

TEACHING COMPETENCE
A PERSONAL CONSTRUCT VIEW

A Thesis submitted for the degree of Doctor of Philosophy

by

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Teaching Competence a Personal Construct View

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ABSTRACT.

Attempts to incorporate all the views of competence and quality in teaching into definitive check lists of behaviours are doomed to failure, despite the current political pressure to constrain the assessment of teaching.

The reflective process in education, expressed through PCP and Self-Organised-Learning is discussed and located within the competence debate in teaching and current models of competence. The value of a conversational and reflective approach in the assessment and understanding of teaching is stressed.

Twelve members of staff engaged in teacher training completed a SPACed-FOCUSed repertory grid and their personal constructs of teaching competence at the end of a four year B.Ed course were elicited. A further reiterative process of review reflection and structures of meaning exercises resulted in the production of an initial set of criteria of competence that represented the staff group's construct dimensions. The initial criteria set was applied to students undertaking their final teaching practice and the results fed back to the staff in the form of a feedback for learning exercise. This application is compared with a review undertaken as part of a conversational methodology.

Three further groups followed a broadly similar pattern to that of the staff group - Students; Newly Qualified Teachers and their Mentors. with each undertaking a group repertory grid exercise. The constructs/elements elicited lead to a criteria or competency set for each group.

Comparisons are drawn between all groups, and a detailed analysis is made of each group's responses with Circular 14/93 (DFE 1993A).

Recommendations for future practice are made which return to the central theme that criteria or competency sets alone cannot adequately describe the complex set of activities that is called teaching. Profiling approaches, different forms of evidence and professional development portfolios are proposed as some alternatives and additions to present practice.

The final chapter reviews the author's personal learning prior to and during the research process. Influences are discussed, and critical incidents listed and analysed through a SPACed-FOCUSed repertory grid employing a conversational and reflexive process that mirrors the study methodology.

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He that questioneth much shall learn much, and content much; but especially if he apply his questions to the skill of the person whom he asketh; for he shall give them occasion to please themselves in speaking and himself shall continually gather knowledge.

(Sir Francis Bacon 1561-1626)

INTRODUCTION

Personal directions, influences and background

The major influences affecting my personal philosophy on life, education, teaching and learning have revolved around

- an initial training in physical education and all that subject's associated teaching and instructional strategies.
- an interest in psychology and in particular the psychology of skill acquisition.
- experiences of working with children suffering from minimal cerebral dysfunction (clumsy children).
- special educational needs; and the learning debate
- and teacher education.



All these influences have developed over the past 20 years in an environment of radical change.

The early part of my secondary education found me in a junior art school (13-16 years). The department was based in an adult college and the organisation and philosophy of the school demanded a good deal of independent work. This expectation of self organisation and self driven development did perhaps give me a head start into P.C.P. and S.O.L.

This experience, 'supervised' by a teacher who stimulated learning through personal introspection in art and a search for your own meaning and form of expression was extended to another department in the same institution where I began a different journey, one concerned with paper gathering. It began with GCE's, it has continued for most of my professional life. This early experience was for me, I now realise, one of the most important periods of my life, it taught me to think independently and to have the confidence to pursue my own directions in learning, with the kind of support that was positive as well as critical and challenging.

A two year period of incarceration in the Royal Air Force did little to develop my learning skills, indeed, the models presented to me were, I consider, the worst forms of robotic instruction to be found. One early course that I was obliged to attend concerned the learning of the morse code. I was amazed at this stage when I was simply presented with a pair of headphones, after a brief half an hour 'talk through' the patterns of the code, and expected to get on with it. 'Getting on with it' consisted of listening to random letters in groups of five and attempting to translate them. The transmissions were of course slow and therefore unrealistic in their flow and patterning. The justification for sending random groups of five was that "this is the normal pattern for secret coded messages". The fact that the vast majority of the course members would never even see a secret 'message' and would for the most part send and receive in plain language did not seem to influence what we were 'taught' or how. I remember clearly at this time thinking - 'why not begin with what we know (plain language) and develop those words and groups of letters and figures that are most commonly found in R.T. traffic. In the event, what happened was, that in our 'free practice' time we did send plain language to each other, and it was of the type 'the cat and the hat were on the mat'. We learned despite our 'instructors'.

At a later stage, I was invited to attend another course involving morse code. This 'advanced' course involved listening to foreign languages transmitted by Russian, Chinese and Korean operators. Our task was, in our chosen language to recognise the patterns of the language transmitted and write them down as symbols e.g. \triangle° . This process was mind numbingly destructive to the extent that many receivers were ripped off the wall and dashed to the floor. The ensuing several days confined to the mess were a welcome relief from what was to me the one situation that resulted in zero task understanding. This lack of

understanding - of what was being said - taught me one thing quite early in my career; involve the learner cognitively in the task and encourage questions that will lead to understanding. One small incident sparked this realisation; it occurred when I in fact asked a senior translator what one particular symbol -  - actually meant; he replied "that's what they (Chinese) send for laughter". I searched meaningfully for this pattern in future transmissions: it gave me one small handhold on reality and understanding that made the rest of the course bearable. Not surprisingly, I can still, after 40 years send and receive normal morse code, but can only remember one item from the later course () - but it's no longer funny.

My motivation to embark upon research into self organised learning and the world of P.C.P. grew from the following situations, pressures, influences and experiences later in my career. Since completing my M.Phil. (1975) and having been dissatisfied with it in terms of the quality of the 'evidence' gathered (test scores) and the dryness of a clinical, behaviourist, statistical approach which ignored much human experience and feelings, I have regularly kicked myself into action to learn, re-learn, re-train, re-assess my state of knowledge and my understanding about myself and my learning. I was helped greatly by my colleagues in this process, (Diane Montgomery in particular), and pushed by government interventions and imposed changes/expectations emanating from C.A.T.E. in the development of the B.Ed. course. Regular reviews of content and method were necessary when the wind of political whim changed direction. I was soon to realise that this apparently healthy review process was quite often a purely reactive and barren process of re-writing much of what was already written into a different organisational framework, a

process which Thomas and Harri-Augstein (1991) have described as 'robotic functioning'. Staff were supposedly working constructively in teams throughout these reviews but in practice many staff were not taking responsibility for their own learning and input, were not motivated or deeply involved, and were generally dependent on others' prescriptions and directives. This top-down unidirectional form of management tended to stifle new initiatives and did not encourage what Revens (1991) called:- "the upward transmission of doubt". This situation did not sit comfortably with me.

In addition, as someone who was (supposedly) enabling other people to learn, and indeed lecturing on the very process of learning, I was painfully aware through sitting in on another colleagues' lectures that much of what passed for teaching was not even adequate instruction, and that even the basic rules were being broken, ie:- overloading students, presentation errors (expecting students to listen to one thing whilst reading and writing another), failing to give advance organisers, use of jargon without explanation etc., as one student put it to me -

"It sometimes takes twenty minutes to fathom out what the lecture is all about -- by this time its too late".

There was rarely the opportunity for cognitive involvement with subject matter or the opportunity to question views and opinions or even to clarify ones own concepts through conversation. This situation was relieved somewhat when in 1985 a small team of staff instituted a major course in Special Educational Needs (SEN) and built into the teaching programme question/discussion groups with time to converse, question, challenge or verify their understandings of the lectures. These opportunities to follow up points of difficulty proved immensely popular with the students and subsequently effective in their learning, as evidenced by

their assignments and examination results on the one hand, but more important, by their willingness, ability and desire to engage in real discussion about educational issues. This change in learning pattern which often generated its own next step in learning methods or content bore similarities with Thomas and Augsteins' (1993) description of the framework offered by the P.L.C. (Personal Learning Contract i.e:

- a) Negotiating a learning activity - discussion of lecture programme and topics
- b) Carry this out - lecture with staff-student interaction
- c) Self debrief of actions taken)Post lecture
- d) Review the P.L.C. by comparison)discussion and with a).)review
- e) Self diagnosis of strengths and weaknesses - planning the next lecture or adapting the programme as necessary.

One could argue that I was moving quite naturally towards a humanistic view of learning and away from the didactic.

A further influence that accelerated my move towards P.C.P. and S.O.L. was the realisation that, my background in physical education, and my early work with clumsy children at Leeds under the guidance of John Whiting, introduced me to the concept of individual differences in skill acquisition through differences not only in physical aspects but also in the perceptual process. This information processing approach and modelling of perceptuo - motor skill, and the understanding that it is an infinitely variable process in terms of attention, selective attention, interpretation and decision making in the handling of sensory information, laid the foundations of my own interest in a personal science paradigm. Within my model of a personal yet highly structured approach to the learning of perceptuo-motor skill, the role of the teacher as coach and the value of feedback was not lost, and it sits very well with the role of learning manager or coach within the P.C.P., S.O.L./P.L.C domain. I discovered very early in my own learning that "Systems 7" as described by Thomas and

Harri-Augstein (1991) resonated very well with my own model of perceptuo - motor skill.

The roles of Learning Coach, Task Supervisor and Learning Manager in 'Systems 7' were also recognisable as functions within my own professional responsibilities and the institution generally. This aspect of S.O.L. is returned to later in Chapter 1 (The conversational paradigm).

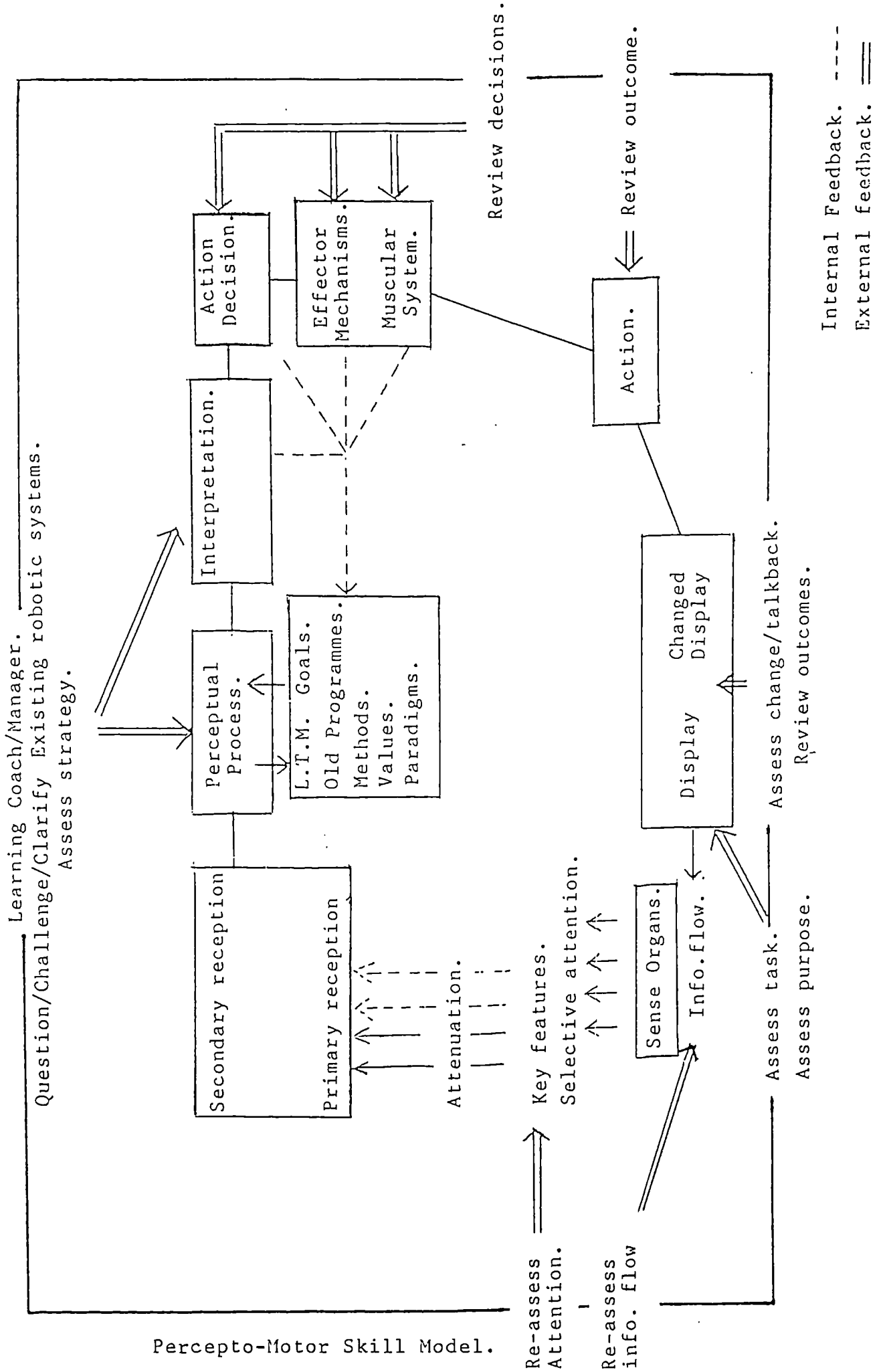
The very essence of my model (fig. 1) lies in the fact that it is reflective, can be changed, influenced and developed both internally and by external forces. The following figure illustrates the p-m skill model as the inner square with the influence of the learning coach/manager illustrated through the outer area.

This attempt to marry existing theories of learning and understanding with P.C.P. is of course not new and has been investigated by Mancuso and Adams-Webber (1982) in their attempt to bring the methods and findings of cognitive psychology into congruence with the constructionist view.

Selective attention (Broadbent (1963) Triesman (1964) can be seen in part as similar to a personal organising frame of reference which results in restricted information flow, which in turn is based upon internal cognitive or perceptual maps. Personal constructs and paradigms may be interchangeable with the perceptual process mechanisms that sample memory, old programmes and routines, goals and values. The influence of external and internal feedback is directly transferable with the process of reflection and review in S.O.L.

The essential feature of the p-m model is prediction, based on interpretation and consequent action decisions.

Prediction, based on past relevant or similar experience, provides the performer with a time saving (in ball catching for example) or with faulty tactics (in the case of p-m impaired children who may lack perceptual speed or past experience). This perceptuo - motor feature is very



Percepto-Motor Skill Model.

Fig 1

similar to Thomas and Harri-Augsteins (1991) meaning-acting-perceiving-feedback cycle in that:-

"...The meaning not only drives the activity but it anticipates the consequences of its actions and sets itself to check how well things have turned out."
(p.73)

This process of predicting the next event, movement, ball trajectory, missile speed etc provided a bridgehead for me between perceptuo-motor theory and Kelly's (1955) theory that has its roots in the assumption that people strive to make sense of experience. Fundamentally, one could maintain that there is a great similarity between the p-m cycle and Kelly's theory which describes in essence a cyclical process of developing constructs/knowledge in close interaction with the environment in order to make predictions about the world. The "experience corollary" seems particularly relevant as it states:-

"a person's construction system varies as he successfully construes the replication of events".

The individual nature of the information processing system and the place of interpretation/prediction in the process is further supported by Kelly (1955, p.50):-

"The substance which he construes (sensory input) does not produce the structure; the person does".

Bannister and Mair (1968) develop this point further:-

"Since the fundamental postulate argues that man is concerned essentially with the anticipation of events, it becomes necessary to suppose that as events unfold and his predictions turn out for better or worse, his construct system will vary to incorporate some aspects of the new evidence. If this were not so, predictions would become progressively less realistic and the system would become less useful".

At a later stage in my personal journey, the perceived relationship between my earlier work and P.C.P. theory was strengthened in further realisation that Kelly's (1955) theory provides theoretical guidelines that may help to

address the problem of information flow in studies/models of artificial intelligence As Agnew and Brown (1989) state:-

"How do we reduce the problem under investigation to manageable cognitive size?"

Simon (1977) summarized the issue:-

"Because the central nervous system can only do a few things at a time, and because the human memory and the human environment jointly contain an enormous amount of information potentially relevant to behaviour, it is essential that there exist processes to determine what tiny fraction of this totality will be evoked at any given moment, and will during that moment constitute the effective environment of thought and behaviour". (p. 159)
(In Agnew and Brown 1989)

Kelly's (1955) recognition that our constructs provide us with a mechanism for restricting attention provides an early suggested answer to the above question. If constructs bound or restrict our anticipation of particular events they could be argued as 'feedforwards' (as opposed to feedback) mechanisms (Agnew and Brown, 1989); and provide a limited set of abstractions on which to base our future action.

These influences, experiences and personal developments provided a platform for this research project, and it could be argued illustrate a prior move towards a P.C.P. approach.

The research topic

The initial aim of the study was to investigate the use of teaching practice criteria with a view to revising the existing institutional set (Appendix 1). The original intention was to confine the research to lecturing staff/teaching practice supervisors and students, but like so many research projects it expanded into other areas and eventually two more groups were added - newly qualified teachers and school based mentors. It was hoped that the work would achieve what Harri-Augstein and Thomas (1993) describe as the primary purpose of S.O.L.

".... for individuals to become more involved in their own learning"

and - "In taking on responsibility for their own learning, people become more motivated and involved".

The primary objective was to expose the differences in criteria used by individuals in assessing teaching practice/competence, and to compare these group views with other 'institutional' views e.g. LEA's., D.F.E., C.A.T.E., N.C.C., and from this comparison produce a set of teaching practice criteria/competencies for use in the authors teaching institution. It had become increasingly clear to the author (and many students) that the existing criteria for teaching practice were:-

- a) not being applied in making judgments of students
- b) not able to demonstrate a logical structure with internal consistency
- c) the source of some confusion in the interpretation of the statements used.

As Olson 1982 succinctly puts it:-

"The burden on the clinician is clear: if he or she wishes to guide clients, the guidance has to be given in a language that the clients can understand".

This represented the very essence of a serious problem with the criteria set in place at that time (1989). The key to the problem lay in great part with the language used which did not have ecological validity for the staff population.

Stones (1984) described the situation as:-

"Idiosyncratic criteria, disagreement as to what is being assessed and unexplicated criteria of assessment". (p.17)

The hidden curriculum and subsequent major aim of the study became an investigation of the different styles, rhetoric and methods of assessing teaching competence within four populations as expressed through the elements, constructs and competencies elicited by the research programme. The research design was conceived in order to illustrate how the experiences, views and perspectives of each of the groups mapped onto the world of the others: to examine where differences occurred, to expose any radically different standpoints and to note agreed areas. The second major aim of the study was to involve the participants in reflection on their own practice, and subsequently, as Thomas and Harri-Augstein (1993) state:-

"They (S.O.L's) are able to challenge existing, partially developed skills and learn how to learn so that such skills are transformed to achieve greater competence by re-defining set tasks and the skills required to achieve them in their own terms".

In challenging existing practice it was hoped that the participants would acquire a deeper understanding of their own learning state, learning organisation and learning process so that they would become aware of the models that drive their thoughts, actions, feelings and decisions relating to students. Hopefully, they would be able to understand the dynamics of their own learning and develop the awareness and personal innovation to improve their capacity to learn. By including staff in the process of constructing the criteria it was hoped that this would allow for the transmission of doubt (in all directions) and as a result lay the foundations - or sow the seeds - for a learning community.

Through the self reflective process it was hoped that a mechanism for change would be produced that would reflect

the process of monitoring, analysing, reconstructing, reflecting and re-building implicit in S.O.L./P.C.P. and described by Thomas and Harri-Augstein (1991) as MA(R)4S:- (Monitor, Analysing, Record, Reflect, Review, Reconstruct, Spiral. p131). This aspect of Thomas and Harri-Augstein's work is referred to later in Chapter 1.

The primary intention of the research was to expose personal constructs and encourage critical reflection on them. The hope was that meaning may be negotiated between the author as learner - learning coach and the learners, and between the learners themselves. Through the process of reflection and review the research seeks to explore and expose the gaps between individuals and groups and in a later chapter propose some bridge building mechanisms.

In the last chapter - Chapter 12 - I return to my personal learning and review many of the issues referred to in this section. 'Critical Incidents' in my learning are reviewed, and in the spirit of S.O.L. and in sympathy with MA(R)4S I spiral back to this point in realising that in some ways I had already achieved a degree of self organised learning but did not realise it. Clear foundations had been laid, and trajectories set.

Personal learning built-up during the research period is foregrounded in an analysis of my critical incidents and indicates a paradigm shift in sympathy with the P.C.P./S.O.L./MA(R)4S systems.

PART ONE

CHAPTER 1

This chapter lays the foundations of the research in Personal Construct Psychology and its application to Educational Settings. The implications of P.C.P. for teachers and the teaching role are traced and direct applications discussed. The reflective and reflexive processes are forwarded as central to the P.C.P. paradigm.

1. Personal Construct Psychology
2. Implications for Education
3. Self-Organised Learning
The conversational paradigm
Systems 7
4. The Reflective Process in Teaching
Reflexivity in Research.

Personal Construct Psychology
(Application to Education)

In proposing his psychology of personal constructs, Kelly (1955) provided both a platform for the investigation of individual construct systems and a constructive alternative to the dominant behaviourist paradigm of the '50's.

Kelly developed his theory out of a dissatisfaction with the nomothetic and idiographic approaches to personality. For Kelly, neither the application of check list scores with norms, or the projection techniques that denied personal analysis, offered an intact view of how an individual perceived his or her world or how they may construe events, objects or people. The theory's attractiveness as a basis for research lies in its commitment to eliciting, as neutrally as possible, the ways in which individuals may construe their worlds (Yorke 1987).

Further, his theory offers ways of "seeing and doing" which are potentially useful in investigating teaching and learning situations (Pope 1982)

Kelly rejected the behaviourist concept of man as an "impotent reactor" who is controlled by his environment, circumstance, chance or contrived patterns of reinforcement.

As Kelly says:-

"A psychology that pins its anticipations on the repetition of events it calls stimuli, or on the concatenations of events it calls "reinforcements" can scarcely hope to survive as mans audacities multiply". (Kelly 1969)

Central to Kelly's theory is the notion of 'man the scientist' actively engaged in making sense of and extending his experience of the world and others; generating hypotheses, and testing out his interpretations or constructs for their adequacy in predicting what is likely to occur next.

For Kelly, the construction of reality is an active, creative, rational, emotional and pragmatic process.

As Bannister and Fransella (1986) explain:-

"... the events we face today are subject to as great a variety of constructions as our wits will enable us to contrive. ... our present perceptions are open to question and reconsideration." (p.5)

The process whereby 'man' devises and organises/re-organises his personal construct system for use in anticipating events was described by Kelly (1955) as:-

"Man looks at his world through transparent patterns or templets which he creates, and then attempts to fit over the realities of which the world is composed In general, man seeks to improve his constructs by increasing his repertory, by altering them to provide better fits, and by subsuming them with superordinate constructs or systems. (1955, pp 8-9)

These 'templets' have been variously described as goggles or even 'blinkers' that may restrict a persons view of the world (Candy 1982).

Kelly (1955) proposed as the central element of his theory a 'Fundamental Postulate':-

"A persons processes are psychologically channelised by the ways in which he/she anticipates events". (p.46)

Kelly has stressed his belief that man is a form of motion, not so much reacting to the present as reaching for the future, conceptualising events in a structured, psychological manner. The underlying philosophical roots of this assumption are embedded in what Kelly called "constructive alternativism" which implies that man can restructure his life. Kelly argues that if the scientists' ultimate aim is to predict and control, then individual man is constantly seeking to predict and control the course of events with which he is involved. For Kelly this process of anticipation was regarded as:-

"- both the push and pull of the psychology of personal constructs. (1955, p.49)

Constructs represent the mechanism whereby an individual interprets and conceptualises his/her world. That

behaviour will flow from a construct system is implicit in the predictive nature of a construct. The behaviour of course being that of the construer.

The present research seeks to expose construct systems beyond the mere labelling of functions, items, events, to a level where there may be the construction of an inter-related system of behaviour represented by an agreed or owned criteria set.

The position regarding Kelly's theories in practice and in education is succinctly stated by Pope (1982):-

"Kelly provided us with an articulation of some of his constructs. In putting forward his theory, he suggested that it would be subject to revision since it was itself an example of a human construct and therefore should be treated as an hypothesis waiting to be put to the test. The challenge to educators is for them to experiment with Kelly's notions as if they were useful ways of seeing teaching and learning." (1982 p.12)

a view taken up by Yorke 1987:-

"so what has Kelly's theory to offer to a researcher seeking to develop practically-relevant propositions that can be subjected to investigation? If one examines the Fundamental Postulate and the attendant Corollaries, one sees straightaway that the theory is presented at a high level of abstraction, as Kelly himself acknowledges. In other words, it is for the researcher to bridge the gap between the practical demands of research and what is perhaps best construed as a meta-theory.

Despite the gaps, Kelly's theory has provided a framework for investigating teachers' behaviour in such areas as - criteria for interpreting curriculum materials (Ben-Peretz et al 1982); teachers' thinking (Yorke 1987); reprimand in the classroom (Mancuso and Eimer 1982); issues in education (Pope 1977); on becoming a teacher (Diamond 1985); teacher' self instruction (Perrott et al 1976); responses to new/innovative curricula (Olson 1980); negotiation between teacher and pupil perspectives (Pope & Shāw 1981).

A superficial review of the eleven corollaries and their relationship to the present research reveals the following

points:

1. Construction corollary. A person anticipates events by construing their replications.

This corollary is concerned with the detection of repeated themes, meanings, outcomes and our viewing of the world through our 'conceptual lenses' (Bannister & Fransella 1986). This may imply that staff who are new to supervision/teacher training will have only their own student experience to reflect on in order to anticipate how students may behave. On the other hand, an experienced tutor may view current students in the light of previous ones which in turn may lead to the expectation and generation of particular behaviour from students. What of the 'outrageous' students who behave unexpectedly and not within the range of similarities/differences/replications held by the tutor?

The implications for the judgment of teaching must at this point include the 'experimenter effect' whereby cues and clues, in the form of smiles, nods, gestures, postures etc. indicate to the student what the supervisor is pleased with and expecting (or at least what the student interprets them as, and what they think the supervisor is communicating). Students generally, it could be argued, will follow these unconsciously given cues and respond, as they interpret them, thus creating a self fulfilling prophecy for the supervisor who may indeed have been genuinely reaching for the future.

2. Individuality Corollary. Persons differ from each other in their construction of events.

This corollary is concerned with the individual nature of a persons construction of events that arises from an essentially personal construct system. Fransella & Bannister (1971) describe this as viewing the world through the 'goggles' of one's own personal construct system.

The significance of this corollary to teaching practice supervision lies in the fact that two supervisors/examiners,

or a supervisor and student may be observing/experiencing ostensibly the same event and yet, because of the nature of their individual construct 'goggles' they may place differing interpretations of what was observed. Indeed, it is not uncommon in the authors experience to have 'logged' a different set of behaviours, outcomes, or responses than the student. The problem of witness' statements after an accident or crime is yet another application of this corollary. An additional problem encountered by student teachers is that they may encounter up to seven different observers of their practice in four different school settings. If one adds the class teacher as expert/supervisor/observer, the number rises to eleven. Kelly suggests that people may resemble each other in construing situations, and it is true that there is a good deal of common ground between tutors and students, this offers some hope and a way forward - agree the ground beforehand?

3. Organisation Corollary. Each person characteristically evolves, for his/her convenience in anticipating events, a construction system embracing ordinal relationships.

This corollary is concerned with the construction of a system in order to deal efficiently with the volume of potential constructs. This construction system contains ordinal relationships between constructs, with subordinate constructions being subsumed into super-ordinate ones - a personal hierarchical set. In the case of teaching supervision, this corollary present some interesting and potentially dangerous ground. It could be argued that a supervisor will assume that a student understands a theoretic position on the evidence of particular actions or behaviours. e.g.:- ignoring and praising in modifying pupils' behaviour when the student may have no understanding of the power of secondary reinforces and teacher attention, and ignores deviant behaviour because he/she cannot think of anything else to do. Alternatively, an hierarchical system in use may relegate the role of supervision to a point where

it is applied or carried out by a set of 'habitual constructs' or based on superficial evidence.

4. Dichotomy Corollary. A persons construction system is composed of a finite number of dicotomous constructs.

Kelly argues here for the usefulness of bi-polar constructs of finite number. These he referred to as 'portable axes of reference'.

The difficulty here for supervision in teaching is the assumption that all behaviours can be placed on a continuum from 'excellent' to 'fail' or 'unacceptable' - something that is not always an obvious case because of the nature of what is being judged. e.g:- Personal Qualities and 'states of being' are not necessarily easy to judge or observe, and whilst one could argue for a bi-polar construct on the grounds of 'observed - not observed', filling in the central gap with descriptions - graded descriptions - of behaviour can be a nightmare.

5. Choice Corollary. A person chooses for him/herself that alternative in a dichotomised construct through which he anticipates the greater possibility for extension and definition of his system.

Kelly suggests that man is constantly striving for an elaboration of his personal construct system in order to gain greater understanding of his world.

The danger of making experience fit ones structure is obvious as a route of least resistance to change and it is clear, that as for the construction corollary and the individuality corollary, supervisors will in some cases see what they expect to see and ignore the threat of the unusual, and the often emotive exercise of accommodating it into their system. Change is resisted as threatening! The real danger here lies in the pressured environment of supervision where decisions have to be taken quickly, based on short observation spans. The temptation to rely on the firmly established personal check list is understandable.

6. Range Corollary. A construct is convenient for the anticipation of a finite range of events only.

This corollary outlines the limits of the focus and range of convenience of constructs. By focus of convenience Kelly meant those things for which a construct was specifically developed - e.g:- Interpersonal skills in teaching may include listening, accepting others' views, sense of humour, tension relief etc, but not - display skills, blackboard work or evaluation.

That a construct is convenient for a finite range of events, combined with the clear individual nature of the 'focus' implies that two people may be using the same words but using a different construct. Events falling into the focus of convenience are likely to be those that people construe most clearly, these in turn are likely to be the events that have, in a supervisors view, clearly defined, reinforced and extended his/her construct system. It is little wonder that students' first concerns are with their supervisors' disposition or agenda. It should I believe be the other way around in demanding that the supervisor demonstrates flexibility, imagination, and lateral thinking.

7. Experience Corollary. A person's construction system varies as he/she successively construes replications of events.

This corollary allows for personal development, as a result of experience, which involves validating, re-defining or supporting ones constructs. Bannister & Fransella (1986) state in relation to this corollary:-

"A persons construct system is not a collection of treasured and guarded hallucinations a personal construct system is a theory being put to perpetual test".

Two aspects are of interest here; first that events as such are not regarded as repetitions to be repeated but aspects of similarity and difference - a selective somewhat fragmented view, and that it is not the number of events that is most significant but the investment made in the

anticipation and the changes that occur in his construct system.

As mentioned previously, inexperienced supervisors have a limited set of constructs with which to work (their own supervision) and therefore may well find initial encounters difficult and somewhat confusing.

8. Modulation Corollary. The variation in a person's construction system is limited by the permeability of the constructs within whose range of convenience the variants lie.

This corollary refers to the 'permeability' of constructs - their ability to accept/assimilate additional elements (or not) within their range of convenience.

Flexibility, and acceptance of new ideas, methods, materials should be at the heart of the supervisors role if he/she is to encourage the personal development of his/her students. There is a clear need here for fairly permeable constructs that allow for the personal development mentioned overleaf. In a similar vein one could argue for a 'core set' of standards, skills, abilities, attitudes that form the bedrock of a supervisor's philosophy of teaching. There can be little doubt that the majority of supervisors/lecturers have this core of beliefs and values and, in most cases they would tend to be fairly impermeable to change - they have after all been acquired over many years of experience!

In an ideal world, individuals may well be able and willing to develop or re-structure their constructs, but it may also be the case that individuals resist change.

9. Fragmentation corollary. A person may successively employ a variety of construction sub-systems which are inferentially incompatible with each other.

This corollary suggests that a person may employ a set of organising sub-systems which are not entirely logically related, and may even be inferentially incompatible with each other. This lack of consistency of structure may result in apparently inconsistent behaviour in a teaching

situation - e.g:- removing a difficult child from the classroom and encouraging tactics to deal with misbehaviour.

10. Commonality Corollary. To the extent that one person employs a construction of events which is similar to that employed by another, his/her psychological processes are similar to those of the other person.

This corollary points to similarities between people developed as a result of them construing in similar ways. People are not seen as similar because they have experienced the same event but because they have perceived it in similar ways.

The implication for teaching and supervising are crucial, for as Bannister and Fransella (1986) state:-

"People in the same situation (tutor and student in this case) may be behaving similarly for the time being but attaching a very different significance to their own behaviour and to the event they are encountering". (1986 p.17)

The converse may apply of course - supervisors and students may through their joint experience of the supervision process develop constructs that are similar to each other. There is every likelihood however of significant differences between supervisors and supervisors; supervisors and students and between students themselves; hence the significant variations in students levels of assessment found between one school experience and the next, not accounted for by change of class/school and personal development.

11. Sociality Corollary. To the extent that one person construes the construction process of another, he/she may play a role in a social process involving the other person.

Interpersonal interaction is central to this corollary in terms of a persons understanding of another - they may not have the same constructs, but there is an understanding of the other person's system so that interaction (social role) may take place. Misinterpretation between supervisor and student may provide a false base for future action. A

supervisor may assume an understanding on the part of the student which is incorrect, the supervisor will push ahead on this basis, the student may assume all is well, with the inevitable debacle later in the practice when the supervisor is presented with conflicting evidence from the student.

As Stones (1984) points out:-

"Non essential skills or surface manifestations of basically essential skills may give a misleading impression of a students competence --- and conceal a basic pedagogical poverty in the teaching". (p.51)

Implications for Education

When applied to education, Kelly's view of knowledge is supportive of teachers and researchers who are concerned with the investigation of learners' views and who attempt to incorporate these views into the everyday dialogue of the work place. Kelly's view also supports those who would encourage learners to reflect upon their construction of reality and express this openly. (Pope and Denicolo 1989 p.5).

At the very root of Kelly's theory is the concept of change encapsulated in the view that man strives to interpret his world in terms of past experiences. As Ben Peretz et al (1982) point out:-

"Kelly claims that a central feature of human functioning is the forming of an ever shifting picture of reality."

In other words, change; an issue taken up by Rix (1982), Tully (1976), Candy (1982), Day (1992) and Olson J. & Eaton S. (1987) amongst others.

The common theme of change seems to link three corollaries within its processes that have relevance to educational teaching:-

- i) Experience
- ii) Modulation
- iii) Choice.

The experience corollary, linked to the reconstruction of experience is synonymous in Kelly's terms with learning. Bannister and Fransella (1970) describe the process as:-

"... the developmental focus of the theory and obviously relates to the choice corollary. A personal construct system is not a collection of treasured and guarded hallucinations, it is the persons guide to living." (p.27)

However, as Rix (1982) explains, being in a situation is not the same thing as having an experience, and he points out the illustration of Bannister and Fransella (1986) of a teacher who because of a closed mind and an inability/

unwillingness to attend to individual students' needs, gives the same lesson each year and simply has one years experience 'N' times. This teacher is compared with one who adapts, modifies, changes, and could be said to have 'N' different experiences.

The experience corollary has crucial implications for teaching and learning - as Kelly (1955) states:-

"When we accept the assumption that a person's construction system varies as he successively construes the replications of events, together with the antecedent assumption that the course of all psychological processes is plotted by one's construction of events, we have pretty well bracketed the topic of learning. What has been commonly called 'learning' has been covered at the very outset. Learning is assumed to take place. It has been built into the assumptive structure of the system".

The second corollary related to change is the modulation corollary that defines the effects of the permeability of constructs. The implications here are clear; the degree of permeability is directly related to the individual's capacity to understand and then incorporate alterations or new elements into his construct web. The impermeable individual - closed minded, resistant to change - is a well recognised figure in all professions.

Rix (1982) in describing her "sift" - (a sorting of strong from weak constructs and the rejection of some) and "shift" - (a re-ordering of priorities in the light of new awareness) process, points to the underpinning effect of 'permeability':-

"Permeability, whether tightening (decreasing) or loosening (increasing) one's constructs, is crucial in the developing of personal constructs, that is effecting the shift. If one's construct system is impermeable, validation experiences will not be relevant in developing one's cognitive processes. Processes of reflection and reconstruction will be negated. However, when new elements are added to one's construct system, the result is a modulation which collectively tends to result in an increased number of personal constructs". (p.29)

Personal construct systems are then, subject to revision -

large or small - involving relatively minor changes or major paradigm shifts. Candy (1982) in viewing Kelly's theory of personal constructs as a framework for learning distinguishes between "learning by construction" - concerned with the development of meaning, values, skills and strategies, and learning "reconstruction", concerned with the transformation of the same meanings, values, skills and strategies. He goes on to say:-

"Adult educators are concerned with encouraging, or rather facilitating, learning - in fact, it is this emphasis on adults as self-directing which distinguishes the role of the adult educator as an animateur, rather than a transmitter of received wisdom (Goble & Porter, 1977; Knowles, 1975; Rogers, 1969)."

The choice corollary implies that individuals will choose or place value on an alternative that provides both consolidation (validation) and extension of his system; in a word learning as Nichol (1980) points out:-

"A person has a tendency towards developing better explanations of his world, a process we call learning (1980, p.2)."

In recent years, Thomas (1977), Thomas & Augstein (1976), (1977), (1991); Shaw (1978); Pope (1981b); Schon (1983)(1987); Pollard and Tann (1992) have developed applications of personal construct theory into teaching and learning situations. Typical of this work is Candy's (1981) and (1982) explanation of four factors which:- "are central to the enterprise of adult education".

- 1) The Philosophy of Lifelong Learning
- 2) The Central Importance of Experience
- 3) The Concept and Importance of Individual Differences
- 4) The Principle of Self-Direction.

These factors resonate sympathetically with Thomas & Augstein's (1991) principles of 'Self Organised Learning' and the application of Personal Learning Contracts. It is to these and other developments that we now turn, via an

introduction to a crucial common principle from Candy (1982):-

"... the learning conversations which take place about a person's construct system (whether it be in a group, on a one-to-one basis with a teacher or therapist, or in a reflective mode, alone) are far more important than the technology which is used to externalize it. Likewise, they all emphasise that making people conscious of their own construing patterns and processes is an important part in allowing them to change (i.e. to learn)." (p.64)

P.C.P. in Education

The acceptance of the P.C.P./constructivist paradigm in education is now well established. McGuinness and Nisbet (1991) in discussing the teaching of thinking skills stated:-

"Though it is dangerous to generalise, a common element in much current work is that it reflects a move away from a behaviourist theory towards a constructivist view of learning based on the premise that learners create their own knowledge in a search for meaning and understanding".

and -

"Constructivist theory stresses the search for meaning and understanding in learning, and focusses attention on the process of learning, on learning to learn and the mastery of ones' own learning strategies through metacognition". (p.175)

Olson (1982, 1992) regards the marriage of constructivism and education as a function of the relationship between what he calls 'insiders' (people carrying out their tasks - pupils, students, lecturers) and 'outsiders' (people in a position to influence or help in the job). He urges an "holistic approach to understanding the actions of people" (p.70) through a process of helping people to understand the roots, inner motivations, myths and personal operational constructs that guide their action.

Central to this theme is the issue of intentions, or as Pope (1978) explains, "the person as meaning maker" with "alternative frameworks" that are brought with them to learning situations, or in Thomas and Augsteins (1991) terms

- "expectations about increasing their (students) learning capacity" (p.232). Olson (1982) reviews six relevant points in discussing constructivism in education:-

1) Teachers tend, in the face of "universalistic expectations", difficult work demands and the unforeseen consequences of their actions, to conserve "personal values and satisfaction". This point hardly requires elaboration, except to emphasise that in the context of this research, one hypothesis proposed is that supervisors tend to apply their own 'well tried and trusted' personal criteria in the judgment of teaching practice; especially when the institutionally imposed criteria are not clearly understood.

2) Teachers must be consulted about their actions and views if we (or outsiders) wish to understand - "what their actions mean within their system of thought" - in other words intentionality. As Olson (1982) explains:-

"... we simply cannot understand why humans act the way they do unless we at least consult their intentions - humans are not machines".

3) The combination of unclear understanding of teacher behaviour and intentions, little understanding of the problems they face and rapidly enforced changes to the curriculum and conditions of service over the past eight years has created an environment which can only be described as 'mechanical'. The apparent lack of understanding and sensitivity to the plight of teachers has created an environment of pressure and frustration, which has at its centre, an imposed change of purpose and philosophy of education.

4) The complexity of the teachers' task and the "differing value positions associated with education" (Olson 1982 p.72) makes the teacher an object of manipulation which is difficult to reconcile with Kelly's (1955) view that it is more enlightened to:-

"... concern himself with the subject's freedom of movement, his potentialities, the resources which

can be mobilised". (p.203).

What is seen as necessary here is careful consideration of the 'here and now', an understanding of the status quo:-

"... to understand how his or her 'clients' think about their world as it is now rather than hustle them onwards to new visions". Olson (1982) p.72.

A case of spending time with people, listening, elucidating, reflecting and clarifying their actions, intentions and motivations.

5) External 'experts' have traditionally been the driving force in research into education. Olson (1982) points out that these 'expert outsiders' may 'simply not be in a position to understand what particular practice means to 'insiders', nor what any proposed change might mean". What has become clear in educational research of late: is the acceptance of the practitioner as 'expert meaning maker' through the methodology of action research and its value as a vehicle for professional development, change and review. As Olson states:

"Clearly the views of the insiders must be consulted" 1982 (p.73).

6) The imposition of an outsider/expert researcher language upon a person's construct system, plus the encouragement towards 'socially acceptable' constructs is noted as a clear caution. Olson (1982) recommends an exploration of a person's 'System of thinking', an analysis of the structure of thought, in order that we may 'understand what elements of that thought mean'.

The danger of fragmenting or scattering elements into systems that do not reflect the structures of the thinker is made with the recommendation:-

"... this puts the onus on the clinician to stay with the persons thinking, but isn't this the central value of Kelly's perspective".

In terms of this research, the problem translates as being able to use the language and structures of the staff and

student in such a way that new perspectives open up from the bases of existing or old terms.

Kellys' work provided methods for creating close, shared understanding of others actions or explanations and in so doing create an 'encounter' rather than an observation (Polanyi 1958). Such an encounter may elicit articulations of personal reasons why what was done and why, and a reflection on these two interactions through conversations derived from Repertory Grids which in turn may reveal patterns of constructs that both channel and drive our actions, intentions and motivations. As Olson (1992) points out:-

"We must consult the views of teachers if we want to understand why they make the choices they do. In this way we can understand what their actions mean within their system of thought, and we have to know that system as a whole if we are to understand the meaning of their actions". (p.50)

He goes further to suggest that there is a moral element rooted in teaching that demands we take into account the views of teachers in investigating how issues are resolved.

Personal construct psychology, based as it is in an epistemology of constructive alternativism, supports the recent shift in direction and focus of educational enquiry and research towards the study of personal meanings and the recognition that the views of all involved in an issue should be incorporated within the methodology.

The views of others in the construction of shared meaning is at the root of the student-tutor relationship, further, these relationships form the very basis of the teaching and learning environment. The importance of relationships is supported by Beail (1985) who stated:-

"The very structure of society is based on relationships between its component parts. These parts include people and the situations within which they exist, as well as the physical aspects of the environment." (p.319)

A necessary precursor to effective relationships with others

is a knowledge of oneself - of understanding ones own learning; what Salmon (1980) (1988) referred to as "coming to know", Salmon (1980) emphasises the part played by personal experience and the effects of others (teachers) in learning as:-

"All these personal experiences seem to me to have something to do with knowing and coming to know. Yet when I look into the psychology that is current about how people learn, I find that it does not have much to say to me about my own experience. This is partly because the definition of terms by psychologists is so very limited. The name of learning is usually granted only to what is formally taught, only to what is expressed in verbal or other symbols, only what officially goes on in educational institutions." (p.5)

She continues by criticising this institutional view of learning for its lack of attention to the personal character of the learner, their feelings and relationships that are seen as paramount and cannot be separated from "personal meaning and values".

Diamond (1991) supports this view that knowledge of self is vitally important in learning and that we need to develop in our students a perception of themselves as well as what they know:-

"... encourage teachers to create their own new coherences and to remodel their perspectives." (p.xiv)

The value of our personal experiences, coloured by our relationships, moulded by social contexts and interlaced with our "tacit knowledge" (Salmon 1980. p.6) is rarely accorded any degree of importance in the traditional model of the psychology of teaching and learning: as Salmon explains:-

"The separation of educational context from personal experience, the authoritarian relationships, the passive role of the learner, the neglect of feeling, the non-acknowledgement of alternative views - all these much criticised aspects of schools and other places of learning can be seen to derive from the conventional psychology of how people learn." (p.7)

A somewhat sweeping, all embracing point of view, but one with rather more than a grain of truth in it.

Support for self knowledge, personal experience, and P.C.P. approaches in valuing it is not hard to find amongst P.C.P. converts. Diamond (1991) puts the case succinctly:-

"We need to learn that the world of our present consciousness is only one of many worlds that exist, and that these other worlds must contain experiences that have meaning for our life also." (p.91)

He continues the theme of personal knowledge and understanding about oneself:-

"... the major aim of teacher education is the promotion of teachers' fullest understanding of their individual pedagogic frameworks." (p.122)

built upon:-

"... the transformation or rebuilding of teachers' perspectives through the close collaborative study of their own teaching experiences." (p.122)

Later chapters re-visit this theme, and suggestions for changes in present practices are made.

To return to the theme of social relationships and the negotiation and exchange of meaning in any (educational) context, one is drawn to the problem commonly found in any interpersonal exchange: someone - usually the other person - adrift in a sea of non-understanding. In the staff-student interchange one or the other may cower in confusion, a view supported by Salmon (1980):-

"Yet knowledge can also separate people. Nothing can be more lonely or more terrifying than the awareness that one's experience is alien and incomprehensible to other people and that the ordinary, firm knowledge, once shared with others, now seems dubious and unreliable." (p.11)

This I believe is not necessarily a bad thing. Paradigm shifts of the kind mentioned above often require an emotional shock or an event of some magnitude to stimulate them.

It is the cognitive dissonance created by the above realisation that can lead to positive learning for staff and student, providing the process is valued and no-one retreats behind their persona of superiority: as Diamond (1991) pointed out so very accurately:-

"However, because of his or her position of power, it is the teachers constructs that are usually imposed as the defining elements in classroom encounters." (p.70)

A case of pupils following in the masters' footsteps. How much more useful it would be if staff and students alike shared their misunderstandings and out of the "messes of confusion" (Schon 1983) negotiated some common strands of meaning, or accepted the individuals perspective on their world.

Fontana (1987) whilst discussing control in the classroom raises the issue of misunderstanding and the misconstruing of others' intentions or meanings, the result being that:-

"... teacher and child relate to each other in a consistent atmosphere of misunderstanding." (p.32)

Hardly conducive to good staff-pupil relationships.

The value of a dialogue in achieving shared meaning is well recorded in the literature - notably Thomas and Harri-Augstein (1991); Schon (1983); Candy (1981); Diamond (1991); Olson (1992).

Diamond (1991) in his book, Teacher Education as Transformation describes various methods of eliciting dialogue, including Fixed Role Therapy (FRT), a narrative or script procedure for producing conceptual representations of teaching events. Dialogue is a crucial feature of this technique, as meaning is elicited through a conversational methodology. Salmon (1980) also values the strength of a dialogue in constructing shared meanings:-

"Certainly there is a lot of evidence that knowledge which has been worked out and shared with others in close and personally important relationships is very fundamental knowledge." (p.11)

An additional advantage in this process is that contained in using oneself as a test-bed, and reflecting ideas off someone else who has greater understanding, or reflecting them off oneself, and in the true action research mode receiving the comments of ones critical friend. This view in its own way reflects back to the value of good relationships that should:-

"... have far more to do with concern and respect for the other people, and with a genuine understanding of why they behave as they do than with the application of set formulas." (Fontana 1990, p.2)

The purpose of P.C.P. must remain in every sense, not just in education, a means of perspective transformation, a development through the critical self of:-

"self awareness and emancipatory insight into the reasons for present difficulties." (Diamond 1991,p.16)

- a process that is akin to re-examining old programmes (Ref. Introduction, fig.1) - (almost habit routines), revisiting and revising, or as Diamond (1991) says:-

"Teacher education construed as perspective transformation involves teachers in reconstrual in revising their intellectual structures and attaining a new balance." (p.18)

- which will hopefully lead to students using their teaching practice as a platform for springboarding themselves to become "students of their own teaching" (p.19)

The final word in this section I leave to Ausubel (1968) who expressed the view:-

"If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly." (Introduction)

It is against this background of valuing knowledge of self, and "coming to know"; social relationships and the negotiation of meaning, that the next section reviews self-organised learning (S.O.L.)

Self Organised Learning

The Conversational Paradigm

In my own learning about the conversational paradigm and S.O.L. I am drawn to the views of Geertz (1973) for an underlying philosophy:-

"... man is an animal suspended in webs of significance he himself has spun ... I take culture to be those webs and the analysis of it to be therefore not an experimental science in search of laws but an interpretative one in search of meaning".

The conversational paradigm developed at C.S.H.L. by Thomas & Augstein (1991; 1985) is aptly described by Fontana in the introduction to 'Learning Conversations' (Thomas & Augstein 1991) when he states:-

"Their new science of human learning uses reflective procedures called Learning Conversations to enable individuals of all ages, backgrounds and disciplines to become more aware of their own learning processes, to challenge the robots within, and those personal myths which often disable them as learners. By self-organising their learning they achieve insights resulting in improved attitudes and outcomes in study and work, greater personal confidence and innovativeness, and enhanced capacity to learn".

In a foreword to a previous text (Self Organised Learning) Bannister described a fundamental core of the C.S.H.L. approach as:

"it rehabilitates the concept of learning".

Thomas & Augstein (1991) describe self organised learning (S.O.L.) as:-

"... the construction of meaning. Self Organised Learning is the conversational construction, reconstruction and exchange of personally significant, relevant and viable meanings with awareness and controlled purposiveness. This process forms the personal experience which is the basis of all our anticipations and actions".

The authors personal myths about the nature of human learning are expressed as:-

- 1) Learning is an inference from behaviour or experience preferably from both.

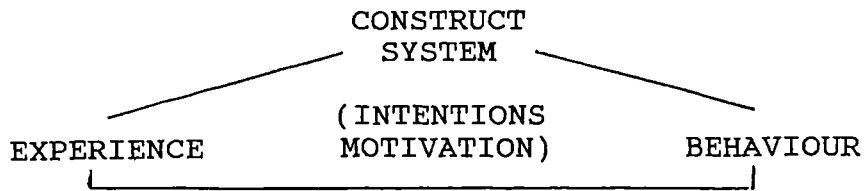
- 2) Self Organised Learning is the conversational construction, reconstruction and exchange of personally significant relevant and viable meanings with awareness and controlled purposiveness.
- 3) 'Cause and effect' or 'systems of relationships' in 'the sense of pertaining to 'explanations' within the paradigm of physical sciences can never be an adequate means for explaining how humans learn.
- 4) Psychological relativity applies not only to the learners but also to the supporters of learning, the Learning Practitioner, Tutor or Manager.
- 5) The myth which transcends all others is that the whole nature and intentionality of teaching and training must be developed further to create systematically a 'Self Organised Learning environment'. (Thomas & Augstein 1991, p.23-24)

The methods and theories employed in S.O.L. are rooted in aspects of the naturalistic, ethnographic and phenomenological paradigms. Thomas & Augstein have built upon the Personal Science Paradigm which represents the opposing view to that of the Physical Sciences. They view each person as a separate node of meaning that may involve the interchange of beliefs and perceptions in the process of acquiring meaning. This view is supported by Pope and Denicolo (1989) who see learning as:

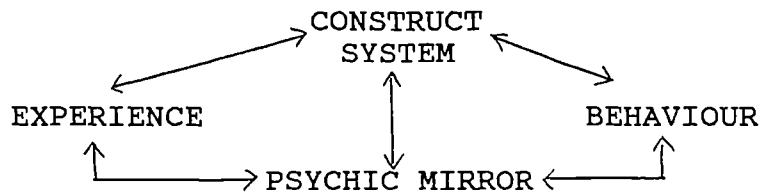
"... a personal, creative act and the teachers role as one which helps the learner to learn independently". (p.1)

The need for a language within which common meanings are expressed is crucial in any learning situation. 'Jargon' is not a waste of time if it helps to express meaning with precision. One of the central planks of S.O.L. is to explore mans modelling of his world and interpret this as a basis for action; without a 'meta language' that recognises the structure of the learning event(s), its cycles and levels as well as the personal lexicon of learner and tutor, this interpretation may be flawed.

The process of S.O.L., in Kellyan terms, is one of mediation, with an individual's construct system 'filtering' between experience and action.



The S.O.L. and conversational paradigms seek to add an element to the model that raises awareness of the process of learning, what C.S.H.L. describe as the "psychic mirror" to reflect a persons "perceptions thoughts and feelings back to him". (C.S.H.L. Int.Rep. Grid Manual)



This process of raising personal awareness through a reflective process is seen as a crucial step in achieving S.O.L.

Central to S.O.L. is the belief that each individual brings to a situation their own idiosyncratic views, myths, thoughts and personal experiences. This Kellyan view has been illustrated in the authors' experiences of dealing with student teachers, many of whom have described their personal learning myths (often in negative terms) as - "I can't do that; I've never been able to; Statistics are not for me; I can do that but not this; I can do that but have never understood how!" When questioned about their learning difficulties the majority have stated, in one form or another, that they were "never taught how" - particularly true of study skills - learning how to learn. Worse, when individual problems were recognised, no-one had the skill or knowledge to investigate the difficulty and in not one case the inclination to involve the student in their own learning how to learn. This evidence has arisen from a course component taught by the author as part of a B.Ed. degree course - Teaching Thinking and Study Skills.

A methodological approach to this problem was proposed in an early publication by Thomas (1977) who developed the idea of learning conversations which were, it was proposed, designed to bring learner and 'trainer' inferences of learning into focus with the purpose:-

"... to evolve a 'learning contract'; to monitor the attempts to carry out the learning contract and to review the learners' success and difficulties so that he or she learns how to learn".

In the context of special needs education, Solity and Bull (1987) refer to this process as 'learning what teaches' through reflective 'probes' or small tests.

In my early attempts to employ learning conversations and learning contracts, I was presented with two students who had both been identified as having 'severe problems' in written work. It transpired that both had moderate learning difficulties in spelling and grammar. Quite apart from questioning how they had managed to slip so far through the net (to the end of year one of a B.Ed. course), I was interested to learn what the students' themselves thought about their problem. Both students commented that their difficulties had been noted during their secondary education but that no-one had even attempted a remediation programme. My first series of conversations with the students centred upon the nature of their problems - task bound analysis - or task focussed conversations. The results at this stage were startling. Both students were able to list their difficulties in quite specific form - particular words, structures, phrases, and in one case the link with her speech patterns and the poor sound-symbol connection. Developing from this first task focussed conversation, we moved to a learning analysis, a learning focussed conversation, whereby specific learning tasks or aids were discussed, reviewed, accepted and rejected as possible ways forward. Decisions were made to employ up to three 'learning assistors', i.e:- Critical word lists posted; Key phrases posted; Word processing; Regular self check

dictionary use; Mnemonics to remember; An investigation of grammar rules and structures; Reading aloud to a friend etc.

Progress was charted through these systems and methods by the author and the students themselves, personal reviews were discussed and reflected upon. Later conversations in the learning spiral that had been established resulted in both students offering items of free writing for open discussion, and on my part recognising that the institutional expectations on the students (correct spelling and grammar) was a source of tension that interfered with their performance in writing assignments.

Essentially, they were pre-occupied by the need for correct English to the extent that content quality suffered. Both students felt that staff were only marking English structure and presentation at the expense of real content. This situation was felt to be unfair, and the students, with myself, were faced with the problem of how to break through this institutional and very personal barrier. It had become noticeable in our reviews of 'free writing' that, when the real pressure was removed, English improved and, more important for the students, they felt that they could concentrate on the quality of the writing. The non-assessable nature of the free writing led me to institute a system with my colleagues whereby no spelling or grammatical mistakes would be marked on the top copy of an assignment presented by these two students, and that comments be confined to content not spelling and forms of expression.

It was a revelation to myself and the students how effective this method was, and how welcoming other staff were of it. The students themselves had not been aware of how the assessable nature of some written work had affected their abilities and how much they would welcome comments on content which they could learn from, rather than comments

that reflected a well known problem that they had been aware of for 10+ years.

Eventually, the conversations evolved to a point where they revolved out of my orbit, but I was delighted with the progress they had made. I was pleased to lose them to better experts than myself (as they both enrolled on a remedial English course for adults) in the knowledge that they were equipped with some tools to aid their own learning and question how they learned.

This early experience with the conversational paradigm and learning contracts raised four important issues for me:-

- i) The process is concerned with the learner and their learning purposes and needs - the learner as meaning maker.
- ii) The process can extend beyond the immediate conversations of the learner and learning facilitator/coach to others in the learning domain, which could result in a learning network or community.
- iii) The learning strategies used can evolve from the learner themselves, they are not all in the traditional mould of the teacher as provider.
- iv) There is a close correspondence between experience and action which required careful reflection by the learner and sometimes careful challenging by the coach.

The essence of this early experience, for someone who arrived at the P.C.P/S.O.L/Conversational paradigm rather late in their research career, has been a clear revelation of the differences between the physical science/behaviourist view and that of P.C.P/S.O.L. domain. This difference may be explained as follows. Rather than inferring reasons why differences or correlations exist on the basis of a sample distribution statistic/numerical indicator, P.C.P. and the conversational paradigm offers reasons why events, feelings, relationships or responses exist. It (P.C.P/S.O.L.) offers a qualitative analysis or form of 'evidence/data' in addition to quality data itself, and allows the investigator

to analyse reasons for change and consequently plan effectively for further change.

In the context of the two students mentioned above, the on-going conversations allowed for an evaluation of progress, built upon the effect of learning interventions, and, the analysis of the method of interaction between student and tutor - a dynamic process that yielded important insights into the nature of the students' learning, their preferences and their needs. The conversational process also yielded important evidence that colleagues were willing to listen and adapt their traditional patterns in order to allow students to progress. The value of this approach is recognised by the institution: I have since been presented with three more 'problem' cases.

To develop the issue of learning a little further, it is a frequently cited 'home truth' that if students retain 30% of a lecturers material then he/she has achieved as much as can be expected. What an indictment of the educational system! If a student does in fact only retain one third of the material cited one wonders how much has been learned, and what the nature of the learning is. There can be little doubt that there will be some common ground in points remembered, understood and forgotten, but the diversity of personal interpretations of what was said would I have no doubt amaze most teachers. In my own attempts to elicit these individual perceptions I have frequently asked groups in post lecture discussions to note down

- what were the main points of the lecture?
- what do you remember?
- what did you find interesting?
- what do you think you learned?

- the community of selves revealed by this exercise has confirmed to me that the traditional lecture format does not achieve what the lecturer supposes it does and, if students do acquire different perceptions of the same material, why should they not work on it themselves and then share their

individual meanings, mis-perceptions, problems, myths, and by a process of sharing, learn from each other as well as the teachers. Fortunately this approach has gained a good deal of ground in teacher education in recent years.

