an open relationship with his mentor quite difficult. There appeared to be an issue over accountability and the fact that the mentor was not only there to offer support but was also the assessor. The student did not feel comfortable or confident admitting to any mistakes or areas of improvement in front of his mentor or tutor. This was also evident in his journals where he was careful to only write about what he considered to be positive in case it reflected badly upon him. When interviewed during his second year of teaching this is something that he alluded to, the fear of being seen by those in a position of power over him as a failure. The student struggled with the concept of a professional versus personal journal and found it very difficult to separate the two concepts. He saw any negative comments that he made as being personal and a direct reflection on him as a person rather than helping him to improve his practice. He did not acknowledge that it was acceptable to have problems and discuss these within a professional context. He struggled with the idea that his mentor and tutor were also his assessors, he referred to this when I interviewed him after he had been teaching successfully for over a year. He was very aware of failure as he perceived it and admitting to any issues in his lesson was admitting to failure. The fact that he was a mature student who had worked in the care industry before starting the course could have made him more reticent to admit when things were difficult as this is not a normal workplace activity.

The data suggests the students straight from university were more open to accepting criticism than those who had had full time jobs prior to the start of the course.

This student did make some progress over the second placement but was still finding it challenging to be fully reflective. He was still unsure of himself and found criticism difficult to accept especially when receiving verbal feedback and having a reflective conversation after the lesson.

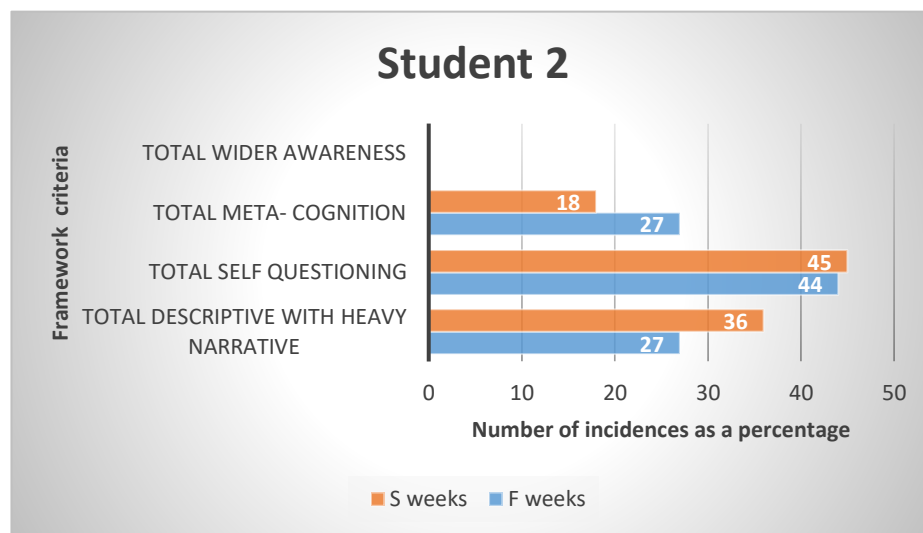
The role of the journals was seen differently by this student and myself as his tutor. In my role as the course tutor I saw them as a developmental tool which would help the students to explore and deconstruct their practice. This student and a number of others saw them as nothing more than a form of formal assessment, where they were accountable for what they wrote and that it would have a direct impact upon their final teaching grade at the end of the year. Even though the journals were not part of the QTS assessment. If the journals had not been assessed then it is possible that they would have been approached by the students differently. They may have been more confident to be critical of their practice. There appeared to be a misunderstanding between my perception as their tutor of their role and that of the students. There is a confusion evident between the aim, purpose and value of the journals. I saw them as a developmental tool, the student as a formal assessment linked to their success or failure on the course. That the journals were not linked to the final teaching grade seems to have been lost on the students. The journals were used to assess the students' academic writing at master's level not their overall teaching ability or exit grade.

The graphs for each of the students deemed to have exited the course at level three of the framework are included below. It can be seen that while they are all predominantly writing at the self questioning level they all showed elements in both placements of still writing descriptively at times and also accessing the meta-cognitive level.

It can be seen from the graphs that none of the students in this category showed any incidences of writing at the top level. Student 13 and 18 only wrote

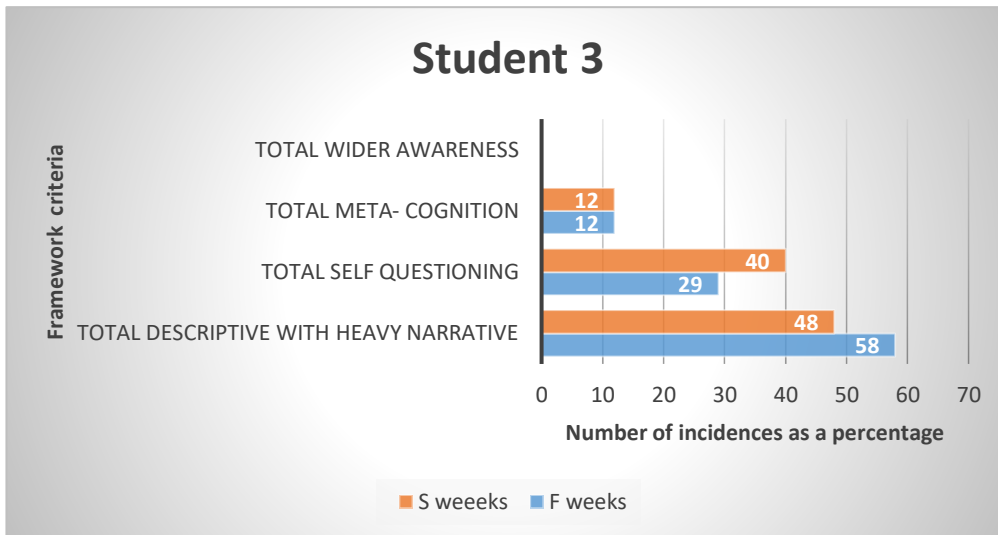
at level two in the second placement showing evidence that their level of reflective writing and confidence in being more critical in their reflection had grown over the course. In all cases except student 2, the number of incidences of writing at level two increased and the number of incidences of writing at level three decreased in the second placement, showing the students' ability to question their practice and think about how their actions impacted upon their teaching was improving.

Graph 4.4: Student 2 reflection levels



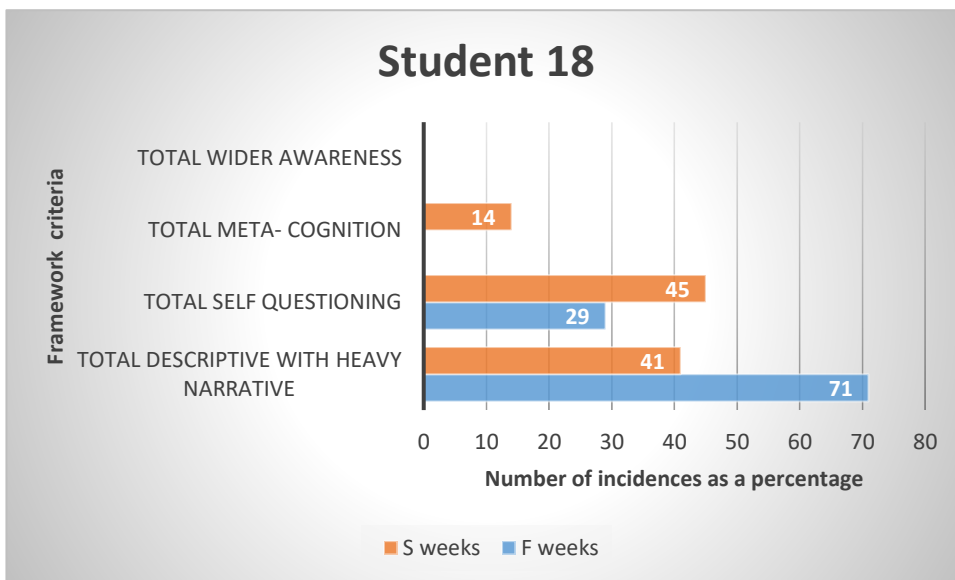
Student 2 did not improve on his level of reflective writing during the course, in fact there were more incidences of descriptive writing in the second placement than the first one. This might be attributed to a lack of time for reflection or a different style of mentoring which did not encourage reflection in the same way. How the mentoring style has an impact on the students reflective development is discussed in the next section.

Graph 4.5: Student 3 reflection levels



The graph for student 3 shows a shift from being mainly descriptive in the first placement journals to questioning their practice in the second placement. They lacked the wider reading and exploring answers to the questions they set in their journals so did not access the meta-cognitive level of writing very often.

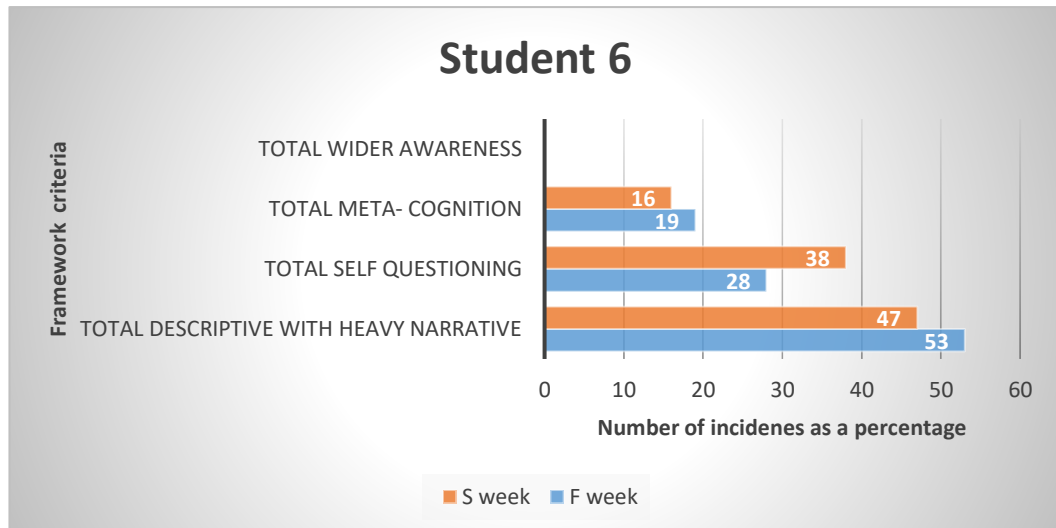
Graph 4.6: Student 18 reflection levels



Student 18 was consistently writing at the descriptive level during placement one. They had started to occasionally ask questions about their practice in their reflective writing but this was not consistent. By the second placement they had moved to a more questioning stance and were starting to explore

answers to some of the questions that they asked. The existence of some writing at level two showed they had made progress and moved into the self-questioning category.

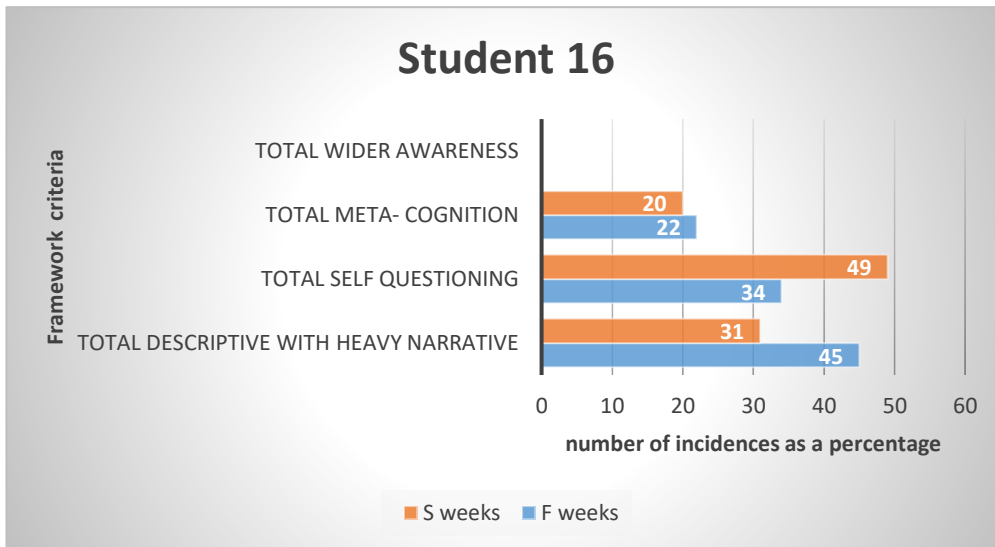
Graph 4.7: Student 6 reflection levels



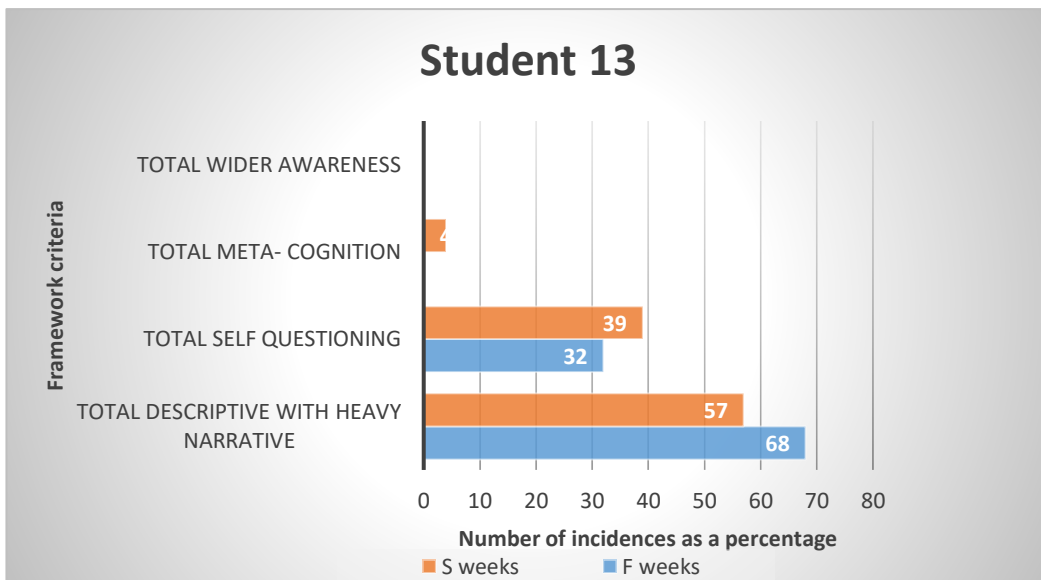
Student 6 is a good example of a student who sits in more than one category. They have moved slightly with a greater number of self-questioning incidents in the second placement but their profile has not shown great development between the two placements. This is a student who found reflecting challenging and struggled with the idea of writing in a critical way. They believed that by describing their lesson and asking some questions they were reflecting in a critical way.

Student 16 overlaps two categories but was identified as self-questioning as they have more incidences of writing at this level than any other. In the second placement they had over twenty percent of their writing incidences classified as mega-cognitive. However, the self-questioning level showed the greatest increase between the two placements. The progression from description to self-questioning can be clearly seen in the graph.

Graph 4.8: Student 16 reflection levels



Graph 4.9: Student 13 reflection levels



Student 13 is a good example of a student in this category and how the mentor and her own writing had an impact upon her development as a reflective practitioner. While quite experienced in planning and delivering taught sessions she initially struggled with reflective writing. Her early reflections were very descriptive in nature and explained what she did in the lessons but did not analyse why the pupils were behaving in certain ways or making limited progress. The mentor worked at developing a more reflective stance in the student's thinking as the course progressed and always made the student reflect in some detail on her lesson. The mentor refused to give a list of

improvements and sent the student away to reflect upon their practice before having a conversation about what happened in the lesson. He also suggested reading linked to the issues the student was struggling with.

Whilst on my first placement I was given very structured feedback through detailed discussions after the lessons expecting me to identify the positives and negatives and develop ideas to build upon the good practice and consider how to change the less successful ideas (extract from final questionnaire, student 13).

This should have set the student up well to continue to develop her reflective stance over the second placement. The seeds had been sown and she was now questioning her practice from a more systematic theoretical standpoint. While it is unlikely that she would reach the top level of reflective practice there was an expectation that she would develop into a proficient reflective practitioner by the end of the course.

During the second placement the student did not really develop her reflective stance as expected. This could be partly due to the challenges of the school she was placed in. The department she joined had two very long serving members of staff and an NQT from a different university. None of the staff members had attended university training recently and all three were very busy, the mentor was the head of department, the second longest serving member of staff was head of faculty. This meant that the amount of time the department had to devote to the student was considerably less than she had been used to in her first placement. This is not a criticism of the school as the level of support was consistent with the university guidelines however it was considerably less than the student had become used to.

When summing up how the lesson feedback sessions were run the student stated:

In my second placement I was not able to receive as much discussion time I found that this resulted in reflection becoming

a list of improvements largely based on data. I feel this slowed down my progress as it did not play to my strengths as a reflective practitioner (extract from final questionnaire, student 13).

The student tended to stop listening to feedback if the lesson was not as successful as she hoped and now seemed unable to explore why things had not progressed as well as she would have hoped. The student attributed her lack of progress to the different mentoring style and less time for reflective conversations however by the second placement she should be more self-sufficient and able to effectively reflect by herself based on the written feedback she had been given if she had developed a critical way of thinking about her practice during her first placement.

Her reflections did show some movement towards a more reflective stance towards the end of the placement.

I question the effectiveness of rephrasing questions in written tasks and am considering the value of increased scaffolding of the answers instead. This is because I wish to encourage students to interpret higher level language themselves.

I have called into question the strategy of allowing mixed ability classes in year 7 as I have found the level of differentiation required is impractical and can result in the teacher being stretched too thin to be able to challenge and develop every student in every lesson

I now feel that frequent assessment of class participation and effort can steer pupils in the right direction and ensure that individuals get the most out of class contact time. This is relevant with KS3 classes but I have noticed a greater effect with KS4 and 5 groups where a larger amount of study is conducted independently (extract from second reflective journal, student 13).

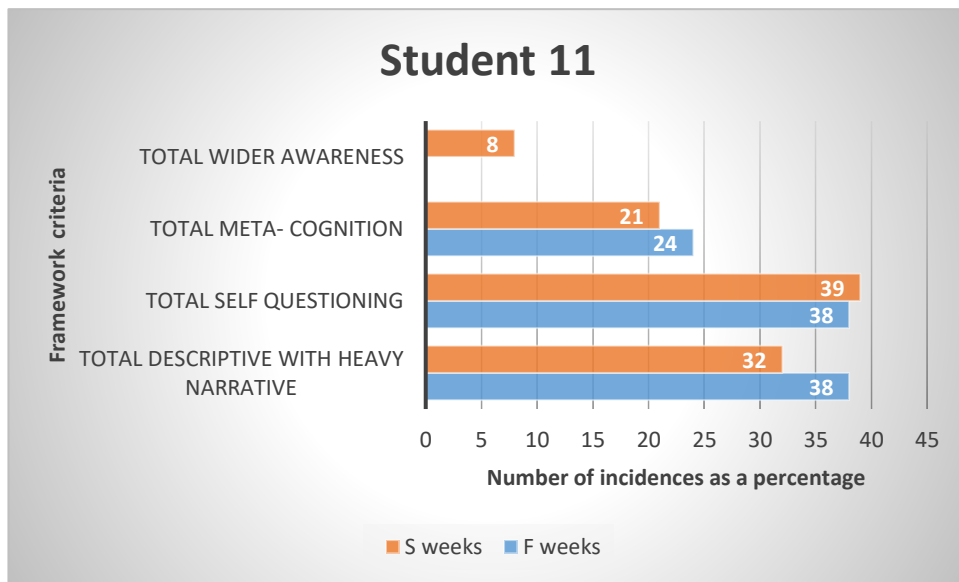
The student was showing a wider understanding of the key issues and is not only questioning but starting to explore suggestions and answers. She was starting to write at a self-questioning level and was questioning her practice and how it impacts upon pupil progress and attainment. All the students who finished the course in this level showed similar characteristics as can be seen from the graphs. They all lacked the confidence to really think beyond what was happening in the lesson and did not make links between the university pedagogy and wider reading and what was happening in the classroom.

4.6 Level two meta-cognition

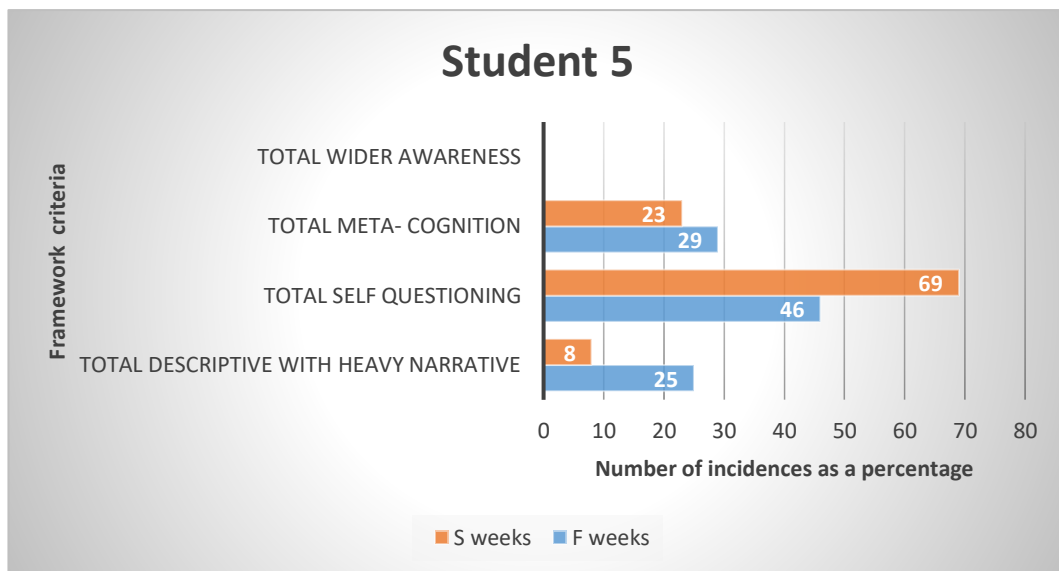
I define the meta-cognitive stage as a student who poses questions and answers and is aware of the importance of professional dialogue to improve their practice.

Two students, 5 and 11, showed signs of developing a more meta-cognitive approach to their practice but while showing evidence of writing at a meta-cognitive level did not consistently reach this level. Interestingly neither of these students moved on in their reflective writing over the course. They sit between the self-questioning and meta-cognitive level of writing; this can be seen clearly when looking at the graph for student 11. It can be seen that while they are still including writing that is at the lower meta-cognitive level there is also evidence of writing at the highest level of wider awareness in the second placement, showing that their ability to question their own practice and relate what is happening in their classroom to the bigger picture (wider educational considerations like school and government policy) is starting to develop. Given a longer time frame it is very likely that this student would have progressed in their written journals to be writing at the top level on a more regular basis as they were displaying an increasing confidence writing at the top level in the second placement as the graph shows.

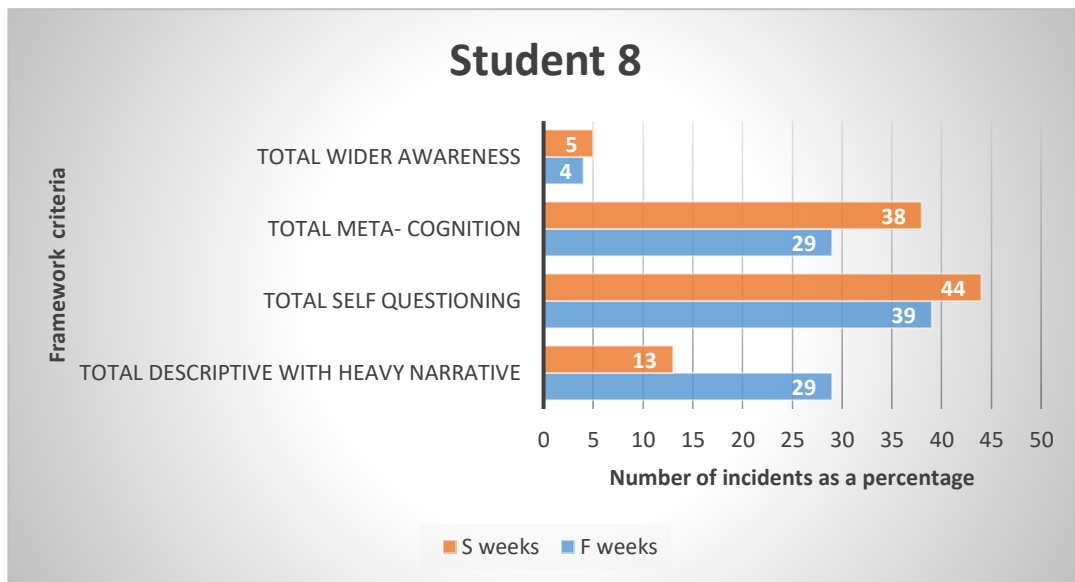
Graph 4.10: Student 11 reflection levels



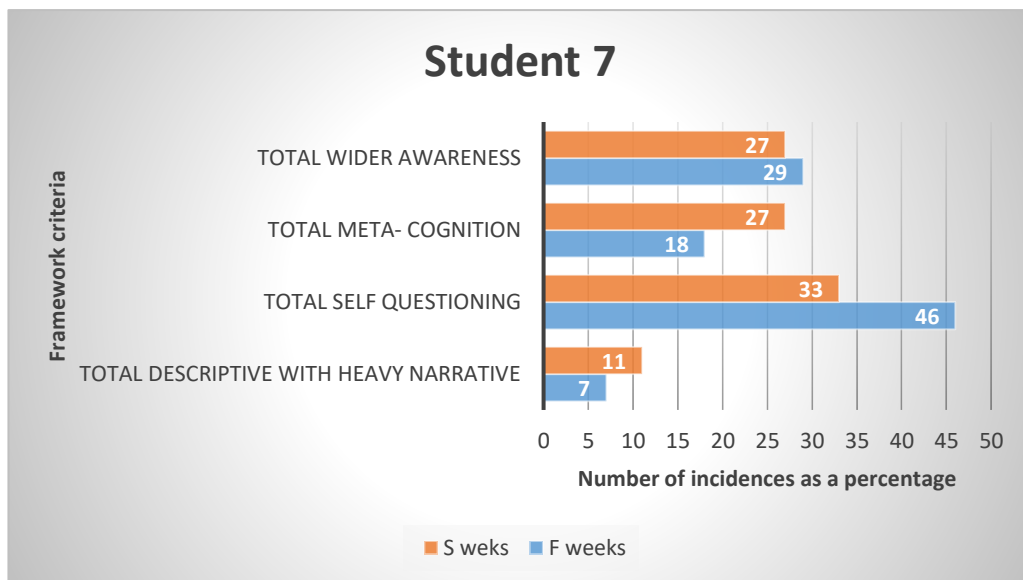
Graph 4.11: Student 5 reflection levels



Graph 4.12: Student 8 reflection levels



Graph 4.13: Student 7 reflection levels

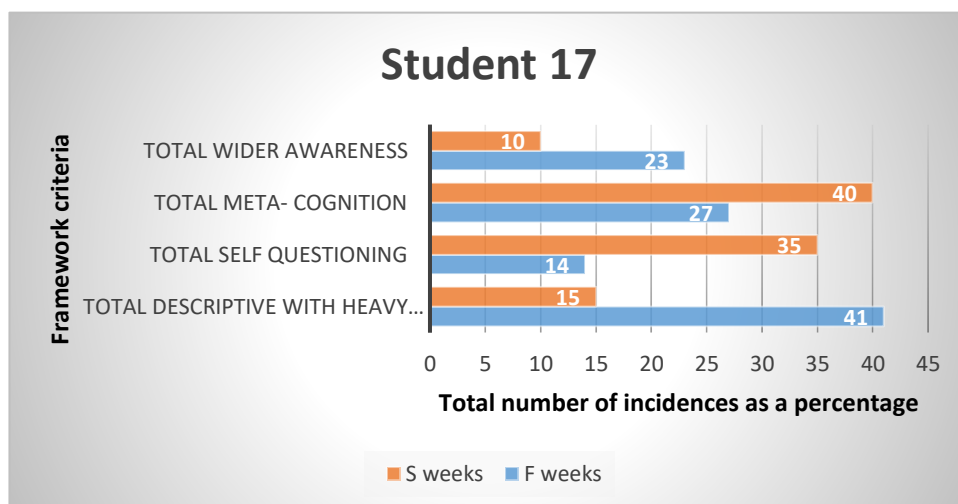


Three other students, 7, 8 and 17, were writing fully at the meta-cognitive level by the end of the course, two of them, seven and eight, had improved through one level of the criteria and one student, seventeen had moved from being descriptive to meta-cognitive. As in all the cases student seventeen is still including some journal entries that are at the descriptive level but the number of incidences has greatly decreased and the number of incidence in the meta-cognitive category greatly increased as the course progressed. Like student 11; given more time on course I am certain that this student would also have

developed her written journal entries further and would have increased the incidences of writing at the top level.

As can be seen from the graphs, all the students in this group except student 7, showed a decrease in the number of incidences of writing at level four between the two placements. All of the students in this group were consistently writing at level three and two in both placements. Those like student 5 with a higher incidence of level three comments were deemed to be writing at the bottom of level two while student 8 and 11 were both showing some indications of moving towards level one. The students' writing in this group was characterised by questioning comments with an attempt to try and answer the questions referring not only to their practice but the wider teaching pedagogy. They were still not fully confident in their assertions but were prepared to question what they were seeing in school and explore the wider implications of that practice as can be seen in the extracts from their journals.

Graph 4.14: Student 17 reflection levels



At this level, the students were becoming much more sophisticated in their writing, becoming much more confident in making the links between the theory explored in university and literature and what happened in their classroom, as the extract below demonstrates.

At first I have to admit I fell into the trap of what Lambert and Balderstone call having a sink group as I struggled to address

everyone needs and could say that my expectations were low, I gave weaker students different worksheets, the pupils didn't really try to complete the whole worksheet and many claimed the work was too hard. This made me frustrated and annoyed (extract from reflective journal, student 17).

By the second placement her critical writing had improved as shown by the extract below taken from her second placement journal.

My other fantastic resource is my teaching assistant. He is assigned to work with a specific pupil but I am in agreement with Keslair, Maurin and McNally (2012) that labelling a child as SEN could itself be a source of difficulty so he works with me in supporting anyone that asks for help, as I provide him with the power point and answer sheets and generally if I support the pupil that he is there for, she feels a greater sense of achievement at not having needed sir. Through speaking with geography staff on placement I feel that success (in differentiation) is a combination of Blooms taxonomy and Bruner's scaffolding and throws open the doors for class assessment and AfL as a core to the curriculum. I am still of the opinion that to overtly differentiate for pupils giving them specifically different work, just because they are on the SEN register can reinforce and perpetuate existing inequalities and am aware that to be stubborn about this and not differentiate is against the SEN code of practice. There is arguably the thought that differentiation can at times be a form of exclusion rather than its intended inclusivity by pupils being seen to need additional support before they have attempted the set work, but generally a whole class can gain from a teacher having to think of other formats to fulfil the curriculum expected outcomes and develop personal progress (extract from reflective journal, student 17).

These two extracts show how the student's writing developed over the academic year. The initial compunction to just say what was happening in her

lessons was replaced by a deeper philosophical understanding of the issues and an enquiring approach to thinking about the wider implications of her teaching. She had moved on significantly in her thinking and the way she critically engaged with the wider literature to inform her own development as a teacher. This could suggest that had she not had a reflective mentor who encouraged her to think for herself and explore different answers to a problem she would not have developed the ability to write at the higher reflective levels. While a better knowledge of SEN would lead to more informed reflections, the ability to make connections between the reading and their practice implies that reflection at a more questioning level has also taken place.

Some students have a more reflective stance to their writing and teaching from the start of the course. In both placements student 7 displayed very few examples of writing at the lowest level.

On reflecting upon this technique, I began to wonder whether I had applied scaffolding at ineffective levels for some pupils. Was this the reason that progress was so slow? I produced the exercises to suit pupils' levels, however I did not know the pupils individually at this early point of the placement. As Vygotsky (1984) warned I was producing scaffolding to suit pupil's actual development rather than exercises in order to challenge and motivate pupils to reach their proximal development level. In order to promote an inclusion classroom, researchers emphasises the importance of collaborative learning and I also believe it is vital to use pupils' different abilities and talents collectively. I believe targeted questioning gives pupils confidence to improve further, particularly if they are given different opportunities to do so, such collaborative work where pupils can achieve more than if they worked alone (extract from reflective journal, student 7).

In the first placement the student was mainly writing at the self-questioning level. She was moving to the meta-cognitive level by the second placement, starting to challenge what was happening in her classroom and the wider

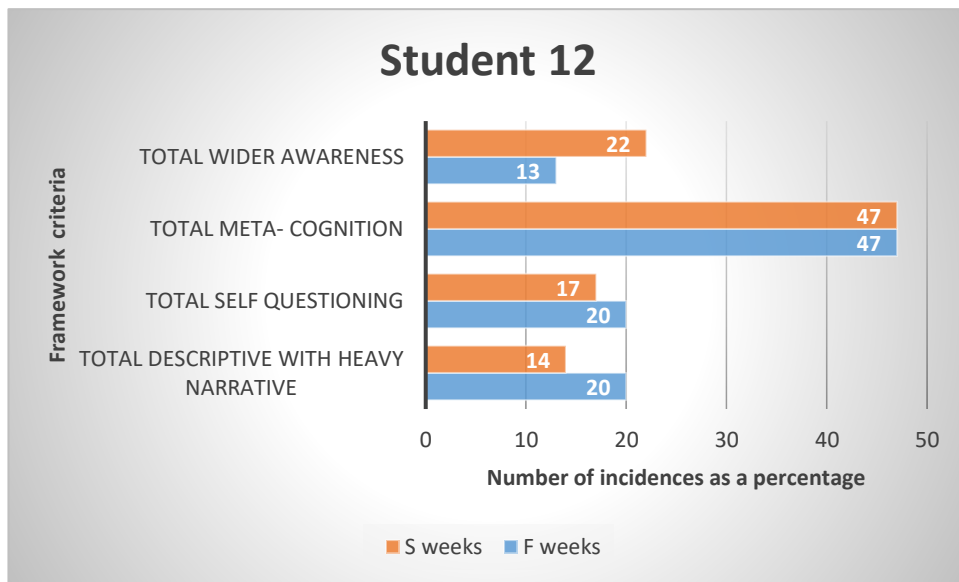
educational forum. Most of the students who reached this level like student seven were already confident writing critically. She had developed the ability to critically evaluate what was happening in her lesson and right from the start understood how engaging with the literature would help her to quickly develop her classroom practice. She started the course with a more reflective stance so was able to make rapid progress in both her written work and teaching. The students who had a more questioning outlook to their work from the start of the course adapted to the structure of reflection more quickly and were more confident in their writing. The mentoring style they experienced in their first placement also had a significant impact on how confident they were to critically reflect. This is discussed in the second part of the findings chapter.

4.7 Level one wider awareness

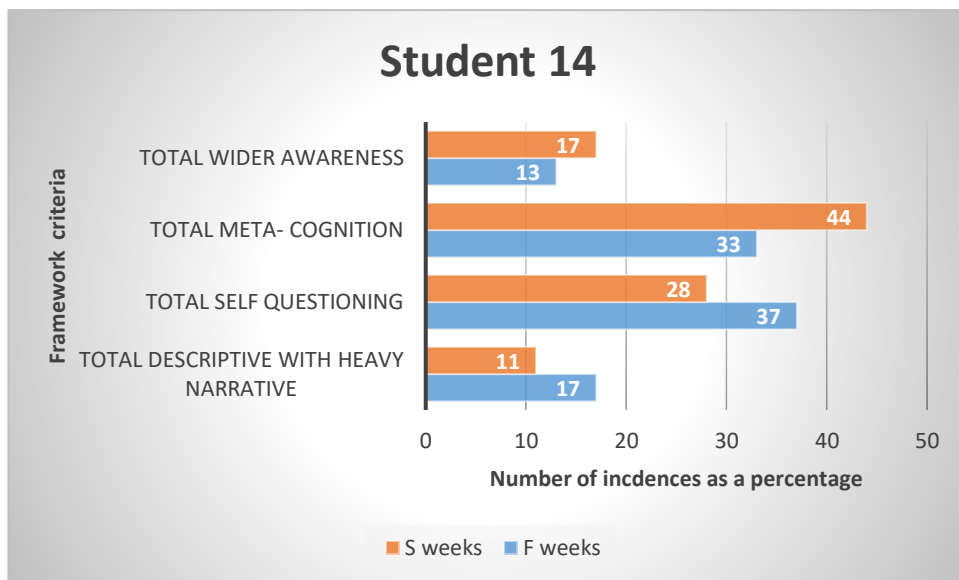
Five of the students, 1, 9, 12, 14 and 15, showed strong elements of writing at the top wider awareness level. Three of them, students 9, 12 and 15, were consistently writing at this level, while the other two, students one and fourteen, were developing strong elements of being aware of wider issues in their second placement journals.

In order to write at this level, the students need not only a good understanding of their own practice but also a self-awareness that makes them think strategically and make links between all the elements of education; other agencies, government policies and educational theories. Their writing shows a deeper understanding of how education as a whole impacts on what they do in the classroom and how the school and wider community respond to these changes. They need to understand in detail how their teaching helps foster pupil progress and a desire to learn and develop into a unique individual. I decided that a student did not have to write only at this level to be considered a reflective student. When looking at the data I was looking for a consistency of writing in the top two levels of the framework which showed a wider understanding of the issues impacting on education and a teacher's classroom practice.

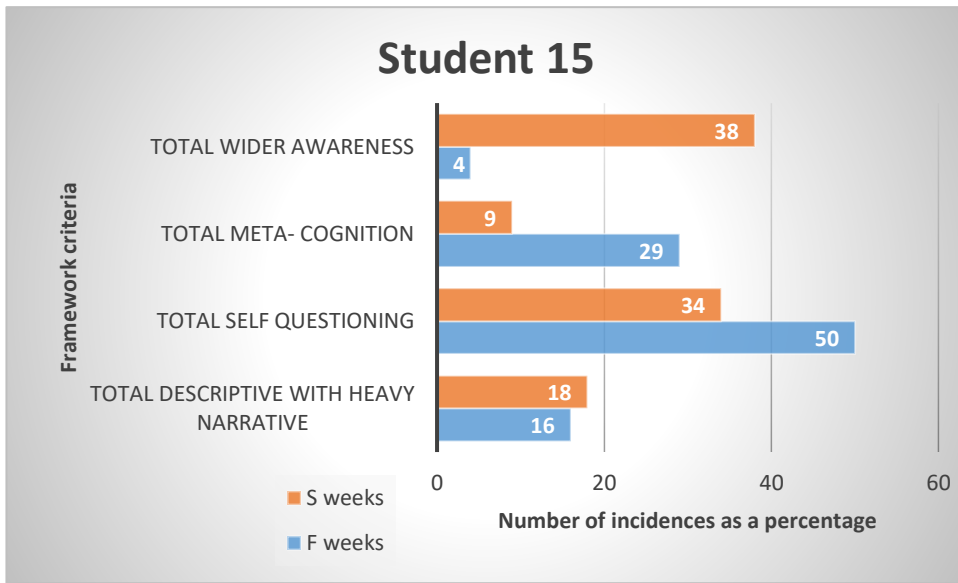
Graph 4.15: Student 12 reflection levels



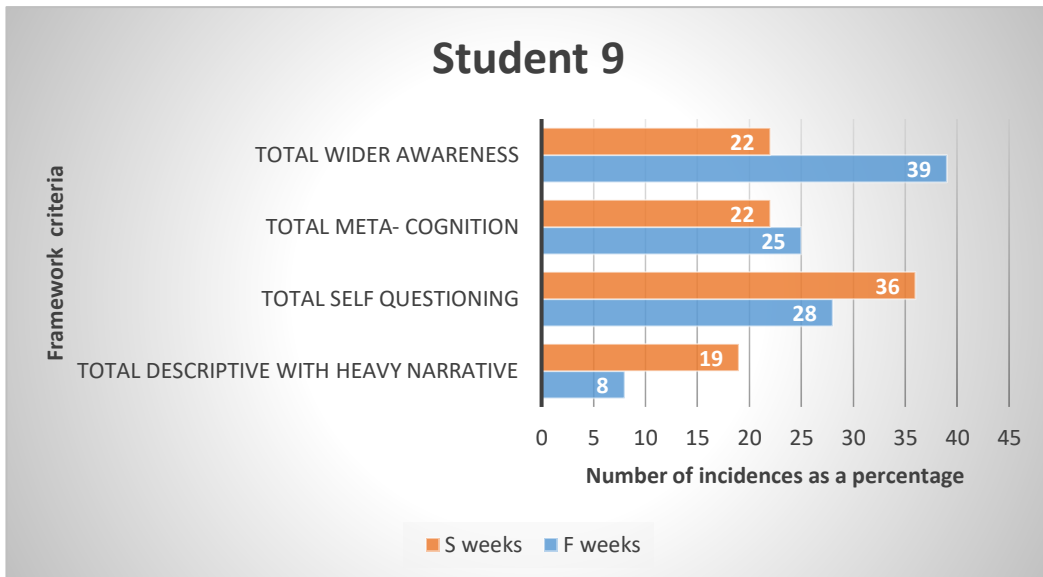
Graph 4.16: Student 14 reflection levels



Graph 4.17: Student 15 reflection levels



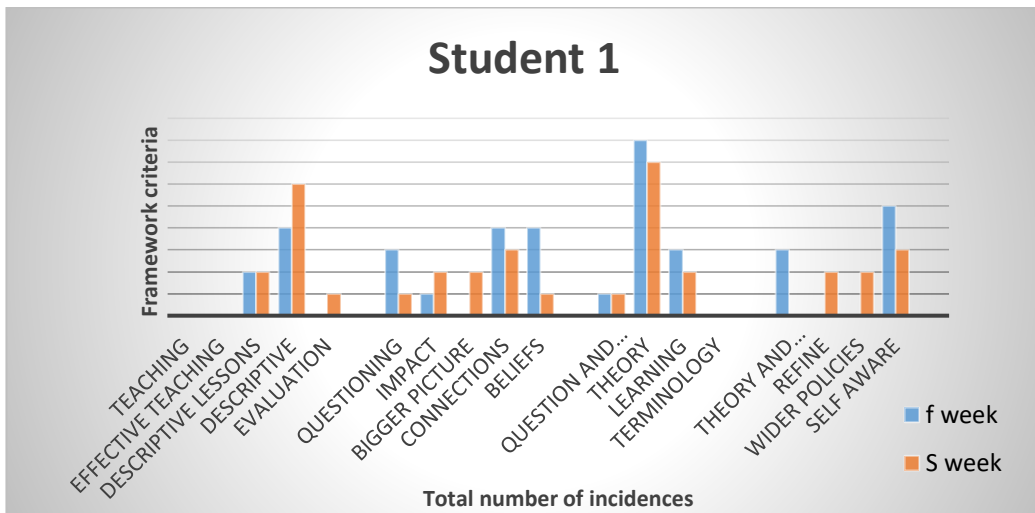
Graph 4.18: Student 9 reflection levels



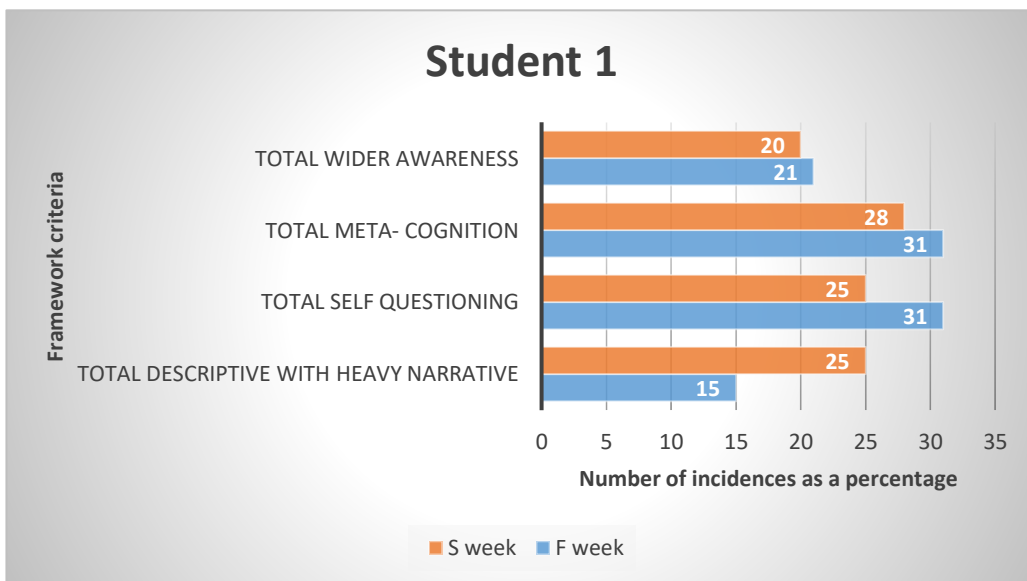
As can be seen from the graphs the students in this category were all consistently writing in the top two levels across both placements. Student 14 made significant progress in placement two while all the others were consistent over both placements. It should be noted that even the students writing at this level did have a number of incidences of writing at the lower levels. The framework is not a pure linear scale with students writing at all levels simultaneously but progression in the writing can be seen through the number of incidences recorded of writing at each distinct level.

Student 1 is interesting because he appears to be very strategic in his approach to reflection and reflective writing. The assignment expected the students to make connections between the theory and literature and their practice. Student 1 was very good at making these connections in his written work. This student was considered to be writing around the self-questioning/ meta-cognitive level. When looking at the data in more detail and breaking down each of the main criteria into sub criteria it can be seen that some of the sub criteria categories were not used by this student. He tended to write descriptions of his lessons but did not really consider the wider impact of what the pupils were doing especially in the first placement. He achieved quite well in the meta-cognitive level because he was good at relating what he was doing to the theory which was a requirement of the assignment. This therefore suggests that he is a very strategic learner and can reflect at a higher level when required for an assessed piece of work but probably does not naturally think about the links on a day to day basis. I base this on the fact that all the other categories in the meta-cognition level were low. By the second placement the student was reflecting across a wider spectrum of areas especially with reference to the outside agencies and whole school policies that impact on what they did in the classroom. This does suggest that the framework needs some further work as this student was able to achieve according to the framework criteria at the top level as he was a strategic student who could write in a reflective way. To really measure the level of reflective development there is a need to not just look at the written reflections that a student produces but to also analyse how the student responds in feedback discussions and deconstruction and reconstruction of their teaching over a period of time.

Graph 4.19: Breakdown within each broad framework category student 1



Graph 4.20: Student 1 reflection levels



This student had already developed a reflective stance prior to completing the course. He was already confident writing and reflecting at the meta- cognitive level during the first placement. It is therefore quite surprising that if he had a predisposition to reflection at the start of the course that he did not reach the top level of reflection more often. This could be accounted for by a number of factors. The lack of time for effective reflection, this was something he identified in both the questionnaires and post course interview. He spent most of his time planning lessons and collecting evidence for the standards which left little time for critical reflective thinking. The mentoring he received while on his placements (this is discussed in the next section). Prioritising other

elements of his development as a teacher e.g. lesson planning and producing an evidence base, this he acknowledged in his questionnaire answers and post course interview and the amount of teaching increasing as he approached the end of the course. He discussed the impact that an increased teaching load and marking had on his time to think beyond a simple evaluation on a regular basis. The only lessons he consistently reflected on were the formally observed ones where a written reflection was an expectation of the course.

The students who consistently wrote at the wider awareness level shared a number of characteristics. They were confident in their teaching ability and had made rapid progress during their first teaching placement. They all questioned what they did on a day to day basis and were very active members of the discussions in the university sessions. By the second placement they were all able to make connections between what they had learnt during the first placement and university sessions to their practice.

This they demonstrated not just in their reflective journal accounts but also in the reflective post lesson discussions and during their review meetings where they confidently discussed their lessons and progress, making links to the pedagogy and theory from both the university sessions and their wider reading. They posed and explored the answers to numerous questions both during lesson feedback and in general conversations. With one exception these students had already developed a reflective way of thinking prior to the course and asking questions, being critical and having the emotional intelligence (ability to understand constructive criticism, not take it personally and use it as a tool for reflection and improvement) to see setbacks as a positive learning experience.

Their writing was characterised by a desire to explore how their practice was influenced by wider issues other than just what happened in their classroom. The students moved away from a desire to just collect evidence to a more dynamic approach to teaching and learning where they questioned their own practice with a desire to improve it further as the extract below shows.

I never considered the concept of belonging when planning this lesson on place. In hindsight I feel I hold some responsibility for the racist remarks as my teaching strategies were very closed and one sided. I continually used geographical terminology such as minorities, poverty, and illegal and according to Morgan and Lambert (2003) this language promotes the idea of us and them and prevents the notion of open ended learning. I am left wondering what is meant by the word ethical. Parallel to Tronto's (1993) questioning of the ethics of care, I am left questioning if a student teacher can eliminate their personal hurt for professional gain. The current National Curriculum states that geography should build on pupils own experience to investigate places at all scales from personal to global. From my experience in the geography classroom it can be quite difficult to build on pupils own experience if that experience is of a negative nature (extract from reflective journal, student 1).

Two of the post-course interviewed students straddle this category and the last one. Both student 9 and student 15 were writing at this level but not across all the criteria. They were deemed to have achieved this level as their writing showed a good developing wider awareness. In fact, student 9 had regressed in her writing slightly in the second placement but was still seen to be writing at the top level.

From the start student 9 was good at evaluating her own progress but tended to concentrate on the negative rather than positive aspects and sometimes found it difficult to identify what had worked well. She also struggled to determine how her teaching had impacted on pupil progress in a positive way. She was, however, very thoughtful and predisposed to reflective thought. On analysis of her first placement reflections, the initial ones before Christmas were focusing on the negatives and describing in some detail what happened during the lesson. Her reflection became more thoughtful as she progressed. By the end of the first placement she was considered to have developed a clear reflective stance as the extract from her journal below shows.

The main way I differentiate is by outcome. For example, in a lesson about river flooding the outcomes were all, most, some. This was good because there were differing levels of ability within the set, therefore there were different outcomes for different students, However the TES (2013) warns against relying on differentiation by outcome because it means some students only focus on completing their aim, as opposed to challenging themselves with harder tasks (extract from reflective journal, student 9).

Students do not always act on AFL comments because they don't read the comments carefully. Gardner (2002) suggests verbal discussions combat the problem because hearing constructive feedback is more personal and students are more likely to respond to target setting. This can 'positively influence student achievement in the future' (Gardener, 2002:42).

While the extract above is not yet fully developed it is showing elements of wider thinking and a move away from description towards a much more questioning approach to teaching.

The student's mentor in the first placement encouraged a reflective approach to lesson feedback after an observation. The feedback was approached as a conversation where the mentor asked questions and the student considered the strengths and weakness of the lesson, suggesting improvements that could be made. The mentor encouraged the student to investigate the answers for themselves rather than telling them to try particular things. This is confirmed by the high percentage of developmental comments present on the lesson feedback forms. The feedback was usually completed on the same day as the lesson but not always immediately after. This allowed the student time to reflect on the lesson when they were calmer and could think about it more objectively.

By the end of the first placement the student can be considered to have reached what Hatton and Smith (1995) would consider to be between the

descriptive and dialogic stages of reflective development, Larrivee (2000) would consider this to be pedagogical reflection and what I call a self-questioning approach to reflection (Chapter 3). She can identify the strengths and weakness, is aware of what needs to be done to address them and is starting to explore the wider issues that impact upon her practice and how these have an effect on pupil progress and learning both within and outside the classroom.

In the second placement the student's reflections showed a greater understanding of the complexities of teaching and a much more questioning approach to analysing the lessons taught and what could be learnt from them. This could be due to a number of factors: as the student has gained more experience of teaching she became more confident in her own ideas and opinions rather than relying on her mentor or tutor. The student hinted at this in her questionnaire responses. The wider reading she completed over the taught part of the course is also likely to have an impact upon her confidence to reflect upon her role in the classroom. The school were excellent at encouraging reflective practice. The mentor always completed the lesson feedback later in the day so the student had time to reflect upon the lesson properly rather than it just being an immediate reaction based on emotions (mentor 1, section 2). The mentor always instigated a reflective conversation and often sent the student away to explore the theory before having a second discussion on the improvements that could be made. This led to a very supportive atmosphere for reflection and encouraged the student to explore her own ideas, feelings and professional development. This highly supportive structure encouraged the student to explore her teaching in greater depth and become reflective. The mentor wrote the second highest number of developmental comments of all the twenty-three mentors in the study.

A change in the way the student approached reflecting about her teaching is evident as the second placement progressed. While the reflections are not fully developed, she is now challenging accepted ideas and starting to consider where she stands with regard to school procedures and policies.

On my second placement the school employs a whole school approach to literacy, justified by the National Literacy Trust who indicates literacy is not solely the responsibility of the English department. It needs to be implemented systematically across school in order to instil in students the required skills needed in society. As a result the geography department are responsible for promoting high standards of literacy.

Observations have highlighted that the teaching of literacy is implicit in the geography department. For example, schemes of work incorporate literacy strategies. Therefore, it's the role of the teacher to make teaching literacy implicit. Overall a whole school literacy policy is necessary because as research and my practice has shown some students are not making good progress. I believe students need to have good literacy skills to help them get good grades, in order to get good jobs (extract from reflective journal, student 9).

Here the student is trying to appreciate a major school initiative. She still needs to fully develop her ideas in order to critically engage with the wider implications but she is developing a wider understanding of the issues and is starting to question further both her own and the school's practice.

At the end of the course the student was displaying most of the characteristics of meta-cognitive reflection and a good range of characteristics from the wider awareness category.

Student 15, who moved up two levels in the framework while on the course is a very strategic learner, throughout his academic career he has always identified what he needs to do to reach the required level and then just applies himself to complete that and nothing more. He uses the requirements and criteria for assessment of the course to determine his approach to each task and only engages in those which are credit bearing. He has a visualisation of the end product at the start of the course and sets specific goals to ensure that he reaches them with the minimum amount of effort used to maximum effect.

He has effectively used the technique well over the years to achieve at the top level in his academic studies. When he applied this strategy to his teaching he initially struggled. However, as the course progressed and he developed a range of teaching strategies, the strategic learner method started to reap the rewards. He already kept a journal which he used to produce his evidence base. This journal however was more of an aide mémoire than a reflective piece of writing.

Initially, he was writing at a very descriptive level like most of the students on the course however after Christmas he started to develop a more questioning writing style and his writing became more of a dialogue rather than a series of statements of fact as the quotes below from his journals show.

In my extra-curricular, after school revision sessions I have created resources which have improved graphiacy skills. Simply asking pupils who were confident to read out passages of work or from an exercise, really promoted good uses book, spelling tests/word bingo using key geographical words etc... these small but simple practices, along with my praise of literacy and built confidence in a lot of pupils own abilities (extract from reflective journal, student 15).

It can be seen from the extract above there is just a description and acceptance of what was happening and no real attempt to question why. By the time student 15 had settled into his first placement and had taught more classes there was a change in his writing and he started asking more questions as shown by the extract below.

I have found numeracy in geography lessons to be difficult for the majority of girls. For some reason girls find numbers difficult to use and interpret. Even after leaving school a national numeracy survey suggested 71 percent men and 59 percent of women would describe themselves as good or excellent at maths. Could this be due to different learning styles or be a more fundamental issue. I feel it is crucial to combat the lack of

confidence in maths through early intervention to help foster a can-do attitude (extract from reflective journal, student 15).

While the student started asking some of the more complex and challenging questions, he did not attempt to find answers for these questions or offer any other viewpoint. In order to be seen as being fully critically reflective he would need to be engaging in a debate about these issues rather than just stating facts and citing research.

The student's mentor in the first placement endeavoured, time permitting, to enter into reflective conversations with the student. This was sometimes quite difficult as the student did not take constructive criticism very well and became quite defensive in terms of what was said. This could be due to the fact that he saw the feedback discussion as a form of assessment rather than a supportive developmental tool. He did become better at accepting the constructive feedback as the placement progressed but often asked 'what do I need to do?' He expected an answer that was straightforward and easy to implement. The mentor in the first placement was however a very busy head of department and so found it difficult to find time for detailed feedback after every lesson. This meant the student had to rely more heavily on the written feedback, which in most cases lacked the developmental comments that help the student to make real progress. Over sixty-two percent of the mentor's comments were just positive statements which offered no guidance on how to improve (part 2 Chapter 4)

In his second placement the feedback received was even less reflective in nature and mostly took the form of pointers rather than an exploratory conversation. In many ways this suited the student's approach to learning as he had previously requested this type of feedback. This is interesting as the mentor, an ex-student, was one of the most reflective students when on the course. There seemed to be a mismatch between how the mentor reflected themselves and how they encouraged the student to do so. It is possible that this was due to a lack of time as the mentor was a busy head of department. The mentor could also be reverting to the way in which he was mentored when a student on the course, believing this was the correct way. Maybe the reality

of being a practising teacher and the pressures of time and accountability had stifled his reflective approach and he now followed a more institutional ofsted driven approach to his own practice. The feedback was often a list of improvements which could be made rather than a reflective discussion. However, the written feedback did have a higher percentage of developmental comments being thirty percent of the total. How effective these developmental comments are is discussed in part 2 of this chapter. The mentor was one of the ones interviewed as part of the research and when asked how he structured feedback he commented that he used the classic description and evaluation model. This, in his eyes, involves first talking through the lesson in a chronological order and then identifying the strengths and weaknesses and giving the student suggestions on how to improve his practice.

This is exactly what the student had wanted in his first placement. That this student reached the higher levels of reflective writing questions how much of an impact the type of feedback has on some students. Even though he received mainly a list of improvements in his second placement and just positive written comments in his first one, this did not have a negative impact upon his ability to write at a high reflective level. He was predisposed to reflecting before the course and kept his own journal throughout the course. The data would suggest that the type of feedback does have an impact on the student's reflective development. In this case however, because the student was already reflective, the impact was less pronounced.

4.8 How the students perceive reflection and the journals one year into their teaching career

In order to analyse the lasting impact of the journal writing four students were re-interviewed during their first year of teaching. They were asked to consider the role the journals had played in their development as a reflective practitioner both while on the course and since taking up a full-time teaching post. All four of the students acknowledged that at the time they did not enjoy completing the journals and found them challenging as can be seen from the quotes below

When completing the journals it seemed like a pointless task that was more of a hindrance than a help to be honest, but over time I realised that the thought process of reflecting was starting to help my teaching (extract from post course interview, student 4).

I did not enjoy the process and it was so time consuming I definitely would not have kept written journals, so I am very glad that it was a course requirement. I much prefer to reflect through conversations but this wouldn't have given me any useful evidence to refer back to later (extract from post course interview, student 13).

I think at the time, even though you can't see the importance of it, looking back two years now, I definitely can (extract from post course interview, student 9).

I look back and I think, 'Eugh, that was eugh [sic] those journals (extract from post course interview, student 15).

All four students also acknowledged that had they been voluntary they would not have completed them at all. With hindsight though all four students commented that they had been really helpful in making them reflect upon their practice and had given them a structure around which to reflect when they were in their first teaching post. Student 13 was clear that the journals had helped her while on the course and as her experience grew so did her understanding of the value of the journals.

I have found that I often feel quite insecure about my teaching abilities and the journals made me realise the progress I was making. I found this very reassuring, particularly as there are very few opportunities to receive praise from teachers on the PGCE placements. I found that the written format forced me to consider my wording very carefully which is good as it made me more self-critical, but I may have found this easier if I had maintained an audio log over the course of each week which I

could then have used to inform and guide my written reflection (extract from post course interview, student 13).

Student 9 also acknowledged, that as her experience increased, she found the journal writing more helpful when thinking about her practice. She was also very clear that the writing of the journals had set her up for her NQT year where keeping a reflective journal was a school requirement.

In hindsight, obviously when I was writing the reflection, I think part of the thing is you feel the pressure surrounding you with everything else, but in hindsight now, like two years later, if I hadn't done them [sic] essays on reflection, I wouldn't have known how to do it in NQT year, and I wouldn't be able to like do it now, so I think at the time, even though you can't see the importance of it, looking back two years now, I definitely can. And because without the reflection, I wouldn't have improved my teaching from now until then (extract from post course interview, student 9).

Student 15 did acknowledge that the journal writing had helped him make progress with his teaching but he put more emphasis on the reflective time that was built into the subject programme where students were encouraged to reflect in groups on both hypothetical scenarios and their own practice. He believes that it is easier to reflect in a small discussion group than on your own as you are able to explore other people's ideas, problems and solutions. This links in with Lui's (2017) triad of professionals to support reflective thought.

Like student 15, student 4 also preferred to reflect through discussion or private thought. He did not like having to record his reflections and saw them more as a private thing. He was very aware that as the journals were being assessed he tended to be less critical of his practice. The fact that the journals was assessed as part of their master's provision was discussed and all four students commented that the assessment made them think more deeply. Three out of the four admitted that they only completed them because they

were assessed. The assessment of the journals as an academic piece of work was always a difficult dilemma on both ethical and academic grounds.

I wouldn't necessarily write these down but it helped me think about my lessons and other situations occurring around school. Thinking back on the course you so wanted to pass why would you admit you'd completely failed within your assessed journals (extract from post course interview, student 4).

At times I was reluctant to be as self-critical as I could have been. I was aware that I wanted to show an ability to identify my weakness but I was not always entirely honest about how worried I was. It did however make me try to integrate key terms more frequently which helped me to make them part of my daily vernacular (extract from post course interview, student 4).

All of the four interviewed students stated limited time as the main factor that prevented them from completing any extensive reflection now they were teaching full time. All four students recognised the need to reflect upon their practice and have developed strategies that allow them to reflect within the pressurised timeframe in which they work. They all acknowledged that completing the journals gave them a structure around which to reflect once qualified. Both student 9 and 13 commented on the lack of support once they had qualified. Both missed having lessons observed and getting feedback and identified that having completed the journal while on course they were more confident and able to reflect than their peers in the school who had not completed them.

I am considering how I could establish a simple way of quickly assessing my lessons against the teaching standards. Last year I found lesson observation very useful as they gave me an opportunity to reflect in quite a lot of detail, but unfortunately, I have not been observed so far this year and am not getting any input from other teachers (extract from post course interview, student 13).

I think it was really important on PGCE that we did do the reflection, because I know talking to other students, teachers now, there wasn't as much demand to write a reflection [.....] I still use it, probably not as much, because I've got more experience, of what does work, and doesn't, but I think it's something I'll still carry out into the future as well (extract from post course interview, student 9).

The data shows that the use of journals did help support the students in their development towards a reflective practitioner. The journals helped the students to think about their practice in relation to the literature and encouraged them to question their teaching in more detail. This is an important part of developing into a reflective practitioner. The framework which has been developed from the research enables the tutor and student to identify the students' level of reflective writing and encourages students to think more critically about their practice. Journals alone however are not the only thing that impacts on a student's development as a reflective practitioner. As the research progressed it became clear that the support the student received both in school and university had an impact on their reflective development too.

Part 2

Mentors and Tutors

4.9 Introduction

The second focus of the research investigated the role of the mentor and tutor in supporting the students to develop into reflective practitioners. The importance of the mentor in school has always been acknowledged as a key component in the development of student teachers. This research has investigated, through lesson and feedback observations, interviews and questionnaires of mentors and the students they have supported how crucial the mentor is in engaging the student in reflection and helping to develop a reflective stance to their teaching. Kardos and Johnson (2010) identified in their research that mentoring can be haphazard and not meeting the needs of the individual student. Hudson (2013) goes further to suggest that poor mentoring can actually do harm and slow the student's rate of progress.

The role of the university tutor as a key person in helping to develop a student into a reflective practitioner will be also looked at in detail. The university tutor has a significant role to play in helping to prepare the student teachers to become reflective practitioners. The tutor's role, according to the course documentation, is to help the student teacher make connections between the theory of teaching and what is actually happening in the classroom. They help the student teacher to understand how to develop a questioning, reflective approach to their teaching and support them, through both specific taught sessions and by modelling reflective practice in university sessions. This helps them to engage with reflection and develop their ability to engage with deep thinking around the topics being discussed. The views of three university tutors will be explored with respect to how they view reflection and foster its use in their taught programme as well as on the school placement.

4.10 The role of the mentor

From the comments made by the students it can be seen that they considered their mentors as key in helping them to become reflective practitioners. The role of the mentor was explored by referring to the lesson observation feedback sheets completed by the twenty-three mentors who supported the students over their two placements, observation notes from observing all the mentors completing reflective feedback after an observed lesson and the comments made by the students on their mentoring in their semi-structured interviews and questionnaires. In addition to this, four mentors were interviewed over the course of the research to determine how they perceived the role of a mentor. The four mentors were chosen because they had mentored the pen portrait students either during their first or second placement. This allows for the differences in perception to be explored between the mentor's view of mentoring and how the student regarded the mentoring they received.

All twenty-three mentors were observed by the researcher during routine lesson observations and lesson feedback sessions (at least twice for each mentor, most mentors who had students on both placements were observed four times). The observations took place at the start and towards the end of each of the two placements detailed notes were made of these observations and subsequent feedback meetings. The regular lesson observations that the mentors completed each week were also analysed to explore the type of targets that were being set and how the students were encouraged to reflect upon their areas of strengths and weaknesses. The students also commented on the mentoring they had received both in their final questionnaire and in the subsequent interviews. Four mentors were interviewed after the students had left about their role. The four mentors that were chosen had mentored the four students who were interviewed after the course had finished to allow for triangulation of the data.

The role of the mentor has been a recurring fundamental factor identified by the students in the development of their reflective ability. Two thirds of the time

the students spend on the course are in their two contrasting school placements. Therefore the mentors and school teachers they come into contact with are crucial in helping the students to develop into reflective practitioners.

4.11 Different types of mentor feedback

After talking to the student teachers it became obvious that the standard and type of lesson feedback was very variable across different schools and even within departments with different teachers. This supports the work of Hudson (2013) who found that mentoring was very variable. He suggested that there was a need for a more structured pedagogical approach to training mentors in how to work with student teachers.

Some students (five comments) identified that the style of feedback given when I observed the lesson was very different to the type they normally received. Other students (four comments) also identified that feedback was not always completed even after an official observation due to the time constraints of the observing teacher (student interview/questionnaire data). It could be argued that the type of feedback a student needs is different in the two placements. The student should be more able to identify their strengths and weaknesses for themselves by the second placement and therefore be more confident in having a reflective conversation. In the first placement it could be argued that a tick list is more helpful because the student does not have enough knowledge to be reflective. However, this does not necessarily help the student later on in their development as the example of student 6 demonstrates.

Student 6 had, what she considered to be a very supportive mentor during the first placement. She believed the mentor to be very supportive because they provided her with up to three pages of detailed notes made during the lesson. In the post lesson feedback, guidance was given on how to improve lessons by making suggestions that the mentor expected the student to implement. The feedback did not take the form of a reflective conversation but more a help list and suggestions on what to do. Initially she found this helpful but

subsequently started to rely quite heavily on the mentor's ideas rather than thinking through the problems herself, exploring the different options open to her. When the lesson observation feedback forms were analysed for this student in the first placement (table 4.2) forty-nine percent of the comments were just positive 'well done' statements, thirty-nine percent were negative statements and twenty-two percent were developmental with any real guidance or discussion around how to develop their teaching. The student developed the habit of relying on others to identify how she could improve rather than deconstructing the lesson herself. In many ways she became lazy and relied on others to tell her how to teach. This had a big impact on the student's development as a reflective practitioner. She had become used to detailed notes on how to improve so struggled with the idea of evaluating the lessons herself and tended to write very simplistic evaluations which failed to ask questions about her practice and the pupils' learning and progress. This student is a classic example of where a mentor has tried to be supportive by giving the student all the answers as they see them but has actually slowed down their progress. The student has not been encouraged to think for herself and therefore became over reliant on the mentor. This slowed her progress in the second placement because she was unable to articulate and explore how to improve or adapt her teaching when the detailed mentor notes on the lesson were removed.

If most of the students had this type of experience this would suggest that there was a serious inherent problem with the way mentors were not only trained but also their view of a mentor's role when it comes to supporting the student teachers in this institution. To determine if this was the case the lesson feedback of all the students in the study was analysed. The results are explored in the section below.

4.12 The nature of written lesson feedback

When analysing the lesson observation data three different types of mentor judgements were identified: developmental, positive and negative. The developmental judgements on the lesson observation forms asked questions

of the students and were linked to reflective conversations. The negative judgements while justified, were phrased in such a way that they did not give constructive criticism but just found fault. The positive judgements identified what the student had done well but did not develop the ideas any further.

Table 4.2: Examples of mentor judgements from formal feedback sheets

Positive comments	Negative comments	Developmental comments
Questioning is very good.	You need a greater variety of tasks.	Think about prior learning and build on it.
Good exit strategy.	No evidence of progression.	Think about the start of the lesson – how might it promote maximum student engagement?
Good flexibility shown.	Not enough opportunity for deeper learning.	Could groups be sorted out at start to avoid disruption?
Good implementation of group work.	Pace of learning – manage time more effectively.	How did you measure progress at the end of the lesson?
Really constructive use of praise.	Timing needs to be addressed.	Thinking about literacy how could you have developed their skills?
Resources and classroom well planned and organised.	Need more challenge for most able pupils.	How do your lesson objectives ensure progress is made?
	Activities need to be less teacher led.	

The observation forms were coded according to the judgements made. Not everything on the observation form was coded. Many of the comments do not fit into the three categories, they are just comments about what the student was doing during the lesson for example: you gave out the worksheets, teacher talked through power point. On some of the observation forms, (e.g. Student 9) all of the comments were positive, there were no developmental points mentioned and no negatives. (Appendix 5.8). While this is very

encouraging for the student it does not really help with moving their practice forward. In other cases all the judgements were negative (student 10, appendix 5.8). This is very disheartening and puts the student in a defensive position when talking to the mentor.

Table 4.3 shows the type and percentage of observation judgements for each of the students in both the first and second placement. The students identified in red are linked to the schools in red in table 4.4.

When students were making good progress, identified by the lesson observation grades and review grades, like Student 9, the comments were often just a list of what they had done well. They did not engage the student in thinking further about improvements. When all eighteen students' observation feedback sheets were analysed and the judgements classified into developmental, positive or negative, it was found that there was little difference between the two placements. In the first placement forty-nine percent were positive comments, twenty percent were negative and thirty-one percent developmental. In the second placement forty-three percent were positive, twenty-one percent negative and twenty-five percent developmental. Only the developmental judgements really encouraged the students to be reflective of their practice. It is interesting to note that the students who had the more developmental mentor, one who gave a higher percentage of developmental judgements, in the second placement, on the whole made greater progress in their reflective writing than those who had a developmental mentor only in the first placement. For example, student 14 moved from reflective level three at the end of the first placement to level one by the end of the second. This is mirrored by the increase in both positive and developmental judgements they received in placement two compared to placement one and a significant decrease in negative judgements. This led me to explore if there is a relationship between the mentors who write developmental judgements and the ones who the students identify as having reflective conversations during lesson feedback. In order to determine if this relationship exists the data from the lesson observation forms, my observation of the lesson feedback and the student's interpretation of how the feedback is conducted was analysed. This

was achieved through analysing the observation forms and classifying the type of comments, as already explained in Chapter 3, then transforming the number of incidences of each type of judgement into a percentage so that all the data was directly comparable (as explained in Chapter 3). This is an interesting concept because there is an expectation that mentors who write developmental judgements will also have the reflective conversations with the students.

The data is suggesting that the number of developmental comments on the feedback forms does have an impact on the development of a student's reflective ability.

Table 4.3 and 4.4 show the data analysed according to each student and each school. Each school was given a letter code so that it was not identifiable in the research. The number of incidences (the number of times a comment in that category was made) have been converted into percentages so that direct comparisons can be made between the different schools. The schools in red are the ones that are looked at in more detail because the data was significant in some way.

Table 4.4 shows that school A relied on comments on the lesson observation forms that were either positive, forty percent or negative, forty-one percent. There was little evidence, just eighteen percent, of developmental comments which would help the student to question their practice and think about how to move it forward. The mentor was an experienced mentor but had only attended one mentor development session over the past four years. The second student (student 10) placed in school A had a very challenging placement. This was partly due to the student being on cause for concern when they started the placement and partly due to the way in which lesson observations were conducted and feedback given.

Table 4.3 shows student 10 received no positive comments on any of the lesson observations completed in the second placement. Of the comments that were made, seventy-four percent were classified as being negative and twenty-six percent developmental. The student acknowledged that the

feedback sessions were challenging and very negative and led to a tendency to not engage in any discussion (Chapter 4 part 1). This hindered the student's progress and they eventually withdrew before the end of the course.

School O where student 10 completed their first placement has a much better balance between the three different types of comment with forty percent of the comments classified as positive, twenty-one percent negative and thirty-nine percent developmental. The mentor here was very experienced and always tried to give developmental targets for every lesson. In this placement forty percent of the comments on student 10's feedback were developmental compared to the twenty-six percent in placement two and thirty-three percent of the comments were positive compared to none in placement two. This higher number of developmental comments could be due to the mentor being more experienced, they had worked with the university for over twenty years and were a member of the course's steering committee. Therefore, they may have a more detailed understanding of the guiding principles and pedagogies that drive the university course. However, there are also other factors that could influence the way feedback is completed. This school has its own very well developed Newly Qualified Teacher (NQT) programme which includes the teachers producing lesson plans and reflections for all the lessons that they teach during the first year. They are encouraged to reflect upon and discuss their lessons with other more experienced members of staff as a matter of course and still complete observations as part of the NQT programme. Therefore, the style of mentor feedback and support could be linked to the whole school ethos.

Table 4.3: Number of percentage of types of mentor comments for first and second placements by student

Student number	positive				negative				Developmental				School ID
	F weeks	%	S weeks	%	F weeks	%	S weeks	%	F weeks	%	S weeks	%	
1	42	64	28	57	15	23	16	32	9	14	5	10	A +B
2	35	65	30	49	7	13	12	20	12	22	19	31	
3	20	38	24	34	18	34	27	38	15	28	20	28	
4	37	40	31	58	12	13	17	32	43	47	5	9	G+H
5	43	48	23	40	27	30	19	33	22	25	15	26	
6	30	49	28	38	20	39	15	21	11	22	30	41	B+G
7	36	56	53	70	9	14	2	3	19	30	21	28	H+K
8	47	52	10	77	10	11	1	8	33	37	2	15	
9	15	43	22	52	9	26	5	12	11	31	15	36	N+O
10	24	33	0	0	19	26	28	74	29	40	10	26	O+A
11	29	54	32	52	15	28	6	10	10	19	23	38	
12	25	34	20	57	16	22	7	20	33	45	8	23	Q+R
13	37	47	20	34	13	17	17	29	28	36	21	36	S+Q
14	28	55	17	57	10	20	3	10	13	25	10	33	

15	22	56	10	59	6	15	1	6	11	28	6	4	
16	15	66	33	75	4	17	0	0	5	21	11	25	K+I
17	No data available												
18	27	46	19	40	19	32	18	38	13	22	11	23	
Total each placement	512	49	400	43	210	20	194	21	317	31	232	25	

The red shading indicates students looked at in more detail in the text.

The data above shows, for the students identified in red, there appears to be a relationship between the type of comment and their reflective development. Student 4 had moved from a reflection grade of four to three in the first placement backed up by a high percentage (forty-seven percent) of developmental comments but failed to progress beyond this in the second placement, where there were much fewer developmental comments (nine percent). Student 1, who made little progress in her reflective writing, moved from a two to a two/one. Over the course she received a low percentage of developmental comments ten and fourteen percent in both her placements. Student 6 stayed on the same reflective writing grade throughout the first placement where he received a lower percentage of developmental comments but made greater progress in the second placement moving from a four to a three. In the second placement he had a higher incidence of developmental comments on his feedback form. This data suggests that there may be a relationship between the type of feedback comments a student receives and their developing reflective writing ability. This is an area of the research that would benefit from further study of a bigger more diverse sample to establish if the relationships identified here are indicative.

In some schools, like school K (table 4.4), the feedback was mainly positive, sixty-eight percent. This is encouraging and certainly at the start of the course would be greatly appreciated by the student. However, it would very quickly become restrictive to the students' development because they are getting very little opportunity to develop their ideas or question how their practice could be improved. While the feedback was mainly positive, with few developmental comments the lesson grades were mainly a grade two. If the lesson is graded two then there is room for improvement and this should be identifiable in the observation feedback forms as well as the post lesson discussion. Schools G and S all wrote strong developmental comments when observing lessons and their feedback sessions that I observed were always based around a reflective conversation. Both of these schools had experienced mentors who regularly attended mentor development events at the university and contributed to the subject taught programme. These mentors were actively involved in the development of both the student teachers and the university taught course and

had a clear shared vision of qualities and standards a student teacher needed to be outstanding. They also embraced the idea of having formative, reflective conversations with the students and challenged them to think for themselves to explore how their teaching had impacted on pupil learning.

School Q is an interesting case as the analysis of the lesson feedback forms (table 4.4) shows that there was a higher percentage of developmental comments, thirty-nine percent overall compared to twenty-four percent of negative comments and thirty-two percent of positive comments. However, both the students on placement in this school identified in their questionnaire that the verbal feedback sessions consisted of mainly negative comments and a list of improvements that needed to be made. There was little opportunity for developmental, reflective conversations. Student 13 was quite vocal about the structure of the feedback sessions, especially when compared to the structure used in her first school placement. She identified the feedback sessions as being negative due to the comments made. Interestingly she seemed to attach more value to the discussion than the feedback sheet, and did not identify that there was an anomaly between the two. This suggests that possibly the students are less likely to read or explore what is written on the feedback form and rely heavily on the verbal feedback. Student 13 was making very good progress in their reflective writing during the first placement but this stalled and they made little progress during the second. I question whether the students see the lesson feedback forms as nothing more than a form of evidence to be used for achieving QTS rather than a developmental tool in their own right.

Table 4.5 shows the number of developmental comments received on the written feedback forms and the students' perception of the oral feedback (reflective or list) they received in each placement. There are a number of interesting observations from this data not least that the type of comment made on the feedback sheet does not always match the verbal feedback received. For example, student 1 perceived the first mentor's comments to be in the form of a reflective conversation and the second mentor's as a list. The written feedback for both placements had a very low incidence of developmental comments. However, when the university tutor completed the

joint observation in the second placement a thorough reflective discussion was observed. This was not however what the student had commented on experiencing during the normal feedback sessions. This was also the case for student 4 who in the second placement only received nine percent developmental comments on the feedback sheets and identified the main form of verbal feedback as a list of improvements. Again, when the tutor observed the feedback it was a fully reflective conversation. It may be that the presence of the tutor encouraged the mentors to be more reflective and devote more time to the formal feedback session because they were aware of the university's expectations and were keen to be seen as reflective practitioners themselves. On a day to day basis time pressures have a greater impact on how feedback is delivered.

Examples of the lesson observations in appendix 5 show many of the comments student 1 received on the first placement were just a description of what was happening in the lesson, even though the observation forms structure asks the mentor to comment on strengths and areas for development. The form also asks the mentor to give an overall lesson grade based on the QTS standards. None of the lessons observed by the mentor in school were graded as an outstanding lesson. Therefore, it would be expected that the feedback form would contain a number of strong developmental judgements to help the student to refine their practice to improve the next lesson. There is a definite disparity evident between the grades that the mentors give as a final summative evaluation of the lesson and the comments made on the lesson feedback form and discussed during the feedback conversations.