Textbooks in common usage abound with 'workshop' activities that genuinely encourage reflection and group sharing (Wragg 1993; Pollard & Tann 1987; Cohen and Manion 1993) Thomas & Augstein (1985 - Int.Rep. Grid Manual C.S.H.L.) explain the value of this process as:-

"...it allows personal meanings to emerge in all their apparent irrelevancies and by being heard and negotiated, to be incorporated into the personally viable meanings of each participant enlarging, freeing and enriching the developing meaning systems of all and each differently".

Unfortunately, all too often, students arrive on a 'teacher training' course (what a misnomer in today's climate!) with little ability to converse with others about their learning, observe their own experience or to explain it. They are in fact, in many cases, disabled by the formality and prescriptive nature of G.C.S.E's and 'A' levels, and a secondary education system that does not often value conversation.

The need to develop a language with which one can reflect is central to the conversational paradigm, and as mentioned earlier is essential in providing a common basis of understanding and conversing about learning. As Harri-Augstein (1985) states:-

"For any improvement to take place, education must enable people to learn to get in touch with their own learning processes in ways which can free them from self-perpetuating cycles of behaviour". (p.47)

Clearly, one route into this awareness is the development of a means (language) to describe the status quo and later progress. Harri-Augstein elucidates this point:-

"People of all ages, professions and status are by and large inarticulate about their own learning

processes. When invited to describe how they learn, they are either struck dumb or fumble towards some statement which systematic scrutiny can easily reveal to be wildly inaccurate". (p.48)

It is strange, that, even in centres of higher education, we do not engage in real discourse about personal learning - the whole purpose of the course one would think - rather, we confine ourselves to theoretical generalities, and often only test 'understanding' in an examination or essay mode, neither of which truly reflects what the individual has learned. This whole process of personal learning, based as it must be on an infinite variety of personal experiences and meanings is however not a lost cause, as Thomas and Augstein (1992) state:-

"... given the appropriate techniques and methods for increasing awareness of how they learn, individuals and teams are perfectly capable of bootstrapping themselves into hitherto unexplored territories, where learning is no longer seen as an ubiquitous process (like breathing or walking) but rather as an evolving skilled activity in its own right".

The techniques and methods referred to include such tools as learning conversations, learning contracts, repertory grids, structures of meaning, needs hierarchies, snake charts, personal learning tasks, meaning networks and talkback techniques etc. However, the central pillar of S.O.L. remains the learning conversation and its development into learning contracts.

Tutorials, arguments, discussions and conversations with C.S.H.L. tutors and post graduates have elicited the following diagrammatic representation of the basic principles and ethos of a learning conversation.

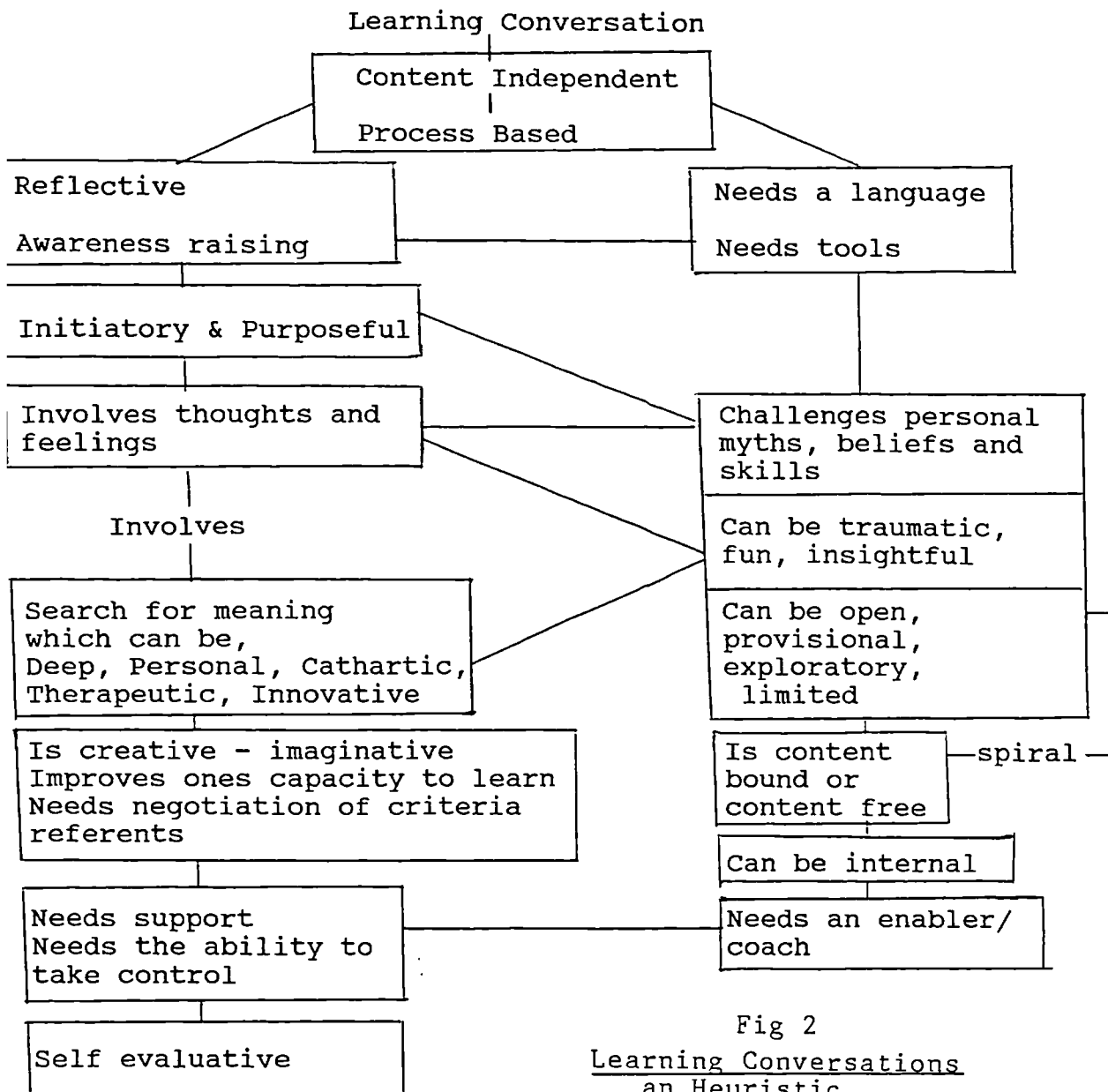


Fig 2
Learning Conversations
an Heuristic.

The above model represents a personal interpretation of the interpretations of others. In a system so flexible, that welcomes change, reflection and review, the slippery perceptions of others have been difficult to grasp. Repeated conversations around the issue of what exactly is a learning conversation have led self help groups down many highly personal pathways, all of which were, in their own very personal way, very adequate explanations of this flexible approach.

The authors of Learning Conversations (Thomas & Augstein 1991) describe the overall process in three stages, task bound, task focussed and learning focussed as follows:-

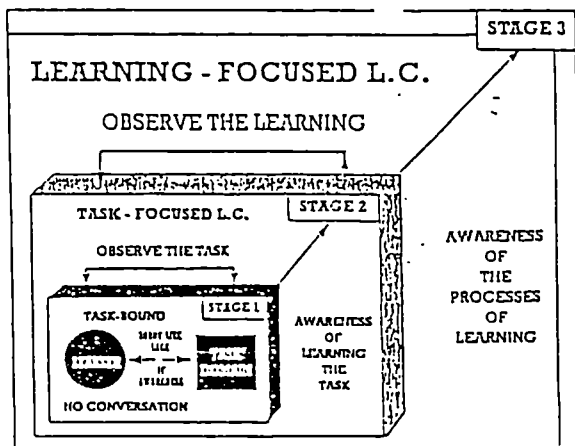
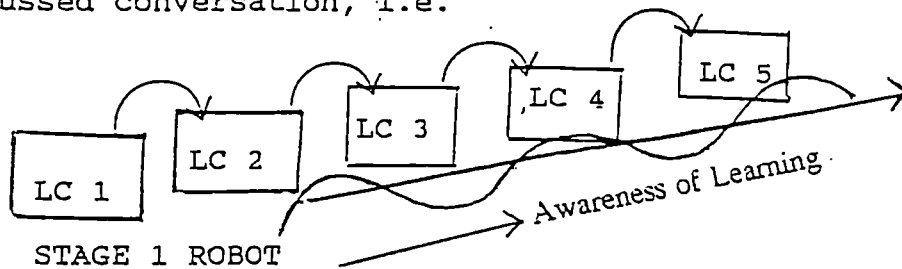


Fig 3

Challenging an individuals robot-like, non thinking, non reflective, non analytical view of their 'task', be this learning to speak a new language, acquire study skills, acquire revision skills for examinations, improve ones reading for understanding, improve ones lecture techniques, is central to initiating the learning process. Once the 'conversation' regarding the task has begun, (level two, task focussed L.C.), an awareness of the process of learning may begin and may underpin several iterations of the task focussed conversation, i.e.



This process is described by Thomas & Augstein (1991) as:-

"The role of the 'Learning Coach' or 'Tutor' is systematically to overhaul the learners' undernourished inner conversations by pulling this out into terms of public exchange and making this process explicit".
(p.97)

and later:-

"... to challenge their personal myths about their own learning capacity". (p.98)

Implicit in any challenge to ones personal performance in a

task or learning activity is change. As mentioned earlier in this chapter, this can result in trauma, emotional resistance or rejection, however, quite apart from this potential stumbling block to learning is the "learning trough" (Thomas & Augstein, 1991). The "learning trough" represents that point often reached, when a learner does not recognise progress made, fails to make progress or fails to change their inbuilt systems and methods, ie - fails to disassemble their robot.

Each learning conversation or cycle of conversations may uncover different robots and well run the risk of several learning troughs occurring. The result may well be a drop in 'performance level' directly attributable to a change in existing practice whereby old well tried routines have been replaced by new methods. Hence the undulating 'awareness of learning' line in the previous figure. This whole process is similar to that first described by Yerkes & Dodgson (1982) and known as the inverted 'U' hypothesis. This view briefly, relates a drop in performance to increased arousal/stress/pressure beyond an individual optimum point. In order to support the learner through these difficulties, Thomas & Augstein (1991, 1992) suggest that the learning conversation embodies "three interwoven dialogues":-

- i) Process - concerned with the personal processes of learning
- ii) Support - which enables the learner to manage change
- iii) Referent - concerned with appraising performance against identified referents or comparators.

Each of these three dialogues may be found at each of three levels typically found within a learning conversation, these being:-

- i) Life conversation - providing the general context within which the learner initially orientates.

This conversational aspect quickly develops to -

- ii) Tutorial conversation - which involves the negotiation

of a personal learning contract, task focussed in the first instance.

Which develops into, and interchanges with -

iii) Learning to learn conversations and personal learning focussed contracts.

Thomas & Augstein (1991), pp 147-151

The authors represent this nesting model as:-

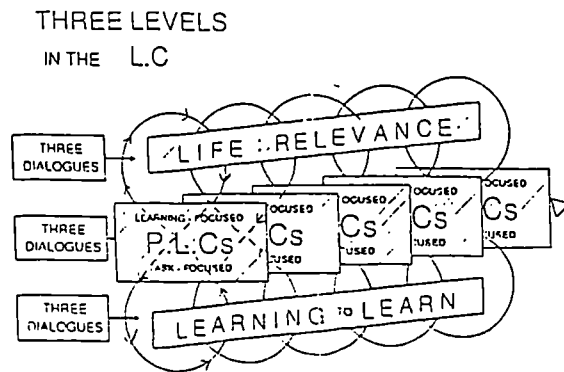


Fig 4

Embedded within the 'process dialogue' lies a conversational heuristic known as MA(R)4S, designed to assist the learner in monitoring and evaluating their learning. (Thomas & Augstein 1991).

The heuristic stands for -

- M - Monitor - personal action
- A - Analyse - patterns and meanings
- R - Record - to allow reconstruction
- R - Reconstruct - re-run the 'event' for missed meaning
- R - Reflect - evaluate in terms of original intention
- R - Re-view - amend and reconstruct
- S - Spiral - to alter events and cycles

it drives the process dialogue and provides an on-going dynamic evaluation system.

MA(R)4S represents a similar model that is often used by tutors in discussing students' teaching performance and represents some of the best practice currently popular in teacher education, ie:- careful observation (time log or incident analysis); careful recording; running through the record with the student and sharing perceptions/ misunderstandings and re-evaluating them; evaluating outcomes against objectives; overall evaluation for future

practice; evaluating what has been learned and apply to general practice.

The second main plank in the S.O.L. system is the Personal Learning Contract (P.L.C.), this is seen as a supportive procedure which assists the learner in -

- i) Providing a focus or topic
- ii) Identifying a task from within the topic
- iii) Defining the purpose in relation to the task
- iv) Identifying strategies that may be employed
- v) Comparison of intended and actual outcome
- vi) Review the outcomes with agreed criteria
- vii) Review the process

In essence, developing awareness and control of the processes and content of learning. To return to the example given earlier of two students with moderate learning difficulties, the identification of topic and task was perfectly straightforward as it had been presented to them in its entirety by the education system. Defining the purpose was a thorny problem and it transpired that for one student it was to gain higher grades and for the other to learn how to spell. The strategies stretched our minds a little and resulted in a most effective agreement for special marking with staff. What we intended, and what we achieved was never really resolved because we found ourselves onto another cycle of learning and had to re-negotiate purposes (where do we go now?) What was resolved was that a clear improvement in writing skills, content, spelling and structure took place when the 'pressure' was reduced.

The staff used in the present research reported later underwent a similar procedural experience in that they:-

- i) Had the topic and task before them as an on-going institutional and education 'problem' that was at the centre of a real debate within the faculty.
- ii) Defined the purpose in terms of their individual contribution to the competency debate

- iii) Were given two strategies for eliciting ii) and of course conversations throughout
- iv) Were given opportunities to review the 'end product' - the teaching practice criteria set.
- v) Were given opportunity to comment on the process and their individual application of the teaching practice criteria set
- v) Were given opportunity to comment on the process and their individual application of the teaching practice.

The procedures undertaken with the staff followed closely the principles contained within the MA(R)4S heuristic and those of a P.L.C.

Contained within the P.L.C. is the notion of a shift of control from the learning coach to the learner. This two-way, sensitive and crucial process of encouraging learners to acquire autonomy as self organised learners is a mutual balancing act that should result in self negotiated purposes and needs, self debriefing and review, self diagnosis of strengths and weaknesses and self monitoring of learning.

Systems 7

The institutional application of S.O.L. is found in "Systems 7", a model for the creation of a learning environment (Thomas & Augstein 1991, p.216-217). They explain it as:-

"... how a coherent network of learning conversations can be developed within an organisation".

In brief, the model is built upon seven domains or systems within which learning conversations may occur, interspersed amongst five nodes or individuals' roles.

The following diagram illustrates the structure of the nodes and a simplified view of the position of each system/ conversation.

In addition, the precise translation of roles within each node is indicated with specific reference to the authors' institution and teaching practice. The application of the Systems 7 model to teacher education and particularly teaching practice supervision and the use of 'criteria for

assessment' raises some interesting points that merit discussion at this point. Later discussions will build upon the issues raised at this stage.

School experience as applied to the Systems 7 model at a local level elicits the following observations.

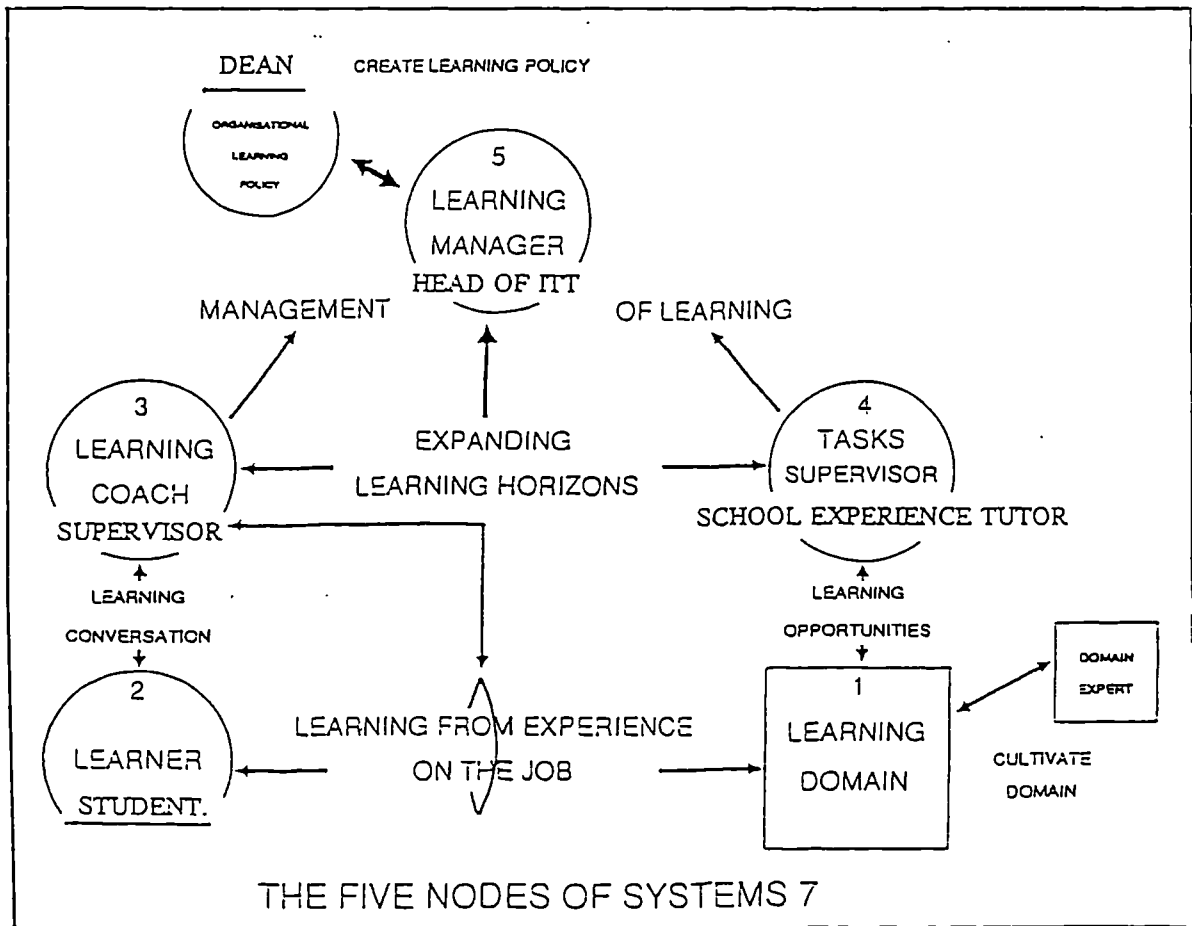


Fig 5

The Learner and the Learning Domain (Teaching Practice)

At a superficial level these nodes, it could be argued, are concerned with 'setting the scene and expectations'. In practice, this is precisely what happens! In a school practice environment the wishes of the training institution come second to those of the school and in the final analysis the student will usually follow the school's wishes. The university or college has in fact little control over the specific school environment and can only set expectations for work load, behaviour, and the format of the students' preparation. Fortunately, in the majority of cases, expectations are in agreement with the school's. What is signally missing at this stage is a clear set of expectations or role descriptions of how the tutor or supervisor will be expected to discharge their role in terms of setting up effective learning, briefing, de-briefing and review sessions related to the students' teaching.

Expectations of quantity - visit once a week, leave a note, discuss the lesson are clear enough, but as with so many aspects of teaching, there is an assumption that supervisors know how to supervise and develop quality in their own role. Sadly, this is not always the case, and for the student, represents a real concern regarding the learning domain.

A further major difficulty encountered by students is the problem of a learning domain (school) that does not fit their philosophical or construct model, or in a similar vein, a school who advocates one method/philosophy and a supervisor another. Playing both ends against the middle is difficult enough in any situation, teaching practice is not a recommended arena for this particular game.

The learner and learning coach

The relationship built up between the student and their supervisor (learning coach) is perhaps the most crucial element of the practice. Staff comments reported later in this work illustrate the powerful effect that a good

relationship can have on the students' progress. The confounding issue at this stage of the model is the fact that no fewer than three people may be in the 'supervisory role' at any one time - ie:- a college based tutor, a school based 'professional tutor' and the class teacher. It does not take a great leap of imagination to realise that this could be confusing for the student! Three sets of messages, three philosophies, three quite different (often) sets of constructs about teaching bombard the student each week.

Conversations do of course take place according to the requirements of the regulations, and to a greater or lesser extent are helpful to the student. It is the content and quality of these conversations that is so crucial to student understanding, progress and learning. In a small review of ten students' experiences of T.P. tutorials before and during the practice, the author found that there was a clear consensus that the majority of supervisors (school or college based) concentrated on giving instructions as to expectations - ie:- these are the criteria for assessment; expectations as to teaching load; preparation methods required, T.P. file organisation and presentation etc. In no case did the supervisor ask the student what they wanted, how they would prefer to prepare, what their view of the criteria for assessment were, (which criteria shall we concentrate on, which shall we ignore?) In no case did the supervisor share their personal philosophy with the student or examine common constructs of good teaching; hence the comments made by students and reported later that reflected concern about supervisors and their secret world - "what's he like" - "what's he looking for?"

The need for shared meanings and the involvement of the student in negotiating common needs for teaching practice is of course paramount within a S.O.L/P.C.P. environment, yet many tutors cling to ancient rites and roles that deny the students a voice in their own learning.

The task supervisor

It is in analysing this role that it becomes apparent why change at the learner/coach level is so difficult to implement and has been so slow to evolve in the author's institution. There are in effect two task supervisors at Kingston; one the head of school, and second the principal lecturer with responsibility for school experience.

The latter member of staff (the author) has attempted, as reported later in this research, to 'break the mould' and at the very least plant some seeds that may flower - 'polythenus plasticensis cambium' perhaps, only time will tell.

In practice, the task supervisor's role (H.O.D.1) has traditionally been one of maintaining regulations, formulating new policies - often in response to dictates from the D.F.E. and, before its welcome demise C.A.T.E. - arranging documentation, making arrangements for examiners and ensuring the smooth running of the examination meeting - a purely administrative function.

The addition of the second role (Principal Lecturer) fairly recently has allowed a little more breathing and thinking room to evolve in the system. It may be regarded by some as setting a goat to guard the cabbages, but perhaps some need getting rid of.

Learning conversations have been initiated, and under the blizzard of paper raining down upon us there are some green shoots already appearing. The value at this level of challenging the teaching practice robots, eliciting personal meanings, developing 'better' criteria that have ownership has been immense. There are at this level, several 'gatekeepers' and 'blockers' to win over, - a battle or discussion for the future.

The learning manager

This level constitutes a second split role between the

senior head of school with primary responsibility for teacher education and the Dean. Having worked through the model to this stage, it is apparent that the majority of the communication channels are one-way, downwards!

Therefore, until supervisors begin to make their views heard, and some of the seeds sprout (from staff and students) the majority of the activity in this role will still be prescriptive in the form of tablets from on high that reflect the requirements of higher authorities.

What has emerged from the complexities of the model and the various interactions illustrated is a clear three level structure or hierarchy:-

- i) The shop floor level involving the student, classroom and school.
- ii) The middle management level, nodes 3 and 4, squeezed like the proverbial orange pip from both sides.
- iii) Senior management level.

In the institution under discussion it has become abundantly clear that the task supervisor is the key to unlock the barriers in communication between all three levels. This role must concern itself with such issues as:-

- i) the nature and function of a learning conversation within the 'T.P. tutorial' situation.
- ii) the fact that some students arrive with no experience of a teachers' role or student-teachers' role and do not know how to learn it.
- iii) the provision of guidance, training, help in defining the supervisors role, and more important how it is to be carried out.
- iv) the provision of guidance, training and help in defining the students' role and what their contribution may be to the supervisory process.
- v) helping all concerned to become aware of their learning and move towards a more independent role fulfilment (eat a few cabbages!)

Fortunately, good links exist between the author as task supervisor No.2 and the learning coaches. Both roles are

undertaken by him, and close monitoring of difficulties/problems from supervisors, staff and students is undertaken and encouraged. It has become increasingly obvious that the No.2 task supervisor role is developing rapidly. Perhaps the authors' increasing confidence and ability to operate effectively within the P.C.P/S.O.L. paradigm has facilitated this. If this is the case, it is the most powerful recommendation for this methodology and system of learning.

One general point that needs to be emphasised is that humans tend to hold on to their previous implicit theories, especially core constructs, and resist change. Staff development strategies which do not invite challenge of a person's implicit theories may be seen as comfortable but will not lead to any reappraisal of current theory or practice (Pope and Demicolo 1989).

If we are to operate within a paradigm of constructive alternativism and practices are to change then supervisors, teachers, lecturers and students will need to examine their fundamental beliefs. As Diamond (1985) said:-

"if teachers can be helped to open their eyes, they can see how to choose and fashion their own version of reality". (p.34)

Unfortunately, according to Elliott (1977), teachers' (and lecturers') ability to reflect on practical teaching:-

"is not a very highly developed ability within the profession."

Recent developments initiated as part of the task supervisors' role will be reported in the next chapter which attempts to clarify the complex nature of teaching competence and link these to present situations.

The issue of competence is at the very heart of the student teachers' course, it represents finite hurdles to be cleared (teaching practice assessment) and yet, as the next and subsequent chapters will show, is predicated upon a complex of definitions and interpretations.

For the student in systems 7, the learning domain represents the hiding place of those beasts ready to bite - the criteria!: and yet, hope is not lost, a student may get a supervisor who doesn't understand the criteria either, or who tacitly ignores them and uses their own. The student exchanges the beasts'den for the minefield.

The Reflective Process in Teaching

The present context in which the reflective practitioner movement is based is not entirely supportive: as Edwards (1992) stated in describing the politics of education:-

"The key planks of the context in which educators are operating are a centralisation of command in the name of greater individual freedom of choice for the consumer and a detheorising of practice of teaching. It is a case of dogma biting dogma with teachers becoming increasingly irrelevant to the battle as they are to be perceived as technicians and masters of the mechanics of curriculum delivery." (p.1)

Much is bound up in concepts of economy and efficiency that have wider implications for course structures and consequent methods of delivery, however, despite the unwelcoming political and economic climate, reflection and reflective practice have gained a firm foothold in I.T.T. through such texts as Pollard and Tann (1987), Smythe (1991), Olson (1992) and such authors as Calderhead (1993) (1987) and Schon (1983).

The process of reflection

Purpose is of course inextricably woven into process, and the process/purpose of reflection has been described in terms of:-

"... the learner is to be inducted into a powerful discourse through a supportive contingent dialogue which will eventually provide the learner with the cognitive tools for effective action and elaboration in context." (Edwards (1992) p.3)

The principle of providing cognitive tools for action is a view supported by Thomas and Augstein (1991), when they propose their representation of the reflective process as MA(R)4S, which stands for:-

- Monitor - yourself in action and record what is happening
- Analyse - run the record and identify essential features

- Record - make an external record for later reconstruction
- Reconstruct- run the record - revise the experience
- Reflect - evaluate in terms of the original intention
- Review - amend, reconstruct for better anticipation of events
- Spiral - repeat the cycle with a different event.

MA(R)4S is regarded as an action research method for fuelling or enhancing the quality of the meaning modelling conversation by which the learner shifts awareness from task bound to task focussed and to learning focussed conversations. (p.131). This allows the process language to be negotiated which, in the context of competence in teaching is the key issue - the sharing of meaning in language between participants in the guessing game called assessment.

Thomas and Augstein go further in suggesting that the reflective process drives learning and self organisation of learning:-

"... the disabled majority of learners only become more fully functioning as they learn to observe themselves and to reflect upon and review their own learning activities. In the Learning Conversation they became able to recognise, represent and thus control their own constructive meaning as modelling processes. They become more self organised." (p.97)

What could be described as a regenerating cycle of reflection and review.

Smyth (1991) presents a perspective of the process of reflection based upon

- Describe
 - Inform
 - Confront
 - Reconstruct
- which resonates sympathetically with Thomas and Augstein's MA(R)4S process.

The action research and reflective process is illustrated by Edwards (1993) as:-

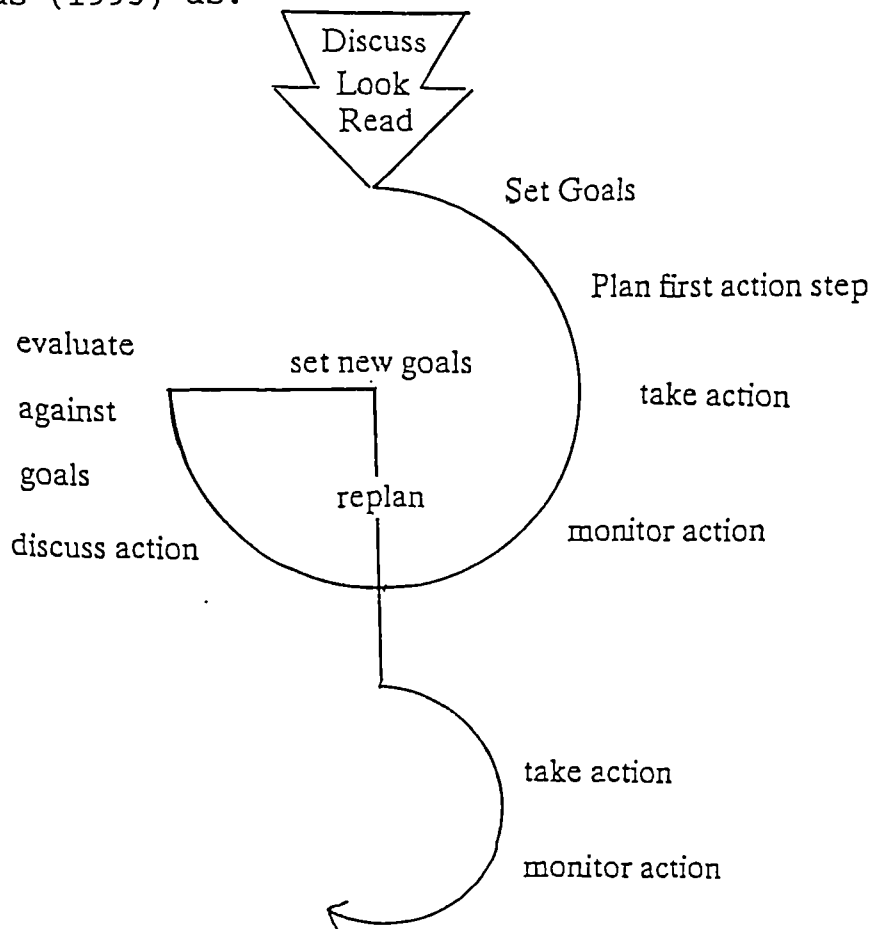


Fig. 6
The Action Research Cycle

Like others, she argues that dialogue is central to the cycle of reflection on practice.

Schon (1987) proposes a dual model of reflection; reflection on action and reflection in action. He rejects the technical-rational account of teaching whereby the setting of standards and norms of performance may lead to an assumption of technical perfection often referred to as technical rationality (Schon 1987). Olson (1992) regards the pursuit of technical perfection as the embodiment of behaviourism that lives on in education through this "form of scientism". (p.15)

The influence of Schon has been significant, and a brief review of his major proposals and arguments would not be out of place at this stage.

Schon's rejection of technical rationality as a basis for effective problem solving or problem setting lies in his belief in an 'artistic core' embedded in professional practice that is not susceptible to rational or scientific analysis. The technical-rational model is of even less use in situations of uncertainty, instability stress or unpredictability.

In examining the geography of reflective practice, Schon (1983) describes the research based scientific paradigm as the moral high ground and the non scientific reflection of items that defy technical solutions as the swamp of messy confusions. These 'messes' he describes as "indeterminate zones of practice" - eg:- competences that are idiosyncratic - as Schon put it:-

"We find ourselves at a loss, or produce descriptions that are obviously inappropriate .. our knowing is in our action." (p.49)

If we accept that these "indeterminate zones of practice" defy analysis by technical or rational means, we are left with that 'messy' situation involving personal introspection, reflection, reflexivity and conversational meaning making to extract professional or personal explanations of practice. But these indeterminate zones are exactly those that we need to investigate as:-

"... central to professional practice ... and the growing awareness of them has figured prominently in recent controversies about performance of the professions and their proper place in our society." Schon (1983) p.6

Schon proposes a reflective practicum based on tacit knowledge "knowing in action" - detecting and adjusting to changes, and the observation and description of these adjustments (often highly individual constructions), which leads to, or converts by description to "knowledge in

action". From this basis Schon proposes that the reflective process takes two forms -

Reflection on action - looking back and considering outcomes and processes

Reflection in action - a dynamic process performed during an activity or skill

I would argue that the availability of reflection in action is directly related to the time frame of the action. Schon (1983) cites the example of a musician, but in a fast ball game (catching, batting, bowling) the action tends to be ballistic in nature and once initiated is difficult or impossible to adjust - hence the batsman in cricket who computes at the earliest possible moment the trajectory and speed and spin/break/swing of the ball and plays the selected stroke even though the ball does something different. The speed of delivery can often make 'in stroke' adjustment physiologically and psychologically impossible. Alternatively, sawing a piece of wood or running allows 'real time' for reflection and adjustment.

Reflection in action I would propose depends upon -

- * The speed of the total action
- * The time allowed between 'units' of the performance
- * The reaction time/speed of the individual.

Being able to halt a process/action in mid-stream, or, being able to stand back and 'take stock' are useful ploys often used by teachers and supervisors with the intention of encouraging active reflection during practice, eg:-

"... hang on, before you go into the next stage I would like to ask you ..."

or "... what are you intending to do about ...?"

This external source of reflection can of course have some interesting side effects -

- * complete breakdown of the lesson (breaking the flow of the prepared action)
- * complete change of direction - for which the student is unprepared

- * the supervisor having to take over and demonstrate their own point.

Rarely, externally imposed reflection in action results in the AHA! syndrome and a leap forward in the students' learning. Internal reflection in action is often referred to in teaching as monitoring - part of the process of managing - monitoring - maintenance - which informs students' planning. The difficulty in dealing with perceived problems, or necessary changes in routine etc. is that it is a risk laden exercise, one that has not been planned for and one that may lead to a spiral of unintended outcomes - yet tutors encourage this dynamic process.

Jordell (1987) is critical of Schon's reflection in action as applied to teaching. He points to the complexity of the teaching situation and the lack of opportunity to engage in shuffling alternative thoughts during teaching. The restrictions of work conditions - the habitus - (Carlgren 1987, p.99) limits our choice of behaviour and ability to change in that conditions alter our system of dispositions that in turn generate thoughts and actions. These observations are well taken, students as learners do find rapid change during a lesson difficult - it must be for them, similar to a rapid change of instrument for the musician. That social conditions affect both style and content of lessons and teaching is not disputed, it is self evident in any classroom. That conditions affect expectations and dispositions to action is less evident, however, the social context of teaching and reflective action is something of an open question (Olson 1992).

The reflective process that operates between student and tutor commonly takes two forms:-

- * Reflection after (on) action - which leads to
 - * Reflection before action
- a cyclical process.

Reflection on/after action takes the form of student evaluations, tutor evaluations, and conversations between

student and tutor. This process is often culture bound with the student dutifully nodding and agreeing with the tutors reflected wisdom. In many cases tutors have not examined their rhetoric for many years, yet they still hand it down as the gospel.

One main objective that has grown out of this research project is to break this culture mould and provide both student and tutor with the means to examine their worlds of meaning and share the findings with each other - a reflexive outcome.

Reflection before action should grow from previous reflections on action and in action - "what have I learned?"

In simplistic terms it can be described as:-

"Engage brain in reflection before action"
(Johnson 1991)

This will often take the form of:-

"... Explain to me please what you intend to do..."
and -

"... at this point what will you do about?"

or "... have you thought about what may happen here ...?"

These questions examine what for the student may be knowing in action, and by discourse and challenge may become knowledge in action which may institute changes or experimentation. The questions themselves and the answers are certainly bounded by the participants' personal constructs and criteria for teaching excellence, or in some cases what Schon (1993) refers to as their 'artistry' of teaching bounded by dispositions.

The examples cited by Schon (1983) of a cellist and jazz musician being able to monitor and develop their performance dynamically is not dissimilar to teachers picking up subtle clues and cues from children and their learning/behaviour, and adapting as they see appropriate within the lesson framework. These generic skills I suggest, cannot be taught, but they may be developed if we attempt, by

intelligent reflection to articulate them however imperfectly. Schon (1987) describes the process as -

"... our reflections on our past reflection in action."
p.31.

This may provide a spiral of learning built upon learning (MA(R)4S) Olson (1992) takes issue with the distinction between reflection and skilled action. He does not recognise that reflection characterises skilful practitioners, rather it is the skill manifest in their actions:-

"'Reflection' occurs as part of the skilful process, not a parallel process which gives the action its intelligence. The skilful action is itself a manifestation of a complex conversation with the situation which we can call 'reflection' if we want. Two things are not going on here, reflecting and acting, but one - reflective action'." (p.17)

The problem with Olson's account lies in the nature of how we interpret our reflection and translate this into 'reflective action'. I have argued earlier that reflection in action - an interweaving of reflection - action - reflection is an unlikely scenario in the busy classroom and within the students' cognitive framework: we are left then - to analyse or reflect on the effects or directions of our actions after or before the event.

Our interpretations will be constructions of reality shaped by our cognitive, social and philosophical frames of reference. These constructions may result in a compounding of errors and misconceptions. For example, a student may be 'learning' how to react to a difficult child by experimenting with varying forms of sanctions and punishments with no thought given to a change in direction towards positive cognitive intervention that would alleviate the child's learning difficulties, the source of his 'problem behaviour'. The need for a mentor or critical - supportive friend is clear, or, the intellectual ability and honesty to examine and re-examine one's constructs concerning relationships and class management (and to question the

nature, value or existence of these dimensions).

This open questioning and frequent failure to produce answers is outlined by Schon (1983):-

"If we focus on the kinds of reflection in action through which practitioners sometimes make new sense of uncertain unique or conflicted situations of practice, then we will assume neither that existing professional knowledge fits every case nor that every problem has a right answer." (p.39)

Strict adherence to a competency approach to teaching stifles the 'artistry' to be found in professional and personal experimentation and the application of novel solution or new methods.

The discussion generated by novel, new or conflicted situations will disappear into the ice box of behaviourism if we adhere strictly to 'the competences'.

Smyth (1988) suggests that all practitioners should be central to their own learning and dependence on others avoided in order to empower them as effective participants in their own development. This is certainly a scenario to aim for, but its application to students in training may be dubious, for as argued earlier many will avoid risks (Doyle 1986) and take the safe routes into superficiality (Griffiths and Tann 1992). The need for a supportive mentor upon whom the student can depend is paramount. This fluctuating and developing role is at the heart of the teaching practice experience and should allow in Schon's (1983) terms the development of a process that allows for:-

- * Focus of attention on the present 'problem' as an object of reflection
- * Getting in touch with and describing ones own largely tacit knowing in action
- * Reflection on the others' understanding of the substantive material that the tutor wants to convey and the student wants to learn.
- * Testing what one has understood of the others 'knowing in action' and framing of the interactions, testing what the other has made of ones own attempts at communication.

* Reflecting on the interpersonal theories in-use brought to the communicative process. (p.138)

A process that can be described as reciprocal reflection in action is essential to developing a true partnership between student and tutor.

If tutors and supervisors are to develop their practice, it is necessary for them to have a means to articulate their views, actions and proposals, and, to own the process whereby the necessary reflection may take place. If knowledge about teaching is in fact personal and self constructed knowledge rather than theoretical received knowledge then trainee teachers and their tutors have to develop it in a personal way.

One answer to the dilemma of how we record, review, evaluate and share this personal knowledge is offered by Olsen (1992).

"... much of what the teachers know is tacit - hidden behind a rhetorical facade not easily penetrated. Visionaries must meet with the teachers in such a way that the deep structure of practice is revealed."

and he goes on to suggest:-

"Clinical methods such as these of Kelly have promise here if they are used heuristically and non-manipulatively." (p.69)

The tools employed in this study (Repertory Grids, Structures of Meaning Analyses and Feedback for Learning) offer systems of personal review and re-review, based on Kellyan and S.O.L. principles. In Thomas and Augstein's (1991) terms, the role of the tutor as "Learning Coach" operating within this P.C.P./S.O.L. environment is -

"... to overhaul the learner's undernourished inner conversation by pulling this out into terms of public exchange and making this process explicit." (p.97)

Reflexivity in Research

"The study of ones own practice is subject to ones own critical analysis as well as that of the researcher." Olson(1992) p.72)

This view of Olson's is similar to that of Argyris and Schon's 1974 approach to self education in that individuals should subject experience to reflective analysis to discover why they do what they do.

In Steirs' (1991) terms:-

"Why do research if you cannot say anything about what is out there and all research is self reflexive? Why do research for which you must deny responsibility for what you have found." (p.10)

Thomas and Augstein (1991) support this view when they propose that it is up to the learner -- "to judge the quality, reliability and validity of this evidence".

(p.256) It is clearly the learner/researcher's decision whether or not to enter into discussion with what is 'out there'. As Beasley (1981) explained, being reflexive and self critical involves an active searching for meaning within evidence that is normally taken for granted in our everyday lives (Olson 1992, p.44)

A clear danger in presenting reflexivity as a major influence or outcome in research is that it can lead to a "personalisation of research" (Usher 1992). Any proponent of P.C.P. and S.O.L. would regard the personal element, the search for knowledge and personal understanding and application as entirely justified. In the conventional scientific paradigm this personalisation of learning may be viewed as simple curiosity or a source of motivation, but I would argue that the process of explaining and understanding leads back to self understanding and personal growth and learning through an individual application of meaning.

Within the P.C.P./S.O.L. paradigm, reflexivity is built into the very structure of the research pattern whether this be in the form of conversations, snake charts, learning logs,

behavioural records, repertory grids, flow diagrams, exchange nets, structures of meaning or audio records. It is an ever present issue and influence that informs the research process itself. The very nature and procedures adopted in the scientific paradigm - control groups - sampling techniques - statistical control - all implicitly recognise the power of reflexivity by their very presence and their attempts to control it.

I would argue that subjectivity constitutes an ever-present influence in all research. Even in the strictly controlled field of experimental psychology or scientific research, 'fudging' the results or ignoring data that accepts the Null Hypothesis is not unknown and merely reinforces the view that subjectivity driven by personal interest is a constant influence.

Usher (1991) points to a superordinate drive or influence upon research -

"... it is an effect of sociality and the inscription of self in social practices, language and discourses which constitute the research process."

That research is grounded (most often) in the social paradigms and knowledge of the time is not an unreasonable viewpoint. The 'drive' within the research process is according to Usher (1991), understanding how the research process changes the social base from which it grew. This process is closely involved with discourse about ones understanding of research, meaning making during and after the research is completed, review and re-review of method, philosophy and starting place; in essence, to actively pursue the notion that existing practices and *knowledge may* be challenged. However, the methods that are often employed remove the researchers as subjects from the object of the research and require them to act as neutral unbiased clinical observers. This decontextualising process is clearly intended to remove subjectivity and the possibility that the research may adversely sully the results. The

separation of the subject and object is of course at the heart of clinical research, but it cannot but harm the quality, power and richness of the reflexive process.

Giddens (1976) outlines a problem within social science research which cannot be sidestepped, it is that of the double hermeneutic. Giddens explains the dilemma as - social researchers are engaged in representational practices whose outcomes purport to be accurate representations of a social reality whose members themselves engage in representational practices. The result is clear, reflexivity is at the heart of every research activity, we cannot divorce ourselves from the objects of our research; if we do, we run the risk of being accused of not knowing or understanding the reality on which our research is based and of producing inadequate representations.

Personal construct psychology and S.O.L. as branches of the social sciences resolve reflexivity by building it into their methodology in the form of learning logs, personal diaries, observation records, critical incident records, personal learning contracts and introspective field logs or diaries.

These branches of the social sciences accept the value of reflexivity and personal introspection in that the personal construction of reality is at the root of their philosophy and practice. Within the research process, which can itself be a learning construction, reflexivity, far from being a problem is at the heart of the process.

In the constructivist process of researching others we are in effect researching ourselves and our own learning and construction of meaning: as Steier (1991) put it:-

"We as researchers come to know reality constructs the reality we come to know."

This does not imply that in researching ourselves we are accepting that subjectivity is the driving force: as Usher (1992) summarises:-

"To accept reflexivity and recognise its force is not therefore to 'personalise' research. It does not imply adopting an idealist or subjectivist position that reality is purely personal construction. To foreground discursive social practices is to foreground the implication of the personal within the non personal, of the inscribed I rather than the inscribing I."

CHAPTER TWO

This chapter reviews definitions and models of competence and outlines the disadvantages - advantages to be found. The chapter goes on to discuss the implications for education of differing views and Government interventions. The direct application of competence to Education is discussed and models of teaching competence in place are outlined and appraised.

1. The Competence Debate
 - i) Definitions, Conceptions and Models
 - ii) Conclusions and Implications

2. The Educational Perspective
 - i) Introduction
 - ii) Competence in Teaching: Background Influences

3. Models of Teaching Competence
 - i) Definitions
 - ii) Models of Competence

4. Alternative Models of Competence
 - i) The Scottish Model
 - ii) College X Model
 - iii) College Y Model
 - iv) Surrey C.C. Model

The Competence Debate

Introduction

This chapter seeks to analyse the various arguments surrounding the nature and usefulness of descriptions of teachers' behaviour as indicators of teaching quality. Underpinning the various points of view expressed is the criticism that attempts to incorporate all views of teaching quality into a definitive check list of criteria are doomed to failure.

The reality of the situation lies in the following statement made by T.L.6 (Staff Tutor-Learner number 6):-

"What we ... I .. really do is make a judgment about a student, I suppose based on my own private list of things I value, and then tick off on 'the list' (the institutional criteria list) whatever I have to .. to make the pass 'official'."

The very idea that 'good practice' can be transferred to a list of descriptions is challenged by Gailey (1988) when he states:-

"Nor can they set out formally the characteristics of good or bad practice. There is a suggestion ... that at some level of information processing, professionals have templates of good and bad practice, and that these are sufficiently differentiated to enable judgments to be made reliably across a wide range of cases. But these are not accessible to conscious examination."

This last point is challenged in turn by the present work. Later chapters investigate and elicit these 'personal templates' and articulations of them are reported.

Cameron-Jones (1988) adds to the discussion surrounding what in essence is a simple issue and one that should be dealt with quickly when she states:-

"One reason why the issue is not so simple as it may initially seem is because of the lack of clear ideas about the nature of teaching quality and competence in themselves." (p.58)

Olson (1992) proposed one way out of this dilemma = critical reflection. Olson regards the process of conversation and

reflection as crucial to professional development and interpreting the "folkways" of teaching:-

"At the instrumental level, the teacher considers how to accomplish the tasks of the classroom, but at the expressive level the teacher considers what those ways of doing things mean and what their value really is - what they say about the values of the teacher. In this way the ideas of everyday and novel practice can be analysed. Teachers can become more aware and critical of how they teach, of what the new method offers and, fundamentally, of what they value. This recovery and analysis of the meaning of the old and new practices, and the dialogue between them is how change becomes a true process of professional growth." (p.85)

Whatever the methodology, there remains the difficulty in grasping a slippery and personal construct.

Definitions of the term competence are varied, as are the uses to which the concept is put. The concept of competence is multi-dimensional and sometimes ambiguous (Farnham 1988).

Issues such as sufficiency of skill/ability; capacity; level of performance; in-competence etc. led to further minefields concerned with professionals and students achieving minimum standards and the issue of exclusion or failure. An agreement to apply 'standards' does not however define the specification of performance or the form that the standards themselves will take. From all the above, the single most problematic issue remains the content, or the precise behaviour, dispositions or skills that are to be assessed. Further, will the criteria or competencies be rooted in a behavioural paradigm where everything must be demonstrable, or could they be inferred from observations and discussions and personal expert experience/opinion?

The following pages attempt to address some of the above issues.

In order to consider how competence may be evaluated it is necessary to define the term(s), for if we are lacking a definition we certainly cannot assess what we cannot describe.

This crucial first step is appreciated by La Duca et al (1978) when they suggest that:-

"it should be obvious that the quality (technically the validity) of whatever follows is limited by the underlying competence definition" (p.150).

Argyris and Schon (1974), although overtaken to an extent by the D.F.E. (during 1993) and Schon himself (1983, 1987), stated an important and widely held view that:-

"practice is based on models such as habit. The artist as hero or craftsmanship. They suffer in short because there is not a 'theory of action' for the profession" (p.36)

and further:-

"In some fields apprentices are educated by methods ranging from hero worship to trial and error" (p.38)

One cannot but help wonder how this difficulty will be overcome if Initial Teacher Training (I.T.T.) is transferred from the existing institution to schools.

Despite attempts to clarify professional competence, it remains an ill defined or blurred concept. Cameron-Jones (1988) attempts to untangle the threads of the issue in describing Medley's view (1984)

- competency - as a single knowledge, skill or professional value
- competence - as a repertoire of competencies
- performance - as a stringent reference to observable behaviour
- effectiveness - As the effect the professionals performance as on the recipient.

In diagrammatic form this could be presented as -

ACTS & IMPLICIT/ EXPLICIT KNOWLEDGE VALUE		EXPLICIT/OBSERVED BEHAVIOUR	EFFECT ON LEARNERS
Competency 1	Competence	Performance	Effective- ness
Competency 2	Repertoire		
Competency 3			

This 'gradient of conceptual demand' resonates sympathetically with the increasing demands and expectations

placed upon students in training and, thankfully, many of those engaged in their training. Of course, effectiveness is in itself an evasive concept and, although representing the "bottom line" of Medley's analysis, it is not always an easy thing to measure or assess. Indeed, Cameron-Jones (1988) argues that a competent practitioner will guarantee competence rather than effectiveness:-

"not even the most competent practitioner can guarantee never to slip up or make mistakes". (p.63)

By the same token, no teacher can guarantee learning or a change in behaviour in their pupils; the very individual nature of perception, motivation, interpretation and learning itself would preclude this. This issue is developed by Medley (1984):-

" 'One of the essential characteristics of the practitioners of any profession is that they are not expected, are not even permitted, to guarantee results'. The professional practitioner does not for example, guarantee that every patient treated will live, that every tooth cared for will be saved from decay, that every child taught by them will learn certain things. What she does clearly offer, however, is her best effort to use her competence in the interests of her clients, and this competence includes, of course, a capability for good judgement of what should be done, even in circumstances where the best thing to do is by no means clear and effectiveness never, other than perhaps by a charlatan, could be guaranteed".

O'Reilly et al.(1985) express a concern about the complexity of the issue of competence that can lead towards an oversimplistic view of the problem and further, that rigid definitions tend towards the use of behaviourally anchored ratings scales which he adds too often give the assessor a 'laundry list' of items to observe and rate. He argues that this is too narrow and does not reflect the "active, ongoing operation of interdependent systems or dimensions of behaviour". (p.398) seen in student placements.

The teaching situation may present a host of uncontrolled variables which tutor and student must take into account

when making judgments related to teaching (competencies and competence) and its effectiveness. Unfortunately, one cannot always guarantee that the same factors are being considered by both parties, and that effectiveness is being judged by the same 'effect on the learner'. A personal example may illustrate this point. Whilst observing a History lesson in a class of 10-11 year olds (Henry VIII and The Tudors) I was not impressed by the attention level of the class and the students' level of control. The class were working, but at a 'minimal level' and the subsequent learning was questioned. I spoke to the class teacher and student after the lesson and was told (by the class teacher) in no uncertain terms that the class had behaved really well (for them) and that the student's control and teaching were effective. I disputed this - politely - and, as a result was invited to remain for the next lesson which was drama. The student changed the focus of her lesson to the history theme that I had observed and 'set the scene' around the content of the lesson, ie:- Henry's arguments with the church and his desire for a divorce. I was amazed at the amount of historical detail and the concepts that the class demonstrated through drama. They argued cogently (and correctly) around the issues of divorce and the royal succession in a way that convinced me that they had indeed learned their lesson well. So did I! It was clear to me that my variables were not those of the student and class teacher, I did not understand the class, their preferred method of learning, their behavioural standards, their ability to absorb information. What I read into the situation was distinctly different from the student, my measures of effectiveness were not hers. Thank goodness she had the courage to challenge me. How fortunate I was to have experienced such a challenge.

From the discussion to date it could be concluded that competence is a very difficult attribute to quantify and define. Rigid definitions tend to narrow it to a very

simplistic level and tend to favour behaviours which are easy to observe and relatively easy to quantify. They tend to relate to the activity and its completion rather than the quality of performance. Assessments based on them may be more objective but are likely to be less searching. More thorough definitions of competence which include more depth and scope by incorporating such issue as quality, effectiveness, efficiency and consistency of performance in a variety of contexts are more difficult to formulate assessment procedures from. The procedures used therefore tend to be less well defined and may lead to more varied interpretations on the part of assessors.

In practical applications of competency lists or criteria sets, because the contents, concepts, constructs, myths and values have not been drawn from the supervisory population, there is a tendency to rely on personal experience and often incomplete or unreliable interpretations of this experience.

Squire (1981) in studies with student psychiatric nurses goes so far as to suggest that most ratings of students in a clinical setting are based on 'hearsay, guesswork, stereotypes and caution' (p.159).

In the real world of student supervision, not only do supervisors rely on sometimes dubious personal experience and constructs that they find difficult to articulate, but they are also inconsistent, as a group, in their assessments. Whilst some tend to assess strictly, others act more leniently and tend towards giving students the benefit of the doubt - the latter group are probably the most common, it tends to be the nature of the beast in teaching.

As long ago as 1951, Topetztes summarised the consequences of such leniency as:-

"there is room, and need in our society for ... able practitioners. There is hardship however on the one hand for the student who finally gets through and is ill-fitted for the profession and

on the other hand for the disabled public when serviced by poor practitioners" (p.264).

Anecdotes abound concerned with "students I should have failed but didn't have the heart to do it".

Major concerns expressed by supervisors are that they find it difficult to fail students who are performing badly. Some feel this would be an admission of their inadequacy as supervisors. In nursing, Rezler (1978) identified the same problem and suggests that supervisors often give pass grades rather than have students and college staff question their rationale behind a fail grade.

On a personal note, failing a student does tend to bring ones closely held, but often loosely organised personal criteria into very sharp focus. Having to fail a student for the first time represented a major item in my learning experiences. (See Learning to Learn, a personal view).

The problems outlined above are appreciated by Short (1985) when, in the context of programme planning in the U.S.A., he argues that competence in basic skills, social and civic activities, problem solving, intellectual processes, vocational or speciality areas and academic disciplines are seldom at issue as statements of goals, but:-

"...When, however one attempts to specify what exactly these goals imply in the way of standards or specific teaching objectives or school requirements, immediately one finds not only great differences of opinion about what the substantive specification should be, but one also recognises that these different opinions often rest on different conceptions of what competence means". (p. 2)

An issue that clouds the thinking and discussion of competence and one providing an 'outsider view' is political influence upon the education system through calls for accountability. This movement, to be found worldwide, is largely economic in its basis and rooted in the belief that a better educated nation is more likely to survive in the economic market place. Teachers therefore are in the front line; their competence and quality being seen as the key to

survival, progress and national prosperity. Political interference and attempts at controlling the input, training and output of teachers are therefore understandable. Their effects however, through such agencies as C.A.T.E; N.C.C. and latterly directly from the D.F.E. remain to be seen. Certainly the politically motivated pronouncements and criteria imposed by C.A.T.E. have had their effect on course structures, but like so many attempts they are general in nature and do not address the real issues of teaching quality or the range of competencies required for effective performance. This last point is taken up by Short (1985) in discussing teachers' responses to pressure for improvement:-

"... what is of special concern here is how educators tend to think that establishing precise competencies in all sorts of domains (usually in a rather narrow range of domains) and that measuring them in practically all our students (or teachers) is desirable. This is a natural consequence of adopting a particular paradigm for thinking - a linear scientific - technological frame of mind".

Whilst having some sympathy with this view, its validity is dependent upon the quality and range of competencies used, and crucially the source from which they are drawn. Externally imposed criteria/competencies tend to be arid and in many cases lack personal meaning for the end user or the recipient (student). The present work hopes to illustrate how personal constructs of competencies may be moulded by consensus into a meaningful set that has ownership and relevance to the users. However, Short does raise an important and valid point within this discussion when he argues the dangers of becoming locked into a paradigm that relies on the competency vocabulary and its linear - deductive reasoning towards measurable and predictable outcomes. Clearly, criteria or competency statements, elements, clusters or sets maintain their real value as an aid to discussion and reflection in a qualitative rather than quantitative sense. It is surely a case of how one

uses the material in addition to its relevance and source.

Short (1985) attempts to clarify the different conceptions of competence and distinguish referents for them. He outlines four conceptions as:-

- Conception One - competence as a behaviour or performance, involving the selection of appropriate behaviours.
- Conception Two - competence as a command of knowledge or skills, involving their choice and selection and knowing why one does what one chooses.
- Conception Three - competence as a degree or level of capability, via standards or criteria known publicly.
- Conception Four - competence as a quality of a person or state of being, defined holistically.

Short's view of competence is driven by the view that it must not be defined by particular dimensions, but by:-

"... all the conceptual relationships that bear upon the full exercise of that activity".

He goes further in recommending that there must be a systematic conceptual scheme that interrelates whatever dimensions of the activity are considered integral to it. These include behaviour, performances, knowledge, skills, levels of sufficiency, intents, motives, attitudes or particular qualities or states of being (Short c.1985) One could argue further that it is impossible or at least undesirable to attempt to categorise these 'states of being' as particular behaviours or actions. Any teacher or teacher trainer, student, pupil or parent would agree that there are multiple models of a competent/good teacher and each can be described differently, it depends upon what is construed as good teaching by the observer and whether the observer clearly understands and can explain the qualities being observed.

The search for the holy grail of the competent teacher has perhaps been annotated best by Johnson H. (1984). He has

noted the lengthy and persistent searches for those qualities or attributes that constitute an agreed profile of a 'good teacher', and equally clearly has failed to identify anything in particular upon which improved teaching could be based (Short 1985). Johnson explains his lack of success (in part) to the influence of mechanistic theories and concepts that saw individuals as objects, with actions as rule governed behaviours.

Models of Competence.

Mansfield (1989) identified 'at least six models of competence' (p.27) and Norris (1991) the 'constructs' of competence which he lists as the behaviourist, the generic and the cognitive. This model shows similarities to that of Short (1985) described earlier. A later analysis undertaken by McElvogue and Salter (1991) identified three models of competence that "seem to dominate research":-

1. Behaviourist approach - Predicated upon specific behaviours, focussing on the particular work-place activities.
2. Process model - which attempts to map out patterns of action in terms of flexibility; a functional approach.
3. Cognitive model - attributing importance to understanding and knowledge underpinning action. An holistic approach to competence.

The above analysis has similarities with Cameron-Jones (1988) and Medley's (1984) views on definitions reported earlier.

Clearly, the behaviourist model is insufficient in that it reduces a complex task to measurable outcomes and pre-specified behaviours. This approach does not allow for individual differences in understanding, values, and consequent differences in output. The behaviourist model encourages:-

"... a mechanical teaching to the test"
Hyland (1993) (p.118)

- which is inclined to produce a "one-dimensional and prescriptive" outcome. (Hyland 1993, p.117)

This model may well suffice for low level, mundane tasks similar to those described in the N.C.V.Q. levels 1 and 2, but it is clearly unsatisfactory for higher cognitive functioning, management tasks and educationally based value judgments where various possibilities and probabilities have to be set against a complex personal, social and school background.

The process model bears many similarities to Medley's (1984) suggestions reported earlier, whereby competencies are accumulated into competence. The essence of this approach to competence is similar to that employed by the N.C.V.Q. framework, where each competence identified is differentiated into component units and elements which form the basis of assessment. As in Medley's system, the components are accumulated and lead to the appropriate award.

The third model identified by McElvogue & Stone, the cognitive, adopts an holistic approach to competence and shows similarities with Short's "conception four" reported earlier. In this model:-

"... additional inputs which affect performance, namely knowledge and understanding, must be taken into account as intrinsic and essential, rather than as optional or additional, factors." (p.4)

Anyone who has been involved in judging quality or standards in teacher education would, I submit, agree that tacit knowledge is often an important factor in decision making. Further, this tacit knowledge may be specific to particular situations and not generally applicable, a source of confusion that can often confound the students' attempts to second guess their supervisor.

What does emerge from the literature with some clarity is

the view that teaching is not reducible to a check list of behaviour and responses that must be aped with some accuracy. As McElvogue and Salter say:-

"... competence is not something which can be directly measured through simply observing behaviour and ticking off elements on a checklist. The assessor must know how to identify and interpret what he observes. To see competence in this way implies that no technology of assessment could replace the expert assessor using personal judgments rather than a checklist".

Conclusions and Implications for teacher education

The drive towards accountability, and the rallying calls of 'Standards' and 'Quality' in judging performance have been entrenched in political rhetoric since Callahan's Ruskin College speech and the ensuing 'Great Debate'. It is debatable whether government interference or interest has been helpful, as Whitty (1992) states:-

"... some teacher educators argue that external interference in teacher education has detracted from the provision of high quality teacher education".

Contingent upon this of course is the nature of the teaching practice experience and the expectations placed upon tutor, supervisor, school and student.

The immediate result of government action (Circular 9/92 and D.F.E. 1993) has been to create tension within higher education concerned with explaining its practices, values, myths and beliefs about teaching.

The first implication is that institutions have been required to produce a clear picture of what the competent teacher should be able to do, but at the same time work within the framework of competencies produced by the D.F.E. (D.F.E. 1993)

The imposition of 'Standards' and 'Quality' has often been in direct conflict with the views of the institutions and tutors involved; as MacGregor (1990) reported, Polytechnic directors argue that there should be flexibility in the interpretation of 'standards' and that an institutions own

mission and declared intentions should be related to a judgment of standard.

A second implication for higher education concerns the linkage between a clearer picture of teaching output/standards and the teaching and learning methods adopted on the training course. In some cases this will no doubt result in large scale revisions of a courses' learning and teaching objectives. In practice, of course, the teaching methods are likely to reflect the particular definition of competencies adopted, and one assumes, a consensus relating to these definitions.

A third implication for teacher education concerns the recurring theme of reflection in education and teaching. Recent discussions of competence (Ellis 1988, Willmott & Whitty, 1991; Hyland 1993; Short 1985; Cameron-Jones 1988, Pollard & Tann 1987; Ashworth & Saxon 1990) raise the issue of reflection on practice. As Pollard & Tann (1987) argue, being an expert teacher is not simply a matter of attaining a higher level of technical efficiency than a novice; it requires the development of a perspective which includes "an active concern with aims and consequences" and a commitment to and understanding of a process "in which teachers continually monitor, evaluate and revise their own practice". The acceptance of these values and actions is widespread in education, indeed, as Hyland 1993 states:-

"... without (these values) ... teaching can degenerate into a mechanical task and product - oriented activity". (p.120)

However, reflection as a skill, value, professional perspective, or concern may be included on a list of criteria or competencies, but this does not ensure that it becomes an integral part of the students' professional disposition.

What is needed in order to foster a genuine atmosphere of reflection is a atmosphere of personal and professional trust, where all participants - student, tutor (and I would

dispense with the term supervisor which smacks of assembly line fault finding) and class teacher work in equal partnership throughout the teaching placement. Theoretically, and in practice, this is not difficult to achieve, what is difficult however is to remove the 'examination' or 'assessment' element of a school experience and further, to absolve the 'equal tutor' from the quality control role.

Who then will make the necessary professional judgment about the student, and if this person has not been a part of 'the team', how can they record or report on those insights, problems, successes, failures, learning situations, reflections etc. that are crucial to a meaningful report? What is worse, if we as a profession are to be tied to a set of rigidly applied competence criteria, then reflective practice itself will be threatened and we may be plunged into the quasi dark ages of 'Hunterisation' (Hunter 1980: 1984: 1985: reported in Smyth 1991) as:-

"... current widespread attempts to 'supervise' teachers (hierarchically) in the U.S.A. using a particularly constrained model (the Madeline Hunter Teaching/Supervision Model)... the fundamental point is that teachers' voices have largely been ignored and silenced in these reforms, and this is manifestly evident at the chalkface level when we look at what is happening to teachers through dehumanising forms of in-class supervision being inflicted upon them." (p.50)

The fourth implication for teacher education lies in the very nature of professional competence and the implicit nature of much professional practice. The difficulty in describing professional action is embedded in its 'intuitive' nature (Eraut 1989) and the consequent problems in attempting to describe it. Caves (1988) puts the issue succinctly:-

"The implication is that there are limitations on the extent to which professional practice is open to scrutiny."

Having been given the major dimensions and descriptions of our practice by 'outsiders' (D.F.E. 1993) in the form of competencies, the problem remains for institutions and individuals to articulate what they mean by professional practice; for without an alternative to the D.F.E. proposals there can be no reasonable defence or basis for argument. No doubt this is at the heart of the search for 'accountability' and 'standards'.

The fifth implication for institutions of teacher education must be that, although a competence approach is with us to stay (for sometime at least, -D.F.E., 1993), we must devise patterns of working and applications of the imposed competencies that suit our individual causes. Fortunately, the D.F.E. competence descriptions do allow for individual interpretation, although it is doubtful if that was their intention.

As Ellis (1988) states:-

"Arriving at such a catalogue and taxonomy will require a substantial research effort." (p.49)

In part at least, the present work hopes to clarify some issues surrounding the concepts and constructs of competence. There remains, however, a resistance to the notion that competence can refer precisely and accurately to all those behaviours, values, attitudes, knowledge and dispositions that make up the teaching role. There is no doubt a concern in higher education that a coldly analytical inspection of professional practice may result in a situation where:

"... layers of imprecision and obfuscation are stripped away and cause-effect relationships are established, many time-hallowed practices will have to be abandoned and new practices learned."
(Ellis 1988 p.50)

Most professionals would admit that their inability to describe their 'intuitive practice' is unsatisfactory and by its very nature, unprofessional. There is a clear need to move beyond hazy descriptions of implicit knowledge and

behaviour, to challenge individuals to articulate their practice in rational terms and to move towards a system that allows tutors and students to construe their experiences and reflect and report them in a dynamic model. It is however, important that in pursuing this aim we do not "lose the baby with the bath water" (Caves 1988) in attempting to clarify our intuitions and previously unchallenged paradigms. 'The baby' in this case being the influence of our experience and what Schon (1983) referred to as the 'artistry of teaching' that defies technical or rational analysis. However, experience alone - and our knowing through our experience - is not enough; we must be able to articulate to our learners/students what it is we want them to do. As Thomas and Harri-Augstein (1991) point out:-

"Learning is an inference from behaviour or experience, preferably from both. Behaviour is available as evidence to the external observer of learning, but experience is directly available only to the learner." (p.23)

The blending of the tutor's experience with the students' behaviour (and their experience) is the key to a conversationally effective analysis of performance or exposition of understanding.

Reductionism is a very real possibility when one attempts to describe complex behaviours, decisions and actions that are laced with values, dispositions and above all, experience. How can a tutor or student describe in scientific, sterile terms the skills, attitudes and emotions implicit in dealing with a case of child abuse, a learning difficulty or a disciplining situation?

Whitty and Willmott (1991) review the problems, benefits and difficulties of a competence based approach as:-

The benefits:-

- demystification of teacher education;
- a clearer role for schools/colleges in the training process;
- greater confidence of employers in what beginning

teachers can do;

- clearer goals for students.

The difficulties of the approach are given as:-

- it may lead to reductionism;
- it may shift the emphasis toward outcomes at the expense of learning processes;
- it may be difficult to reach agreement on a definition of competence;
- it may be difficult to specify which competencies should be included;
- it may be difficult to arrive at valid and reliable criteria for assessment.

They go on to question the justification for the imposition of any national approach and plead for further exploration and evaluation of presently employed schemes.

A further critique of the competency approach which encapsulates much of what has been written in this chapter is given by Smyth (1991) in his discussion of supervision.

Smyth (1991), whilst discussing supervision and teacher appraisal makes a valid point relating to training when he is strongly critical of the view that supervision/appraisal is a 'technical act'. He regards "technocratic and bureaucratic forms of supervision and appraisal" as being based on false assumptions:-

1. That teaching and learning are processes that can be broken down into discrete and unconnected skills.
2. That these skills have been verified and legitimated by people outside of classrooms who engage in scientific research.
3. That these skills can be observed and measured by another group and some form of calibration conducted on them.
4. That having established these behaviours as being credible, that they are in fact enforceable in a moral and legal way with teachers.

In a general sense, the major implication for teacher education must concern itself with the question of articulating:-

"... a coherent and generalisable picture not only of what the competent teacher should be able to do but also the kind of teacher she should be. Thus we are concerned with the outcomes of training, but not in the same way as the N.C.Q which defines outcomes as desirable performance."
(McElvogue et al. 1991)

The following chapter attempts to locate the competence debate in the present and 'local' situation with an outline of the influences that lead to the present research project: Future use of the terms competence, competencies, competency will include in their definitions all those skills, abilities, attitudes, behaviours, knowledge, dispositions and activities that contribute to the complex that is teaching.

The educational perspective of competence

Introduction

The climate of rapid change that has persisted in Higher Education for the past 15 years, and in schools for the past 6 years (C.A.T.E. and National Curriculum developments) has placed expectations upon teachers, lecturers and students that have been heavy and in the main unrealistic. The methods used to implement the changes have been didactic and to a great extent inflexible. Lip service has been paid to 'consultation', but the imposition of change has been inexorable and motivated by political dogma. The imposition of teaching content and curriculum organisation does not reflect the way that teachers work and does not represent an understanding of the complex matrix of perspectives that make up the teaching role. The manipulation of teachers as puppets of political whim and the imposition of standard requirements within the teaching role is an issue taken up by Kelly (1955):-

"There are two ways in which one can look at psychological measurement and clinical diagnosis --- seek to fix the position of the subject with respect to certain dimensions or co-ordinates --- or classify him as a clinical type --- or concern himself with the subjects' freedom of movement, his potentialities, the resources which can be mobilised ---. From the point of view of personal construct theory the latter represents the more enlightened approach". (p.203)

The cry has been heard all over Britain and Wales - "why didn't they ask us!" As Reid (1979) put it:

"Research ... is something done by the expert to the inexpert ... people who are the actual objects of research are the last to be consulted. Clearly the views of the insiders must be consulted."

One of the reasons for the anguish that new courses, curricula and ancillary requirements have created is the massive shift of purpose, from an enlightened child centred approach to education to one centred upon

marking, testing, and norm referenced control. This represents a major paradigm shift, imposed upon a population not trained in the skills required to implement the changes demanded or to deal with the pressures that the shift brings.

An additional drive within education has been predicated upon the accountability of teacher performance, and the demands upon professional practice. These demands pose a significant problem for teacher training. There has been a recognition within Higher Education that an overhaul of 'the system' was overdue, and the resulting tension between the drive to make good the deficiencies of a 'traditional' system that was theoretically based, and one that produced competent practitioners has created a dilemma not only in issues of concise development but also in defining and describing the competent practitioner. Unfortunately, those in power have a narrow view of competence. Kenneth Baker's argument for higher standards and greater standardisation in 1987 has not changed with succeeding ministers:-

"The imaginative application of professional skills at all levels of the education service, within a statutory framework which sets clear objectives will raise standards". (Baker 1987)

Competence in Teaching, Background influences

The movement that has resulted in the most recent D.F.E. proposals (D.F.E. 1993A) regarding teaching competence is rooted not in an educational paradigm concerned with professional improvement, but in a political drive for 'standards' and 'accountability'. These two terms, the rallying cry for political parties of all persuasions, have been at the very heart of change in education since Callaghan's now famous Ruskin College speech.

This section seeks to trace the recent political/educational developments contributing to the competency debate and locate within these the evolution of teaching

practice criteria in the author's institution, thus setting the scene for the research described in the following chapters.

Regular warnings from all governments over the past decade and half have concerned themselves with 'declining standards'. This concern was initiated and fuelled by Callaghan and the 1977 D.E.S. publication - Education in Schools - and resulted in the so called 'great debate'. The D.E.S. document reported Callaghan's speech as being made against a strongly critical background in the press and in general on education and educational standards. The document reported declining standards in children's school work, and it argued for more attention to be paid to the basic skills (reading, writing and arithmetic). 'Fringe' subjects were seen as overloading the curriculum.

Pring (1992) commented on the D.E.S. (1977) consultative document:-

"... as produced by a Labour Government, but one which was reacting, first, to well-orchestrated populist appeals from the political Right and, second to the concerns of commerce and industry which argued that the output of the education system - yes even those who came up to traditional standards - were ill-prepared for the economic world they were entering into".

With this social, industrial and political base, education reform in the name of 'standards' and 'improved quality and output' have been convenient muster calls for all political parties ever since.

The search for ways to raise standards naturally centred upon the curriculum and the setting of precise objectives and achievement standards. (Keith Joseph 1984) There was little doubt at the time that much of the drive for curriculum change was politically motivated and was designed to rid the education system of the 'loony left' and their so called fringe subjects - integrated topic work, peace studies, media studies - and replace them

with traditional (a term never clearly defined) subjects and values which included discipline, behaviour and economic relevance. Back to basics? It was of course predictable that, if one controlled the curriculum and the levels to be attained by pupils, it was only a short step to constraining teachers to teach in particular ways in order to reach the set standards. This intention was flagged by Kenneth Baker as long ago as 1987 when in anticipation of the 1987 consultative document (D.E.S. 1987) he argued for greater standardisation and higher standards (Pring 1992, p.5). The resulting document clearly stated that the imaginative application of professional skills at all levels of the education service, within a statutory framework which sets clear objectives, will raise standards (D.E.S. 1987).

Running parallel to the proposals for school curricula and teachers' standards of work was the establishment of the National Council for Vocational Qualifications (N.C.V.Q.) in 1986. The resulting National Vocational Qualifications (N.V.Q's) have attracted criticism and their future could be said to be uncertain. (Hyland 1993, p.118), however; they do represent the current D.F.E. favoured approach (1991 White Paper on Further and Higher Education ; 1992 Further and Higher Education Act).

The transfer of philosophy from N.V.Q's to teacher education was described by Whitty and Willmott (1991) as:-

"The apparent interest in linking qualified teacher status to the achievement of certain specified competences has initiated a flurry of activity on the part of various agencies and institutions to explore the potential of competence - based approaches to teacher education".

Two clear strands emerge at this point -

- i) Competence based teacher education (C.B.E.)
- ii) Competence criteria for the assessment of teaching.

The present research and discussion is not concerned with competence based teacher training courses, but rather with a competence approach to teaching performance and on investigation of individual constructs centred upon this issue.

Competence-based and performance-based approaches to professional training are not confined to teacher education. They feature in the training of social workers (Winter & Maisch 1991), police officers (McGurk, Platten & Bolton 1992), nurses (Bedford, Phillips, Robinson and Schostak 1993) and managers (Fennell 1993). Neither do they represent a new approach to teacher education. Whitty and Willmott (1991) trace their development from an initial popularity in the U.S.A. in the 1970s, through a growing theoretical and practical interest in the U.K. in the 1980s, to the point where they find expression in the N.C.C. document on initial teacher training (N.C.C. 1991). The move to establish exit criteria for newly qualified teachers (N.Q.Ts) culminated in the publication of Circular 9/92 (D.F.E. 1992):

"Higher Education Institutions, schools and students should focus on the competences of teaching throughout the whole period of training. The progressive development of these competences should be monitored regularly during initial training. Their attainment at a level appropriate to newly qualified teachers should be the objective of every student taking a course of initial training".
(Annex A, 2.1)

The fact that attempts to establish standards of professional competence are not new does not mean that they are uncontroversial, at least in relation to teaching. A number of different though often related positions can be detected. First, there are those who:

"reject the idea of competence-based teacher education on the grounds that it encourages an over emphasis on skills and techniques; that it ignores vital components of teacher education; that what informs performance is as important as performance

itself; and that the whole is more than the sum of its parts. This rejection partly derives from a reading of early American checklists of teacher behaviour, which are ticked by an observer". (Whitty & Willmott 1991)

Such critics may have been mollified to some extent by Circular 9/92 which does not claim to have uttered the final word on competences:

"the statements of competence expected of newly qualified teachers to not purport to provide a complete syllabus for initial teacher training... It is recognised that institutions are developing their own competence-based approaches to the assessment of students". (D.F.E. 1992)

Teacher educators have been quick to seize on this comment because:

"... it provides us with an opportunity to think about what kind of teaching we want to shape and encourage, and to grasp the fact that different accounts of competence will reflect different versions of teaching. Therefore it is crucial to use the space provided by 9/92 wisely". (Sidgwick, Mahony & Hextall 1993)

Or as Furlong (1992) puts it:

"... I would suggest that the greatest strength of the Circular is that it has taken a broadly based approach to the issue of teaching competences. As a result, if handled sensitively and professionally, the list may well prove helpful in each of the areas considered... A narrowly mechanistic approach to initial teacher education is not demanded by this Circular. If that is the result it will be because we have imposed it on ourselves".

On the other hand, the way in which it is proposed that teaching competences be defined and used by H.M.I. (Ofsted 1993) is likely to provide critics with ample evidence that their worst fears have been realised. It could be argued that the Ofsted working papers express a limited vision of what counts as teaching competence, offer a crude attempt to grade teaching competence on a nine point scale and fail to recognise that the assessment of teaching competence is a matter not of simple measurement, but of professional judgement backed

by evidence. Such critics may be further disheartened to learn that H.M.I's own two year survey which attempted to address the complexities involved in the use of teacher competences in initial teacher training, was never published. In addition, the recognition that "institutions are developing their own competence-based approaches..." which was a welcome feature of 9/92, does not appear in Circular 14/93 (D.F.E. 1993). Instead the Secretary of State has "asked the Council for the Accreditation of Teacher Education to advise him on the preparation of guidance on profiles of competence for teachers" (D.F.E. 1993). At this point the controversy over teacher competences becomes part of a much wider concern and returns to the issue of centralised political control of the education system and its personnel.

A second set of concerns centres on what competences are and whether they are of use in teacher education. Norris (1991) for example leads us through a maze of definitions and issues and concludes:

"The trouble with competence is that it now has a currency way beyond its operational or conceptual reach".

Similarly Furlong (1992) says:

"Writing a critique of competency based teacher education today presents considerable difficulties because of the enormous variation in interpretations of the approach. When writers as theoretically diverse as Jessup (1991) and Elliott (1990) can both claim to be writing about competences, any critic must approach the area with caution".

Third, within the agitation of debate which preceded and has continued beyond the publication of Circular 9/92, there are those who appear to be unsure about the merits of competence-based approaches to teacher education but, perhaps from a sense of realism, have nonetheless contributed to the debate about what an adequate description of teacher competences would involve

(McElvogue & Salters 1992, Hextall et al 1991, Sidgwick, Mahony & Hextall 1993, Mahony 1992). It is perhaps no surprise to learn that the whole enterprise is viewed as being fraught with difficulty involving philosophical issues about the characterisation of human action and sociopolitical issues about models of teaching and conceptions of teachers. In addition, dilemmas have been described concerning the use of profiles of competence. For example, issues in relation to ownership of profiles of competence and in their use both to empower students by supporting their professional development and as a means of assessment.

Finally there are those who have welcomed the potential advantages of competence-based approaches, while remaining highly critical of those accounts of competence which do not adequately capture what is involved in teaching (Murphy, Mahony, Jones & Calderhead 1993, Sidgwick, Mahony & Hextall 1993). The advantages have been discussed in terms of two broad areas; first that competences have enormous potential for empowering student teachers by involving them both in framing and using explicit criteria through which they can monitor their own development as beginning teachers, which it has been argued, is a necessary condition of professionalism; second that competences, described in a way which does justice to the complexity of what is involved in teaching children, could provide a rational basis for planning the training needs of student and newly qualified teachers. That this need exists has been argued from two sets of concerns; the first of these raises questions about the role of teachers in a democratic society of the twenty-first century:

"We must be able to articulate what kind of teachers we want and why, what professional characteristics and qualities teachers must possess, what learning experiences are needed for their development and how school based and centralised provision can be integrated to provide for these in a coherent frame-

work. Only if the profession adopts a collective stance on these issues can it plan for a preparation for teaching which is informed by reason rather than the ad hoc contingencies of policy motivated both by ideological antipathy and a market place driven by price rather than principle". (Inman, Mahony, Sidgwick & Stiasny-forthcoming)

The second concern favouring the need for a specification of teaching competences is no less important by being more practically focussed. It relates to the way in which competences can provide two kinds of bridges; a bridge between the school-based and college-based elements of initial training and a bridge between the period of initial training and the first year of teaching:

"With the recent changes in the arrangements for induction, employers want much more detailed and specific information than is available from references. They want it both in order to prepare a coherent programme of central provision (where they have been able to retain sufficient staff to do so) and so that an appropriate school based programme can be planned for Newly Qualified Teachers (N.Q.Ts) by their mentors. Having just begun the experience of extending our work from I.T.E. into the first year of teaching, there is no doubt that the employers have a strong case. It is extremely frustrating to try to plan a programme of further professional development for N.Q.Ts which meets individual needs, in the absence of any record of what those needs might be". (Mahony 1992)

In any attempt to reconcile the discussion on competences, the official documentation does little to clarify the conceptual confusions already identified, nor quieten the critics of competence-based approaches to teacher education. Underpinning the shifts in language and meaning contained in various paragraphs of Administrative Memorandum 2/92 is a fundamental and unacknowledged tension between the use of "profiling and competence-based assessment" for the purposes of enhancing professional development and its use in a summative way in providing a "licence to teach". In its ambiguity it also raises, but does not resolve, questions

about exactly what constitute the procedures for the "adequate" completion of the induction phase. It carries the implication that competence and profiling procedures for initial teacher education are in place and that these can be unproblematically translated into procedures for induction which would have notions of progression from initial training built into them. It also assumes that the intense debate concerning the whole question of teacher competences is resolved. In addition there is slippage between the ideas of competences and the notions of teacher appraisal. Until now these have come from quite different directions and have been seen as having different purposes.

Issues raised in this section will be re-visited in Chapter 11 - Mechanisms and Options for Change.

Models of Teaching Competence

Definitions

In any discussion centring around possible definitions of competence, the caution offered by Stones (1984) acts as a valuable mediation influence:-

"The literature on teacher effectiveness would probably fill a fair size library and yet there is just no general agreement on what the criteria should be".

He goes on to say, however, that we all assert that we know one - a good or bad teacher - when we see one. This of course is perfectly true - the good or bad teacher fits our personal constructs of that particular animal, even if mine is a different colour to yours and has different warts, it is still what I recognise it to be.

Cameron-Jones (1988) viewed the early stages of the competence debate with some enthusiasm:-

"One of the most fruitful and fascinating outcomes of the current intensive focus on competence and quality in teaching has been the publication of closer and more careful analyses of teaching and, derived from these analyses, more openly stated and detailed criteria of it than we have ever had before". (p.67)

This section attempts to outline issues of competence arising from National publications and examples of criteria/competences/competencies from various sources. The publication of such criteria is now fairly common, yet they remain controversial; however, the importance of publicising the criteria by which particular skills, attitudes and behaviours may be recognised as teaching cannot be overemphasised. Cameron-Jones (1988) states:-

"Such publication encourages wider reflection on the nature of teaching itself, and in a democracy it allows for challenge to be made to formulations that people think are wrong". (p.68)

Models of Teaching Competence

This section reviews a selection of those 'official' English models of teaching competence that, one could argue, have influenced the development of present day stances and which have culminated in the D.F.E. circular 14/93 (D.F.E.1993)

Examples of other criteria sets/competency profiles are presented and discussed, again from selected sources to be found in institutions of higher education, the literature and Scottish Office.

One of the earliest 'official' attempts to set the parameters of good teaching was the D.E.F. publication, 'Education Observed'3 (D.E.S. 1985). This publication grew from the White Paper 'Teaching Quality' which first indicated the government's real concern with teacher performance:-

"... formal assessment of teacher performance is necessary and should be based on classroom visiting by the teacher's head or head of department and on appraisal of both pupils' work and the teacher's contribution to the life of the school". (D.E.S. 1983)

The later paper, 'Better Schools', confirmed this view which was developed through the H.M.I. publication 'Quality in Schools: evaluation and appraisal'. (D.E.S. 1985A)

'Education Observed'3 (D.E.S. 1985) stated unequivocally that the teacher's task possesses common characteristics regardless of circumstance:-

"There are however, many common features in the teachers' task in whatever circumstances and with whatever pupils. Research as well as H.M.I. writing has constantly drawn attention to the broadly similar characteristics of successful teaching".(p.2)

The paper goes on to describe the following dimensions and characteristics -

- a) Personal and Professional - "reliable, punctual and co-operative and willing to take on essential tasks which relate to the care and safety of those in their charge."
- b) Personality and Character - "command the respect of their pupils, not only by their knowledge of what they teach and their ability to make it interesting but by the respect which they show for their pupils, their genuine interest and curiosity about what pupils say and think, and the quality of their professional concern for individuals.... two-way passage of liking and respect."
- c) General Style - "quiet, calm relaxed attitude... firmness and a sense of purpose...
- interest in and knowledge of the pupils individually
- mutual respect of pupils ...
- sensitive to the needs of the pupils."
- d) Variety of approaches and patterns of working - "flexibility of strategies"
- e) Planning - "sound planning and skilful management" .. to blend class, group and individual work to provide a wide range of learning activities".
- f) Differentiation - of teaching methods and expectations
- g) Diagnosis - of pupils needs and the causes of "low motivation among pupils..."
- h) Control and Management of a class - related to special needs and appropriate planning.
- i) Assessment, marking and Recording
- j) Relationships - classroom ... "and in the ultimate responsibility they carry to other professionals, parents and the community outside the school".

The document (D.E.S. 1985) clearly leans heavily on previous reports eg:- 'The new teacher in school'- H.M.S.O. 1982 -

and although presenting a series of ten dimensions (extracted by the author), one redeeming feature is that it does not realistically expect a teacher to demonstrate all those qualities listed:-

"It is given to few teachers to possess all the good qualities mentioned, and many well vary in style and personality without necessarily being better or worse for their differences". (p.13)

In 1991 the National Curriculum Council, no doubt in an effort to safeguard its own continued existence, produced the document 'The National Curriculum and the Initial Training of Student, Articled and Licensed Teachers'. The document was intended for use by H.E. institutions, L.E.A's and schools in discussing the preparation of students to teach the National Curriculum. (N.C.C. 1991).

The document is reproduced in appendix 2.

The major dimensions of competence proposed by the N.C.C. were:-

- a) Knowledge of subject content and teaching methods
 - with 7 descriptors and 4 suggested experiences/ applications
- b) Skills in assessment, recording and reporting achievement.
 - with 8 descriptors and 5 suggested experiences/ applications
- c) A view of the whole curriculum
 - with 5 descriptors and 4 suggested applications to training.
- d) Understanding of curriculum continuity
 - with 4 descriptors and 4 suggested course applications.
- e) Information Technology capability
 - with specific reference to a separate document (WO 59/89) that lists 4 descriptors.
- f) Skills in curriculum planning and review
 - with 3 main descriptors and a further 11 sub items for future development.
Six examples of

practice and application are listed.

The total 'set' comprises six major dimensions with 31 specific competence descriptions. As would be expected, the major thrust of the competencies listed is directed towards developing skill in teaching the National Curriculum - eg:-

2.2 "understand how the relationships between programmes of study, attainment targets and statements of attainment is different for each subject they are training to teach and how this affects planning, teaching and assessment in these subjects".

Fourteen descriptors from a total of 31 make specific reference to the National Curriculum, but thankfully, others provide a more welcome view of teaching and learning, eg:-

2.3 "develop assessment skills including observation and questioning".

The lack of any suggestion that consultation, discussion, sharing, agreement, personal interpretation or inspection/choice according to need is not surprising. At a conference attended by the author in 1991 the criteria were presented by a senior N.C.C. officer as clearly perceived needs for students in training, they were not negotiable! The thinking behind this view grew from the fact that the National Curriculum was in place in schools but not necessarily fixed in the hearts and minds of institutions of I.T.T. who were held in sway by C.A.T.E. criteria for course approval at that time. Although H.E. institutions found the N.C.C. criteria interesting and indeed relevant to the needs of students in training, they were initially seen as yet another set of course 'disruptors'.

In January, 1992, the C.N.A.A. produced their guidance - Competence-based approaches to teacher education, (C.N.A.A. 1992) - a discussion document that raised many relevant issues and questions about the place, nature, structure and application of competence based approaches. Amongst those issues raised as - "questions course teams will need to ask

themselves" were the following points that relate to this research:-

- * Are competencies seen to be about observable behaviour or skills or something else. (p.6)
- * The statement of competence must encompass the underpinning knowledge and understanding required for effective performance in employment. (p.7)
- * On what basis have competencies been selected? (p.8)
- * How are the competencies selected seen to relate to each other?
Are some more fundamental than others? (p.9)
- * Where are these competencies derived from? (p.9)
- * Will students play a part in negotiating their own learning programmes? (p.10)
- * What additional assessment, if any, is needed to demonstrate knowledge and understanding? (p.13)
- * What is the place of self assessment? (p.13)

The discussion document did not produce any clear guidance in terms of competence definitions, but it did raise vital concerns in its conclusions - they included:-

- i) Competence based approaches should sharpen the focus of teacher education but care should be taken to ensure that such an approach did not narrow the curriculum or detract from the importance of cognitive and affective factors. (p.24)

Although concerned with competency based education rather than one aspect - teaching practice - this caution deserves note.

- ii) One of the potential benefits of the competence approach might be a sharpening of thinking about what constitutes the effective teacher. (p.25)
- iii) ... one great advantage of a competence based approach was its language and the ways it could generate a dialogue which was accessible to schools, students, parents, colleges, employers and political pressure groups.

These last two issues form the central focus of this research in its attempt to de-mystify teaching competence and describe it in terms that emanate from the 'end users'

rather than removed institutional authorities.

The C.N.A.A. report raises many questions, and supports, by the nature of the questions the view that competence is "a bandwagon in search of a definition" (Klemp 1977).

In a follow up conference, held in February 1992 - Continuity between Initial Training and Induction in Teacher Education, C.N.A.A. - it was recommended that competencies:-

- i) should be simple clear and not lengthy.
- ii) the part played by schools should be made clear.
- iii) programmes of study should lead to competencies.
- iv) competencies must be assessable.
- v) competencies should provide a firm foundation for induction which will be part of a continuum.
- vi) the six key areas or dimensions of competence should be -

Subject Knowledge
Subject Application
Class Management
Assessment and Recording
Further Professional Development.

The main conclusions drawn by the conference (Gibson 1992), taking advice from H.M.I. surveys were:-

- i) competencies required students to demonstrate dispositions and skills
- ii) colleges generally preferred the broader interpretation of competencies rather than narrow behaviourist ones.
- iii) students should be involved in monitoring their own progress, and negotiation should be part of the normal conduct of courses.
- iv) the treatment of professional and educational aspects must take place in a wide range of situations.

Hosted by the C.N.A.A. a government controlled and organised 'quango', the conference and its preceding report/discussion document were seen in H.E. as a scene setting exercise - a precursor to an official government (D.F.E.) pronouncement. This was forthcoming in June 1992, as Circular 9/92 'Initial Teacher Training (Secondary Phase) (D.F.E. 1992) (Appendix 3). One of the three main principles guiding circular 9/92 was stated as:-

"the accreditation criteria for I.T.T. courses should require H.E.I's, schools and students to focus on the competencies of teaching".

Not surprisingly, the major dimensions of competencies expected of a newly qualified teacher were listed as:-

- i Subject knowledge
- ii Subject application
- iii Class management
- iv Assessment and Recording of Pupils' Progress
- v Further Professional Development.

Precisely the same list as suggested by the C.A.T.E. February 1992 conference!

Circular 9/92 takes a broadly based approach to competencies, again reflecting conclusions reached (or provided?) at the C.A.T.E. February 1992 conference. This broad view is perhaps fortunate and sensible as it allows for individual interpretations.

Much of the Circular is concerned with wider issues of course constructions and validation which is beyond the scope of the present work. The remaining competencies for teaching (secondary), although broadly based, are not unproblematic in their interpretation, eg:-

- 2.2 "a breadth and depth of subject knowledge
- 2.22 extending beyond P o S and examination syllabuses in school".

is not at all clear, and similarly:-

- 2.6 Newly qualified teachers should have acquired in initial training the necessary foundation to develop:
 - 2.6.1 an understanding of the school as an institution and its place within the community.
 - 2.6 a working knowledge of their pastoral, contractual, legal and administrative responsibilities as teachers.

have proved contentious with I.T.T. staff, students and teachers/mentors in the author's institution.

Many regarded these two criteria as demanding and inappropriate for newly qualified teachers.

In terms of assessing competence the Circular is quite open in its approach, it does not specify how an institution should monitor and assess the stated competences. If competences are to be used only as a basis for further professional (and individual) judgment to be made by college staff and teachers, then they would be seen as helpful. If however they are seen as the sole free standing assessment instrument then, as argued in previous sections, their efficiency and effectiveness in describing the complexities of teaching would need to be examined carefully. A further criticism of any nationally imposed system of competences is that such instruments deny the issue of context in teaching. As anyone who has attempted to supervise and assess a student will affirm, one school placement is not like another.

To compare on the same basis two students, one in an inner city school and the other in deepest Surrey is not only inequitable, it is professionally indefensible. A recognition that teaching is multi-faceted and culture dependent must raise concerns about the effectiveness of such rating scales if they are inflexibly applied.

Following Circular 9/92, C.A.T.E. published their "Note of Guidance" (CATE 1992) which in the main was concerned with the broad issues of course accreditation, partnership with schools and institutional development plans. The professional competences first listed in Circular 9/92 were of course confirmed with 'helpful' notes for guidance in applying them. The matter of assessment of students' competence was dealt with by omission, eg:-

"The means of assessing students' competences should be fully documented for students, teachers and tutors. H.E.I. will need to demonstrate in their accreditation submission how they ensure that a common understanding is achieved." (p. 9)

and similarly for the detailed summative use of the competences:-

"H.E.I. should also set out clearly in their accreditation submission the evidence which will be used to justify decisions on final gradings in assessing competences."

At first sight these two statements offer some flexibility in applying the competences listed, however, past experience of C.A.T.E. procedures and validation exercises would lead the experienced course designer to think otherwise. There was at the time a hidden agenda that course developers were expected to anticipate - follow the 'party line' or fail in your accreditation exercise. The notes of guidance contained within each dimension of teaching competence contained nothing new, with one exception - under assessment and recording of pupils' progress (p.10), mention is made of the Parents' Charter and the inclusion of the requirement to report results to parents. The requirement that students should:-

"... be given some opportunity to demonstrate ability in reporting and discussing pupils' progress with parents".

- has raised many an eyebrow in the author's institution, and worse, many an hysterical laugh from teachers. This particular requirement, although useful in the long term, is seen as inappropriate even for final year B.Ed. students.

In June 1993 the D.F.E. published a draft circular - 'Initial Training for Primary School Teachers' - which outlined proposals for new course structures and the competencies expected of newly qualified teachers. This 'primary' Circular brought the initial training for teachers of children aged 5-12 under sharp focus for the first time, and brought the primary phase of training 'into line' with the secondary Circular 9/92. The draft circular was followed by Circular 14/93 (D.F.E. 1993A) the definitive version to date. (January 1994)

The aims of initial teacher training were clearly stated in that all N.Q.T's entering maintained schools:-

"should have the necessary personal qualities for teaching children and should have achieved the levels of subject knowledge and understanding, and standards of professional competence necessary to maintain and improve standards in schools".
(D.F.E. 1993A p.15 Annex A)

In addition, the student should be able to demonstrate:

- " - the ability to teach effectively and secure effective learning."
- " - the ability to maintain discipline and manage pupil behaviour".

Appendix 4 presents the major dimensions and descriptive elements of the Circular.

Common ground between Circular 9/92 and Circular 14/93 is to be expected despite the differing age range applications.

Common areas of competence are to be found in -

Subject knowledge
Subject application

- although the secondary 9/92 description is naturally concerned with specialist subject knowledge as opposed to the more general understanding and knowledge required of the primary teacher. In this context a point of difference is the inclusion of 'Whole Curriculum' in 14/93, a clear and obvious recognition of the breadth of the primary teachers role.

Assessment and Recording, and, Class Management/Teaching Strategies and techniques are broadly similar in content to 9/92. Further Professional Development follows the same general trends in both cases, although the deletion of 2.6.1 (9/92) - understanding the school as an institution and its place within the community - from the primary (14/93) list was welcomed in the author's institution.

For the first time in any official documentation, Pupils' Learning is highlighted, and consequently the teachers role is seen as one involving some intelligent action:-

"use a range of teaching techniques and judge when and how to employ them." (Annex A para. 2.6.6)

One criticism of Circular 14/93 which will be re-visited in later chapters concerns para.21 which states:-

"Professional competences are at the heart of the criteria - they define the subject knowledge, teaching skills and personal qualities which all newly qualified teachers will be expected to have developed." (p.8)

Even a cursory inspection of the listed competences reveals no mention of "personal qualities". The document it seems is predicated upon subject teaching, a view reinforced by paras. 10b and 12 of the main document which have little to say regarding the importance and the ways in which student teachers acquire a rationale for their practice. The model of the competent primary teacher in these paragraphs is of a person who has subject knowledge and a range of practical skills. However, many of these practical skills have embedded in them a pedagogical knowledge:-

"Show awareness of how pupils learn and of the various factors which affect the process."
(Annex A, para.2.5.2)

It is unclear as to where and how students would acquire this knowledge in the proposed new training arrangements; they remain 'subject based'. This is no doubt the D.F.E/Government's attempt to eliminate the training institutions' 'radical, left wing' policies and content and force a return to more easily controlled basic skills and behaviours.

There are a number of difficulties with the model presented in Circular 14/93, they may be outlined as:-

- * there is no mention of context. One school is not necessarily like another and skills are not necessarily transferable either in content or profile. The student who can 'maintain pupil's interest and motivation' (para.2.6.3) in one school may not be able to do so in another.
- * there is not a similar valence running through the competences so it is difficult to see how any progressive model could be designed. Some competences one could argue describe the 'competent teacher' (para. 2.4.5): (para. 2.4.3) whilst others

describe 'the expert teacher' (para. 2.6.5):
(para. 2.5.4)

- * The competences employ a professional language - 'teaching technique', 'feedback', 'continuity and progression', 'learning goals', 'curriculum organisation' - therefore students will need to spend a considerable amount of time understanding the often contestable concepts attached to these phrases.
- * any worthwhile set of teacher competences need to go well beyond a behaviouristic, performance model and include an aggregate of abilities set in a cognitive and affective context. They need to recognise and reflect the polymorphous nature of teaching - the very point raised in the C.N.A.A. discussion document referred to earlier (C.N.A.A. 1992).
- * para.2.1 refers to the progressive development of the competences and their regular monitoring, and:- "Their attainment at a level appropriate to newly qualified teachers ..."

There is no mention in 14/93 of how this is to be achieved.

How are institutions of I.T.T. to agree on what constitutes:-

systematic recording and assessment (2.4.1)
appropriate criteria and standards (2.4.2)
appropriate responses to individual differences (2.5.1)
appropriate and demanding expectations (2.5.3)
continuity and progression (2.2.2)
varying forms of curriculum organisation (2.6.7) ?

- * generic competences in the form of personal and professional qualities, skills, attitudes, dispositions are not recognised.

In a later chapter the results obtained from the four groups involved in the research project (University Staff; Students; Newly Qualified Teachers (N.Q.Ts); Mentors) are compared with Circular 14/93.

Alternative Models of Competence

The Scottish Model

Although Circular 14/93 remains as the 'official DFE Instrument' for assessing student teachers' competence, there have been other, noteworthy attempts to define and describe this evasive concept. During the 1980's the Scottish Education Department (S.E.D.) attempted to define 'The Primary Teacher', and describe the conditions that all new course proposals would have to meet. This was a broadly similar exercise to that undertaken in England under the auspices of the C.N.A.A. The S.E.D. published their conditions and description in 1983 and included in their description of the primary teachers' skills:-

- * an understanding of children and their personal and social needs.
- * an ability to plan and organise the work of the class.

Personal qualities were included - eg:

- * optimism, resilience and receptiveness - clear generic qualities not susceptible to training
- * self critical attitude, self confidence - which it was seen could be fostered by the course of training.

The most recent specification from the Scottish Office - Guidelines for Teacher Training Courses (S.O. 1993) - presented a rather more open view of professional competence in that it accepted that -

"knowledge, understanding, critical thinking and positive attitudes, as well as to practical skills.
(p.1)

- all necessary in order to teach satisfactorily. Perhaps more important, it was accepted that teachers:-

"... must also display certain professional attitudes - to their job, to pupils, to the school, to parents..."

- an acceptance that teaching is concerned with people, not just subject knowledge.

The major dimensions of competence were listed as:-

- 2.1 Competence relating to Subject and Content of Teaching
(Subject knowledge, Planning, Resources, Presentation, Rationale)
- 2.2 Competence relating to the Classroom
 - 2.2.1 Communication
 - 2.2.2 Methodology - Strategies, contexts, individual differences, evaluation
 - 2.2.3 Class Management - Environment, Rewards and Sanctions, Interest and Motivation, Evaluation and Justification
 - 2.2.4 Assessment - Principles, Recording, Feedback, Evaluation
- 2.3 Competences relating to the School
- (School systems, Parental contact, Professional Communication, Sources of Expertise, Cross Curricular Aspects, Extra Curricular Contributions)
- 2.4 Competences related to Professionalism
Pastoral, Contractual and Legal responsibilities; Professional self Evaluation, Commitment to - the job, self monitoring, collaboration, moral and spiritual well being of pupils, the community, fairness, equal opportunities).

A direct comparison with Circular 14/93 would serve little purpose, as the Scottish guidelines pre-date the D.F.E. (1993A) publication. What is depressing about 14/93 is that it failed to address the issues of professionalism and - commitment to teaching; ignored extra curricular skills and contributions, missed issues of self evaluation by pupils and teachers, skimmed justification of work and actions taken, and, quite surprisingly failed to include any mention of equal opportunities (except through special educational needs).

It is surprising that Circular 14/93 makes no mention of the Scottish Office Guidelines and consequently - or deliberately - avoids contentious issues and dimensions. It is indeed difficult to quantify and describe a 'pass level' of 'commitment to the job'. One is in danger of marking or noting specific behaviours without necessarily assessing the level of understanding that lies behind them. These omissions are tacitly admitted in 14/93 when on page 3 it is stated clearly:-

"... new criteria which all courses must meet, focussing on the subject knowledge and teaching skills new teachers require...."

From a hopeful beginning with the Scottish competences, we are left with a denuded and somewhat removed set, now in place for England.

College X Model

Institutions of I.T.T. have of course been devising their models of competence since the early days of course review (1980's) and in some cases earlier.

Two typical examples are reported briefly. Further examples can be found in Brown and Brown (1990).

College X, a constituent college of the London Institute, developed their Competence Profile Scheme for P.G.C.E. students over a number of years in collaboration with teachers and students. A profiling approach is supported as offering much to tutors and all those who have an interest in individual students - its values are listed as:-

- * a way of making explicit the skills, knowledge and understanding necessary to become an effective teacher.
- * a way of seeing learning to teach as a developmental process
- * a way of focussing reflections and evaluations of practice
- * a way of identifying strengths and sources of support.

The Profiling set is built upon the philosophy that teaching is not a set of technical operations, nor the simple transmission of subject matter, they see teaching as:-

"... teachers are not robots and learners are not machines. Teaching is a complex and dynamic process which involves exploration, choice, decisions, creative thinking and the making of value judgments."
(Hextall and Sidgwick 1991).

From this philosophical stance the college profiling scheme covers the following dimensions.

1. Knowledge of Curriculum Areas and the Learning Context
- 3 descriptors

2. Planning for Pupils' Learning - 8 descriptors
3. Management of Pupils' Learning in the classroom - 7 descriptors
4. Assessment and Evaluation of Pupils' Learning - 4 descriptors
5. Evaluation of Own Teaching - 3 descriptors
6. Professional Relationships and Qualities - 13 descriptors

Dimensions 1 to 5 contain descriptors broadly similar to the detailed descriptions found elsewhere (D.F.E. 1992; 1993A)

Dimension 6, Professional Relationships and Qualities contains items that attempt to identify and detail this controversial domain. They include such issues and dispositions as:-

To demonstrate commitment to teaching by:-

- * being punctual and reliable
- * being aware of the pastoral and contractual, legal and administrative responsibilities of a teacher
- * showing an awareness of wider professional issues
- * contributing to the life of the school as a whole
- * being open to both positive and critical comments and responding in appropriate ways
- * being reflective, analytical and articulate about one's own practice.
- * being aware of ones' own professional developmental needs and seeking out appropriate forms of support.

Whilst describing many behaviours that could legitimately be expected of a professional member of a school staff, it could equally well be argued that being punctual, knowledgeable about ones contract/role, and being aware of personal needs, does not constitute commitment. Indeed, to push the point further, one could actively dislike children and be an unsuitable person to place in charge of children and still 'pass' on all the above criteria. It is not uncommon in schools to meet the articulate and reflective individual who can hold forth in a most convincing manner on the subject of how they dislike teaching (and children?)

College Y Model

A second example from an institution of I.T.T. based in outer London, adopts a more complex profiling approach, breaking down the students' progress through their "Profile of Professional Development"

into stages - block school experiences
and focal competences - applicable to each stage
with starting profiles - and targeting of competences
and end stage profiles - with strengths and weaknesses for future stages identified
through indicative performance criteria (summative criteria)

The main dimensions, from which the more detailed focal competencies are drawn at each stage are given as:-

1. Planning, Preparation and Organisation
2. Teacher Effectiveness
3. Management of Children
4. Assessment
5. Personal and Professional Qualities

The majority of the detailed descriptions found in each dimension raise few difficulties in placing them within the teacher's role, being concerned with the expected aspects of a student's performance such as planning (linked to dimension 1 and 2), record keeping and evaluations including assessment of childrens' work (dimension 4), with management of children, (dimension 3), concerning itself with expectations and rules, attention and transitions, and the creation of an orderly environment. Personal and Professional Qualities contains descriptions of relationships with children; showing interest and enthusiasm for the pupils' work and relationships with the class teacher. Two criticisms may be levelled at this scheme:-

- * The focal competences are not always reflected in the list of performance criteria used to make a summative judgement of students at the end of each stage. A ready source of appeal and confusion.

* As in many examples of teaching practice criteria, summative judgments are made using composite criteria: eg:-

Personal and Professional Qualities at stage 3 (final T.P.) includes interest, enthusiasm conveyed to create motivation in the children; relationships with the class teacher; involvement in the work of the class; contribution to the life of the school as a whole. No fewer than six skills or dispositions which all presumably, have to be achieved at some level.

An example of the focal competences and the indicative performance criteria is given in appendix 6.

The Surrey C.C. Model

One last example is drawn from Surrey County Council and their Competency Profile for Newly Qualified Teachers (N.Q.T.'s) (Surrey C.C. 1993). The scheme is based on a "menu of Competence" that covers only three dimensions of a teachers' role:

1. Curriculum Knowledge and Planning - with seven descriptors
2. Classroom Management - with eleven descriptors
3. Assessing, Recording and Reporting - with eight descriptors.

The scheme is worthy of considerable attention if only because it is based on the premise that each teacher brings a wealth of individual skills, needs and variables to his/her job. Working from this base, the application of the scheme is individual, in that N.Q.T.'s and their mentors negotiate "an individual path of development which has no entry or exit criteria" (p.6 Surrey C.C. 1993).

The profile system is based to some extent on the principles of teacher appraisal to be found in many L.E.A. schemes in that the precise criteria for the focus of attention are negotiated between the N.Q.T. and the Mentor. Having agreed the competences for use, the Mentor and N.Q.T. are encouraged to "unpick the competences ie: identify the elements/components involved." (p.22)

The apparently sparse list of competences employed (26 in all) tends to become more acceptable when the principle of negotiation is considered. In addition, the scheme clearly invites the mentor/N.Q.T. to "select relevant competences or amend/write your own". This must represent a major breakthrough in the attempts to define good or acceptable teaching. One is tempted to suggest that the scheme allows for individual constructs of excellence that are variable and developmental:-

"teaching ... is variable because it is different according to individual teachers, pupils and situations and it is improvable because there are always higher levels of effectiveness." (Surrey C.C. p.5)

Perhaps most significantly:-

"Teaching is more than just the collection of discrete competences and skills." (Surrey C.C. p.4)

Perhaps the penultimate word on competence should be left to Wragg (1993) who in discussing the nature and act of teaching, and the arguments surrounding the views of teaching as a whole or as a set of discrete sub-skills, stated:-

"My own view is that the extreme optimism of the supporters of the so called Performance or Competency Based Teacher Education Programmes fashionable in the United States during the 1970's was misplaced." (p.9)

The debate rages: on the one hand the D.F.E. seeks to control, and states clearly if insufficiently its case; on the other hand the colleges and institutions of I.T.T. propose their own Lutheran version of the gospel.

Perhaps the final word should go to Hargreaves (1988) who claimed that teachers are:

"not just bundles of skill, competence and technique, they are creators of meaning, interpreters of the world and all it asks of them." (p.216)

This process of interpretation and adaptation makes definitions of teaching solely in terms of prescribed skills untenable.

As Hargreaves (1988) argues - asking why a teacher does not do something (the reductionist/deficit model) is not useful, but, asking why they do something and asking how they managed change, discussing circumstances and eliciting methods of adapting is more revealing (Smyth 1991)

Criteria it seems are here to stay - at least within the present political climate. The trick to survival may simply be one of how an institution uses, massages or applies the criteria, ie:- the process.

The following chapter describes the background to the study in the authors' institution and locates the competency debate and surrounding issues in a practical-historical context that lays the foundation for the research project.

CHAPTER 3

This chapter traces the local institutional background to the research project and outlines some early attempts at the use of criteria and their development.

The second section locates the research firmly in a S.O.L./P.C.P. paradigm. The participant learners (including the author), the philosophy of the research and its processes are described.

1. The background to the research project

- i) The Historical Perspective
- ii) Early Criteria
- iii) Early Studies in Criteria Use and Application
- iv) Early Initiatives
- v) Local and National Pressures

2. Research Methodology

- i) Introduction.
- ii) The Research Groups
- iii) The Research Philosophy and Processes
- iv) The Research Pattern

The Background to the Research Project

The Historical Perspective

This section attempts to trace the developmental issues within the author's institution that led to the present work being undertaken.

Originally known as Gipsy Hill Training College, first founded by Lilian De-Lissa in a private house on Gipsy Hill S.E. London, the college has developed on its present site since 1949. In the late 1970's the college merged with Kingston Polytechnic, and the enlarged institution was granted University status in 1992.

The development of teacher training courses in all institutions over the past fifteen plus years has been largely directed by C.A.T.E. guidance for the approval of courses of I.T.T. The issues of teaching competence, teaching quality and definitions of the teaching role were in the main disregarded, the guidance tending to concentrate on course delivery methods and course structures.

The development of the Kingston model of teaching practice criteria grew from a loosely defined system of meetings with ill-defined criteria, that were, in the words of the present head of I.T.T.:-

"... a 27 point list or system that resulted in a tremendous series of battles with Miss ... (the principal), when she used to have whole lists of students in front of her and all the T.P. results previously -- and there used to be absolute hell if people deviated by more than half a grade from what they got previously."

further:-

"the criteria were not clear: I don't ever remember being handed anything like our criteria today -- I never had a copy of 'the list'."

The mechanism such as it was (it could hardly be described as a system) depended to a great extent on handed down wisdom from so called mentors:-

"We did have a mentor approach -- I went around with a series of members of staff and was inducted into what was good and what was not so good in teacher training according to their opinion - and then thereafter you are supposed to pick that up."

At best, people were acquiring a sketchy experience, but 'the system' did not allow for alternative questions or the exploration of doubt; even its expression created great dissonance.

But worse, the experiences themselves were biased and random, as Stones (1984) stated:-

"they (the staff) would realise that learning a concept (in our case the concept of good teaching) from a random set of exemplars such as is provided by observing other teachers, is, to say the least problematic --- it is not possible to learn a concept from a series of non exemplars of that concept. (p.5)

Early Criteria

In 1976 the then head of I.T.T. produced the first ever attempt to describe teaching through a series of 'criteria for assessment'. This set of criteria, the first in this country are reproduced in appendix 1 (1986 revision). They broke new ground and constituted a brave attempt to bring some order and rigour to the assessment process. The criteria set was based to some extent on early American models of competence (see Barrow 1987, and Hargreaves 1988 for examples). However, shortly after their publication it was recognised that there was a cognitive mismatch between levels and dimensions.

"His definitions didn't contain the same characteristics from year to year -- people found them confusing." (present head of I.T.T.)

Despite the fact that these criticisms and points of difficulty were widely held by staff and to some extent schools, only one minor revision was undertaken in 1978/79 and they continued to gather dust as the 'official' teaching practice criteria for many years to come, being finally 'revised' in 1986.

Early Studies in Criteria Use

In 1989 an attempt to replace the 'official' criteria by an alternative set failed largely because it lacked official backing. This attempt was conducted by three members of staff and based upon a 'literature review' plus personal introspection of the teaching and supervising experience. The author was involved in their work and was concerned at that time to investigate the degree of consensus - if any - between staff in their use of the official set of criteria; and, the degree to which they were actually used.

In the Spring Term of 1991 all the teaching practice reports for the second year B.Ed. teaching practice were inspected. The language employed in each of the seven dimensions was noted, and the following selection represents the range of meanings attributed to each dimension by college supervisors. In every case the exact wording used is quoted.

1. Personal and Professional Qualities

Creative teacher. Harnessed enthusiasm. Initiated opportunities for experience: Commitment - lovely resources-made. Left the room immaculate. Interaction with staff. Put ideas forward. Exercise initiative. Improved level of pupils' responses. Keen listener. A super person to be with. Responded well to advice. Committed, hard working. Involvement shown. Confident. Team teaching. Self confidence. Learned from her experience. Spontaneous. Supportive interaction. Shy, quiet personality. Clear intentions. Determined. Conscientious. Good staff room interactions.

2. Verbal and Non-Verbal Skills

Voice, language appropriate. Patient and caring approach. Alert. Appeared confident. Responded appropriately. Read Story well. Responds supportively to needs. Has a variety of signals for control. Sensitive use of varied speech, tone, dynamics, expression. Range of communication

skills. Skilful conveying of expression and attitude.
Good discussion. Effective, quiet, non intrusive.
Interprets and conveys expression, attitude and intentions.

3. Planning and Preparation

Conscientious. Preparation in mind and resources.
Strategies for progression. Appropriate objectives.
Thorough planning. Magnificent, exemplary lay-out.
Clarity and thoroughness. Understanding objectives.
Critical skills. Systematic preparation. Sequential
planning. Reflective. Prior work awareness. Range of
performance noted. Balanced curriculum provided. Very
tidy file.

4. Relationships with Pupils (including class control and organisation)

Sensitive, easy relationship. Quick to observe and learn.
A ready interaction. Encouraging and receptive of ideas.
Stature and presence in the classroom. Attention gained.
Motivator. Evaluations included group and whole class.
Good organisation and management. Excellent motivator.
Inspirer of learning. Demanding and innovative activities.
Applied rules effectively. Relationships excellent.
Appreciated range of pupils' needs. Encouraged
individuals. Developed class cohesion. Organised whole
class. Presentation and management skills. Interactional
skills. Assertive. Gained in confidence. Rules.
Procedures clear. Good voice.

5. Presentation of Material

Range of resources. Display and presentation. Variety of
resources and materials. Presentation. Worked hard on
resources, aids, displays. Used photographic work.
Differentiated worksheets. Appropriate resources. Good
range of material. Childrens contributions used.
Interactive displays. Informative display.

6. Achievement by the Pupils

Suitable tasks prescribed. Needs of individuals noted.

Provision for less able. Varying expectations.
Adaptation. Feedback. Appropriate tasks. Sensitive to
range of performance. Excellent pupil work in file.
Pupils' responses. Sensitivity to developing appropriate
tasks. Pupil output. Matching tasks to needs.
Management of learning. Children participating in own
learning.

7. Recording and Evaluation

Appraise learning. Profiles, Records, Evaluations.
Learning from experience. Careful analysis. Records.
Insights and analysis. Evaluation and awareness of
results. Response to range of performance. Analysed
performance. Adapt and change ideas. Reflected fully on
teaching process.

Individual reports ranged in length from 77 to 875 words.
An inspection of this small selection indicates many
interpretations of the criteria and a clear lack of
consensus. Many statements or descriptions are simplistic
whilst others represent complex composites, eg:- left the
room immaculate - to - Improved level of pupils' responses
(dimension 1)

and:- Appeared confident - to - Sensitive use of varied
speech etc. (dimension 2)

The range of interpretations varied greatly in dimensions 1
and 4, but conveyed a fairly cohesive if broad set of
meanings for the remainder.

That many of the meanings expressed did not fall within the
orbit of the assessment criteria remained a key issue. It
was clear at this stage in the development of the present
work that staff were applying their own individually
fashioned templates of teaching quality, as Stones and
Morris 1972 pointed out:-

"... training institutions were rewarding quite
different things when they assessed students and
that there was no real identifiable consensual
criterion of teaching competence." (p.110)

Certainly the institution had an identifiable set, but individual interpretation remained and was perhaps in some cases wayward eg:- "A super person to be with". "Very tidy file". "Shy quiet personality".