4.13 The experience of the mentor will affect the type and style of feedback

It became clear as the research progressed that some mentors, mainly the less experienced ones, felt the need to provide students with a list of improvements. Whether this was due to a lack of understanding around how

lesson feedback should be conducted or a desire to try and help the student is not completely clear from the data collected.

Over the first placement eighteen mentors were used of which fifteen were experienced and three were new. Of the experienced mentors thirteen conducted feedback as a reflective conversation and two gave the students lists of how to improve. Of the new mentors one engaged in reflective conversations and two relied on lists of how to improve. In the second placement there were nine experienced and nine newer mentors. Of the experienced mentors six had reflective conversations and three relied on giving the student lists. Of the newer mentors seven of them gave the student's lists of improvements and two instigated reflective conversations. This data is based on the lesson feedback that was observed during the period of the research. These figures quite clearly show that the newer mentors were more inclined to give the students a list rather than engaging them in a reflective conversation. I suggest that this is partly due to a lack of confidence in their own reflective ability and possibly their own professional judgement due to teaching inexperience and a lack of experience in mentoring. The mentors are mainly younger members of staff, six of the nine had only three years teaching experience themselves. They are still a little unsure of their own practice and possibly remember how their own mentor conducted feedback and model themselves on this. The newer mentors had also only attended one round, three hours, of mentor development while the experienced members had attended multiple development sessions during which different mentoring styles would have been explored and assessed in detail. For the new mentors just getting to grips with the paperwork and understanding the standards and levels at which the students are assessed is challenging.

Table 4.4: Analysis of lesson observation comments by school

School ID	positive		negative		developmental		Students attending
	total	percent	Total	percent	Total	percent	
A	42+0	40	15+28 =43	41	9+10= 19	18	1+10
B	30+28=58	32	20+16= 36	45	11+5= 16	20	
C f weeks only	35	65	7	13	12	22	
D s weeks only	30	49	12	20	19	31	
E	20+10= 30	43	18 + 1=19	27	15+6=21	30	
F s weeks only	24	34	27	38	20	28	
G	37+28=65	39	12+15=27	16	43+30=73	44	4+6
H	36+31=67	57	9+17=26	22	19+5=24	21	
I	43+33=76	56	27+0=27	20	22+11=33	24	
J s weeks only	23	40	19	33	15	26	
K	15+53=68	68	4+2=6	6	5+21=26	26	7+16
L	22+10=32	62	6+1=7	13	11+2=13	25	
M	47+32=79	52	10+6=16	11	33+23=56	37	
N f weeks only	15	42	9	26	11	31	
O	24+22=46	40	19+5=24	21	29+15=44	39	10+9

P f week only	29	54	15	28	10	19	
Q	25+20=45	32	16+17=33	24	33+21=54	39	12+13
R s weeks only	20	57	7	20	8	23	
S f weeks only	37	47	13	17	28	58	13
T f weeks only	28	55	10	20	13	25	
U s weeks only	17	57	3	10	10	33	
V f weeks only	27	46	19	32	13	22	
W s weeks only	19	40	18	38	11	30	

The schools identified in red are looked at in more detail in the text.

This table, and table 4.3, allow the mentor feedback comments to be looked at from the student and school perspective. This table clearly shows that different mentors have a very different approach to lesson feedback. School A is significant because only eighteen percent of the comments made were developmental eighty-one percent were either positive or negative with little help to focus the student on how to improve. School K was similar with sixty-eight percent of the comments just positive 'well done' comments. The schools with the highest number of developmental comments are schools F, O, Q and S. When asked, all the students on placement in these schools identified the mentors as having reflective conversations when giving oral feedback, this is then reflected in the written feedback that they provided the students with.

While further mentor development occurs during the shared observation between the university tutor and mentor in school, it is not an ideal training situation as both tutor and mentor need to concentrate on the actual lesson being observed.

There was sometimes a mismatch between how the student viewed the type of feedback they received (commented on in their questionnaire) and what was seen on the observation visit (Table 4.5 and 4.6). The mismatch could be the result of a number of factors. The student may misunderstand how a reflective feedback session is structured and be disappointed they were not given more specific advice. The mentor may complete a reflective conversation when observed by the university tutor because they know that that is what is expected but are not using this structure the rest of the time, probably due to time constraints.

The students identified in red in table 4.6 show there was a mismatch between how the student perceived the feedback and the feedback observed by the tutor or the percentage of developmental comments in one or both of the student's placements. For example, students 4, 7 and 9 all considered their feedback in the first placement to be in the form of a list while what the tutor saw was a reflective conversation. These are now explored in more detail exploring the comments made by students on the questionnaire, the tutor observation of the feedback session and how experienced the mentor was.

With student three there is a mismatch in the first placement between the style of comments written on the lesson observation forms where twenty-eight percent were developmental (table 4.3) and the type of feedback observed and reported by the student in the oral feedback sessions (Table 4.5 and 4.6).

For the students identified in red there is a mismatch between how they perceived their feedback and what the tutor saw when completing joint feedback with the mentor in school. Interestingly, students 3, 4 and 6 were all students who did not progress beyond stage three in the reflective writing framework and the other two students, 1 and 11 both made limited progress in their writing over the course. Student 4 is particularly interesting as the mentor gave the highest percentage of developmental comments but the students still perceived the feedback as a list of things to do. The tutor saw the mentor trying to have a reflective conversation but the student was very reluctant to get involved.

Table 4.5: Relationships between the number of developmental comments made by the mentor and the student's perception of feedback

Student	% developmental comments placement F	Student perception oral feedback. List (L) or reflective conversation (R)	% developmental comments placement 2	Student perception oral feedback. List (L) or reflective conversation (R)	Tutor perception of feedback S placement	First placement reflection grade	Final reflection grade
1	14	R	10	L	R	2	1.5/2
2	22	L	31	R	R	3	3
3	28	L	28	R	L	4	3
4	47	L	9	L	R	4	3
5	25	R	26	R	R	3	2/3
6	22	L	41	L	R	4	3
7	30	L	28	R	R	3	2
8	37	R	15	R	R	3	2
9	31	L	36	R	R	1	1.5
10	40	R	26	L	L	4	4
11	19	R	38	L	R	3	3/2
12	45	R	23	R	R	2	1
13	36	R	36	L	L	4	3
14	25	R	33	L	L	3	1/2

15	28	R	4	L	L	3	1
16	21	R	25	L	L	4	2
18	22	R	23	L	L	4	3

The students identified in red are referred to in the text.

Table 4.6: Relationship between the types of mentor comments and written feedback

Student	School 1 Feedback is reflective/ list (from student Questionnaire)	% developmental comments	Tutor Comment	School 2 Feedback is reflective/ list(from student Questionnaire)	% developmental comments	Tutor comment
1	reflective	14	Reflective	list	10	Reflective
2	list	22	Reflective	reflective	28	Reflective
3	list	28	List	reflective	28	List
4	list	47	Reflective	list	9	Reflective/list
5	reflective	25	Reflective	reflective	26	Reflective
6	List	22	List	reflective	26	Reflective
7	list	30	Reflective	reflective	28	Reflective
8	reflective	37	Reflective	reflective	15	Reflective
9	list	31	Reflective	reflective	15	Reflective
10	reflective	40	Reflective	list	26	List
11	reflective	19	Reflective	list	38	Reflective
12	reflective	45	Reflective	reflective	23	Reflective
13	reflective	36	Reflective	list	36	List
14	reflective	25	Reflective	list	33	List
15	reflective	28	Reflective	list	4	List

16	reflective	21	Reflective	list	25	List
18	reflective	22	Reflective	list	23	List/reflective

The students identified in red show a mismatch.

The table above shows a mismatch between the type of comments that were written on feedback sheets and the type of oral feedback the student received in some cases. For example, student 13's written feedback in the second placement had thirty-six percent developmental comments but the oral feedback reported by the student and observed by the tutor was in the form of a list of areas to address. This was also true for student 11 where thirty-eight percent of the written feedback was in the form of developmental comments while the student perceived the oral feedback as a list of improvements to be made. Unlike student 13 however this did not agree with what the tutor observed when they watched the oral feedback in school.

The student identified that the feedback consisted of the mentor telling the student what went wrong and how they could improve through a list of suggestions. The mentor made comments like 'I do it this way, I would not let this class work in groups'. This is surprising because they wrote developmental comments on the feedback forms on a regular basis. It could be that they lacked the confidence to engage the student in a reflective conversation and found the periods of silence when the student did not respond to their questions difficult so resorted to giving a list as it was less time consuming and challenging. In the second placement the student found their feedback sessions more reflective.

Feedback on lessons was a reflective discussion on what went well and how I could improve. We spoke about the impact of my teaching and how I am developing pupil's skills which will help them. So it was more of a critical approach rather than a list of what needs to be improved (extract from student 3 questionnaire).

This however did not match what the tutor found when they observed the feedback session after a formal university observation. In the feedback that was observed, the mentor gave suggestions on how the lesson could be improved but did not really question or challenge the student to really think for themselves. The feedback was mainly in the form of advice on how to improve.

The first placement mentor for student 4 had the highest percentage of all the mentors for the use of developmental comments on the lesson feedback forms and yet the student identified their feedback sessions as a list of improvements. This was not what was observed on the feedback visit. The mentor was very supportive and very aware of the student's needs. They used questioning to try and get the student to reflect and suggest improvements. However, the student found having a reflective conversation very challenging, he struggled to express his own opinions and listen to the advice of the mentor as discussed earlier in this chapter.

There were a number of similarities between students 7, 9 and 11 (Table 4.6). In all three of these cases there was a difference of opinion between what the tutor saw, how the student described their feedback sessions and the type of feedback identified on the observation forms. Both students 7 and 9 identified their feedback in the first placement as a list of improvements that could be made. However, in the case of student seven the observed feedback did not follow this trend and a reflective conversation was observed (Table 4.6). In both these cases the feedback forms showed a high percentage of developmental comments which would tie in with a more reflective mentor.

The second mentor of student 11 included a very high percentage of developmental comments on the feedback sheets, thirty-eight percent compared to the first mentor at nineteen percent (table 4.3). However, student 11 identified the first mentor's feedback as being a reflective conversation and the second mentors as a list of improvements (table 4.5).

The formal feedback that was observed was in the form of a reflective conversation. The quote below is how student 11 described their feedback in the second placement.

My mentor's lesson feedback usually consisted of a half hour chat for a formally observed lesson and rough notes and a brief chat for the rest. The feedback was led by the mentor who would start by giving a few pointers on how to improve which were then expanded on verbally. The input came mainly from the mentor.

As feedback was immediate I did not have chance to evaluate or reflect on what had happened until after the feedback had been given (extract from final questionnaire, student 11).

The student also identified a disparity around the type of feedback dependant on who was delivering it. In most schools other members of the department also worked with and observed the student teacher, the students identified a difference in the type and style of feedback between the different department members.

The form that my official lesson feedback took depended on the teacher completing the observation. In my second placement all of the discussions started by my mentor asking me a series of questions that allowed me to focus and see which areas to explore. The mentor never told me what I needed to do but through discussion we explored the lesson together to help me reach my own conclusions this was followed up by suggestions for improvements and a discussion around future changes to my practice. The ones completed by other members of the department were more a list of improvements I could make (extract from second placement questionnaire, student 11).

Student 5 had a similar experience with the trained mentor instigating a reflective conversation while other members of the department gave much more limited feedback around a list of improvements.

My feedback from my mentor was generally reflective as I began by discussing why and how I did certain actions. Sometimes with other people than my mentor however the feedback could be a list of improvements with no real exploration of the lesson linked to objectives etc. (extract from second placement questionnaire, student 5).

This is explored in more detail later in this chapter and has led to the development of a mentor development programme.

4.14 The mentor's perspective

As part of the research four of the mentors were interviewed about their role at the end of the academic year after the students had completed their placement. They were selected because they had worked with the four re-visited students which allowed greater triangulation of the data. The four mentors all have a different level of experience with regard to mentoring

Mentor 1 was very experienced and was not only the subject mentor but also the professional learning coordinator (PLC) in the school and so was looking at the development of student teachers from two different perspectives. The other three were all subject mentors who had different levels of experience and expertise in the role. All three of these mentors were ex- PGCE students of the participating university. Mentor 3 was now a head of geography with six years teaching experience and three years of mentoring experience. Mentor 2 had nine years teaching experience and five years as a mentor. Mentor 4 was a second in department with four years teaching experience and had just completed his first year as a mentor.

Mentor 1 saw lesson observation as more than just watching a lesson and then giving feedback on it. She used the lesson observation cycle as a developmental tool, where she helped the student to deconstruct what they were doing in stages to build up to full lesson planning:

The lesson observation starts with the planning of that lesson particularly for earlier on in the year so for the first placement and quite early on for the second placement as well (right) you work with the trainee to develop their planning so you are sharing the objectives with them for that particular lesson then ensure that the plan is right and then you watch the delivery and from that decide the strands of the teaching standards for this particular lesson, which are most relevant for that particular lesson and then do that formal observation , I've tried not to interfere with the teaching of that lesson in terms of the actual teaching I try to step back from that although when it's not a

formal observation I may interrupt the trainee (extract from interview, mentor 1).

The mentor is very aware that at the start of their teaching practice you cannot expect the student teacher to be able to plan the lesson on their own. While they will have had theoretical sessions in university, they still need considerable help and guidance when it comes to structuring the lesson. Many student teachers will spend hours planning their first term of lessons and do not have the confidence to determine when to stop changing it and go with what they have planned. They need help with the construction of the lesson, the choice of strategies and timings for the different activities. It is interesting that Mentor 1 does not decide on the focus with the student until after the observation. This allows areas for development to be clearly identified by both the student and mentor and informs the post lesson discussion and target setting for the next lesson. The quote below explains how mentor one does this.

I tend to write very rough notes for the formal observation during the lesson time and part of that is because I want to see what the pupils are doing and I also want to see what the trainee is doing so I tend to write informal notes at that point and then go back later on in the day or that evening and write the more formal observation schedule. So that I am targeting things, it also gives me time to reflect, I tend to do all of that before I speak to the trainee (extract from interview, mentor 1).

Hudson (2013) identifies this as very good practice. It is important to give the student some thinking time after the lesson before engaging in any reflective feedback. Students can be very emotional and drained at the end of an observed lesson and they need time to put their thoughts into context so they can think clearly without the emotion that is so evident straight after a lesson.

I also want the trainee to go away and think about how he or she feels that lesson went and come back with some good points that they felt really went quite well in the lesson and points where

they felt they had to improve part of that is because I want them to be reflective of their own practice and be semi- independent of anybody else so I am training them all the way through to do that (extract from interview, mentor 1).

The data from this research suggests this is an area of student development that the newer mentors often fail to acknowledge. This is the essence of a reflective conversation where the student leads the conversation having been given time to think about the lesson and identify their practice. The data suggests it is important to instil this independence in the students right from the start otherwise they come to rely very heavily on their mentor and find it difficult to reflect on their own.

Mentor 2 viewed the lesson feedback more simplistically. When asked specifically about the lesson feedback the mentor was quite specific about what the mentor's role was and how it should be completed.

Feedback is usually at the end of the day, one on one in a quiet environment. I start by asking the student first for their own reflection on the lesson, and then asking the student how they felt the lesson went. This leads to a discussion around a mixture of positive and negative elements. Then using the negative as a focus we explore how to move the students practice forward. This will then lead to us discussing and questioning their practice and suggestions on how to improve (extract from interview, mentor 2).

This mentor has also identified the need to give the student some thinking time before completing the lesson feedback but unlike mentor 1 here there is an emphasis on what went wrong and how it could be improved. Student 4 who completed their second placement in this school found this quite a challenging way of assessing the lesson. He tended to concentrate on the negatives himself and so an approach where the mentor does the same leads to a very disheartened student.

Mentor 3 had a more simplistic, traditional view. He saw the feedback as a description of the lesson where the student listened followed by an evaluation completed by both the mentor and student. The mentor discusses the feedback as a chronological sequence of the student's strengths and weaknesses with little opportunity for the student to be engaged in reflection themselves. This was one of the newer mentors who had only received one round of mentor training. When the mentor was asked about who else worked with the student and how they were trained the answer was surprising.

Virtually all of the department work with the student teachers, apart from the senior leadership. We are lucky, all teachers in the department completed the PGCE at this university so additional training isn't required (extract from interview, mentor 3).

The idea that because the teachers who work with the students all did their PGCE at the university and therefore do not need any development on how to be a mentor is deeply worrying. There is a significant difference between being on the receiving end of feedback and being the person who is instigating it. It is concerning that in this small sample of four mentors who all worked with the same university and university tutor that there was such a diverse understanding of what reflective practice is and how student teachers can be best supported to achieve it. It suggests that the time spent as a mentor might have an impact upon how the role is perceived with the more experienced mentors more aware of the needs of the student and how best to support them.

When looking at the feedback student 15 (who completed his second placement in mentor 3's school) received the following trends can be identified. Most of the feedback came in the form of statements that needed to be addressed. Examples included: 'be sure to check understanding, ensure all explanations are clear and explicit, make sure you use pupil names, increase the pace of the lesson to ensure you complete the plenary.' While the comments were perfectly justified, the mentor could have expressed them in a more positive way, for example; 'the activities were very good but think about how pupil progress could be increased through more effective use of the

lesson time, could you have changed or altered any of the activities to ensure you completed the plenary?' By asking questions rather than just stating facts the student is encouraged to explore their practice and to think more deeply about what they have achieved and how to improve it. Hudson (2013:64) found similar results in his research commenting that 'consistent negative feedback can deplete a mentee's confidence levels and attitudes regarding engaging further in teaching'.

4.15 The role of the university tutor

Hudson (2013) and Lui (2017) argue that the university tutor has a pivotal role as they are the person who joins all the different parts together, helping the student make sense of everything that is happening and all the different aspects of teaching they are engaging with. The tutors often have dual roles both as a subject specific tutor and a tutor of the professional development aspects of the course. This means students can potentially become quite reliant on the tutor.

Three university tutors all of who managed a subject PGCE course were interviewed about their practices and guiding principles and pedagogies. The structure of their taught courses and the importance they apportioned to encouraging reflective practice in the student teachers was also explored. A number of general similarities emerged especially between two of the tutors but there were also a number of very significant differences between how the tutors viewed their roles and how they supported their students. All three of the tutors had been working at the institution for over ten years. They were also all experienced teachers who had all held positions of responsibility when they were working as teachers in secondary schools. On becoming a university tutor none of the three had an academic background, they were all school practitioners who had been working as school mentors in the university partnership before taking on the university role. Over time two of the three have completed a doctorate in education to strengthen their academic profile. Both were on education related topics within their subject area, the third tutor completed a masters in education. All of the tutors within this institution have

been recruited from school and have extensive school experience so naturally have an orientation towards developing practice rather than theory, especially at the start of their university career.

A pen portrait has been produced on each of the three tutors to understand their guiding principles and key influences. The characteristics of the tutors will then be discussed in detail drawing the ideas and assumptions together.

4.16 The three tutors

Tutor 1

Tutor 1 has been working as a senior professional tutor at the university for the past eleven years. She teaches on and runs one of the subject elements of the secondary PGCE course. She also teaches on the primary PGCE and BA QTS course. She was a teacher, subject mentor and curriculum leader in a local partnership school prior to working at the university, initially as a course tutor and later lead tutor, in her subject area. Her route into ITE is similar to many tutors. A mentor in a partnership school, she initially covered a maternity leave part-time at the university and then when a full-time permanent job became available was encouraged to apply for it. She is active in her subject association and with the exam boards, working as an examiner. She is an external examiner for another universities PGCE programme. Since becoming an ITE tutor she has completed a masters and is currently completing a doctorate in education.

Tutor 2

Tutor 2 has been working as a senior lecturer at the university for over fifteen years. She is a very experienced member of staff. She is a university key practitioner and holds a doctor of education qualification. She is a subject leader and coordinator and is actively involved in education research. She manages a group of secondary practitioners and runs the subject booster course. She is also an external examiner for other universities. Prior to joining the university she was a head of department in school. Like tutor 1 she also

initially covered a maternity leave at the university which later led to the permanent job. She is very active in the local and national association for her subject and delivers CPD workshops on a regular basis. She teaches across the education faculty provision including on masters courses.

Tutor 3

Tutor 3 has been working for the university for thirteen years, initially in a part time capacity then later as a full-time member of staff and subject course leader. She was a head of department while working in school, managing a large department. Tutor 3 joined the university as a part time tutor to cover an increase in the number of students on the course. She was also already known to the university as a successful mentor who was initially looking for part time work. Since joining the university she has completed two education based masters degrees. She manages a large cohort of students and has an additional part time member of staff in support. She teaches across the education provision both undergraduate and postgraduate.

Each of the tutor's responses from the interviews will now be analysed in turn and reference will be made to their guiding principles, their perception of reflection, their beliefs around the impact of reflection on student progress, how important they believe the mentor is in fostering reflective practice and how they encourage reflection in their taught sessions. A discussion drawing out the main similarities, differences and assumptions that can be made will follow the pen portraits.

4.17 Tutor 1

When asked about her guiding principles tutor 1 had a clear understanding of what she believed and how this had an impact upon the way she structured and taught the course. She identified three main principles in addition to those beyond her control, the government and ofsted, the first being ethics;

How do we prepare teachers for the ethical role of their practice?
Is an important one. How do we support student teachers in

understanding their role beyond their curriculum area? (extract from interview, tutor 1).

For this tutor there is more to becoming a teacher than simply having a set of strategies to use in the classroom and good subject knowledge. It is about exploring the wider educational issues, having informed discussions around these issues and understanding how they impact upon what goes on in the classroom. This links directly to the reflection categories discussed in Part One of the chapter. In order to be writing and thinking at the highest reflection level there is a need for the students to be aware of the wider implications of their practice both within their school and at a national and international scale.

She also identified reflection as a key guiding principle especially as she understood that once the student was qualified there was very little, if any, CPD available in school to help them progress and refine their teaching. Therefore there is a need for them to be effective reflective practitioners before they start their full first year of teaching.

How they reflect on their practice in order to develop their practice because the way that I see things is that I think as a newly qualified teacher very few NQT's get any kind of CPD beyond induction and so if an NQT is to be self-sustaining in their practice their only CPD really is their own thoughtful reflective consideration of what they are doing (extract from interview, tutor 1).

The final principle she identified was teacher identity. She discussed the dichotomy between teacher and personal identity and how the two interact. She felt it was important that the student was able to separate their personal and teacher identity. She emphasised that it was important the students understood how one identity can impact upon the other and their overall role as a teacher. This is supported by the work of Liston and Zeichner (1991) and Harnett and Carr (1995) who identify the need for the student to address the assumptions that they bring with them and to acknowledge how these

assumptions effect how they view and feel about teaching, needing to be both inward and outward looking when reflecting on their practice.

The teacher identity and how so many students struggle with the idea that the teacher and personal identity, the professional and personal identity through how they are expected to behave both through the standards and explicitly said in the standards (extract from interview, tutor 1).

She talked in detail about the competences approach to teacher education and the existence of prescriptive standards. She identified a reductionist approach which creates a lack of space for creative thinking or challenging the status quo.

There is not space within that for any kind of creative subversion or even recognising that one is allowed to question the reductionist nature of what teacher education has become. I think student teachers are very well aware of it and how to play the game and they play the game very well because we teach them how to play the game very well (extract from interview, tutor 1).

At times she was struggling with the contradictions of teacher education, the need to deliver a well-balanced thoughtful curriculum and the requirements of ofsted and other outside agencies that control teacher education. She was passionate about the role of reflection in teacher education and the role of the university in fostering reflective practice in new teachers. She was clear that this should not be forced but should evolve over the course of the year.

Reflective practice isn't outcome focused so I wouldn't want student teachers to be thinking it was about a process that lead to an answer that one could apply across their experience from that point on so I don't think its outcome driven its process driven I think it's the nature of the process of a reflective conversation either with oneself or with somebody else that enables that

puzzling to bring about deeper thinking about the complexities of what it means to be a teacher in relation to children and young people and I think that it's an ongoing and cyclical process that it's not a (I'm starting to reflect now) linear thing I would say that it's a cyclical kind of spiralling deepening and widening of what the classroom means in all its complexity (extract from interview, tutor 1).

She was very clear that reflection should not be forced and therefore should not be assessed in any way. Any assessment attaches expectations to a preferred type and style of reflection and so once again reinforces the tick box mentality of teacher education with the students writing to a formula that they believe is what the tutor or assessor wants. She also felt very strongly about how reflective practice was portrayed within the PGCE course. Many students see it as something they have to complete to pass the course and that is why they engage with it for many on a superficial level.

The process therefore of 'reflective practice' for student teachers becomes another task to be completed – a means to an end, if you like, rather than an end in itself. They hear that being a reflective practitioner is an Important thing and they can talk about it at interview and they can write reflections (kind of) but I am not convinced they actually believe that the activity of being reflective is beneficial to their professional learning as an end in itself (extract from interview, tutor 1).

When asked about the role of the mentor in consolidating and encouraging reflective practice in student teachers she was aware of the constraints on the mentor's time and how this might lead to an instrumental way of supporting the students while in school. She saw the mentor and teacher time as a key parameter when considering the type, style and effectiveness of the mentor on the student's reflective development. It has to be acknowledged that time in school is limited and often the student teacher is not at the top of the class teacher's list of priorities. Giving them a list of improvements is the quickest and easiest way of feeding back to them. She believed that it was very

important that the mentor made the student think about their lesson. She advocated leaving time between the lesson and the feedback to give the student an opportunity to think and reflect on the lesson before entering into a conversation about it. This way of working is the same approach as advocated by mentor one, giving the student time to process the ideas before entering into a reflective supportive conversation.

Any time with student teachers can become very transactional – ‘these are the things you are doing well / need to target. Have you thought about this, or that? How are you going to develop this skill of, say planning, in order to bring about change.’ We’ve all done it, we’ve all created a list of easily transferred information for a student teacher to get on with in order to ‘make progress’ and ‘evidence’ that progress (extract from interview, tutor 1).

When asked about how she supported the development of reflective practice in her subject sessions the tutor acknowledged this as one of the key principles to the style of taught sessions she ran. She believed that reflection should be built into all the subject sessions both implicitly and explicitly. She approached this by the use of puzzling, getting the students to think about a problem and work together to explore all the different ideas and discuss the possible solutions. This puzzling allows the students to explore problems in a safe, secure environment where they do not feel they are being judged.

I like this idea of puzzling rather than problematizing so I do encourage student teacher’s to puzzle and I do that in a range of ways one of them is that I raise the puzzle during sessions (extract from interview, tutor 1).

This puzzling can be used to also develop answers to different questions developed from the student’s practice. By using this technique problems from previous years’ practice can be explored in a safe and secure environment. Her taught sessions were very research and theory informed and she used the technique of puzzling to get the students thinking not just about their own practice but the wider implications of theoretical ideas on how they taught.

While she advocated puzzling and exploring practice through links to the theoretical ideas through discussion, this tutor had issues with the production of weekly written reflections which are a core component of this course. She argued that the need to write a reflection to a format was disabling and prevented true reflection. The students were writing to a formula and completing the work because it was a requirement of the course. She believed that reflection should not be forced and certainly should not be part of the assessed part of the course. Perdo (2011) agrees, he found that many students found the writing of reflections as burdensome when it was a requirement of the course. Galea (2013) and Hobbs (2007) also talk about forced reflection and how by insisting the reflection is completed the quality and type of reflection is significantly reduced.

Tutor 1 encouraged students to become reflective through discussion and problem solving in a supported environment of the taught sessions, the students would then have the theoretical structure to help them reflect without the need for formal written accounts.

I do also ask a lot of rhetorical questions and then use examples from previous practice and previous students to offer a perspective and I wouldn't be offering that as the perspective as the right or the wrong but offer that as maybe the kind of perspective almost in a case study kind of way and then puzzle over that as a way of doing it (extract from interview, tutor 1).

There were a number of areas where she felt a conflict with the course management. She was very aware that there was a dichotomy between what was said in the course documentation and what was being done in reality. This included the idea that if asked many tutors who are members of management would testify that reflection was at the heart of the PGCE course.

I think if you looked at the curriculum mapping and you asked people higher up the food chain than me I think there would be an understanding that it is embedded and that it is considered an important thing because it's things like you would find it on a

professional studies lecture programme and you would find it within the seminar programme and you would be pointed to the way student teachers reflect on their teaching lesson by lesson or week by week so I think you would be directed to what could be seen as very solid examples and I think we go back to our earlier conversation about the tick box competence idea (extract from interview, tutor 1).

She felt frustrated by the controls placed on tutors and the need to have parity of taught sessions across all courses. She identified the restrictive structure of the course along with the competences as a barrier to encouraging reflective practice. The students and management become obsessed with meeting the standards (students) or ofsted criteria (management) rather than considering the needs of the students themselves.

4.17 Tutor 2

Tutor 2 had a very different set of guiding principles to tutor one. She found articulating her principles quite difficult at first but after careful consideration she emphasised teamwork, collaboration and the importance of partnership with schools and complimenting what the schools can contribute to the students' development. She too identified a discrepancy between the requirements of the course and desired outcomes, referring to the teaching standards.

A competence list doesn't quite do it and since I've been in teacher education I've probably known about 5 or 6 different sets of teacher standards, there's always a set of standards to work to and they all amount to pretty much the same thing whether you call them Q or T or whatever you call them they all kind of try and say the same thing and its absolutely about a holistic approach to it and it's also there are a lot of different things that trainees have to learn to do that just take a bit of time to come together (extract from interview, tutor 2).

She acknowledged that reflection was important to future teachers and saw it as a process that they needed to become confident in if they were to make good progress over their teaching practice. She started to explore how students reflect and the need for them to have some sort of structure or scaffold to help with the reflection.

Your brain or your emotions just do certain things react to things but unless you have got certain habits of mind to sit down and systematically perhaps look through certain processes and reflect on certain aspects of your work then bits will get missed out and you are just not going to move on as readily as you would otherwise (extract from interview, tutor 2).

She was very clear that the students who on paper were better teachers were also the more reflective students. She identified that the students who progressed the quickest were the ones who thought through their lessons and reflected upon what had happened.

Stronger trainees are also the ones who you see taking time and trouble with reflections and you can see the detail that they are putting themselves through getting that down on paper to reflect on the week in school, the links between school and university training trying to get them to link those (extract from interview, tutor 2).

At the same time, she was clear that it was not really the subject tutor's role to develop the student's reflective practice. That was completed in the professional development part of the course through the lecture and seminar programme and also by the support they received in school by the mentors and departments. She identified that the students were introduced to reflection early on in the taught professional course and were asked to identify good and poor reflective writing.

So it's about facilitating and making the structure work so they can physically do it but it's also about getting that frame of mind

so that ok if we're not putting it into a session where they are sitting in front of me and saying right do this now that they will go away and do it in their own time because they know they should and they know how important it is.....I think what we do already is very good in that we set it up quite early on in the induction time both within the subject and in the IPD parts of the course that this is what they are going to be doing and that they have sessions and they write reflective logs for IPD. I think some colleagues incorporate reflective writing regularly into their subject sessions. I don't (extract from interview, tutor 2).

She was very clear that it was not just the school mentor but the whole department that helped to shape the student to become an outstanding teacher. She saw the role of the mentor as a coordinator who oversaw the student and helped consolidate and make sense of their practice. A member of a large department, the student worked across many teachers so the mentor used their time to provide the reflective weekly support to discuss the lessons and offer advice. This meant the student had time to think about their teaching before they entered into conversations about how to build on their successes and address the areas that were not so strong

4.18 Tutor 3

In many respects tutor 3 had similar views to tutor 2. Her guiding principles were also focused around what happens in school. She identified the most important principle around how she worked with the student was 'practice what you preach'. She had an emphasis on delivering core subject content and developing their subject knowledge as the key determinants of an outstanding teacher. When asked to define what she thought reflection was she defined reflection and evaluation as basically the same thing but gave the distinction that an evaluation mainly identified what did not work whereas a reflection also suggested how the lesson could be improved.

A good evaluation would ask the why sort of questions, maybe it's just a matter of terminology a good evaluation and a reflection

would say what didn't work and how could I move it forward, what worked why did it work and how can I move it forward? (extract from interview, tutor 3).

She also identified the difference between the two terms as being linked to the idea of grading the student. An evaluation is linked to giving the student a grade for their lesson, so this suggests that the tutor and mentor feedback of lessons is an evaluation because they are graded. She sees reflection as a means to an end, linked to the lesson outcomes and is little more than an evaluation of what had happened during the lesson. She also acknowledged that as the students progressed through the course the expectation that they evaluate and reflect upon every lesson was removed because many of the students saw it as a tedious activity that was not really helping their development as a teacher.

What I've experienced is trainees sort of complaining about the amount of evaluations they have to write and I'm aware that they don't like doing it all of the time and they are usually quite pleased when I say now switch your evaluation to as and when you just need it with a specific focus, they prefer that (extract from interview, tutor 3).

This would suggest that the tutor themselves did not advocate reflection as a significant way of helping students to improve their practice. If the students are not encouraged to engage with all the lessons they have taught, how do they identify the good practice that they need to build upon to become better teachers? She assumed because the students are making good progress they must be reflecting on their practice. She suggested that the weaker students may be the ones who were relying on their mentors for a list of improvements they could make rather than working it out themselves.

I think the ones who make good progress at school are probably the ones I'm guessing though it's hard to unpick what actually going on there cos you're not there all the time probably the ones that are more reflective in terms of evaluating their own teaching

and working out ways that they can improve it. I'm guessing that the ones who make slower progress are probably the ones that struggle (with evaluation) (extract from interview, tutor 3).

There was an acceptance that the students as postgraduates should be able to reflect without any real help beyond the initial introduction to reflection on the professional side of the course. She also expressed the idea that the need to write reflections for many students became a key barrier to building reflective practice.

They don't necessarily write everything down and I think the need to write things down to write evaluations it can be a bit of a hindrance in that it becomes a task that they have to do, write a lesson evaluation and it becomes a chore and because it can be a chore then it's not necessarily approached in the right way or very well. It's just doing it for the sake of doing it whereas I think it would be better for them to have a discussion with someone who had watched the lesson who can give a really good quality solution discussion and do the reflection in that and do the evaluating in that it's the need to write things down that I think spoils it a bit (extract from interview, tutor 3).

She explored this idea further, discussing that while this often led to the mentor giving a list of things to do to improve the lesson this in itself was not a problem because the student could take that away and work on it.

In the taught sessions she saw reflection as responding to the students' needs and helping them to develop better subject knowledge. She did not think using reflection as a teaching strategy was effective in the taught sessions.

I really don't think it's that good what you can get in a taught session (extract from interview, tutor 3).

When questioned further she said that the reason it was difficult to get quality reflection was due to all the other distractions during taught sessions and the

students did not like speaking out in front of their peers. She saw her role as someone who, in the taught sessions, worked on developing the student's subject knowledge for teaching rather than encouraging them to think more deeply about their practice. That was the job of the professional tutor and mentor in school. She is very practice based in her outlook and has an instructional stance to her teaching and philosophy of teaching. When asked she talks about the importance of reflection but in practice does not advocate its use in her taught sessions or as a way of encouraging students to question their practice. She also has a more traditional view of the mentor's role. She encouraged feedback straight after the lesson while it was still fresh in the students mind. She was clear that the mentor's role was to offer constructive advice on how to improve the lesson so the standards could be achieved. She encouraged mentors to give students a list of improvements as this would help them to understand what they needed to do to improve their teaching.

4.19 Summary

The analysis of the development of reflective writing through the use of the journals has raised a number of questions around how students evaluate and reflect. That all of the students made some progress in their reflective writing is encouraging. It suggests that with better structures and support systems, a better understanding of how to reflect and a course that is structured to encourage reflection as individuals and in groups throughout the full year, further progress could be made. The students could then develop a stronger reflective stance to help them once teaching in school full time. However, the conflict around prescription and desire still exists. The data suggests students would not complete reflections if they were not part of the assessed course. The research also suggests that the students' lack of understanding of the purpose and value of reflection during the course means they do not value its importance in transforming their practice. The data suggests if they understood from early on the role reflection plays in their development they would be more predisposed to engaging with it during their training year. In the time of prescriptive courses, where students have to produce evidence that they have

met the standards in a very narrow timeframe is there a place for reflection? These ideas are all picked up in the discussion Chapter 5.

The variety of definitions, even within a relatively small group who had all received the same theoretical input, demonstrates the point that was made in the literature review, that there is a need for a much clearer definition of exactly what ITE tutors and mentors understand reflective practice to be. This needs to be communicated to the students much more clearly so everyone has a shared understanding of what is being aimed for. There is also a need for the university management and tutors to have a clear shared understanding as the students get very different messages from different tutors. That some students did not really develop their understanding of reflective practice is concerning, it would suggest that it was not clear to the students what reflection actually looked like in practice. There is a need for a much greater emphasis on the development of reflection in the earlier stages of the taught course.

The data collected on the mentoring provides some interesting insights. The mentors, do not appear, in this institution, to have a shared understanding of their role and how to complete it. They all agree that they are there to support the student but how that support is given is very different across different mentors. The data shows that the type of mentor feedback is very variable. The analysis of the lesson feedback forms highlighted many contradictions in how the feedback was given. The lack of developmental targets and comments on the written feedback leave many students floundering and unsure of how to develop their practice. This suggests that there is a need for more targeted mentor training in this institution and a clearer vision around the role of the mentor.

The data has shown that the role of the mentor is key to the student's development as a reflective practitioner. When the mentors are trained in the use of developmental target setting and understand how it impacts upon a student's learning then they should become more confident when giving feedback. The mentors will then be more likely to develop a reflective approach to feedback which supports the student's development and be more

confident in their grading of the lessons they observe. The development of non-mentors who have a significant role to play in the development of the student teachers is also a key consideration for this institution as the quality of feedback and engagement of the non-mentors was very variable. The research suggests there is a need in this institution for more comprehensive mentor training, which includes the mentors first exploring their own practice before working with the student teachers. Mentors need to receive higher status for their work and the time to complete it.

The role of the tutor also identified a lack of a shared understanding. While only three tutors were interviewed, all three had a different understanding of reflection in ITE, this suggests a lack of a shared vision and ethos. This difference in understanding leads to very different perceptions of not only the importance of reflection but also how to support its development in the student teachers. It raises the question of reflection as a key pedagogy. Is it still embedded in ITE teaching or do university courses just refer to it without really teaching how to do it? The differences in perception could be due to the different background, knowledge and experience of the three tutors which has had an impact upon their perspectives. It could also be due to a lack of articulation of how reflection is embedded into the course with little direction from the course leaders as to their understanding of reflection and reflective practice.

The discussion chapter will address the findings of the research and link it to the wider literature on developing transformative reflective thinking.

Chapter 5 Discussion

Fostering reflective practice in Post Graduate Certificate in Education students through the use of reflective journals and mentors.

5.1 Introduction

The aim of this research was to investigate the role of reflective journals and mentors in helping student teachers to develop into reflective practitioners during their one year PGCE course. The research has identified a number of threads that link the different sections of the research. The lack of a shared understanding of what reflective practice is across all the stakeholders involved in teacher education. The role of the mentor in supporting the student to develop a critically transformative stance to reflection and the role of social constructivism in transforming practice.

Chapter 4 set out the findings from the data collected during the research; this chapter will discuss those findings drawing on and relating them to other work that has been completed in the field. The three research questions below will be explored and an answer suggested.

- Does the use of reflective journals help to encourage the student to be more critically reflective?
- How do students conceptualise reflection and is there a shared understanding of what reflective practice is?
- How influential are mentors and tutors in fostering reflective practice in student teachers?

There are two key ideas that this discussion will be centred around; the concept of teacher agency (Jones and Charteis, 2017) and the idea of dialogic space (Lui,2017) both of which build on the theory of Mezirow's (1991) transformative learning.

The concept of teacher agency leading to transformative professional learning is central to this research. The idea that the students have access to a number of different sites of professional knowledge which then allows them to build

their own personal professional knowledge is framed within the development of a reflective practitioner. One key area for development of that personal professional knowledge is the role the mentor in school plays in supporting the student's development and their ability to reflect upon their own practice in a critical and developmental way. In order for the student teachers to become truly reflective practitioners they have to become active participants in their own professional growth (Jones and Charles, 2017). Boylan (2013) refers to this as students becoming the co-producers of power, this research explores whether the use of journals and mentors encourages the students to develop this kind of approach.

The idea of dialogic space calls for collaborative critical reflection taking place in a community of practitioners which allows the student teacher to overcome barriers to transformative learning (Liu, 2017). Lui, as discussed in the literature review, sees dialogic space as the combination of a number of variables that allow transformative learning to take place. These parameters are: the use of journals (e-portfolios), classroom practice, mentor lesson observation and feedback (written and oral) and the use of academic literature/taught sessions. Lui is clear that all of the above need to work together for transformative professional learning to take place. The results from this research support this view especially the use of a dialogic third space to encourage reflective thought.

5.2 Developing a critical reflective stance

It has to be acknowledged that students embarking on a one-year PGCE course will all have had a different experience of developing their ability to be critical. As can be seen from the research data there was a variety of starting points with regard to their ability to critically reflect in writing. There was also a lack of a shared understanding as to what reflection was, with forty-four percent of the students referring to the annotation of lesson plans, forty-four percent identifying the need to ask questions about their practice but not exploring any answers to these questions and only twelve percent understanding reflection as thinking, reading and exploring their practice. This

is not a surprise as Rogers (2001) found fifteen different terms used to describe reflective practice in the literature. The research findings have raised a number of questions about a student teacher's perception of reflective practice, and how this changes as they progress into a permanent teaching position. Initially all the students were unsure of exactly what reflection was. They saw it as thinking about the good and bad points of their lesson and did not link it in any way to what happens in the university sessions or thinking beyond the basic lesson structure. There was an acknowledgement for some as they gained teaching experience, that it was more than just making a list of positives and negatives. It involved thinking more deeply about their practice and linking it to the theory discussed in university to help them explore different teaching strategies. There was also the acknowledgement that by exploring the positive aspects of their lessons they were learning more about their teaching. Lui (2015) also found that there was a lack of a conceptual clarity as to what critical reflection was and how it can be achieved. Her students, like the ones in this research, had 'multiple and unresolved definitions' (p137) of critical reflection. The lack of a clear pedagogy for critical reflection in teacher education is a significant problem when it comes to tutors fostering appropriate support to encourage critical reflection in their students. This was evident in the tutor interviews as all three tutors interviewed had a different interpretation of what being a reflective practitioner entailed. As the students are exposed to a number of different tutors during the course, they may become very confused about what is expected of them in terms of developing into a critically reflective practitioner. Add this to the different interpretations of the mentors they work with and it is no surprise that the students are unclear as to how to critically reflect effectively. The mentors all had an individualised interpretation of what reflective practice was, partly down to a lack of consistency in the mentor training where it was just assumed that all the mentors shared and understood the university interpretation without it having been explicitly explained to them. While there is this confusion over what critical reflection is and how to foster it in the student teachers it is unlikely that many of them will reach the transformational stage of critical reflection.

5.3 Reflective journals and the development of critical reflection

As the findings in chapter four confirm some students found writing in a critical way easy and engaging while others struggled with the idea of being critical in anything other than a very simplistic way. Furthermore the research findings suggest that the ability to develop into a reflective practitioner is best approached through an enquiry approach. Whereby the students ask questions and then explore a variety of possible answers through reading, discussion and practice. The students that made the greatest progress in their ability to reflect were the ones that had a discursive collaborator or reflective collaborator mentor for at least one of their placements (MERID model Hennisen, et, al. 2008 fig 5.1). These students were encouraged to think more deeply about their practice not just about the lesson itself but also the wider implications of their teaching. Those who had a more instructional mentor tended to limit their reflections to individualistic and technical concerns and describe their practice in line with what went well and how to improve. They struggled to make the connections to the political underpinnings and wider debates as the technical and procedural problems of their classroom dynamics were the focus of any discussion with the mentor and these are easier to solve. The ability to deconstruct their practice and then reconstruct it so that the outcomes are improved is a key skill of becoming a teacher. However many students struggled with this idea as it requires the ability to admit failure/weaknesses in order to identify how to improve/ change their practice.

The findings of this study show that all but two of the students who were engaging with the reflective journals improved their ability to write in a reflective way by the end of the course (table 4.1, Chapter 4). The framework that was developed for the research has allowed the students' reflective journal writing to be compared and analysed in terms of their ability to reflect critically upon their practice. The journals alone cannot lead to a transformation in the student teachers' learning but they do provide the catalyst for an exploration of further practice and encourage students to puzzle over their practice with the help of a dialogic triad of participants. All the students

acknowledged at the end of the course that the journals had made them think more about what they were doing because they were required to write critically about their practice.

The reflection framework has helped to track how students' reflective ability develops over a one-year course, it has provided evidence of the stages of thinking and writing that student teachers move through and the different rates of this development. It certainly allowed the students' progress to be tracked. With hindsight it might have been better to share the criteria with the students so they had a better understanding of what a fully reflective practitioner looks like. Other frameworks for reflective writing were shared prior to the journals being introduced to the students including Hatton and Smith (1995) and Moon (2005) to help them contextualise the different levels of reflective writing. The framework used in this research was developed around the students' journals so is an outcome of the research rather than something that was in place at the start. It is a structure that is specific to teacher education which the other existing frameworks are not and it helps the student teachers to understand what reflection in teaching looks like. It has been used with students who are not completing reflective journals to help them to understand how to write and think critically when completing lesson evaluations and traditional academic assignments which require the student to critically reflect upon their practice. It is a framework which helps students to understand how their practice and understanding of teaching develops over the course and gives them direction. It is not just about the level of writing but also how students interpret their own practice over time and how they have developed over the course.

The data from the journals shows that the framework developed from the analysis of the students' journals worked well as a way of assessing the students' writing. All the criteria in each of the categories were accessed by the students. The fact that some were more extensively used than others within each category suggests which areas tutors should focus on to give the students a more balanced frame of reference from which to draw when reflecting. For example, in the meta-cognition category the terminology and question and answer sections scored quite low on overall references across

the whole cohort studied while the theory and learning sections were widely accessed. This would suggest that the students were less confident when referring to or developing their own ideas and using the terminology with confidence. This was also true of the self-questioning category, where they struggled to write about their own beliefs and the broader context, both areas that required expressing and challenging their own ideas beyond the accepted norm. Reviewing the framework, it may be helpful to reconsider the effective teaching criteria which currently sits in the description heavy narrative category. After careful consideration it may be more beneficial to move it to the self-questioning category as it is more than just a narrative. While the scale is not linear most students did progress through the stages but even those writing at the top level still showed incidences of writing in a descriptive way at times. This is to be expected as any critical reflection will also involve an element of description in order to set the reflection within clear parameters and guidelines.

Lui (2017) discusses how journals/ portfolios are used, if they are used as a space to demonstrate mastery, as was the case with most of the students writing at the lower two levels, then this does not lead to an authentic dialogue for critical reflection. This can be seen in the journals in the descriptive heavy narrative and self-questioning categories where most of the writing was explaining what they did without a real understanding of why. They were writing to evidence the teaching standards and show their mastery rather than exploring their practice. The fact that they describe their practice and asked questions but did not offer up any answers or further ideas/ developments shows they had not transformed their practice or really critically engaged with it. The strategic student came into play, they did what they considered they needed to in order to pass the course. This is an example of Farrell's (2013) plateau stage where they can confidently teach and so don't push themselves beyond their comfort zone. Over half of the students considered in this research did not progress beyond this stage as far as their reflective writing was concerned.

Lui (2017) identifies the lack of any follow up as one reason why journals alone are not transformative in a teacher education setting. The structure of the courses means there is often a lack of any follow up from the tutor especially in the form of systematic classroom observation. This is very true of the journals considered in this research, they were assessed as a summative piece of work, there was discussion of the areas being reflected upon in taught sessions but the issues were not picked up individually with the students or the course tutor to help them further reflect upon the questions they were raising. If the student had a mentor who encouraged critically reflective discussions especially in the first placement like student 13 in school K, then the student made progress in their reflective writing as the reflective dialogue encouraged the student to explore their practice and helped them to become more confident when reflecting in writing. Those with mentors who had a more instructional approach to written and verbal feedback found it more difficult to improve their ability to write reflectively, for example student 10 who had a non-collaborative instructor as mentor in the second placement and whose progress both in their written reflections and their overall teaching stopped in the second placement. While student 10 is an extreme example similar results can be seen for other students who had instructional rather than collaborative mentors for example, student 2 who did not improve their reflective writing grade and had two mentors who were instructional collaborators. The type of mentor feedback is not the only factor that has an impact upon a student's reflective development but this research has shown that when combined with other factors it can have a significant impact on the student's development as a reflective practitioner.

The fact that the students' reflective writing improved could just be down to an improved understanding of how to write in a critically reflective way rather than any transformation of learning with regard to their practice. However, the students interviewed once qualified did all acknowledge that writing the journals had made them think more deeply about their practice and helped them to make connections between what they did and the outcomes of the pupils. While not fully transformative it is showing that they are applying knowledge gained from reflecting to practical situations to improve their

classroom practice. The journal writing did encourage them to have a productive and conscious approach to their teaching which is a characteristic of emerging transformation.

The research findings suggest there is a need for the students to be aware of their frame of reference, which encompasses cognitive and emotional components and is composed of habits of mind and a point of view (Mezirow, 1997). If the students have not identified this frame of reference they find it very difficult to scaffold their reflection and understand how it can transform their learning. This was very true of student 10 who had not acknowledged how his previous frame of reference had an impact upon how he taught and viewed his classroom and mentors. Student 10 had a strong tendency to reject ideas that failed to fit into his preconceptions and this meant that he was unable to enter into transformative discourse with either himself or others. This would suggest there is a need to explore in more detail the student's frame of reference at the start of the course. A whole course seminar was spent exploring this but these were led by tutors who had little academic knowledge around supporting transformative learning and was only addressed once during the course. The data suggests that the frame of reference should be explored in detail between the student, mentor and tutor in the first few weeks of the course so that the triad understands any preconceptions that might exist.

Lee (2007) found that dialogue journals and response journals encouraged reflection amongst pre service teachers this research has found similar results. The transformative level of that reflection however is not just a product of journal writing but is much more a combination of factors that include the use of the journals as one element of the ecology of reflection.

McDonough (1994) and Richards and Farrell (2005) suggest that writing in a journal can help teachers raise questions about their practice as well as encouraging them to experiment with and criticise their practice. The students in the present research agreed with this as all those interviewed said that completing the journals made them think more about their practice. They had to read around the topics and consider a range of ideas and viewpoints. This

then made them ask further questions about what was happening in their classroom.

The research findings suggest that the students recognised the impact that completing reflective journals had on their practice towards the end of the course, students 4, 9 and 15 all discussed how the journals had helped them to identify their progress and development while on the course especially towards the end of the second placement when they were more confident in their own teaching ability. The students who were in the top two categories of the framework meta-cognitive and wider awareness had all learnt how to make their own interpretations of their practice rather than relying on the beliefs, judgements and feelings of others. They had developed the ability to be autonomous thinkers a prerequisite for transformative learning. It would, however, be presumptuous to attribute this just to the writing of the journals. In order to foster an ecology of reflection (Harvey et al, 2016) there has to be an interconnected system that occurs across a complex environment consisting of interdependencies between the student teacher, the university and the mentor. This is represented by Lui's (2017) triad of professionals which will be considered in detail when the role of the mentor is considered.

However, the conflict around prescription and desire still exists. Would the student's complete reflections if it was not part of the assessed course? The evidence from the students interviewed a year later suggests not, with only one of the four students acknowledging they would have completed the journals had they been optional. The data suggests that a predisposition to reflection does not really develop until the end of the course when all the different elements start to connect and make sense. There is therefore a need for greater support through the university taught sessions to develop the student's confidence to critically reflect from the beginning of the course to encourage the students do move from mastery to transformative practice.

The students were expected to keep the journals professional and write around pre-arranged topics to help develop their understanding of the key issues that impact on training teachers. This is in line with the work of Chalmers and Fuller (1996) who suggest that we should assess what is

pedagogically important. Determining what is pedagogically important can be difficult, it will vary according to the subject and the stage of development that the student has reached. The important pedagogical areas like behaviour management, assessment, SEN (Special Educational Needs), EAL (English as an alternative Language), literacy and numeracy across the curriculum, will be the same regardless of subject. Individual subjects will have additional areas that need exploring like enquiry-based learning.

The students interviewed all acknowledged that writing about specific topics helped them to focus on key elements of their development and they saw the journals as an academic piece of work. Does this diminish their usefulness? The evidence from the student interviews would suggest not as they all commented that they helped them to become more reflective in their outlook once they had qualified. The research suggests that the students writing at the lower two levels, which accounts for half of those sampled, regarded the journals as a component of the course which they needed to pass and nothing more (student 4). They did not engage fully with the material beyond the requirements of the written assignment and the journals did not really lead them to any type of transformative learning. They were quite prescriptive in their writing style and did not really question their practice beyond the basic evaluation of their lesson. There is however evidence to suggest that those engaging with the journals at the higher levels did engage in real reflection which will have helped them move towards a more transformative stance in their development.

Is ITE too embedded in the culture of reductionism and Ofsted requirements to be able to explore with students the wider pedagogical ideas and encourage them to investigate their own practice through the use of reflective thought? The data from this research would suggest in this case the answer is yes. There was little further university support to encourage the students to write reflectively and the lack of any intuitional shared understanding of what critical reflection is hinders its development in the students. The tutors all had different perceptions of reflection and very different ideas on how it should be taught and how to support the students to develop into reflective practitioners. Two

of the three tutors believed that the students developed their reflective stance on their own as they progressed through the course and saw reflection as an evaluation of their lessons to help evidence the standards. Only tutor 1 built reflection into the taught sessions and supported the students to puzzle and question their own practice on a regular basis.

5.4 How influential are mentors in fostering reflective practice in student teachers?

Butler and Cuenca (2012) identify three different roles that mentors may adopt; Instructional caches (observe and provide feedback), emotional support (provide a supporting caring environment) and socialising agents (replicating practice). In their research none of the student teachers sought a mentor as a socialising agent however in the present research most of the students in the lower two categories of the reflective framework valued this type of support. Butler and Cuenca also found that their students preferred encouraging positive and emotionally supportive feedback rather than the basics of instruction and fault finding, this research found similar results.

In order to explore the type of mentoring, first there is a need to explore what makes a good mentor, what are the characteristics of an effective mentor and to explore if a mentor can be effective without being reflective. There is often an assumption that as a mentor is an experienced and effective teacher they will automatically become a good mentor without much training or guidance. If the mentor is not a reflective practitioner can they be expected to foster this type of exploration of practice in the student teachers they support? Add to this the continuing debate about what reflection actually is and the role of the mentor becomes even more difficult to define. The MERID model developed by Hennisen (et al 2008) MERID (MEntor Roles in Dialogues) has been used to classify the different types of mentors that have been identified in this piece of research. The model shows a continuum, with different mentors being placed along this continuum according to their style of verbal and written feedback and how the student perceives their mentoring qualities. For the purpose of this research the MERID descriptors are used. A reflective mentor

is described as one who is a discursive or reflective collaborator, they encourage the student to ask questions and explore answers through the use of further questioning using non-directive dialogue. The type and style of feedback the students received ranged from a simple list of improvements explained by the mentor with little student engagement (mentor five) to a fully reflective developmental conversation (mentor 1, 10 and 22) where the student dominated the discussion. This research identified (fig 4.1) that half of the mentors studied fell into the non-collaborative instructor and instructional collaborator categories. The non-collaborative and instructional mentors tended to lead the post lesson discussion and suggested to the students what strategies they needed to use to improve their practice rather than trying to initiate the student in a more reflective discussion.

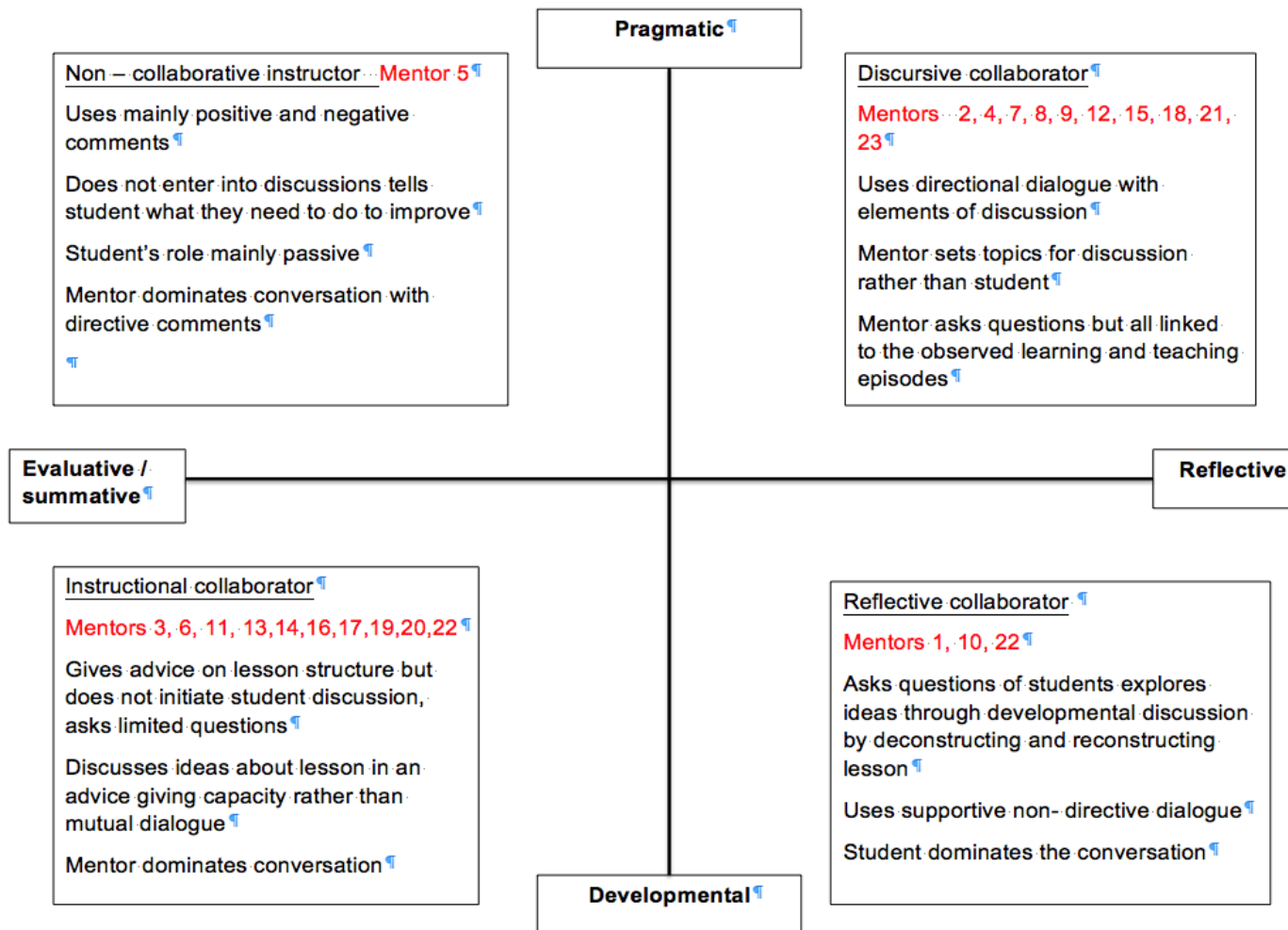
The written feedback forms were characterised by a lack of developmental comments. The use of mainly positive and negative comments which makes it difficult for the student to understand how to move their practice forward. Many of these mentors conducted the oral feedback straight after the lesson before the student had had time to reflect upon the lesson and come to their own conclusions about how effective it was. This means that the students do not fully embrace the enquiry orientated approach to thinking (Jones and Charteis, 2017) about their practice which would help to lead to transformation. As the students are not pushed to engage in critical thinking with respect to their practice they become embedded in a mastery model of teacher development. They become competent in using certain strategies which give them the required outcome and fail to push themselves beyond the competent level to transformation. They rely on others' interpretations accepting their mentor's beliefs, judgements and feelings as their own (Mezirow, 1997).

The other half of the mentors were classified as discursive collaborators (nine mentors) and reflective collaborators (three mentors). These mentors wrote more developmental comments on their feedback forms and engaged the student in an active discussion in the oral feedback where the student led the discussion after a period of reflection prior to the feedback meeting. These mentors challenged the students to think more deeply about their practice.

Sixty percent of the students who had a reflective collaborator mentor improved in their reflective writing. Of the ones who didn't improve one was already working at the top level and the other (student 10) did make progress in the first placement where he had a reflective collaborator as a mentor but then failed to move forward in the second placement where he had a non-collaborative mentor. Seventy-eight percent of the students who had a discursive collaborator as a mentor improved their reflective writing grade by at least one reflective level.

In order to move the students beyond this level there is a need to further examine how the mentors are working with the students to support their learning and how the university is working with the mentors to support them to work with the students.

Fig 5.1: Mentor characteristics



This mentor's position is developed from lesson observations, analysis of lesson feedback forms, student questionnaires and mentor interviews (based on Hennisen, et al. 2008 MERID model.)

There was a significant variation in the type and quality of the mentor written feedback. The detailed analysis of four hundred lesson feedback forms found that many mentors wrote mainly positive and negative comments which were of little help to the student when considering how to improve their practice. The incidence of developmental comments was very variable with only a small number of mentors asking questions of the students to make them reflect upon their practice. The results point to a relationship between the number of developmental comments the student received in their written feedback and their final reflection level determined by the framework: the more developmental the comments the higher the student's final reflective level.

Hudson (2013:72) points out that 'mentees need quality assurance that mentors can provide reliable feedback: yet mentors themselves must have reliable and valid tools to guide their oral feedback'. Hall et al (2008) identified a need to develop a shared understanding of the mentor's role. By doing this they argue that a greater clarity is brought to the process. Rose (2003) developed what he called the ideal mentor scale. Hudson, Spooner Lane and Murray (2013:285) discuss that unlike the standards for training teachers mentoring has no set of standards, which they argue undervalues the importance of the mentor's role within the university-school partnership. This research suggests that there is a need for a unified approach with all mentors being trained to an agreed set of mentoring standards so that student's experiences become less variable. The lack of mentor standards has been addressed in England by the publication in September 2016 of a set of standards for mentors which, while not compulsory, are being described as best practice. These standards emphasise the role of the mentor in fostering best practice in the student teacher and the expectation that by using them mentoring will become more consistent across all the different ITE providers. Currently there are no plans to assess mentors against these standards but the report suggests that ofsted should refer to them when inspecting ITE and

use them as a benchmark for further mentor development and assessing individual providers. The four areas identified by the new standards are:

Standard one - Personal qualities. Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee has to face.

Standard two – Teaching. Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.

Standard three – Professionalism. Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

Standard four – Self-development and working in partnership. Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITE partnerships.

Many will argue that this is a good development as there is a great variation in the type and effectiveness of mentoring. However, Hudson (2013) argues that it needs to go further and that mentors should complete an accredited mentor development course before being able to mentor student teachers in school. I would question how effective having a set of non-assessed standards is as there is no compulsion for the school to monitor that they are being met by the mentors. This will be the role of the ITE provider who, in the case of a university has no say in who becomes an ITE mentor in school. There is also no compulsion for the schools to send the mentors for mentor training around the new standards as it will be the ITE providers' ofsted inspection that assesses the school's effectiveness in using them, not the schools own Ofsted.

The new standards are very general and don't address the nuances of mentoring and specifically how to encourage reflective practice in student teachers. The conduct of oral feedback has been a key consideration in this chapter and the findings are supported by Edwards and Collison (1995). They

identified that within oral feed-back there needs to be an open discussion between the mentor and student which translates the teaching experience into professional dialogue. This then manifests itself as an open discussion rather than private thoughts that may leave questions unanswered. Tillema (2009) takes this idea further and posits the use of evaluation questions as a framework to scaffold feedback for example; What is the purpose? What is being evaluated? What counts as evidence? Is the information useful to the mentee? What measures are used? All of these ideas fit in with Vygotsky's (1984) idea of social constructivism. This is particularly valid during the feedback session where both the student and the mentor share construct meanings around particular events during the lesson. The lesson observation cycle which had been developed as an outcome of this research can be seen in appendix 7.

While it could be argued that much of this is common sense the evidence from this and other research (Hudson, 2013; Soares and Lock, 2007; Galbraith, 2003; Tillema, 2009 and Timperley, 2001) suggests that many mentors are not confident in the management of lesson feedback and how it should be structured to encourage reflective thought in the student teacher. If a framework or scaffold is provided along with mentor development this should enable mentors to be more confident in managing a student teachers' experience and development while in school. This is just one suggestion based on the findings of this research and is not meant to be a model for use by all mentors. It fits with the needs of the research sample at the time the research was completed and is linked to the local context of the region within which the university sits. It will also contribute to our understanding of mentoring and the development of reflective practice in ITE.

The observation cycle (appendix 7) has been designed to support the mentor to encourage the student to be reflective in their lesson analysis and to support the mentor to be a reflective collaborator when working with the student teachers. By clearly outlining the aims of the observation and agreeing a focus together in advance the mentor is using a mixture of a mentoring and coaching

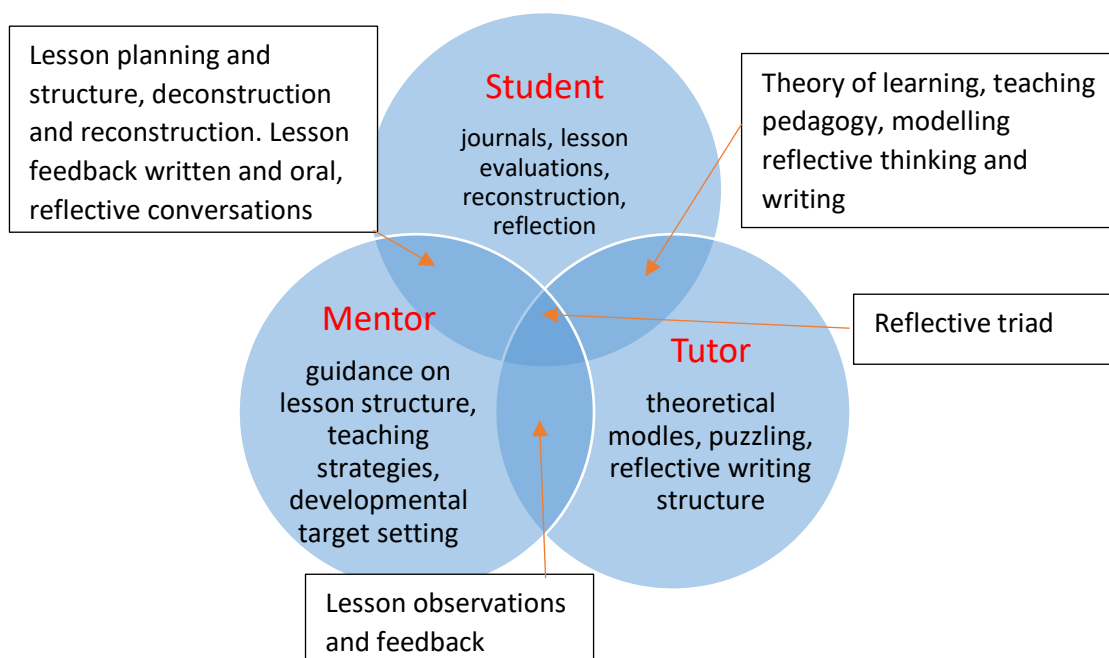
model to support the student. Using the observation cycle will help to cultivate a critical enquiry approach to reflection (Dewey, 1933).

5.5 Fostering a triad of professionals/participants

As this study shows, there is a need for mentors to understand how they think about their own practice and deconstruct and reconstruct their teaching in order to understand how to support their students to be able to do the same. The findings from this study clearly support Lui's (2017) ideas on using a triad of professionals to support the development of critical reflection. Therefore there is a need for all three members of the triad to discuss and understand the roles openly. The role of the university tutor is often forgotten and this research shows that there is no shared role profile for the tutor when it comes to fostering reflective practice. However as we have seen in this study the tutor is often the third participant that supports the student through their development as a reflective teacher. They provide the contextual and developmental elements of the triad which the student needs to transform their practice rather than become a master of certain strategies.

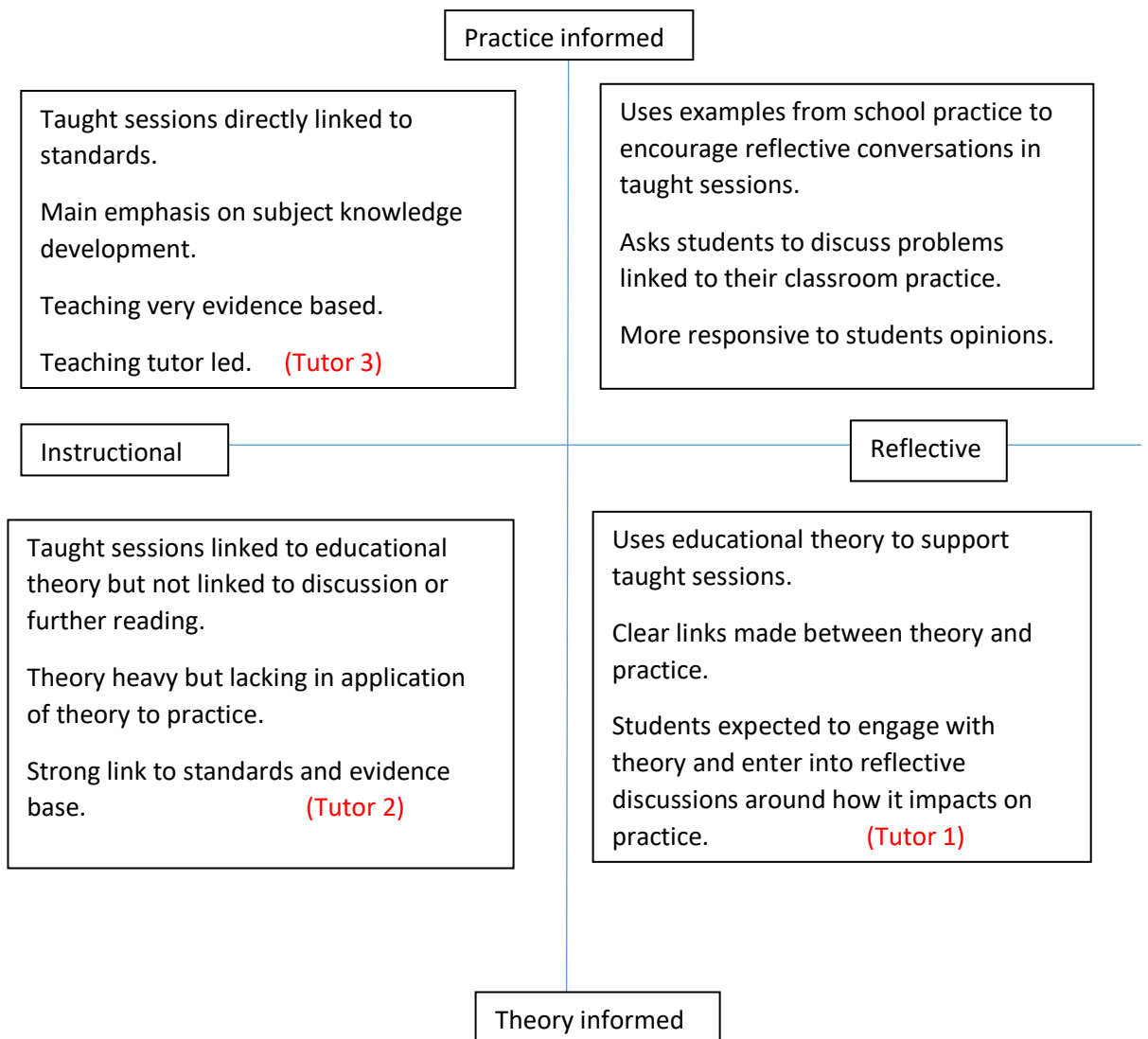
This study has shown that mentoring is an interpersonal process where personal attitudes and beliefs impact upon the development of the relationship between mentor and mentee. The research has shown that the collaborative mentors quickly established a holistic working relationship as they are open to discussion and expect the student to engage in critical thought after the lesson. The data shows that the more instructional mentors found establishing this relationship more difficult as they were less inclined to give up control to the student when the lesson feedback was being conducted.

Fig 5.2: Triad of participants to support transformative learning (adapted from Lui, 2017).



Within any triad of professionals there are different roles. Within this research the roles of the students and mentor were well defined and had a significant impact upon the development of the student’s reflective development. The third role, however, that of the tutor was not so clearly defined or implemented therefore their impact upon the triad was diminished. In this research the tutor role while supporting the student with developing theoretical ideas was not fully functional due to the lack of a shared understanding between the tutors so the students got mixed messages. In order for the triad to be fully effective there is a need within this institution where the research was carried out for the tutors to have a greater understanding of how to develop the student’s reflective abilities and support both the student and mentor through the use of a dialogic third space. The tutors who were interviewed have been catergorised into different tutor types using an adaption of the Hennison et.al (2008) MERID mentor model. The model that has been developed can be see below. As this is based on a small sample it is a tentative suggestion and will need further research to determine if the categories are truly reflective of the tutors working in ITE.

Fig 5.3: University tutor characteristics and outlook (adapted from Hennisen et al (2008) MERID model)



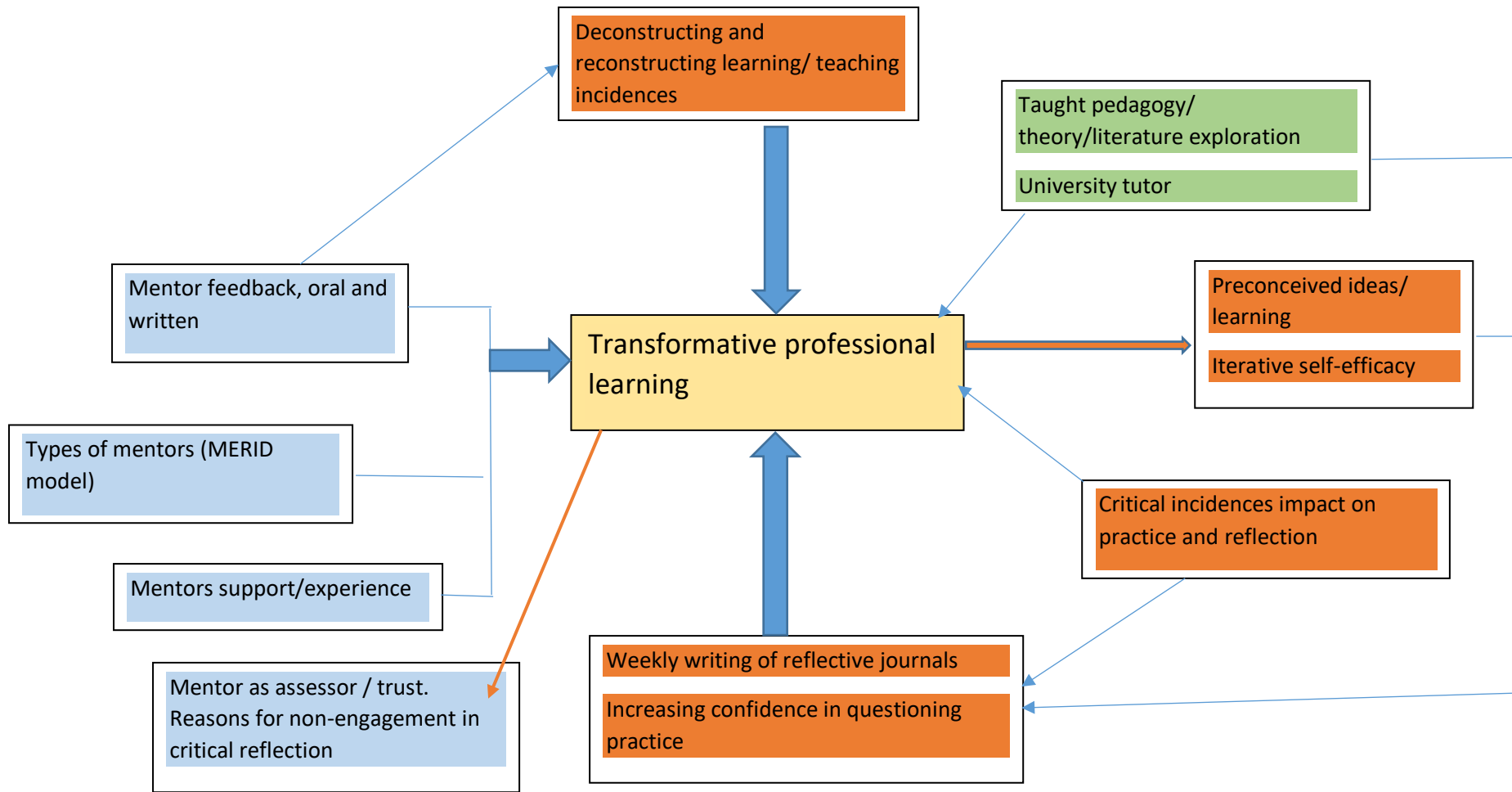
The type of mentor can be seen to be very significant as already discussed as they spend the most time supporting the student's development in the classroom. If as was the case with many of the students in the lower two reflection categories, where the mentor used lists of things to do to support the student, then their reflective development was slower. The role of the student themselves however should not be underestimated; if the student is not open to reflective thought then transformation is unlikely to be achieved as with student 4.

5.6 Developing a critically reflective agency

The data has identified a wide range of factors that impact on a student's development into a critically reflective practitioner. As well as the support mechanisms there are a number of factors that can have a negative impact. Fig 5.3 identifies all the factors that combine to develop a critically reflective agency. The width of the arrows identifies how influential the factor is. Some of the factors can have a negative rather than a positive impact. The blue boxes refer to the mentor, the green the tutor and the orange the student. The largest negative influence identified by the research data was the students; pre-existing framework and their self-efficacy. If the students were unable to acknowledge their preconceived ideas, discuss them and assess how dominant they are they will find fully reflective practice difficult, like students 3, 4, 10, 16 and 18. The other major negative impact is the mentor's role both as the student's final assessor for the qualification of QTS and the type of mentoring the student received. For the mentoring triad to work the student needs to have confidence and trust in the mentor and tutor. The dual role of the mentor makes this difficult especially if the student is not confident in their own ability and finds constructive criticism challenging and difficult.

From this a reflective model for encouraging transformative learning in initial teacher education has been developed. This used along with the framework for levels of writing developed in this research should help students and practising teachers to understand how to develop their practice and think in a critically reflective way about everything that they do. The students need to get into a habit of mind when thinking about their practice and rather than just making list of what went well, and what did not, they must be encouraged to think beyond the obvious and interrogate their practice.