A second small investigation was carried out on the students who were the subject of the reports mentioned overleaf. This investigation was the first full questionnaire given to students eliciting their views of their teaching practice experience and the use made of the criteria. The questionnaire is reproduced overleaf. Many of the findings, although not surprising, were nevertheless very disturbing, the following representing the main points of concern:-

- * One third of the students claimed that the T.P. criteria were not discussed before the practice began
- * One quarter of the students claimed they were not aware of how criteria were to be used on T.P.
- * 22% felt that the criteria were not made clear to them before T.P.
- * 44% claimed that their T.P. Supervisor did not discuss the criteria with them during T.P.
- * 34% of students claimed that criteria were not used for diagnosing their strengths and weaknesses during the practice.
- * 63% claimed that the criteria were not used to set targets during the practice
- * Over half of the students said that class teachers did not discuss criteria.
- * Over half claimed that the criteria did not help them to become more effective teachers.

Even allowing for inaccuracies or overlapping of questions, misunderstandings and incorrect responses, the picture presented was not a good one and pointed very clearly to the need for change.

A direct consequence of the above exercise was a letter (unsolicited) from a student - George. This letter, reproduced overleaf with the author's permission, speaks for itself, but clearly represented the views of the vast majority of the student body at that time.

TABLE 1

KINGSTON UNIVERSITYFACULTY OF EDUCATIONSchool of Initial Teacher TrainingYear II TP Questionnaire

1.	Was your TP supervisor	i)	School Based Professional Tutor?	11)	66
		ii)	Faculty Based Supervisor?	55)	students
				<u>Yes</u>	<u>No</u>
2.	Were TP criteria discussed before block practice began?			69%	30%
3.	If answer to 2 is Y, when, where, with whom etc?		DML: 43.9%, Sur: 28.7%		
4.	Were you aware of how criteria were to be used on your TP?			74%	26%
5.	Were you familiar with criteria before/during your TP?			89%	11%
6.	Were criteria made clear to you before/during your TP?			78%	22%
7.	Did your supervisor (1 above) discuss criteria with you during your TP?			56%	44%
8.	How regularly? (Once: 24%, more than once: 24%, often: 4-5%).				
9.	Were criteria used in <u>assessing</u> your performance on TP?			73%	27%
10.	Were criteria used in <u>diagnosing your strengths and weaknesses</u> during your TP?			66%	34%
11.	Were criteria used for <u>setting targets</u> for you on your TP?			37%	63%
12.	Did your class teacher (if not 1 above), discuss the criteria with you? How often?			48%	52%
13.	Do you feel the criteria helped you to be a more effective teacher?			45%	55%

NAME: _____

(Sign if you wish)

11-12-91COMMENTS ON ASSESSMENT CRITERIA FOR T.P.

The existing assessment criteria is appropriate in terms of it's relevance in evaluating a student's application and attitude to the task of implementing a scheme of work within the context of a teaching practice. However, some confusion has arisen in respect of school - based supervisors/mentors. The source of this confusion is commonly concerned with the seemingly heirarchical sequencing of grades in each skill/quality heading. The situation may be clarified if the 'elements' under each heading were not considered sequential, but as separate aspects of assessment which combined, constituted the whole of each subject heading. Each 'element' could then be discussed or considered by school and college supervisors and a total mark awarded for each subject heading. ie: in section 1-'Personal and Professional Qualities', 1,2,3, and 4 would each be awarded a mark between 1-5. A perfect student would then have amassed a total of 20 points for that section. The logic behind this way of grading is that most students will achieve at least some degree of competence in each area and will therefore be awarded a grade subject to the evaluation between school and college supervisor. It will be self evident that if a student is deemed to perform at level '0', s/he will not have attained any of the subsequent levels and s/he will have not met the requirement for a pass in that particular area.

3 *In accord with training at K.P., it should perhaps be included in section 2-'Planning and Preparation' that due care should be taken to provide a sufficiently broad and balanced theme or topic which provides opportunity for exploration at more than a superficial level. This would be evident from the examination of the students planning file prior to embarking upon the T.P.

****Implementation of all the above would of course require that school based supervisors/mentors be instructed on how to use the criteria sheets. Advanced communication is therefore essential PRIOR to the starting of the T.P. Given the importance of the role of the school based supervisor, it should be established that the school mentor is a willing and objective participant in the assessment process. This would seem obvious, but it should be noted that due to the hectic nature of today's schools, last minute stand-in's may be put forward by the school due to a colleague having to attend a given situation or event; or even due to absenteeism. This would at least detract from the value of the assessment process and would therefore be unsatisfactory. Every precaution should therefore be taken to ensure that the school is prepared to meet it's agreed commitment.

Early Initiatives

The staff were also concerned about the internal, hierarchical structure of the dimensions and the lack of consistency in content. This situation resulted in two initiatives:-

- 1) A move by the new head of I.T.T. to implement new criteria.
- 2) A decision by the author to pursue the pilot studies already carried out in order to produce a set of criteria 'owned' by the staff themselves.

One of the earliest initiatives that was welcomed by the institution was the implementation of 'Mid-point' and 'End' Conferences between the supervisor(s), class teacher and, for the first time, the student. This suggestion came directly as a result of one member of staff's repertory grid preliminary conversation, and is now firmly in place as a required procedure for teaching practice. The document, which constitutes the second page in the students' file, is reproduced overleaf.

The influence of later conversations between the head of I.T.T. and members of staff concerned with the present research project can be found in the new criteria produced by the head of I.T.T. (1993) given in appendix 5. These new 'institutional criteria' were devised primarily by the head of school and cannot be said to represent the personal constructs of the staff expected to apply them. However, the model produced by the staff group in this research project was accepted, although points of difference remained, mainly as a result of D.F.E. influences (Circular 14/93).

It was against this background of concern and dissatisfaction with existing criteria that the present research project grew.

Local and National Influences

The initial intention was simply to produce a new set of criteria that derived from real people (the staff) and real

TABLE 2

KINGSTON POLYTECHNIC.

FACULTY OF EDUCATION.

SCHOOL OF TEACHER TRAINING.

PROFESSIONAL/LIAISON TUTOR'S STUDENT OBSERVATION RECORD SHEET

Student's name..... Course Year:

Age Range: Subject Study:

Tutor's name: School:

Teaching Audit: The student is teaching the following in

G = Group or WC = Whole Class contexts

- | | | | | | |
|-------------|--------------------------|------------|--------------------------|------|--------------------------|
| English | <input type="checkbox"/> | Technology | <input type="checkbox"/> | R.E. | <input type="checkbox"/> |
| Mathematics | <input type="checkbox"/> | History | <input type="checkbox"/> | | |
| Science | <input type="checkbox"/> | Geography | <input type="checkbox"/> | | |
| | | Art | <input type="checkbox"/> | | |
| | | Music | <input type="checkbox"/> | | |
| | | P.E. | <input type="checkbox"/> | | |

Tutor's initials	Subject Observed	Brief Comment

Date	MID-POINT PROGRESS CONFERENCE BASED UPON THE SCHOOL EXPERIENCE CRITERIA.
<u>Signatures:</u>	
Student	Professional tutor
Classteacher	Liaison Tutor

Date	FINAL CONFERENCE BASED UPON THE SCHOOL EXPERIENCE CRITERIA.
<u>Signatures:</u>	
Student.....	Professional tutor.....
Classteacher	Liaison tutor.....

Teaching Audit: During the practice the student taught groups (G) and/or the whole class (WC) the following subjects:

- | | | | | | |
|-------------|--------------------------|------------|--------------------------|-------|--------------------------|
| English | <input type="checkbox"/> | Technology | <input type="checkbox"/> | R.E. | <input type="checkbox"/> |
| Mathematics | <input type="checkbox"/> | History | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| Science | <input type="checkbox"/> | Geography | <input type="checkbox"/> | | |
| | | Art | <input type="checkbox"/> | | |
| | | Music | <input type="checkbox"/> | | |
| | | P.E. | <input type="checkbox"/> | | |

experience (T.P. supervision) but like all projects of this kind it grew, somewhat like Topsy.

My thinking at this time was influenced to an extent by Lortie's (1975) statement:-

"When teachers cannot use stated goals to guide their actions organisational objectives give way to personal values; the personal values are heavily influenced by past experience." (p.212)

To this I would add all those other influences, requirements, requests, expectations, demands, questions and needs that beset the brave soul who dares to set foot in a school and attempt to make rational sense out of the complex sociological, institutional, psychological, personal, mystical and philosophical series of actions, behaviour, attitudes, dispositions, skills, crafts and arts that we call teaching.

I have attempted to illustrate this complex of influences through what I term the pressure frame - Fig.7 - with the student and supervisor/lecturer being squeezed not only by their own inner drives and understandings but by all the pressures and expectations from outside the classroom.

The situation that the students often find themselves in consists of producing a 'performance' on teaching practice for the purpose of good assessment by the supervisor. This precludes a realistic analysis of the aims of teaching in terms of the pupils' or students' learning and needs. The assessment made of the student on teaching practice is most likely to be based on his/her ability to manage the teaching practice to produce a successful 'crit.visit' rather than on the students ability to cater realistically for the class of pupils and all the other pressures that influence the classroom and the teachers' role. The evidence that is gathered is often narrow in its focus. The parameters used do not always allow for the judgement of crucially important issues such as working to school policies, individual education programmes, juggling with individuals' teaching preferences, handling difficult staff room situations etc.

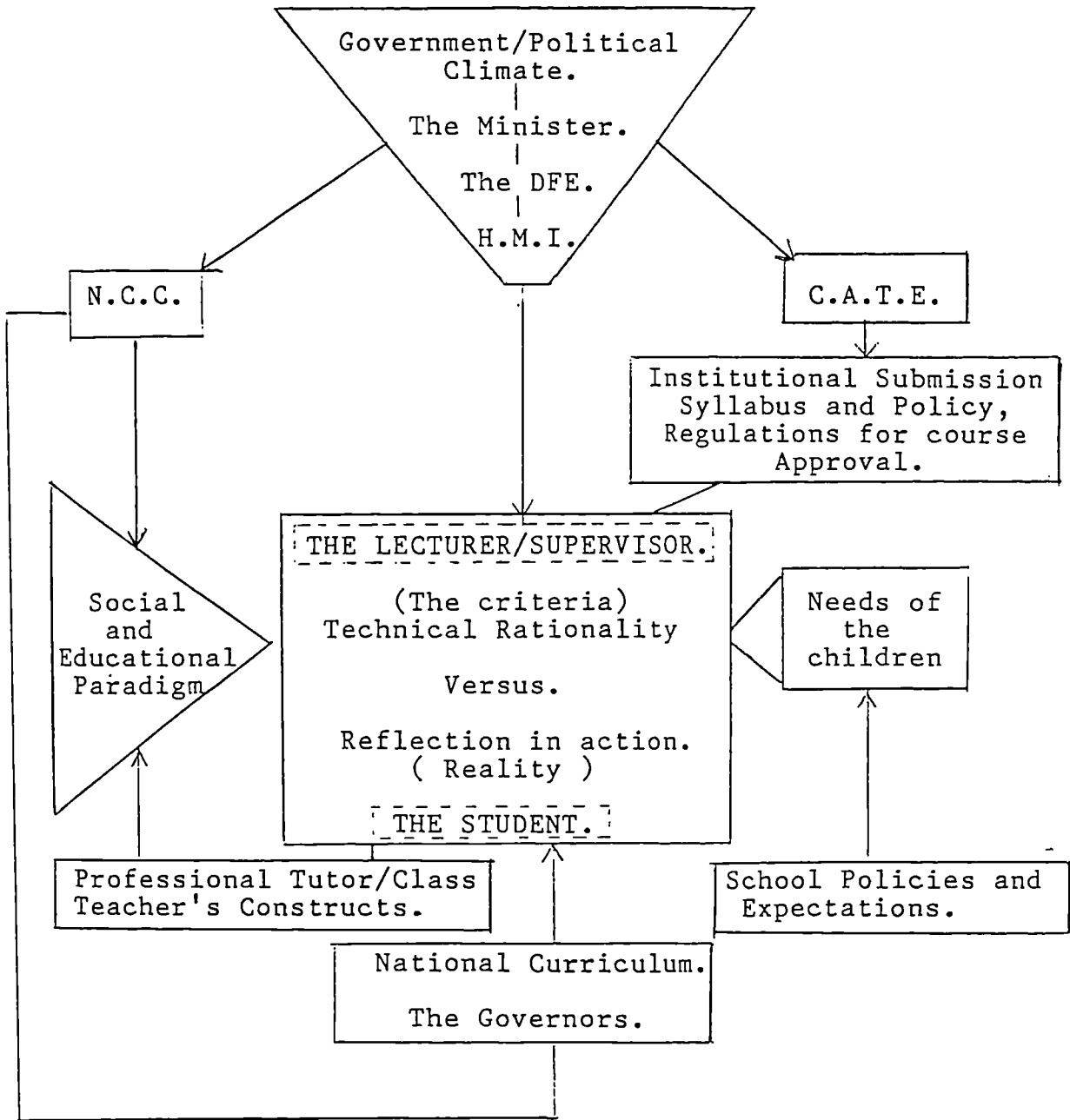


Fig 7

The Pressure Frame

Research Methodology

Introduction

The research outlined in this chapter was conducted in the spirit of Action Research. The guiding principles have been those of Thomas and Harri-Augstein (1993A):-

"... clients have a purpose of their own". (p.1)

and the Action Researcher:

"... undertakes to help the client to identify, define and achieve that which is important to them." (p.1)

These principles have led to a research project that has real application to real people with real problems in real work situations, and as such, it can be forwarded as a powerful, expressive and meaningful process for client and researcher.

The process of allowing clients/learners to define the nature of their difficulties and as such provide deep personal insights is reported in Chapter 4 - as Thomas and Harri-Austein (1993A) point out:-

"It is this 'Learning Conversation' type of action research which offers the best prospects for the pedagogy of Human learning"

Again, in the spirit of Action Research, the representation of personal meaning derived from the reflective learning technologies employed, provided opportunities for:-

- i) reflection on the learners' current state of understanding
- ii) comparison with peers
- iii) comparison with 'experts' understanding
(Thomas and Harri-Augstein 1993A, p.2)

These crucial aspects are built into the research methodology and are reported in the results - Chapter 4-10.

To a degree, the project was defined by a problem extant within the institution and already defined in the confusions of staff members in using the existing criteria. In a sense the clients had already defined their problem (Part 1 of this chapter) and this research set out to attempt to

assist the clients/learners in solving their problems and in so doing provide insights into the problem domain.

The research model grew from the initial intention to solve the dilemma of 'faulty criteria' by creating a new set of Teaching Practice Criteria for Assessment - drawn from the experiences, views, beliefs and philosophies of the staff: an 'owned' set that might reflect in real practice a little more honesty on the system. However, it grew! The original intention was to focus upon the staff, but the students are an essential part of the equation and in fact are equal partners (or should be), and, within the S.O.L./P.C.P. paradigm they were included as such.

As a direct result of the work undertaken with one staff member, I was invited to join a Local Education Authority project on Competence. This became The Wandsworth Group and comprised newly qualified teachers (N.Q.T.'s) and their mentors.

My own role in the total project has been a mixture of participant learner-observer, learning coach, learning manager and task supervisor. This has provided me with personal and institutional insights from many perspectives within the research cycle.

The Research Groups

The four groups involved in the project were:-

- | | |
|--|--------|
| 1. University Staff. 'Staff Group' | N = 12 |
| 2. University B.Ed. students 'Student Group' | N = 20 |
| 3. Newly Qualified Teachers 'N.Q.T.' Group | N = 16 |
| 4. School Based Mentors 'Mentor Group' | N = 11 |

The main focus of the research centres upon the staff group and comparisons of this group's development with that of the students; however, comparisons between all groups are made in order to identify common ground and differences in views of teaching competence.

Research Philosophy and Processes

The decision to concentrate on the final year of training and the first year of teaching was deliberate and can be justified by:-

- 1) a need to be clear about the required end product of a training course.
- 2) a need to compare the perceived needs of 1) with the reality of the first year in teaching. (One would expect some degree of congruence here with common referents).

Repertory grids, both individual and group systems, talkback, structures and networks of meaning and feedback for learning were all employed to elicit/expose individual and group structures/perceptions that provided a basis for conversation.

An inspection and comparison of each group's views of teaching competence may hopefully reveal areas of common ground, language and meaning which can support both students and tutor more effectively in their shared task; a process that could be described as:-

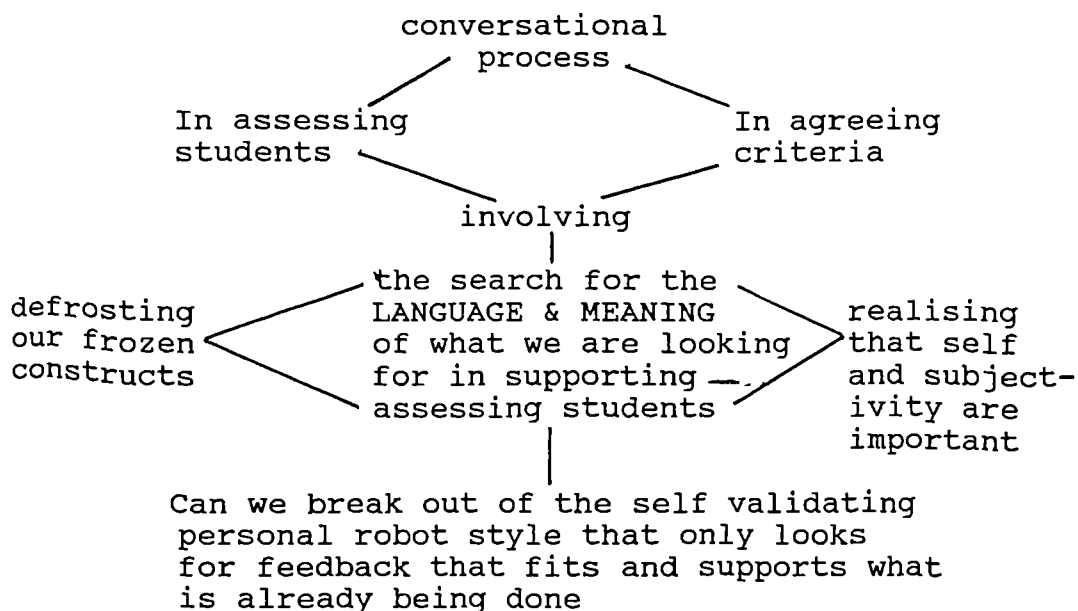


Fig. 8

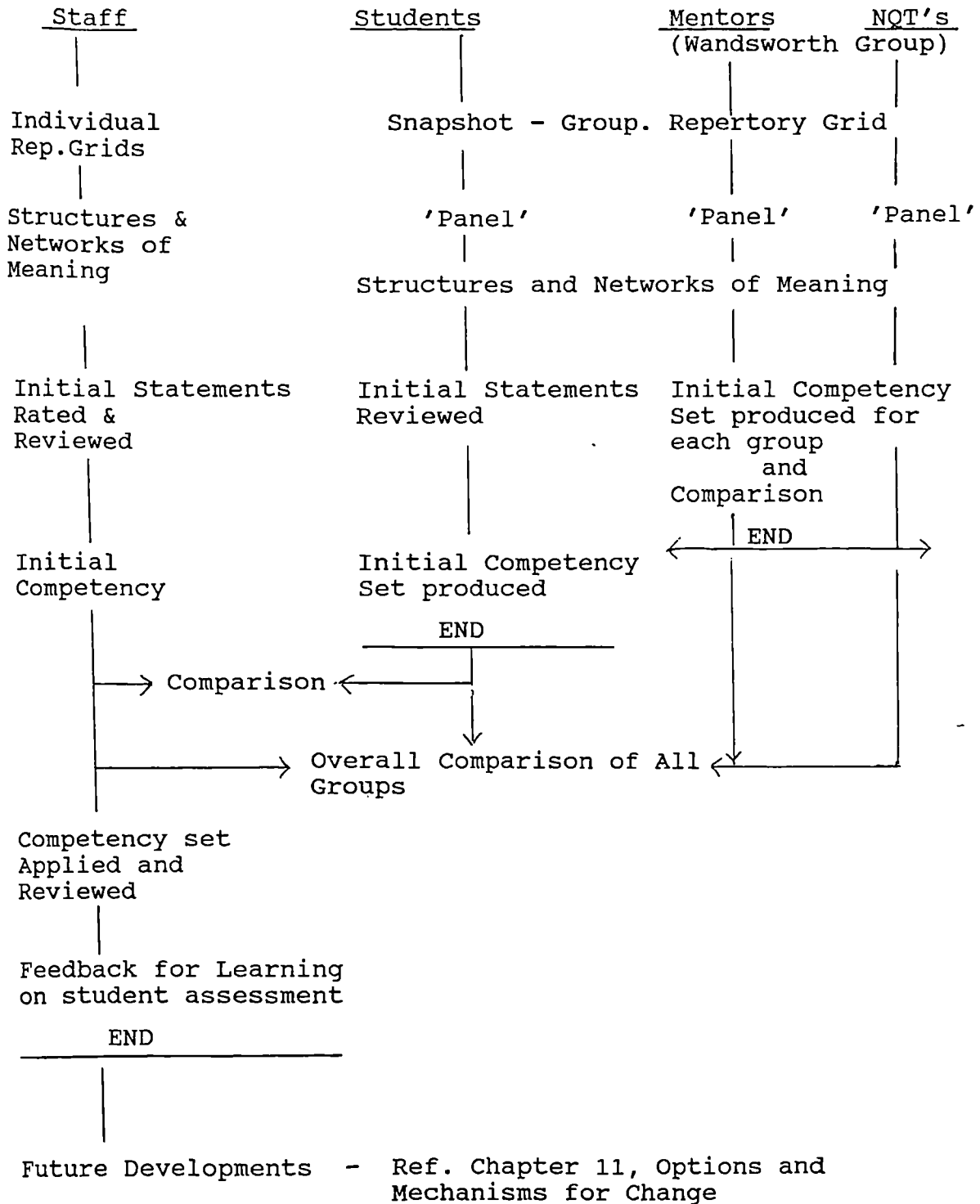
In re-observing our practice through the use of the tools mentioned, and helping individuals to represent and value their world, the research hopes to support and encourage all the participants to make a paradigm shifts or just realise that there is another community of selves 'out there' and perhaps see things that they couldn't see before so that they may eventually strive for

"a quantum leap improvement in their capacity to learn which carries over into all subsequent activities, they are better able to learn from experience 'on the job', to learn from a training course, from experience, colleagues and from their own and others' mistakes."
(Harri-Augstein, 1993)

The following table outlines the overall pattern of the research project:-

The Research Pattern

TABLE 3



Presentation of Results

Each step in the research process is presented as a separate chapter (Ch. 4-10) with, where appropriate, its own commentary. Full use is made of direct quotations made by staff-students, N.Q.T.'s or mentors - in reporting the results. My informed knowledge and subjectivity guided my reporting of other sections. Having reported each groups' initial responses, comparisons are made (gaps explored and exposed) between staff and students; N.Q.T.'s and mentors, and then between all four groups (Ch.10). Chapter 10 also compares the structures of competence presented by each group with Circular 14/93 which represents the 'experts' view.

CHAPTER 4

This chapter introduces the research methodology for the Staff Group and presents the results of the SPACed-FOCUSed grids and TRI-Grids. Grid conversations are reported through a Talkback procedure and main issues are traced from the whole group.

1. Introduction
2. The Staff Group
3. Eliciting Repertory Grids
 - i) Procedure
4. Talkback Procedure
5. Staff Grids
6. Reflections on the Staff Grids and Results

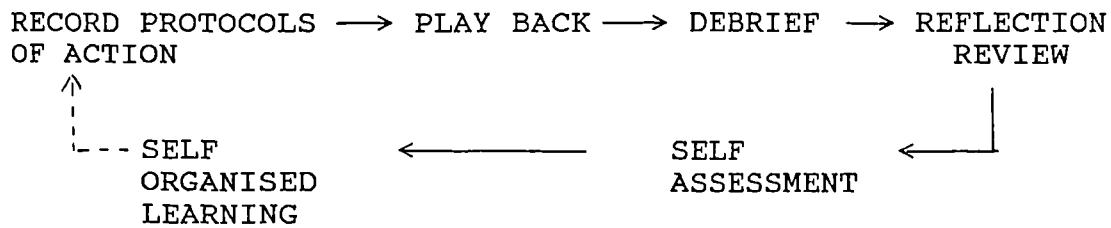
Introduction

The research outline presented at the end of Chapter three located this study very firmly in the ACTION RESEARCH paradigm. Much of the justification for action research has focussed on its importance in developing schools and institutions through the process of empowerment. This study recognises also the importance of action research to the individual in terms of teacher-student thinking and learning (Hopkins 1989; Carr and Kemmis, 1986). Like Smythe (1988) and Edwards (1992) I was anxious to ensure that practitioners were at the centre of their own learning, and ceased to be the messenger boys of handed down wisdom in the form of unilaterally constructed criteria. My intention was that students and staff should become "active agents in the production of a new pedagogic discourse" (Edwards 1992 p.3)

The methodology employed reflects my desire to develop a disposition for conversation as a form of enquiry - a way of perceiving and appraising the classroom behaviour we call teaching.

The procedures employed in the study were adopted as appropriate action research methods, and are forwarded in the true spirit of action research in that they may move the clients/learners from incompletely understood practices to a greater "extrapolation of continuous and active professional hypothesising" (Edwards 1992. p.6). This view accords with that of Thomas and Harri-Augstein (1993A) who regard clients as having "purposes of their own", (p.1) with the researcher undertaking to "identify, define and achieve that which is important to them".

The reflective tools described in the following chapters were chosen as those most likely to elicit personal myths about teaching and also provide a means for generating conversational 'data'. As such the technology employed allowed for -



(Thomas and Harri-Augstein 1993A)

The value of Repertory Grids as effective reflective technology is appreciated by Diamond (1991) who stated that users were able to:-

"... use their unique positions as interpreters of their own perceptions." (p.39)

- which allows the interpreter to focus on meaning and so transform this point of view, confirm it or develop it.

In using repertory grids, the staff as fellow learners will be -

"... operating as personal scientists, able to use their existing constructs to predict their teaching behaviours, and then in the light of the consequences, to respond accordingly." (Diamond 1991, p.41)

The Staff Group

The staff group comprised twelve members of staff who responded to a general invitation to participate in the research project. The project was outlined to each individual separately - to review teaching practice criteria in terms of individual staff constructs - and the time commitment was made clear.

The group consisted of four females and eight males - a good match with the general proportions of males/females on the staff at that time. The average age was 44, with varying lengths of service in higher education from 3 years to 21 years (the average being 9.5 years). The group represented a cross section of all main subject specialisms - Science, History/Geography, English and Drama, Music - and other specialisms in curriculum subject areas were also well represented - P.E., Science, Education Studies, English, Mathematics etc.

All members of the group were active supervisors in the Primary age phase (7-12 years) and four were also active in the younger age phase (3-8 years).

The precise pattern of investigation for this group is given overleaf (Table 4) and as can be seen comprises a five part re-iterative and reflective process involving:-

- 1) Individual grid elicitation and reflection through talkback.
- 2) Small group reflection on individual constructs and the negotiation of group meanings involving a structural representation of those meanings and their relationships to each other.
- 3) Individual review and rating of all statements from all staff.
- 4) Review and application of surviving statements in the form of the initial revision of criteria.
- 5) Feedback and reflection on the staff application of the initial criteria set to students.

Research Pattern, Staff Group

The following table outlines the steps carried out with the staff group over a total period of 22 months.

TABLE 4

<u>Timescale</u>	<u>Procedure</u>	<u>Approx hours employed</u>
June/July 1991 <u>Meetings 1 & 2</u>	Individual Rep.Grids Elicited (<u>Stages 1-3</u>)	_____ 2.5 hours
<u>Meeting 3</u>	Talkback through SPACed-FOCUSed Grid (<u>Stage 5</u>)	_____ 1.5 hours
<u>Meeting 4</u>	Verification of Talkback (<u>PHASE 1</u>)	_____ 1.0 hour
Sept 1991	Cluster analysis of individual grids	_____ 1.5 hours
Sept 1991 <u>Meeting 5</u>	Small groups of three (x4) Structures of meaning Networks of meaning (<u>PHASE 2</u>)	_____ 2.5 hours
Jan 1992	Panel of three established for:- Combined groups' Cluster analysis Structure of meaning Network of meaning (<u>PHASE 3</u>)	_____ 3.0 hours
Apr 1992	Combined list of competency statements produced	
June July 1992 <u>Meeting 6</u>	Statements reviewed and rated by all staff (<u>PHASE 4</u>)	_____ 1.5 hours
July 1992	Rated statements reviewed and cluster analysed by the panel	_____ 3.0 hours
Oct 1992	Initial criteria list produced for application to year four students and review by staff (<u>PHASE 5</u>)	
Jan 1993 <u>Meeting 7</u>	Tutors' review comments and ratings on students	
Feb 1993	Revised criteria set produced (<u>PHASE 6</u>)	
Apr 1993 <u>Meeting 8</u>	Feedback to tutors on student ratings via spaced focussed grid (<u>PHASE 7</u>) -	_____ 1.0 hours

Eliciting Repertory Grids - Staff Group

Individual repertory grids were elicited following the technique explained in Thomas & Austein (1985). This methodology was chosen as an appropriate tool to generate constructs, expose myths and paradigms, and air those inner beliefs held by the staff in relation to how they judged teaching competence in its broadest terms. Repertory grids were recognised as tools that force the user into verbalisation that challenges their inner beliefs and feelings and allows, as Thomas & Augstein (1985) state:-

"the construction, reconstruction, negotiation and exchange of personally relevant and viable meaning".

Although restricted to the area of teaching practice, the procedure was content free in as much as the subjects chose the elements for analysis, without restrictions, and were free to alter these at any stage of the process.

The disadvantages of repertory grids were recognised in terms of:-

- i) The problems imposed by meaning being devalued in the imposition of (imprecise) language, and the associated danger that the construct may be buried within the convenience of the language used.
- ii) The inability of some individuals to construe or explain their intuitive feelings. (Intuition taking them ahead of their ability to explain.
- iii) The problem of imposing a bi-polar construct system when one is not always obvious or relevant to the purpose of the research. Hence the decision in this work to describe the triad phase of eliciting constructs as 'looking for one item that stands apart' rather than 'opposite'.
- iv) Relationships within clusters of constructs and elements may be exhibited as agreement or correlation scores, but the hierarchical nature of the cluster is not always clear.
- v) The triadic process is reductionist to some people.
- vi) Some subjects may not wish to have their tacit knowledge exposed; they may find this threatening in the sense that there is little to expose, or what is known has been built up over many years and may be

resistant to exposure/explanation and change.

Regarding points ii) and vi), Olson 1992 in discussing Ryle's (1949) views of efficient practice preceding the theory of practice, raises an important point concerning the difficulties encountered in attempting to describe one's practice:-

"Teachers may not be able to give a well articulated propositional account of their practice. But complex ideas about how to teach are embedded in the familiar routines of the classroom."

Bannister and Mair (1968) develop the argument about the quality of some constructs and the problems encountered by people who may not wish to reveal their deeply held knowledge/views/reasons for action:-

"One important point about constructs which is frequently misunderstood is that many, perhaps most, constructs are not highly intellectualised with precise dimensions of discrimination, clearly and adequately expressed in words. Often a construct may be acted out in a tentative way rather than consciously appreciated and conceptualised by it's user".

Further, much of what is known is tacit knowledge and hidden behind a "rhetorical facade" (Olson 1992).

Nevertheless, the procedures adopted were informed by the above cautions, and it was felt that grid elicitation, talkback, structures of meaning discussions and reviews were justifiable and useful ways of gaining important personal insights into the views and perspectives of the subjects.

The advantages of the system within the context of this work centred upon the systematic nature of the construing process that can allow subjects to continue their own learning and construing alone; the clarity of the final SPACed FOCUSED product; and the fact that the process forces individuals to engage and expose their closely held views (or display their lack of them).

The use of Repertory Grids and the subsequent methodology applied was designed to develop conversations, explanations, justifications for individual courses of action, as Schon

(1983) discusses in his book 'The Reflective Practitioner'; when examining the identification of purposes, the challenge for understanding and improving professional practice is to reveal and explain what is silently bound up in action itself (Olsen 1992: Schon 1983).

Kelly's (1955) work and theory provides a way of revealing tacit knowledge and articulating the reasons and bases for action and their purposes through an examination of constructs; what Mischel (1964) described as "constructs as reasons".

In using Repertory Grids, Structures of Meaning, discussion and reflection, the staff group were empowered to perceive their meanings and reasons more clearly, be more aware of their constructs and meanings and inter-relationships, and be better able to reflect upon the process of acquiring personal meaning; as Augstein and Thomas state:-

"More importantly, conversational tools create a need for a language to talk about learning and meaning, and to talk about it in ways which enable personal reflection and the breaking of existing levels of competence or incompetence creating greater flexibility for change."

PROCEDURE

Grids were elicited over two meetings with each member of staff; the total time expended being in the order of 45 minutes for meeting one, and two and half hours for meeting two (c.39+ hours in all).

MEETING 1

During meeting one, the purpose of the research was explained ie:-

To review what staff held as their views on teaching practice criteria and to produce an alternative to the existing institutional set. (see appendix 1)

A conversation was generated with each member of staff regarding their personal experiences with the existing institutional criteria (those described in Chapter 3 and Appendix 1 - the first ever set), and their judgement of

teaching practice eg:-

Have you found any difficulty with them? (criteria)
Do you feel any changes are necessary?
Are any areas missing that you value or use?
Do you agree with the dimensions used?

Each member of staff was then asked to draw up a list of:-

Those skills, abilities, behaviours, things you have to be good at, that you regard from your own experience as important in judging a competent year four B.Ed student.

No restriction was placed on the content of this list at this stage, it was not felt to be appropriate to distinguish between behavioural and dispositional semantic aspects of teaching competences/competency.

The list was begun during this first meeting and the staff member was asked to reflect upon it in relation to their personal experiences, complete it and bring it to the next meeting.

The second meeting was held within a week of the first meeting for all staff, and was concerned with:-


- i) Clarifying the elements from the initial list
- ii) Refining elements
- iii) Eliciting the Raw Grid.



The initial list brought to this second meeting from the first was inspected by the author and clarification of meaning requested where appropriate, items questioned for relevance, eliciting of further elements encouraged, general explanations sought as a reflective method.


Elements were refined by a process of dismantling complex statements, combing items and re-working. Further refinement was initiated by the rating of statements as "Very important, Important," and "Important but not crucial" (rated 1-3). This process proved to be a challenging exercise for many of the staff perhaps because it constituted the first reflective process concerning their inner feelings that were difficult to express in the first place.

The refined list was reviewed and agreed as the starting point for the next phase of grid elicitation. It was made clear at this point that at any stage the element list could be altered, added to or items deleted.

The first list - The Initial list - and the derived Final Element List constitutes the first page of each staff member's results.

Where items were disassembled from the first to final list the process is illustrated as 

Where items/initial elements are combined to a final list the process is illustrates as  or 

Where items or initial elements remain, they are joined thus  .

Eliciting the Repertory Grid

The procedure adopted followed that described by Thomas & Augstein (1985) with one additional feature. The original purpose of the research was reviewed again in terms of an "advance organiser" (Ausubel 1968) and the element list confirmed.

STAGE ONE

At this stage the element list was transferred to 4 x 1 cards and then shuffled. This additional procedure was adopted to ensure that cognate strands or clusters did not arise in the early, sometimes difficult stages of the triad exercise. The first six or even seven sets of triads would have been difficult to differentiate in-to a pair and one that stood apart if they had originated from the same or

related set of ideas/thoughts/experiences as entered on the original list. In addition it was considered appropriate to spread the logical flow of ideas or patterns that often appear during the initial element generation and provide perhaps more fertile ground for new ideas or constructs to grow.

After shuffling, the cards were numbered 1 - N.

STAGE TWO

Triading of the element cards and the eliciting of constructs followed the procedure described by Thomas & Augstein (1985) with the exception referred to above in that the singleton was described as 'one that stands apart'; rather than 'opposite' as Bannister and Fransella in their book *Inquiring Man* recommend.

A system of rating from pole 1 to pole 5 was employed with 3 regarded as 'neutral' or not fitting the construct in question. The procedure of assigning the pair of related elements to pole 1 and the singleton that stood apart to pole 5 followed by the naming of each pole created some difficulties of language referred to earlier. The remaining cards were assigned to either pole or to the ratings nearest to it (2 or 4), or to column 3 as neutral. The procedure was repeated for further triads until -
either a) constructs began to repeat themselves
or b) triads were completed.

STAGE THREE

The third stage of the exercise consisted of reviewing the completed grid, the construct pole titles and the element titles assigned to them.

STAGE FOUR

Individual grids were subjected to a sequence of operations using the CSHL software focus, SPACed-FOCUSed and TRI-Grid layout for presentation to members of staff.

At this stage each member of staff was allocated a code for reasons of anonymity. The codes were decided as T.L. (tutor learner) followed by a random allocation of a number 1-14.

STAGE FIVE - MEETING THREE

Each member of staff was talked back through their spaced focussed grid according to the procedure outlined overleaf.

The following individual grids and talkback notes were agreed with each member of staff before inclusion. All quotations have been agreed as correct as have all opinions stated concerning each member.

The notes and quotations were taken 'live' during talkback sessions and grid elicitation. Surprisingly, only two members of staff were happy to have the conversations recorded, the general opinion being that they - the staff - felt somewhat daunted by the presence of a tape recorder. As a direct result of this situation it was necessary to review with each member of staff the main dimensions of talkback conversations immediately after the conversation had

terminated, and at a later stage when the notes had been written up. This double checking of details provided a useful further reflective opportunity.

Eliciting a Repertory Grid.

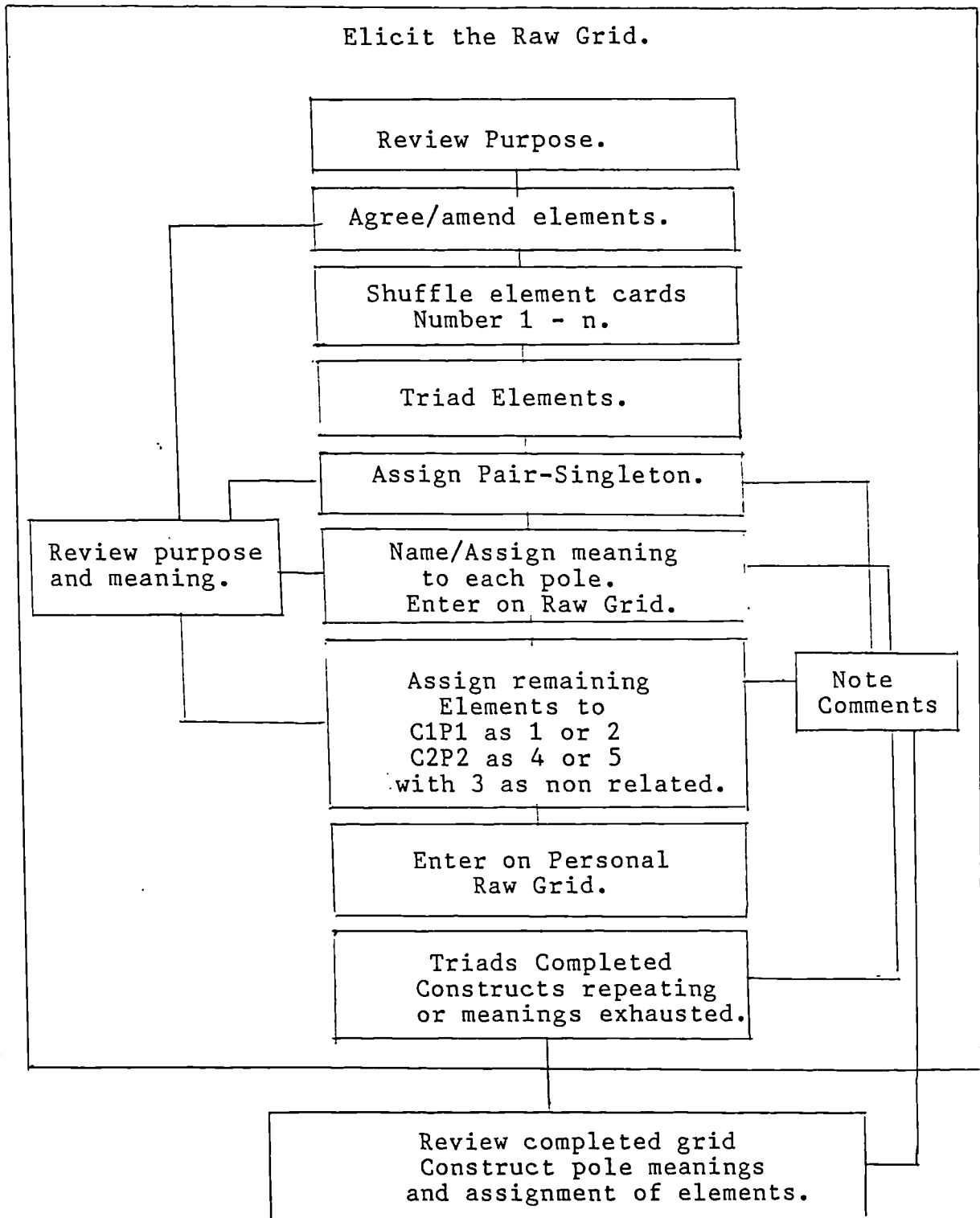


Fig 9

Talkback Procedure

A procedure for talking staff through their spaced focussed grid.

All staff were provided with a clean copy of their SPACed FOCUSED grid, and a copy of their TRI-grid layout showing the relationships between elements and the relationship between constructs.

MEETING 3 - STAGE FIVE

Prior to the meeting and talkback the author inspected each grid and identified the major dimensions or clustering of elements and constructs. No attempt was made to explain these structures; their identification merely provided a platform for talkback discussion.

Procedure

Review the meaning and purpose of the research.

Remind the T/L of the grid exercise carried out.

Remind the T/L of the nature of the Elements and Constructs.

Review the element list and reflect on its purpose.

Note any additional elements required at this stage.

Explain the nature of the element clusters.

Explain the relationship of the elements to Pole 1-5.

Inspect the Element clusters -

- i) Identify clusters of elements
- ii) Reflect on their relationship to pole descriptions
- iii) Reflect on their relationship to each other using the tri-grid layout
- iv) Attempt to explain or name the clusters
- v) Identify single or loosely related element items.
- vi) Reflect on the comparison of the clusters identified
- vii) Identify any new element members of clusters.

Explain/Remind of the nature of the Constructs elicited.

Explain the nature of the construct clusters.

Identify and Inspect the construct clusters.

- i) Reflect on their relationship to pole descriptions
- ii) Identify the major element descriptors of each cluster
- iii) Attempt to explain/name the relationships of constructs within the cluster.
- iv) Repeat i) - iii) for other clusters identified.

Review the main perception/patterns elicited.

General Comments on Talkback

The talkback exercise was in general terms successful, however, some staff had difficulty in understanding the nature of the patterning or clustering revealed in their grid. This difficulty was eased somewhat by reference to the tri-grid layout which presented elements and constructs separately, and by the author presenting clusters as - "you seem to be saying here that x, y, z go together or are linked in some way".

What did cause some confusion, for a short time with some subjects, was the dual nature and meaning of elements that in one dimension can illustrate one form or meaning - as a cluster of other elements - and in another dimension can be strongly associated with a different meaning in a construct cluster. However, the capricious nature of elements did generate some interesting additional discussion about the nature of specific actions/acts/behaviour; in particular, how they can account for more than one purpose, for example, the ability to plan well may equally well represent the dimension concerned with planning and preparation, but also may represent an aspect of maintaining the learning environment; personal commitment/professionalism or subject knowledge and development.

MEETING 4 STAGE SIX

Careful notes were taken - on the Repertory Grid - which were transcribed at a later stage and then confirmed with the staff member concerned. This later verification (Meeting 4) which took place within two weeks of the talkback exercise, provided a valuable extra review and reflection process.

Talkback an Algorithm .

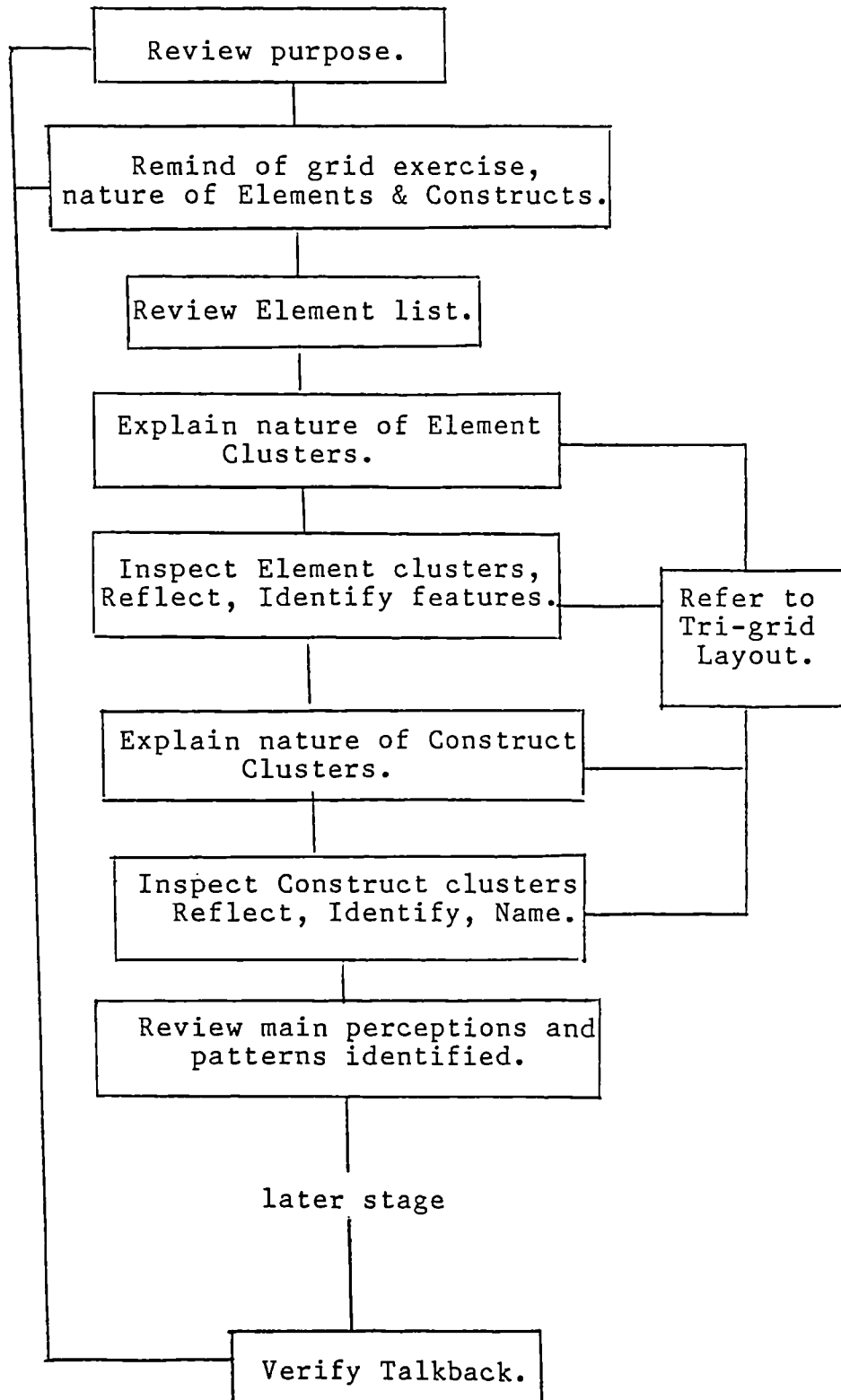


Fig 10

The following staff results are presented in the following manner -

- * The initial Element List is presented with the derived Final Element List alongside with relationships indicated.
- * The SPACed-FOCUSed grid.
- * The TRI-Grid of elements
- * The TRI-Grid of constructs
- * Talkback notes - element conversation
- * Talkback notes - construct conversation
- * Reflections on the grid conversation which constitute the main strands of the discussions and any extrapolations from them.

STAFF MEMBER T.L.3

T.L.3

Eliciting the Elements List
Initial Element List

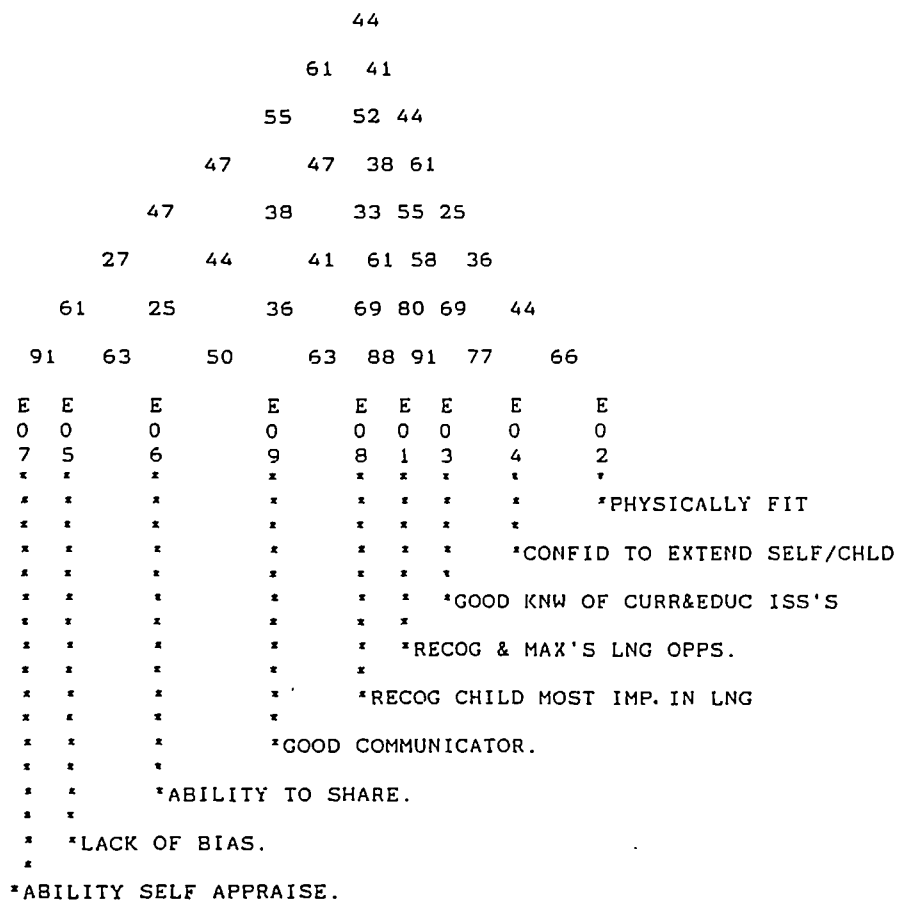
Final Element List

Maximises learning opportunities		Recognises and maximises learning opportunities
Ability to recognise a potential learning situation		
Ability to be creative in a professional role		
Personal organisation skills	—————	
Physically fit	—————	Physically fit
Sound knowledge of the curriculum		Good knowledge base of the curriculum and educational issues
Sound knowledge of broader educational issues.		
Possession of optimistic trait		Has the confidence to extend beyond themselves and the child's present experience
Personal determination to succeed		
Demonstrates a commitment to present role		
Desire to improve/sense of realistic ambitions		
Confidence to extend own personal knowledge		
Open mindedness		Lack of bias
Lack of bias		
Sense of modesty		Ability to share
Ability to share		
Ability to recognise own weaknesses	—————	Ability to self appraise
Ability to share in the child's learning		Recognition of the child as being the most important in learning situations
Ability to listen to children		
Sense of dedication to working with children		
Clear communication	—————	Good communicator

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -			ELEMENTS								CONSTRUCT POLE RATED - 5 -			
			E 7	E 5	E 6	E 9	E 8	E 1	E 3	E 4	E 2			
TEACHER CENTRED	RC3	* 1 1	5			5	5	4	1	1	1	RC3	CHILD CENTRED	
OUTSIDE EDUCATION	C4	* 1 1	1			4	5	5	5	1	1	C4	PURELY EDUCATION	
SOCIETY CENTRED	RC6	* 2 2	1			5	5	5	5	4	3	RC6	CLASSROOM CENTRED	
NON TEACHER RELATED	RC9	* 2 2	1			5	5	5	5	5	4	RC9	TEACHER RELATED	
EDUCATION GENERAL	C7	* 1 1	2			4	5	5	5	5	4	C7	EDUCATION SPECIFIC	
DESIRABLE TRAITS	C5	* 2 1	4			5	1	4	4	4	5	C5	ESSENTIAL TRAITS	
EXTRINSIC FACTORS	C2	* 2 1	1			4	2	2	2	5	5	C2	INTRINSIC FACTORS	
COGNITIVE KNOWLEDGE.	C1	* 1 1	2			2	1	1	1	1	5	C1	PHYSICAL	
END OF COURSE	RC8	* 1 2	4			5	1	1	1	1	5	RC8	PRE COURSE	

Fig.11



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Fig 12

C.S.H.L. GRID --- 3

SPACED CONSTRUCT TRIPRINT

RC3	TEACHER CENTRED V CHILD CENTRED	RC3	44			
C4	OUTSIDE EDUCATION V PURELY EDUCATION	C4	11	0		
RC6	SOCIETY CENTRED V CLASSROOM CENTRED	RC6	44	11		
RC9	NON TEACHER RELATED V TEACHER RELATED	RC9	88	55	11	
			77	33	0	-12
C7	EDUCATION GENERAL V EDUCATION SPECIFIC	C7	33	22	-6	
			33	33	-28	-
C5	DESIRABLE TRAITS V ESSENTIAL TRAITS	C5	33	-28	-17	
			44	-6	-17	
C2	EXTRINSIC FACTORS V INTRINSIC FACTORS	C2	16	-17		
			38	38		
C1	COGNITIVE KNOWLEDGE. V PHYSICAL	C1	27			
			66			
RC8	END OF COURSE V PRE COURSE	RC8				

FIG 13

Talkback through the SPACed FOCUSed grid

Element Conversation

The final element list was re-examined and agreed as representing the major dimensions of this subject's view of a "competent year four student".

Five element 'structures' were identified from the spaced focussed grid and the tri-grid layout as follows:

1) E7 The ability to self appraise.

E5 Lack of bias

loosely connected to

E6 Ability to share

The main pair E7 and E5 were explained as "if you are biased you cannot self appraise; self appraisal requires openness". Element 6 was described as "personality trait related" in terms of it being a "social" element in the cluster, but, not determining the ability to perform the skills entailed in E7 and E5.

2) E9 Good communicator

This element, although standing somewhat alone, was seen be related to the major cluster E8, E1, E3 in that "it underpins those basic skills concerned with the essence of teaching" - especially E1.

Upon examining the tri-grid layout, the pervasive influence of E9 was noted in its moderately high matching scores with E8, E1, E3 and E2.

3) The major cluster of three elements, E8, E1, E3 comprised -

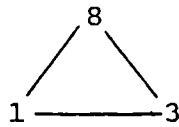
E8 Recognises the child as most important in learning.

E1 Recognises and maximises learning opportunities.

E3 Good knowledge of curriculum and educational issues.

E8 was very strongly nominated as the most important element in the total list and certainly the main influence in this cluster. The cluster was explained as - "It strikes me as obvious - in order to maximise

learning opportunities requires recognition of the child as most important and in turn requires a good knowledge base" i.e. an interaction between all three elements with E8 at the apex.



4) Element E4

E4 Confidence to extend beyond themselves and the child's present experience.

This element was immediately recognised as having a close relationship with E7 (Ability to self appraise) as revealed by a matching score of 61%. This relationship was explained as - "They must go hand in hand - a willingness and confidence to do 7 (E7) will allow for number 4(E4)". Clearly, confidence and effective self appraisal were recognised as essential elements in a "progressive teacher".

5) E2 Physically fit

Very little conversation surrounded this element, except that "if you are not fit then everything else is likely to collapse....its something we should pay more attention to at interview".

Discussion around the issue of interview medical declarations elicited the view that we (the College) "should monitor personal fitness at regular intervals".

Construct Conversation

Six construct structures were identified as follows:

1) RC3

Pole rated 1

Teacher centred

major element descriptors

E7, E5, E3, E4, E2

This pole was construed as a "personal qualities" construct - "these things we expect of competent professionals"

Pole rated 5

Child centred

major element descriptors

E6, E9, E8

E8 and E6 were seen as a logical pair, but E9 (communication) was seen as "belonging more to pole 1 than here"

2) C4

Pole rated 1

Outside Education

major element descriptors

E7, E5, E6, E4, E2

This cluster was again recognised as a "mixture of those personality aspects" that contribute to my profile of a good teacher

Pole rated 5

Purely education

major element descriptors

E8, E1, E3

this cluster represented the "essential knowledge and perceptiveness base from which a good teacher works"

3) Pole rated 1

RC6 Society centred
RC9 New teacher related
C7 Education general

major element descriptors

E6, E7, E5

This cluster was construed as a "social aspect of teaching". It was interesting that the third construing of these three elements did not prove difficult at this stage.

Pole rated 5

Classroom centred
Teacher related
Education specific

major element descriptors

E8, E1, E3, E4

This construct pole was recognised as a "collection of specific skills and attitudes I would expect to see or recognise". The main strand, as elicited from the tri-grid layout was construed as a "learning opportunities" construct, related to the teacher's ability to "grasp learning situations and develop them" - all based on good subject and general knowledge.

The view was expressed that in general - "you do not need positive personality features in order to achieve well under the good knowledge of curriculum and education issues element".

4) Pole rated 1

C5 Desirable traits

major element descriptors

E8, E5, E7

These traits were not seen as essential but certainly desirable; their absence was not seen as precluding effective teaching, but without them the model presented would be "somewhat dubious". However, it was accepted that non child centred methods of teaching (subject centred) did have their place

5) Pole rated 1

C2 Extrinsic factors

major element descriptors

E5, E6
+ E7, E8, E1, E3

This cluster of elements was seen to describe this pole as - "many of these things we cannot teach a student, and in that case they are extrinsic to our causes" - the exception was seen as E3 (knowledge of curriculum and educational issues). Further conversation elicited the revised view that these elements described a pole that - "contains qualities of the person that we hope they bring with them".

Pole rated 5

Essential traits

major element descriptors

E9, E2

This construct pole was seen quite clearly as - "if you are not fit and cannot communicate what are you doing in the classroom?"

Pole rated 5

Intrinsic factors

major element descriptors

E4, E2, E9

'Intrinsic' in the sense of this pole was described as "again, qualities we expect students to have"! but in addition they (E4, E2, E9) are essential to the job and - "can to a certain extent be taught". Further discussion elicited the view that intrinsic factors were "the ability to project".