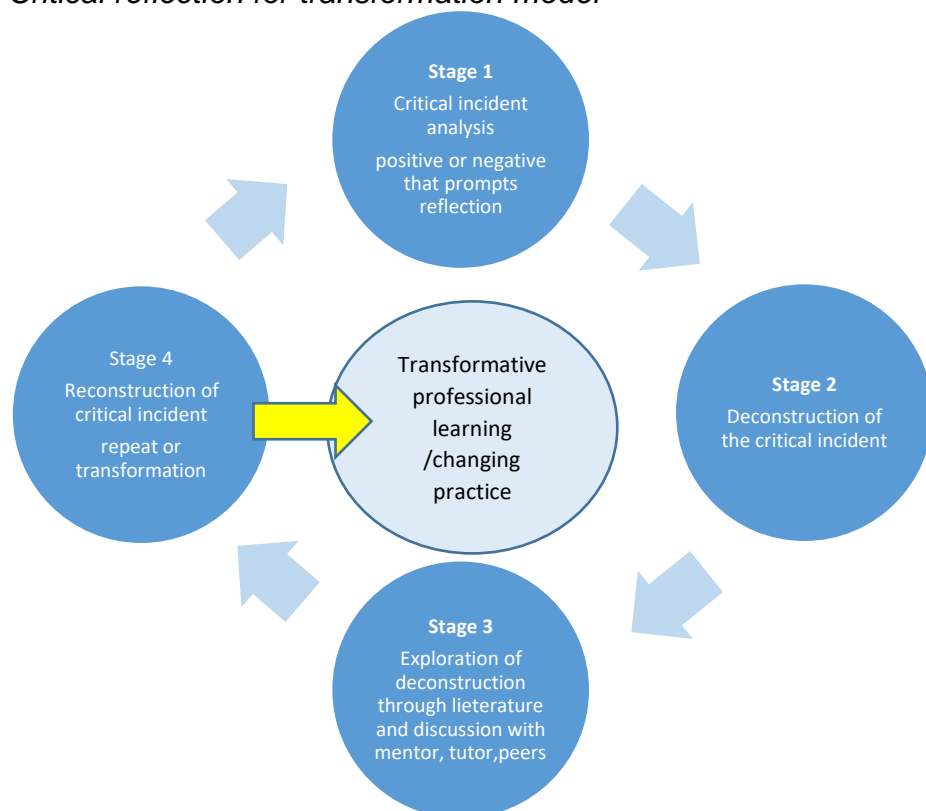
Fig 5.4: Developing a critically reflective agency to support transformative professional learning



The research has identified the need to support students to develop into critically reflective practitioners. They need help to enable them to move beyond a superficial description of their practice to a deeper transformative level of thinking. Both the reflective writing framework (table 3.2 Chapter 3) and mentor observation model (appendix 7) go some way to supporting this but there is also a need for a model that helps them to work through the stages of reflective thought to lead them to transformative thinking.

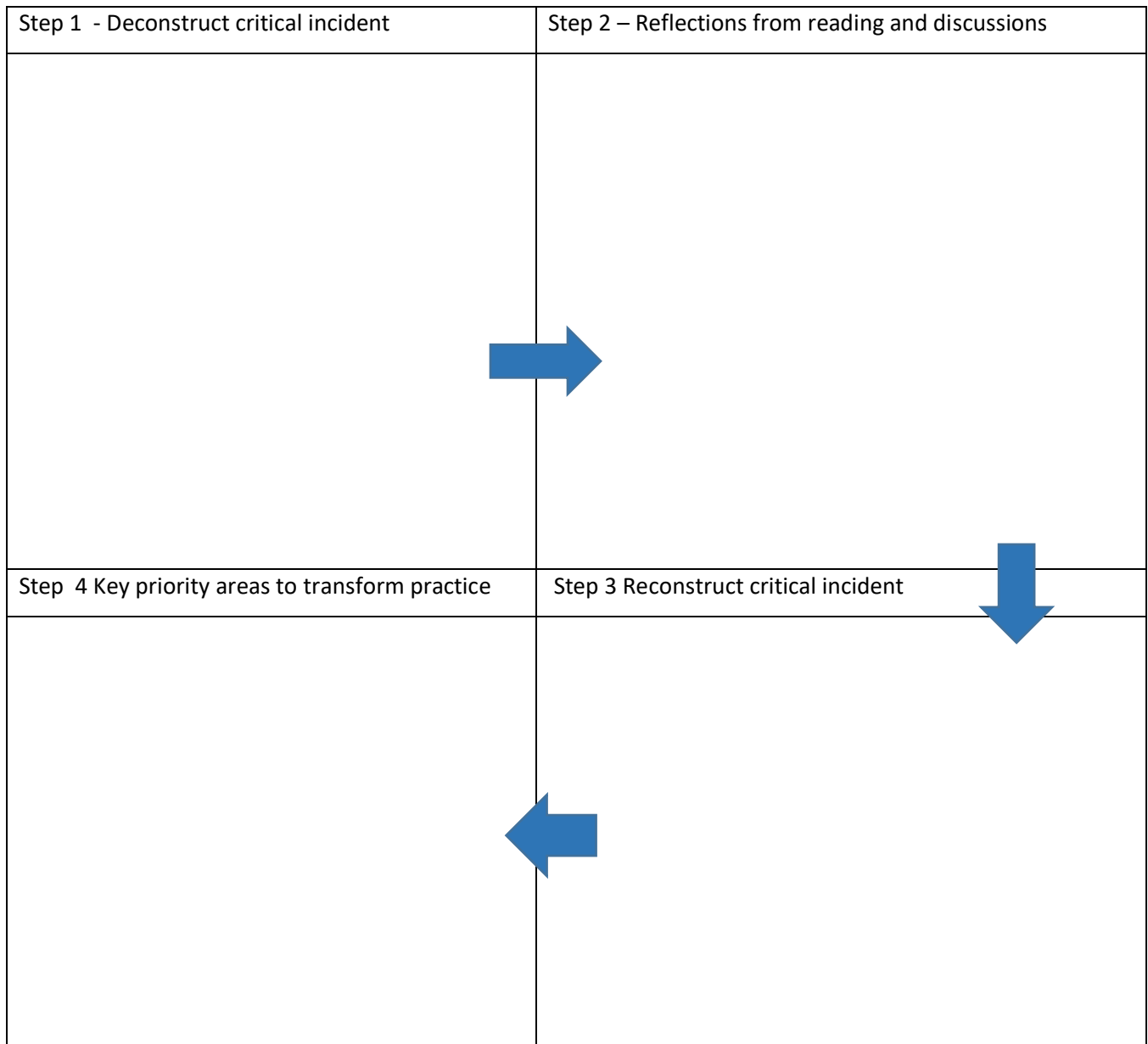
The model below which is an outcome of this research, has been developed as a tool to help student teachers to develop their reflective thinking when considering either an individual lesson/ critical incident or a sequence of lessons/ critical incidents. The model relies on the students engaging with their practice beyond a superficial level and exploring how different responses produce different results and why. The student may go through a number of iterations of the cycle for each critical incidence before reaching transformation.

Fig 5.5: Critical reflection for transformation model



A proforma for encouraging teachers to break down and consider their practice in this way has been created and can be seen in fig 5.5. The use of this model and proforma along with an understanding of the characteristics of the different levels of reflective writing and what they look like should encourage student and practising teachers to move beyond mastery of teaching strategies to full transformation of their practice.

Fig 5.6: Proforma for reflecting on critical incidents



5.7 Summary

A number of themes have developed through the research; the need for a structured triad of participants to support students' reflective development with clearly defined roles and definitions, the need for an ecology of reflection shared by all participants, a constructivist approach to reflection and mentoring which is collaborative not instructional. The need for a clear shared understanding of reflection and the importance of developing a reflective stance during training to ensure transformation and not mastery. The importance of using reflective journals to support a student's developing reflective ability so they do not rely on an instructional approach to becoming a teacher and become clones of their mentors/ tutors. The journals help to develop a reflective questioning stance to the students' teaching by forcing them to consider the factors beyond their everyday practice that impact upon their teaching. It is not necessary that the students complete a journal for every key incident but the ability to think and write critically and question their practice is the key to developing a pedagogy of transformation in the student teacher which will continue to develop over their teaching career.

Chapter 6 Conclusion

6.1 Introduction to the conclusion

This thesis has explored a number of fundamental issues around the use and development of reflection in ITE. The data has not only provided answers to the key questions but has also established other lines of enquiry around the use of reflection within ITE and how students, mentors and tutors perceive reflection and their role in fostering reflective practice. In principle it is acknowledged that reflective practice is part of what it means to be a good teacher. This research has revealed that the current circumstances in teacher education are undermining reflective practice and suggests that a reductionist approach to ITE is replacing reflective practice.

The key findings and outputs of this research are:

- This research has revealed a tension between a developmental reflective teacher education programme and evidence based training.
- It has shown the lack of a shared understanding of reflection and what it actually is amongst university tutors, school mentors and students.
- It has revealed the huge variation in the type and quality of mentoring of student teachers and how students are supported to become reflective practitioners.
- It has developed a framework for assessing reflective writing.
- It has developed models for supporting reflective thought in student teachers.

The findings which are the key contribution to knowledge in this thesis, are the lack of a shared understanding of reflection across a number of stakeholders involved in ITE and the growing tensions that exist between the developmental reflective approach to ITE and the evidence based reductionist stance.

The conclusion will draw together the findings in all of these areas and consider the extent to which the role of reflective practice has been eroded. It will also consider the scope of the research and its insights into trends within teacher education. The findings of this research are not an untypical example and could apply to other teacher education programmes to a greater or lesser extent.

6.2 The main conclusions

Over the past twenty years there has been a move towards making ITE more accountable. The introduction of the teaching standards and grading of student teachers has put the emphasis on measurable outcomes and has led to what might be described as a reductionist approach. This has led to a change to the way ITE is perceived by teacher educators and presented to student teachers.

This research initially set out to examine the use of reflective journals as a way of supporting students to develop as reflective practitioners. To that end a framework (table 3.2) for determining the level of reflective writing a student was reaching in their journals was developed. The framework was loosely based on the work of Hatton and Smith (1995) but was adapted from their research findings to be specific for journals written within ITE. Four levels of reflective writing were determined ranging from simple descriptive work through to writing which takes into account the wider elements of teaching. The four levels were descriptive, heavy narrative, self-questioning, meta-cognition and wider awareness (table 3.2, Chapter 3). While the framework has been developed to assess students' reflective writing it can also be used to discuss with students how to reflect and guide them in both their writing and oral reflection while on the course and once qualified. The framework becomes a basis for articulating the procedure to develop as a reflective practitioner.

The results of this aspect of the research show that ninety percent of the students improved the quality of their written reflections over the one year course but ninety-three percent of these only improved by one level. While on the course students considered the journals to be too time consuming and

acknowledged they would not have completed them if they had been optional. However, when reflecting back at the end they all acknowledged that they had helped them make sense of the principles and what was happening in their classroom, as well as helping them to think in a reflective way. The research therefore concludes that while not seen as a positive element during the course, the use of journals was appreciated by the students once they had qualified as they helped them to think reflectively about their practice.

The research also identified that there was a mismatch between how the tutor viewed the journals: as a developmental tool to develop critical reflection and help the students to improve their teaching and how the students viewed them: as an assessed piece of work which had to be completed. This different perception is a key consideration for the use of reflective journals and something that needs to be addressed through further research to consider how an assessed journal can have a dual role as an assessment and a reflective developmental tool.

One of the key findings of the research is a lack of a shared understanding across all the professionals involved as to what reflective practice is and how to support student teachers to become a reflective practitioner. Most surprising were the differences across the university tutors. They did not have a shared understanding of what reflection was: it ranged from a simple evaluation of lessons to a detailed puzzling of practice (chapter 4). There was also no consensus as to whose role or responsibility it was to prepare the students in becoming reflective. Additionally two of the three tutors did not see it as the role of the subject tutor to foster reflection at all. They believed that it was covered in the professional development part of the course so they did not need to address it. This is in direct opposition to the course aims found in the course handbook and on the university website, which champion reflective practice as a key pedagogy of all their ITE courses. However while it was championed in the course documentation there was no clear tutor CPD around what reflective practice is and each tutor was left to determine for themselves how to support it within their subject area. There is a mismatch between what is said and what is done. There needs to be a more developmental course

structure to encourage reflection across all aspects of the course if it is agreed that it is a core principle.

The research has used the MERID model of mentor characteristics as a base for drawing up a similar model to characterise tutors. Four different styles of teacher education tutors from a practice informed instructional approach at one extreme to a theory informed reflective approach at the other have been suggested (figure 5.3).

The practice-informed instructional tutor is almost like a super mentor, they put more credence on classroom practice than theory and pedagogy. The reflective theory-based tutor is much more like the traditional ITE tutors where the knowledge of theory informs the classroom practice. This is much more like the educational and reflective discourse of the early 1990's (Moore, 2004).

This is opposed to the instructional tutor who is a combination of the characteristics of teacher educators during the training discourse of the late 1990's and the current pragmatic discourse. There is therefore a need for tutors to explore their own practice and consider how they support the students to become confident when reflecting on their practice. This, along with the changes to the course focus to an evidence based approach means there is little expectation that the students reflect. This, in this institution, has led to an erosion of the practice of reflection in reality even though it still exists in course documentation. The model of tutor types suggested here lends itself to further research on a larger sample of tutors from a variety of different institutions to determine how solid the suggested categories are.

Not surprisingly this lack of a shared understanding was also evident when considering the mentors. They all agreed that their role was to help students become reflective practitioners but there was no agreement about how to do this. This lack of a shared understanding is maybe attributable to the lack of consistent mentor training across all the schools. The course documentation and mentor training materials do not clearly specify what reflective practice is, what it looks like in a student teacher and how to support its development.

Therefore it is to be expected that the mentors will not have a clear idea of what the university means when it uses the term reflective practitioner.

The structure of the lesson observation cycle and how to encourage students to think for themselves was very varied across the mentors along with the level of support the students received (chapter 4). The type and style of feedback ranged from a simple list of improvements explained by the mentor with little student engagement to a fully reflective developmental conversation where the student dominated the discussion. This variety in provision has prompted the development of a lesson observation cycle outlining how to support the student through the process from initial planning to the target setting at the end of the observation cycle (appendix 7). There was also significant variation in the type and quality of the mentor written feedback. The detailed analysis of four hundred lesson feedback forms found that many mentors wrote mainly positive and negative comments which were of little help to the student when considering how to improve their practice. The incidence of developmental comments was very variable with only a small number of mentors asking questions of the students to make them reflect upon their practice. The results point to a relationship between the number of developmental comments the student received in their written feedback and their final reflection level determined by the framework: the more developmental the comments the higher the student's final reflective level.

The results from the mentor data show a difference in practice between the more experienced mentors and those who are new to the role. Seventy-eight percent of the new mentors gave the students a list of improvements as a result of their feedback while eighty-seven percent of the experienced mentors instigated a reflective conversation led by the student. This difference could be the result of a lack of confidence in developmental target- setting due to both a lack of mentoring experience and confidence in their own ability as teaches. The results from the student questionnaires and interviews identified that the difference in mentor support and engagement was one of the most significant factors that had an impact on the progress the student teacher made.

In addition to suggesting tutor characteristics, this research also developed the work of Hennissen et al (2008) who identified in their MERID model, mentor characteristics. The model was adapted to fit the data from this research. The four different types of mentors are based on the type and style of written and oral feedback they give and how they support the student. This characterisation can be used when working with mentors to help them adopt a reflective approach to mentoring students. This research found that the type of mentor is critical in developing the student's ability to critically reflect upon their work both in the written and oral form.

This research identified that most of the mentors studied fell into the non-collaborative instructor and instructional collaborator categories. These mentors did not engage in fully reflective conversations and lacked developmental comments on the feedback forms (chapter 4). This points to the need in the institution involved in this research for a more comprehensive mentor training system so that the mentors understand the importance of the role and how much influence they have on the student teachers. It is also possible that there is a need generally for a more systematic approach to mentor training in ITE. These research findings also suggest that schools and the university need to give greater credit to mentors as they carry out a vital role.

It was discussed in chapter 4 that the introduction of mentor standards are seen nationally as a way of removing the wide disparities of practice which exist both within and across school and university partnerships. However they are vague and non-prescriptive. Some believe they have not gone far enough and should be measurable and accountable like the teaching standards. Others see them as a further attempt to make teacher education even more prescriptive, furthering the orthodoxy of evidence based training.

6.3 Trends within teacher education

The research adds to the knowledge on the current reductionist nature of ITE. It became clear as the research progressed that there was a growing tension across teacher education about how the profession was changing and

becoming exclusively an evidence-based training model linked to the teaching standards rather than an academic course with qualified teacher status (Lawes 2014). This erosion has been taking place over a period of time. The removal of any detailed study of the philosophy or sociology of teaching has been evident over the last two decades. There is an obvious conflict between what is prescribed content of ITE courses and the academics' desire to challenge the students to think beyond what happened in the classroom (Marshall 2014).

The research identifies, in chapter 4, that young teachers feel under pressure to continually improve their pupils' results and are held accountable for every child making progress. They feel they have little time or support to reflect upon or develop their practice (student four and thirteen). At one level it would seem that reflection is still a desirable attribute for teachers. The NQT's (Newly Qualified Teachers) interviewed all identified it as central to their practice but lacked the time to complete it effectively. The NQT's who were interviewed all identified time as the main problem. They all had large teaching loads. They taught for 80 percent of the working week leaving very little time for planning and marking, never mind reflection. The research shows that while they valued reflection and saw it as a way of improving their practice, they had little time to complete it. Three of the four reflected on the drive home from work. Only one (student nine) did it more formally and that was because her school insisted that as a NQT she kept a reflective account.

In a similar way ITE has also been subjected to the same accountability with the introduction of the teaching standards which the students have to provide evidence of achieving (Page, 2015). This research has shown most student teachers are very focused on the end result, achieving qualified teacher status and look for a formula they can apply to the course to allow them to achieve this. The collection of evidence for the eight standards and the drive to produce the required type and amount of evidence has led to the students having a very reductionist view of teacher education. Many believe that if they produce the required amount and type of evidence that will make them an outstanding teacher. Students often ask 'how many pieces of evidence do I need'. For them it is about quantity not quality and meeting the minimum standards

required to pass the course. Thus, we see a shift away from reflective practice as central to teacher development towards evidence based training.

This reductionist approach is at odds with the idea of supporting the students to become reflective practitioners which most ITE courses advocate as their underlying pedagogy. In order to develop as a reflective practitioner students need to be able to articulate what reflection is and how it helps them to develop. It was seen in this research, the lack of a shared understanding between university tutors, school mentors and the students make this very difficult.

Reflection is championed by the universities in their course documentation as the key to becoming an outstanding teacher. At the same time it is not consistently applied throughout the course structures or even within different subject disciplines within one course. The results of this research show the three tutors all have a contrasting view. Reflection is still seen by universities as a desirable attribute for a teacher to have but the support and guidance that student teachers receive can be seen as very variable and inconsistent. While the universities are seen to champion reflection, the evidence of this research questions how far it is embedded into the actual courses that champion it in their documentation. The results of this research suggest that reflection as a core element is almost impossible to achieve due to the tutors standpoint, the pressure for students to produce evidence and the perceived need for the universities to respond to ofsted to the letter rather than believing in their own principles. There is an argument that reflective practice has been eclipsed by evidence based training. In order to explore this there is a need for further research into the role of universities as we move into another era of ITE.

University education courses are again looking for a pedagogy that allows them to add something different to teacher education when compared to the school based route. Action research now seems to be replacing reflection as the key pedagogy that universities are championing. This is supported by the Carter review (2015) which advocates the role of action research as a key desirable outcome of teacher education. Furthermore, with the greater emphasis on the school based routes into teaching the role of reflective

practice is being diminished. Reflection is seen by the students (chapter 4) as nothing more than an evaluation of individual lessons. Action Research is a pedagogy that universities believe will make their courses unique rather like reflection in the past two decades. It is difficult for schools, due to workload and time constraints, to actively engage in research-based activities so universities are now championing this as what makes them unique and different. The paradox of this is that in order to complete effective action research there is a need to reflect first upon practice. The removal of reflective practice as a key pedagogy and its replacement by action research makes no sense as one is dependent on the other.

6.4 Limitations of the thesis

This thesis has explored through the grounded theory approach a number of interconnected questions around the role of reflection in ITE. The limitations are that the research was completed in one institution with its own guiding principles. The findings may be different if the same research were carried out in a different institution. In order for generalisations to be made the research would need to be expanded to include other PGCE courses across a number of different institutions. Further research might explore the need to include school-based routes to determine if there was a significant difference in the approach to reflective practice. The tutor interviews identified significant difference in the approach to reflection. However as only three tutors were interviewed in order for the suggested tutor descriptors to be used there is a need to increase the sample size to determine if the differences identified are consistent across a wider sample. It would also be helpful to look at how the tutors perceived their role in different institutions. The sample of students was a convenience sample, they were all studying the same subject, this may have an impact upon the results, a more varied sample from across different subject specialisms may have produced a wider range of outcomes. However this was not possible due to a limited number of students completing the reflective journals.

6.5 Implications of the research

This research has provided new insights into understanding of the role of reflection in ITE and the contradictions that exist around its use. The findings of the research will be of interest to initial teacher education practitioners and schools who work with ITE students, or manage Scitts themselves.

The framework for assessing reflective writing not only provides ITE practitioners with a workable framework for assessing reflective writing but is also useful as a tool for working with student teachers to help them to understand how to reflect upon their practice. Coupled with the model for reflection (figure 5.4, chapter 5) this helps ITE tutors to work with the student teachers to develop their ability to reflect. The research demonstrates that if the students get into the habit of reflecting early on in their course/ career they are more likely to continue to reflect throughout their career. The framework and model are a good tool to help them do this. This model and framework can be used by other institutions without the need to make any changes or developments to it. This could therefore make a significant contribution to ITE practice.

The school mentor has been identified as a key stakeholder in developing a student teacher's reflective stance. The research has shown that there are major inconsistencies in the style and effectiveness of mentoring and a lack of a shared understanding of what the purpose and value of the role is. The research suggests a structure that could be used by mentors to support student teachers especially in relation to the lesson observation and feedback session. This could be adopted by ITE partnerships to use with their student teachers. The research shows that there is a need for more consistent, focused mentor development and suggests the introduction of a mentor development programme which provides the mentors with a sound understanding of the different approaches to mentoring and gives them recognition for their role. This could be introduced into other institutions to support their mentor development programs. The research also identified a lack of any shared understanding of reflection among the ITE tutors, this is an

area for further research as only a small sample was included but the research suggests that ITE providers may need to train their academic staff in the use of reflection and how it can be supported in their university sessions.

6.6 Final conclusions

If teachers are to become truly reflective practitioners, assuming that reflection is still recognised as a fundamental attribute of a good teacher, there is a need for greater underpinning of the pedagogy in both the university taught courses and through the mentors when they are in school. The students need to have a shared understanding of what reflection is and how it is different to an evaluation. All professionals involved in teacher education need to have a shared understanding of what reflection is and how to support the students to become reflective practitioners. Even with the growth of action research as a new pedagogy there is still the need for teachers to be reflective so that they can engage in purposeful and effective action research.

Student teachers are supported in producing an evidence base to show they have achieved the teaching standards and given feedback by mentors and tutors linked to improving their practice. The evidence from this research suggests that the teacher's ability to reflect remains an important aspect of a teacher's professional development. Therefore, it is important to encourage reflective thought and a desire to enquire about the wider educational issues that impact upon the classroom. It is also important to encourage new teachers to explore their practice through a deconstruction and reconstruction process and understand how and why they make decisions about their practice. We should be sending thinking teachers out into the profession who have the drive to continually explore their practice through critical reflection. This can only be achieved if ITE courses champion a questioning, reflective approach to becoming a teacher.

Chapter 7 Reflections

This thesis has explored, through the grounded theory approach, a number of interconnected questions around the role of reflection in ITE. The limitations are that the research was completed in one institution with its own guiding principles. The findings may be different if the same research was carried out in a different institution. In order for generalisations to be made the research would need to be expanded to include other PGCE courses across a number of different institutions. There would also be the need to include school-based routes to determine if there was a significant difference in the approach to reflective practice.

The data collection program was all completed by one person, while this removes the issues of multiple interpretations of the data it does lead to the possibility that some issues were missed due to the mind-set of the researcher. The personal views of the researcher may be much more evident in the research, this also leads to the possible use of bias in how the data was interpreted. The role of an insider researcher can also produce limitations; as the research was based in the institution where I worked I had to be careful to ensure that the research did not impact negatively upon my day job.

7.2 Learning journey – methodological, ethical, professional and personal challenges

The initial desire to complete a PhD on reflective practice derived from my work as a lecturer in education running a PGCE secondary course. The initial idea developed through a number of stages as the research progressed. This reflection looks at the main challenges of the research and how they were addressed

7.3 Methodological challenges

The first methodological challenge was to decide which paradigm to locate the study in. A number of different paradigms were considered including case study, grounded theory and mixed methods. Each of the paradigms were

explored in detail. Initially it was thought the research was supported by a case study approach as it was located in one institution in one period of time and looked at one aspect of a course in detail (Thomas, 2011). The data collected was mainly qualitative although some transformation of data to statistics was used which fits with a case study approach. However on closer analysis it was decided that as most of the data collected was interpretive and the second round of data collected had evolved out of the first which was based on the production of constructs (Charmaz, 2000), this meant that the range of data collection was not always focused on one aspect (the case, the course) but a range of players in ITE development. Because the context of the student teachers were all different there would have been so many multiple cases that gathering effective data within each would have been impossible within the scope of the study. The next method that was considered was a mixed methods approach but it was felt that as the research was intuitive and relied on the formation of constructs the more rigid frame of a mixed methods approach would not be appropriate. The paradigm of grounded theory, after considering all the other possibilities, was the one that best explained the structure and development of the research.

The production of the constructs from which the framework was produced was challenging and time consuming. There were forty written journals each of five thousand words that were read, coded and then reread. The framework evolved after the first reading and the broad constructs had been identified but then was reviewed over two more readings of the written journals. It took three readings and construct development to produce a final framework to apply to the journals. Initially the data collection program was tightly bound around the written journals and the student's perceptions of them, however the questionnaire and semi-structured interviews that were initially developed to help triangulate the written data raised a number of other key questions especially around the role of the mentor. This led to a second wave of data collection which in turn led to the development of more constructs and coding around the mentors' written feedback. The interviews of the students, mentors and tutors were difficult to organise, especially the four students as they had now started working as teachers in school and finding a time to interview them

when they had such busy days was challenging, especially as two of them were no longer working in the local area.

The data collection had to be carried out in a tight timeframe as the students were on a one year course. This meant that as the research evolved and changed slightly over the year there was a need to make sure that all aspects of the data collection had been covered within the timeframe as collecting extra data once the course had finished was not an option. This was very challenging as there was a need to be confident in the research design. It was also important that the initial analysis especially of the semi structured interviews, was completed during the year the students were on the course as the findings would influence the direction any further data collection would take. This was very difficult as time was short. The way in which the semi structured interviews were conducted helped to address this problem, as the initial responses were written by the students and then added to during the interview, so the identification of any trends in the answers were more apparent. This also removed the need to transcribe 40 interviews which would have been too time consuming. It was important to interview the mentors during the same year while their focus was still on the student that was included in the research. This added further time pressure to the research. Fortunately, there was a mentor development session planned for the end of the academic year and the mentor interviews were completed during this time. This ensured that the interviews were done within the same academic year as the student data was collected.

7.4 Ethical challenges

Ethically this was a challenging piece of research because of my relationship with the participants both the students, mentors and tutors. I was the students' course tutor and the one who graded them and wrote their references, this therefore put me in a position of power over them. I had to be very careful to make sure that my own opinions and ideas were not forced upon the students. Because I had a very close professional relationship with them I felt that they could contradict me and question what I was suggesting. This was something

I tried to foster in my taught sessions however I had to be mindful that they may be trying to please me and give me what they thought I wanted. This was countered by the fact that all the data that was collected was part of the normal course requirement. They already completed journals as part of their assessed work and the semi structured interviews and questionnaires were used within the course at each review point. The lesson observations were part of the normal course program as were the lesson feedback sheets that were analysed. Therefore the impact upon the student was limited as it did not require any extra time or work on their part. The mentors all agreed to be part of the research and were happy to have their lesson feedback sessions analysed. My relationship with the tutors was more difficult. I had worked with them for over seven years and had a good idea what their position would be prior to interviewing them. I struggled at times to disassociate myself from the process and remain impartial to the comments they were making. I decided to have a very structured set of questions so as to remove any impartiality and preconceived ideas about their standpoint.

Insider research is always challenging as you have to juggle your role as a researcher with your role as an employee. I found that as my understanding of reflection grew it was very difficult not to criticise and challenge the practices in my institution especially around their evidence-based approach which was completely at odds with the findings of my research. I struggled with the realisation that my research was not seen as significant or interesting by my managers as it questioned their ideas and policy and to acknowledge the findings would require a change in how the course and mentor development was approached. I initially dealt with this by not expressing my ideas or opinions as that was the expectation of the managers however I found this difficult and stifling to my development as an academic. I eventually acknowledged to myself that nothing was going to change and if I was not happy with the direction the institution was pursuing, I needed to look for another post. This led to me finally leaving my employment and moving to work with a different institution that was more forward thinking and open to exploring different ideas.

7.5 Personal and professional challenges

Personally my PhD learning journey has been a fraught one. I really enjoyed the initial reading and preparatory work which led up to my Upgrade as I felt that I was really learning and developing as an academic and was becoming much more knowledgeable about ITE and reflection which had a positive impact on my work. In my previous job I had a very heavy teaching and visit timetable so finding any time to work on my research was very challenging. Most writing and thinking was completed in short bursts either before or after work or at the weekends and in the holidays. This in itself is very challenging as I had to reacquaint myself with what I was writing every time I started again. To try and counter this I made a short verbal recording at the end of each period of working on the research which I listened to before I restarted, this really helped me to get back into my thought process more quickly than spending the whole time rereading my work again and again and not really making any progress which was my initial approach.

Trying to balance work, the PhD and home life was very challenging, I developed the ability to focus on what needed doing and set myself strict timescales for completing the data analysis and write up. I became quite stressed if any of these deadlines slipped due to pressures of work or home and sometimes found it difficult to prioritise. The stress then led to a writing block which slowed my progress further, I would find myself panicking about not meeting my self-imposed deadlines as the day job demanded more time than I had anticipated. Setting targets then constantly having to reset them was very discouraging and impacted upon my progress.

The arrival of ofsted at work half way through the research had a negative impact on the progress I made during that particular year with little being accomplished during the run up to and during the inspection.

Another aspect of the research that I found difficult was believing that what I had to say was of any significance or that I had the right to criticise or challenge what other academics had written. It took a long time for me to develop a confident writing style and even now I struggle with the belief that my research

is of any significance to anyone apart from myself. Producing a master's module around mentoring and coaching did help me to realise how much expertise I now had in this area and has increased my confidence to talk about my ideas and beliefs especially as this is encouraged in the institution I now work for.

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Appendix 1: PGCE timeline

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Taught input on reflection	Whole course lecture on reflection Subject sessions exploring how to write reflectively	Subject taught sessions incorporating reflective tasks. Subject taught session exploring how to write a reflective journal				End February start March 3weeks in university. Subject sessions concentrate on reflection and moving practice forward				
School placements and teaching percentages	First F week school placement. First month observation then gradually build up teaching to 50% by the end of the placement						Second S week school placement First 2 weeks observation then 50% teaching raising to 75% by end of placement			
Review points and evidence base completion		Early report in school		Review 1 completed First reflective evidence base completed		Review 2 end of first placement Reflective evidence base built upon		Review 3. Reflective evidence base built upon		Review 4. Awarding of final QTS grade. Submission of completed reflective evidence base

Lesson observation and feedback		Weekly observations and reflective feedback conversations completed by school mentors	Weekly mentor observations and feedback University tutor observation and reflective feedback	Weekly observations and reflective feedback conversations completed by school mentors	Weekly observations and reflective feedback conversations completed by school mentors University tutor observation and reflective feedback	Weekly observations and reflective feedback conversations completed by school mentors	Weekly observations and reflective feedback conversations completed by school mentors University tutor observation and reflective feedback	Weekly observations and reflective feedback conversations completed by school mentors	Weekly observations and reflective feedback conversations completed by school mentors University tutor observation and reflective feedback
Reflective journal writing		2 initial journals written for tutor and peer assessment to help build student confidence in writing reflective journals		First placement reflective journals written		Second placement reflective journals written			
Assignment			First assignment on the student's philosophy of teaching due		First placement journals submitted			Second placement journals and meta reflections submitted	

Appendix 2: Ethics clearance form

Ms Hazel Croft
Faculty of Children & Learning
Dean of Faculty: Professor Richard Andrews

Tel +44 (0)20 7612 6511
Fax +44 (0)20 7612 6177
Email h.croft@ioe.ac.uk



Leading education
and social research
Institute of Education
University of London

20 Bedford Way
London WC1H 0AL
Tel +44 (0)20 7612 6000
Fax +44 (0)20 7612 6126
Email info@ioe.ac.uk
www.ioe.ac.uk

Ms Helen Gadsby



28 November 2012

Dear Ms Gadsby

Ethics approval

Project title: To what extent is reflection a key component of Initial Teacher Education?

I am pleased to formally confirm that ethics approval has been granted by the Institute of Education for the above research project. This approval is effective from 26 November 2012.

I wish you every success with this project.

Yours sincerely



+++++

Hazel Croft
Research Student Administrator
On behalf of the Faculty of Children & Learning Research Ethics Committee

cc: Shirley Lawes
IOE Research Ethics office

Appendix 3: Example of ethics information sheet Student



Leading education
and social research
Institute of Education
University of London

To what extent is reflection a key component of initial Teacher Education?

A PhD research project

December 2013- July 2014

Information for PGCE students

Please will you help with my research?

My name is Helen Gadsby

I am completing my PhD at the Institute of Education London and am a lecturer in teacher education at Liverpool Hope University.

This leaflet tells you about my research.

I hope the leaflet will also be useful, and I would be pleased to answer any questions you have.

Why is this research being done?

The research is for my PhD. The topic is to look at the development of reflective practice within teacher education and how far PGCE students can be supported through the use of reflective journals to become reflective practitioners.

Who will be in the project?

The research participants will be made up of PGCE students, school mentors and university lecturers. Participation will be voluntary by invitation and involve up to 21 students 10 mentors and 5 university lecturers.

What will happen during the research?

The research will be linked to the PGCE course and data will be collected at the first 3 review points and during lesson observations in partnership schools. No extra time commitment is required from the participants above the normal course requirement. Data will also be collected from your reflective journal assignments.

What questions will be asked?

How do you reflect?

How does reflection inform your decisions?

Has your reflective writing developed through the use of reflective journals?

How helpful were the university sessions/ feedback in helping you to write reflectively?

How does your mentor help you to reflect on your teaching?

What will happen to you if you take part?

At each review point interview notes will be made around your reflective practice and how you are developing as a reflective practitioner. Your reflective journals will be analysed to determine your level of reflection

at various points during the course, and reflection will form a focus of your lesson observation feedback sessions.

If you agree, I will make notes of the review interviews and pass them to you to read and agree/ change. I am not looking for right or wrong answers, only for what everyone really thinks.

Could there be problems for you if you take part?

I hope you will enjoy talking to me. Some people may feel upset when talking about some topics. If they want to stop talking, we will stop.

If you have any problems with the project, please tell me by email gadsbyh@hope.ac.uk.

Will doing the research help you?

I hope you will enjoy helping me. The research will mainly collect ideas to help students in the future by determining the place of reflection within the PGCE course. It will also make you more aware of how reflective you are and help you develop strategies to develop your reflective ability.

Who will know that you have been in the research?

No one apart from me will know of your direct involvement. I will not tell them or anyone else what you tell me unless I think someone might be hurt. If so, I will talk to you first about the best thing to do.

I will keep tapes and notes in a safe place, and will change all the names in my reports – and the name of the university – so that no one knows who said what.

Do you have to take part?

You decide if you want to take part and, even if you say 'yes', you can drop out at any time or say that you don't want to answer some questions.

You can tell me that you will take part by signing the consent form.

Will you know about the research results?

I will send you a short report.

Who is funding the research?

A combination of me and Liverpool Hope University who are paying some of my course fees.

The project has been reviewed by the Faculty Research Ethics Committee.

Thank you for reading this leaflet.

Helen Gadsby

Lecturer in education

Liverpool Hope University

Email gadsbyh@hope.ac.uk

Appendix 4 Example of coding of extant text.

Assignment 2

Meta reflection

Name: [REDACTED]	Review 1	Date: 15/12/12
Focus - Assessment		
What were your initial/ starting thoughts on this topic?		
<p>I highly value the importance of assessment as I believe it is imperative in ensuring the needs of each student are met, in providing the student with a clear demonstration of their achievements, progress and emerging strengths and weaknesses. This has made me eager to begin to utilise assessment, initially I was daunted by the prospect of holding that responsibility and was concerned that I might struggle to mark work in a fair and consistent manner. I was worried at the prospect of formulating my own assessments, both formative and summative, as I am aware that a poorly constructed task could produce misleading results and create stress and confusion for the student.</p>		
What questions have you been prompted to ask?		
<p>To address my concerns over fair marking I have requested guidance from all members of staff within my department and received detailed guidance on how to give feedback. Following this I questioned how fairness is ensured and so attended a staff meeting in which KS3 and KS4 assessments were cross examined by the other teachers. I was able to submit examples of my own marking for analysis and was assured that I had succeeded in meeting the department standards. The majority of classes at my placement school are mixed ability but within each year group there is a small teaching group of low ability students. Having focussed on mixed ability assessment I have begun to turn my attention to low ability assessments and the level of extra support provided, including within foundation level GCSE and A Level examinations. By gaining a more detailed understanding of the assessment requirements I may be able to improve my planning and delivery of differentiated resources.</p>		
How will what you have learnt so far impact on the next stage of your training?		
<p>I have been able to gain confidence in the marking of assessments and classwork and have developed my understanding of how to provide effective feedback. I will now be able to increase my involvement in these areas, and will concentrate in the application of assessment techniques within the classroom to monitor student progress more carefully (Capel, Leask and Turner, 1999). I find assessment of low ability classes work challenging as the expectations and feedback must be differentiated accordingly, but my experience with mixed ability assessments has been encouraging. I will now aim to assist in marking and feedback of year 10 foundation tier work so that I can develop the standard of the feedback I provide and I will continue to work with all teachers in the assessment of KS3 work so that I can ensure that I continue to give accurate grades.</p>		

Meta reflection review 3

Name: [REDACTED]	Review 3	Date: 18/05/13
Focus - Assessment		
How have your perspectives on the issue changed since the last review?		
<p>Constant formative assessment has played an increased role in the provision of differentiation, although I find summative assessment useful in reaching this goal, I find that it can be too vague and does not identify the level of confidence a student may have because it is taken out of the context of the classroom. I have found peer assessment continues to be useful with KS4 and 5, but now has a prevalent role in my work with Year 9 who can struggle to reflect on their own work, but when given assessment criteria and the opportunity to improve their work after scrutinising each other's work have shown marked improvements (Black and William, 1998). Working with Forest Schools has highlighted to me the benefit to students' self-esteem of being able to strive towards an appropriately challenging assessment as this group will complete the CoPE (ASDAN, 2012) in place of more academic pursuits.</p>		
What new questions have you been prompted to ask and why?		
<p>I have called into question the strategy of allowing mixed ability classes in Year 7 as I have found the level of differentiation required is impractical and can result in the teacher being stretched too thin to be able to challenge and develop every student in every lesson; and although this is an idealistic goal it is one worth striving for. Assessment results from primary school could be used to indicate key skills in numeracy and literacy and groups could be initially divided accordingly. I also question the rigidity of the groups and would like to see students moved at the start of the second term of Year 7 if the need for greater support or challenge became apparent through a variety of assessments. This reduces the likelihood of students becoming disengaged in this formative year of secondary education and could affect their development. As discussed by Black and William (1998), formative assessment can be effective in raising the average progress achieved by a class, but produces smaller improvements in the achievements of higher ability students than for the lower ability students within a class. This suggests that ability set groups would be more effective than mixed groups if implemented in Year 7; this is a theory that I am keen to research and make a focus of observations.</p>		
What impact has your research on the topic had on your teaching (give examples)?		
<p>I have implemented assessments with much more varied requirements as my teaching has progressed. For example, with both Year 7 and Year 8 I have used geographical investigations over several lessons to assess in detail to highlight requirements and attainments across a wider range of skills. This has helped me to identify learning styles using Howard Gardner's theory of multiple intelligences (2006) as a guide and use this information to provide suitable resources and activities. For example, 9b4 have demonstrated positive responses to auditory resources and produce high standards of creative writing pieces, in contrast to 9a3 who benefit predominantly from visual resources and generally struggle to extract information from auditory resources; this was particularly evident when studying malaria using a Makutano Junction video resource.</p>		

Appendix 5: Examples of data collected

A5.1 Example of transcript of interview with tutor: Tutor 1

Can I thank you very much for agreeing to do this interview if at any time you wish to stop the interview please just press the stop button on the recorder

Ok thank you

At the end of the interview later on it will be transcribed and you will receive a copy of the transcript for you to agree and make any changes you may wish to make

Oh ok

So my first question is can you please describe for me your job and your role

I'm a teacher educator so my role I'm involved in initial teacher education of student teachers from the BA QTS programme which currently is a four year programme and one year PGCE primary and secondary programmes my subject area is religious education so I do an awful lot of that but I also have previously though I am not currently contributing to the professional studies side of their learning and of course along with the role here in the university I am involved in schools supporting and monitoring student teacher progress and QA'ing the placements of students in their contexts. I think that describes my role.