6) Pole rated 1

Pole rated 5

C1 Cognitive knowledge

Physical

RC8 End of course

Pre-course

major element descriptors

major element descriptors

E7, E5, E8, E1, E3, E4

E2, E9 + E6

Although illustrating some 'disagreement' in the ratings of E6 and E9 the overall structure of this pair of constructs was construed very clearly as "those things obtained or learned on the course versus those you need before applying" - and "if the course is effective these should occur".

Pole one contained elements that generated analytical conversation around the issue of "can we in fact teach lack of bias, confidence and communication?" - and - "if we believe that we can, and judge these aspects on T.P. where are they in the course content?"

The position of E2 and E9 was felt to echo C5 (essential traits) for much the same reasons, however, E6 produced an amount of conversation based on some confusion. The place of E6 in this pole cluster was eventually explained as:- "just like in C5 you need this ability (to share) if you are going to survive in todays primary schools".

Reflections on the Grid Conversation

- 1) Many pre-requisite skills should be pre-tested - at or before interview. We far too often take essential elements for granted (physical fitness, general knowledge, self appraisal).
- 2) Where constructs are centred around an individual, they can be analysed, but when they concern a larger group we cannot make the analysis as clearly - it is more nebulous.
- 3) A hidden factor in the final element list that became clear during element and construct conversations was that of "self projection" which was built upon confidence and a good self image.
- 4) The needs of the National Curriculum and its effect on training and assessing needs was clearly recognised, especially as teachers move across age ranges - "A good knowledge of curriculum issues becomes important as we move up the age ranges - e.g. different teaching (style and content) requires different abilities".
- 5) The fact that constructs stood alone was supported by the view that teaching consisted of a "whole set of separate skills that need not necessarily be related - but they interact interestingly - like cement".

Personality traits remained as a problem:-

"how do we assess them - it becomes clear to me the more supervision I do, it's what I call the 'get up and go factor'."

Discussion centred upon the teachers "aura" and the difficulty of describing its nature, but:- "you know when you have it or are in the presence of it". The example was quoted:-

".... two teachers telling the same story, but one has a twinkle in the eye, the children enthralled, the other has children not attending".

The situation was described as "almost self projection, a sixth sense of communication".

The conversation returned to the element list and a concern was expressed regarding the process of refining the original list:-

"... it worries me, we are further divorced from the child, i.e.:- the original list was more child oriented -

... the process of reduction could be devaluing or misleading in that the child is now implicitly present as opposed to an explicit recognition".

STAFF MEMBER T.L.4

Eliciting the Elements List

Initial Element List

Final Element List

Enjoys being with children	————	Enjoys being with children
Concern for subjects integrity Cares about the translation of subject material	————>	Cares about the translation of subject material
Thoughtful preparation (aims, objectives, ability range)	————	Thoughtful structured preparation
Implicit conveying of standards of behaviour Conveys appropriate explicit behaviours	————>	Can control pupils
Flexible plans Good sense of timing Good punctuality Aware of need for variety	————>	Capable of flexible planning
Some capacity to see things through pupils' eyes	————	Has the capacity to see things through pupils' eyes
Selects appropriate strategies for particular groups Awareness of possible alternative strategies for teaching.	————>	Selects appropriate strategies for particular groups
Good classroom organisation of resources Efficient system of resource use.	————>	Good classroom organisation
Responsive to pupils on the hoof Responsive to groups on the hoof Thinks and acts on signals children send.	————>	Responsive to pupils during teaching and learning
Responsive to the immediate and long term demands of children.	————	Responsive to the immediate and long term demands of children.
Can control own emotions.	————	

Ability to accept critical advice from professionals
Ability to accept critical advice from pupils
Responds to critical analysis.

Self critical ability.

Needs to talk to other professionals
Good organisation of relationships
Ability to work in a professional team

Needs to be a member of a professional team

Capable of 'in vogue' assessment procedures
Capable of efficient recording procedures
Can keep adequate records.

Capable of performing the required assessment and recording procedures

Accept professional duty of care of children

Accepts the professional duty of care and attention of children

Appropriate sense of humour

Appropriate sense of humour

C.S.H.L. GRID ---- T/L 4.

SPACED ELEMENT TRIPRINT

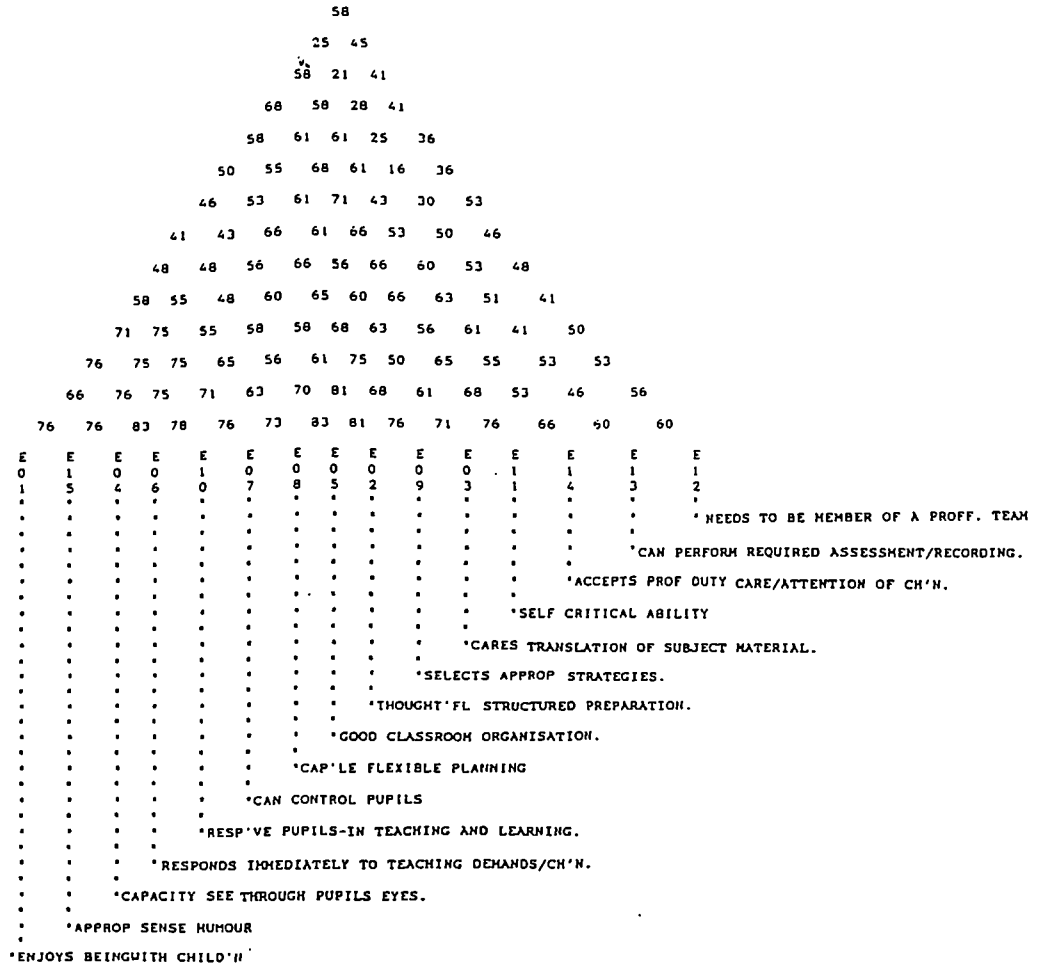


Fig.15

SPACED CONSTRUCT TRIPRINT

RC4	NON TEAMWORK V TEAMWORK	RC4	30
RC12	ADJ'S IN PLANNING V ADJ'S IMPRES OF CH'N	RC12	36 20
RC14	PROF QUALITIES V PERS SOC QUALITIES	RC14	50 -7 13
RC10	PROF QU'S OF TEACHER V PERSONAL QU'S OF TEACHER	RC10	23 3 10 0
RC8	NARROW SPECIFIC PROF ROLE V WIDER PROF ROLE	RC8	40 13 -50 3 -4
C6	CHILD CENTRED V TEACHER CENTRED	C6	16 0 -14 -21 3 3
C3	MOTIVATING V NON MOTIVATING	C3	46 10 -11 0 -14 0 0
C11	WORKING/CH'N DISCIPLINE V TEACHER IMPOSED DISC'INE	C11	46 36 23 3 30 -4 23
C2	FLEXIBILITY V NON FLEXIBILITY	C2	30 40 56 33 0 46
C9	TEACHING CHILDREN V TEACHING SUBJECT	C9	53 56 43 26 -4
C1	CHILD FOCUSSED V SUBJECT FOCUSSED	C1	53 26 46 26
C5	PERSONAL RELATIONSHIPS CH'N. V IMPERSONAL REL CH'N	C5	50 23 20 6
C7	WHAT I WOULD DO V WHAT I WOULD HAVE TO DO	C7	50 20 13
C13	REFLECTIVE THINK'G TCH'R V NON REFLECTIVE THINK'G	C13	23 43
C15	ATT'N TO END PRODUCT V ATT'N TO THE IMMED'T	C15	

Fig.16

T.L.4

Talkback through the SPACed FOCUSED grid

The element list was agreed after review.

Element conversation

Seven clusters of elements were identified, from the spaced focussed grid.

- 1) E2 Thoughtful structured preparation
- E5 Good classroom organisation
- E8 Capable of flexible planning.

This group was identified as "the core" and "I would pass someone on these, not necessarily on assessment and testing etc."

The immediate response was "of course they go together" with E2 being a "preparation factor".

The flexibility element E8 was explained as

- a) Planning and preparation must be carried out with flexibility in mind because we do not know the outcomes.
- b) Despite careful planning we still need to be flexible

And - We need a basis of thoughtful structured preparation that allows one to be flexible. There is no point in having good plans if they do not take account of the classroom.

- 2) E4 Capacity to see things through pupils' eyes
E6 Responsive to the immediate and long term demands of children

Was seen as essential in that "teachers need to understand the child's situation and problems".

- 3) E7 Can Control Pupils Was explained as:-
E10 Responsive to pupils during teaching and learning

"They go hand in hand, I would have expected these as the strongest correlation."

The relationship was explained in terms of control being contingent upon good teaching and learning - and - dependent upon one's concept of control.

Regarding students, children and control:- "the rhetoric is look to the curriculum. This is not necessarily so because other qualities (listed) are essential".

- 4) E3 Cares about the translation of subject material
E9 Selects appropriate strategies for particular groups
E11 Self critical ability
E14 Accepts the professional duty of care and attention

this tutor commented - "I would have expected E14 and E9 to be in the major group E4/E6, E9 more so than E14".

- 5) E13 Capable of performing required assessment and recording procedures

Was seen as a low priority item with managerial links.

"It has value but is pretty low for 4th years".

- 6) E12 Needs to be a member of a professional team:-

Stimulated the comment - "This is an essential, but to be a successful teacher is to some extent to be an egomaniac

- in a sense you have to force people into teams because by nature teachers are not team members".

- 7) E6 Responsive to the immediate and long term demands of children
E11 Self critical ability.

These elements showed a 71% matching score and were seen as "Happy to see this grouping as right".

The conversation then returned to the major grouping E4 and E6 (83% matching score) and elicited the following comments:- "In teaching children there is by definition a feedback loop i.e. the responses of children to input. One of the highest skills of teaching is to be able to detect and know of the feedback loop - responding on the hoof to the child's eyes say - In order to respond one needs some perspective of the child's situation".

Construct Conversation

Examining the construct clusters based on matching scores revealed by the tri-grid layout and the patterns displayed in the spaced focussed grid, three major clusters were identified:

1. C9, C1, C5, C7, C13
2. C3, C11
3. RC12, RC14

with three single constructs 'standing alone'.

4. RC4
5. C2
6. C15

It was noted almost immediately that this grid's construct pattern presented a difficult, non differentiated structure for analysis and talkback. The highest matching score between constructs was only 66%.

1. Pole 1	Pole 5
<u>C9 Teaching children</u>	<u>Teaching subject</u>
<u>C1 Child focussed</u>	<u>Subject focussed</u>
<u>C5 Personal relationships (children)</u>	<u>Impersonal relationships (children)</u>
<u>C7 What I would do</u>	<u>What I would have to do</u>
<u>C13 Reflective thinking</u>	<u>Non reflective thinking</u>

with major element descriptors

E1, E6
and to a lesser extent
E4, E10

E13 and to a lesser extent
E12

The nature of pole 1 clearly reflects a personal and child centred perspective on teaching.
"these are the things I would wish to be/do", in order to establish "the right kind of environment for everyone."

Pole 5 was seen as "those things we have to be and do - these are the business end of this continuum".

2) Pole 1

Pole 5

C3 Motivating
C11 Working with children/
discipline

Non Motivating
Teacher imposed discipline

with major element descriptors

E1, E15, E10, E7, E3

E12, E13

Again, a pole describing "the good things about working with children whereby good preparation and material mixed with humour and responsive interest makes teaching fun - with discipline taking care of itself".

This pole was not clearly understood, except as an opposite to pole 1. Only two elements related strongly to it, E12 - needs to be member of a professional team, and E13 can perform the required assessment and recording. It was explained as "not necessarily being with children aspect of the job, the dry bits that are necessary but not so much fun".

3) Pole 1

Pole 5

RC12 Adjustments in
planning
RC14 Professional
qualities

Adjustments in presence
of children
Personal and Special
qualities

with major element descriptors

E2, E8, E5, E9, E14, E13

E1, E15, E10

Pole one was recognised as:-
"that professional attitude that requires a teacher to reflect on and adjust their planning".

This pole was seen as almost entirely related to:-
"ones personality, style and warmth in enjoying teaching children".

This set of constructs was construed as almost identical to the main cluster (C9, C5, C1, C7, C13) in that it encapsulated that particular frame of reference concerning expectations of a teacher versus personal pleasure and satisfaction in doing the job.

4) The constructs RC4, C2, C15 were seen as separate items. The spaced construct tri-print confirms this, although, C2 does show a low (56%) agreement score with C11.

This staff member construed RC4 as a clear over-arching description of one aspect of a teacher's role:- "those things you do alone, such as assessment and most planning as opposed to the group activities connected with the job, which are related to the sort of person you are".

C2. This flexibility dimension was again seen to describe aspects of a teacher's role that divided between actual classroom performance - "on the hoof adjustments" and those aspects that are more "fixed points" (assessment, organisation and preparation). This construct was not seen as a flexible planning factor.

C15. Pole 5 was construed as "those immediate responses to teaching situations involving appropriate humour (E15) and a responsive attitude (E1)".

Pole 1 was seen to be a "preparation factor related to a knowledge of how children learn and what their needs are", and "...this whole thing is about responding as a teacher to a child's needs".

Reflections on the Grid Conversation

This member of staff found the triad exercise difficult and stated:-

"I often see close links for all three elements difficulty sometimes in forcing one out".

A point that was illustrated and discussed frequently during the grid conversation was the issue - very personal issue - of

"...enjoys being with children". It was accepted that this could cause difficulties but:- "for me it's the essence .. perhaps because it overlays so many other things".

Regarding the issue of criteria/competencies, this tutor summarised much of the present problem when he stated:-

"I am willing to let a student go through the T.P. criteria (which are all wrong) because I will only make a stand on things that really matter." (to me!)

This point was taken up further when he stated:-

"I don't think there is enough common ground (on what makes a good teacher/student) ... if there was 100% agreement we would probably be out of a job" - an interesting point of view that implies that the differences in perception of what constitutes good teaching may be the salvation of the teacher training system, and more important, contribute to the uniqueness of each teachers/students individual profile of skills, abilities, dispositions, views, behaviour and beliefs.

In discussing the content of the talkback exercise, this tutor stated:-

"I am happy about what is written - technically yes, more than happy about it - but I am talking about things I am not sure about in my own head" and:- "I have some thinking to do yet."

Of all the tutors concerned in the research, this member of staff proposed a view that clarified many issues and problems found throughout the staff group:-

"I have a lot of experience of doing the job, school based as well; but you force me to think about issues I have to think about anyway - but as soon as I do I think afresh, hence, I am not clear in my own mind - hence the importance of your work."

These issues were elaborated:-

"If you asked me to do it all again, I would be in a better position to provide for myself a more coherent set." but - "I would then be dissatisfied with that -

it's a complex multi-dimensional thing."

The value of this reiterative exercise that stimulated re-perception of a situation and in Gestalt terms a re-organisation of ones cognitive fields was appreciated:-

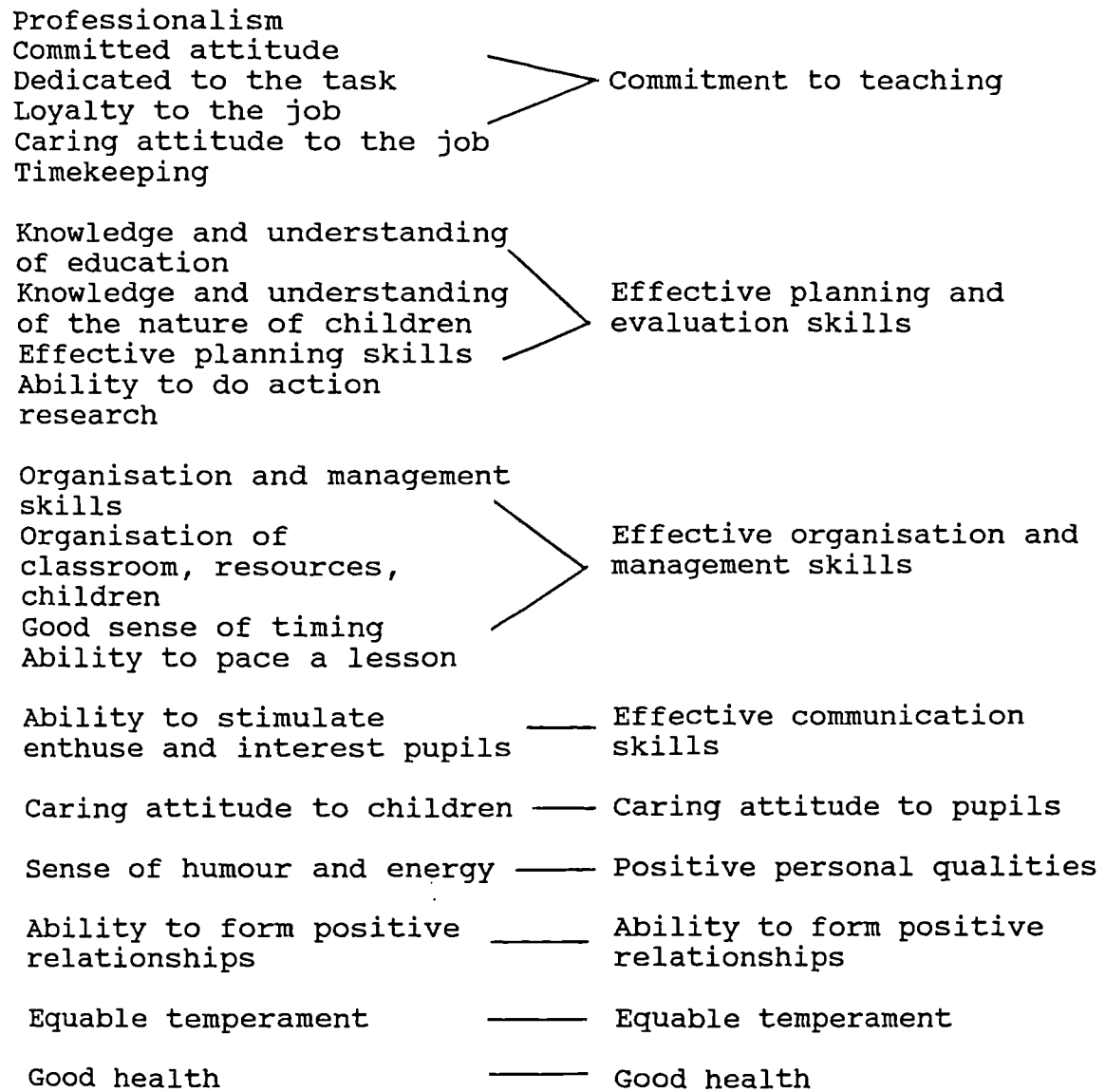
"... there is a distinction between dribbling on about the issues and the commitment to an exercise with colleagues."

STAFF MEMBER T.L.5

Eliciting the Elements List

Initial Element List

Final Element List



SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS								CONSTRUCT POLE RATED - 5 -	
		E	E	E	E	E	EE	E	E		
		3	4	9	5	6	27	1	8		
PERSONAL	C9	* 1	2	2	1	5	32	1	1	* C9	SHARED
LONG TERM	C7	* 1	3	5	1	1	22	1	3	* C7	IMMEDIATE EFFECT
ATTITUDINAL	RC8	* 5	5	5	2	3	11	1	3	* RC8	PRACTICAL
ATTITUDES	C4	* 5	5	4	3	3	11	1	3	* C4	SKILLS
PERSONAL QUALITIES	C2	* 4	5	2	1	1	11	2	3	* C2	OBJECTIVE SKILLS
PERSONAL QUALITIES	C6	* 5	3	2	1	2	11	2	3	* C6	INTELLECT'L ACTIVITY
PRACTICAL CONSIDERATIONS	C1	* 5	1	2	1	1	11	1	1	* C1	THEORETICAL CONSIDERATIONS
ABOUT OTHERS	C3	* 1	2	1	4	1	11	2	5	* C3	ABOUT SELF
AFFECTING OTHERS	C5	* 2	3	1	1	1	11	4	5	* C5	AFFECTING SELF

*GOOD HEALTH											
*COMMITMENT TO TEACHING											
**EQUABLE TEMPERAMENT											
*CARING ATTITUDE TOPUPILS											
*ABILITY FORM POS. REL'SHIPS											
*POS'V PERS. QUALITIES											
*EFFECTIVE COMMUN'N SKILLS											
*EFFECT ORG/MAN'T SKILLS											
*EFFECTIVE PLAN'G/EVAL SKLS											

Fig 17

C.S.H.L. GRID ---- T/L 5.

SPACED ELEMENT TRIPRINT

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      44
    44 66
  38 55 52
    36 50 52 66
      47 47 63 72 52
    44 52 61 77 63 47
      58 50 66 75 75 75 50
    66 69 58 75 77 97 77 66
E   E   E   E   E   E E   E   E
0   0   0   0   0   0 0   0   0
3   4   9   5   6   2 7   1   8
x   x   x   x   x   x x   x   x
x   x   x   x   x   x x   x   x *GOOD HEALTH
x   x   x   x   x   x x   x   x *COMMITMENT TO TEACHING
x   x   x   x   x   x x   x   x *EQUABLE TEMPERAMENT
x   x   x   x   x   x x   x   x *CARING ATTITUDE TOPUPILS
x   x   x   x   x   x x   x   x *ABILITY FORM POS. REL'SHIPS
x   x   x   x   x   x x   x   x *POS'V PERS. QUALITIES
x   x   x   x   x   x x   x   x *EFFECTIVE COMMUN'N SKILLS
x   x   x   x   x   x x   x   x *EFFECT ORG/MAN'T SKILLS
x   x   x   x   x   x x   x   x *EFFECTIVE PLAN'G/EVAL SKLS

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Fig 18

C.S.H.L. GRID ---- 5

SPACED CONSTRUCT TRIPRINT

C9	PERSONAL V SHARED	C9	38					
C7	LONG TERM V IMMEDIATE EFFECT	C7	38	0	0			
RC8	ATTITUDINAL V PRACTICAL	RC8	88	27	11	38	22	
C4	ATTITUDES V SKILLS	C4	55	55	38	27	33	11
C2	PERSONAL QUALITIES V OBJECTIVE SKILLS	C2	77	55	33	27	0	33 5
C6	PERSONAL QUALITIES V INTELLECT'L ACTIVITY	C6	66	55	33	11	5	5
C1	PRACTICAL CONSIDERATIONS V THEORETICAL CONSIDERATIONS	C1	22	33	50			
C3	ABOUT OTHERS V ABOUT SELF	C3	61	27				
C5	AFFECTING OTHERS V AFFECTING SELF	C5						

Fig 19

Talkback through the SPACed FOCUSed grid

Element Conversation

Initial reflection on the element list produced concern surrounding E8 - good health - however, after accepting that it may appear to be on inappropriate criteria it was confirmed as "an essential quality" for a teacher.

An inspection of the structure of elements in the spaced focussed grid and the tri-grid layout revealed a loosely related set of three (E3, E4, E9), a fairly homogeneous group of five (E5, E6, E2, E7, E1) and a single element (E8) loosely related to the previous set of five.

- 1) E3 Effective planning and evaluation skills
- E4 Effective organisation and management skills
- E9 Effective communication skills

This set was perceived as "about the teachers' teamwork and planning skills". A loosely related set that nevertheless for this subject provided "essential foundations or core skills in teaching". A control factor was implied in this set as "classroom maintenance of order including resources and the maintenance of children".

- 2) E5 Positive personal qualities
- E6 Ability to form positive relationships
- E2 Caring attitude to pupils
- E7 Equable temperament
- E1 Commitment to teaching

This main cluster was clearly identified as a "personality cluster" and very much concerned with personal relationships. Specifically, the set was regarded as crucial in that:- "in any learning and teaching activity it is the question of personal relationships that ordains the quality of learning."

Upon further reflection, this cluster elicited the following views: E2 and E7 with a matching score of 97% were seen as "qualities of being" related of course to the individual person, but they do not stand alone, they are supported by the surrounding elements.

- E5 Was explained as - "it's to do with being energetic, imaginative, inspirational, pro-active rather than benign and complacent" - whereas
- E7 was elucidated as - "equable temperament is essential for teachers, children love consistency which of course depends on an equable temperament".
- E8 Good health

The loose connection of this element with the preceding group reflects the concern expressed about its inclusion in the element set expressed earlier. However, it does show a relationship with E1 (Commitment to teaching) but other than defending it as an essential attribute or condition, it was recognised as "standing alone".

Construct Conversation

Five fairly clear structures were identified - C9, C7, both standing apart, (RC8 and C4); (C2, C6 and C1); and (C3, C5).

Pole 1	Pole 5
<p>C9 <u>Personal</u></p> <p>major element descriptors</p> <p style="padding-left: 40px;">E3, E5, E1, E8</p> <p>This pole was identified as describing those innate characteristics that are "so essential to teaching success" and yet are so difficult to measure or assess. These characteristics were also seen as being in isolation to others.</p>	<p style="text-align: center;"><u>Shared</u></p> <p>major element descriptors</p> <p style="text-align: center;">E6</p> <p>This 'shared' pole related quite obviously to the ability to form positive relationships and was described as "growing from" pole 1</p>
<p>C7 <u>Long term</u></p> <p>major element descriptors</p> <p style="padding-left: 40px;">E3, E5, E6, E1</p> <p>The 'planning' and 'personal relationships' elements were seen here as essentially long term factors associated quite often with establishing good working relationships with staff - "no easy or automatic thing in the average primary school".</p>	<p style="text-align: center;"><u>Immediate effect</u></p> <p>major element descriptors</p> <p style="text-align: center;">E9</p> <p>'Effective communication' was recognised as perhaps one of the single most important "short term skills" that feeds into long term relationships. Clear and unambiguous exchanges of ideas, views and information was seen as critical to future success.</p>

Pole 1	Pole 5
RC8 - <u>Attitudinal</u>	<u>Practical</u>
C4 - <u>Attitudes</u>	<u>Skills</u>
major element descriptors	major element descriptors
E2, E7, E1	E3, E4
A clear personality/ attitude dimension was recognised here that was seen to "underpin much of the teachers role". A 'steady commitment' was elicited as perhaps the best description of this pole.	This pole was explained as a practical teaching skills dimension. "You have got to have these skills (planning, organisation, communication) with the right attitude to the job". "It is no good being a caring teacher if you haven't got the skill to deliver the curriculum".
C2 <u>Personal qualities</u>	<u>Objective skills</u>
C6 <u>Personal qualities</u>	<u>Intellectual activity</u>
C1 <u>Practical considerations</u>	<u>Theoretical considerations</u>
major element descriptors	major element descriptors
E2, E7, E5	E3 and to an extent E4
This construct cluster was seen as similar to RC8 and C4 but with the addition of "lively, energetic personal qualities so essential for the job".	
Steady, equable but enthusiastic was proposed as the description of pole 1.	The theoretical and intellectual aspects of planning and evaluating were recognised in this pole with organisation and management being both practical and objective.
C3 <u>About others</u>	<u>About self</u>
C5 <u>Affecting others</u>	<u>Affecting self</u>
major element descriptors	major element descriptors
E2, E7, E6, E9	E8

Pole 1 (cont.)

Again as for other clusters a social dimension "personal relationships" was recognised in as much as this pole reflected the effect of ones actions on others through the key feature of the cluster, the ability to form "positive relationships".

Pole 5 (cont.)

Not surprisingly, this pole only relates strongly to good health, although commitment to teaching and positive personal qualities do assist in describing this "personal structure" pole.

Reflections on the Grid Conversation

This subject, as reflected in the views and explanations expressed in the element and cluster conversations, took a naturalistic approach to teaching; a good teacher was described as:-

"someone who has the right disposition for teaching (attitude and understanding) - these - are essential and give credence to the view that good teachers are born."

Further conversation on the meaning of this statement elicited that the view that:-

"- they (attitudes and understanding) are not enough, a training programme is necessary for the skills, - to allow teaching to take place."

The place or balance of 'skills' versus 'disposition' was discussed and the view was expressed that either alone is generally not effective and that:-

"we need more time in teacher training to give to philosophical issues - reasoning and rationalising what teaching is all about - not just crashing into Science or I.T."

The journeyman or apprenticeship approach of the present (92) government was criticised as not allowing for the 'professional' (sic) aspects of a student's development.

Further conversation elicited the view:-

"It has been interesting to come to terms with things we should be thinking about."

The value of reflective and reflexive attitudes and experiences was stated as:-

"We often go through a process of legitimising our actions by talking over the processes without spending time to analyse the underpinning that gets us through (our meetings). We should be sharing meanings between students, teachers and pupils."

STAFF MEMBER T.L.6

T.L.6 Eliciting the Elements List

<u>Initial Element List</u>		<u>Final Element List</u>
Professionally sensitive to colleagues and parents. Ability to relate well to colleagues		Ability to relate well to colleagues
Ability to relate to children Likes children		Good working relationships with children
Positive attitude to children and teaching	—————	Positive attitude to children and teaching
Professionally committed to the needs of the job	—————	Professionally committed to the needs of the job
Good general knowledge	—————	Good general knowledge
Knowledge of relevant subject matter	—————	Knowledge of relevant subject matter
Imaginative use of materials and resources	—————	Imaginative use of materials and resources
Flexibility in planning	—————	Can provide a differentiated curriculum
Management skills/ flexibility in planning	—————	Management and flexibility in planning
Efficient classroom organisation	—————	Efficient classroom organisation
Ability to respond flexibly to children and teaching situations	—————	Ability to respond flexibly to children and teaching situations
Accurate recording of children's work	—————	Ability to record and analyze childrens' work
Ability to learn from own evaluations	—————	
Ability to be self critical	—————	Ability to be self critical
Ability to accept advice and act upon it.	—————	Ability to accept advice and act upon it
Sense of humour	—————	Sense of humour
Effective class control	—————	Effective class control
Clear communications	—————	Clear communication
Artistic, imaginative ability	—————	Display skills
Determination to succeed	—————	

SPACED FOCJSSSED GRID

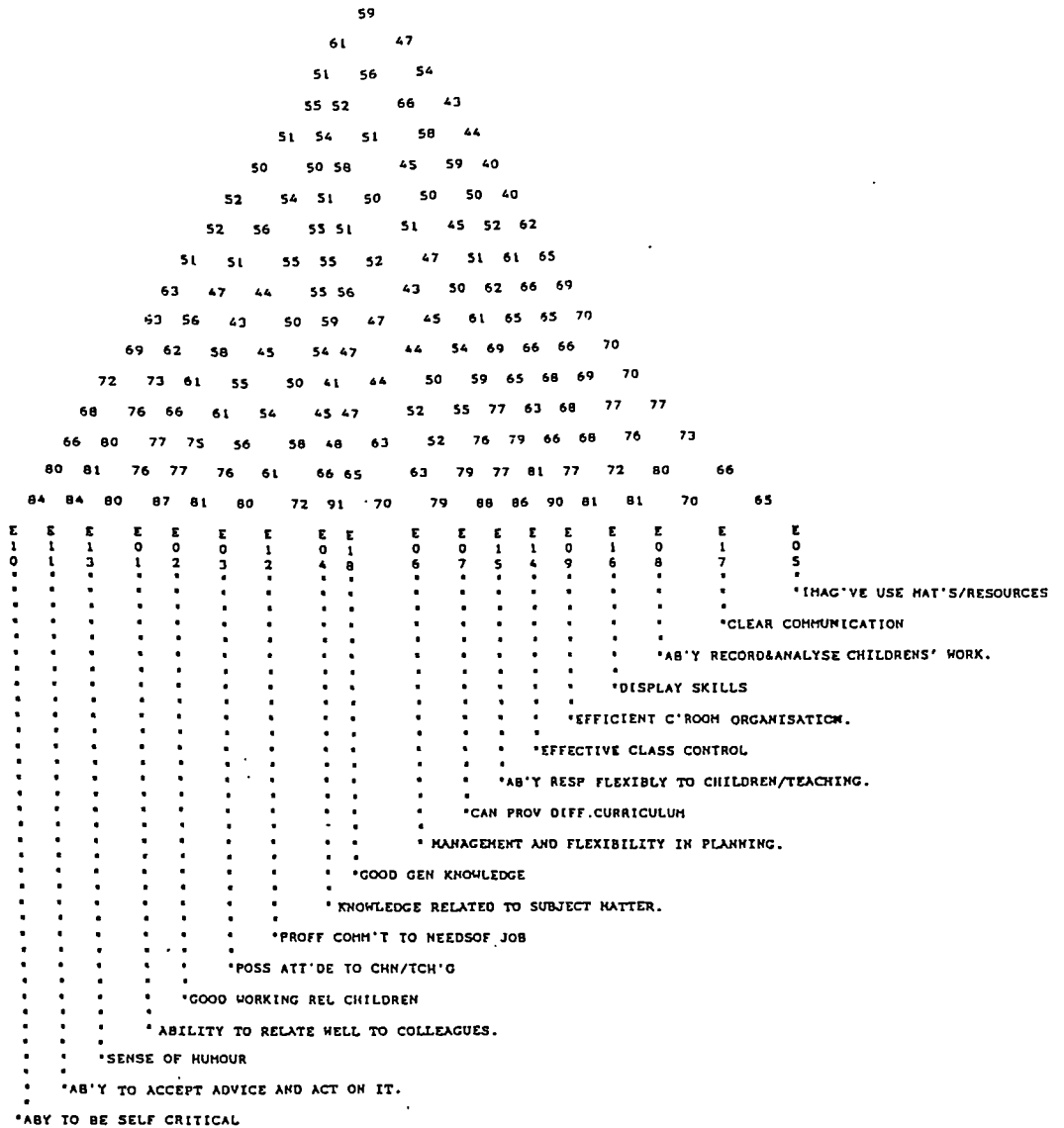
CONSTRUCT POLE RATED - 1 -		ELEMENTS																CONSTRUCT POLE RATED - 5		
		E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
		1	1	1	0	0	0	1	0	1	0	0	1	1	0	1	0	1	0	
		0	1	3	1	2	3	2	4	8	6	7	5	4	9	6	8	7	5	
PRACTICAL SKILLS/KN'GE	RC12	2	2	2	2	2	4	5	5	5	1	1	1	2	4	5	2	1	RC12	THEORETICAL SK/KN'G
PLANNING & EVALUATION	C14	1	2	2			4	4	2	2	1	1	1	2	2	2	5	2	C14	RECORDING & ANALYSING
RESPONSE SKILLS	RC16	2	2	5	5	4	4				1	1	1	1	1		2	5	RC16	COMMUNICATION SKILLS
PLANNING IMPLEMENTATION	C2	2	5	4	5	4	4	5	5		1	1	1	2	2	2	2	2	C2	PLANNING PRE REQUIS'S
ATTITUDE TO ORGANISATION	RC15	5	5	5	4	5	5	5	4	4	1	2	2	2	1	2	1	2	RC15	ATTITUDE TO TEACHING
ORGANISATIONAL RESPONSES	C5	5	5	5	5	4	5	5	4		1	1	1	1	1	2	2	4	C5	PERSONAL RESPONSES
CONTROL SKILLS	C10	5	5	4	4	2	5	4	4	4	1	1	1	1	1	2	2	1	C10	PERS DEV TEACH. SKILL
MAN/ORGANISATION SKILLS	C11	5	5	4	4	5	5	5	2	2	1	1	1	1	1	2	2	1	C11	ATTITUDES TO MAN/ORG
MATERIALS SUPPORT	C13	4	4	4	4	5	5	5	1	1	1	1	2	2	2	2	2	1	C13	ATTITUDE SUPPORT
TEACHER INPUT RESOURCES	C9	2	4	4	5	5	5	2	1	1	4	1	4	4	2	2	1	2	C9	TEACHER INPUT REL'SH
KN'G & RESPONSE TO CURRIC	RC7	2	5	4	5	5	4		1	1	1	5	5	4	4	4	5		RC7	KN'G RESP. INDIV'S
ATTITUDINAL ASPECTS	RC1	2	4	2	5	5	1	5			4	4	4	4	4	4	4	4	RC1	PROFF & SOCIAL BEHAV
PROFESSIONAL QUAL'S SPEC	C4	1	1	1	4	4	4	5			4	4	4	4	4	1	1	2	C4	PROFF QUALS GEN.
PRACTICAL SKILLS/ABILITIES	C6	4	4	2	4	4	4	5	5	5	4	5	2	1	2	1	1	1	C6	THEORETICAL SK/ABS
PROVIDING FOR PRACT NEEDS	RC3	4	4	4		4	4	4	5	4	4	5	5	2	1	1	5	4	RC3	PROVIDING ACAD NEEDS.
PERSONAL ATTRIBUTES-SKILLS	RC8	5	5	5	5	5	4	4	1	2		4	2	2	1	2	1	4	RC8	PERSONAL ATTRIBUTES

INAG'VE USE MAT'S/RESOURCES
CLEAR COMMUNICATION
AB'Y RECORD&ANALYSE CH WORK
DISPLAY SKILLS
EFFICIENT C'ROOM ORG'N
EFFECTIVE CLASS CONTROL
AB'Y RESP FLEX'Y CH'N/T'CHG
CAN PROV DIFF CURRICULUM
MAN'T. FLEX'Y INPLANNING
GOOD GEN KNOWLEDGE
KN'GE REL'T SUBJ'T MATTER
PROFF COMM'T TO NEEDS OF JOB
POSS ATT'DE TO CHN/TCH'G
GOOD WORKING REL CHILDREN
AB'Y REKATE WELL-COLL'GS
SENSE OF HUMOUR
AB'Y ACCEPT ADVICE&ACT OMIT
ABY TO BE SELF CRITICAL

Fig 20

C.S.H.L. GRID ---- T/L 6.

SPACED ELEMENT TRIPRINT



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Fig 21

C.S.H.L. GRID --- 6

SPACED CONSTRUCT TRIPRINT

RC12	PRACTICAL SKILLS/KN'GE	V	THEORETICAL SKILLS/KN'GE	RC12	50															
C14	PLANNING & EVALUATION	V	RECORDING & ANALYSING	C14	27	38														
RC16	RESPONSE SKILLS	V	COMMUNICATION SKILLS	RC16	50	13														
C2	PLANNING IMPLEMENTATION	V	PLANNING PRE REQUISITES	C2	41	30	27													
RC15	ATTITUDE TO ORGANISATION	V	ATTITUDE TO TEACHING	RC15	69	44	44	8												
C5	ORGANISATIONAL RESPONSES	V	PERSONAL RESPONSES	C5	69	61	41	25	-9											
C10	CONTROL SKILLS	V	PERS DEV'TAL TEACHING SKILLS.	C10	75	61	41	19	13	13										
C11	HAN/ORGANISATION SKILLS	V	ATTITUDES TO HAN/ORG	C11	47	22	11	19	13	19										
C13	MATERIALS SUPPORT	V	ATTITUDE SUPPORT	C13	36	-3	11	16	41	19										
C9	TEACHER INPUT RESOURCES	V	TEACHER INPUT RELATIONSH'S	C9	38	2	2	33	33	41										
RC7	KN'G & RESPONSE TO CURRIC	V	KN'G & RESPONSE TO INDIV'S	RC7	27	16	36	25	44											
RC1	ATTITUDINAL ASPECTS	V	PROFF & SOCIAL BEHAVIOUR	RC1	16	16	22	52												
C4	PROFESSIONAL OUAL'S SPEC	V	PROFESSIONAL OUAL'S GEN.	C4	22	27	38													
C6	PRACTICAL SKILLS/ABILITIES	V	THEORETICAL SKILLS/ABIL'S	C6	22	16														
RC3	PROVIDING FOR PRACT NEEDS	V	PROVIDING FOR ACAD NEEDS	RC3	33															
RC8	PERSONAL ATTRIBUTES-SKILLS	V	PERSONAL ATTRIBUTES(PERS)	RC8	27															

Fig 22

Talkback through the SPACed FOCUSed grid

Element Conversation

In discussion of the element clusters revealed by the spaced focussed grid and the tri-grid layout of matching scores, some nine separate dimensions were identified as:- E10, 11, 13; E1, 2; E3, 12; E4, 18; E6, 7, 15, 14, 9; E16; E8; E17, E5.

The first cluster of elements consisted of:

- E10 Ability to be self critical
- E11 Ability to accept advice and act on it
- E13 Sense of humour.

This cluster was immediately construed as an "evaluation factor" with an essential element of "being able to laugh at some mistakes - a frame of mind that reflects flexibility and openness".

The second group comprised

- E1 Ability to relate well to colleagues
- E2 Good working relationships with children.

This set, although showing high matching scores with E3 and E13 was seen as separate from the first cluster and the pair E3 and E12.

E1 and E2 were explained as a social skills/relationships factor that is part of those necessary personal and professional skills required in an environment that is predominantly "about dealing with people".

The third group consisted of:

- E3 Positive attitude to children and teaching
- E12 Professional commitment to the needs of the job.

This pair was explained as an attitudinal dimension that manifest itself in very many ways from - "punctuality and planning requirements to showing professional care towards children".

The pair comprising the fourth group is -

- E4 Knowledge related to subject matter.
- E18 Good general knowledge.

These elements and their relationship evoked a strong response - i.e. "far too many students are one page ahead of the pupils". The necessity for teachers to have a good subject knowledge and general knowledge was argued as crucial, especially in view of the needs of the National Curriculum.

"It's not much use dealing with invaders and settlers if you know little about the Vikings and Romans."

The fifth group, consisting of five elements was seen as an amalgam of management and organisational skills -

- E6 Management and flexibility in planning
- E7 can provide a differentiated curriculum
- E15 Ability to respond flexibly to children and teaching
- E14 Effective class control
- E9 Efficient classroom organisation.

It was recognised that this cluster centred upon practical classroom situations that had at their core an ability to respond flexibly according to the precise nature of any given situation, but, "flexibility must be contained within the framework of clear ground rules of behaviour". The relationship between effective class control/organisation and planning management/flexibility was seen as "entirely logical in that most good control is rooted in effective anticipation or management in planning".

The remaining four elements, although showing fairly high matching scores, were construed as separate items under the "umbrella concept" of "personal, practical specific skills". The inter-relationship of this loosely correlated group with the preceding cluster of E6, 7, 15, 14 and 9 was justified through their fairly high relationships with E5 - Imaginative use of materials and resources.

- E16 Display skills
- E8 Ability to record and analyse childrens' work
- E17 Clear communication
- E5 Imaginative use of materials and resources.

Despite considerable conversation, this 'cluster' remained as "all contributing to effective teaching" but no meaningful inter-relationship could be elicited. They were recognised as a mixture of theoretical and practical skills with E5's relationship with E16 being seen as - "the loo-roll genius ... the teacher who is creative and full of imagination".

Construct Conversation

Upon initial consideration of the construct pattern displayed in the spaced-focused grid, the initial reaction from the subject was one of concern for what appeared to be "a monolithic undifferentiated amalgam of dimensions". The tri-grid layout of construct matching scores clarified the picture somewhat as it showed one major cluster of constructs with matching scores of 60% or better - RC16, C2, RC15, C5, C10, C11, C13, and C9 - surrounded by a loosely related pair RC12 and C14; single constructs RC7 and RC8 and two loosely related pairs RC1 and C4; C6 and RC3.

Pole 1

RC12 Practical skills and knowledge
C14 Planning and evaluation

Major element descriptors

E7, E15, + E10, E14, E5

The main strand identified here was one of "flexible imagination" related to planning and responding to children, what was described as "actions before the event and to an extent during the event".

The major cluster of eight constructs was analysed as follows:-

Pole 1

RC16 Response skills
C2 Planning implementation
RC15 Attitude to organisation
C5 Organisational responses
C10 Control skills
C11 Management and organisational skills
C13 Materials support
C9 Teaching input resources

major element descriptors

E3, E11, E12 + E10, E1, E2

This pole cluster of constructs was seen as centring upon management and organisational skills which was explained as containing "quite logically" the "planning and materials aspects of teacher input".

Pole 5

Theoretical skills and knowledge
Recording and analysis

major element descriptors

E8 + E12

The importance of recording and analysing childrens' work and responses was confirmed here in the sense that it refers to "actions after the event".

Pole 5

Communication skills
Planning pre-requisites
Attitude to teaching
Personal responses
Personal developmental teaching skills
Attitudes to management and organisation
Attitude support
Teacher input - relationships

major element descriptors

E6, E7, E15, E1, E

This cluster was construed as reflecting "those essential attitudes skills and consequent outcomes (flexibility of planning and response) that we recognised in good teachers". The construct descriptions were seen as "clear personal and professional factors with the elements acting at enabling objectives".

This subject expressed some surprise that the major set of constructs/concepts that described teaching was so strongly bi-polar, management and organisation and personal/professional "personality factors", (but later agreed that they were in fact a fair representation of his views and that the experience of seeing the evidence and confronting it had been illuminating and confirming).

The single construct RC7 elicited a strongly held view -

Pole 1	Pole 5
<u>RC7 knowledge and response to curriculum</u> major element descriptors E4, E18, E6	<u>Knowledge and response to individuals</u> major element descriptors E11, E1, E2, E7, E15, E8

"I am far too often disenchanted by students who do not possess adequate general knowledge and are often incapable (as a consequence) of responding to the social and educational needs of teaching".

The underlying factor associated with pole one was recognised clearly as "professional and general knowledge".

The associated factor describing this pole was seen as an intellectual ability to "respond with intelligence and flexibility". Further conversation elicited two clear aspects to this ability to respond -
 a) responding to people "a social skill" and
 b) responding to "classroom needs".

The construct pair RC1 and C4 were agreed as a related pair, confirming the tri-grid layout matching score.

Pole 1	Pole 5
<u>RC1 Attitudinal aspects</u> <u>C4 Professional qualities specific</u> major element descriptors E10, E13	<u>Professional and social behaviour</u> <u>Professional qualities general</u> major element descriptors E12, E1, E2 + E6, 7, 14, 15, 9.

This pole was seen to relate more strongly to C6 - Practical skills and abilities; but neverthe-

This pole was obviously related to specified classroom performance that centred upon providing the

less was recognised as "those specific personal skills and abilities that you need in order to be a successful teacher, eg a sense of humour and the abilities to be self critical are absolutely essential qualities".

right "learning environment". The major elements describing this 'condition' were seen as "flexibility and imagination with efficiency".

The construct pair C6 and RC3 were also agreed as a cognate pair.

Pole 1

C6 Practical skills and abilities
 RC3 Providing for practical needs

major element descriptors

E16, E14, E9, E5

"Display skills" (E16) was seen as a "somewhat pervasive but in fact quite separate element". This element was described as a fundamental skill in the primary school that is quite specific in its own right yet "pervades the classroom environment and the childrens' attitudes to work". The remaining element descriptors were agreed as areas of practice that are quite often related to particular "personalty" factors that are "pre-requisites in teaching", - and interestingly - "we can only go so far in teaching control and organisation and imagination, yet we demand them, and then cannot really measure them - its not a professionally satisfactory state of affairs, how do we judge flair?"

Pole 5

Theoretical skills and abilities
Providing for academic needs

major element descriptors

E4, E18, E7, E12

Although at first sight this cluster appeared to centre upon essential knowledge as the teaching base, professional commitment was construed as an important influence here in "recognising the very wide intellectual demands of coping with the National Curriculum and being willing to knuckle down to it". This "attitude of mind to the needs of the job" was recognised as "another of those aspects of teaching that we expect, cannot teach and worse, find it difficult to quantify".

"We all recognise 'flair' when we see it, and this includes organisation control and imagination skills, the real issue is that we are so limited in our ability to teach them".

The final single construct RC8 was analysed as follows:-

Pole 1	Pole 5
<u>RC8 Personal attributes</u> (skills)	<u>Personal attributes</u> (personal)
major element descriptors	major element descriptors
E18, E16, E17	E10, E11, E13, E1, E2

Both poles of this construct were described as - "almost a check list of those important elements that go to making a teacher, divided into classroom practice and personality factors".

This pole was construed as "everyday classroom skills essential to success"

This pole was construed as "a set of descriptions of those essential characteristics of a good teacher".
Further conversation elicited the view that these "personal qualities" should be regarded as pre-requisites and "checked out or tested in some way at interview -- its very little use accepting someone for training if they are not able to accept advice or laugh at their own mistakes!"

Reflections on the Grid Conversation

The initial view of the spaced focussed grid was:-

"There doesn't seem to be more than two main dimensions to my pattern here ... mainly personal characteristics and control/organisation - this is a bit depressing, I thought I took account of more than that".

However, as the conversation progressed, the view was elicited that:-

"... yes, my two main areas of concern are concerned with the type of person the student is and those practical, organisational and flexibility skills that are so essential".

The element clustering pattern broke down the apparent monolithic view presented by the grid at first sight, so that "personality factors are clearly concerned with self-evaluation, relationships and attitudes to teaching ..." "I feel quite happy about this organisation".

The conversation swung to students' intellectual skills and requirements in order to cope with the demands of the course, the view was expressed that:

"much of what I mean by intellectual requirements is contained within the demands of other parts - for example self critical ability, lesson planning etc. ... but I do wish we could demand somehow clearly demonstrable evidence that the student is bright enough to cope ... 'A' levels are not enough".

The nature of "demonstrable evidence" took up some further discussion time and it was agreed that this could be tested through general and subject knowledge at least in part, and also the ability/with/intelligence or flexibility to recognise problems and make rapid changes -

"it is more about an attitude of mind I suppose rather than a traditional view of intelligence".

The practicalities of the teaching role, apart from personal qualities or personality factors, was recognised as a "major need" for students.

ie "providing the right kind of learning environment and being able to monitor and maintenance it".

and: "so many students are frankly disorganised and cannot provide that security of organisation so necessary for effective primary classrooms".

In general terms this staff member found the grid elicitation and conversation:-



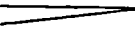
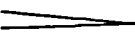
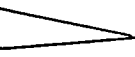




"demanding and intensely reflective -- it has made me review carefully what I held as gospel truths and for the first time, justify them to myself".

STAFF MEMBER T.L.7

Eliciting the Elements List

Initial Element List

Final Element List

<p>Good organisational skills (planning and execution, resources)</p>		<p>Ability to organise and execute a plan Ability to choose and use appropriate resources</p>
<p>Practical common sense</p>		<p>Ability to prioritise work and manage time</p>
<p>Honesty and openness Diplomacy</p>		<p>Honest and open approaches appropriate to children, parents, colleagues</p>
<p>Perceptive mind Adaptability</p>		<p>Be aware of the dynamics of the job and make appropriate responses</p>
<p>Willingness to learn and discuss ideas Creativity</p>		<p>Creativity and willingness to learn and discuss new ideas</p>
<p>Ability to keep control (children)</p>		<p>Ability to keep control of children</p>
<p>Friendly nature</p>		<p>Positive attitude to children and their learning</p>
<p>Enquiring mind</p>		
<p>Ability to change ideas/ plans during teaching Problem solving ability</p>		<p>Ability to think quickly and change work and approaches as necessary</p>

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS										CONSTRUCT POLE RATED - 5 -	
		F	E	E	E	F	E	E	E	E			
		3	2	1	7	8	6	4	9	5			
PERCEPT'S OF C'ROOM SITS	C6	5	4	2	1	4	2	2	2	1	C6	PERCEPT'S OF SELF	
IMPLEMENTATION OF PLANN'G	RC8	4	4	1	2	5	5	4	2	2	RC8	PLANNING PROCESS	
GEN WHOLE JOB APP'S	RC2	2	2	2	4	4	5	5	3	1	RC2	PERS QU'S/APPR'S/ATT'S	
MANAGING SELF	RC5	1	2	2	2	4	5	4	5	4	RC5	MANAGING CHILDREN	
PRACT RESOURCE SKILLS	RC7	2	1	2	2	4	4	5	5	4	RC7	PERSONAL INTER'N SKILLS	
PERS RESP'S PLAN'G&CURRIC	C4	2	2	1	1	2	4	5	4	4	C4	PERS RESP'S TO PEOPLE	
CURRICULUM BASED	C3	2	2	2	1	1	4	4	5	2	C3	CHILD BASED	
ALERTNESS TO PLAN'G/RESOU'S	C9	4	1	2	2	1	4	4	4	5	C9	ALERT'S TO DYNAMICS OF JOB	
CURRIC PLANNING SKILLS	C1	5	1	1	2	2	2	4	3	4	C1	T/ORG'G SKILLS	
*AWARE DYNAMICS/JOB&APP RESP *AB'TY KEEP CONTROL CH'N *HON/OPEN APPR APPR. TO CHILDREN & TEACHING *POS ATT CH'N & LEARNING *CREAT'Y&WILL'S LEARN/DISCUS *ABLE THINK QUICK/CHANGE APP *AB'TY ORG&EXEC'T A PLAN *AB'TY TO CHIOOSE/USE APR. RESOURCES *AB'TY PRIORITISE WORK AND MANAGE TIME													