Thank you so I would like to ask you about your guiding principles with regard to teacher education, what they are and where they come from?

My guiding principles, I think, one of the key things that is really important that is while we have a range of external drives that effect what we are required to do on courses and while they are important and we have to meet them I don't feel that that totally encompasses what it means to be a good teacher, so while obviously that is a large part of my work, the OFSTED, what the DFE says what the teacher standards say all those kinds of things I do think that there is

a range of, of roles of the teacher that go beyond that and go beyond the subject knowledge of the student teacher, of the curriculum areas they are going to teach, so my guiding principles are in those kind of hidden areas if you like so while yes I will conform to that which OFSTED, DFE and the priorities of the university require my interests lie in those other areas, so for me things like how do we prepare teachers for the ethical role of their practice? Is an important one. How do we support student teachers in understanding their role beyond their curriculum area? So that ethical side I would say is very important, I would say the reflective side of their practice – how they reflect on their practice in order to develop their practice because the way that I see things is that I think as a newly qualified teachers very few NQT's get any kind of CPD beyond induction and so if an NQT is to be self-sustaining in their practice there only CPD really is their own thoughtful reflective consideration of what they are doing and how they are doing it and whether it's going well or whether it's going badly that becomes an important part of it. So the ethical role of their practice, the their capacity to reflect and then I think there is something about the teacher identity and how so many students struggle with the idea that the teacher and personal identity, the professional and personal identity through how they are expected to behave both through the standards and explicitly said in the standards about the personal and professional how they come to terms with their understanding of who they are in their own identity which encompasses their personal and professional identity. So I'd say my guiding principles are all those things that we have to do to conform with the things that are less obvious I would say are those three things ethics, reflection and identity.

And so in terms of identity how do you think that we within a university help them to develop that identity?

I don't think there are any formal routes within the university that support with that. I think that here at this university that we have a particular management driven idea of what a ethical teacher looks like, and I'm trying not to use key words here but I think that that is contrived and I don't think it's a true desire to get to the bottom of the complexity and the tensions of what it means to be

a teacher. A lot of what we do in teacher education has been reduced a tick box criteria whether that's teaching standards or whether that this idea of the ethical teacher I think things are reduced, I don't think we have formal processes to support new teachers in getting to grips with their new identity and how that presents them with a complexity of consideration of their role both in school and outside of school. How I do it as an individual teacher educator is that I regularly bring up issues surrounding identity and ethical issues into my subject sessions and professional studies sessions if I am involved in them so some of my key questions with my student teachers is what type of teacher do you want to be and who is that teachers in relation to how you see yourself as a person and what makes you vulnerable within that and what are the barriers to becoming the teacher you want to be and how do we work through those to pursue the idea of the teacher identity. I hope that make sense

It does make sense yes. I interested in that idea of this reductionist way of looking at things and how far that reductionist attitude comes through to the students as well and whether the way in which we teach has an impact on how they view what they need to do in order to become outstanding practitioners

I think it's a real problem I wouldn't necessarily say it's how we teach because personally and I can only speak from a personal perspective personally I think most of the time I am very conscious of it and I'm very honest with the student teachers I talk about – we talk about what we have to do to conform and then what the bigger questions are in relation to those I think they are very well aware that things are reduced to being able to supply evidence in whatever from that meets the criteria of the standards that then will identify them as competent or not and I think that that idea of the tick box competence model is very problematic. We are encouraging a very technical route to being a teacher and I think that is one of the problems of the school direct and the teach first route is it reduces it to the tick box mentality you are a technician rather than a thoughtful teacher. There is not space within that for any kind of creative subversion or even recognising that one is allowed to question the reductionist nature of what teacher education has become. I think student

teachers are very well aware of it and how to play the game and they play the game very well because we teach them how to play the game very well. I would like to think that while we have to do that as it is the nature of the external drivers and the internal drivers of the institution I would like to think that I without blowing my own trumpet that I created the opportunity for a wider understanding beyond that technical approach. I think that's personal

Do you think that one of the areas that you were talking about a little while ago was about reflection being another one of your guiding principles, you had the ethics and the reflection? How far do you think in a reductionist teacher education time reflection is actually embedded into our courses and is actually used to help develop the students into very good reflective practitioners?

I think (controversial) I think if you looked at the curriculum mapping and you asked people higher up the food chain than me I think there would be an understanding that it is embedded and that it is considered an important thing because its things like you would find it on a professional studies lecture programme and you would find it within the seminar programme and you would be pointed to the way student teacher reflect on their teaching lesson by lesson or week by week so I think you would be directed to what could be seen as very solid examples and I think we go back to our earlier conversation about the tick box competence idea. My question would be do student teachers truly reflect upon the complexity of the classroom and their role in it and their relationship with pupils within it and what learning looks like as a result of that or do student teachers know that they have to produce a reflective log every week and there is a sheet of paper and it's got boxes in it and they write in it because that's one of their jobs on the to do list for the week. Now there may be some who engage with that at a very high level with great depth and consideration but I think given the amount of paperwork activity student teachers are now asked to do I think it's become a paperwork activity and is not seen as purposeful and valuable for the student teacher in themselves in terms of investing in their own practice and in terms of investing in their own future.

That's really interesting, o how can we as lectures who are supporting how can we model what we do to help these students think in a more reflective way in what we do in our taught sessions.

I think in the first instance we need to ensure that teacher educators are confident in being reflective themselves you know we talk about student teachers having a very tick boxy life I think that is becoming exactly what teacher education is about so I don't think that unless reflective practice is something that you think is important yourself, it don't think that that would necessarily appear in some areas. So again thinking of me personally how do I model this I think I regularly – you see I like how Russell and Mumby who talk about puzzling, I like this idea of puzzling rather than problematizing so I do encourage student teacher to puzzle and I do that in a range of way one of them is that I raise the puzzle during sessions so whether that's (I trying to think of an example) something that come up in reading or some academic preparation that we have done or in something that a student teacher has brought into the classroom then we might puzzle over that as a group and try and draw out what we think are key influencing factors and how that connects to anything that we maybe have read or seen other people do in practice and then were then our understanding sits as a result of that s. So we do that quite a lot, how else do we do it in the sessions? I think that I while the course of teaching and learning a lot of questions are asked I do also ask a lot of rhetorical questions and then use examples from previous practice and previous students to offer a perspective and I wouldn't be offering that as the perspective as the right or the wrong but offer that as maybe the kind of perspective almost in a case study kind of way and then puzzle over that as a way of doing it.so they would be the key ways. For me personally as a teacher educator I would say its bouncing things off other colleagues in informal conversations and I think at times when we share planning the opportunity that arises as part of that shared planning and how that could be progressed on and what it meant to different groups of students and what that therefore tells us and how it can effect the next line of planning I think that's possibly a process that we go through too.

And do you think that all of your colleagues have share a similar outlook towards reflection, ethics and the pedagogies that you feel are important to you?

I mean I don't know what's in other people's heads so I can't say whether yes they do or no they don't. I would say that we probably each have very different priorities and I don't think that there are many who share my priorities, I think there are a few and I think they are the ones that you bounce the ideas off but I wouldn't say that reflective practice is particularly present in how we go about mapping the curriculum or how we talk about our engagement with students and what interests, motivates, engages them and how we might build on that. No I don't think it is I think we have become OFSTED driven – externally driven we haven't reflected on our reflection to be honest we haven't reflected upon what is important to us so any kind of revision to curriculum maps that go on its not started from an underpinning principle say for example reflective practice or the ethical teacher or teacher identity its underpinned by the practicalities of these are the external requirements how will we organise them in the time available and I think that is sadly lacking because it's like that I'm digressing here but you know when a student teacher teaches a lesson and you know that the lesson has been planned by the activity and not by the objectives and I think that where we have got to is that curriculum planning happened because these blocks need to go into these periods of time rather than saying what do we want student teachers to become. What are the underlying things that we want student teachers to engage with and then from that build a curriculum that engages with what we think is fundamentally important, and while Ofsted is very important I don't think that the responsive nature of OFSTED to the wider world which is why we have preparing for modern Britain and all those kind of things I don't think that reactive nature is necessarily a good basis for preparing teachers who are going to be long service teachers rather than short service teachers and I've got nothing to base that on rather than my experience of how I think teachers should be educated.

I think that's an interesting point and one of the things that has come out in the reading that I've been doing is that there has been a suggestion that reflective practice has been taken on the band wagon and is almost now replacing the old pedagogies and the old theoretical that we actually had and has now replaced the whole need for other knowledge. Do you think that's true within your institution?

If we think about concepts of knowledge all that stuff about craft knowledge , propositional knowledge, personal knowledge you know concepts of what knowledge is I think we have completely lost track of that I think that what is interesting from the literature what you are suggesting I think a type of reflective practice has replaced a theoretical underpinning of knowledge and what knowledge is needed to be a teacher but I think that version of reflective practice is not what I would understand reflective practice to be so we go back to the here's a box to fill in write about the practice put it in a file put a standard on it and then it can be seen as a contribution to achieving that standard.

So that leads us into my last question as to your definition of reflective practice

My definition of reflective practice I haven't got a neat sentence or anything like that but the things that strike me with regards to reflective practice is that I would say that reflective practice isn't outcome focused so I wouldn't want student teachers to be thinking it was about a process that lead to an answer that one could apply across their experience from that point on so I don't think its outcome driven its process driven I think it's the nature of the process of a reflective conversation either with oneself or with somebody else that enables that puzzling to bring about deeper thinking about the complexities of what it means to be a teacher in relation to children and young people and I think that it's an ongoing and cyclical process that it's not a (I'm starting to reflect now) linear thing I would say that it's a cyclical kind of spiralling deepening and widening of what the classroom means in all its complexity. So with all those variables, the pupils as variables every hour on the hour the community of practices to which that student teacher belongs, maybe their peers, the complexity of relationship with mentors and leaders in the school community their understanding of themselves as teachers and their identity, so I would

say how would I define it it's the process not the product, it's not linear it's the spiral and circular but within that we need to avoid the naval gazing, such an internal gaze that it's not thought that reflective practice is all about internal reflection but that there needs to be other things that feed into that whether that's people or reading or whether its observation of others peoples practice, or conversation or whatever I think it can be destructive if it's totally internal and it doesn't involve anybody else and it only problematizes. So puzzling, process not product and spiral.

A5.2: Example of transcript of interview with student post course: Student 15

Interviewer: OK, I'm not going to use your name at any point so it all stays completely separate so nobody knows who it is, so thank you for agreeing to be interviewed. I'm taping the interview, and a transcript of the interview will be returned to you for your approval. The data will only be used as part of my PhD research and no names or identifying information will be used at any point. I'd like to remind you as well that you are free to withdraw from the process at any point – during the interview or at a later date if you wish to.

OK, so as you know, the research I am doing is looking at reflection in initial teacher training, so I've just got a few questions to ask you based on what you did on your teacher training course and how you feel, sort of, that helped you, or not, develop as an effective practitioner.

So first of all, I'd like to ask you, whilst you were on the PGCE course, you completed a number of reflective journals, as part of your second assignment. How useful do you think those journals actually were in helping you to reflect over what was going on in school and how you were making progress?

Interviewee: I think it's always important to reflect, and it's good to have that time just set aside to reflect over certain aspects, erm, especially when you're going through hard times, you think 'why did this certain thing go so bad?' or why did I, well, I suppose more I do question why things went bad rather than why things went good. (Mmm) I think there's more, you know, it, it gnaws away with things like; 'Why did that child just gone the way he did in class?'. You know, you never ask, you know well these kids did really well, they enjoyed that lesson. That's closed off, (Yeah) that's like blocked off as a wall, that's done. You don't need to address

that. It's more reflecting on the bad side, and what went wrong, things like, particularly behaviour management as well and things like why; why would I have dealt with that situation differently, or why did that child not get that piece of coursework in the lesson, (Mmm) things like that.

Interviewer: So in many ways you're saying that the journals were – they more helped you in what might not have gone right and how to then put that right (*Yeah*), rather than, what was the group practice (*Yeah*) and how to then build upon that (*Yeah*). Interesting, yeah.

Did the fact that they were part of the assessed course, did that have an impact on how you viewed them also what you wrote in them and how you wrote it?

Interviewee: I did take them a lot more seriously, and obviously, I treated them more academically than I suppose, rather than more informally where you just say; 'Oh that was, you know, that was rubbish, that I shouldn't have done that' (Laughs) [inaudible] you see them more [mumbles] I can't even put my words together – philosophical way (Yeah). You think; 'OK let's look at this analytically, why did this not work, why did a certain lesson go badly? What was it?' Right OK, maybe it was Friday, last lesson, you know, it was raining, the wind was up (Mmm), maybe that could have affected the kids. Maybe I was a bit tired, maybe you know, certain lessons have taken a lot of energy out of me, or maybe the lesson structure was wrong. Maybe the way I dressed – to certain pupils was wrong, er, things like that, but yeah, I think it definitely; you respond more academically and you look at things a lot more clearly. You take it a lot more serious 'cause you know this, this counts (Laughs) towards something.

Interviewer: [Laughs] Do you think if it hadn't been a course requirement, if it hadn't been assessed, would you have kept a reflective journal?

Interviewee: I, I don't think I would have really, if I'm perfectly, I probably, I would have like, you know, certainly looked at why I went wrong at certain lessons and things like that, and maybe highlighted a few things from time to time, but I, I wouldn't have took the time out to sit down for a good, you know, so many-odd hours, (Laughs) in the library, thinking why have I done that wrong, how can improve on that, what techniques can be done to improve on that. So yeah, I think I did, I probably would have taken it a lot more seriously because it was... [inaudible]

Interviewer: So do you actually think then that, do you think the fact that we made you do them, did that actually help? Or would it have been just as good if you'd just evaluated at the end of your lessons, without having to go through the formal process of writing it all down and recording it, and submitting it?

Interviewee: No, I think it certainly did help, actually, I mean, I look back and I think, 'Eugh, that was eugh (Laughs) those journals, those journals, but erm, I think it really did help actually, 'cause it's not just writing it down, you're reflecting within yourself, but also talking to other people (Mmm), what they viewed, and what techniques they've used and then you learn that. Oh, hold on there was this certain er author or philosopher in this sort of academic writing, (Yeah) he's been doing this and that's what where you find like, similar techniques with him, your own teaching thing, but I have been doing that all along, (Mmm) so that is like a common theme. And it makes you feel, it does actually make you feel a bit more secure like 'Oh I am doing this right, I am doing certain things right.' and (Yeah) it does build up your confidence, and knowing different techniques is all good as well.

Interviewer: So, if I understand you rightly, what you're saying is that if you didn't, if you hadn't done the journals, you probably wouldn't have gone an looked at the academic (No) reading around what you

were doing, which might therefore have meant that, you were more limited (Mmm) in how you actually dealt with situations?

Interviewee: Yes, I'd say so yeah.

Interviewer: So can I ask you, how do you reflect now?

Interviewee: Erm [...] probably down the pub (Laughs) over a few drinks. Er, no, er, um I, er it goes on all the time, without you even knowing (Mmm) really. I mean there will be certain times after a lesson when you just huff and puff and thing 'Argh', that, that was, I need to work on that class (Mmm) or, I mean, today I've been marking, like er, because we've just had exams, so I've been marking certain classes and I think, marking like GCSE with A-level and looking at my Key Stage Three and thinking maybe I've been neglecting my Key Stage Three a bit, and focusing a bit too much on Key Stage Four (Mmm) and Key Stage Five. Maybe I should, you know, build in something more, start looking after them, then caring for them a bit more. Erm, but yeah, I think reflection goes on really day to day without you really knowing, Subconsciously, you think (Yeah) how could that have been improved – though that went well, that's a little, mini triumph I've worked on that class today, and that's done well.

Interviewer: And do you think that one of the reasons why you now do that, is because of the way you were trained when you were doing you PGCE? Or do you think that would have just come naturally anyway?

Interviewee: I would certainly say so, yeah. I'd say our lesson was reflection (Laughs) now. I won't say it. But that, that we got it drilled into us and I think the only way you can improve (Mmm) is that you do reflect. I mean some aspects are natural, but there are other ways where you can tackle it a bit more professionally, a bit more academic, and you CAN get a lot out of it.

Interviewer: Mmm. Lovely. And how else do you think the course supported you to develop as a reflective practitioner, apart from, sort of, the journals.

Interviewee: Er [...] I suppose, er, at social events. Particularly, the, well, I went on a trip to Poland, I mean sitting with other people and discussing (Mmm) how to plan a lesson, and er, well getting their views on; 'Er, hold on, this is wrong, this could be improved on'. And also there was the seminars, where we had discussions, and talked over things, and, you know. It's basically like er, a AA meeting; 'Hi, I'm er so-and-so (Mmm) er {Both laugh}, I have this problem (Laughs)' and then the group goes 'Hiya, you alright? – This is how you can work on it, I done this technique.' And you know there's ways of reflecting and working together and you know, social groupings. (Mmm) I think that was really good to learn how other people had dealt with it, and then take that away, and think, 'OK maybe I'll have a go at at that', and reflect on it yourself.

Interviewer: So do you think that there should be more formal structure within the course to allow those sorts of conversations and interactions to take place?

Interviewee: Er, yeah, I'd certainly say so. I'm not saying that they don't go on, you know, I'm sure they do, you know informally where you meet up at social events, at the weekend maybe, or something like that, but yeah – to take it maybe a bit more seriously, like you know, really try and get the most out of, say, but I think it would be beneficial if it was more formal meetings. (Mmm) They do go on, as I said in seminars, but maybe, to sometimes set aside certain lectures.

Interviewer: So maybe something worked into the 'Subject Talk' program or the IPD program which was a set time maybe each week or

something like that (Yeah) which would allow people just to have those building conversations really, with each other?

Interviewee: I'd say that would be really, definitely beneficial (Yeah). Especially in Geography it would be good, but also in IPD where you've got other subjects, and how they, you know. I mean in for instance, you know, [Laughs] you might approach it differently if you're talking to a performing arts student (Mmm) and then talk to an IT student (Yeah), they've got completely two different ways, you know, it's always nice to know that there's different techniques out there. You know, you might not go down one road, you might want to try at least, you know, (Yeah) a different fruit from the basket.

Interviewer: And so, do you think, thinking back on it, that a structure like that might have been more beneficial, more helpful than being made to write formal journal entries?

Interviewee: [...] Erm [...] I suppose [...] possibly it would have been, yeah. It would have been nice, it's always nice to discuss it in groups, but also, [...] it's less opportunity for someone to bring an academic, you know [...] piece of, erm, a journal to the fray (Yeah) and then for people to discuss that. I think it would be more beneficial, and probably less stress as well {Both Laugh} if you're in a seminar group and you're talking about it, rather than more maybe formal, but, I suppose, it would be beneficial. It's a difficult, (Mmm) weighing it up, looking at it. I'd say you'd take it a lot more seriously if it's a set, formal course (Yeah) that you have to do it, definitely. Erm, there's no reason why you can't have both, I suppose (No), I'd say definitely I would keep the journal side of it.

Interviewer: Because it just makes you go away and think about it?

Interviewee: Yeah.

Interviewer: So, given the fact that you're now obviously in your second year of teaching and you've got through your NQT year, do you actually have, physically time to sit down and reflect and go away and look at anything that might be academic that might be, sort of helpful (Yeah), or solve some the issues or problems you might have?

Interviewee: There is less time for that, but I suppose those things naturally come about. And erm, the school sessions, twilight sessions, teacher training sessions, I suppose, well I've worked within two schools within my NQT (Mmm), so I suppose I've kinda looked at both sides. I mean, the last school I was in was a lot more, I mean there was a meeting every two or three, nearly every week, where we sat down and we had this real PD session where we could talk about professional development and what of these techniques we used, (Mmm) and we had to go away and write up. It was a lot on, besides you know (Yeah) doing the normal teaching stuff. I suppose it did, sort of, erm, add skills, I mean and there was also, sort of, teaching techniques with computer software (Yeah) which I tried, which I've actually brought to this school, and people go; 'Wow, oh yeah, that's really good'. So I think, there is less time for it, in this school, but I think it's definitely worth doing. (Mmm) definitely er, something that I should make more time for.

Interviewer: And so how do you think reflection will have an impact on your future career?

Interviewee: On my future career? Erm, I think it definitely will have an impact. I think everyone needs time to reflect. Not just in teaching (Yeah) but in any sort of job, or, er, yeah I think it will er, benefit me in the future. Definitely, yeah.

Interviewer: Excellent. Thank you very much.

Interviewee: You're very welcome.

A5.3: Example of transcript of Interview with mentor: mentor 1

Interviewer – italics

Thanks you very much for agreeing to be interviewed as part of my research. The interview will be recorded and then a transcription of the interview will be sent to you for checking. You are free to withdraw from this process at any time. If you wish to stop the tape please just press this button.

All names will be removed from the script used so that noting that you say can be attributed to you

Can you describe for me the role/ position that you had in school when you were a mentor

Well I had two positions because I had a geography mentor role or subject mentor role and I also had a professional mentor role. So if we start with the geography mentor role first. That role I felt was to develop the trainees ability to be able to deliver geography curriculum that we had to the acceptable standard, to a better than acceptable standard but prior to the trainee coming in I also had to work with the departmental members – members of the department because they needed to be trained as to how to observe the trainee and to work with the trainee in terms of their planning as it wasn't my job to do their planning as well as my own planning and how to assess the trainee so we had tasks or exercises whereby we look at trainees in a shared way and come to some agreement as to how to apply the standards.

So was that based on what you had done here before so you came for the initial training then disseminated that down?

Yes I came for the subject training and nay changes and developments that were going on then I worked with the department and that was particularly working with newer members of the department because they needed to be up to speed.

Do you think that system works well or do you think it would have been better for them to all have come here or for one of us to have come out to you and have done some of that with you?

Well I think you did come and do some of that with us and that was very helpful that was really important as well because it wasn't just that I was giving them the message because I was head of department it's that this message was coming from the top down right from Hope downwards so that was really important but also I think there's a reality isn't there that not all members of the department could come out to Hope right and therefore you could only allocate one person to that role and they had to disseminate the information.

And there has been an argument to suggest that maybe that dissemination should be done by the tutors here coming into school and doing sessions at school with the members of the department. Do you think that something that would enhance or do you think

I think that we operated that kind of system within our own school for new mentors and they found that invaluable. Whether there is time on the school timetable on the school training timetable to have, to allocate to the Hope tutors to come out is a different matter because I am certainly aware that there is significantly more training going on in school than there has been in the past and that training is really tightly scheduled and is a really heavy workload for the teachers beyond the school day and they still have got their marking to do so it's about the balance isn't it

So in terms of we talked about younger members of staff becoming mentors at what stage do you think a member of staff is sufficiently experienced to take on a mentoring role?

I think that after 12 months if they are showing signs of wanting to develop that role and I like to work with the subject mentor and myself to train the young members up and it wasn't necessarily that they took on that role straight away but that they were trained through the department to build in that role to do the observations because if part of their timetable was given over to working with

the trainee then they begin to learn how to observe and that was very important and I tended to work with younger members of staff to show them how to write their observations and then left it to departmental members to apply that further. So I would think possibly two or three years but developing that role after 12 months.

So it's something that shouldn't just be well you have been here 3 years now you can be a mentor it something that is an ongoing process

It's part of the ongoing training really all members of staff should be mentors but some are more amenable to the idea than others. Some don't want that kind of responsibility others really enjoy it and it's not something you can force on them.

It's also quite a big commitment isn't it in terms of their time

Well the mentors in our school were allocated a free that wasn't taken from them a non-contact time that wasn't taken from them and that was really not sufficient as a very experienced subject mentor I can say that some trainees require significantly more time than that (I wonder which ones you mean?) but even good trainees require a lot of time so although there may be time given over to do the formal bits the administrative bits which I think is what some of senior management thought was all that mentors did the actual time spent with the trainees, before school, dinner time after school in between lessons over email at night there was significantly more time demanded .

So as a subject mentor what do you think the mentors actually get out of it? What's the pay back?

The payback is nothing to do with additional time, the payback is that you are reflecting on your own experience and you are oh it's like a two way process isn't it because ideas that are coming from Hope university are being filtered down into schools so new strategies and I think when you are a very old teacher you may have got stuck in your ways it's time to reflect and think oh I can do this I can work with this idea and yes it may be in a very raw form if it

the trainee doing it but in your own practice you will make those amendments and make it work even better o it's a recirculation of ideas and things you may have forgotten over the years but some of them are quite new.

So it's almost about re-energising (absolutely) the staff who may have been doing it for a while

There is also it's an additional pair of hands in the classroom so if you have got a child or group of children who need extra help then it frees you up to do that while the trainee is working with the rest of the class so there are benefits for the pupils as well.

So can I ask you about a lesson observation, obviously you sit and you watch the student and then go into a sequence of feedback? How do you manage that lesson observation feedback process?

Right well the lesson observation starts with the planning of that lesson particularly for earlier on in the year so for the first placement and quite early on for the second placement as well right you work with the trainee to develop their planning so you are sharing the objectives with them for that particular lesson then ensure that the plan is right and then you watch the delivery and from that decide the strands of the teaching standards for this particular lesson, which are most relevant for that particular lesson and then do that formal observation , I've tried not to interfere with the teaching of that lesson in terms of the actual teaching I try to step back from that although when it's not a formal observation I may interrupt the trainee. I tend to write very rough notes for the formal observation during the lesson time and part of that is because I want to see what the pupils are doing and I also want to see what the trainee is doing so I tend to write informal notes at that point and then go back later, later on in the day or that evening and write the more formal observation schedule. So that I am targeting things, it also gives me time to reflect, I tend to do all of that before I speak to the trainee. I also want the trainee to go away and think about how he or she feels that lesson went and come back with some good points that they felt really went quite well in the lesson and points where they felt they had to improve part of that is because I

want them to be reflective of their own practice and be semi- independent of anybody else so I am training them all the way though to do that

So there is an expectation when you met up that they have already thought about it and analysed it and reflected upon it so you then have a constructive discussion

Yes right and sometimes that within that constructive discussion we can then go on and think about could I have done things differently was I helping all pupils, did I miss what was going on in some parts of the classroom? What do I need to do about that? And that's important because the learning outcomes have to be right for all of the pupils not just for a percentage of them and the trainee also needs to know which pupils had grasped the learning outcomes of the lesson. I think throughout the whole of my teaching career I have always thought could I have done this or that in the lesson I think the trainee needs to get into that system as well, what else could I have done? How else could I have delivered it differently in another lesson and I think an invaluable experience is to teach the same lesson twice in a week or even three times in a week to teach it in different ways to adapt to different styles of classroom teaching to try different things out you want them to experiment and you want them to see well there is never just one approach to teaching that they can do lots of different methodologies to teaching.

So part of their training is to actually be able to have more than one go at doing something that then to try different strategies and different ways. How far would you be suggesting to them what changes to make and how far would you expect that to have come from them?

I expect, initially it probably comes more from the mentor or classroom teacher as the trainee becomes more experienced then they should be contributing more to that discussion. In some instances it can be all right and there aren't really many changes you would want to make far from it being a perfect lesson it was a very acceptable lesson and therefore the trainee should be commended for that so you do need to give them confidence to go on its not

got to be a negative discussion even with weaker trainees it's not got to be a negative discussion. .

So that leads nicely into my next question how do you, if you have got a weaker trainee who is obviously struggling do you change the way you do your feedback or your mentoring in order to support them or is it still very similar process?

I think it's still a very similar process but I think that rather than, if there are many weaknesses I might just identify one or two weaknesses and work with them on the next lesson plan to improve those weaknesses and that also gives if they manage to do that gives them the confidence to know yes I did it wrong there but I rethought it and tried it in a different lesson and hopefully it worked there so that was something that your predecessor suggested right from the early days of mentoring it you gave the trainee a target and worked with them on that target and then looked at it in a future lesson you identified which lesson it was going to be most appropriate to build that into. It doesn't always work but some trainees don't always meet their standards do they? And I think it's also important for the good trainees even the best trainees to think yep I've got to that point how can I improve my teaching even further, that really is the benefit of that of the standards table isn't it those quality indicators?

It's about that being able to push them from a good to an outstanding isn't it?

Yes yes

So what do you do if you have a trainee who is consistently good but just can't see what they need to do to get to outstanding?

The discussion is all around those qualities and showing them exemplary practice and that might not be you in the department it might be anyone in the department and it's about targeting their observations and then having that discussion with them about their observations so that they can then see how they can bring that back into their practice and some occasions particularly with outstanding trainees I have actually gone into another member of the

departments lesson or another subject lesson even and done a shared observation with them so the trainee is actually looking at that lesson identifying and analysing it and looking at the really outstanding practice that is going on and then because you've both done the same observation you can then take that discussion away and think how can I put this into my practice because we are not all consistent teachers some good practice goes on in different ways in the department and different subjects so it's about growing their experiences of observations. I think focusing on observations is really important and I think some trainees think that they should always be teaching but actually I would rather have two or three good lessons in a week or outstanding lessons in a week than having masses of observations teaching and it being mediocre (you learn by watching don't you and listening to other people and seeing a range of what is being done)well it's the analysis of the discussion that goes on after that observation and then thinking about that advice.

So can I ask you how important you think the mentor is in developing the student to become a reflective practitioner?

I feel that the mentor is the most important person in developing the reflective practice. I think it's , all trainees want to think that they are really good, but in the scenario that we are in in terms of schools, management and observations of teachers at this moment in time they do need to have those reflective practices and therefore the mentor has to work to build those in. so it can be initially you can feel that the trainee thinks because the pupils were well behaved that the lesson went well but they do need to analyse how much learning has actually gone on and that can only really be done though their exercise books so they need to take a sample of books away across all the ability ranges in the class if it's a mixed ability class across the range of ability if its set and have a look at how much actual learning was successful and then do their reflection so the marking whether they have had time to assess the work in class or take the books home and assess them really has to be done before you can really reflect on how well that lesson went.

Do you think the students understand the difference between an initial evaluation you know gut feeling almost of the lesson and a more thoughtful reflection?

They have to be trained to think that way. I think it's very easy and it's a flaw in our education system that pupils get instant feedback and they are brought up with that and they want instant feedback but actually that's not the best feedback at all., the best feedback comes when both parties have had that real reflective time to themselves and then they come through to the discussion and lesson analysis.

So as you said before that one of the problems isn't it with the university tutors coming in as they have a limited time and they have to do the feedback almost immediately after the lessons which is when you are not necessarily in the right frame of mind .

And its sending the wrong message to the departmental members because the subject mentor is doing the feedback as I suggested the departmental members need to do the feedback as I suggested as well it's really inconsistent practice the tutor then comes in and does this short version of it and it doesn't quite work does it? (No) and it sends the wrong message. I do know that departmental do have pressures on their time we have to be aware of that but at the end of the day we are sharing the training of our future teachers and we want the best for our pupils so therefore we have got to make that right as well.

So it's almost something to be said that tutors come in do the observation and then maybe the following day come back or have the student come in to see them to do that follow up

Except that then the classroom teacher hasn't been part of that discussion. So we are saying it's quite and unrealistic demand isn't it (*it is*) is that the best way is that the tutor comes in all parties go home and reflect and then the tutor comes in the next day – I don't think that's going to happen it's not realistic. (*That then puts more onus on the school doesn't it*) yes to make the judgements.(exactly and to be developing that reflective way of thinking) I

think that really it's something that can only be done in school, I think that yes you can give, the position of the tutor is that they can give questions, generic questions that can underpin those reflections but that particular part of it is best left to the school but it has to be done properly and that's the role of the professional mentor is to make sure that that is being done (*that goes back doesn't it to your mentor training and everybody being on the same page and looking to do things in the same way*) I do think that schools will do things in a different way and people within schools will do things in a different way as well because we are all unique. We get a certain amount of resistance that says why are you telling me to do it that way I've done it this way all my life and you have got to break those barriers down. So the professional mentor although they have got a huge responsibility in looking after all the departments in terms of the mentoring they do need to take that time and that is something that management have to take on board because it is time consuming to work with every mentor and really in an ideal world you would work with every member of staff to do an observation and develop that but it's just not going to happen is it.

Thank you very much for your time. I will send you the transcript for approval.

A5.4: Example of raw data sheet student 1

Student	criteria	F wk RJ	S wk RJ	Meta 1 R	Meta 2 R	Meta 3 R	Total RJ	F wk EE	S wk EE	total EE
1	Teaching	0	0	0	0	0	0	0	0	0
1	Effective teaching	0	0	0	0	0	0	0	0	0
1	Descriptive lessons	2	2	4	0	0	4	0	0	0
1	descriptive	4	6	1	2	1	14	11	8	19
1	evaluation	0	1	0	0	0	1	5	8	13
1	Total descriptive with heavy narrative	6	9	1	2	1	19	16	16	32
1	Questioning	3	1	1	0	0	5	0	0	0
1	Impact	1	2	1	0	2	6	6	8	13
1	Bigger picture	0	2	0	0	0	2	0	1	1
1	Connections	4	3	0	1	0	8	6	6	12
1	Beliefs	4	1	0	0	0	5	0	2	2
1	Total self questioning	12	9	2	2	2	26	12	17	29
1	Question and answer	1	1	0	2	1	5	0	0	0
1	Theory	8	7	0	2	2	19	1	0	1
1	Learning	3	2	0	0	0	5	2	3	5
1	Terminology	0	0	0	0	0	0	0	0	0
1	Total meta- cognition	12	10	0	4	3	29	3	3	6
1	Theory and practice	3	0	0	0	0	3	0	0	0
1	Refine	0	2	0	2	1	5	0	0	0
1	Wider policies	0	2	0	0	1	3	0	1	1
1	Self aware	5	3	0	0	0	8	0	0	0
1	Total wider awareness	8	7	0	2	2	19	0	1	1

A5.5: Example of student questionnaire responses and observation data. Student 6

Gender	male			Age	22		
Degree classification	2:1			Final teaching grade	2		
Initial reflection grade	4			Final reflection grade	3		
Assignment 1 grade	58			Assignment grade 2	51		
Feedback/observation grades	2	3	2	3	3	3	2

Review 1

Documenting a through process and the outcomes that these thoughts create. The thought process relates to experiences in the classroom and is critical. The point of reflection is to critically review experiences when teaching with the overall goal of improving in the future. I reflect by speaking to the member of staff who watched my lesson on the same day. I will then consider what went well and what needs improving and what changes i need to make. My reflection has a great impact on my teaching as an inexperienced teacher i need to reflect in order to improve. The pupils progress impact upon my reflection through their written work, assessments. This allows me to monitor and understand how pupils are learning. If there is a clear misunderstanding this can then be addressed. My university tutors also impact on my reflection as we have been consistently encouraged to embrace reflection as a life skill. I think i reflect quite well but this is mainly through verbal conversations. I now need to document my reflections so i can return to them at a later date as they will be useful when planning later in the year.

Review 4

Someone who reflects on their actions within a professional manner. In teaching terms it means reflecting on lessons and events in lessons and thinking of different actions which could have been taken. I always discuss the lesson with my mentor/ observer and think about ways to improve them by identifying my strengths and weaknesses. I annotate my lesson plans so that i can link my outcomes to the process. My reflections allow me to improve my teaching and address and re occurring issues. It also means i am constantly improving my practice.

My feedback sessions were lead by my mentor who would give an extensive list of positives and negatives which we would then discuss. It was not really a reflective discussion she did not pose many questions just gave me answers/ solutions.

I found the journals very useful as they encouraged me to systematically reflect and link what i had discovered to the theory.

A5.6: Example of a lesson observation

Student very good at identifying the negatives but struggled with the positives – there were lots. Explanation of the learning was very descriptive and they did not really understand how the pupils had learnt just that they had. The progress of individual pupils was not really identified they were viewed as a whole class rather than individuals.

The student did not really analyse what had happened in the lesson they were just relieved that it had gone all right. They found it difficult to identify individual progress and suggest how to move the pupils forward.

The mentor was very good at asking questions and drawing suggestions out of the student although it was very hard work. The student was not really in the mood for reflective thinking. The mentor did ask some searching questions in order to challenge the student to think about their practice.

A5.7: Examples of quotes from student teacher reflective writing

Categories		Examples in student writing
Description heavy narrative	Role of teacher	
	How effective is the teaching	
	Description of lessons	<p>As the classes in the school are not grouped by the pupil grades there is a mixture of ability so i was expecting a variation in what pupils may actually achieve during the lesson. In anticipation of this i added extension tasks onto the planned lessons, giving more able pupils the ability to further develop their data analysis skills.</p> <p>As a plenary to the lesson the pupils had to state what data presentation methods they had used to present each data set. They also had to explain why they had chosen that method.</p> <p><i>For a starter activity during my university observation i decided to use a mathematical starter to demonstrate the rapid growth in human population. I believed this would illustrate the issue in a way to pupils that would allow them to question the increase and hopefully get them to consider the issue of global population growth, leading to pupils wanting to develop their knowledge on this topic.</i></p>
	Describes what happens in and out of lessons	<p><i>A worksheet was placed onto the tables before the pupils entered the classroom. The worksheet contained prompts so pupils knew exactly what was required for the task.</i></p>
Evaluates issues	<p>If i was to carry out this or a similar task again i would consider using pre collected data as this process was more time consuming than anticipated as students would change their minds. At the time i thought it would be worthwhile using data that the pupils had collected so they could see how the information they contributed to could be analysed.</p>	

Self questioning	Asks questions	How are teachers able to change their teaching based on assessment grades? <i>How do you effectively use AFL within the classroom to show pupil progress?</i>
	Teachers impact on learning	<i>In order to improve the overall effectiveness of this task in the future and therefore the overall quality of the lesson i would use a more straightforward starter which i would give the pupils as they entered the classroom. I would ask them to complete the worksheet once they had taken their seat. This would mean the pupils were settling down once they had entered the classroom enabling them to learn more effectively as they would be more willing to listen. I could then use the same worksheet used at the start of the lesson in question and then work through the sheet with pupils step by step.</i>
	Aware of bigger picture	<i>The national curriculum states that pupils should be taught: to describe the national, international and global contexts of places studied. I feel it is important to discover why the teaching of a sense of place is important in the 21st century. Blij (2010) states that worldwide progress is leading to global flattening. Flattening suggests that as technology improves governments are more readily able to exchange goods. This highlights the importance of pupils learning about place.</i>
	Connections between practice and outcome	One of the pupils i currently teach is down as EAL, has autism and as a result has a TA with him during all of our lessons. This has a positive impact on the pupil as before he had the support of a TA he was known for being volatile in the classroom and would often leave as he found it all too stressful. This has changed and he is now an enthusiastic pupil who will participate during the lesson. I was aware during my early lessons with this class that i was not providing enough support for this pupil or the TA who was supporting him. After the lesson i spoke to the TA and worked with the pupil and was able to gain more insight into how to plan and structure tasks that were suitable and easier to use.

	beliefs	I believe that numeracy is an important aspect of geography regardless of what level you study the subject at as data and information interpretation leads to finding our new things and making conclusions..
Meta-cognition	Poses and answers questions	
	Professional dialogue (theory)	Whilst trying to develop as sense of place based on one of the key main aspects stated by Stedman (2003) the physical and objective environment i feel some pupils were able to build their knowledge and begin to develop their sense of place of japan, but the drawback of pupils inability to use atlases effectively did reduce the overall effectiveness.
	Focus on pupil learning	
	Uses technical terminology	
Wider awareness	Link theory and practice	
	Refine in light of theory	
	Make connections to wider policies	
	Heightened self awareness	

A5.8: Example feedback sheets – Student 9

T8.2 T8.4

Liverpool Hope University Lesson Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student: [Redacted] School: [Redacted]
 Subject: Geography Class: TG3
 Topic: Weather Observer: [Redacted]
 Date: 15/11/12 Joint: [Redacted]

Observation focus (linked to standards)	Grade	Comments
Effective use of lesson time (4.1)	2	Very good lesson. Try to scan the classroom for behaviour when helping individuals.