Fig. 23

C.S.H.L. GRID ---- T/L 7

SPACED ELEMENT TRIPRINT

```

                    55
                   44  44
                  50  38  55
                 44  38  50  55
                55  44  38  50  50
               55  72  44  44  50  61
              61  66  55  50  55  77  66
             72  77  83  66  66  83  77  72
E   E   E   E   E   E   E   E   E
0   0   0   0   0   0   0   0   0
3   2   1   7   8   6   4   9   5
*   *   *   *   *   *   *   *   *
*   *   *   *   *   *   *   *   *   *AWARE DYNAMICS/JOB&APP RESP
*   *   *   *   *   *   *   *   *   *
*   *   *   *   *   *   *   *   *   *AB'TY KEEP CONTROL CH'N
*   *   *   *   *   *   *   *   *   *
*   *   *   *   *   *   *   *   *   *HONEST/OPEN APPROACH TO CH'N AND TEACHING.
*   *   *   *   *   *   *   *   *   *
*   *   *   *   *   *   *   *   *   *POS ATT CH'N & LEARNING
*   *   *   *   *   *   *   *   *   *
*   *   *   *   *   *   *   *   *   *CREATIVITY & WILLINGNESS TO LEARN/DISCUSS
*   *   *   *   *   *   *   *   *   *
*   *   *   *   *   *   *   *   *   *ABLE THINK QUICKLY & CHANGE APPROACHES.
*   *   *   *   *   *   *   *   *   *
*   *   *   *   *   *   *   *   *   *AB'TY ORGANISE AND EXECUTE A PLAN.
*   *   *   *   *   *   *   *   *   *
*   *   *   *   *   *   *   *   *   *AB'TY TO CHOOSE/USE APPROPRIATE RESOURCES.
*
*AB'TY PRIORITISE WORK AND MANAGE TIME

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Fig.24

SPACED CONSTRUCT TRIPRINT

C6	PERCEPT'S OF C'ROOM SITS V PERCEPT'S OF SELF	C6	44				
RC8	IMPLEMENTATION OF PLANN'G V PLANNING PROCESS	RC8	38	16	0		
RC2	GENERAL WHOLE JOB APPROACHES. V PERS OU'S/APPR'S/ATT'S	RC2	50	33	22	0	0
RC5	MANAGING SELF V MANAGING CHILDREN	RC5	77	50	38	22	11 0
RC7	PRACT RESOURCE SKILLS V PERSONAL INTER'N SKILLS	RC7	66	55	55	38	16 22 27
C4	PERS RESP'S PLAN'G&CURRIC V PERS RESP'S TO PEOPLE	C4	66	55	55	44	27 11
C3	CURRICULUM BASED V CHILD BASED	C3	55	55	50	38	
C9	ALERTNESS - PLANNING/RESOURCES. V ALERT'S TO DYNAMICS OF THE JOB	C9	61	27			
C1	CURRIC PLANNING SKILLS V TEACHING & ORGANISING SKILLS.	C1					

Fig.25

Talkback through the SPACed FOCUSed grid

Element conversation

The final element list was discussed and agreed, with element 8 being explained as a combination of "personality" (creativity and willingness) and "curriculum skill" (ability to learn and discuss).

Three main element structures were identified from the spaced-focussed grid and the tri-grid layout, they being:-
1) E3, 2, 1, 7. 2) E8 standing alone. 3) E6, 4, 9, 5.

- 1) E3 - Ability to prioritise work and manage time.
- E2 - Ability to choose and use appropriate resources.
- E1 - Ability to organise and execute a plan
- E7 - Ability to think quickly and change work or approaches as necessary.

This cluster was quite clearly identified with "curriculum planning and organising/managing time". The grouping was described as concerned with - "the practical aspects of planning, organisation and personal strategies" with an element of "adaptability, so crucial to successful teaching".

- 2) E8 Creativity and willingness to learn and discuss new ideas.

Although seen as strongly linked to cluster one (planning - and organising) this element was also seen to be related to cluster three. The tri-grid layout reveals a matching score of 66% between E8 and E6/E7 which was felt to reflect accurately the relationship of E8 with the total set of elements. The several concepts and constructs contained in this element - creativity, willingness, learning, discussion, new ideas - lead to the view that it should perhaps have been sub-divided into personality and curriculum/teaching components as separate elements. An inspection of the spread of ratings on this element shows an almost equal division between each of the poles, confirming its position in both major clusters.

- 3) E6 Positive attitude to children and their learning
- E4 Honest and open approach to children, parents and colleagues
- E9 Ability to keep control of children
- E5 Be aware of the dynamics of the job and make appropriate responses.

This cluster was construed as focussing on "personal aspects - personal skills in teaching children". Elements 6 and 4 with a matching score of 83% were seen as the "key" to this

cluster in that positive and open teaching/teachers rarely have control problems, and by their openness are more often than not very aware of the dynamics of the job

- "even those unexpected things that happen fail to throw them."

- "they are almost instinctively able to cope, and we cannot teach it."

Construct Conversation

Four structures were identified from the tri-grid layout of the spaced focussed grid, they being:- 1) Single construct C6. 2) Single construct RC8. 3) Constructs RC2, RC5, RC7, C3. 4) Constructs C9, C1.

1) Pole rated 1

C6 Perceptions of
classroom situations

Major element descriptors

E7, E5 +
E1, E6, E4. E9

This pole was quickly identified as a "with-itness" factor involving a degree of management and flexibility - "the ability to think and act on your feet"

2) Pole rated 1

RC8 Implementation of
planning

major element descriptors

E1 +
E7, E9, E5

This construct pole was regarded as very similar to the previous pole (C6) but with the more general requirement of forward planning overlaying it. The contribution of E7, 9 and 5 were clearly identified as desirable responses during the execution of the plan - "an awareness of what is happening - monitoring - which helps to nip trouble in the bud - which requires quick thinking - which produces good control."

Pole rated 5

Perception of self

major element descriptors

E3 +
E2, E8

This pole was described as an organisational structure with a strong thread of creative flexibility running through it. "It describes the sort of things a successful teacher needs to be able to do and be".

Pole rated 5

Planning process

major element descriptors

E6, E8

This cluster was seen to describe "those states of mind necessary for effective and successful planning and thinking". Elements 6 and 8 were previously only tenuously linked in the element conversation; their relationship here was confirmed as a "fundamental set of pre-requisites for teaching".

3) Pole rated 1

RC2 General whole job applications
RC5 Managing self
RC7 Practice resource skills
C4 Personal responses to planning and curriculum
C3 Curriculum based

major element descriptors

E7, E3, E2, E1

Pole rated 5

Personal qualities, approaches, attitudes
Managing children
Personal interaction skills
Personal responses to people
Child based

major element descriptors

E4, E9, E6

The central theme of either pole was seen to be the strong relationships between RC5, RC 7 and C4. The tri-grid layout reveals these three constructs as those with the highest matching scores.

This pole was confirmed as a description of "essential teaching qualities" - both through the construct descriptions and the elements contributing to the cluster. Planning, resourcing and managing were seen as "essential aspects of the whole job and (they) are well described in detail by E3, 2, 1, and 7".

This pole was explained as a "logical extension of pole one" in that if these qualities (in pole one) are employed this control is less of a problem because it has been accounted for in the general planning and pre-lesson management. The contribution of E4 (honest and open approach) was seen as central to both control and the maintenance of good learning. This pole generated a good deal of discussion but was finally classified as a "control and management strategy" dimension.

4) Pole rated 1

C9 Alertness to planning and resources
C1 Curriculum planning skills

major element descriptors

E2, E1, E8

This pole was construed as a straightforward planning structure involving these

Pole rated 5

Alertness to the dynamics of the job
Teaching and organising skills

major element descriptors

E3, E5

This pole was regarded as clear cut. E3 and E5 can be seen as obvious areas of

essential aspects of:-
"appropriate resources,
good planning and
flexibility".

concern in teaching - "pre-
requisite characteristics
or skills" - the
contribution of E4 (honest
and open approach to
children, parents and
colleagues) would seem to
confirm this view.

These poles again illustrate this subjects bi-polar view of
a teaching role.

The two dimensions that continually arise in the grid
analysis and conversation are "Personal Characteristics/
Qualities and Professional Skills/Knowledge".

Reflections on the Grid conversation

The very clear pattern presented by the spaced-focussed grid
was noted in that the left half of the grid was almost
exclusively rated 1 or 2, and the right half almost
exclusively 4 or 5. This bi-polar view of teaching was
discussed and confirmed as this subjects "overall view of
the role --- it is about particular skills on the one hand
(cluster 1) and personal characteristics on the other
(cluster 3)".

Many of the elements were described as "personal
characteristics". There was a recognition that National
Curriculum and CATE requirements will need to be added
anyway.

In discussing the initial and final list it was explained -
that "each one could be elaborated but we would end up with
far too many items" and "its difficult but very interesting
to have to sort out exactly what you mean and how to say
it."

"The exercise made me think about prioritising elements -
about a good student teacher and about the relationships
between the elements".

The eliciting of the list and subsequent conversation,
discussion and clarification was described as - "... made me
think about the distinct skills that a teacher may have - it
(the exercise) clarifies the job of the teacher," and "when
I think about it there are clear sets of skills."

This tutor felt that much of the skill of a teacher was
contained in:

"a disposition towards the job and children
that involves many of the components built into E8
(Creativity and willingness to learn and discuss new
ideas.)"

STAFF MEMBER T.L.8

T.L.8

Eliciting the Elements List

Initial Element List

Final Element List

Thoughtfulness Ability to be reflective		Ability to reflect
Imaginative ability Creativity Flair		Imaginative/Flair
Organised thinking (x Board planning) Organised resources/ materials Organised classroom Clear instructions/speech		Organised thinking/ planning, implementation Organised resources/ materials
Sense of humour		Sense of humour
Fairness/evenness of response Equality of response/ equal opportunities		Just and even handed
Can adapt quickly to needs Ready response		Responsive/think on feet
Aware of needs of children Understanding how children think Aware of childrens performance Aware of childrens behaviour		Approachable (understanding childrens thinking) Perceptive - aware of children (behaviour, tasks, needs, performance)
Personal character/ personality		
Encourages children Is approachable		Is approachable shows empathy
Caring and kind		Caring and kind
Can motivate Is interesting - material and presence		Can motivate and generate interest Presence (element of character)
Knowledge of subject		Knowledge of subject

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS												CONSTRUCT POLE RATED - 5 -				
		E	E	E	E	E	E	E	E	E	E	E	E	E				
		0	0	0	1	0	1	0	0	1	0	0	1	1	0	1		
		5	8	7	2	1	1	3	4	3	2	6	5	4	9	0		
EVALUATIVE SKILLS	RC10	2	1	2	1	3	3	3	3	3	3	4	5	5	5	5	RC10	ORGANISATIONAL SKILLS
AWARENESS/RESPONSE	C3	1	1	1	1	3	3	3	1	3	4	4	2	2	5	5	C3	LANGUAGE
SENSITIVE TO INTERACTIONS	C4	3	1	2	1	4	1	1	1	3	2	3	2	1	5	5	C4	INTERACTION SKILLS/RESP/KNL
INBUILT QUALITIES	C7	2	1	2	2	4	2	2	1	1	1	3	4	4	5	5	C7	ACQUIRED SKILLS
PERSONALITY	C1	1	1	2	2	1	1	1	1	1	5	5	4	4	5	5	C1	PERSONAL SKILLS
PERSONAL SKILLS	RC9	4	2	2	3	1	1	1	1	1	2	5	5	5	4	3	RC9	PLANNING SKILLS
EQUAL OPPS THINKING	C13	4	2	2	1	1	1	2	3	3	3	4	4	5	3	3	C13	EQUAL OPPS ACTION
CLASSROOM SKILLS	C12	4	1	2	2	3	3	2	3	3	3	5	4	4	1	1	C12	SUBJECT SKILLS
REFINED PRESENTATION	RC5	1	2	2	4	3	3	3	2	1	2	4	5	5	1	1	RC5	ADVANCED ORGANISATION
TEACHING TECHNIQUES	C2	1	1	2	3	3	3	3	1	3	3	5	1	1	2	2	C2	TEACHING KNOWLEDGE
TEACHER SENSITIVITY/WORK	C8	1	1	1	2	5	5	5	4	3	3	3	2	3	2	2	C8	GENERALIZATION/SUPPORT
FLEXIBILITY OF THINKING	RC11	5	4	1	2	4	4	5	4	3	-	3	3	3	2	2	RC11	FLEXIBILITY OF RESPONSE
TEACHERS ACTIONS	C6	2	1	1	2	1	4	2	5	5	-	3	3	3	3	4	C6	PERSONAL QUALITIES
																		*CLEAR SPEECH/DICTION/ELCOU
																		*WELL STRUC'D LANG/INSTR'N
																		*ORG'SD THINK'G/PLAN'G/IMP'N
																		*ORG'SD RESOURCES/MATERIALS
																		*KNOWLEDGE OF SUBJECT
																		*IMAGINATIVE/FAIR
																		*PRESENCE (ELEM OF CHARAC'R)
																		*SENSE OF HUMOUR
																		*APPROACHABLE/EMPATHY
																		*CARING AND KIND
																		*JUST/EVEN HANDED
																		*ABILITY TO REFLECT
																		*RESPONSIVE/THINK ON FEET
																		*PERC'IVE/AWARE OF CHN BTRY
																		*MOTIVATE/GEN'ATE INTEREST

Fig 26

C.S.H.L. GRID ---- B

SPACED CONSTRUCT TRIPRINT

RC10	EVALUATIVE SKILLS V ORGANISATIONAL SKILLS	RC10	63
C3	AWARENESS/RESPONSE V LANGUAGE	C3	43 60 56
C4	SENSITIVE TO INTERACTIONS V INTERACTION SKILLS/RESP/KNL	C4	46 43 60 46 33
C7	INBUILT QUALITIES V ACQUIRED SKILLS	C7	40 10 56 60 30 26 50
C1	PERSONALITY V PERSONAL SKILLS	C1	43 33 26 43 56 33 20 20 33
RC9	PERSONAL SKILLS V PLANNING SKILLS	RC9	40 33 0 56 26 63 26 33 36 36 16
C13	EQUAL OPPORTUNITIES THINKING V EQUAL OPPORTUNITIES ACTION.	C13	36 20 23 16 20 36 60 43 23 15 6 40
C12	CLASSROOM SKILLS V SUBJECT SKILLS	C12	33 20 -4 6 20 53 23 -14 -14 26
RC5	REFINED PRESENTATION V ADVANCED ORGANISATION	RC5	50 16 -4 26 43 36 26 10
C2	TEACHING TECHNIQUES V TEACHING KNOWLEDGE	C2	23 40 40 46 13 33
C8	TEACHER SENSITIVITY/WORK V GENERAL/EMOTIONAL SUPPORT.	C8	23 6 63 23
RC11	FLEXIBILITY OF THINKING V FLEXIBILITY OF RESPONSE	RC11	43 40
C6	TEACHERS ACTIONS V PERSONAL QUALITIES	C6	

Fig 28

Talkback through the spaced focussed grid

Element Conversation

A pattern of five element clusters were identified by the spaced focussed grid and the tri-grid layout. The five clusters isolated were:-

- 1) E5 Can motivate and generate interest
E8 Is perceptive - aware of children (behaviour, tasks, needs, performance)
E7 Responsive - can think on their feet
E12 Ability to reflect.

Although identified as a cognate cluster, E5 was recognised as standing apart from E8, E7, and E12. Element 5 was seen as a "fundamental underlying area" and in the case of this learner/tutor was related to the value of science as a motivator. E8, E7 and E12 were described as reflecting a basic/fundamental philosophy in that "I never want to see a teacher who is satisfied with what they are doing, - they always need to be questioning their actions and procedures". This cluster was further seen as describing the situation of "never going off the boil" and not doing the same thing that has been done 'x' times before. A direct quotation from this tutor/learner encapsulates what was seen as the underpinning of this cluster:- "The job of the teacher doesn't stop when you get your B.Ed. - you need an itchiness to scrutinise your own actions".

- 2) E1 Is just and even handed
E11 Is caring and kind
E3 Is approachable with empathy.

This cluster described what this tutor/learner regarded as "My primary philosophy" which was construed as compatible with the set E5, E8, E7, E12 (A1).

"We should try to be these - and humorous" was a direct indication of the value of this cluster to this staff member, indeed it was described as "a philosophy for life".

- 3) E4 Sense of humour
E13 Presence - an element of character
E2 Imaginative/Flair

This element set was described as "Indefinable, personality" and was seen to be concerned with humanity, body language and "street cred". Those essential elements of performance that were seen to be strongly related to the element pair E9 and E10.

- 4) E9 Well structured language and instruction
E10 Clear speech/diction - eloquence.

This pair, related to the previous cluster E4, 13, and 2, was construed as concerned with "presence and feel; the setting up of confidence in the children of the teacher".

- 5) E15 Organised resources/materials
 E14 Organised thinking, planning and implementation.

These items of student performance were regarded as "Crucial observation elements that hit you in the face on a visit" and were concerned with an obvious lack of organisation in getting equipment ready or allowing equipment to become disorganised.

E6 Knowledge of subject

This single element was described as "not that important in Primary Schools", but; conversations revealed an agreed relationship with clusters E15, E14 and E4, E13, E2, organisation and planning, and personality/presence. The tri-grid layout also revealed a strong relationship with the pair E9 and E10 (speech, language and confidence).

Construct Conversation

The spaced focussed grid and the tri-grid layout revealed a pattern of three clusters with three single constructs that "stood alone".

An examination of the tri-grid layout reveals a relative lack of differentiation/clustering amongst the constructs with first order matching scores ranging from 63 to 53

1. Pole rated 1	Pole rated 5
RC10 <u>Evaluative skills</u>	<u>Organisational skills</u>
C3 <u>Awareness/Response</u>	<u>Language</u>
C4 <u>Sensitive to interactions</u>	<u>Interaction skills/response</u>
C7 <u>Inbuilt qualities</u>	<u>Acquired skills</u>
C1 <u>Personality</u>	<u>Personal skills</u>

with major element descriptors

E8, 4, 12, 7 plus E5, 11, 3

This cluster was explained as evidence that the teacher was "alive and breathing" however, an additional aspect of openness was also recognised - "the teachers needs to be like a sponge". One dimension recognised in this cluster was that of "approachability", but the overall meaning of this

with major element descriptors

E9, 10

This pole cluster was clearly identified as a personal skills/interaction dimension and was described as containing concepts that are "difficult to disentangle". The cluster was described as a super construct that contains interlocking sub skills.

overall meaning of this pole was contained within personal sensitivity and awareness of children and teaching.

2) Pole rated 1

RC9 Personal skills
C13 Equal opportunities thinking
C12 Classroom skills

with major element descriptors

E1, 11, 3, 8, 7, 12

This cluster was recognised as describing personal skills and behaviour essential to sensitive and reflective teaching.

Pole rated 5

Planning skills
Equal opportunities action
Subject skills

with major element descriptors

E6, 15, 14, 5

This pole was construed as a description of "Practical application" in terms of classroom performance, and strongly related to - "subject knowledge, subsequent planning and consequent interest".

3) Pole rated 1

C8 Teacher sensitivity to work
C11 Flexibility of thinking

with major element descriptors

E7, 12, 9, 10

This pair of constructs was described as "Providing confidence in the teacher" - and encompassed those responsive, reflective and presentation skills that are crucial in setting up good relationships.

Pole rated 5

General emotional support
Flexibility of response

with major element descriptors

E1, 11, 3, 4

This pole was seen to be indicating those personal qualities ("not personality") that should permeate all teaching styles - those of fairness, justice, sympathy and empathy.

4) The remaining constructs were described as contributing to the teachers' role as follows:-

Pole rated 1

Pole rated 5

RC5 Refined presentation

Advanced organisation

This construct was interpreted as a clear organisational factor essential to a good teaching performance allied with personal presentation (A1).

C2 Teaching techniques

Teaching knowledge

This construct was seen as an amalgam of cognitive, personal and organisational/presentation skills on the one hand, contrasted with "the essential mirror of knowledge of subject".

C6 Teacher Actions

Personal qualities

This single construct was seen to be repetitive of other sets in that it described overt behaviour on the one hand and intrinsic qualities on the other.

Reflections on the Grid Conversation

"Certain individuals in the population could be teachers, others certainly couldn't". This aspect of the conversation was seen by this tutor/learner as a crucial/foundation principle. The element list generated was seen to be descriptive and/or as an explanation of this view.

The use of "scientific language" was justified as a basis for common understanding.

The existing model of competencies was criticised as "lacking content validity, a description of any mean level of performance and a lack of logical progression". The existing criteria were seen as "prompts at best", which did not necessarily allow individual tutors to approach the supervisory role from their own perspective.

Students utter - "cries for help at the beginning of their course" and require tutors to provide a "basis for the job", something that is not done because we lack an "agreed framework".

On later reflection this tutor/learner expressed the view that the ability to assess was a necessary addition, explained as:-

"There is a need for open-minded dissecting way of looking at how children are thinking - the ability to see behind the immediate impact".

A hierarchy of elements was seen as unnecessary and inappropriate as all elements are equally important.

i.e. "I would be happy if all elements were manifest on a regular basis at appropriate times".

The conversation returned to the issue of the 'present' criteria (1992) where there was seen to be a "content variable and a meaning variable, where the criteria are often compartmentalised artificially".

A final reflection in this conversation concerned this staff member's conviction that teaching should be concerned with:-

"...continuing questioning and reflection about what they (teachers) are doing and the relationship established with their pupils.... it is important that we have the right kind of people standing up there."

STAFF MEMBER T.L.9

Eliciting the Element List

Initial Element List

Final Element List

<p>Ability to co-operate with the class teacher Ability to make good relationships as a member of staff Ability to relate to parents Ability to relate to a supervisor</p>		<p>Good working relationships (C.T. Staff, Supervisor, Parents)</p>
<p>Broad knowledge of books and curriculum areas</p>		<p>Broad knowledge of books, facts and fiction relative to age range</p>
<p>Understanding of curriculum areas involved</p>		<p>Understanding of curriculum areas and planning</p>
<p>Effective teaching and demonstrable learning</p>		<p>Effective teaching and demonstrable learning</p>
<p>Ability to cope with differing abilities Effective planning for mixed abilities</p>		<p>Differentiated teaching</p>
<p>General understanding of the professional role</p>		<p>Evidence of understanding of the task of the Primary School Teacher</p>
<p>Flexibility of thought Flexibility of action in responding to children</p>		<p>Ability to respond on the spot to children's spontaneous interests</p>
<p>Capable of independent action Ability to think outside the normal</p>		<p>Evidence of independence of thought and action</p>
<p>A wide knowledge of children and their development An understanding of childrens' motivation Knowledge of childrens' current interests/fashions</p>		<p>Evidence of understanding of interests and curiosity of appropriate ages</p>
<p>Energy and ability to keep up with the professional task Professional commitment Professional reliability</p>		<p>Evidence of application to the job</p>

Imagination in assessment
Acceptance of alternative
forms of assessment

Ability to get away from
written/oral descriptions
to visual and 'mode'
accounts

Understanding the wider
professional role
Understanding the full
responsibilities of the
teacher
Knowledge of the teachers
legal and moral positions.

Understanding of the multi
faceted responsibilities
towards children (physical,
moral, legal).

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS									CONSTRUCT POLE RATED - 5 -	
		E	E	E	E	E	E	E	E	E		
		0	0	0	0	1	0	0	1	0		
		3	5	4	9	0	1	6	7	2		
KN'G/UNDERST'G OF WHOLE JOB	C11	1	1	1	1	1	1	2	4	1	C11	PRAGMATIC INTENT/OUTPUT
LEARNED ON THE JOB	C5	2	1	1	1	1	1	1	4	1	C5	LEARNED AT COLLEGE
FREED FROM WRITTEN FRAMEWK	C6	1	1	1	1	2	2	4	2	4	C6	WRITTEN FRAMEWK'S FLEX
UND'G CHILDREN GET CREATIVE	RC7	1	1	1	1	5	5	4	2	3	RC7	UND'G CHILDREN ARE CREATIVE
PERSONALITY FACTORS	C2	1	1	1	1	2	2	5	5	4	C2	EXPERIENCE FACTORS
PRAC REALITIES TASK OF T'R	C10	2	1	1	1	4	5	2	3	1	C10	INTEL GRASP OF TASK OF T'R
WORKING WITH CHILDREN	C3	2	2	2	1	1	1	5	5	4	C3	WORKING WITH ADULTS
RELATIONSHIPS CHILDREN	C9	1	1	1	1	2	2	5	5	4	C9	RELATIONSHIPS ADULTS
INSPIRATION	C12	1	1	1	1	4	2	2	4	5	C12	DESPERATION
UND'G INSTRUCTIVE/AFFECTIVE	RC1	1	1	1	2	4	4	2	4	4	RC1	KN'G FACTUAL/COMPLEXIVE
PRACTICAL APPLICATION	RC0	5	2	1	1	5	5	4	3	1	RC0	INTELLECTUAL UNDERSTANDING
..... *EVID APPLICATIO TO JOB *GOOD WORKING RELATIONSHIPS *EVID UND TASK OF PR. TEACHR *UND. MULTI FACET RESP'S *DIFFERENTIATED TEACHING *EFFECT T'CHG & DEH LEARN'G *UND CURRIC AREAS/PLANNING *KNW BOOKS FACT/FICT REL/AGE *EVID INDEP OF THOUGHT/ACT'N *WRITTEN/ORAL TO VIS/HARK. *RESPOND ON SPOT CH'S SPONT. *EVID UND INT/CURIOSITY AM'												

Fig 29

SPACED CONSTRUCT TRIPRINT

C11	KN'G/UNDERST'G OF WHOLE JOB V PRAGMATIC INPUT/OUTPUT	C11	62
C5	LEARNED ON THE JOB V LEARNED AT COLLEGE	C5	70 58 41
C6	FREED FROM WRITTEN FRAMEWORK. V WRITTEN FRAMEWORK TIED.	C6	58 29 16 20
RC7	UNDERSTANDING CHILDREN GET. V UNDERSTANDING CHILDREN ARE	RC7	50 33 29 58 54 41 25
RC4	CREATIVE V PROSAIC	RC4	70 45 54 37 29 33 41
C2	PERSONALITY FACTORS V EXPERIENCE FACTORS	C2	66 45 41 8 33 50 54 29 41
C10	PRAC REALITIES TASK OF T'R V INTEL GRASP OF TASK OF T'R	C10	62 54 41 25 54 16 62 62 50 45 37
C3	WORKING WITH CHILDREN V WORKING WITH ADULTS	C3	58 45 29 54 54 29 58 29 58 37
C9	RELATIONSHIPS CHILDREN V RELATIONSHIPS ADULTS	C9	58 33 41 25 29
C12	INSPIRATION V PERSPIRATION	C12	45 37 20 12
RC1	UND'G INSTRUCTIVE/AFFECTIVE V KN'G FACTUAL/COGNITIVE	RC1	33 12
RC8	PRACTICAL APPLICATION V INTELLECTUAL UNDERSTANDING	RC8	

Fig 31

T.L.9

Talkback through the SPACed FOCUSed grid

Element Conversation

A pattern of four element clusters was revealed by the spaced focussed grid and the tri-grid layout, these being:-

- 1) E3 Evidence of understanding of interests and curiosity of appropriate ages.
- E5 Ability to respond on the spot to childrens spontaneous interests.
- E10 Ability to get away from written/oral descriptions to visual and mode accounts.
- E4 Evidence of independence of thought and action.

This cluster was described as those things a student does when they "sparkle, are lively and independent". The child centred element was clearly identified as a crucial factor in dealing with children in the classroom and responding to their different needs.

- 2) E1 Broad knowledge of books, fact and fiction relative to age range
- E2 Understanding of curriculum areas and planning.

This set was clearly identified as a personal knowledge, subject knowledge related to planning effectiveness, a logical relationship that was linked to cluster 3 via planning and effective teaching relationships.

- 3) E9 Effective teaching and demonstrable learning
- E8 Differentiated teaching
- E11 Understanding of the multi faceted responsibilities towards children (physical, moral, legal).

E9 and E8 were seen to be clearly related and interdependent. The precise meaning of E11 was amended to those responsibilities related to the childrens' learning which may be reflected in the moral and legal responsibilities of the teacher. This cluster was identified as "effective teaching in a mixed ability classroom".

- 4) E6 Evidence of understanding of the task of the Primary School teacher
- E7 Good working relationships (C.T. staff, supervisor)
- E12 Evidence of application to the job.

This set was explained as a professional attitude and personal skills factor strongly related to "personality factors". The relatively low measures of agreement 66%-68% made any identification of this set somewhat tenuous.

Surprise was expressed that good working relationships did not correlate more highly with other elements - "it doesn't appear to have emerged as important - I am surprised".

The general structure of the elements as revealed in the tri-grid layout shows a clear pattern of interlinking between clusters - 1 and 3 (through E3 and E8) explained as an understanding of children leading to the ability to provide a differentiated curriculum, and several measures of agreement of 60% or greater that link elements in clusters 2 and 3; 2 and 4 and 3 and 4.

As with other subjects, the pattern of interlinking denies the initial impression of a clearly defined set of specific skill clusters. It is clear from this tri-grid layout that teaching events/elements are regarded as part of an integrated whole.

Construct Conversation

Five clusters or sets of related constructs were identified as follows:-

1) Pole 1

C11 Knowledge and understanding of the whole job
C5 Learned on the job
C6 Freed from written framework

with major element descriptors

E3, 5, 10, 4, 8, 11,7

In this context, this cluster was explained as the "practical aspects of teaching that have direct classroom application" and "Can usually only be seen in the classroom".

Pole 5

Pragmatic input - output
Learned at College
Written framework tied

with major element descriptors

E1, 2, 9, 12

This cluster was described as clearly "college based learning" that results in effective teaching. E12 (evidence of application to the job) was seen as less strongly related but underlying teaching efficiency.

2) Pole 1

RC4 Creative
C2 Personality factors
C10 Practical realities - task of the teacher
C3 Working with children

with major element descriptors

E5, 10, 4 and to a lesser extent 3, 9, 8

The major dimension of this set was described as "flexibility and imagination" - "essential skills for the successful primary teacher". Elements 3, 9 and 8 were seen as logical outcomes

Pole 5

Prosaic
Experience factors
Intellectual grasp of task of teacher
Working with adults

with major element descriptors

E11, 6, and to a lesser extent 1 and 2

This group, although clearly identified as an "awareness of role" factor did sit happily with pole 1 on these constructs' continuum, although it was reconciled as "task understanding and down to earth" - other essential qualities of a primary teacher.

This set of constructs was discussed at some lengths and the subject decided that perhaps the best description of the two poles was:

Practical and creative responses to children.

Personal realities and necessities of the teaching role

3) Pole 1

Pole 5

C12 Inspiration

Perspiration

which stood 'alone'

With major element descriptors

with major element descriptors

E3, 5, 10, 4, 2

E12 and to a lesser extent 1 and 7

This cluster of elements were immediately identified as "creative flexibility" (similar to concept cluster 2). The contribution of E2 was explained as a necessary adjunct "you can't be creative in a vacuum".

E12 in this sense was seen as the "creator of the perspiration" and "perspiration as the evidence". Getting on with people (E7) and acquiring a good knowledge of books was recognised as "hard and necessary work".

4) Pole 1

Pole 5

RC1 Understanding instructive/affective

Knowledge, factual/cognitive

With major element descriptors

with major element descriptors

E3, 5, 10

E1, 2

This pole of RC1 was identified as "an essential set of teaching skills that facilitate lively classrooms and learning" i.e. what teaches.

"Less exciting but essential role that supports the opposite end." Explained as other contributors - of a different kind - to the teaching role.

5) Pole 1

Pole 5

RC8 Practical Application

Intellectual understanding

With major element descriptors

with major element descriptors

E10, 4, 12

E1, 2, 9, 6

Practical evidence of planning and thinking was established as the main theme in this construct pole.

"Theoretical issues necessary to any teacher" was identified as the major dimension in this pole with clear implication for effective teaching.

Reflections on the Grid Conversation

The relatively homogeneous nature of the construct tri-grid layout was a cause for some surprise, but as for other subjects with similar patterns, relationships between constructs and clusters or sets became apparent with a developing conversation and an explanation of terms and meanings.

The tri-grid layout shows little interlinking of construct clusters, and although matching scores are not high in anyone set or cluster there is little evidence of the emerging pattern having been 'forced'.

Conversation elicited the view from this subject that s/he was generally trying to get away from the traditional to the creative and inspirational.

Comments were made that encapsulated the subject's value judgement of the exercise:-

"it's difficult but you do tend to get some useful ideas or results. The more you think the more difficult it becomes."

and "... it (the repertory grid exercise and talkback) doesn't lend itself to quick interpretation, that's a good thing, we often need time for reflection - we are seldom asked to do it - and when asked rarely given time."

and finally

"- I am sometimes fed up with working in an environment where I am not consulted or my views sought. Why can't I be asked to think rather than be told?"

This last point was made as a response to D.E.S., C.A.T.E and N.C.C. imposed regulations, criteria and future directions.

STAFF MEMBER T.L.10

Eliciting the Elements List

Initial Element List

Final Element List

Knowledge of subject	—————	Knowledge of the subject
Enthusiasm (Personal manner, readiness)	}	Enthusiastic communicator of knowledge
Interest in the subject		
Readiness to discover more about the subject		
Interest in the children	}	Interest in and relationship with children
Attention given to children		
Gathering information about children		
Making relationships		
Design of lessons (planning, structure, analysis, forethought)	<	Recognition of the important and significance of planning. Ability to think through planning and come to decisions
Sense of options in the planning process	—————	Sense of options in planning
Sense of variety of worthwhile outcomes	—————	Sense of variety of worthwhile outcomes on which to build
Making good relationships	—————	Ability to make good social relationships within the school
Readiness to consider advice	}	Readiness to consider advice, open mindedness
Open-mindedness		
Attractive environment created	—————	Construction of a conducive working environment
Readiness to respond to day-to-day demands of working in an organisation. Administrative, organisational efficiency	>	Understanding the curriculum in the wider context of social living
Newly generated item	—————	Sense of integrity of purpose

C.S.H.L. GRID ----

SPACED CONSTRUCT TRIPRINT

C1	PLANNING/KNOWLEDGE V PLANNING/CHILDREN	C1	70						
C5	KNOWLEDGE V RELATIONSHIPS	C5	50	29	37				
C6	LEARNING STRATEGIES V RELATIONSHIPS	C6	58	41	37	41			
RC3	ANALYTICAL ABILITY V PERSONAL AWARENESS	RC3	75	66	54	62	33	16	
C2	PLANNING FLEXIBILITY V RELATIONSHIPS FLEXIBILITY	C2	70	45	29	37	16	4	25
RC10	KNOWLEDGE V PERSONAL QUALITIES	RC10	66	62	54	45	41	25	37
RC11	EDUCATIONAL OBJECTIVES V RELATIONSHIPS	RC11	66	58	45	25	37	45	29
C8	EDUCATIONAL OBJECTIVES V PERSONAL STYLE	C8	70	37	33	50	25	29	
RC4	OBJECTIVES/CAN/LIKE TO DO V PERSONAL CAPACITY	RC4	52	41	41	25			
C7	PLANNING-EVALUATION V TEACHING STYLE	C7	66	45					
C9	FLEXIBILITY V PLANNING	C9							

Fig 34

Talkback through the SPACed FOCUSed grid

Element conversation

At first sight the element layout appeared to consist of two major structures, one monolithic set of six or seven elements, a smaller related set of three and two single elements standing apart.

During conversation, the following cognate groups emerged:-

- 1) E8 standing alone; 2) E2, E4, E9, E11.
- 3) E1, E3, E5, E7; 4) E6, E10; 5) E12 standing alone but linked with E6 and E10.

The links between E8 and E6; and E9 with E10 and E12 were noted from the tri-grid layout of matching scores.

- 1) E8 Readiness to consider advice - open mindedness

This element was accepted as a specific personal characteristic, and its link with E6 (A sense of worthwhile outcomes on which to build) was seen as "absolutely logical and expected".

- 2) E2 Interest in and relationship with children
E4 Ability to make good social relationships within the school.
E9 Sense of integrity of purpose
E11 Enthusiastic communication of knowledge.

E2 and E4 were seen as the key feature of this group, representing "personal qualities" that allow for good relationships.

E9 and E11 were seen foundations to good relationships, but also related to the content of teaching which should be "designed to bring out intellectual responses of personal value to the learner".

The four elements together were seen to be related to - "a belief in the material one is teaching as well as the personal aspects". This discussion moved to a consideration of an "Arts perspective" contained in this set.

- 3) E1 Knowledge of the subject
E5 Sense of options in planning
E3 Recognition of the importance and significance of planning.
E7 The ability to think through planning and come to decisions.

The main strand within this cluster was identified as the relationship between E3 and E7 (matching score of 95%). This was clearly labelled as a planning component concerned

with - "intellectual clarity and qualities that allow one to absorb other aspects". The pair E1 and E5 were seen as an intellectual "option" within the total planning set in that these elements describe - "I could be doing something else".
or - "making connections".

- 4) E6 Sense of variety of worthwhile outcomes on which to build.
E10 Construction of a conducive working environment.

This pair of elements was construed as descriptive of the foundations of the "atmosphere in the classroom".

The link with E12 (68% matching score) was seen in terms of "personal relationships" and "the receptiveness of the learner in a variety of different situations".

- 5) E12 Understanding the curriculum in the wider context of social living.

Construct Conversation

The spaced-focussed grid and the spaced tri-grid layout revealed five structures within the overall construct pattern:- 1) C1, C5; 2) C6; 3) RC3, C2, RC10, RC11; 4) C8, RC4; 5) C7, C9.

- 1) Pole rated 1

Pole rated 5

C1 Planning/Knowledge
C5 Knowledge

Planning/Children
Relationships

Major element descriptors

major element descriptors

E1, E3, E7

E8, E2, E6

This pole was clearly recognised as describing "planning and cognitive understanding of the planning process".

This pole was seen to be descriptive of a "conductive atmosphere" in the classroom, which centres upon relationships between all parties concerned.

ie. "clear about the order and purpose of what you are doing"

and "The ordering of it maximises the purpose - at the planning stage..."

2) Pole rated 1

C6 Learning Strategies

Major element descriptors

E5, E3, E7, E10

This pole was seen as depicting the intellectual quality of planning in that it should provide for alternative learning styles and teaching strategies

3) Pole rated 1

RC3 Analytical ability

C2 Planning flexibility

RC10 Knowledge

RC11 Educational objectives

Major element descriptors

E3, E7, E1, E6

The meaning contained in this pole was very clearly recognised as "rooted in planning and the recognition of its importance". The intellectual requirements of analytical ability and flexibility were seen as crucial skills in this construct set.

4) Pole rated 1

C8 Educational objectives

RC4 Objectives - what I can do, - what I would like to do

Major element descriptors

E12, E6

The explanation of the relationships contained in this pole cluster centred upon a realistic view of teaching objectives, a common sense approach to

Pole rated 5

Relationships

major element descriptors

E2, E4

Although apparently separate, this pole was identified as a consequence of pole 1. Good relationships were seen to flow from the flexibility contained in providing for individual - different learning styles.

Pole rated 5

Personal awareness

Relationships flexibility

Personal Qualities

Relationships

major element descriptors

E2, E4, E8, E9

The main thread in this pole was seen as personal abilities in a social relationships dimension. Open mindedness and integrity, interest in children and flexibility were seen to be key features in achieving successful relationships with children and staff.

Pole rated 5

Personal style

Personal capacity

major element descriptors

E9 (+ E1, 2, 4, 11)

The relationships embedded in this pole were described as:- "Realism and personal abilities or scope ... that may be a personality factor".

what is possible as opposed to desirable.

The close relationship in meaning between these two pole descriptions was noted, but the separateness maintained. Pole 1 was seen as a more pragmatic, realistic view of educational planning whereas pole 2 was construed as a more general trait involving judgments of self and ones capacities, skills and abilities.

5) Pole rated 1

Pole rated 5

C7 Planning - evaluation

Teaching style

C9 Flexibility

Planning

Major element descriptors

major element descriptors

E8 (+ E3, 6)

E9, E11, E10

The meaning conveyed in this pair of constructs was clearly identified as an "attitude to planning and subsequent evaluations hence the flexibility and open mindedness aspects found in E8 and C9".

The contributions of E3 and E6 confirmed the above view.

The relationship and interactive effect of teaching style on planning and vice-versa were noted in conversation, but the failure of any element to be rated 5 + 5 on these two constructs was also noted. Upon examining the element list it was realised (for the first time) that there was not a descriptor of teaching style included. However, 'style' as such was subsumed in E10 - construction of a conducive working environment (rated 4) and E11 - enthusiastic communication of knowledge. Many other elements were identified as containing 'style' components, and this last conversation lead to a telling remark from this subject.

"What finishes me off is ..that the definition of terms is wayward, - what do people inwardly mean by the terms, and don't we interpret differently on different occasions - ie: - shifting definitions in our own mind".

The conversation continued and the view was elicited that:-

"We can't depend on attaining a consensus of definition - a product of language - we need a set of definitions that have to be re-negotiated as you bring them into operation."

Reflections on the grid conversation

The last point above raised the question of differential criteria for each phase of teaching practice, and the very real value of a learning conversation between tutor (learning coach/manager) and student as a means of establishing and maintaining contact and as a means of assessment.

The set of constructs C8; RC4, C7 and C9 were regarded as difficult to quantify and interpret, and the view was expressed - "that's possibly why people don't want to include them".

This tutor saw the exercise as "valuable if a little frustrating at times" and went on to explain:- "we think we know what we mean until we come and talk about it -- common ground we take for granted eg:- the definition of reflection, for one person it means writing the plan, for another it means thinking about it" - and of course for yet another, both.

The use of criteria/competencies was seen as somewhat dubious in that:-

"there is bound to be a sense of chance - a residue of mistrust in applying personal or institutional criteria".

In returning to the problems inherent in the supervisory process, this tutor felt that:-

"*The change in supervisor* can be a muddling process or a cumulative, constructive experience - there is no guarantee either way -- it may be more constructive to change the system."

The confounding issue here was seen as:-

"The student attempts to read a supervisor's disposition and to read a supervisor's agenda of preferences - and why not!, why not make it explicit!"

which of course is precisely one of the purposes of the present work.

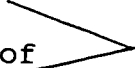
STAFF MEMBER T.L.11


Eliciting the Elements List

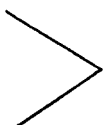
Initial Element List


Final Element List

Broad imaginative horizons.
Creativity.
Imagination.  Evidence of creativity,
imagination and flexibility

Evidence of an organised
mind.
Evidence of organisation of
childrens' work.  Organisation and planning
skills


Awareness of the way
children learn  Acknowledgement of the way
children learn

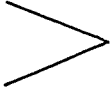
Awareness of the teachers
role (including humour,
stamina)
Shows care, compassion,
concern for children.
Shows awareness and empathy  Awareness of the whole
teaching role


Parental confidence in the
student 

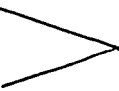
Adequate knowledge of
curriculum  Knowledge and application
of the National Curriculum



Demonstrates the skills of
literacy, numeracy, oracy  Can demonstrate numeracy,
literacy, oracy

Ability to write on the
board 

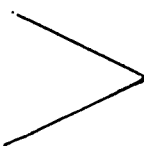
Demonstrates a growing
awareness of teacher/child
balanced relationships.
Ability to present a good
example.  Ability to present self as
a good role model

Shows an awareness of style
and display appropriate to
age range.  Style and display
appropriate to age range

Shows the ability to
organise the classroom to
the best advantage for
childrens' learning.  Organisation and Management
of classroom and resources
for effective childrens'
learning

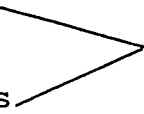
Flexibility - open ended -
planning 
Flexibility in thinking on
ones feet. 

Ability to accept advice
Evidence of a sense of responsibility
Evidence of maturity of approach to the role of teacher.




Mature responsible approach to the teaching role

Competence in pupil profiling
Competence in the professional requirements of record keeping



Competence in pupil profiling and record keeping

Ability to demonstrate a personal style and build upon it.




Evidence of the emergence of a personal style

Has the intellectual capacity to cope with the recognised demands of the teaching role.



Intellectual capacity for the demands of the job

Adequate subject knowledge



Adequate level of competence in content

SPACED CONSTRUCT TRIPRINT

C10	KNOWING CHN & CAPACITY V APPRAISAL/RECORD KEEPING	C10	33						
C8	KNOWLEDGE/ABILITY V PROFESSIONALISM	C8	60	20	33				
C2	TEACHER KNOWLEDGE/SKILLS V TEACHER PERSONAL DYNAMICS	C2	56	46	30	30			
C12	PRAC AB'Y DELIVFR STAT REQS V PRACTICAL COMPETENCE PERS.	C12	50	30	30	13	-4		
C5	INTELLECTUAL CAPACITY V SELF AWARENESS	C5	100	50	40	10	-31	-17	
C6	ENQUIRING MIND V PRE-REQUISITE AB'Y/COMPETENCE	C6	43	43	26	16	16	-4	-11
RC7	SELF CONFIDENCE V ORGANISATION/MANAGEMENT	RC7	50	26	20	33	36	-21	-7
C9	TEACH CAPACITY-CHN LEARNING V CHILDRENS LEARNING	C9	80	50	36	23	23	46	0
C11	STATUTORY REQUIREMENTS N.C. V THEORETICAL REQUIREMENTS	C11	86	66	43	26	23		
C4	PROFESSIONALISM V PRACTICAL COMPETENCE	C4	63	56	50	30			
C3	PERSONAL COMPETENCIES V AWARENESS OF CHN LEARNING	C3	46	56					
C1	TEACHER HELP CHN TO LEARN V ABOUT CHILDREN	C1							

Fig 37

Talkback through the SPACed FOCUSED grid

Element conversation

Four clusters of elements were identified from the spaced focussed grid and the triprint layout, they being:

- 1) E3, E9, E10, E2
- 2) E12, E7, E15, E5, E6, E14
- 3) E1
- 4) E8, E13, E4, E11.

The elements were discussed, and agreed, but with the rider that they were pertinent to the 3-8 years age range training option as well as the 7-12 years range.

- 1) E3 Acknowledgement of the way children learn
E9 Style and display as appropriate to the age range
E10 Organisation and management of classroom and resources for effective childrens' learning
E2 Organisation and planning skills.

E3 was seen as the key feature of this cluster in that - "we have to be able to plan and organise for that (E3) - because ... if we go for/with child centred learning, we have to know 3 (E3), we can get E2 correct which also involves E9 and E10. so, 3 complements 2, 9 and 10 and vice versa." The process of interdependence in this cluster was described as a two way cascade system.

- 2) E12 Competence in pupil profiling and record keeping.
E7 Can demonstrate numeracy, literacy, oracy.
E15 Adequate level of competence in content.
E5 Knowledge and application of the National Curriculum.
E6 Competence in teaching the National Curriculum.
E14 Intellectual capacity for the demands of the job.

The 'core' of this cluster was somewhat confused in that it was initially recognised as E15, 5, 6, but it was admitted that it could easily be E14 in that - "if you haven't got 14 you can't have 15, 5, 6". The common strand was settled as E14 which it was stated - "could be or should be taken as read when at interview." This element generated some strongly held opinions about students and the training process:- "Not enough emphasis is placed on content at the students' own level" and that it was important to have - "general knowledge of all subject areas and an ability to gather in the threads of what you know.....
-- I am staggered at what students don't know. -- and perhaps more contentiously - "the students' apparent incapacity to involve themselves - wanting to go to a gallery or a castle -- a lack of cultural knowledge, a lack of a thrust for knowledge." This element cluster very clearly demonstrated, for this member of staff, the importance of knowledge and a drive for knowledge as fundamental teaching attributes.

3) E1 Evidence of creativity, imagination and flexibility

This single element was seen as relating to the previous element cluster in that it described a condition related to an enquiring mind, creativity and imagination and a desire to develop knowledge across a range of areas. Flexibility was seen to be important in that - "its needed in order to cope -- to pick up the signs and then create programmes to help the pupils".--- "what I see as a possible trend - programmed teachers or teachers working to programmes without any flexibility or imagination".

4) A loosely related set

E8 Ability to present self as a good role model.

E13 Evidence of the emergence of a personal style.

E4 Awareness of the whole teaching role.

E11 Mature, responsible approach to the whole teaching role.

The group was agreed as being a cohesive cluster, with some links with E1 through creativity and personal awareness.

Personal style was seen as the key element in that it grows from and contributes to the other three. The successful development of a personal style was explained as contingent open "pre-requisite skills, confidence, personal abilities and an environment that allows risk-or -- dare and dare again". The awareness of the whole teaching role was revealed as a "recognition that teaching is a full-time occupation involving the yard, assemblies, dinner etc etc." The developing maturity inherent in requiring an awareness of the whole teaching role was recognised as a vital contributor to the development of personal style.

Construct conversation

A pattern of six clusters or sets of constructs emerged after an inspection of the tripoint layout and the spaced-focussed grid. The six clusters identified were:-

- 1) C10
- 2) C8, C2, C12
- 3) C5, C6
- 4) RC7
- 5) C9, C11, C14 + C3
- 6) C1.

1)	Pole rated 1	Pole rated 5
C10	<u>Knowing children and their capacity</u>	<u>Appraisal and record keeping</u>
	Major element descriptors	major element descriptors
	E3, 9, 10, 2 15, 5, 6, 14	12, 7, 4, 11

This construct stands alone from all others, with a highest matching score of 33% with C8 and C12. Pole one was construed as a combination of intellectual demands and professional skills/knowledge, whereas pole five was described as a "maturity and experience" set.

Pole one was initially regarded as "a bit odd", but, the place of E14 was seen as the key in that - "it's what separates a teacher from a tree surgeon -- accepting the link of an intellectual capacity and knowing children". At a similar level, E15, 5 and 6 were deemed necessary "to help you do the job". Elements 9, 10 and 2 were recognised as repeating the pattern of meaning revealed in the element conversation (cluster one).

Pole 5 was regarded as "possibly self appraisal (plus child appraisal)" and - "if you can't appraise yourself you can't appraise the results".

2)	Pole rated 1	Pole rated 5
C8	<u>Knowledge/Ability</u>	<u>Professionalism</u>
C2	<u>Teacher knowledge and skills</u>	<u>Teacher personal dynamics</u>
C12	<u>Practical ability to deliver statutory requirements</u>	<u>Practical competence - personal</u>
	Major element descriptors	major element descriptors
	E9, E10, E2, E12, E7, E15, E5.	E13, E14, E11.

This cluster of three constructs was interpreted as an intermingling of skills and personal style - "you can have style on the one hand, without skills -- you can't put it across" "also you can have skills but you need the style to put it across".

This pole was explained as that mixture of personal knowledge and understanding that contributes to the quality of teaching.

Pole five was regarded as that range of personal and practical attributes that allow you to be a practitioner i.e. "you dont have to be an artist to teach art -- you do need to be a practitioner".

3) Pole rated 1

Pole rated 5

C5 Intellectual capacity

Self awareness

C6 Enquiring mind

Pre-requisite ability and competence

Major element descriptors

major element description

E3, E7, E15, E14, E1

E8, E13, E04, E11

This pair of constructs revealed a matching score of 100%, the only occasion that this was recorded in this population.

The inter-changeable nature of the constructs in pole 1 was immediately noted.

The nature of the contents of the constructs in pole 5 was reasonably clear to the subject but not easily explained:- "they develop -- they're often brought in at the beginning though" and later:- "its necessary to know yourself, warts and all".

The overall nature of this pair of constructs was described as:-

"its like -- when you go into a classroom and see a student and you recognise immediately she's got it!" An interesting description of the very nature of the supervisors task or dilemma recognising features or skills without necessarily being able to describe them; having a perceptual framework but no ability to describe or analyse it.

Pole rated 1

Pole rated 5

RC7 Self confidence

Organisation and management

major element descriptors

major element descriptors

E7, E5, E14

E9, E1, E8, E4, E11

This construct stood apart from all others, having at best a matching score of 50% with C9 and C11.

Upon initial inspection, the cluster of E7, 5 and 14 - seemed "a bit strange", however, they are all embedded in that block of elements concerned with knowledge and intellectual competence and E14 was recognised as the "key" - Intellectual capacity to fulfil the demands of the job, "which of course shows as self confidence".

This construct pole was described as:- "if you can manage time, resources and knowledge then it facilitates the other areas". Element No.1 was seen as the best descriptor here, in that:- "The primary classroom requires flexibility and imagination."

5) Pole rated 1

Pole rated 5

C9 Teachers capacity to enable children to learn
C11 Statutory requirements (National Curriculum)
C14 Professionalism
+
C3 Personal competencies

Childrens' learning
Theoretical requirements
Practical competence
Awareness of childrens learning

major element descriptors

major element descriptors

E7, E15, E5, E6, E14, E11

E3, E9, E10, E2

This cluster of constructs was recognised as a repetition of the knowledge versus skills relationship discussed earlier.

Items under this pole were seen to contain an element of pragmatism in realising the everyday demands of the job including subject knowledge and understanding. E14 was seen as an ideal descriptor - a mature, responsible approach to the role.

This pole was seen to describe those practical teaching skills and pre-dispositions essential to effective teaching. Element 3 was again seen as the key feature of this set - an acknowledgement of the way children learn.

An intellectual component contained within E14 and E3 was recognised, linking the two pole descriptions but not in a narrow sense - :- "it's a wider concept, it's being intellectual linked with being a visionary, flexible, creative, imaginative - a 'free thinker'."

6) Pole rated 1	Pole rated 5
C1 <u>Teachers helping children to learn</u>	<u>About children</u>
major element descriptors	major element descriptors
E2,E12,E7,E15,E5,E6,E14,E1	E3
This construct pole was described as:- "about you, and what you know and do".	This construct pole was described as "how you do it" - and recognised the influence of personal theoretical standpoints on teaching method.

The close similarities with the patterns revealed for C3 and RC7 were noted, and the relationships between RC7 self confidence, C3 personal competence and C1 helping children to learn were recognised but not regarded as "part of the same set".

Reflections on the Grid Conversation

The main purpose of the research was quickly revealed by this subject when the statement was made - "Is this exercise about the brain and thinking?" - and shortly later:- "Aha! its about the ability to make quantum leaps and push yourself beyond your own preconceived personal boundaries".

The conversation centred around the subject's personal view of the supervisor's role, which was seen as developing a students' 'personal style'. This was described as:-

"making a student aware of their personal style and helping them to develop that". /

and further:- "-(we) don't go (to schools) to make clones of ourself, we go in order to find the key to unlock their (the students') personal style as a teacher and help them to recognise what I see as their strengths".

in using the school experience criteria, the above is achieved by:- "Do you realise you are very good-here-and here?"

This lecturer's/supervisor's personal style in helping students to succeed was revealed by the following statements:-

"- the rehearsal room is the place to get it wrong and wrong and wrong until you get it right".
(Quoting J. Lapotaire)

and, in a school context:-

"- the classroom is the rehearsal room. I don't mind if they get it wrong, what's important is that they don't mind either, in the knowledge that they're working towards getting it right."

STAFF MEMBER T.L.12

T.L.12

Eliciting the Elements List

Initial Element List

(described by the tutor as initial reactions of a supervisor to a teaching situation)

T.L.12 took a thematic approach to constructing the initial list of elements under the following headings:-

Sound Quality of noise
 No disruption
 Commensurate with the activity.

Visual Children happy
 Children involved.

Speech Lively (energy)
 Pace (momentum)
 Encouraging
 Interested

The room Colourful
 Tidy
 Organised
 Plenty of childrens' work meaningfully displayed
 Resources at hand.

Teaching (in addition to the above)
Are the children happy
Are the children involved, interested, motivated
Is the teacher involved, confident, lively, stimulating
Is the teacher positive, humorous, encouraging, sympathetic
Is the teacher mobile, monitoring, helping, assessing
Is the teacher evaluating, adaptable
Is the teacher organised - herself
 resources
 the room
 the children
Is there continuity of planned and prepared work
Is there progression of ideas, subject matter, demands (ie. intellectually aware of what is going on)
Are there clear ideas about assessment
Does she assess the quality of childrens' thinking interaction and finished product.

File Well organised structurally
 Are objectives clear - realistic, relevant
 Are objectives matched to - range of children
 - her own intentions
 Is there progression of ideas, subject matter, demands (ie intellectually aware of what is going on)

Are there clear ideas about assessment
Does she assess the quality of childrens' thinking
interaction and finished product.

With staff Diplomacy
Compromise
Can integrate - adapt, modify behaviour

Second element list
(after reflections and
conversation)

Final Element List

Quality of the noise
Children involved and
enthusiastic
The quality of activity
based on childrens'
responses and learning

Quality of classroom noise

Ability to motivate
children
All children involved
Demonstrates interest in
the lesson
Shows confidence
Shows a lively manner
Shows a sense of humour
Encouraging manner

Ability to motivate
children

Ability to maintain
momentum in a lesson

Ability to maintain
momentum throughout a
lesson

Ability to monitor
Mobility skills

Mobility skills
(circulation in classroom)

Demonstrates positive
attitude to work
Sympathetic to individual
needs

Demonstrates a positive
attitude to children and
their work

Demonstrates a sustained
effort

Demonstrates a sustained
effort and standard
throughout teaching
practice

Encourages responsibility
for own learning

Encourages responsibility
for own learning in
children

Quality of thought in
planning and preparation
Organisation and structure
of the file
Clear, realistic, relevant
objectives

Quality of thought in
planning and preparation

Tasks and activities matched to objectives Ability in planning - content and objectives Tasks matched to individuals and groups		<u>Tasks and activities matched to objectives</u>
Relationship demonstrated between schemes and lesson plans		<u>Relationships demonstrated between schemes and lesson plans</u>
Incorporates evaluations into planning		<u>Ability to incorporated evaluations into planning</u>
Ability to analyse the quality of the teaching Flexibility of approach in planning and teaching		<u>Ability to analyse the quality of own teaching</u>
Demonstrates the ability to judge childrens work across a spectrum of learning Ability to judge children widely		Ability to judge childrens work across a spectrum of learning
Demonstrates an intellectual awareness of teaching		<u>Demonstrates an intellectual awareness of teaching</u>
Ability to modify and adapt behaviour with staff Ability to compromise Ability to integrate with professional staff Ability to empathise with others.		Ability to empathise, modify and adapt behaviour with staff
Quality of questioning of children Monitoring childrens learning.		<u>Ability to ask quality questions</u>

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	ELEMENTS																CONSTRUCT POLE RATED -	
	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1	0		1
	9	8	2	4	3	5	8	6	3	2	7	1	4	1	7	0	6	5
PRE PLANNING C9	2	2	1	1	1	1	4	4	5	5	4	4	4	5	4	1	5	C9 IMMEDIATE C'ROOM SKIL.
CONCEPT'L UND'ING PLANNING C5	1	2	1	1	1	2	4	4	4	4	4	5	4	4	5	2	5	C5 PUPIL LEARNING EXP.
SELF EVALUATION RC14	2	1	1	1	4	2	4	4	4	5	4	5	5	5	2	4	5	RC14 AB'Y REACT TO CH'S NE
MATCHING TO TASK RC2	2	2	2	1	2	1	4	4	4	4	4	5	5	5	5	5	4	RC2 MATCHING TO CHILD
THEORETICAL RELATIONSHIPS C13	1	2	2	2	1	2	4	4	5	5	5	5	5	5	4	4	5	C13 INTERPERSONAL SKILLS
THEORETICAL UNDERSTANDING RC10	1	1	1	2	2	2	4	4	5	5	5	4	5	5	4	4	5	RC10 MAINT OF QUAL TEACH E
INTELLECTUAL ABILITY C3	1	1	1	1	2	2	2	4	5	5	5	5	5	4	4	5	2	C3 MOTIVATIONAL ABILITY
INTELLECTUAL AWARENESS RC1	1	1	1	2	2	1	2	4	5	4	4	4	5	5	5	4	2	RC1 ATTITUDES/INTEREST
TASK MATCH C11	2	2	2	2	2	1	4	4	5	4	1	1	4	4	4	1	1	C11 CLASS AWARENESS
PROVIDING QUALITY TEACHING C8	5	5	2	5	2	1	2	1	4	4	2	1	1	2	4	4	2	C8 ANALYSING OWN T QUAL:
PLANNING (MANAGEMENT) C7	2	2	1	1	1	2	2	2					1	1	4	5	2	C7 ADAPTABILITY (STAFF)
ESSENTIAL TEACHING SKILLS C4	2	2	2	2	2	2	1	2	1	1	2	1	2	1	2	5	2	C4 PROFESSIONAL STAFF S'
ENVIRONMENTAL QUALITY RC6	2	4	1	2	2	2	4	1	1	1	1	5	5	2			1	RC6 AWARENESS OF CH'NS NF
NEEDS OF SCHOOL C12	1	1	1	2	2	2	5	4	4	4	4	5	1	2	1		5	C12 CHILDRENS NEEDS
POSS ATTITUDE TO T IN GEN C15	2	2	2		4		4	5	4	4	2	2	4	1	1	1	5	C15 AWARE SPECIFIC T.COM:

AB'Y TO ASK QUAL QUESTIONS
TASKS MATCHED TO INDIV/GRPS
AB'Y EMP'SE/MODIF BEH-STAFF
DEM SUSTAINED EFF THRU TP
DEM'S POSS ATT TO CHN/WORK
SYMP TO INDIV NEEDS OF CHN
AB'Y TO MOTIVATE CHILDREN
QUALITY OF C'ROOM NOISE
AB'Y MAINT MOMENTUM-LESSON
MOBILITY (CIRC'N C'ROOM)
ENC'S RESP FOR OWN LEARNING
DEM AB'Y JUDGE CH'S WK XCUR
TASKS/ACT'S MATCHED TO OBJ'S
DEM REL BETW SCHEMES/LESSON
AB'Y INCORP EVALS IN PLAN'G
QUAL OF THOUGHT PLAN'G/PREP
AB'Y ANALYSE QUAL OWN TCH'G
DEM INTELL AWARENESS TCH/LG

Fig 38

SPACED CONSTRUCT TRIPRINT

C9	PRE PLANNING V IMMEDIATE CLASSROOM SKILLS	C9	72																	
C5	CONCEPTUAL UNDERSTAND PLANNING V PUPIL LEARNING EXPERIENCE	C5	63	63	66															
RC14	SELF EVALUATION V AB'Y REACT TO CHILD'S NEEDS	RC14	66	72	72															
RC2	MATCHING TO TASK V MATCHING TO CHILD	RC2	72	69	61	52	52	58												
C13	THEORETICAL RELATIONSHIPS V INTERPERSONAL SKILLS	C13	66	61	52	44	44	2												
RC10	THEORETICAL UNDERSTANDING V MAINT OF QUAL TEACH ENVIRON	RC10	88	69	63	52	44	19	2	33	-3									
C3	INTELLECTUAL ABILITY V MOTIVATIONAL ABILITY	C3	66	63	27	-9	2	13	13	22	37									
RC1	INTELLECTUAL AWARENESS V ATTITUDES/INTEREST	RC1	47	25	0	15	-9	2	13	50	2									
C11	TASK MATCH V CLASS AWARENESS	C11	41	16	35	30	0	-9	16	50	36									
C8	PROVIDING QUALITY TEACHING V ANALYSING OWN T OUALITY	C8	41	38	41	16	19	8	51	27										
C7	PLANNING (MANAGEMENT) V ADAPTABILITY (STAFF)	C7	58	33	19	38	15	41	13											
C4	ESSENTIAL TEACHING SKILLS V PROFESSIONAL STAFF SKILLS	C4	47	22	22	-9	2													
RC6	ENVIRONMENTAL QUALITY V AWARENESS OF CH'NS NEEDS	RC6	11	8	13	11														
C12	NEEDS OF SCHOOL V CHILDRENS NEEDS	C12	55	5																
C15	POSS ATTITUDE TO T IN GEN V AWARE SPECIFIC T COMPONENTS	C15																		

Fig 40

Talkback through the SPACed FOCUSED grid

Element Conversation

The final element list was examined and agreed as still representing the major dimensions/skills/behaviour of a competent (passing) year four B.Ed. student.

Four major clusters of elements were identified as follows:-

- 1) A tightly structured group of six elements that stands apart from all others. The core pair was identified as E9 and E8, these representing the main thread of this cluster.

- E9 Demonstrates an intellectual awareness of teaching.
- E8 Ability to analyse the quality of own teaching.
- E2 Quality of thought in planning and preparation.
- E14 Ability to incorporate evaluations into planning.
- E13 A relationship demonstrated between schemes and lesson plans.
- E5 Tasks and activities matched to objectives.

The main thread running through this cluster was construed as an "intellectual one to do with the quality of thought as evidence of academic rigour, eg:- Kohlberg's quality of thinking. This 'thread' was further identified as the thing that - "only a person of a certain level of intellectual ability will show". This intellectual element was regarded as what really separates the "good professional teacher" from the "ordinary".

There was no necessary link with practical skills here.

Analysis and evaluation was also identified as a strong contributor to this set - "only people who have reached a certain level of intellectual ability can do it" - this indicating, as previously, an innate intellectual ability component that implies "certain skills can be taught (analytic skills) but that there is a ceiling imposed upon the level of achievement".

- 2) The second cluster upon first inspection seems to centre upon two pairs of elements (E3 and E12; E7 and E11) with other related elements surrounding them.

- E3 Mobility skills (circulation - classroom)
- E12 Ability to maintain the momentum throughout a lesson
- E18 Ability to judge childrens' work across a spectrum of learning.
- E16 Encourages responsibility for their own learning in children.
- E7 Quality of classroom noise.
- E11 Ability to motivate children
- E4 Sympathetic to the individual needs of children.
- E1 Demonstrates a positive attitude to children and their work.

E3 and E12 were identified as concerned with "keeping things going" and practical classroom skills they were explained further as enabling quicker reactions to learning and discipline.

E7 and E11 were construed as "possibly silence, but sound needs to be connected to quality discussion", whereas motivating children was seen as necessary to keep the momentum going through "monitoring and setting tasks correctly".

The whole set was described as having to do with "active teaching" and concerned with those behaviours that are observable in the classroom while a teacher is working. There was a recognition that there was a strong connection between - "how to get the best out of the childrens' feedback and the teacher not sitting at her desk, rather taking opportunities to circulate, observe, ask questions, monitor". Some of the elements in the cluster indicate moving as strongly related to the "quality of what's going on".

Although recognised as a "loosely related set" it was, in conversation, regarded as important that children see all this and obtain instant feedback about the "teacher's willingness to care etc. on their behalf".

- 3) E17 Demonstrates a sustained effort and standard throughout teaching practice.
E10 Ability to empathise, modify and adapt behaviour with staff.

The only perceived relationship - "if there is one" was - described as staff not necessarily seeing preparation and planning but being well aware of the "public face". A sustained effort was seen to employ a professional attitude seen by staff.

E17 was seen to stand apart as - "an umbrella effect/blanket effect of how one could judge a teacher, and attitudinal aspect not necessarily a practical ability".

Related to this set was "being aware of the need to get into a professional team".

- 4) E6 Tasks matched to individuals and groups
E15 Ability to ask quality questions.

Both elements were elucidated as classroom skills and part of the monitoring process in the sense that - "if you try to diagnose a child's problems when quality questions are needed, ones that make the child think or give you some diagnostic information about the child". Conversation construed a tenuous link with E15 and intellectual skills, (cluster 1) this relationship is supported by the three '1'

ratings on constructs RC1, C11 and C4. However, the intellectual component traced in this cluster was seen as "on your feet" whereas the intellectual thought contained in cluster one was seen as "out of the classroom".

A final comment from this subject encapsulated the construed meaning behind many of the elements discussed:-

"they are all to do with children in the classroom, this is where the real judgement must take place, and, the children's responses must be the primary source of 'evidence'."

Construct Conversation

Two main clusters were identified with a series of five single constructs that stand alone and one loosely related pair.

1) Pole 1

RC14 Self evaluation

RC2 Matching to task

C13 Theoretical Relationships

RC10 Theoretical Understanding

C3 Intellectual Ability

RC1 Intellectual Awareness

major element descriptors

E9, 8, 2, 14

This construct pole was identified as a duplication/re-description of the intellectual element cluster (1) isolated previously.

Pole 5

Ability to react to children's needs

Matching to child

Interpersonal skills

Maintenance of a quality teaching environment

Motivational Ability

Attitudes and Interest

major element descriptors

E4, 1, 3, 12, 11

This pole was seen very much as "classroom based issues - things that are happening there and then". Interaction between pupil and teacher was seen to be important in this set. All constructs were placed in the classroom, with a possibility of some being attained retrospectively, but not normally, and not at the highest level - "children respond better to the immediate".

This set of constructs was seen to maintain the view represented in the element cluster '1' re:- Intellectual Skills/Abilities v. Classroom Skills.

2) Pole 1

C9 Pre-planning

C5 Conceptual understanding-planning

major element descriptors

E9,8, 2, 4, 13, 15

This construct pole was explained as the gathering of feedback from the classroom, and incorporating evidence from

Pole 5

Immediate classroom skills

Pupil learning experience

major element descriptors

E15, 1, 11, 3, 12

This construct pole was described as:- "its a question of reacting to the children and the need to motivate children" - all

the children and classroom into future planning. A clear analysis and evaluation factor.

immediate actions designed to "move the child on", and hopefully continue to motivate.

"Quality questions" were raised in the context of this pole as contributors to the process of "moving the child on".

Both poles of this construct cluster were seen as related to positive teaching and well motivated children, with tasks well matched.

3) Single construct

Pole 1

C11 Task Match

major element descriptors

E5, 7, 11, 4, 6, 15

This pole was descriptive of task matching producing motivated children.

Pole 5

Class Awareness

major element descriptors

E3, 18, 16, 12, 1, 10

Awareness of children and their needs, plus "keeping things going" were seen as related aspects of this construct pole.

The linking theme for C11 was identified as a "withitness" factor that allowed for work being set at appropriate levels.

Pole 1

C8 Provide quality Teaching

major element descriptors

E5, 16, 11, 4

This pole was explained as those skills required during and before teaching that were dependent upon pole 5 skills

Pole 5

Analysing own teaching quality

major element descriptors

E9, 8, 14

- seen as an essential retrospective analytic pre-planning factor.

Pole 1
C7 Planning (management)
major element descriptors
E2, 14, 13, 4, 1

This pole was construed as - "to do with teaching and children" but primarily with the thinking behind planning in taking account of individuals.

The link between these poles was described as the two ends of the primary teacher's role - classroom and pupils <---> staff.

Pole 1
C4 Essential teaching skills
major element descriptors
E18, 3, 12, 11, 1, 15

The elements describing this construct pole were seen as those skills that are essential to good/effective teaching, underpinned by an intellectual element and a positive attitude to children.

Pole 1
RC6 Environmental Quality
major element descriptors
E2, 16, 3, 12, 7, 11, 6

The essential background to this construct pole was identified as a "thoughtful planning" with aspects of class control and organisation that allows good teaching and learning to take place.

Pole 5
Adaptability (staff)
major element descriptors
E10

This construct pole represented:-
"what life in a primary school is all about" - ie: in planning, a student needs to share with staff and use their expertise.

Pole 5
Professional staff skills
major element descriptors
E10

A personal relationships factor was recognised here, with necessary elements of "diplomacy and tact".

Pole 5
Awareness of childrens needs
major element descriptors
E4, 1

The link with pole 1 was explained as "very strong" and artificially separate.

Both poles were seen as related aspects of the same end product - "a sympathetic and supportive environment".

4) Pole 1

Pole 5

C12 Needs of school
C15 Positive attitude to teaching in general

Childrens' needs
Aware of specific teaching components

major element descriptors

major element descriptors

E10, 1

E6

A clear general attitudinal factor was construed within this pole, very strongly related to the two dimensions of a primary teachers role mentioned earlier - classroom/pupils <---> staff. The underlying influence of planning areas was noted and agreed as one main source of evidence.

Task matching, as part of a differentiated curriculum, was proposed as the overall influence in this set.

Reflections on the Grid Conversation

Conversation around the problems of supervising students on teaching practice elicited the following views -

- i) "Given the constraints of observing students in a limited time, certain things or indicators become apparent and I look for them, eg - has the student got herself together" - (explained as a clear planning and organising factor).
- ii) "Most people subconsciously work on first impressions; maybe we can be more precise here, maybe they can be measured contrary to most people's view."
- iii) "We do need to formalise the structure of our expectations in judging students - this exercise has certainly clarified my thoughts on what I really do look for as opposed to what I thought I judged. Making people explain, elucidate and share their view is valuable as a teaching technique."

The conversation returned to the point of first impressions and the view that "these can be measured more than we think, the first process must be to identify them and then through discussion, drag them into the open".

The reductionist technique of refining the original list of 36 examples of "good practice" to 18 on the final element list did it was felt result in "elements being combined into larger units that resemble constructs, and as such lose some essential detail that describes good classroom practice in everyday, easily recognisable terms" - a problem that was regarded as common in supervisor/student conversations ie:- The use of generalised terms or examples that mean different things to different people. "Conversations with students often require simple classroom analogies or examples, jargon can be misleading in the sense that it does not necessarily reflect personal meanings".

STAFF MEMBER T.L.13

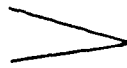
Eliciting the Elements List

The initial and final element list is present in table form.

Initial Element List

Final List

Has clear planning intentions
Has organised thoughts about lessons.



Has extremely clear intentions about lessons

Has extremely clear ideas about how lessons are organised and managed.



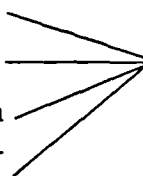
Has extremely clear organisation and management intentions

Has clear ideas/knowledge of the stages of the development of learning in a lesson

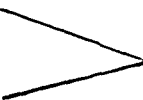


Has clear ideas of the development of learning (Steps within a lesson or scheme)

Need to test plans orally before visiting school.
Makes a thorough situational analysis.
Is aware of organisation and management and pupil abilities in the class
Is aware of curriculum expectations.
Is aware of childrens' special needs.
Has designed learning activities to cater for different abilities.



Makes a thorough situational analysis



Knows which children have special needs.

Has designed learning activities to cater for differing abilities.



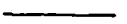
Learning activities designed for differing abilities
Learning activities relate to aims and objectives.

Student is conscientious, reliable and acceptable as a colleague to staff.



Student is conscientious reliable and acceptable

Gains attention and introduces learning with minimum time wastage.



Moves efficiently into task

Communicates clearly-diction
Communicates clearly-explanations



Communication benefits pupil understanding.

Motivates pupils by encouraging their active participation in learning. _____ Encourages active cognitive participation.

Able to sustain an atmosphere conducive to good social and moral development. _____ Classroom atmosphere is conducive to good social and moral development.

Is able to detect pupil achievement and adjust subsequent teaching approaches. _____ Detects and adjusts to pupil achievements.

Uses a recording system that reveals significant factors in the pupils performance and response. _____ Efficient and effective recording system.

Has the ability to evaluate the whole range of their professional role/work in order to improve. _____ Evaluates the total professional role in order to improve.

_____ Detects and adjusts to unintended outcomes.

_____ National Curriculum used to optimise learning.

The main issue that arose during the eliciting of the final list concerned "testing and detecting" and the view that either formally or informally "testing and childrens' progress and learning" should be the cornerstone of judging the students' teaching ability/skills.

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS																CONSTRUCT POLE RATED -			
		E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E			
		0	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	0	0		
		8	7	5	6	3	2	1	9	3	0	2	1	6	4	4	8	7	5		
LEARNING CONDITIONS	C7	3	3	3	1	5	1	1	5	1	5	5	5	5	1	1	1	1	1	C7	COGNITIVE INVOLVEMENT
RECORDING	CS	4	1	1	1	5	5	1	5	5	5	5	5	1	1	1	1	2		CS	LEARNING CONDITIONS
PLANNING INTENTIONS	RC1	5	1	1	5	5	5	1	5	5	5	5	1	1	1	1	1	1	1	RC1	PLANNING FOR IMPL'N
REVIEW	C13	5	3	5	5	5	5	5	5	5	5	5	1	1	1	1	1	5		C13	RESPONSE
PRE EVALUATIONS	RC2	3	5	5	5	5	5	5	5	5	5	3	3	3	5	1	1	1	5	RC2	PLANNING
ASSESSMENT	RC4	4	1	1	1	5	5	5	5	5	5	5	1	5	5	1	1	2	4	RC4	MOTIVATION
SCHOOL ROLE	C12	1	1	1	1	1	5	5	5	5	5	5	5	5	5	1	1	1	5	C12	CLASSROOM ROLE
PROFESSIONAL CONSCIENTI 'S	C3	1	1	1	1	1	1	5	5	5	5	5	1	5	1	1	1	1	1	C3	CLASSROOM EFFIEHCY
INDIVIDUAL NEEDS	RC6	3	3	1	1	1	1	5	5	1	5	5	5	5	5	5	1	1	1	RC6	TEACHING ADJUSTMENT
EXPLICIT TEACHING	C14	5	5	3	1	1	1	1	1	5	5	5	1	5	5	5	5	1	1	C14	IMPLICIT TEACING
RELATIONSHIPS PUPILS	C11	5	5	5	1	1	1	1	1	1	5	1	1	1	1	5	5	1	5	C11	RELATIONSHIPS STAFF
MATCHING LEARNING	CB	5	5	5	5	1	1	1	5	5	1	1	1	1	1	1	5	1	1	CB	PROFESSIONAL APPRAIS.
DIFFERENTIATION	C10	3	3	5	5	5	5	5	5	1	1	1	1	1	1	5	4	1	1	C10	SEQUENCE PROGNOSIS
EFFECTIVENESS	C9	5	5	1	5	5	5	5	5	1	1	1	1	1	1	5	1	1	1	C9	EFFICIENCY

'LNG ACT'S DESIGNED DIFF ABS
'KNOWS CHILDREN - SEM.
'NAT CURRIC USED OPT'SE LNG °
'MAKES THORO SIT'L ANALYSIS
'DETECTS & ADJUSTS TO P ACHT °
'DET'S ADJ'S UNINTEN'D OUT'S
'DETECTS/RESP'S APPROP P LNG
'ENC'S ACTIVE P COG PARTIC'N °
'COMM'N BENEFITS P.UNDERST'D
'C'RM ATM CON GD SOC/MOR DEV
'MOVES EFFICIENTLY INTO TASK
'CLEAR LNG INTENTIONS/LESSON
'CLEAR ORG/MANGT INTENTIONS
'CLEAR IDEAS DEV'T LNG STEPS
'LNG ACT'S RELATE AIMS/OBJ'S
'EFF'T & EFFEC'V RECORD SYST
'EVAL PROF ROLE TO IMPROVE
'CONSC'S RELIABLE ACCEPTABLE °

Fig.41

C.S.H.L. GRID ---- T/L 13.

SPACED ELEMENT TRIPRINT

58
48 61
65 59 72
63 79 65 61
44 77 76 65 61
55 55 66 59 56 72
47 52 50 61 37 56 69
61 41 47 44 50 37 56 50
63 41 41 36 44 50 48 34 66
63 50 41 47 58 55 61 37 51 66
63 50 50 41 58 58 77 38 45 40 58
50 50 55 38 63 58 58 55 33 45 48 55
63 55 50 61 61 63 58 58 72 44 43 62 63
69 50 55 66 61 61 63 69 63 72 41 48 65 69
69 55 55 66 77 72 61 75 63 75 75 47 59 68 55
69 72 61 77 66 77 61 72 80 75 83 69 58 62 70 56
80 83 77 77 88 77 77 72 77 91 83 77 80 61 87 72 73
E
0 1 1 0 0 0 0 0 1 1 1 1 1 1 0 1 0 0
8 7 5 6 3 2 1 9 3 0 2 1 6 4 4 8 7 5
*LNG ACT'S DESIGNED DIFF ABILITIES.
*KNOWS CHILDREN - SEN.
*HAT CURRIC USED OPTIMISE LEARNING.
*MAKES THORO SITUATIONAL ANALYSES.
*DEFECTS & ADJUSTS TO PUPIL ACHIEVEMENT.
*DET'S ADJUSTS TO UNINTENDED OUTCOMES.
*DETECTS/RESP'S APPROP TO PUPIL LEARNING.
*ENCOURAGES ACTIVE PUPIL COGNITIVE PARTICIPATION.
*COMM'N BENEFITS P.UNDERST'D
*CLASSROOM ATHOSPHERE CONDUCIVE TO GOOD SOCIAL & MORAL DEVELOPMENT.
*MOVES EFFICIENTLY INTO TASK
*CLEAR LNG INTENTIONS/LESSON
*CLEAR ORG/HANGT INTENTIONS
*CLEAR IDEAS DEVELOPMENT OF LEARNING STEPS.
*LNG ACT'S RELATE AIMS/OBJ'S
*EFF'T & EFFEC'V RECORDING SYSTEM.
*EVALUATES PROFESSIONAL ROLE IN ORDER TO IMPROVE.
*CONSCIENTIOUS, RELIABLE, ACCEPTABLE.

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Fig 42

SPACED CONSTRUCT TRIPRINT

C7	LEARNING CONDITIONS V COGNITIVE INVOLVEMENT	C7	61						
C5	RECORDING V LEARNING CONDITIONS	C5	38						
RC1	PLANNING INTENTIONS V PLANNING FOR IMPLEMENTATION	RC1	27	5					
C13	REVIEW V RESPONSE	C13	22	58	16				
RC2	PRE EVALUATIONS V PLANNING	RC2	41	22	33	38			
RC4	ASSESSMENT V MOTIVATION	RC4	41	16	33	11	11		
C12	SCHOOL ROLE V CLASSROOM ROLE	C12	36	-12	-23	-34	-17		
C3	PROFESSIONAL CONSCIENTI 'S V CLASSROOM EFFIENCY	C3	33	2	-23	16	2		
RC6	INDIVIDUAL NEEDS V TEACHING ADJUSTMENT	RC6	5	-45	-37	13	27		
C14	EXPLICIT TEACHING V IMPLICIT TEACING	C14	38	-23	-31	-34			
C11	RELATIONSHIPS PUPILS V RELATIONSHIPS STAFF	C11	16	-3	-23				
C8	MATCHING LEARNING V PROFESSIONAL APPRAISAL	C8	8	-28					
C10	DIFFERENTIATION V REQUENCE PROGNOSIS	C10	22						
C9	EFFECTIVENESS V EFFICIENCY	C9	59						

Fig 43

Talkback through the SPACed FOCUSED grid

Element List

This was confirmed with only two changes that were intended to clarify meaning:-

- E15 Insert "assessment" so that the item read -
"Efficient and effective assessment and recording system".
- E9 Insert "into and through" so that the item read -
"Moves efficiently into and through the task".

Element Conversation

Two major clusters were noted:-

E13; 10; 12; 11; 16; 14.

and E8; 17; 15; 6; 3; 2; 1; 9.

- with a smaller cluster consisting of a main pair E4; 18 and two less strongly related elements E7 and E5.