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?																																									
Engaged the class with story/explanation of relief rainfall. Effective questioning of pupils. Feedback to pupils helped to develop understanding. Consistent, effective behaviour management resulting in positive working atmosphere. Understanding of individual pupils assessed during lesson as class was working. Try to develop the habit of checking the behaviour of pupils who are not being asked questions at a particular time. Be aware of the time.	<table border="1"> <tr> <td>①</td> <td>Subject knowledge is secure and supports planning and teaching.</td> <td rowspan="2">Knowledge</td> </tr> <tr> <td>②</td> <td>High standards of literacy, numeracy and articulation are promoted.</td> </tr> <tr> <td>②</td> <td>Expectations are challenging, based on learners' capabilities and prior knowledge.</td> <td rowspan="2">Planning</td> </tr> <tr> <td>①</td> <td>Objectives are clear and linked to planned learning outcomes.</td> </tr> <tr> <td>①</td> <td>Resources and activities are appropriate, creative and varied.</td> <td rowspan="2">Teaching</td> </tr> <tr> <td>①</td> <td>Learners are engaged, motivated and actively participate.</td> </tr> <tr> <td>③</td> <td>Learning time is used effectively.</td> <td rowspan="2">Class Manager</td> </tr> <tr> <td>②</td> <td>Explanations are clear and focused.</td> </tr> <tr> <td>②</td> <td>Pupil autonomy is encouraged.</td> <td rowspan="2">Dif</td> </tr> <tr> <td>②</td> <td>A positive atmosphere for learning is created.</td> </tr> <tr> <td>③</td> <td>Behaviour management is fair, consistent and effective.</td> <td rowspan="2">Assessment</td> </tr> <tr> <td>②</td> <td>Individual needs are addressed effectively.</td> </tr> <tr> <td>②</td> <td>Questioning of and feedback to learners probes and develops understanding.</td> <td rowspan="2">Pr</td> </tr> <tr> <td>③</td> <td>Pupil progress is assessed.</td> </tr> <tr> <td>②</td> <td>Afl strategies are employed to enhance learning.</td> <td></td> </tr> <tr> <td>②</td> <td>Learners achieve good quality outcomes.</td> <td></td> </tr> </table>	①	Subject knowledge is secure and supports planning and teaching.	Knowledge	②	High standards of literacy, numeracy and articulation are promoted.	②	Expectations are challenging, based on learners' capabilities and prior knowledge.	Planning	①	Objectives are clear and linked to planned learning outcomes.	①	Resources and activities are appropriate, creative and varied.	Teaching	①	Learners are engaged, motivated and actively participate.	③	Learning time is used effectively.	Class Manager	②	Explanations are clear and focused.	②	Pupil autonomy is encouraged.	Dif	②	A positive atmosphere for learning is created.	③	Behaviour management is fair, consistent and effective.	Assessment	②	Individual needs are addressed effectively.	②	Questioning of and feedback to learners probes and develops understanding.	Pr	③	Pupil progress is assessed.	②	Afl strategies are employed to enhance learning.		②	Learners achieve good quality outcomes.	
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Points for Action

Be aware of the time; always give yourself time to bring the lesson to a conclusion

Signed (observer) [Redacted] Signed (trainee) [Redacted]

Lesson Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student: _____ School: _____
 Subject: Geography Class: 7Y1 (top set)
 Topic: Hurricanes Observer: _____
 Date: 9/11/12 PH Joint: _____

Observation focus (linked to standards)	Grade	Comments		
2.4 understanding of how pupils learn. 2.2 Plan teaching on prior knowledge	1	ICT resources prepared & used effectively; including whiteboard & video clips.		
Observation Feedback (Highlight strengths and areas for development)		Checklist to consider: to what extent are the following demonstrated?		
<p>Strengths:</p> <p>Classroom control / behaviour management ~ excellent, with high expectations of conduct & work clear.</p> <p>Lesson planning / preparation ~ a well planned series of activities led to an enjoyable lesson.</p> <p>Pupil engagement ~ working in pairs, all pupils were keen & involved in the tasks.</p> <p>Areas for development:</p> <p>Timings ~ keep check of time, although good flexibility shown.</p> <p>Clear objectives to pupils (especially at end of lesson).</p>		<p>① Subject knowledge is secure and supports planning and teaching. Knowledge</p> <p>① High standards of literacy, numeracy and articulation are promoted. Knowledge</p> <p>② Expectations are challenging, based on learners' capabilities and prior knowledge. Planning</p> <p>③ Objectives are clear and linked to planned learning outcomes. Planning</p> <p>① Resources and activities are appropriate, creative and varied. Planning</p> <p>② Learners are engaged, motivated and actively participate. Teaching</p> <p>② Learning time is used effectively. Teaching</p> <p>② Explanations are clear and focused. Teaching</p> <p>① Pupil autonomy is encouraged. Teaching</p> <p>① A positive atmosphere for learning is created. Class Management</p> <p>① Behaviour management is fair, consistent and effective. Class Management</p> <p>② Individual needs are addressed effectively. Dif</p> <p>① Questioning of and feedback to learners probes and develops understanding. Assessment</p> <p>② Pupil progress is assessed. Assessment</p> <p>② AFL strategies are employed to enhance learning. Assessment</p> <p>② Learners achieve good quality outcomes. Pr</p>		
		Overall Lesson Grading		
		Please circle overall lesson grade.		
		1		
		2		
		3		
		4		
		5		
		Points for Action		
		Clear communication of objectives & outcomes. Refer back at close of lesson.		

Signed (observer) _____ Signed (trainee) _____

Lesson Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student: [Redacted] School: [Redacted]
 Subject: GEOGRAPHY Class: 10 OPTION B (MIXED ABILITY)
 Topic: URBAN LAND USE MODELS Observer: [Redacted]
 Date: THU 22 NOV 2012 P5 Joint: _____

Observation focus (linked to standards)	Grade	Comments
5.4 Understanding needs of all pupils.	2	Good implementation of groupwork as a learning tool. Check all on task throughout.
Observation Feedback (Highlight strengths and areas for development)		Checklist to consider: to what extent are the following demonstrated?
Orderly entrance & registered in silence. Starter activity (quiz of urban zones). Excellent activity (well prepared), marked by peer assessment. Issue with shanty town locations. Introduces urban land use models (Q/A) - well explained but some not fully attentive. Groupwork activity - based on decision making & representatives in an opinion line. Excellent. Urban models compared. Homework tasks explained clearly. Good plenary Q/A activity. <u>STRENGTHS</u> Lesson preparation. Classroom control. High expectations. Differentiated tasks. Questioning. Groupwork well implemented. <u>AREAS FOR DEVELOPMENT</u> <u>Ensure all pupils fully on task during groupwork.</u>		Subject knowledge is secure and supports planning and teaching. (3) Knowledge
		High standards of literacy, numeracy and articulation are promoted. (1)
		Expectations are challenging, based on learners' capabilities and prior knowledge. (2) Planning
		Objectives are clear and linked to planned learning outcomes. (2)
		Resources and activities are appropriate, creative and varied. (1)
		Learners are engaged, motivated and actively participate. (3) Teaching
		Learning time is used effectively. (2)
		Explanations are clear and focused. (2)
		Pupil autonomy is encouraged. (2)
		A positive atmosphere for learning is created. (2) Class Management
Behaviour management is fair, consistent and effective. (2)		
Individual needs are addressed effectively. (2) Dif		
Questioning of and feedback to learners probes and develops understanding. (2) Assessment		
Pupil progress is assessed. AFL strategies are employed to enhance learning. (2)		
Learners achieve good quality outcomes. (2) Pr		
		Overall Lesson Grading
		Please circle overall lesson grade. Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points.
		1 2 3 4 5
Points for Action		
1. <u>Keep a check on timings.</u> Good flexibility shown so far when timings drift.		
Signed (observer) [Redacted]		Signed (trainee)

Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student: [redacted] School: [redacted]
 Subject: Geography Class: 7/11
 Topic: flooding Observer: [redacted]
 Date: 24/07/13 Joint: No

Observation focus (linked to standards)	Grade	Comments
2.1 - Be accountable for pupils attainment, progress & outcomes.	3	Marking in books limited 8 of 9 sampled had not been marked since December. High level of accountability in lesson & all pupils showed that they had made some progress.

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?																									
<p>Boys sat down at start & register taken, then starter task, could they not have had this whilst register was taken? ∴ learning starts as soon as they enter the class.</p> <p>Excellent approach to behaviour management, finger on lips to indicate quiet, coming down etc.</p> <p>Starter works really well and pupils keen to get involved.</p> <p>Teacher showing pictures on board & pupils identify. Lots of praise. An of lesson discussed & on the board referred back to constantly.</p> <p>main task was well thought out but a bit ambitious with time. Only 3 groups were able to present. Good use of planning time 5 minutes then discussion another 5 etc.</p> <p>All pupils had to take part in presentation (of her groups who did present) which was good.</p> <p>A good exit strategy with Q's on tables but lots were pulling on coats etc.</p>	<table border="1"> <tr> <td>Subject knowledge is secure and supports planning and teaching.</td> <td rowspan="2">Knowledge</td> </tr> <tr> <td>High standards of literacy, numeracy and articulation are promoted.</td> </tr> <tr> <td>Expectations are challenging, based on learners' capabilities and prior knowledge.</td> <td rowspan="2">Planning</td> </tr> <tr> <td>Objectives are clear and linked to planned learning outcomes.</td> </tr> <tr> <td>Resources and activities are appropriate, creative and varied.</td> <td rowspan="2">Teaching</td> </tr> <tr> <td>Learners are engaged, motivated and actively participate.</td> </tr> <tr> <td>Learning time is used effectively.</td> <td rowspan="2">Class Management</td> </tr> <tr> <td>Explanations are clear and focused.</td> </tr> <tr> <td>Pupil autonomy is encouraged.</td> <td rowspan="2">Diff</td> </tr> <tr> <td>A positive atmosphere for learning is created.</td> </tr> <tr> <td>Behaviour management is fair, consistent and effective.</td> <td rowspan="2">Assessment</td> </tr> <tr> <td>Individual needs are addressed effectively.</td> </tr> <tr> <td>Questioning of and feedback to learners probes and develops understanding.</td> <td rowspan="2">Pr</td> </tr> <tr> <td>Pupil progress is assessed.</td> </tr> <tr> <td>AFL strategies are employed to enhance learning.</td> <td></td> </tr> <tr> <td>Learners achieve good quality outcomes.</td> <td></td> </tr> </table>	Subject knowledge is secure and supports planning and teaching.	Knowledge	High standards of literacy, numeracy and articulation are promoted.	Expectations are challenging, based on learners' capabilities and prior knowledge.	Planning	Objectives are clear and linked to planned learning outcomes.	Resources and activities are appropriate, creative and varied.	Teaching	Learners are engaged, motivated and actively participate.	Learning time is used effectively.	Class Management	Explanations are clear and focused.	Pupil autonomy is encouraged.	Diff	A positive atmosphere for learning is created.	Behaviour management is fair, consistent and effective.	Assessment	Individual needs are addressed effectively.	Questioning of and feedback to learners probes and develops understanding.	Pr	Pupil progress is assessed.	AFL strategies are employed to enhance learning.		Learners achieve good quality outcomes.	
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Points for Action

- * Ensure marking & feedback is up to date in books
- * Allow more time for group work allow for movement of pupils etc.
- * Exit strategy well thought out but make sure behaviour matches that expected during lesson.

Signed (observer) [redacted] Signed (trainee)

Lesson Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student [redacted] School [redacted]
 Subject Geography Class Yr 12
 Topic Population Observer [redacted]
 Date 28/01/13 Joint [redacted]

Observation focus (linked to standards)	Grade	Comments																																									
1.3 - consistent values of behavior. 2.4. knowledge of how pupils learn	(2)	Displayed clear understanding of the different ways that pupils learn Applied consistent standards of behaviour.																																									
Observation Feedback (Highlight strengths and areas for development)		Checklist to consider: to what extent are the following demonstrated?																																									
<p>Very good question and answer-session that engaged pupils in the group.</p> <p>Activities well planned and needed all members of the group to participate. Checked that all pupils were engaged & that they understood the concepts. Explained concepts clearly to one or two individuals who were having problems.</p> <p>Used peer presentations to check level of understanding & to reinforce learning.</p> <p>Encouraged pupils to express their views & to support their arguments with a linked, structured answer.</p> <p>Made use of peer assessment of written work.</p>		<table border="1"> <tr> <td>1</td> <td>Subject knowledge is secure and supports planning and teaching.</td> <td rowspan="2">Knowledge</td> </tr> <tr> <td>1</td> <td>High standards of literacy, numeracy and articulation are promoted.</td> </tr> <tr> <td>2</td> <td>Expectations are challenging, based on learners' capabilities and prior knowledge.</td> <td rowspan="2">Planning</td> </tr> <tr> <td>2</td> <td>Objectives are clear and linked to planned learning outcomes.</td> </tr> <tr> <td>2</td> <td>Resources and activities are appropriate, creative and varied.</td> <td rowspan="2">Teaching</td> </tr> <tr> <td>2</td> <td>Learners are engaged, motivated and actively participate.</td> </tr> <tr> <td>2</td> <td>Learning time is used effectively.</td> <td rowspan="2">Class Management</td> </tr> <tr> <td>1</td> <td>Explanations are clear and focused.</td> </tr> <tr> <td>1</td> <td>Pupil autonomy is encouraged.</td> <td rowspan="2">Dif</td> </tr> <tr> <td>1</td> <td>A positive atmosphere for learning is created.</td> </tr> <tr> <td>2</td> <td>Behaviour management is fair, consistent and effective.</td> <td rowspan="2">Assessment</td> </tr> <tr> <td>2</td> <td>Individual needs are addressed effectively.</td> </tr> <tr> <td>2</td> <td>Questioning of and feedback to learners probes and develops understanding.</td> <td rowspan="2">Pr</td> </tr> <tr> <td>2</td> <td>Pupil progress is assessed.</td> </tr> <tr> <td>1</td> <td>AFL strategies are employed to enhance learning.</td> <td></td> </tr> <tr> <td>1</td> <td>Learners achieve good quality outcomes.</td> <td></td> </tr> </table>	1	Subject knowledge is secure and supports planning and teaching.	Knowledge	1	High standards of literacy, numeracy and articulation are promoted.	2	Expectations are challenging, based on learners' capabilities and prior knowledge.	Planning	2	Objectives are clear and linked to planned learning outcomes.	2	Resources and activities are appropriate, creative and varied.	Teaching	2	Learners are engaged, motivated and actively participate.	2	Learning time is used effectively.	Class Management	1	Explanations are clear and focused.	1	Pupil autonomy is encouraged.	Dif	1	A positive atmosphere for learning is created.	2	Behaviour management is fair, consistent and effective.	Assessment	2	Individual needs are addressed effectively.	2	Questioning of and feedback to learners probes and develops understanding.	Pr	2	Pupil progress is assessed.	1	AFL strategies are employed to enhance learning.		1	Learners achieve good quality outcomes.	
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Points for Action																																											
<p>Direct questions at individuals to check their level of understanding; ask others to comment on / suggest improvements to the answers given.</p> <p>Check that rest of group can hear answers given by individuals.</p>																																											
Signed (observer)	[redacted]	Signed (trainee)																																									

T8.2 T8.4

Lesson Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student	[Redacted]	School	[Redacted]
Subject	Geography	Class	yr 10 opt B (GCSE)
Topic	Squatter settlements	Observer	[Redacted]
Date	6/12/12. PS.	Joint	[Redacted]

Observation focus (linked to standards)	Grade	Comments
12.3 Reflective progress.	2.	Lots of reflection & peer assessment.

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?	
<p>Ordered entry. Register taken in silence. Recap ~ Q/A. Starter task - students split into groups (recap previous learning) Good classroom management & control of class. Discussion of answers - groups share ideas & notes. (repeated aloud points made by boys quietly). Answers explained. Short effective tasks, which recapped previous learning & built on it / developed it. Video shown Video shown - maybe discuss what it shows as playing? Task needs a bit more explanation. Groupwork relating to why people live in shanty towns. Directed Q/A sessions. Opinions sought. Peer assessment activity: highlighting descriptive statements & explanations. Short task of problems in shanty towns. Discussion of answers. Opportunity to develop concepts & change of task. Interest started to wane. An evaluation exercise regarding groupwork set. Homework task discussed & set. ~ work enabling pupils to progress. Students self-evaluate at end of lesson. Not all students noted full details of homework.</p>	Subject knowledge is secure and supports planning and teaching.	Knowledge
	High standards of literacy, numeracy and articulation are promoted.	
	Expectations are challenging, based on learners' capabilities and prior knowledge.	Planning
	Objectives are clear and linked to planned learning outcomes.	
	Resources and activities are appropriate, creative and varied.	Teaching
	Learners are engaged, motivated and actively participate.	
	Learning time is used effectively.	Class Management
	Explanations are clear and focused.	
	Pupil autonomy is encouraged.	Dif
	A positive atmosphere for learning is created.	
Behaviour management is fair, consistent and effective.	Assessment	
Individual needs are addressed effectively.		
Questioning of and feedback to learners probes and develops understanding. ✓	Pr	
Pupil progress is assessed. ✓ AFL strategies are employed to enhance learning.		
Learners achieve good quality outcomes.		
Overall Lesson Grading		
Please circle overall lesson grade.		1
Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points.		2
		3
		4
		5

Points for Action

Signed (observer)	[Redacted]	Signed (trainee)
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Lesson Observation PGCE Secondary (F/S) weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student: [Redacted] School: [Redacted]
 Subject: GEOGRAPHY Class: TY1 (TOP SET)
 Topic: TYPES OF RAIN Observer: [Redacted]
 Date: FRI 2 NOV 12 (P4) Joint: [Redacted]

Observation focus (linked to standards)	Grade	Comments
Classroom Manage.	1.	Excellent classroom management. Range of techniques used.

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?																																					
<p>Key strengths:</p> <ol style="list-style-type: none"> Classroom management ~ totally clear who is in control of the lesson. Lesson preparation ~ detailed, using a range of resources. Flexibility ~ no issue when video clip failed to work. Inclusion of most pupils ~ via directed questioning. Differentiation ~ evident in all tasks. <p>Areas for development:</p> <ol style="list-style-type: none"> Explanations need to be totally clear ~ ensure all students understand tasks All pupils engaged in the starter activity? ~ back table were not. 	<table border="1"> <tr> <td>①</td> <td>Subject knowledge is secure and supports planning and teaching.</td> <td rowspan="2">Knowledge</td> </tr> <tr> <td>②</td> <td>High standards of literacy, numeracy and articulation are promoted.</td> </tr> <tr> <td>①</td> <td>Expectations are challenging, based on learners' capabilities and prior knowledge.</td> <td rowspan="2">Planning</td> </tr> <tr> <td>②</td> <td>Objectives are clear and linked to planned learning outcomes.</td> </tr> <tr> <td>①</td> <td>Resources and activities are appropriate, creative and varied.</td> <td rowspan="3">Teaching</td> </tr> <tr> <td>②</td> <td>Learners are engaged, motivated and actively participate.</td> </tr> <tr> <td>①</td> <td>Learning time is used effectively.</td> </tr> <tr> <td>③</td> <td>Explanations are clear and focused.</td> <td rowspan="2">Class Management</td> </tr> <tr> <td>①</td> <td>Pupil autonomy is encouraged.</td> </tr> <tr> <td>①</td> <td>A positive atmosphere for learning is created.</td> <td rowspan="2">Diff</td> </tr> <tr> <td>①</td> <td>Behaviour management is fair, consistent and effective.</td> </tr> <tr> <td>②</td> <td>Individual needs are addressed effectively.</td> <td rowspan="2">Assessment</td> </tr> <tr> <td>②</td> <td>Questioning of and feedback to learners probes and develops understanding.</td> </tr> <tr> <td>②</td> <td>Pupil progress is assessed. AFL strategies are employed to enhance learning.</td> <td rowspan="2">Pr</td> </tr> <tr> <td>②</td> <td>Learners achieve good quality outcomes.</td> </tr> </table>	①	Subject knowledge is secure and supports planning and teaching.	Knowledge	②	High standards of literacy, numeracy and articulation are promoted.	①	Expectations are challenging, based on learners' capabilities and prior knowledge.	Planning	②	Objectives are clear and linked to planned learning outcomes.	①	Resources and activities are appropriate, creative and varied.	Teaching	②	Learners are engaged, motivated and actively participate.	①	Learning time is used effectively.	③	Explanations are clear and focused.	Class Management	①	Pupil autonomy is encouraged.	①	A positive atmosphere for learning is created.	Diff	①	Behaviour management is fair, consistent and effective.	②	Individual needs are addressed effectively.	Assessment	②	Questioning of and feedback to learners probes and develops understanding.	②	Pupil progress is assessed. AFL strategies are employed to enhance learning.	Pr	②	Learners achieve good quality outcomes.
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Points for Action	
1. Follow school policies; with regards toilet passes, recording of homework, & register.	
2. Ensure pupil understanding prior to all tasks.	
Signed (observer)	Signed (trainee)

Lesson Observation 2013

Please circle: PGCE Secondary F weeks, S weeks
PGCE Primary PPL1, PPL 2 ; BA QTS Year 3, Year 4.

Student: [redacted]
 Subject: Geography
 Topic: Atlas skills & Continents
 Date: 9/6/13
 School: [redacted]
 Class: 7H
 Observer: [redacted]
 Joint: [redacted]

Observation focus (linked to standards) To be completed by trainee	Grade(s) for observed focus	Observer's comments on identified focus.
6.1. K+U. subject knowledge	1	- Work clearly levelled with progression throughout lesson & tasks.
7.3. effective class management strategies -	1/2+	Excellent deployment of range of strategies throughout lesson. Pupils were clearly motivated throughout lesson - Avoid opportunity for pupils to waste time - slight issue over PPT - distribution by pupils may have reduced opportunity to chat - waste time.

Please evaluate the impact of planning and teaching on learning:

Initial development of subject knowledge re course & location of continents - drag drop task engaged pupils - Visualisation will always facilitate their learning.
 - however you must make sure that your labeling is fully accurate (Australia not Australia) later.
 Thinking about literacy could you have asked pupils to spell and write continental names on whiteboard, this would have been a check for weaker pupils, some of whom labeled map with misspelt continents.
 Time management good throughout - you motivated pupils to remain focused and keep on task - ensuring completion.
 AFL throughout ensured pupils knew how successful they had been - peer assessment used effectively. Liked PPT into this - gave clarity over checklist. - this gave pupils opportunity to set targets for next lesson, using the learning ladder.
 The PPT used to accompany this lesson - gave pupils clarity of task & level of work, but also supported autonomy for future targets.
 Behaviour management very good throughout, but think about organisational issue around PPT distribution - this allowed chat time, which you had to recover to refocus pupils on activity learning.

Please tick areas of strength & cross any areas for development	
Subject knowledge	<input type="checkbox"/>
Standards of literacy, numeracy, articulation	<input type="checkbox"/>
Expectations and challenge	<input checked="" type="checkbox"/>
Clarity of objectives	<input checked="" type="checkbox"/>
Links to, and use of, prior knowledge	<input type="checkbox"/>
Resources and activities	<input type="checkbox"/>
Learner engagement	<input checked="" type="checkbox"/>
Use of learning time	<input checked="" type="checkbox"/>
Explanations	<input type="checkbox"/>
Pupil autonomy	<input checked="" type="checkbox"/>
Atmosphere for learning	<input checked="" type="checkbox"/>
Behaviour management	<input checked="" type="checkbox"/>
Meeting individual needs	<input checked="" type="checkbox"/>
Questioning and feedback	<input checked="" type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>
Pupil Progress	<input checked="" type="checkbox"/>

Please identify the quality of pupil progress: (consider the attainment of a range of abilities)
 Most pupils made good learning progression in this well structured lesson, which showed differentiated lesson outcomes, with pupils autonomous in their future learning.

Please circle overall lesson grade here

1 2 3 4 5

Use the Liverpool Hope indicators to support and benchmark your judgements. The questions overleaf may also assist in structuring post-lesson discussions with the trainee and the identification of development areas.

Priority Action Points to improve learning and teaching.

Subject specific knowledge, application, progression

Teaching strategies, assessment, differentiation, classroom management

DO check your basic subject knowledge - pupils always more likely to remember facts told in error rather than corrected version.

Think about distribution of resources to avoid some pupils finding time to chat.

Think key words visually so that all will be spelt correctly.

Signed (observer) [redacted]

Signed (trainee)

Lesson Observation 2013

Please circle: PGCE Secondary F weeks, S weeks
PGCE Primary PPL1, PPL 2 ; BA QTS Year 3, Year 4.

Student [redacted]
Subject Geography
Topic Globalisation
Date 19/4/2013

School [redacted]
Class 8B2
Observer [redacted]
Joint [redacted]

Observation focus (linked to standards) To be completed by trainee	Grade(s) for observed focus	Observer's comments on identified focus.		
1.1 - Safe Environment mutual Respect	(1)	- Outlined very clearly from outset and throughout lesson. No firms over groupings most worked purposefully & with enthusiasm.		
1.3 - Demonstrate what's expected of pupils.	(2)	- Pupils very clear about the activities & behaviour expected throughout. Most responded - try to scaffold requirements to develop through meaningful locations.		
<p>Please evaluate the impact of planning and teaching on learning:</p> <p>Introduction focused on checking understanding of keywords associated with lesson - literacy element here. - related closely to examples from world + their experience.</p> <p>Created a good learning atmosphere - with clear Aim and instructions for pupil activity. Communicated Expectation of pupil cooperation & engagement. High throughput lesson - reinforced by your movement around group, meeting their individual needs.</p> <p>Pupils rapidly into groups and on task, working productively - quite independent. Some used prior exercises to help. Intervention at 10:10 to assist on detailed annotation - following a quick check on progress. 10:20 - linked task in to discussion about L/MEDC.</p> <p>Pace of lesson well matched to pupil needs. interventions raised their progress. and ensured motivation activity well maintained.</p> <p>Inquisitiveness of pupils - praised by you - supported by further discussion.</p> <p>5 - Check group work (autonomy) for full tasks completion - in preparation for concluding presentation.</p> <p>Use of technology effective to manage different parts of structure of the lesson. - Progression of learning throughout lesson. intensity & high level of thinking towards end of lesson. - your informal assessment of pupil progress - also gave you opportunity to remind about learning expectations.</p> <p>Conclusion. Focused on activities for next lesson.</p> <p>Please identify the quality of pupil progress: (consider the attainment of a range of abilities)</p> <p>Pupils clearly making good progress. - you ratcheted up your expectations of their learning outcomes throughout lesson. - skilful use of both personal intervention + technology use.</p>		<p>Please tick areas of strength & cross any areas for development</p> <p>Subject knowledge <input type="checkbox"/></p> <p>Standards of literacy, numeracy, articulation <input type="checkbox"/></p> <p>Expectations and challenge <input checked="" type="checkbox"/></p> <p>Clarity of objectives <input checked="" type="checkbox"/></p> <p>Links to, and use of, prior knowledge <input checked="" type="checkbox"/></p> <p>Resources and activities <input type="checkbox"/></p> <p>Learner engagement <input checked="" type="checkbox"/></p> <p>Use of learning time <input checked="" type="checkbox"/></p> <p>Explanations <input type="checkbox"/></p> <p>Pupil autonomy <input checked="" type="checkbox"/></p> <p>Atmosphere for learning <input checked="" type="checkbox"/></p> <p>Behaviour management <input type="checkbox"/></p> <p>Meeting individual needs <input type="checkbox"/></p> <p>Questioning and feedback <input type="checkbox"/></p> <p>Assessment <input type="checkbox"/></p> <p>Pupil Progress <input type="checkbox"/></p>		
<p>Please circle overall lesson grade here → 1 2 3 4 5</p> <p>Use the Liverpool Hope indicators to support and benchmark your judgements. The questions overleaf may also assist in structuring post-lesson discussions with the trainee and the identification of development areas.</p>				
<p>Priority Action Points to improve learning and teaching.</p> <table border="1"> <tr> <td>Subject specific knowledge, application, progression In terms of location guide pupils to enhance their descriptions. Think about context + L/MEDC. Instruction came late in lesson - but perhaps more systematic buildup of map if there from outset.</td> <td>Teaching strategies, assessment, differentiation, classroom management Think about your learning outcomes for lesson. - discuss how + when these were met in the lesson. So pupils too can judge their progress.</td> </tr> </table>			Subject specific knowledge, application, progression In terms of location guide pupils to enhance their descriptions. Think about context + L/MEDC. Instruction came late in lesson - but perhaps more systematic buildup of map if there from outset.	Teaching strategies, assessment, differentiation, classroom management Think about your learning outcomes for lesson. - discuss how + when these were met in the lesson. So pupils too can judge their progress.
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Signed (observer) <u>[redacted]</u>		Signed (trainee) <u>[redacted]</u>		

Lesson Observation 2013

Please circle: PGCE Secondary F weeks, 5 weeks
PGCE Primary PPL1, PPL 2 ; BA QTS Year 3, Year 4.

Student [Redacted]
Subject Geography
Topic Tsunami
Date 23/03/13

School [Redacted]
Class 9B1
Observer [Redacted]
Joint [Redacted]

Observation focus (linked to standards) To be completed by trainee	Grade(s) for observed focus	Observer's comments on identified focus.
3.3 - Literacy	1	KWL grid using key words and concepts helped to develop literacy ideas. Explained concept of bullet points and how to use them.
6.4 - Regular Feedback. Oral and written.	2	Good use of questioning and 'mini-planetaries' during the video - lots of information was 'broken-up' through re-teaching key points

Please evaluate the impact of planning and teaching on learning:

Quick entrance to classroom - starter task (admin based) in silence to allow pupils to settle.

KWL grid - What do pupils already know? - Helped pupils recap / review previous knowledge.
- Good use of pupil names / name cards

Good, clear questioning and use of selective praise (not over-praising pupils)

* Class attentive and keen to contribute / make progress

Instructions clear and illustrated using Powerpoint slides: clear deadlines and rules established throughout. Again, pupils praised and names used effectively.

Good pace allowed pupils to make progress

* Lots of key geographical vocabulary / skills (eg. Social, Environmental, Economic) combined with base maps and literacy skills

You used empathy well - Tsunami effects can be an emotive issue. (This helped pupils to react in a mature / sensible manner)

* A good lesson with all pupils engaged and making progress. You have good management skills, explain clearly, have high expectations and judge pace well.

Please identify the quality of pupil progress: (consider the attainment of a range of abilities)

All pupils made progress in terms of literacy, skills developed and knowledge enrichment. A good lesson with lots of content and well-designed activities focusing on skills and knowledge.

Pupils assess their own progress

Please tick areas of strength & cross any areas for development

Subject knowledge	<input checked="" type="checkbox"/>
Standards of literacy, numeracy, articulation	<input checked="" type="checkbox"/>
Expectations and challenge	<input checked="" type="checkbox"/>
Clarity of objectives	<input type="checkbox"/>
Links to, and use of, prior knowledge	<input checked="" type="checkbox"/>
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Use of learning time	<input type="checkbox"/>
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Behaviour management	<input checked="" type="checkbox"/>
Meeting individual needs	<input type="checkbox"/>
Questioning and feedback	<input checked="" type="checkbox"/>
Assessment	<input type="checkbox"/>
Pupil Progress	<input checked="" type="checkbox"/>

Please circle overall lesson grade here → 1 (2) 3 4 5

Use the Liverpool Hope indicators to support and benchmark your judgements. The questions overleaf may also assist in structuring post-lesson discussions with the trainee and the identification of development areas.

Priority Action Points to improve learning and teaching.

Subject specific knowledge, application, progression

Teaching strategies, assessment, differentiation, classroom management

⊕ It may be necessary to clarify AIMS / OBJECTIVES - it was implied but may need to check all pupils need to understand.

⊕ Assessment should be a focus for next lesson - it was partially achieved through the use of KWL grid

Signed (observer) [Redacted]

Signed (trainee)

Student _____
 Subject Geography
 Topic Exploitation of the rainforest
 Date 23rd November 2012

School _____
 Class R A2
 Observer _____
 Joint _____

Observation focus (linked to standards)	Grade	Comments
Impart knowledge + develop understanding (T4.1) Effective use of lesson time (T4.1)	4	Imparts knowledge of reasons for exploitation but little in terms of communication skills.
Contribute to design + provision of engaging curriculum in relevant subject area (T4.5) Accurately mark (level) pupils, giving encouraging feedback (T6.1)	4	Struck to plan but this was not consistent with effective learning. Not yet undertaken

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?	
<ul style="list-style-type: none"> Confident start with an attentive audience. Learning objectives not clear - needs targeting to levels. Expectations are unclear - <u>greater modeling needs to take place.</u> Learners are engaged initially due to directed didactic approach. However, concentration and behaviour degenerates in less structured time. Lesson focuses too much on teacher - directed work. Need to build in opportunities for reflection and AFL. Pupil progress must be assessed. Need to be greater awareness of strengths and needs of individuals - <u>use of seating plans, names and target levels.</u> You state in your objectives "To develop written communication skills". If so, then you need to display strategies to help them develop. What you actually did was <u>TEIT</u>. 	Subject knowledge is secure and supports planning and teaching.	Knowledge
	High standards of literacy, numeracy and articulation are promoted.	Planning
	Expectations are challenging, based on learners' capabilities and prior knowledge.	
	Objectives are clear and linked to planned learning outcomes.	Teaching
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	Learners are engaged, motivated and actively participate.	Class Manager
	Learning time is used effectively.	
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	Pupil autonomy is encouraged.	
	A positive atmosphere for learning is created.	Assessment
Behaviour management is fair, consistent and effective.		
Individual needs are addressed effectively.	Pr	
Questioning of and feedback to learners probes and develops understanding.		
Pupil progress is assessed. AFL strategies are employed to enhance learning.		
Learners achieve good quality outcomes.		
Overall Lesson Grading		
Please circle overall lesson grade. Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points.	1	
	2	
	3	
	4	<input checked="" type="radio"/>
	5	

Points for Action

- Have a much greater awareness of the existence & needs of individuals in the class.
- Demonstrate / model your expectation
- Link focused learning objectives with lesson outcomes / activities.
- Build in opportunities for assessment of progress by you and AFL by pupils.

Signed (observer) _____ Signed (trainee) _____

Lesson Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student: [Redacted]
 Subject: Geography
 Topic: Redevelopment of Stratford + where Stratford is located
 Date: 15th November 2012

School: [Redacted]
 Class: Year 7, Northern
 Observer: [Redacted]
 Joint: N/A

Observation focus (linked to standards)	Grade	Comments
7.2+7.3 - Have high expectations + Manage class behaviour effectively	3	- Classroom managed effectively, for most of lesson - Afls give plenty of time to tidy up - usually before plenary
6.3 - Assess students using relevant techniques	5	Testing of this knowledge is not appropriate to these pupils - they need to develop some understanding as to how this knowledge is being used
4.1 - Report knowledge using good use of lesson time	4	- What is the value of this knowledge for pupils - they needed to know the bigger picture + how this is relevant

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?
Class expectations of behaviour established from outset. V calm approach, dealt with pupil sensitively and didn't allow this to interfere with lesson.	Subject knowledge is secure and supports planning and teaching. Knowledge
Resources for lesson established + distributed appropriately - but collection rather less efficient - establish a routine by which pupils complete main activity + then collect in all resources before plenary.	High standards of literacy, numeracy and articulation are promoted. Planning
Pupils enjoyed the cut + stick activity - some managed the labelling of leaflet task - but where is this learning taking the pupils - how does it progress their learning?	Expectations are challenging, based on learners' capabilities and prior knowledge. Teaching
Description of task helped significantly by one to one - which is appropriate for this size of class, but unrealistic for a full class.	Objectives are clear and linked to planned learning outcomes. Class Management
You test a pupil gained knowledge as a plenary - you targeted questions at appropriate level of language - giving clear clues about answer.	Resources and activities are appropriate, creative and varied. Dif
Particularly with this group it is important to give starter for sentence eg it is important because ...	Learners are engaged, motivated and actively participate. Assessment
We have to give lots of clues for these pupils - which is one reason why testing pure knowledge is inappropriate.	Learning time is used effectively. ? P
Good rapport with pupils, praising, but try to reinforce why you praising it will help other group members in their learning journey.	Explanations are clear and focused. Overall Lesson Grading
	Pupil autonomy is encouraged. 1
	A positive atmosphere for learning is created. 2
	Behaviour management is fair, consistent and effective. 3
	Individual needs are addressed effectively. 4
	Questioning of and feedback to learners probes and develops understanding. 5
	Pupil progress is assessed. 4
	Afl strategies are employed to enhance learning. 4
	Learners achieve good quality outcomes. 4
	Learners achieve good quality outcomes. 4

- Points for Action**
- ① Improve the quality of learning outcomes - link with levels. How will pupils use this in future
 - ② Organise carefully the time to tidy up lesson, before the plenary - Pupils should leave room with knowledge of their learning - it shouldn't be lost in a melee of tidying.

Signed (observer): [Redacted] Signed (trainee): [Redacted]

Student: [Redacted] School: [Redacted]
 Subject: Geography Class: Year 8, 42
 Topic: Extremes of Society, Brazil Observer: [Redacted]
 Date: 9th November 2012 Joint: N/A

Observation focus (linked to standards)	Grade	Comments
T2.3, T1.2 Use of keywords to enable to enable pupil to develop their understanding, promote a higher standard of literacy and set an overall goal that challenges the pupil.	2.	This was planned in a creative way, with the Venn diagram tool. Greater clarity of instructions re using tool would have been beneficial. However the discussion it elicited after the task proved good learning exercise. Pupils were challenged to develop quality their answers, which led to a deeper learning for some.
Observation Feedback (Highlight strengths and areas for development)		Checklist to consider: to what extent are the following demonstrated?
Appropriate use of key words planned within lesson tasks enabled pupils to show & further develop their understanding of the terms. Do however ensure that pupils know how to use the tool, the Venn diagram.		Subject knowledge is secure and supports planning and teaching. ✓ High standards of literacy, numeracy and articulation are promoted. ✓ Expectations are challenging, based on learners' capabilities and prior knowledge. ✓
Clarity - clear instructions required. You had a clear challenge, i.e. annotation of diagram, but perhaps you should consider demonstration so that challenge is more stretching - beyond simple label.		Objectives are clear and linked to planned learning outcomes. ✓ Resources and activities are appropriate, creative and varied. ✓
Tasks linked well to learning objectives, but do consider use of levels (to inform pupils) to create greater challenge in both task & assessment for learning. Strategy deployed.		Learners are engaged, motivated and actively participate. ✓ Learning time is used effectively. ✓ Explanations are clear and focused. ✓ Pupil autonomy is encouraged. ✓
Creative use of stimulating resource & tool to achieve L.O. Your prior knowledge of pupil attainment was used to create pairs & groups - this ensured that all pupils would be supported in their learning. On the whole this strategy worked for most, but take note of few pupils who were not on task.		A positive atmosphere for learning is created. ✓ Behaviour management is fair, consistent and effective. ✓ Individual needs are addressed effectively. ✓
You offered support to pairs who needed it, and developed a range of questions to develop pupil learning further, rather than giving answers - this style of learning is much more effective.		Questioning of and feedback to learners probes and develops understanding. ✓ Pupil progress is assessed. ✓ AFL strategies are employed to enhance learning. ✓
You have a good rapport with this class, they see you as their teacher, and feel secure to ask for help, and contribute their opinions even if they disagree with you.		Learners achieve good quality outcomes. ✓
You used both directed questions & hands up strategies effectively, during discussion time to ensure all focused on learning.		Overall Lesson Grading Please circle overall lesson grade. Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points.
Points for Action		1 2 3 4 5
(i) Position yourself very carefully when working with individual pupils. Always keep an eye on rest of class to check for inactivity.		
(ii) Use levels openly within lesson, to allow for pupil differentiation & to ensure your planned expectations of work level are met.		
(iii) Demonstrate use of tools & tasks within lesson, - to clarify understanding & to enable full awareness to achieve high quality.		
Signed (observer)	[Redacted]	Signed (trainee)

A competently delivered planned lesson, firm foundation to build upon.

Lesson Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student: _____
 Subject: Geography
 Topic: Sustainable Development
 Date: 7th December 2012

School: _____
 Class: Year 8, A2
 Observer: _____
 Joint: _____

Observation focus (linked to standards)	Grade	Comments
Lesson plan driven by learning outcomes (T2.1, T2.2 + T2.4)	4	Two of the focus ^{focus} are not focused on learning but doing.
Put ch work at correct level (TS.1, TS.2 + TS.4)	3	Would like to have seen greater changes to resources to reflect sustainability and differentiation.
Make accurate + productive use of mini plenaries (T6.1+T6.2)	4	Need your observation of pupil work to inform topic for plenaries rather than a perceived one size fits all.

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?																							
<ul style="list-style-type: none"> • Much improved, more prompt start to pupil activity. • Instructions given out were quite clear with only a small minority of pupils unable to start correctly. (Still room for improvement here). • Mini plenary had some impact but consider your role is not only to help pupils understand that they <u>must be selective but how</u>. • Still some potential to allow plenary to be more pupil-led rather than teacher led (Base your questioning on your observations from walking around class). • Transition from note-taking to sharing was clumsy. pupils not sure about whether they should be recording it or not. This was addressed by teacher after observing confusion. • The lesson has been difficult to grade as the plan (by category) and the resources (which have been unaltered) are not those of the ITT. The plan and the lesson have been taken directly from the observer from 2 days previously. Learning objectives cause some concern as they are not really learning objectives (3&4). This raises issues over the 'plan' for the lesson. I have questions over whether learning has been planned for. 	<table border="1"> <tr> <td>Subject knowledge is secure and supports planning and teaching.</td> <td rowspan="2">Knowledge</td> </tr> <tr> <td>High standards of literacy, numeracy and articulation are promoted.</td> </tr> <tr> <td>Expectations are challenging, based on learners' capabilities and prior knowledge.</td> <td rowspan="2">Planning</td> </tr> <tr> <td>Objectives are clear and linked to planned learning outcomes.</td> </tr> <tr> <td>Resources and activities are appropriate, creative and varied.</td> <td rowspan="2">Teaching</td> </tr> <tr> <td>Learners are engaged, motivated and actively participate.</td> </tr> <tr> <td>Learning time is used effectively.</td> <td rowspan="2">Class Management</td> </tr> <tr> <td>Explanations are clear and focused.</td> </tr> <tr> <td>Pupil autonomy is encouraged.</td> <td rowspan="2">Diff</td> </tr> <tr> <td>A positive atmosphere for learning is created.</td> </tr> <tr> <td>Behaviour management is fair, consistent and effective.</td> <td rowspan="2">Assessment</td> </tr> <tr> <td>Individual needs are addressed effectively.</td> </tr> <tr> <td>Questioning of and feedback to learners probes and develops understanding.</td> <td rowspan="2">Pr</td> </tr> <tr> <td>Pupil progress is assessed. AFL strategies are employed to enhance learning.</td> </tr> <tr> <td>Learners achieve good quality outcomes.</td> <td></td> </tr> </table>	Subject knowledge is secure and supports planning and teaching.	Knowledge	High standards of literacy, numeracy and articulation are promoted.	Expectations are challenging, based on learners' capabilities and prior knowledge.	Planning	Objectives are clear and linked to planned learning outcomes.	Resources and activities are appropriate, creative and varied.	Teaching	Learners are engaged, motivated and actively participate.	Learning time is used effectively.	Class Management	Explanations are clear and focused.	Pupil autonomy is encouraged.	Diff	A positive atmosphere for learning is created.	Behaviour management is fair, consistent and effective.	Assessment	Individual needs are addressed effectively.	Questioning of and feedback to learners probes and develops understanding.	Pr	Pupil progress is assessed. AFL strategies are employed to enhance learning.	Learners achieve good quality outcomes.	
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	3																							
	4																							
	5																							

Points for Action

- ① Set appropriate differentiated learning objectives
- ② Test/monitor pupil progress against those objectives
- ③ Ensure both content and skills progression are planned for and supported through effective strategies.

Signed (observer) _____ Signed (trainee) _____

Lesson Observation PGCE Secondary F/S weeks; PGCE Primary PPL1/2/3; BA QTS Year2/3/4

Student _____ School _____
 Subject Geography Class 95
 Topic Revision: Development of Brazil Observer _____
 Date 14th December 2013 Joint _____

Observation focus (linked to standards)	Grade	Comments	
T2.1, T2.2, T2.4 Plan lesson driven by objectives/outcomes	2/3	If the objectives include effective revision and pupil learning! The lesson is very successful. All pupils were learning.	
T2.2, T2.4 Make active + productive use of assessment	3	Great mini assessment through regular mini plenary / question sessions	
T7.1, T7.2, T7.3 Have clear roles + expectations of pupils, motivating pupils through approaches suitable to their needs.	2/3	Great management of class - Clarity and motivation vastly improved.	
Observation Feedback (Highlight strengths and areas for development)		Checklist to consider: to what extent are the following demonstrated?	
<p>Much more confident as pupils are now more active in terms of learning</p> <p>Clear structure - more time for constructive comment / interaction.</p> <p><u>Practical point</u>: text sometimes too small (climate graph activity)</p> <p>Good - a revision lesson should revise: pupils were <u>thinking and learning</u>.</p> <p>Wordsearch: Appropriate, clear activity to recap as a starter.</p> <p>Organisation much better: pupils complete starter immediately whilst equipment distributed.</p> <p>Powerpoint provided clarity in terms of tasks / instructions (maybe needs a little more time in explaining the task)</p> <p>A good, ordered start to the lesson. Pupils settled quickly.</p> <p>Pupils very focused during starter activity. This focus continues through the lesson.</p> <p>Careful: not all pupils link Roman numerals with numbers!</p> <p>Quick, clear questioning proves to be much more effective than over-long extended periods of discussion. A big improvement.</p> <p>Whole-class discussion of results works much better in this situation - a great strategy which proved effective.</p> <p>Careful: Don't dwell on advanced concepts (hit of Earth etc. - you did not have to move on)</p> <p>Positive: differentiation achieved through carefully thought-out, well designed questions that started progression in terms of task and difficulty.</p> <p>An effective revision lesson that covered objectives and allowed pupils to revisit concepts and improve knowledge.</p>		<p>Subject knowledge is secure and supports planning and teaching.</p> <p>High standards of literacy, numeracy and articulation are promoted.</p> <p>Expectations are challenging, based on learners' capabilities and prior knowledge. <u>Very good</u> ✓</p> <p>Objectives are clear and linked to planned learning outcomes.</p> <p>Resources and activities are appropriate, creative and varied. <u>Much better</u> ✓</p> <p>Learners are engaged, motivated and actively participate. ✓</p> <p>Learning time is used effectively. <u>Pushed</u> ✓</p> <p>Explanations are clear and focused. ✓</p> <p>Pupil autonomy is encouraged.</p> <p>A positive atmosphere for learning is created. ✓</p> <p>Behaviour management is fair, consistent and effective. ✓</p> <p>Individual needs are addressed effectively. ✓</p> <p>Questioning of and feedback to learners probes and develops understanding. <u>Much better</u></p> <p>Pupil progress is assessed. <u>Next lesson - great</u></p> <p>AFL strategies are employed to enhance learning. <u>great</u></p> <p>Learners achieve good quality outcomes. <u>Recap questions</u> ✓</p>	
		Knowledge	
		Planning	
		Teaching	
		Class Management	
		Differentiation	
		Assessment	
		Progression	
		Overall Lesson Grading	
		Please circle overall lesson grade.	
Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points.			
	1 2 3 4 5		
Points for Action			
<ul style="list-style-type: none"> Continually encourage pupils to <u>find the answer</u> - text book detail helps them to persevere and find information (eg. literacy). This lesson was far more effective as pupils felt that they can achieve. As a result, learning was effective and engagement was maximised in most phases. <u>Timing</u> - ambitious lesson but still need to designate more time to deforestation/sustainable management <ul style="list-style-type: none"> Moved to next phase quicker - still need to focus on transition Some things class get frustrated if the lesson isn't finished by the bell. 			
Signed (observer) _____	Signed (trainee) _____		

Lesson Observation 2013

Please circle: PGCE Secondary F weeks, S weeks
PGCE Primary PPL1, PPL 2 ; BA QTS Year 3, Year 4.

Student _____
Subject Geog.
Topic Māasar, way of life
Date 25/4/13

School _____
Class 9GL
Observer _____
Joint _____

Observation focus (linked to standards) To be completed by trainee	Grade(s) for observed focus	Observer's comments on identified focus.																																
Behaviour Management	4																																	
Maintain professional relationship.	4																																	
<p>Please evaluate the impact of planning and teaching on learning:</p> <p>State activity given ⇒ generally pupils on task for this ⇒ too long teaching plan should have been addressed at beginning. teaching only getting started at 2.43. ⇒ pupils continuing work search even though they should be on another task. * you need to read through work. Title & objective should be on board earlier than 20 mins in. * picture of tribe could have been used so effectively but wasn't * worksheet designed well, however not used effectively ⇒ went on too long!! lost its purpose & subsequently effectiveness to show progress.</p> <p>Please identify the quality of pupil progress: (consider the attainment of a range of abilities)</p> <p>progress extremely limited ⇒ by 2.55 ⇒ pupils had answered one question Top/high attainer ⇒ not challenged.</p>		<p>Please tick areas of strength & cross any areas for development ↓</p> <table border="1"> <tr><td>Subject knowledge</td><td></td></tr> <tr><td>Standards of literacy, numeracy, articulation</td><td></td></tr> <tr><td>Expectations and challenge</td><td>X</td></tr> <tr><td>Clarity of objectives</td><td></td></tr> <tr><td>Links to, and use of, prior knowledge</td><td></td></tr> <tr><td>Resources and activities</td><td></td></tr> <tr><td>Learner engagement</td><td>X</td></tr> <tr><td>Use of learning time</td><td>X</td></tr> <tr><td>Explanations</td><td></td></tr> <tr><td>Pupil autonomy</td><td></td></tr> <tr><td>Atmosphere for learning</td><td>X</td></tr> <tr><td>Behaviour management</td><td></td></tr> <tr><td>Meeting individual needs</td><td>X</td></tr> <tr><td>Questioning and feedback</td><td></td></tr> <tr><td>Assessment</td><td>X</td></tr> <tr><td>Pupil Progress</td><td>X</td></tr> </table>	Subject knowledge		Standards of literacy, numeracy, articulation		Expectations and challenge	X	Clarity of objectives		Links to, and use of, prior knowledge		Resources and activities		Learner engagement	X	Use of learning time	X	Explanations		Pupil autonomy		Atmosphere for learning	X	Behaviour management		Meeting individual needs	X	Questioning and feedback		Assessment	X	Pupil Progress	X
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<p>Please circle overall lesson grade here → 1 2 3 4 5</p> <p>Use the Liverpool Hope indicators to support and benchmark your judgements. The questions overleaf may also assist in structuring post-lesson discussions with the trainee and the identification of development areas.</p>																																		
<p>Priority Action Points to improve learning and teaching.</p> <table border="1"> <tr> <td>Subject specific knowledge, application, progression</td> <td>Teaching strategies, assessment, differentiation, classroom management</td> </tr> </table>			Subject specific knowledge, application, progression	Teaching strategies, assessment, differentiation, classroom management																														
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Signed (observer)		Signed (trainee)																																

Lesson Observation 2013

Please circle: PGCE Secondary F weeks, S weeks
PGCE Primary PPL1, PPL 2 ; BA QTS Year 3, Year 4.

Student _____
Subject Geog
Topic Kerrya ⇒ Shanty Town
Date 18/4/13

School _____
Class 904
Observer _____
Joint _____

Observation focus (linked to standards) To be completed by trainee	Grade(s) for observed focus	Observer's comments on identified focus.
T5.2 ⇒ working to best of their ability	5	
T7.1 ⇒ clear rules to manage behaviour.	5	

Please evaluate the impact of planning and teaching on learning:

* Behaviour ⇒ is impacting immensely on learning ⇒ planned target to have set rules ⇒ no names, despite seating plan "di"

* Lesson objectives do not match activities

* you haven't discussed living conditions in detail previously so pupils don't know the things you are discussing ⇒ chdera.

Please tick areas of strength & cross any areas for development ↓

Subject knowledge	
Standards of literacy, numeracy, articulation	
Expectations and challenge	X
Clarity of objectives	X
Links to, and use of, prior knowledge	
Resources and activities	
Learner engagement	X
Use of learning time	
Explanations	
Pupil autonomy	
Atmosphere for learning	X
Behaviour management	X
Meeting individual needs	
Questioning and feedback	
Assessment	X
Pupil Progress	X

Please identify the quality of pupil progress : (consider the attainment of a range of abilities)

* Extremely limited progress ... no consistency of activities to allow progress to be made

* Behaviour influencing progress

Please circle overall lesson grade here → 1 2 3 4 **5**

Use the Liverpool Hope indicators to support and benchmark your judgements. The questions overleaf may also assist in structuring post-lesson discussions with the trainee and the identification of development areas.

Priority Action Points to improve learning and teaching.

Subject specific knowledge, application, progression	Teaching strategies, assessment, differentiation, classroom management
* Lesson objectives need to match activities & subsequently progress.	* Do not get into an argument with pupil only escalate issue

Signed (observer) _____ Signed (trainee) _____

A5.9: Student feedback sheets – Student 1

PGCE Primary PPL1, PPL 2 ; BA QTS Year 3, Year 4.

Student [Redacted] School [Redacted Academy]
 Subject Geography Class Year 9
 Topic Fair trade Observer [Redacted]
 Date _____ Joint _____

Observation focus (linked to standards) To be completed by trainee	Grade(s) for observed focus	Observer's comments on identified focus.																																
<ul style="list-style-type: none"> Promote a love of learning Contribute to the design + provision of an engaging curriculum within the relevant subject area. 		<p>Pupils enjoyed the activities, especially the competitive element against their peers.</p> <p>Pupils were engaged actively and have asked for more activities like this!</p>																																
<p>Please evaluate the impact of planning and teaching on learning:</p> <p>- The lesson was based on pupils previous learning on global village and matched well with the work they were familiar with. This allowed them to extend their answers and explain them in more detail. There were good links and the questioning allowed them to express their ideas well.</p> <p>- The resources were well planned and prepared and each group knew what the aim of the game was and were quite competitive in trying to win.</p>		<p>Please tick areas of strength & cross any areas for development</p> <table border="1"> <tr><td>Subject knowledge</td><td></td></tr> <tr><td>Standards of literacy, numeracy, articulation</td><td></td></tr> <tr><td>Expectations and challenge</td><td></td></tr> <tr><td>Clarity of objectives</td><td></td></tr> <tr><td>Links to, and use of, prior knowledge</td><td>✓</td></tr> <tr><td>Resources and activities</td><td>✓</td></tr> <tr><td>Learner engagement</td><td></td></tr> <tr><td>Use of learning time</td><td></td></tr> <tr><td>Explanations</td><td></td></tr> <tr><td>Pupil autonomy</td><td>✓</td></tr> <tr><td>Atmosphere for learning</td><td>✓</td></tr> <tr><td>Behaviour management</td><td></td></tr> <tr><td>Meeting individual needs</td><td></td></tr> <tr><td>Questioning and feedback</td><td>✓</td></tr> <tr><td>Assessment</td><td></td></tr> <tr><td>Pupil Progress</td><td></td></tr> </table>	Subject knowledge		Standards of literacy, numeracy, articulation		Expectations and challenge		Clarity of objectives		Links to, and use of, prior knowledge	✓	Resources and activities	✓	Learner engagement		Use of learning time		Explanations		Pupil autonomy	✓	Atmosphere for learning	✓	Behaviour management		Meeting individual needs		Questioning and feedback	✓	Assessment		Pupil Progress	
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Pupil Progress																																		
<p>Please identify the quality of pupil progress : (consider the attainment of a range of abilities)</p> <p>Pupils were able to show progress although one group could have made further use of their knowledge.</p>																																		
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Signed (observer) <u>[Redacted]</u>		Signed (trainee)																																

subject Geography
 Topic Rainforest
 Date 23/11/12

School [redacted]
 Class 902
 Observer [redacted]
 Joint [redacted]

Observation focus (linked to standards)	Grade	Comments
3.3	3	Structure of questioning.
3.4	2	

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?																							
<p><u>prompt start to lesson</u></p> <ul style="list-style-type: none"> * Starter activity ⇒ rather than getting kids to read out homework ⇒ use high level questioning to engage pupils. * pupils were listening ⇒ being quiet ⇒ but not necessarily engaged. * <u>Good use of media</u> ⇒ visual learners. * <u>Classroom management</u> ⇒ pupils respond * <u>Title & lesson objective need to be on the board & for my lessons written into their books.</u> * <u>Think about the structure of your questions so it is clear what you want pupils to do.</u> * <u>Timing was good.</u> * 3 parts to the lesson. 	<table border="1"> <tr> <td>Subject knowledge is secure and supports planning and teaching.</td> <td rowspan="2">Knowledge</td> </tr> <tr> <td>High standards of literacy, numeracy and articulation are promoted.</td> </tr> <tr> <td>Expectations are challenging, based on learners' capabilities and prior knowledge.</td> <td rowspan="2">Planning</td> </tr> <tr> <td>Objectives are clear and linked to planned learning outcomes.</td> </tr> <tr> <td>Resources and activities are appropriate, creative and varied.</td> <td rowspan="3">Teaching</td> </tr> <tr> <td>Learners are engaged, motivated and actively participate.</td> </tr> <tr> <td>Learning time is used effectively.</td> </tr> <tr> <td>Explanations are clear and focused.</td> <td rowspan="2">Class Management</td> </tr> <tr> <td>Pupil autonomy is encouraged.</td> </tr> <tr> <td>A positive atmosphere for learning is created.</td> <td rowspan="2">Dif</td> </tr> <tr> <td>Behaviour management is fair, consistent and effective.</td> </tr> <tr> <td>Individual needs are addressed effectively.</td> <td rowspan="3">Assessment</td> </tr> <tr> <td>Questioning of and feedback to learners probes and develops understanding.</td> </tr> <tr> <td>Pupil progress is assessed.</td> </tr> <tr> <td>AFL strategies are employed to enhance learning.</td> <td rowspan="2">Pr</td> </tr> <tr> <td>Learners achieve good quality outcomes.</td> </tr> </table>	Subject knowledge is secure and supports planning and teaching.	Knowledge	High standards of literacy, numeracy and articulation are promoted.	Expectations are challenging, based on learners' capabilities and prior knowledge.	Planning	Objectives are clear and linked to planned learning outcomes.	Resources and activities are appropriate, creative and varied.	Teaching	Learners are engaged, motivated and actively participate.	Learning time is used effectively.	Explanations are clear and focused.	Class Management	Pupil autonomy is encouraged.	A positive atmosphere for learning is created.	Dif	Behaviour management is fair, consistent and effective.	Individual needs are addressed effectively.	Assessment	Questioning of and feedback to learners probes and develops understanding.	Pupil progress is assessed.	AFL strategies are employed to enhance learning.	Pr	Learners achieve good quality outcomes.
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	5																							

Points for Action

- * Remember to do register.
- * Title & lesson objective on board.

Signed (observer) [redacted] Signed (trainee) _____

Student _____
 Subject GEOGRAPHY
 Topic ITALY
 Date 2/11/2012

School ST JAMES HIGH SCHOOL
 Class SP1
 Observer A. GRIFFIN
 Joint N/A

Observation focus (linked to stand: <u>T74</u>)		Comments	
Effective use of lesson time.	2	<u>Paced well. Lots of activities.</u>	
Good relationship with pupils	1	<u>A good rapport with the class. A positive learning climate created.</u>	
Pupils have responsibility for their own learning.	3	<u>Quite teacher led. Give girls activities to challenge them & let them work independently.</u>	
Observation Feedback (Highlight strengths and areas for development)		Checklist to consider: to what extent are the following demonstrated?	
<p><u>sound subject knowledge. can respond to pupils questions & misunderstandings. Learners supported to develop reading skills.</u></p> <p><u>Lesson needs to be more challenging. Top set class → can be stretched more.</u></p> <p><u>Objectives clearly displayed on the board at all times. Recorded in books.</u></p> <p><u>Variety of resources used.</u></p> <p><u>Girls on task throughout the lesson. Engaged in what they are doing. Clear instructions given so girls know what they are doing.</u></p> <p><u>Autonomy opportunity given in homework.</u></p> <p><u>Positive learning climate. Pupils supported & praised.</u></p> <p><u>Good behaviour throughout the lesson. Reward system used effectively.</u></p> <p><u>All activities are assessed with pupil feedback. Praise/recommendations given by teacher.</u></p> <p><u>Plenary used to assess progress of the lesson → all pupils involved.</u></p> <p><u>L.O. is achieved.</u></p> <p><u>A sound lesson overall. !!</u></p>		Subject knowledge is secure and supports planning and teaching.	Knowledge
		High standards of literacy, numeracy and articulation are promoted.	
		Expectations are challenging, based on learners' capabilities and prior knowledge.	Planning
		Objectives are clear and linked to planned learning outcomes.	
		Resources and activities are appropriate, creative and varied.	Teaching
		Learners are engaged, motivated and actively participate.	
		Learning time is used effectively.	
		Explanations are clear and focused.	Class Management
		Pupil autonomy is encouraged.	
		A positive atmosphere for learning is created.	Dif
Behaviour management is fair, consistent and effective.			
Individual needs are addressed effectively.	Assessment		
Questioning of and feedback to learners probes and develops understanding.			
Pupil progress is assessed.			
AFL strategies are employed to enhance learning.	Pr		
Learners achieve good quality outcomes.			
		Overall Lesson Grading	
		Please circle overall lesson grade.	1
		Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points.	2
			3
			4
			5
Points for Action			
<p><u>Need for more pupil autonomy - less teacher led.</u></p> <p><u>More challenging activities needed for this class.</u></p>			
Signed (observer)	_____	Signed (trainee)	_____

Student: DOYLE
 Subject: GEOGRAPHY
 Topic: TOURISM IN ITALY
 Date: 9/11/12

School: [redacted]
 Class: SP1
 Observer: [redacted]
 Joint: MA

Observation focus (linked to standards)	Grade	Comments
T1.3	2	Pupil led activities today.
T1.3 Maintain good relationships with pupils.	2	Starting to use their names more. Mutual respect in the classroom.
T1.4 Give pupils regular feedback.	3	More on how the girls can make progress.

Observation Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?
<u>Sound knowledge.</u>	Subject knowledge is secure and supports planning and teaching. (2)
Girls expected to achieve a lot by the end of the lesson.	High standards of literacy, numeracy and articulation are promoted. (2)
<u>Objectives displayed throughout the lesson.</u>	Expectations are challenging, based on learners' capabilities and prior knowledge. (2)
<u>Appropriate resources. Variety of activities to suit different learners.</u>	Objectives are clear and linked to planned learning outcomes. (2)
Girls participate in lesson.	Resources and activities are appropriate, creative and varied. (2)
T.S. → rules read out & clarified - all are doing.	Learners are engaged, motivated and actively participate. (2)
<u>Good behaviour management. Positive learning climate created. Good use of extrinsic motivation.</u>	Learning time is used effectively. (3)
<u>Work/peer support. Good range of strategies used to promote differentiation.</u>	Explanations are clear and focused. (2)
<u>Starter activity was good → but not assessed. Go over answers when you do activity.</u>	Pupil autonomy is encouraged. (2)
<u>Check obs have been met at the end of lesson → How do you know progress has been made?</u>	A positive atmosphere for learning is created. (1)
Overall, it was a good lesson that got all the girls on task. Leave more time for AFL & always include a plenary that involves the entire class. Less TTT & teacher led. Well done.	Behaviour management is fair, consistent and effective. (2)
	Individual needs are addressed effectively. (2)
	Questioning of and feedback to learners probes and develops understanding. (3)
	Pupil progress is assessed. (3)
	AFL strategies are employed to enhance learning. (3)
	Learners achieve good quality outcomes. (3)
	Overall Lesson Grading
	Please circle overall lesson grade.
	Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points. (2)

Points for Action

- * Use Socratic questioning *
- * Timing *
- * Assessment * → Mini plenaries.
- * Register needs to be done * → legal document.

Signed (observer) [redacted] Signed (trainee) _____

ent _____
 Subject GEOGRAPHY
 Topic ONE CHILD POLICY IN CHINA
 Date 15/11/2012

School _____
 Class Yr 11
 Observer _____
 Joint NA

Observation focus (linked to standards)	Grade	Comments
4 Give pupils regular feedback	2	Just need to tell pupils how to progress more often.
3 Promote high standards of literacy	2	Good use of new vocab. Pupils able to integrate into their work.

T3.3
 Feedback (Highlight strengths and areas for development)

Feedback (Highlight strengths and areas for development)	Checklist to consider: to what extent are the following demonstrated?	
<p>Good subject knowledge. Able to address all pupils questions.</p> <p>Good geographical terminology. Pupils able to use new vocab.</p> <p>Good LO's. Girls had to think & work the answers out.</p> <p>Lots of activities -> different ones to cater to the learning needs of all pupils.</p> <p>Every pupil produced a good standard of work -> asked q's & remained on task.</p> <p>Excellent rapport with pupils -> they said thank you a way out! -> That doesn't happen often.</p> <p>Pupils did lots of work on their own -> guided by teacher. Pupils on task, motivated & actively participating in the less.</p> <p>No behaviour issues.</p> <p>All pupils complete a variety of activities, so there is something for everyone. AH.</p> <p>Lots of q's!</p> <p>Pupils asked q's throughout the lesson. Pupils making evaluative comments on the issue -> getting into arguments & fighting out the issue -> brilliant!!</p> <p>Plenary - mini whiteboards used -> all pupils involved.</p> <p>* A really good lesson which pupils enjoyed & learned a lot in. Well done</p>	Subject knowledge is secure and supports planning and teaching. (2)	Knowledge
	High standards of literacy, numeracy and articulation are promoted. (2)	
	Expectations are challenging, based on learners' capabilities and prior knowledge. (2)	Teaching
	Objectives are clear and linked to planned learning outcomes. (2)	
	Resources and activities are appropriate, creative and varied. (2)	Assessment
	Learners are engaged, motivated and actively participate. (1)	
	Learning time is used effectively. (2)	
	Explanations are clear and focused. (2)	
	Pupil autonomy is encouraged. (2)	
	A positive atmosphere for learning is created. (1)	
Behaviour management is fair, consistent and effective. (2)		
Individual needs are addressed effectively. (3)		
Questioning of and feedback to learners probes and develops understanding. (2)		
Pupil progress is assessed. AFL strategies are employed to enhance learning. (2)		
Learners achieve good quality outcomes. (2)		
Overall Lesson Grading		
Please circle overall lesson grade.		1
Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points.		2
		3
		4
		5

Points for Action

* print out ppt's for AH.
 * don't tell the pupils the answers to the questions -> let them work it out for themselves!!
 * REGISTER!*
 -> legal document. Must be done

Signed (observer) _____

Signed (trainee) _____

Student [Redacted]
 Subject GEOGRAPHY
 Topic GLOBALISATION
 Date T11

School [Redacted]
 Class 903
 Observer [Redacted]
 Joint N/A

Observation focus (linked to standards)	Grade	Comments	
T1.1 → Establish a safe/stimulating environment for pupils.	2	Girls working in teams. Supporting & encouraging each other.	
T7.3 → Manage class effectively		Variety of strategies used. Some girls talking when instructions going on.	
T4.2 → Promote love of learning	2	Girls on task & motivated. Want to learn & excited about their work in the lesson.	
Observation Feedback (Highlight strengths and areas for development)		Checklist to consider: to what extent are the following demonstrated?	
<p>Appropriate subject knowledge. Can use this to maintain the learners interest. Some use of geographical terminology.</p> <p>Girls given a clear expectation at the beginning of the lesson. Prior knowledge to be used to progress through T11 throughout the lesson.</p> <p>Learners enjoyed the class. Engaged throughout and motivated. Good resources used. Appropriate for this level.</p> <p>Clear explanations → all pupils know what they are doing.</p> <p>Positive learning climate. Girls are excited about the lesson & actively engage. All pupils participate in the lesson, playing on their strengths to contribute to the group.</p> <p>In group questioning of L.O. Good quality answers.</p> <p>Peer assessment going on → girls to mark each other & give feedback to class mates.</p> <p>Outcomes have been met.</p> <p>Winning team questioned → justified their victory!</p> <p>A good lesson that got everyone involved. → try to get them focused on listening.</p>		Subject knowledge is secure and supports planning and teaching. (2)	Knowledge
		High standards of literacy, numeracy and articulation are promoted. (2)	
		Expectations are challenging, based on learners' capabilities and prior knowledge. (2)	Planning
		Objectives are clear and linked to planned learning outcomes. (2)	
		Resources and activities are appropriate, creative and varied. (2)	Teaching
		Learners are engaged, motivated and actively participate. (1)	
		Learning time is used effectively. (2)	Class Management
		Explanations are clear and focused. (2)	
		Pupil autonomy is encouraged. (2)	Dif
		A positive atmosphere for learning is created. (1)	
Behaviour management is fair, consistent and effective. (3)	Assessment		
Individual needs are addressed effectively. (2)			
Questioning of and feedback to learners probes and develops understanding. (3)	Pr		
Pupil progress is assessed. (3)			
AFL strategies are employed to enhance learning. (3)			
Learners achieve good quality outcomes. (2)			
Overall Lesson Grading			
Please circle overall lesson grade.		1	
Use the indicators overleaf to support and benchmark your judgements. The checklist above may assist in highlighting any areas of practice which should be targeted as action points.		2	
		3	
		4	
		5	
Points for Action			
<p>* Anticipate pupils not doing homework & bringing resources & plan for that.</p> <p>* Make sure all girls stop talking before you give instructions.</p> <p>* Develop feedback more. Give suggestions for improvements & how they can progress further.</p>			
Signed (observer) [Redacted]		Signed (trainee) [Redacted]	

Appendix 6: Lesson observation feedback prompt sheet

Liverpool Hope University ITE Partnership Indicators					
Lesson Observation Criteria for trainee teachers	1	2a	2b	3	4
	Outstanding	Good		Requires improvement	Inadequate
	All learners make good progress	All learners make expected progress		Some learners make less than expected progress	Most learners make inadequate progress
T1 Set high expectations which inspire, motivate and challenge pupils	<p>Consistently safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>Consistently sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Establishes a safe and stimulating environment for pupils rooted in mutual respect.</p> <p>Sets goals that stretch and challenge pupils of all backgrounds abilities and dispositions.</p>		<p>Environment is safe but lacks stimulation and demonstrates little mutual respect.</p> <p>Insufficient evidence of challenge for all children. Positive attitudes not consistent and expectations for behaviour inconsistent</p>	<p>The environment is unsafe and lacks stimulation.</p> <p>Children are not stretched or challenged.</p> <p>Struggles to demonstrate positive attitudes values and behaviour which are expected of pupils.</p>
T2 Promote Good Progress and Outcomes	<p>Challenging lesson objectives and outcomes are very clearly linked and well designed</p> <p>Lesson outcomes are appropriately challenging and differentiated</p>	<p>Lesson objectives are clear, well matched to the class and appropriately challenging</p> <p>Lesson outcomes are clearly linked to objectives.</p>		<p>Lesson objectives are vague or not well linked to the topic and/or learners' abilities</p> <p>Lesson outcomes do no link clearly to the objectives or learning activities</p>	<p>Lesson objectives are inappropriate, unclear and insufficiently challenging</p> <p>Learning outcomes are not considered.</p>

<p>T3 Demonstrate good subject and curriculum knowledge</p>	<p>Has in depth subject knowledge is used confidently and with awareness</p> <p>Anticipates and adapts to address misconceptions</p>	<p>Has secure subject knowledge</p> <p>Addresses common errors and misconceptions effectively in their teaching, where appropriate.</p>	<p>Subject and curriculum knowledge sometimes limited and/or requiring improvement.</p> <p>Is not always successful in maintaining pupils' interest or addressing their misconceptions.</p>	<p>Regularly requires significant support with subject and curriculum knowledge when planning lessons in order to meet the needs of their pupils.</p> <p>Consistently fails to maintain pupil interest due to lack of subject knowledge and inability to address their misconceptions</p>
<p>T4 Plan and Teach well structured Lessons</p>	<p>Lessons link clearly to prior learning and promote high expectations. Activities and appropriate resources are carefully sequenced and matched to learners' needs.</p> <p>Clearly understands the impact different activities/ approaches have on learning and adapts accordingly</p>	<p>Builds on, consolidates or extends prior knowledge and understanding</p> <p>Lessons are clearly structured with good use of resources.</p> <p>Tries out a range of approaches to teaching and learning to engage and interest learners.</p>	<p>Does not fully take account of prior knowledge and understanding</p> <p>Lesson structure is not well organised or inappropriate</p> <p>Lesson planning is inconsistent and does not aim to meet the needs of all learners</p> <p>Employs a limited range of teaching strategies and adequate resources</p>	<p>Does not take into account pupils' prior knowledge</p> <p>Shows no evidence of being able to develop and expand pupils' knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity</p> <p>Lesson structure is inadequate and resources are not well matched to the needs of pupils</p>

<p>T4 Plan and Teach well structured Lessons</p>	<p>Pace is consistently well matched and adapted to the learners</p> <p>Learners are fully engaged and motivated throughout</p>	<p>Pace is well maintained</p> <p>Learners are generally engaged and motivated</p> <p>Effective use is made of lesson time.</p>	<p>Pace of learning is slow and lesson time is not well used</p> <p>Learning is not structured appropriately</p> <p>Most learners are not fully engaged or motivated</p>	<p>Lesson structure and pacing of learning is inadequate and not well matched to the needs of pupils.</p> <p>Struggles to adapt their teaching resulting in ineffective use of time and lack of pupil engagement</p>
<p>T4 Plan and Teach well structured Lessons</p>	<p>Activities are well organised and instructions very clearly and effectively communicated</p> <p>Information is adapted very effectively for learners</p>	<p>Instructions and explanations are clear and well scaffolded to support learning.</p> <p>Information is quickly adapted to suit learners.</p>	<p>Knowledge and task instructions lack clarity and confident delivery</p> <p>Language and explanations meet the needs of some learners</p> <p>Standard English is not consistently used or promoted</p>	<p>Explanations are poor and hamper pupil progress</p> <p>Instructions are not clearly communicated</p> <p>The use and promotion of Standard English is inconsistent</p>
<p>T5 Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>Quickly identifies learners' strengths/ needs and supports them effectively</p> <p>Anticipates the needs of individuals and groups and rapidly addresses them</p>	<p>Understands the range of needs and effectively plans for differentiation.</p> <p>Supports learners effectively in order to overcome barriers to learning.</p>	<p>Is aware of the needs of pupils but does not differentiate learning appropriately</p> <p>Can adjust teaching to overcome common barriers to learning</p>	<p>Has limited understanding of the need to differentiate.</p> <p>Is not yet able to support learners in order to overcome barriers to learning.</p>
<p>T6 Make accurate and productive use of assessment</p>	<p>Systematically and effectively checks learners' understanding throughout the lesson and in plenary activities</p> <p>Uses assessment to Intervene skilfully with a notable impact on outcomes.</p>	<p>Checks learners' understanding and progress against objectives, including through plenary activities</p> <p>Uses assessment strategies to promote pupil progress.</p>	<p>Does not always make effective or frequent use of appropriate opportunities to revisit and address lesson objectives and/or outcomes</p> <p>Understands how to make use of some assessment strategies to identify pupils' progress</p>	<p>Lesson outcomes are not used or clearly assessed to highlight pupil progress.</p> <p>Does not recognise opportunities to use formative and summative assessment to identify pupils' progress</p>

<p>T7 Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>Well-chosen strategies match learners' needs and interests in an atmosphere highly conducive to learning</p> <p>Expectations are consistently high and positive behaviour is promoted very effectively in creating a safe, supportive learning environment.</p> <p>Excellent presence.</p>	<p>A range of strategies match the needs and interests of learners, who are generally engaged and responsive.</p> <p>Clear expectations of behaviour and consistent use of school policies create an environment supportive of learning.</p> <p>Good classroom presence</p>	<p>Uses a limited range of strategies which do not engage all learners</p> <p>Classroom management and pupil interactions are generally appropriate for most pupils'</p> <p>Expectations and classroom management are inconsistent</p> <p>Classroom presence needs improving</p>	<p>Learner engagement is hampered by inconsistent use of behaviour management strategies</p> <p>Delivery lacks confidence and authority</p> <p>Interventions are ineffective.</p> <p>Fails to establish effective relationships</p> <p>Has limited classroom presence</p>
<p>T8 Fulfil wider professional responsibilities. Include evidence from post lesson discussion.</p>	<p>Makes a positive contribution to the wider life and ethos of the school.</p> <p>Develops effective relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p>Consistently deploys support staff effectively.</p> <p>Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>Communicates effectively with parents with regard to pupils' achievements and well-being.</p>	<p>Makes some contribution to the wider life and ethos of the school.</p> <p>Is beginning to develop effective relationships with colleagues drawing on support and advice as and when required.</p> <p>Responds to advice and feedback.</p> <p>Communicates with parents with regards to pupils' achievement and well-being.</p> <p>Deploys support staff effectively.</p>	<p>Little engagement with wider school community. Relationships with colleagues are inconsistent and advice not always acted upon.</p> <p>Support staff are sometimes deployed effectively.</p> <p>Some communication with parents in respect of progress or well-being.</p>	<p>Not integrated with the school community and ethos.</p> <p>Relationships with colleagues are counterproductive. Advice is not acknowledged or acted upon.</p> <p>Support staff are not deployed effectively.</p> <p>Ineffective communication regarding progress and well-being.</p>

Appendix 7: Mentor feedback model