The "core" of the first cluster of elements was identified as - E10; E12; and E11 they being:-

- E10 Communication benefits pupils understanding.
E12 Encourages active pupil cognitive participation.
E11 Detects and responds appropriately to pupils learning.

This core was explained as representing - "reciprocity - between the developing abilities of the pupils and the teacher's response in order to facilitate optimum learning". This was seen as the most crucial set of all, assuming that - "ones intentions are right in the first place".

The contribution to this major group of:-

- E16 Detects and adjusts to unintended outcomes.
E14 Detects and adjusts to pupil achievement

was explained as "probably better things to respond to" (or adjust to than the planned intentions). The key issue here was seen as - "only pupils will reveal these".

- E13 Classroom atmosphere is conducive to good social and moral development.

This element was seen to be related to E16/14 in the sense that classroom atmosphere demands on the manner in which E16 and 14 are dealt with in that they have an - "implicit effect on social and moral development". This factor was identified as an aspect of the "hidden curriculum".

E13; 16 and 14 were explained as surrounding the central core, and containing elements of a moral code, social development and "personality factors".

The second major cluster was identified as concentrating upon -

E17 Has the ability to evaluate the whole range of the professional role in order to improve.

E15 Efficient and effective assessment and recording system.

A clear assessment and recording set that was seen to include -

E8 Is conscientious, reliable and acceptable as a colleague.

This element was seen as part of a wider professional role - "including as part, an assessment of pupils".

All three elements were explained as "assessment and recording fundamentals associated with the professional role and in particular the (self) evaluation of the quality of teaching".

The remaining elements of the second cluster:-

E6 Learning activities relate to aims and objectives.

E3 Has clear ideas of the stages of development of learning.

E2 Has clear intentions about how a lesson is organised and managed.

E1 Has clear learning intentions about lessons.

E9 Moves efficiently into and through the task.

- were explained as those professional skills and abilities that form part of the wider professional role but are specifically concerned with "good teaching, which is to do with having a sound and worthwhile sequenced lesson plan and the organisational ability to process it efficiently".

The remaining elements:-

E4 The ability to make a thorough situational analysis.

E8 The ability to use the National Curriculum to optimise learning.

- were explained as analytical skills that need to be applied to - "any external imposition or direction or consideration" including an analysis of the National Curriculum.

E7 Knows which children have special needs.

E5 Designs learning activities to cater for differing abilities.

- were linked as a logical pair related to the view that "only when one knows the abilities and characteristics of individuals can you plan differentiated work".

The inter-related nature of all the main element clusters was revealed by the high measures of agreement shown in the trigrid layout (fig.)

eg:- 79% between E17 and E18
76% between E15 and E18
72% between E2 and E5
77% between E17 and E4
77% between E1 and E14

The above illustrates the interlocking nature or structure of this member of staffs elements; a structure that almost defies an item analysis of this subjects view of teaching.

The total interlinking was explained through an engine analogy as:-

"We can stop the engine and look at the cold parts but they are still part of the same whole".

or explained another way

"When necessary one can factorise all the components of good learning and teaching in order to examine separately, improve them, and put them back into the engine so that it works more efficiently as a dynamic inter-related process".

Construct Conversation

The first point of discussion centred upon the apparent lack of differentiation between constructs, however, investigation of the trigrid layout (fig. 43) and the measures of agreement between constructs revealed four related sets or cluster as follows:

Cluster 1

<u>Pole 1</u>	<u>Pole 5</u>
<u>C7 Learning Conditions</u>	<u>Cognitive involvement</u>
<u>C5 Assessment and recording</u>	<u>Learning conditions</u>
<u>RC1 Planning intentions</u>	<u>Planning for implementation</u>
<u>with major element descriptors</u>	<u>with major element descriptors</u>
E1, E14, E4, E18, E7	E10, E12, E11, E9, E3, E2
"A clear planning set" with analytical overtones related to situation and children.	representing "teachers responses to children and their learning".

The overall pattern of this construct cluster was explained as "necessary conditions for cognitive involvement in planning" or as "Learning conditions need to be detected (including resources) in order that one can plan for programmes that include pupils' cognitive participation".

Cluster 2

Pole 1

C13 Review
RC2 Pre-evaluations

with major element
descriptors

E4, E18, E7

A cluster of elements
concerned with knowledge of
the children and situation
and curriculum.

Pole 5

Response
Planning

with major element
descriptors

E15, E6, E3, E2, E1, E9, E13, E10

A very clear planning set
with consequent
implications for learning
atmosphere and environment.

The construct cluster was explained as a "logical sequence of events in the teaching and learning situation". It was seen to imply that when situational analyses were made, further responding (re-responding) was needed ie:- "a cyclical process".

Cluster 3

Pole 1

RC4 Assessment
C12 School role
C3 Professional
conscientiousness

with major element
descriptors

E17, E15, E6, E4, E18, E7

An evaluation and analysis
component the reflects
"good professional
practice" in planning and
improving the teaching
role.

Pole 5

Motivation
Classroom Role
Classroom efficiency

with major element
descriptors

E1, E9, E13, E10, E12, E14

Again a planning element
set combined with effective
interaction between the
teacher and pupil to
encourage cognitive
participation.

The relationship between the two poles was seen as a "logical continuum" in that the school role (pole 1) was more formal and in part "more general in nature" but dependent upon the classroom role (pole 5) which was more dynamic, individual and specific.

Cluster 4

<u>Pole 1</u>	<u>Pole 5</u>
<u>C10 Differentiation</u> <u>C9 Effectiveness</u>	<u>Sequence prognosis</u> <u>Efficiency</u>
With major element descriptors	with major element descriptors
E13, E10, E12, E11, E16, E14, E7, E5	E6, E3, E2, E1, E9, E4
This cluster/set of elements and associated constructs was seen as - "only when one detects and adjusts to responses can you provide a differentiated curriculum. Some adjustments or detections are not necessarily in the class- room - they may be made before or as part of the conditions of learning".	This construct set was seen to be "obviously consequential upon the adjustments/detections made (under pole 1)" and - "a move towards efficiency which must include in this context a clearly planned sequence of learning.

Reflections on the grid conversation

The elements and constructs do not include anything about those behaviour such as smiles, use of voice, use of display space, resources etc. because these were all subsumed as "enabling objectives, not end product objectives". It was held strongly by this member of staff that enabling objectives are not what needs to be measured as they may or may not lead to "the product".

This point was elucidated further as:- "If you have these (enabling objectives) you may not necessarily produce the end product objectives; it's like the Gestalt argument in reverse, the sum of the parts is often less than the whole - because you do all these things doesn't necessarily mean you are teaching well".

More detailed discussion elicited the view that good teaching is to do with having a "sound and worthwhile sequence learning design or plan and the organisational ability to process it efficiently".

The isolation of RC6 - Individual needs-teaching adjustments was seen as somewhat surprising as it was recognised as a clear candidate for inclusion in the C10, C9 set (cluster 4) - adjusting to individuals. Its position remained unexplained.

Construct 14 Explicit-Implicit teaching, was recognised as a good general descriptor for many items contained in other

clusters, in that explicit teaching was described by all those practical, measurable, observable skills eg:- E6, 3, 2, 1, 9, or contained element descriptors concerned with "inbuilt professional qualities and skills".

Construct 11 Relationships pupils-staff was an "expected" construct as it was recognised as a "fundamental area of concern for students", ie:- without good relationships with all involved in a student placement, the quality, the learning and students efficiency must suffer. It was interesting to note that the descriptors of good pupil relationships concerned themselves with clear planning and intentions, good organisation and management, active encouragement of pupil participation and a knowledge of the children coupled with the ability to respond to their needs.

A case of good teachers having a head start in developing good relationships - "it's not necessarily about being popular".

Construct 8, Matching learning - Professional appraisal was seen as a good description of other clusters and yet it stood alone in the spaced focussed grid analysis with very low measures of agreement with other constructs. This construct was explained as the ability to "critically analyse ones work (professional conscientiousness) and bring about more effective learning - matched with clear intentions and plans". This was seen as a good fit with cluster 4.

A final comment from this member of the research group encapsulates the underlying value of this part of the exercise:

"This has been really useful as an exercise ... it has made me think about what I mean and should make it easier for me to explain what I mean to students".

STAFF MEMBER T.L.14

Eliciting the Elements List

Initial Element List

Final List

Quickly establishes working relationships with children and teacher (rapport and dialogue)	}	Quickly establishes working relationships - staff Quickly establishes working relationships - children
Use of appropriate and sympathetic language	—	Use of appropriate sympathetic language
Thoughtful and imaginative preparation and planning (paperwork/file); clarity of thought and presentation in the file.	}	Clarity of thought and presentation in the file Thoughtful and imaginative preparation and planning
Careful and precise organisation of resources for activities	—	(Careful and precise) Organisation of resources - artifacts and people
Imaginative presentation of lessons - with artifacts if possible (not arid paper and pencil exercises).	—	Imaginative presentation of lessons
Ability to keep the classroom tidy and well organised	—	Ability to keep the classroom tidy and organised
Sense of humour and affection for children - relaxed outlook - a syndrome of attitudes/ behaviours	=	Sense of humour Affection for children
Ability to manage groups/individuals activities and juggle with a range of things happening	}	Ability to manage multi-group activities Responsive and flexible to changes in routine
Simultaneously flexible but clearly defined objectives	—	Has clearly defined objectives
A sense of outcomes not just tasks - evaluation can then take place - reflection	}	Understanding of the variety of outcomes from planning Ability to evaluate outcomes

Control - based on the pupils having clear idea of what the student teachers expectations are, based on the student having clear expectations for behaviour, work, activities, classroom management/routines/ritual

Classroom control (expectations, rules)
Ability to establish a positive classroom ethos

Ability to plan for themes and continuity, not just random/scattergram tasks.

Ability to plan for inter-related content
Ability to demonstrate an understanding of pre-requisites

Added at a later stage before computation of the Raw Grid.

Ability to reflect on teaching outcomes - childrens' learning outcomes

Ability to reflect on children learning outcomes.

Ability to reflect on personal learning.

Ability to reflect on personal learning.

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -										ELEMENTS										CONSTRUCT POLE RATED - 5									
										E E																			
										0 1 1 0 1 1 1 0 0 0 0 0 0 1 2 0 2 0 1 1 1 1																			
										5 7 3 2 4 9 5 6 4 9 7 3 0 1 1 0 0 6 1 2 0																			
PERSONAL QUALITIES	C4	2	3	3	3	3	3	4	2	5	5	5	5	5	1	2	1	2	1	1	1	1	C4	PRACTICAL SKILLS					
'REFLECTION - STUDENT SELF	RC14	1	4	4	4	4	4	4	5	5	5	5	5	5	4	4	5	5	3	2	2	RC14	C'ROOM MA'NT CHILDREN/RES						
RELATIONSHIPS WITH STAFF	RC15	4	4	4	4	4	5	5	1	5	5	5	5	5	4	5	5	2	2	2	2	RC15	PLAN'G/ORG WITHIN C'ROOM						
ACTUAL PRESENT'M LESSONS	RC12	5	5	5	5	4	2	5	1	2	5	3	4	4	4	3	3	3	3	3	3	RC12	FLEXIBLE THINKING T/LNG						
CLASSROOM MANAGEMENT	C7	4	4	4	4	5	5	4	2	1	1	1	1	1	1	1	3	3	3	3	3	C7	PRE-REQUISITES FOR LEARN						
C'ROOM BASLD SKLS/ABILT'S	C1	1	5	5	5	5	5	5	1	1	1	1	1	1	5	1	1	1	1	1	1	C1	THEORETICAL IDEAS						
PLANNING	C2	5	5	5	5	5	1	1	1	2	2	2	1	2	2	2	2	2	2	2	2	C2	REFLECTION ON PLANNING						
PLANNING & PRESENTATION	C5	4	5	5	1	1	1	1	1	1	2	3	3	3	3	2	3	3	3	3	3	C5	EVALUATION						
PLANNING & EVALUATION	C9	2	2	1	1	1	1	1	2	1	2	3	4	3	3	4	4	5	3	3	3	C9	CLASSROOM STATE PRAC ORG'N						
PREP & REFLEC'NOT C'ROOM	C16	1	1	1	1	1	2	1	1	2	2	2	3	4	4	4	4	5	5	4	5	C16	PERS'ITY & QRES'N OF SELF						
CLARITY OF THOUGHT-TEACHING	C19	1	1	1	1	1	2	1	2	2	2	2	3	3	5	4	4	5	5	5	5	C19	CARING ABOUT CHILDREN						
REFLECTION ON CH'S LEARNING	RC6	2	1	1	2	2	2	2	2	2	3	3	4	5	4	4	5	5	5	5	5	RC6	RELATIONSHIPS WITH CHILDR						
CONSIDERING OUTCOMES	C10	1	1	1	1	2	2	2	2	4	2	3	4	5	5	5	4	5	5	5	5	C10	RELATIONSHIPS WITH PEOPLE						
PLANNING & REFLECTION	C18	1	1	1	1	2	1	1	3	3	3	3	2	5	5	5	5	5	5	5	5	C18	CLASSROOM ETHOS						
WRITTEN EVIDENCE-FILE	RC17	2	2	1	1	1	1	1	1	2	2	3	5	5	5	5	5	5	5	5	5	RC17	CLASSROOM RELATIONSHIPS						
PRECISION & CLARITY OF ORG'N	C8	2	2	2	1	1	1	1	1	1	1	4	4	5	5	5	5	5	5	5	5	C8	CLASSROOM ETHOS						
PLANNING & ORG OF RESOURCES	C3	2	2	2	2	2	1	1	1	1	1	1	2	5	5	5	5	5	5	5	5	C3	ESTABLISHING RELATIONSHIPS						
IMAGINATIVE PREP & PLAN'G	RC13	4	4	2	2	2	1	2	1	2	2	2	2	2	2	4	5	5	5	5	5	RC13	PERSONAL QUALITIES						
CLARITY OF THOUGHT	C11	1	5	1	1	1	1	1	1	1	3	3	2	1	4	5	5	5	4	5	5	C11	PERSONAL STYLE						
																							'AFFECTION FOR CHIL						
																							'SENSE OF HOUR						
																							'USE APPRO'PT SYM'IC LANG.						
																							'QUICK EST WORK'G REL CHIL.						
																							'QUICKLY EST WK REL'S STAFF						
																							'CLASS CONTROL EXP.RULES ETC						
																							'ABY EST POS CROOM ETHOS						
																							'RESP & FLEX CHANGES ROUTINE						
																							'ABY KEEP C'RM TIDY/ORG'SED						
																							'ABY MANAGE MULTI-GRP ACT'ZS						
																							'ORG RES ARTEFACTS/PEOPLE						
																							'IMAG PRES OF LESSONS						
																							'HAS CLEARLY DEFINED OBJ'S						
																							'ABY PLAN FOR INTER-REL CONT						
																							'THOUGHT'LS INAG PRER & PLANG						
																							'ABY DEM UND'G PRE-REQU'TS						
																							'CLARITY/THOUGHT & PRES/FILE						
																							'UNID VAR OUTCOMES-PLANNING						
																							'ABY TO EVALUATE OUTCOMES						
																							'ABY REFLECT CHN'S LNG OUT'S						
																							'ABY REFLECT PENS LEARNING						

Fig 44

T.L.14

Talkback through the SPACed FOCUSED Grid

Element List

This was confirmed, including the two entries made after the initial list generation (E5, E17).

No changes were suggested. The view was offered that the list was "quite random" with no conscious ordering although - "the first in mind must have importance".

Conversation at this point elicited the view that having written the list, three major clusters were apparent to the member of staff ie:-

1. Personality/Ideology/Philosophy - relating to interpersonal skills, attitudes and classroom ethos.
2. Practical Organisation and Presentation
3. Theoretical Knowledge - including decision making. "A crucial area of underpinning".

Element Conversation

Three major groups were identified from the spaced focussed grid as:-

- 1) E1, E20, E8, E16, E11, E12, E18
- 2) E7, E3, E10, E21, E9
- 3) E5, E17, E13, E2, E14, E19, E15, E6, E4.

Group/cluster 1 was explained as an "Atmosphere in the classroom" and confirmed the previously offered suggestion of the existence of this group. The central core of group one was recognised as:

- E16 Quickly establishes working relationships with children
- E11 Use of appropriate and sympathetic language
- E12 Sense of humour
- E18 Affection for children
- E8 Quickly establishes working relationships with staff with slightly lower relationships in this group exhibited by
- E20 Class control (expectations and rules)
- E1 Ability to establish a positive classroom ethos.

Affection for children and a sense of humour were recognised as the prime sources of effect in this group and were clearly identified with the creation of a working environment/atmosphere.

The conversation elicited views about staff/pupil relationships (E8, E16) and the staff member noted with some interest that although important, and clearly an

integral part of group one, relationships are often "intuitive rather than rational" and, "you could pass a student without necessarily judging these" but more perceptive perhaps - "you can't judge them but you do make judgements about them".

Group two was seen as an organisational cluster and again confirmed the previously held view. This group consisted of five elements with an "underlying strand of organisation and management" linked to "classroom organisation" eg:-

- E21 Responsive and flexible to changes in routine
- E10 Ability to keep the classroom tidy and organised
- E3 Ability to manage multi group activities
- E7 Organisation of resources, artefacts, people
- E9 Imaginative presentation of lessons.

The clear organisational nature of the first four elements was quickly noted, however, the place of E9 generated the response "its (E9) to do with the human, thinking, feeling part of people that links back to group one" and further - "if you didn't have imagination you wouldn't be in the business".

Group three was seen as a "theoretical underpinning" related strongly to documentation (the file, planning, evaluations) but, notably:- "... documentation only in the written format, not for example a conversation". This whole group was seen as fairly "tight knit" and comprised a main core of:

- E13 Ability to evaluate outcomes
- E2 Understanding the variety of outcomes in planning
- E14 Clarity of thought and presentation in the file
- E19 Ability to understand prerequisites

these four elements were quickly recognised as a planning sub set within the group, concerned with "theoretical knowledge/issues". The remaining group of:

- E15 Thoughtful and imaginative preparation and planning
- E6 Ability to plan for inter-related content
- E4 Has clearly defined objectives

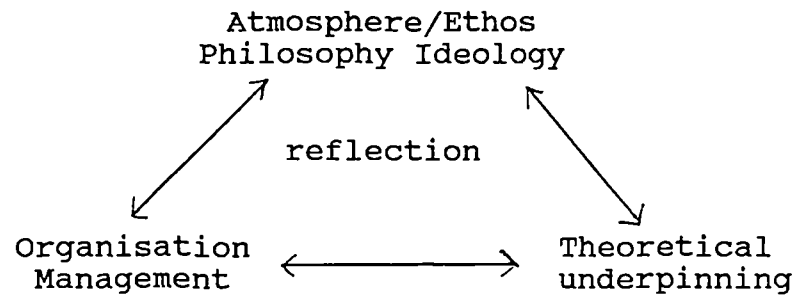
- were explained as "that necessary state of mind related to E9 (Imaginative presentation of lessons)".

The last sub group in the set:-

- E5 Ability to reflect on personal learning
- E17 Ability to reflect on childrens learning outcomes

- elicited the view that E5 "underpins everthing" in the total element set and was explained as "without reflection you get static teaching".

The inter-relationship of the three groups was described as "a reciprocal continuum of effect which may even be circular containing reflection".



Construct Conversation

The spaced focussed grid revealed a pattern of three main clusters of constructs and several 'isolates' as follows:-

Pole 1	Pole 5
RC14 <u>Reflection, student/self</u>	<u>Classroom management - children/resources</u>
RC15 <u>Relationships with staff</u>	<u>Planning and organisation within classroom</u>
RC12 <u>Actual presentation of lessons</u>	<u>Flexible thinking - teaching and learning</u>
with major element descriptors	with major element descriptors
E9, and to a lesser extent E18, E12	E3, E6, E4, E21
This pole grouping was seen as somewhat diverse, with no clear description available - the group was seen as "unclear ... I don't think there is a strong relationship here except between reflection and presentation".	This pole was immediately recognised as an "organisational" cluster, confirming again this member of staffs view of the original element list.

The second grouping was identified as:

Pole 1	Pole 2
C9 <u>Planning and Evaluation</u>	<u>Classroom State - practical organisation</u>
C16 <u>Preparation/ Reflection not in classroom</u>	<u>Personality and presentation of self</u>
C19 <u>Clarity of thought in teaching</u>	<u>Caring about children</u>
RC6 <u>Reflection on childrens learning</u>	<u>Relationships with children</u>
C10 <u>Considering outcomes</u>	<u>Relationships with people</u>
with major element descriptors	with major element descriptors
E13, E2, E17, E14, E19, E5	E11, E12, E1, E18, E16, E8, E20
This pole was clearly recognised as a "reflection and evaluation" set which was seen as "one of the most	This set again confirmed the "atmosphere and classroom ethos" dimension referred to during initial discussions.

important dimensions in our thinking about teaching". It was also recognised that this set contained much of the theoretical underpinning referred to earlier.

The third group was identified as:

Pole 1	Pole 5
C18 <u>Planning and reflection</u>	<u>Classroom ethos</u>
RC17 <u>Written evidence - file</u>	<u>Classroom Relationships</u>
C8 <u>Precision and clarity of organisation</u>	<u>Classroom Ethos</u>
C3 <u>Planning and organisation of resources</u>	<u>Establishing relationships</u>

with major element descriptors

E15, E6, E4, E9, E7, E3, E14, E19

C18 was seen as standing somewhat apart but having a strong link with C8 - "if you are planned well and you can reflect on it the chances are there will be clearly organised lessons and resources".

with major element descriptors

E1, E20, E8, E16, E11, E12, E18

Usually all elements were rated 5 for each construct pole. This grouping was quickly identified as belonging to the "atmosphere dimension" mentioned earlier.

The remaining constructs were examined for any perceived relationships and RC13 and C11 were seen to be loosely related through the value of "Those personal qualities that go towards ones style and the ability to think, plan and prepare work".

C2 Planning - Reflection on planning was regarded as a "central issue in the total set" and seen to be correctly represented by E5, 17, 13, 2, 14, 19 (Pole 5) and E15, 6, 4, 9 (Pole 1).

Reflections on the Grid Conversation

Throughout this member of staff's talkback there emerged a remarkable consistency between the personal analysis offered during the elicitation of the original element list and the structure of the SPACed FOCUSED grid. Nearly every construct and element grouping confirmed (in her mind) the original three main dimensions. It is unclear whether this represented a fixed and set view of teaching quality, or, a considered self knowledge and realisation of the teaching role based on true reflection over many years (The author's subjective view is that the latter is more likely).

Later grid exercises and conversations may elicit a view from the member of staff on this issue.

This tutor was the most recently appointed member of staff (1 year) and as such she represented a close link with the view from the cutting edge. The confusion in judging personal characteristics returned, and, as for many other tutors presented a dilemma of judgement:-

"...we cannot judge things like affection, sympathy, empathy or even humour and yet we do, its built into our decision to pass or fail a student."

The value of reflection on personal learning was reiterated at several points throughout this conversation and was seen by the author as a product of this tutor's background in nursery and infant education where a more open and reflective approach is often observed.

Reflections on the Staff Repertory Grid exercise and results

In reviewing and reflecting upon the staff elements lists, the subsequent grid conversations and personal (learner) introspections, several recurring themes emerged.

1. The process of eliciting elements and refining them to a final list of 9, 12, 18 etc. was a concern for two or three staff members in that:-

- i) The process always seemed to reduce the amount of what was said, and in so doing often resulted in elements being combined, or one items meaning combined with that of another, eg TL.9.

Flexibility of thought and Flexibility of action in responding to children.	became	The ability to respond on the spot to childrens' spontaneous interests
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One could of course argue that the derived competency statement encapsulates the original two in a flexible and meaningful way, but, it was not what the learner originally intended. The exercise of disassembling meaning and eliciting clearer explanations is not at issue here; it was, for some, the seemingly unnecessary procedure that rankled slightly. This was not always the case; in many instances the final list explanation is clearer than the initial list, and in others the initial list is disassembled into clearer component parts, eg. TL 7, TL 14.

2. The refining process produced some generalised items/statements that were seen by their very nature to be open to different interpretation.

eg. TL 4

Flexible plans Good sense of timing Good punctuality Aware of the need for variety	was reduced to	- Capable of flexible planning
--	----------------	--------------------------------------

Which seemed to disregard the original aspects of punctuality and timing.

3. The process of refining elements tended, as above, to move meaning away from the original intention. This of course was for many a productive and challenging process - TL 6 "I have never had to explain myself before ... this is difficult but very valuable for me", and "... never mind the need for criteria/competencies, I needed to go through this soul searching." TL 10.

However, the problem of moving intention away from the origin was very real for at least one member of staff. TL 13, stated:-

"... it worries me, we are further divorced from the child ... the original list was more child oriented."

4. Eliciting elements sometimes produced constructs. It is perhaps the nature of teachers and lecturers that they describe their behaviour and skills in terms of generalities or dimensions; ie:- 'a sense of humour' rather than a series of descriptions that constitute a sense of humour: 'can respond flexibly' rather than a list of flexible behaviours or responses. This is perhaps a natural state of affairs in that teachers recognise the impossibility-of cataloguing all the meanings and behaviours contained in 'humour' and its application to teaching. There are also of course many tastes in humour - the standard stereotype does not exist.

The consensus view of the Repertory Grid exercise was extremely positive. As a tool for generating conversation, eliciting meaning and displaying it in a form that is understandable or explainable, the repertory grid was most effective. It is of course time intensive, each element list, grid elicitation, computation and talk back took an average 6 hours per member of staff. What was rewarding for me was the appreciation expressed by colleagues for the time spent with them in a one to one situation; they all found this personal interaction valuable and not one

expressed any concerns about opening up their "personal can of worms" (TL 3).

The list below represents those areas of major concern or common interest as revealed by the number of responses or references made to them at this stage of the research programme. The top and bottom five are given.

Top five items

- Personal Qualities - (Commitment, Effort, Determination, Enthusiasm etc)
- Relationships - with children, staff and parents
- Planning and preparation - (Schemes, lessons, tasks; closely linked with objectives)
- Evaluation and Reflection - including self evaluation
- Subject Material - personal knowledge and application of subject material.

Bottom five items

- Behaviour - (Setting standards, control)
- Display - of childrens' work etc.
- Classroom Atmosphere/Environment
- National Curriculum Requirements
- Momentum - Pace in Teaching.

It was perhaps predictable in an exercise of this kind that Personal Qualities and Relationships would head the list.

It would be fair to say that perhaps all those involved in teacher training would regard these two aspects or criteria dimensions as crucial. However, few could explain clearly the profiles and behaviours, skills, concepts and attitudes that mix in differing quantities to make 'N' acceptable teachers? Much is subsumed under the heading of Personal and Professional Qualities. TL 13 argued that the detail contained in the dimension (smiles, humour etc.) were merely enabling objectives, not end product criteria, but the difficulty remains, how small must a 'unit' be to be functionally useful and, most important, usable as a pass/fail mechanism. Could we seriously fail a student for not smiling, using humour or failing to display work

'artistically'? We must however acknowledge Olson's (1982) view that theory is bound up in classroom practice and to ignore or not perform some acts could be viewed as crucial evidence pointing to a dubious theoretical base on the part of the student. A circular argument certainly, and one that can only be resolved by the individual in accepting or recognising the importance of specific practices in their scheme of meaning and value and sharing them, - a quagmire of non-common ground and disparate meanings. TL 4 elucidated this point as:-

"I am willing to let a student go through the T.P. criteria ... because I will only make a stand on things that really matter (to me!)"

Although not obvious in the elicitation of the staff grids, TL 4's comment did revive a warning that situations in which individuals find their personal construct system challenged or wanting provide potential for distress and cognitive dissonance. The danger inherent in this situation lies in individuals becoming entrenched in their established view as a defence; as Rogers (1969) says:-

"Learning which involves a change in self organisation - in the perception of oneself - is threatening and tends to be resisted". (Rogers 1969, p.159)

This particular group of lecturers did not exhibit any symptoms of resistance to a perceived threat, indeed they seemed to welcome the cognitive challenge in explaining their views, it was not a case of imposing new ones. There was of course some spirited defence of personal views and meanings at the later stage of small group structures of meaning discussions.

There was for some tutors a 'frustration factor', TL 10 stated

"... what finishes me off is that the definition of terms is wayward ... shifting definitions in our own mind".

This particular member of the group was able to handle this problem by keeping an open mind and not retreating behind

his own formalised operational definitions set in stone. Many group members did express concern about the semantics of criteria/competencies. I found myself, in articulating my own experiences, for the 'N'th time saying: "Oh! that's what you mean by"

The supervisor's role as normally undertaken constitutes no better than a snapshot view of the reality of the classroom and the students' performance, intentions and driving forces, all of which forces staff to operate on a 'quick first impression' (TL 12) which of course is subjective and will in all probability not fit the perceptions of the student. As TL 11 explained it:-

"... when you go into a classroom and see a student and you recognise immediately - she's got it".

The skill comes later in explaining why, and, as has happened to many supervisors, fielding the response - "oh! but that's not what I intended!" Alternatively, staff may operate on a clearly understood but limited set of criteria, what Argyris and Schon (1974) refer to as 'governing variables' ie:- what teachers say about themselves as revealed through their behaviours. The effect is often the same as *working on first impressions*, the only advantage being that they can often be articulated. However, perhaps we should not devalue a lecturer/teacher's ability to pick up critical cues, clues, patterns, features or behaviours in a short observation. As one external examiner put it to a student who questioned the examiners ability to pass/fail her on one visit:-

"... what you have to realise is that there is 30+ years of experience sitting looking at you, what you did and what the children did."

The student passed!

Perhaps the answer lies partly in identifying these behaviours/clues with the student as a basis for a learning discussion designed to unlock the lecturers' and the students' personal style or preference and develop the

revealed strengths and weaknesses. As TL 10 pointed out:-

"... we need a set of definitions that have to be re-negotiated as you bring them into operation."

and

"... the student attempts to read a supervisors disposition ... why not make it explicit?"

The nature of Planning and Preparation; Evaluation and Reflection and Subject Material is such that fairly clear guidelines can be set. Institutional or 'house styles' of schemes and lesson plans are common and provide clear criteria for assessment, and no doubt in some cases a restriction upon genuine new thought and talent. Their place is not surprising as most staff in teacher education would argue their importance in initiating the teaching and learning process. Subject material was raised in two separate contexts, one as students' personal knowledge - or lack of it, and second, as a requirement in order to teach the curriculum. The position of subject matter here is something of a reflection of the staff view of the N.C. requirements.

It remains something of a contentious issue, however, that the two items that were almost universally mentioned by the staff group Personal Qualities and Relationships are these very items/dimensions that we cannot teach. They remain 'given factors' or prior conditions. True, we can give advice and guidance - 'be positive', 'be punctual', 'offer help' before being asked, "beware the staff room jungle", 'smile' etc. etc. but one could hardly argue that employing this guidance would change a personal or professional orientation or another's perceptions of it.

Of the bottom five items the most noticeable is perhaps National Curriculum Requirements. How this item gained so little recognition at this stage of the research is difficult to explain, especially in view of the enormous and pervasive amount of documentation that has flooded schools

and colleges from the D.F.E and N.C.C. One is tempted to cry 'overkill', but the truth may lie nearer to the view of one member of staff who explained his lack of N.C. content understanding as:-

"... when I asked ... how long it would be for the National Curriculum to settle down ... he replied about 10 years!" (this in 1989 at a National Conference in conversation with a senior N.C. official)

and

"... I will follow what I need, but with all the revisions coming out every six months I am inclined to wait until it has all sorted itself out before I really get to grips with it".

There can be little doubt that the lecturers' removal from the hard edge of D.F.E. intervention in schools has reduced their consciousness of National Curriculum pressures for teachers and students. Others regard the National Curriculum as in-place and providing the basic content framework on which institutional (or private/personal) criteria are built; it therefore hardly needs mentioning because to teach in state schools implies that it is already there in the initial scheme planning. The issue that flows from this is the problem of pupil assessment, something that presents a very real problem for teachers and students, yet the staff regarded it as an intermediate item (16th out of 26 items).

The value that the staff ascribed to the exercise of eliciting repertory grids and engaging in reflective talkback is best described by the staff themselves in the following quotations taken from the previous pages.

TL 11

"Aha!... (this research) it's about the ability to make a quantum leap and push yourself beyond your own preconceived boundaries".

A very perceptive and accurate description of the implicit intentions of the research as they developed from criteria bound to learning bound.

TL6

"... (it has been) demanding and intensely reflective ... it has made me review carefully what I held as gospel truths".

and from TL 13

"This has been really useful ... made me think about what I mean ...(now) easier for me to explain what I mean to students".

In developing this last point of conversing with students, TL 5 stated:-

"We often go through a process of legitimising our actions ... without spending time to analyse the underpinning ... we should be sharing meanings between students, teachers and pupils".

TL 4 in discussing the rigorous form of the exercise:-

"... there is a distinction between dribbling on about the issues and the commitment (you have made) to an exercise with colleagues".

This aspect or phase of the research was designed to enable colleagues to interact with themselves and others, something that is not new within the teaching profession, but to quote Brown (1982):-

"... they have done something more as well: they have thought about it and mulled it over - in a word reflected upon it".

He goes on to discuss the process of clarifying what we do and how:-

"We do it by getting them to understand their own personal constructs and those of others. This is a cognitive process that uses those basic notions, values and sets of perceptions that guide actions - the personal constructs brought to the job".

In retrospect, the process of eliciting repertory grids in the way outlined, forced the staff into verbalisation. The exercise challenged their precious inner beliefs and feelings and (for the first time in some cases) exposed them for inspection by others or self. In so doing, one could argue that these personal constructs had been devalued by the imposition of language, or their real meaning changed by imposing the restriction of language upon them. The danger

of course is clear, the real construct may be buried in the convenience of language, however, given freedom and encouragement, it is the personal explanatory system that drives the conversation and leads to the stance of - 'These are my constructs, they may be wrong, but they represent the explanatory basis for controlling my own contribution to the conversation which will be adjusted in the light of consequences'.

The next phase of the research (Phase 2) small group structures of meaning exercises) is designed to facilitate personal reflection and an interchange of 'operational priorities' (Brown 1982)

Clarification or real discussion and justification of these 'operational criteria' - which may not have been explained, or even discussed previously - may provide staff with the opportunity to develop an awareness of discrepancies between colleagues and within their own personal matrix of values, principles and myths about teaching. The ability to clarify ones personal constructs, in this case about real experience and real people, can only strengthen the reflective process that is so crucial in education. Whilst discussing curriculum issues, Ben Peretz et al (1982) described the intention of the next phase of the research quite succinctly, his explanation having equal relevance to teaching criteria:-

"New criteria for curriculum interpretation may well be acquired by teachers through confrontation with personal constructs of colleagues". (p. 53)

CHAPTER FIVE

This chapter reviews the procedures used that led to the small group structures and networks of meaning. The results of small group structures of meaning are reported and the main dimensions of the set are presented in the form of a combined-all groups-network.

1. General Procedure (Phase 2)
2. Structures of Meaning Analysis
3. Group Results
 - i) Group 1
 - ii) Group 2
 - iii) Group 3
 - iv) Group 4
4. Combined-All Groups - Analysis
 - i) All Groups' cluster analysis
 - ii) All groups' network of meaning

Following the staff Repertory Grid elicitation and Talkback procedures, it was necessary to move staff towards a consensus view of their elicited elements and constructs - Phase 2.

It was felt that a structure of meaning analysis, carried out in small groups of three, would be an appropriate next step.

Accordingly, in order to ease the problems that may be encountered in generating discussion, a cluster analysis of all individual staff elements and constructs was undertaken.

This procedure was designed simply to facilitate movement towards a group analysis and to generate a sharing of perceptions/structures. The procedure is described in the following pages.

GENERAL PROCEDURE PHASE 2

Following the cluster analysis of each individual set of elements/constucts/criteria/competences, a structure of meaning exercise was completed with 4 groups of 3. The procedure adopted for this exercise is described in the following pages and successive pages report the results of each group in the form of a network of meaning agreed by the group, main dimensions and individual elements and a reported reflective conversation with the group.

Cluster Analysis

Individual. Prior to small group network of meaning

This analysis was conducted by two members of the research group with the explicit purpose of providing a basis or starting point for reflecting on the product of the fully focussed repertory grid and subsequent talkback immediately prior to the structures of meaning exercise.

The procedure was designed as a tool for generating conversation and a sharing of ideas.

Procedure

All elements and constructs from one individual group member were written on cards in different colours for later ease of identification.

Construct cards were sorted into perceived sets of related items of meaning.

The Element cards were sorted and placed on each set of Construct cards as they were seen to fit or describe the Construct set. This procedure resulted in element clusters being divided or combined, with the appropriate construct card remaining with the set of 'best fit'.

Each set or cluster of cards was laddered into a hierarchy with the over arching construct or element first and subsequent cards subsumed below it in cognate order. Duplications among cards became obvious at this stage and these were placed to one side.

Construct cards that did not seem to fit the perceived clusters were placed to one side. (In re-assessing the cluster sets, new patterns of elements emerged which were sometimes not easily explained by the original constructs.)

The ordered cluster sets were inspected for anomalies, and the cards that were placed to one side re-examined for meaning and 'fit'.

The ordered clusters were copied for later inspection by the

group member concerned, and the cards collected in their clusters for later re-sorting.

Cards that remained as duplications or rejected as being apparently outside the meaning of the sets elicited were collected as a separate set for later re-sorting as 'limbo' cards. These cards were regarded as an important piece of additional 'evidence' in assessing the 'weight' of feeling expressed by any individual or the group in connection with any dimension elicited.

The procedure was repeated for all tutor/learners, providing a platform for the small group structures of meaning exercise. Individual cluster analyses are not presented as the groups' perceptions were held to contain individual views, and the cluster analyses were designed to stimulate conversation and reflection on the patterns produced. All individual clusters were subsumed within the larger group structure.

Cluster Analysis
an algorithm.

The cluster analysis provided a starting point for generating conversation in the small group structures of meaning exercises.

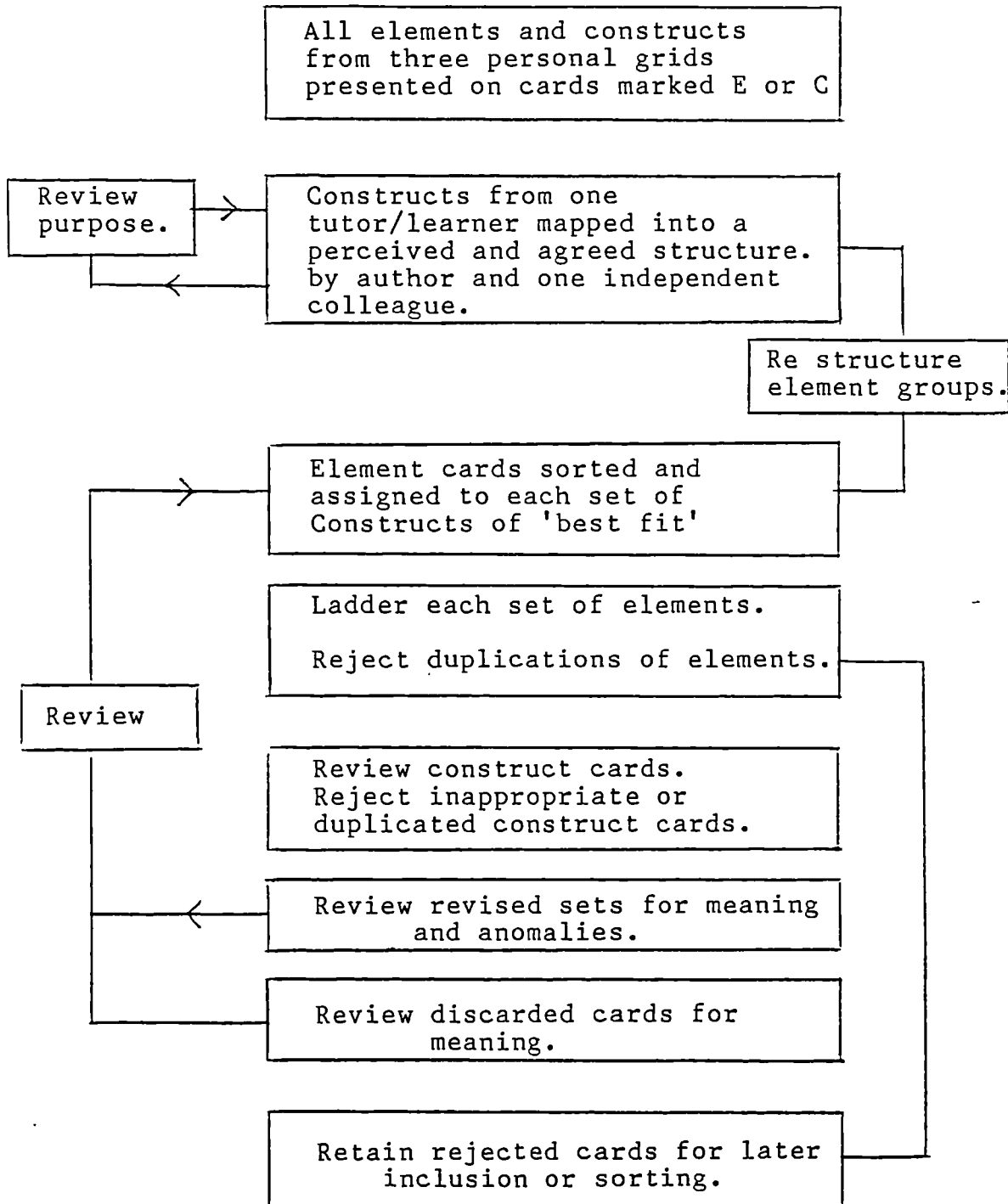


Fig 47

Structures of Meaning Analysis

This exercise was carried out in groups of three after a full talkback and cluster analysis of each individual's repertory grid.

Each group member was provided with:-

- i) A copy of their spaced focussed grid with all elements and constructs listed; a copy of their talkback notes.
- ii) A copy of the preliminary cluster analysis of their elements and constructs performed by two other group members.
- iii) A set of cards with all their elements and constructs listed (in the same hand) ready for re-sorting.

Having each set of cards written in the same hand allowed free discussion of the content and meaning of elements and constructs without personalising the defence of any particular item. In many cases, individual group members were happy to reject or re-sort cards that were their own contributions because they remained anonymous.

The purpose of the research was re-explained ie:- to produce a consensus view of teaching practice criteria from all group members using the data (elements and constructs) already generated.

The methodology of the exercise was outlined with emphasis upon each member's right to re-order or re-name cards, titles or meanings, to add cards or meanings as they saw fit, or to reject cards as non applicable, without meaning or as duplicates of other cards, bearing in mind that the final analysis or clustering should be as far as possible, a consensus. The possibility of a minority view was explained as acceptable if no joint agreement on meaning or content or inclusion was obtained.

Procedure

1. One set of cards was laid out on a large table in the clusters/sets previously sorted by two other group members. That member was asked to reflect upon the sets/clusters and make any changes that they saw fit.

2. The remaining two members were asked to examine their cluster analysis (on paper) reflect upon the structures presented, and make any alterations they found necessary at that stage. These group members were given a written cluster analysis and their cards already sorted into the sets identified.
3. The two group members were then introduced to the cluster analysis already laid out on the table as a starting point. The structures and meanings/categories were discussed and they were invited to begin matching their cluster sets or individual cards to those already presented with one area suggested as a starting point. Where no match was found, new clusters or sets were created.
4. All members were encouraged to ask for meanings, discuss converse and clarify the clusters that emerged.
5. All members were encouraged to divide clusters/sets, by consensus, into sub groups/sets according to any precise meanings that emerged. Cards that did not appear to fit any created group or constitute a new group were placed to one side as 'rejected'.
6. During the general review at 5 above, each cluster was examined for meaning and named.
7. Each named cluster was examined for any duplication of meaning amongst the cards representing that cluster.
8. Each named cluster was sorted for any apparent hierarchical order.
9. All cards that were rejected at 5 above or those that were discarded as duplicates were re-examined for meaning and possible inclusion as a result of the cluster sorting. Where appropriate these cards were incorporated into clusters or used as transpositional cards in re-creating a new set.

Structures of meaning.
an algorithm

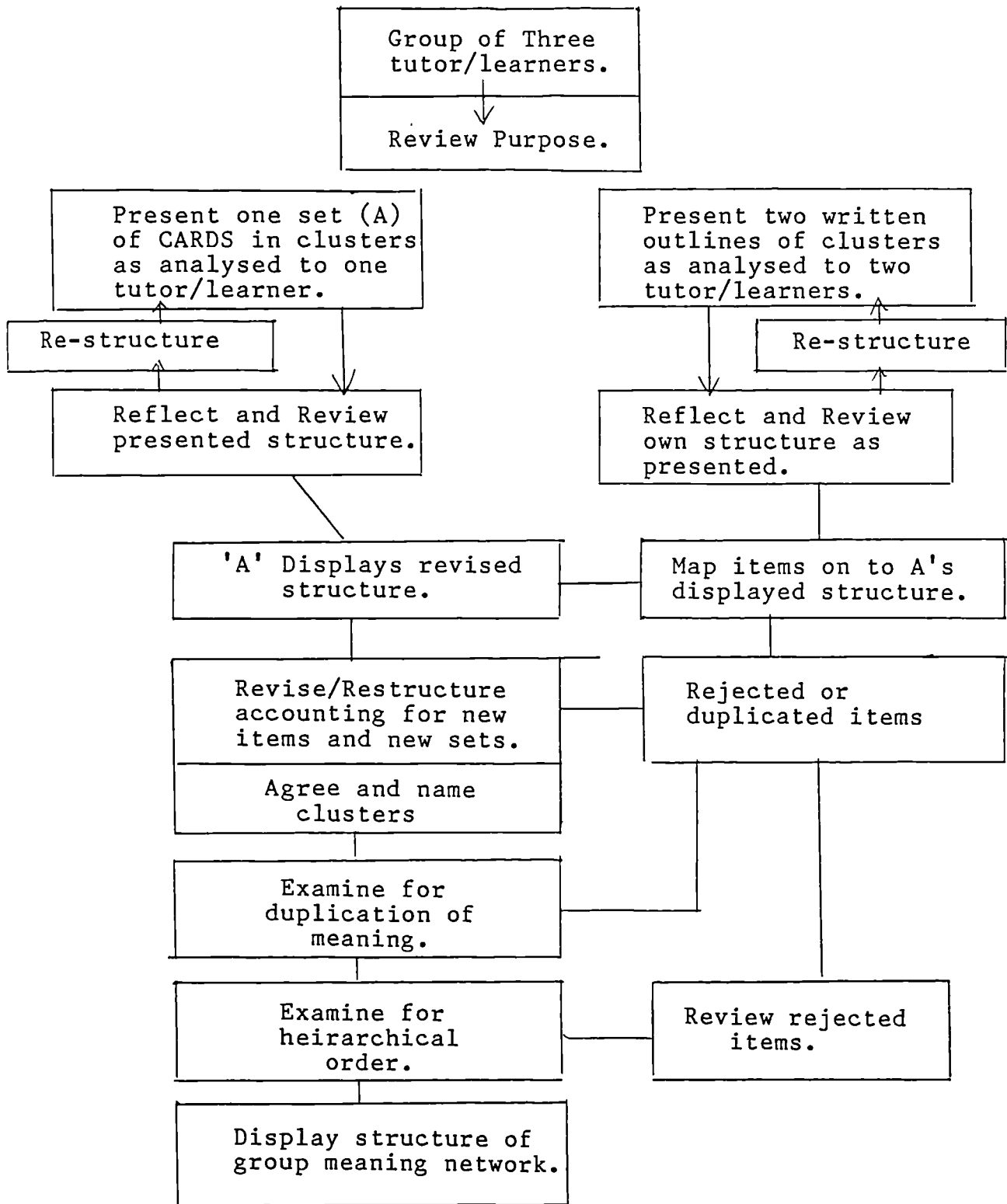


Fig. 48

The following section presents the results of each group's structure of meaning analysis and discussion.

Each group's results are presented in the same form:-

- * The general categories and dimensions elicited by the group (an overview) with the number of statements or responses that constituted the category.
- * A detailed list of categories and the statements/competences that were seen as constituent parts of them.
- * The group's agreed structural representation of their network of categories.
- * The main strands of conversation during the above exercise presented as a Reflective Conversation.

STRUCTURES OF MEANING

Group One

Group 1

Structures of Meaning

General Results. Categories and Dimensions elicited

	No.of responses agreed
1. <u>Personal and Professional qualities</u>	
a) The whole person	11
b) Required of a teacher - personal	9
Required of a teacher - general	5
c) Specific in-job classroom skills	12
2. <u>Planning process</u>	
a) Planning implementation	4
b) Planning responses	5
c) Planning - evaluating and analysing	4
3. <u>Organisational responses</u>	5
4. <u>Management of materials and time</u>	6
5. <u>Management of the classroom</u>	4
6. <u>Control</u>	7
7. <u>Operational skills</u>	6
8. <u>General and subject knowledge</u>	4
	<hr/>
	82
	<hr/>

Duplicated responses 12

Rejected responses 19

Newly created responses/explanations 7

Dimensions - detailed structure

1) Personal and professional qualities

a) The whole person

Professional qualities general
Personal qualities approaches and attitudes
Personal attributes - personality
Professionally committed to the needs of the job
Professional and social behaviour
Personal and social qualities
Personal responses to people
Ability to relate well to colleagues
Flexibility
Appropriate sense of humour
Self critical ability.

b) Required of a teacher - personal

General whole job approaches
Professional qualities specific
Attitude to teaching
Personal responses
Be aware of the dynamics of the teaching role (and make appropriate responses*)
Accepts the professional duty of care and attention of children
Creativity and willingness to learn and discuss new ideas
Ability to accept advice and act on it
Ability to be self critical

Required of a teacher - general

Wider professional role
Professional qualities of a teacher
Teamwork
Needs to be a member of a professional team
Open approach to parents and colleagues.*

c) Specific in-job classroom skills

Narrow, specific professional role
Personal qualities of a teacher
Teaching children
Attitude support
Reflective thinking by a teacher
Positive approaches to children and teaching
Responsive to the immediate and long-term demands of children
Willingness to see things through pupils' eyes
Ability to motivate children*
Open approach to children*
Enjoys being with children
(Capable of)* adjustment in the presence of children.

2. Planning Process

Alertness to planning and resources
Providing for academic needs
Cares about the translation of subject material
Thoughtful, structured preparation
Selects appropriate strategies for particular groups
Capable of flexible planning
Ability to organise and execute a plan
Can provide a differentiated curriculum

a) Planning Implementation

Knowledge and response to the curriculum
Knowledge and response to individuals
Can plan for motivating activities*
Attention to the immediate

b) Planning responses

Response skills
Adjustments in planning
Personal responses to planning and curriculum
Responsive to pupils during teaching and learning
Ability to respond flexibly to children and teaching situations.

c) Planning - Evaluating and Analysing

Planning and evaluation
Recording and analysing
Ability to record and analyse childrens' work
Capable of performing the required assessment and - recording procedures

3. Organisational Responses

Practical resource skills
Organisational responses
Providing for practical needs
Teacher input - resources
Ability to choose and use appropriate resources

4. Management of materials and time

Management and organisation skills
Materials support
Management and flexibility in planning
Ability to prioritise work and manage time
Imaginative use of materials and resources
Able to think quickly and change work/approaches as necessary.

5. Management of the classroom

Perceptions of the classroom situation
Efficient classroom organisation

Good classroom organisation
Managing children.

6. Control

Control skills
Teacher imposed discipline
Working with children - discipline
Teacher input - relationships
Good working relationships with children
Effective class control (for learning to take place)*
Ability to keep control of children

7. Operational Skills

Practical skills and knowledge
Practical skills and abilities
Communication skills
Clear communication
Display skills
Ability to use audio-visual aids for communication
in teaching.*

8. General and Subject knowledge

Planning pre-requisites
Theoretical skills and knowledge/abilities
Good general knowledge
Knowledge related to subject matter.

* Newly created items or additional explanation/
clarification

Group One Network of Meaning.

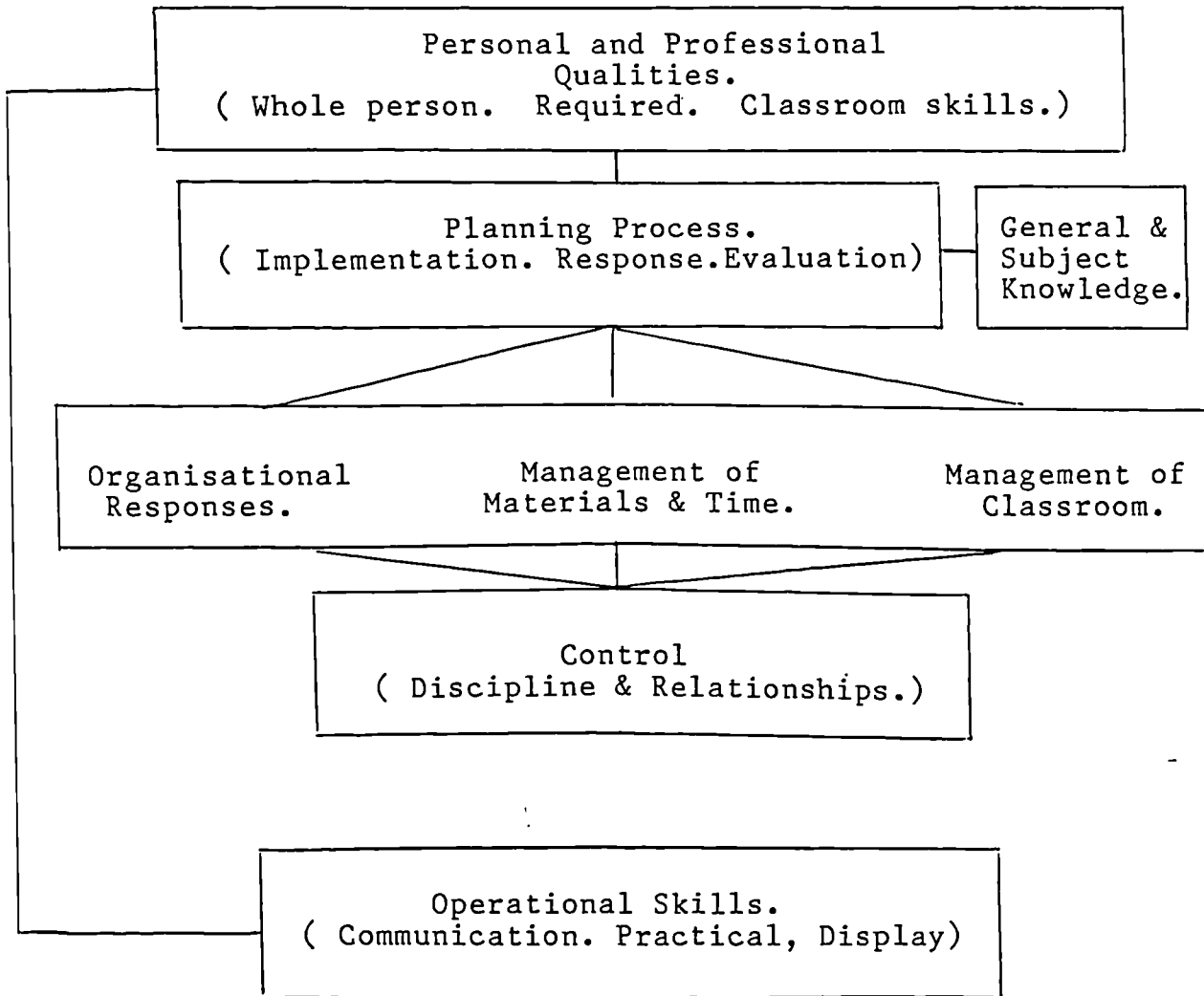


Fig.49

Reflective Conversation

The initial item of importance concerned Personal and Professional Qualities, and although no-one disagreed with the status/importance of this dimension, the precise nature of the interactions and organisation of individual constructs contained within the term generated considerable discussion. The essential problem was concerned with differentiating those aspects of the dimension that can be applied to the classroom and then ordering the statements into subordinate clusters. The internal structure of this dimension was agreed as:-

- i) Personal qualities - disregarding the teaching role concerning the whole person those qualities looked for at interview
- ii) Personal qualities - required of a teacher in general
- iii) Personal qualities (specific classroom skills)
 - a) General and b) personal.

This main category was seen as predominantly 'personality based' in the sense that the 'right person' with the 'right' set of attitudes, social skills, flexibility, humour and commitment etc. etc., will be better able to acquire those specific professional skills that can perhaps be measured in the classroom - teamwork, reflection, positive responses, adjustment to children etc.etc.

The second major area of discussion centred upon planning, which like the previous area was seen as a developmental and cumulative process in that an understanding of planning is required (obviously) before implementation, response and evaluation/analysis can take place

It was recognised that in this area, in particular, students' understanding of the teaching process is often highlighted.

The group were in agreement that we should be questioning our motives in judging students and in arriving at a consensus regarding our criteria ie:-

"are we after consensus or compromise -- compromised may not be a bad thing; it may be essential in the job we have to do."

- a recognition perhaps that students and staff/supervisors need to share their own constructs and personal meaning contained in any assessment statement or criteria.

STRUCTURES OF MEANING

Group Two

Group 2

Structures of Meaning

General results. Categories and Dimensions elicited

	No.of responses agreed
1. <u>Planning the curriculum</u>	2
a) Awareness of childrens' needs	3
b) Learning strategies	1
c) Preplanning	7
2. <u>Essential Teaching skills</u>	3
a) Environmental quality	2
b) Motivational ability	3
c) Ability to react to a child's needs	3
3. <u>Interpersonal skills</u>	6
a) Interest in and relationship with children	3
b) Adaptability (staff)	3
4. <u>Personal qualities</u>	10
5. <u>Professional account abilities/ qualities of</u>	9
6. <u>Planning competencies</u>	7
7. <u>Intellectual aspects</u>	1
a) Intellectual awareness	3
b) Knowledge of the subject	2
8. <u>Intellectual pre-requisites</u>	3
9. <u>Planning - management</u>	2
10. <u>Effective organisation and management</u>	1
	<hr/>
	74
	<hr/>

Duplicated responses 16

Rejected responses 7

Newly created responses/explanations 8

Dimensions - detailed structure

1) *Planning the curriculum

Recognition of the importance/significance of planning.
Sense of options in planning

Three further sub sets were elicited.

i) Awareness of childrens needs

Demonstrates the ability to judge childrens' work across a spectrum of learning (described as the anti Halo effect*)

Sympathetic to individual needs of children
Tasks matched to individuals and groups.

ii) Learning Strategies

Encourages responsibility for their own learning in children.

iii) Pre-planning

Educational objectives (necessity for and content/accuracy)

Objectives (realism) - What I can do versus what I would like to do

Ability to think through planning and come to decisions

Ability to demonstrate the relationship between schemes and lessons

Tasks and activities matched to objectives

Effective planning and evaluation skills

Flexibility in planning

2) Essential teaching skills

Immediate classroom skills

Maintaining the quality of the teaching environment

Class awareness.

Three further sub groups were elicited.

i) Environmental quality

Quality of the classroom noise

ii) Motivational ability

Ability to motivate children

Ability to maintain momentum throughout a lesson

Effective communication skills

iii) Ability to react to a child's needs

Mobility skills (circulation)

Immediate effect (rapid response to situations/needs*)

Practical considerations (resources/equipment organisation*).

3. Interpersonal skills

About others
Affecting others
Relationships
Flexibility - relationships
Ability to make good social relationships within the school
Ability to form positive relationships.

Two further sub groups were elicited, child and staff related skills.

i) Interest in and relationship with children

Caring attitude to pupils
Demonstrates a positive attitude to children and their work.

ii) Adaptability (staff)

Professional staff skills
Ability to empathise, modify and adapt behaviour - related to staff.

4. Personal qualities

About self
Personal awareness
Self evaluation (capable of)
Affecting self
Understanding the curriculum - in the wider context of social living
Readiness to consider advice - open mindedness
Enthusiastic communicator of knowledge
Equable temperament
Good health
Flexibility (in planning and responding to children).

5. Professional accountability/qualities

*Demonstrates accountability to the profession
Positive attitude to teaching in general
Attitudinal
Personal capacity
*Student interest in teaching
Sense of integrity of purpose
Commitment to teaching
Demonstrates a sustained effort/standard throughout teaching practice
*Continually recognises and addresses the needs of the school.

6. Planning competencies

Planning (evaluation related)
Analysing own teaching quality
Analytic ability
Sense of a variety of worthwhile outcomes on which to build.
Quality of thought in planning and preparation
Ability to incorporate evaluations into planning
Ability to analyse the quality of own teaching.

7. Intellectual aspects

Intellectual activity

This dimension was sub divided into two sub sets:-

- i) Intellectual awareness (ability to demonstrate that teaching involves a substantial intellectual component*)
Awareness of specific teaching components
Ability to ask quality questions.
- ii) Knowledge of the subject
Planning (knowledge related)

8. Intellectual pre-requisites

Intellectual ability (pre-requisite to teaching*)
Demonstrates an intellectual awareness of teaching and learning
Theoretical understanding.

9. Planning management (organisation of planning*)

Conceptual understanding of planning
Theoretical considerations.

10. Effective organisation and management

Construction of a conducive working environment.

*Newly created items or additional explanations/clarification.

Group Two Network of Meaning.

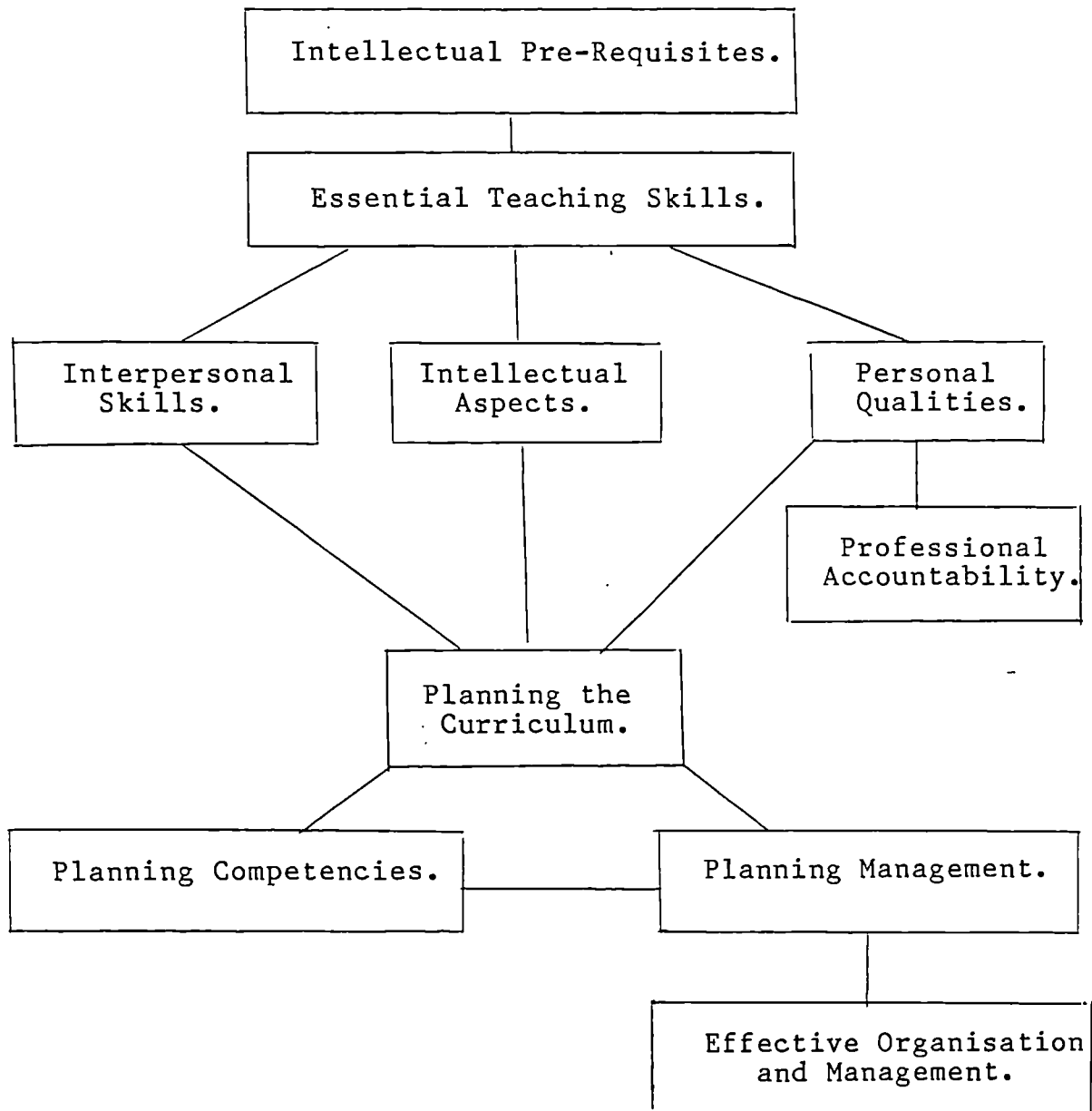


Fig 50

Main points of discussion

Intellectual ability was regarded as an essential pre-requisite to teaching ("it differentiates teachers from baby minders"). The crude method available at interview/selection - 2 'A' levels - was regarded as quite insufficient; the view was expressed that:-

"we need interview techniques/training to identify what we need".

and further on the same point:-

"there is often evidence of intellectual ability to be found in the file - but this is too late".

A new set or dimension was created - the ability to react to a child's needs regarded as the "real dynamics of teaching" - the ability to respond (in any style).

In coming to decisions about the final 'agreed' list it was suggested that we should consider the converse of statements eg:- handling silence as opposed to asking questions, this was explained in terms of

".... the danger of being drawn to the statements and forgetting the remainder".

It was noted, (at the end of the session) that, in the planning set so far agreed, there was no mention of curriculum. Lengthy discussion ensued that resulted in a complete re-ordering of the planning set.

STRUCTURES OF MEANING

Group Three

Group 3
Structures of Meaning

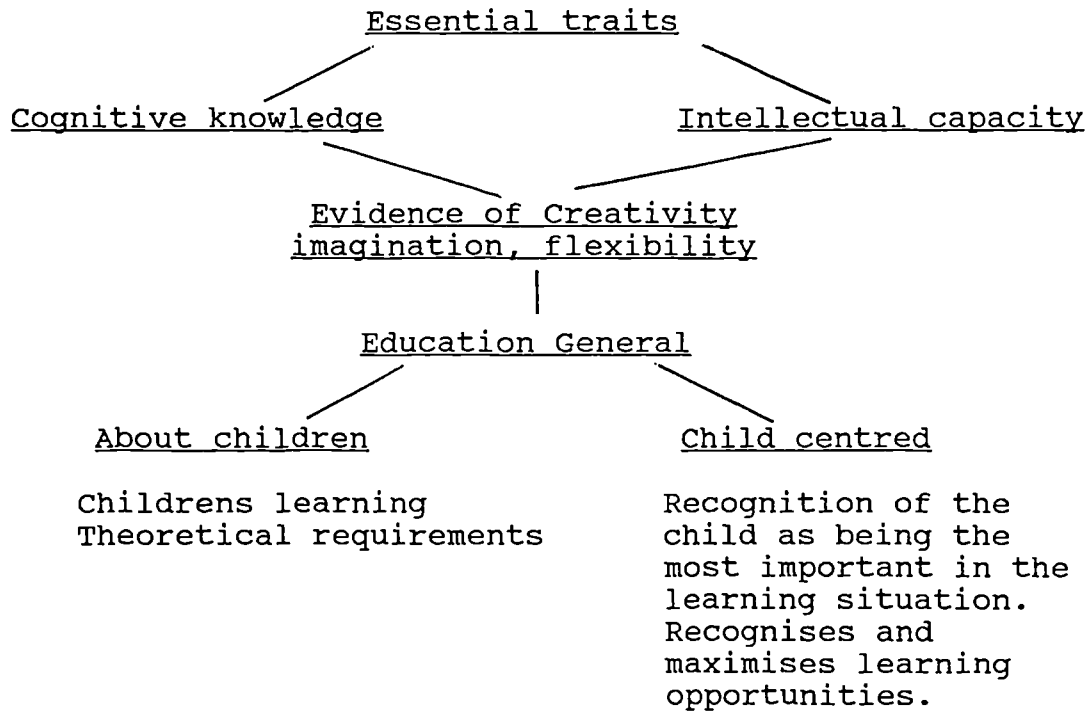
<u>General Results. Categories and dimensions elicited</u>		No.of responses agreed
1.	<u>Essential Teaching traits</u> was seen to sub-divide into	
	a) <u>Cognitive knowledge</u>	1
	b) <u>Evidence of creativity, imagination and flexibility</u>	1
	c) <u>Intellectual capacity</u>	1
	at the next level	
	<u>Education - general</u>	1
	which sub-divided into	
	a) <u>Child centred</u>	2
	b) <u>About children</u>	3
2.	<u>Pre-course</u> (pre-requisite student characteristics)	
	a) Pre-requisite competence - intellectual	3
	b) Practical competence - personal	8
3.	<u>Professionalism</u> (Personal and professional characteristics)	
	a) Relationships - staff	2
	b) Teacher personal dynamics (developed through the course)	5
	c) Teacher centred	6
4.	<u>Classroom competence</u>	
	a) Teacher related	4
	b) Organisation and management	5
5.	<u>Classroom centred competencies</u>	8
6.	<u>Learning conditions(on the hoof performance)</u>	5
7.	<u>Differentiation</u>	6
8.	<u>National Curriculum (Knowledge and application of)</u>	
	a) Teaching the National Curriculum	3
	b) Application of National Curriculum	2
9.	<u>Physical</u>	1
10.	<u>End of course</u>	1
	Duplicated responses	20

Rejected responses 5
Newly created responses/explanations 10

Dimensions - detailed structure

1) Essential traits

The group organised this main dimension as an "underpinning of the college course" as follows:-



All of which were seen to lead into the college course and provide a basis for self development and the continued development of the traits themselves.

2. Pre-Course (pre-requisite student characteristics*)
 - a) Pre-requisite competence (intellectual)
 - Intellectual capacity for the demands of the job
 - Adequate subject knowledge
 - Demonstrates numeracy, literacy, oracy.
 - b) Practical competence - personal
 - Teacher knowledge and skills
 - Enquiring mind
 - Non teacher related
 - Society centred
 - Extrinsic factors
 - The ability to share
 - Good communicator
 - Lack of bias.

3. Professionalism (Personal and professional characteristics*)
 - a) Relationships - staff
 - Is conscientious, reliable and 'acceptable' (as a colleague*)
 - Professional conscientiousness
 - b) Teacher personal dynamics (developmental)
 - Outside education
 - Desirable traits
 - Intrinsic factors
 - Can evaluate the total professional role in order to improve
 - Ability to self appraise.
 - c) Teacher centred
 - Self confidence
 - Self awareness
 - Evidence of the emergence of a personal style
 - Mature, responsible approach to the role
 - Awareness of the whole teaching role
 - Presents self as a good role model.

4. Classroom competence
 - a) Teacher related
 - Pre-evaluations (for teaching and planning)
 - Makes thorough situational analyses
 - Individual needs
 - Knows children and their special needs
 - b) Organisation and management
 - Organisation and planning skills
 - Sequence prognosis
 - Has extremely clear ideas of the development of learning (steps within a lesson or scheme*)
 - Has extremely clear learning intentions (lesson related)
 - Learning activities relate to aims and objectives

5. Classroom centred competencies

Has extremely clear organisation and management intentions
Organisation and management of classroom resources (aids)* childrens learning.
Classroom atmosphere conducive to good social and moral development
Moves efficiently into task
Relationships with pupils
Motivation (developed)
Detects, adjusts to unintended outcomes
Detects and adjusts to pupil achievement.

6. Learning conditions (on the hoof performance*)

Teachers - helping children to learn
Has the confidence to extend beyond themselves and the child's present experience
Encourages active cognitive pupil participation
Communication benefits pupil understanding
Style and display as appropriate to the age range.

7. Differentiation

Cognitive involvement (by pupils at all levels)*
Knowledge and ability
Teachers capacity to enable children to learn
Awareness of children's learning
Acknowledgement of the way children learn
Knowing children and their capacity.

8. National Curriculum (Knowledge and application of) .

- a) Teaching the National Curriculum
Competence in teaching the National Curriculum
National Curriculum used to optimise learning
Good knowledge base of the curriculum (National and general) and educational issues
- b) Application of the National Curriculum*
Appraisal and record keeping
Competence in pupil profiling and record keeping.

9. Physical

Physically fit (can cope with the demands of the job)*

10 End of Course

(Can fulfil the*) Statutory requirements (National Curriculum).

Group three Network of Meaning.

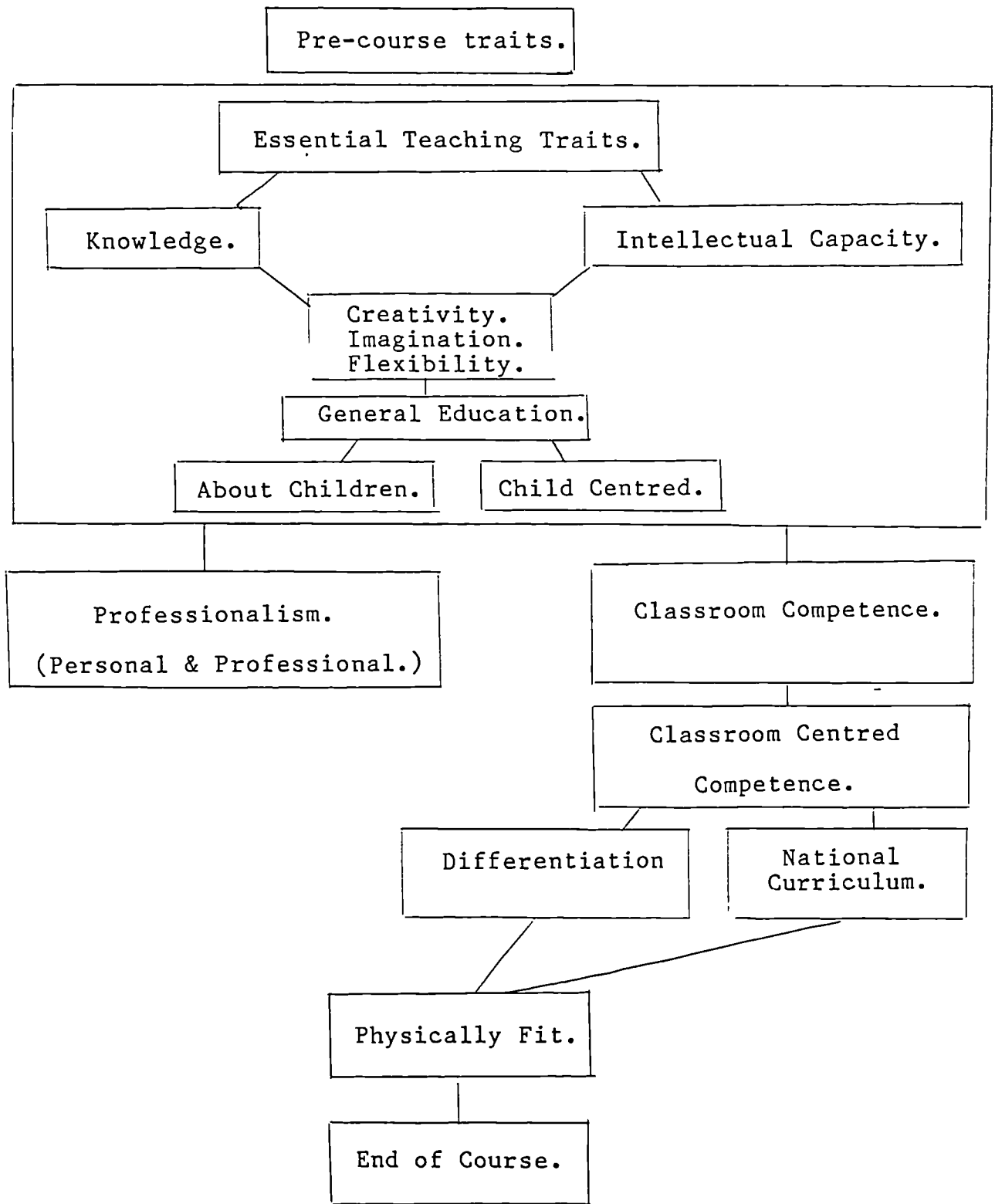


Fig 51

Main points of discussion

The general educational standard of students attending the B.Ed. course was the centre of an involved discussion about students' shortcomings as revealed on the course, and in particular a "lack of drive". The value of drive, an enquiring mind and enthusiasm for learning were seen as important contributors to the total student profile, including teaching. It was argued that teaching quality was almost invariably a function of enthusiasm, drive, an enquiring mind and a "need to know".

The issue of bias (lack of bias) was addressed, and the group agreed that what was needed was the ability to moderate bias on the part of the student and supervisor. There was little disagreement that bias existed at all levels, & that it should not be allowed to permeate teaching. Interest centred upon the six or seven dimensions that were elicited (at that time) - it was noted that the number may be an "effect of previous experience affecting our judgement". (The existing criteria contain seven main categories). The situation reached at that stage was described as - "combining what we know (personal values) with what has been learned".

On the subject of student progression through the course, and in particular the ability - or otherwise - to predict future success or failure, one group member noted:- "... what we don't get right at the moment is knowing what is crucial in year one (T.P.) for success in year 2".

The issue of the hierarchical nature of dimension 1 - Essential Traits-occupied the group for some considerable time and two important issues flowed from the discussion:-

- i) The essential traits referred to should be present at interview (pre-course) and yet we clearly lack the interview techniques or 'tests' to confirm their presence.
The pervasive effect of the 'essential traits' was reiterated many times, the effect being felt through all aspects of the course including T.P.

- ii) The concept of developmental criteria was discussed in partial response to the point above (what we don't get right) in that it was suggested that criteria should "come on stream" as students progress through the course; this approach it was felt would enable a tighter focus during the crucial first two practices.

STRUCTURES OF MEANING

Group Four

Group 4

Structures of Meaning

General Results. Categories and Dimensions elicited

	No. of responses agreed
1. <u>Theoretical Ideas</u>	4
a) Intellectual grasp of the task of the teacher	5
b) Curriculum/Knowledge	2
2. <u>Relationships with people</u>	2
a) Classroom relationships	3
b) Relationships with staff	3
c) Relationships with children	9
3. <u>Personal Qualities</u>	2
a) Personal style	4
b) Application	3
4. <u>Classroom based skills and abilities</u>	5
a) Classroom management	12
b) Teacher sensitivity - work	4
c) Lesson presentation	11
5. <u>Planning and Evaluation</u>	5
a) Knowledge of subject	3
b) Preparation and reflection	9
c) Planning and organising (in-class)	3
6. <u>Evaluation</u>	3
a) Considering outcomes	4
b) Reflection on planning	5
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	101
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Duplicated responses 21

Rejected responses 12

Newly created responses/explanations 6

Group 4

Structures of Meaning

General Results. Categories and Dimensions elicited

	No.of responses agreed
1. <u>Theoretical Ideas</u>	4
a) Intellectual grasp of the task of the teacher	5
b) Curriculum/Knowledge	2
2. <u>Relationships with people</u>	2
a) Classroom relationships	3
b) Relationships with staff	3
c) Relationships with children	9
3. <u>Personal Qualities</u>	2
a) Personal style	4
b) Application	3
4. <u>Classroom based skills and abilities</u>	5
a) Classroom management	12
b) Teacher sensitivity - work	4
c) Lesson presentation	11
5. <u>Planning and Evaluation</u>	5
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a) Considering outcomes	4
b) Reflection on planning	5
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	101
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Duplicated responses 21

Rejected responses 12

Newly created responses/explanations 6

i) Personal Style

Sense of humour
Presence - (element of character*)

ii) Evidence of Application to the job

Reflection about the students' self
Perspiration (apparent effort)

4. Classroom based skills and abilities

Pre-requisites for learning
Practical application
Practical realities of the task of the teacher
Ability to demonstrate an understanding of pre-requisites.

Three further sub groups were decided.

i) Classroom management

Classroom management - children and resources
Precision and clarity of organisation
Classroom control (based on clear expectations of routines behaviour and resources*)
Responsive and flexible to changes in routine
Ability to manage multi-group activities
Practical skills
Practical organisation - classroom state
Learned on the job
Organised resources and materials
Ability to keep the classroom tidy and organised
Careful and precise organisation of resources, artefact and people.

ii) Teacher sensitivity - (work oriented)

Perceptive and aware of childrens behaviour, needs, tasks, performance
Equal opportunities - action taken
Equal opportunities thinking evident.

iii) Actual presentation of lessons

Teaching techniques
Imaginative presentation of lessons (using artefact)
Ability to get away from written and oral descriptions to visual and 'mode' accounts
Ability to respond on the spot to childrens spontaneous interests
Flexibility of thinking
Well structured language/instructions.
Clear speech/diction/eloquence
Is just and even handed
Use of appropriate, sympathetic language
Can motivate/generate interest.

5. Planning and evaluation

Thoughtful and imaginative preparation and planning
Ability to plan for inter-related content
Evidence of independence of thought and action
Broad knowledge of books - facts and fiction relative
to age range

Three further sub groups were agreed

i) Knowledge of subject

Working knowledge of the National Curriculum*
Can demonstrate the ability to teach across the range
of National Curriculum core and foundation subjects*

ii) Preparation and reflection (not in the classroom)

Written evidence - file
Written framework tied
Organised thinking, planning and implementation
Has clearly defined objectives (LT and ST)
Has clearly organised lesson plans*
Can demonstrate clear, sequential planning*
Clarity of thought
Clarity of thought and presentation in the file.

iii) Planning and organising - in class

Evidence of understanding of the interests and curiosity of
appropriate ages
Differentiated teaching.

6. Evaluation

Ability to evaluate outcomes
Can apply effective record keeping of a class and
individuals*

Two further sub-sets were decided

i) Considering outcomes

Understanding the variety of outcomes from planning
Freed from written framework
Understanding what children are

ii) Reflection on planning

Reflection on childrens learning
Ability to reflect on childrens learning outcomes
Ability to reflect on personal learning outcomes
Ability to incorporate evaluations and records into
planning*.

* Newly created items or additional explanation/clarification

Group Four Network of Meaning.

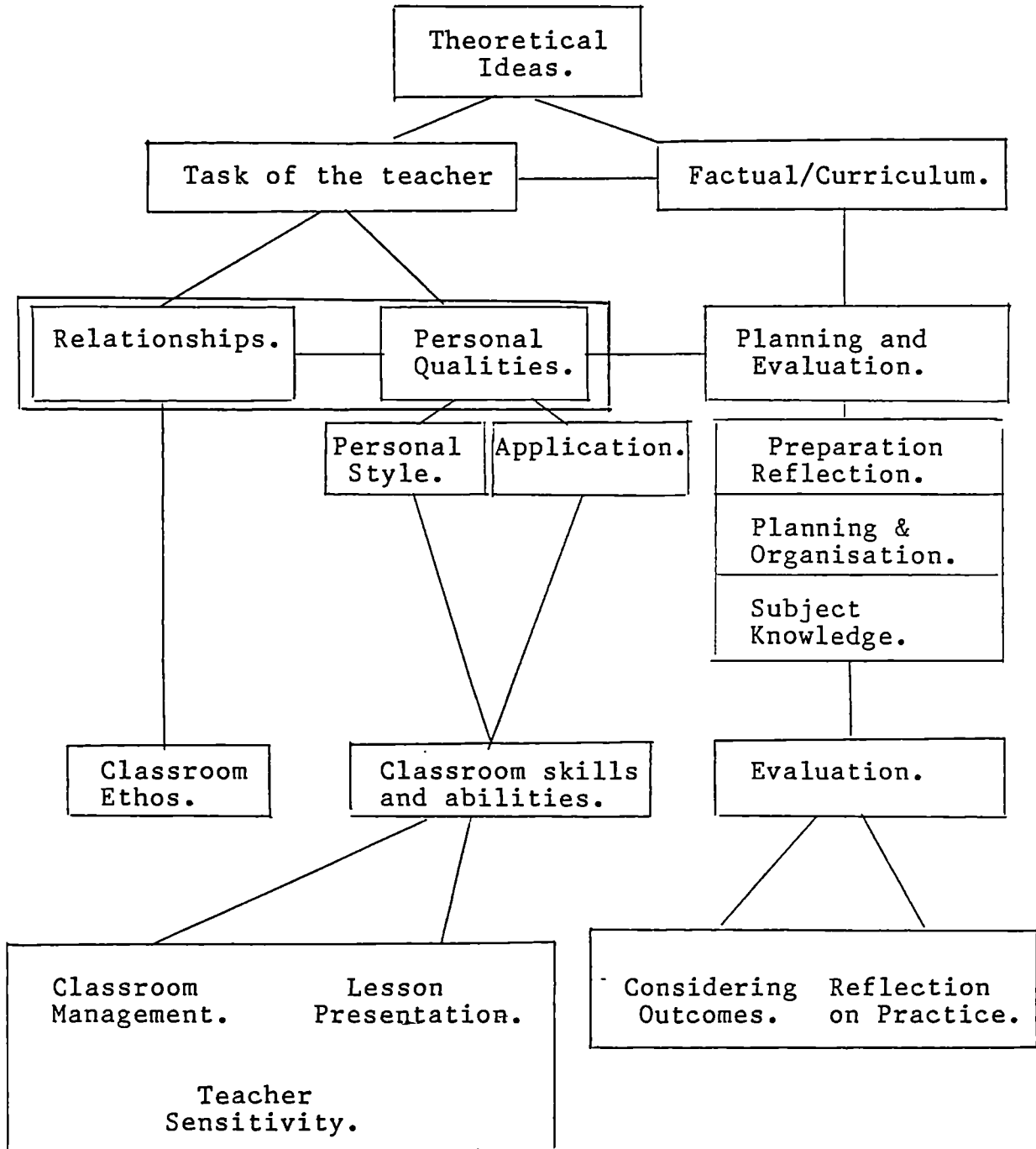


Fig 52

Group four produced a six dimensional analysis of their elements and constructs containing 101 statements.

Teaching skills were seen to fall into two distinct categories - Practical Competencies and Theoretical Underpinning, both being necessary for successful teaching, however Relationships, Personal Qualities and Planning were identified as realistic translations of competence.

A good deal of discussion centred around Practical Competencies (Classroom Skills and Abilities) which were seen to grow out of personal qualities and style -

"some people are born organisers and storytellers
... it's part of your basic personality"

and "your style or approach is so crucial in setting the scene - the atmosphere or ethos in the classroom and subsequently the learning that may take place".

Classroom skills/presentation was recognised as a crucial set contributing to both relationships and planning and was seen to be centrally placed in any total set.

The group took a somewhat pragmatic view of classroom management and lesson presentation:-

"a practical approach to the problem"

Planning was recognised as the three part process by this group in that there existed first the requirement of subject knowledge:-

"many students - and teachers - find the amount of information they are expected to know about or learn quite daunting".

and then the theoretical (not class based) skills, followed by the practical application of demonstrating an understanding of children through differentiated teaching. This discussion lead to the realisation that no mention had been made of the National Curriculum, and although an essential and expected part of all teachers' roles/duties it still required explicit

mention. Consequently, three further statements were added dealing with subject range, record keeping and general knowledge.

Professional skills/attributes were subsumed under relationships' and the outcomes of planning and evaluation.

All Groups Cluster Analysis and Network of Meaning

Following the small group structures of meaning exercise, a group of three members of staff (two independent members and the author acting as consultant) carried out an analysis of all four structures of meaning diagrams/networks and the associated dimensions and element statements using a cluster analysis procedure

The 'panel' identified the main dimensions exhibited by the four groups and further, using this cluster analysis devised a network of meaning that represented the major dimensions of the total group.

The procedure used and the results obtained are reported overleaf.

Networks of meaning. Group Cluster Analysis

This analysis was concerned with construing a pattern of relationships from the constructions and general dimensions of the four small groups of staff.

The exercise was carried out by a small 'panel' of three members of staff; two who were independent of the research and the author, acting as consultant.

The anonymity of items and individuals was preserved by presenting cards written in the authors hand. This was done to avoid any possible 'biased' responses made on the basis of a contributors status in the panel members eyes.

Procedure

The networks of meaning and associated definitions/titles for each group were reviewed by two independent members of staff. Common areas, dimensions, categories and meanings between groups were identified and clustered together.

The author acted as consultant when precise meanings of statements were questioned and reference to talkback notes and/or structures of meaning exercises was required.

The major areas identified (planning, personal qualities etc) were listed and group responses from the structure of meaning exercises placed under the categories identified. Where little or no common ground was found, statements or groups of statements stood alone as 'separate' clusters.

Fifteen clusters or major dimensions were identified, many with up to three sub groups contained within a main frame of reference. — (Table 5)

Using the above cluster analysis as a basis for further refinement, the two independent members of staff reviewed each group's network of meaning, and with 'consultant advice' structured a network of meaning analysis that represented each

groups' contributions and highlighted those areas of common ground found in the total set of responses. Areas of common ground are presented in table form overleaf, and as a structural analysis (network of meaning) in fig. 53.

Networks of Meaning. Cluster analysis

Areas of common and individual meaning exhibited by each group.

TABLE 5

	Group	Item
Essential teaching skills	2	2i,ii,iii
Operational Skills	1	7
Specific in-job classroom skills	1	liii
Intellectual aspects	2	7i
Theoretical pre-requisites - roles	4	1 i ii
Planning process	1	2
Planning the curriculum	2	1i, ii, iii
Planning management	2	9
Planning implementation	1	2i
Lesson Presentation	4	4 iii
Planning responses	1	2ii
Planning competencies	2	6
Planning, Evaluating and Analysing	1	2iii
Planning and evaluation	4	5 ii iii
Planning and evaluation	4	6 i ii
Personal and professional characteristics	3	3i, ii
Required of a teacher - general	1	liii
Professionalism (Pers. & Prof.Ch'stics)	3	3iii
Personal and professional qualities	1	1i, ii
Personal Qualities - style/application	4	3 i ii
Interpersonal skills	2	3i, ii
Personal qualities	2	4
Relationships classroom/staff	4	2 i ii iii
Professional accountability qualities	2	5
Effective organisation and management	2	10
Organisational responses	1	3
Classroom centred competencies	3	5
Classroom competence	3	4i, ii
Management of the classroom	1	5
Management of materials and time	1	4
Classroom management	4	4 i
Learning conditions	3	6
Differentiation	3	7
Teacher sensitivity	4	4 ii
General and subject knowledge	1	8
Knowledge of the subject	2	7ii
National curriculum, Knowledge and application	3	8i, ii
Planning and evaluation (NC)	4	5 i

	Group	Item
Classroom control	1	6
Physically fit	3	9
Can fulfil statutory requirements	3	10

Network of meaning analysis. All Groups.

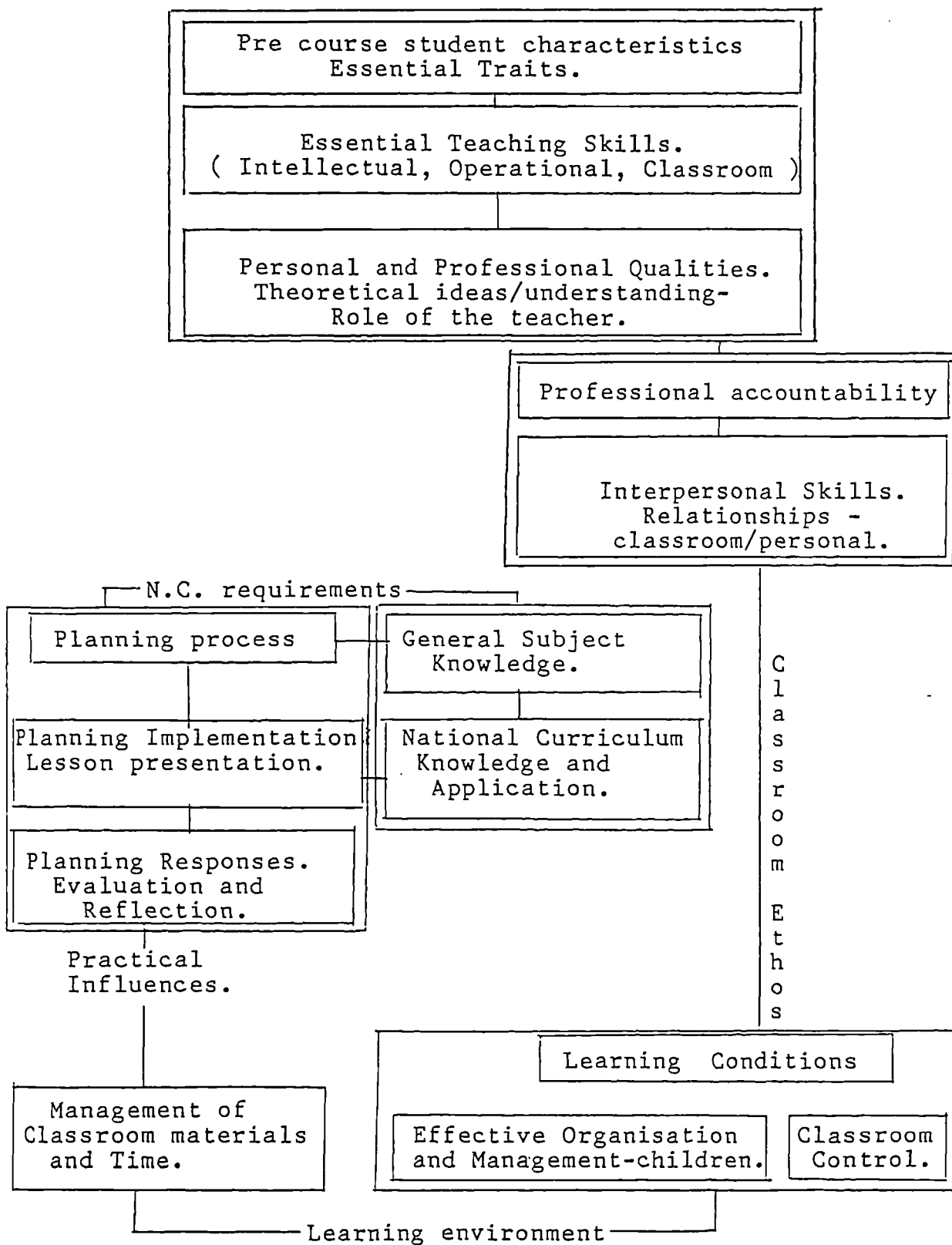


Fig 53

CHAPTER SIX

This chapter outlines the procedures used to reduce the initial total of 384 statements of competence and presents the first criteria set. The surviving statements of competence are analysed according to their staff origin, and a review of the first criteria set is produced which leads to a revised set.

1. Introduction
2. Review and Rating of all Statements
 - i) Results
3. The Initial Criteria Set
4. Distribution of Surviving Statements
5. Review of Initial Criteria Set

Introduction

Following the individual repertory grid exercises and the small group structures of meaning exercises a total of 384 statements of competence were forthcoming.

Clearly, in such a total there is certain to be a measure of duplication, uncertainty, unclear or composite meanings.

In order to reduce the number of competences to a manageable and realistic total, the staff were asked to 'rate' the statements on a scale, "Very Important - Reject." These scores provided the basis for an exercise in reducing the number of statements which was followed by a 'panel' cluster analysis of surviving statements. This cluster analysis followed broadly similar lines to that described for the structures of meaning - all groups - analysis.

Review and Rating of All Statements

All Groups Combined (PHASE 4)

A total of 384 individual constructs, elements and group perceptions representing the mindpool of descriptions, criteria, thoughts, forms of expression, organisations, experiences, personal values and individual myths about teaching practice criteria survived from the three part re-iterative and refining process of Grid elicitation, Talkback and Group Structures of meaning.

The complete list was constructed by using the structures of meaning statements from all groups (Appendix 7) and the network of meaning from each group which provided a means of grouping common statements.

Each group was asked during its structure of meaning exercise to place elements and constructs in a hierarchical order for each dimension produced. This resulted in many dimensions containing constructs first as overall descriptions or definitions of meaning and then elements as descriptors which were on the whole behavioural.

For example:-

The dimension Professionalism
(Personal & Professional Characteristics)
contains three construct 'descriptions' of -
Teacher centred
Self confidence
Self awareness
before four elements
appear - Evidence of the emergence of personal style
Mature responsible approach to the role
Awareness of the whole teaching role
presents self as a good role model

each of which presents a somewhat clearer picture than the constructs. The statement lists (Appendix 7) were drawn up according to each particular group's pattern of responses found in their structure of meaning display.

MEETING 6

The four lists were reviewed with each tutor/learner using the following procedure:-

- i) Review of the purpose of the research
- ii) Explain the status of the list as representing each group's agreed set of statements and structure titles, (Planning, Professionalism, Control etc.) grouped into areas that were perceived to be similar, based on:-
 - a) The authors knowledge, experience and conversations with each group and individuals within that group.
 - b) A joint agreement between the author and two other non-involved members of staff.
- iii) The construct statements (which in the majority of cases were general in nature) were underlined as indicators to assist in eliciting the meaning contained in the cluster.
- iv) The complete list was reviewed by each tutor/learner and each statement/item rated as:-

Very Important	Score 1
Important	Score 2
Accept	Score 3
Reject	Score 4

Statements were rejected on the basis of:-

- i) Lack of meaning or lack of perceived relevance to the purpose of the research (Apx 8.)
- ii) Imprecise form of expression - in which case tutors were invited to comment/improve/change the statement for retention (Apx 8.)
- iii) Unrealistic expectations of students in training.

The tutor/learners were encouraged to comment on statements and to retain those that represented valuable areas but required re-phrasing, disassembling, clarifying etc. All comments were noted on the script for future use.

Duplication of statements/meanings were not a basis for rejection - it was explained that duplication of items/areas/dimensions would be catered for during the following phase of the research.

Two independent members of staff, previously involved in individual cluster analyses and the production of all groups' structures of meaning and network of meaning, in company with the author acting as consultant, examined the staff responses in order to refine the 384 items to a manageable number.

In the first instance, the following criteria were agreed in order to remove items from the list:-

- i) Any item that received rejections by all staff ie: a score of 48.

- ii) Any item that received rejection ratings by six or more staff, providing the remaining ratings were not exclusively 1 or 2.

The following items were removed from the list using the above criteria:

	Statement number	
Criterion 1	- 63, 120, 170, 182, 246, 260, 264, 265	Total 7.
Criterion 2	- 1, 2, 20, 21, 22, 30, 33, 61, 75, 79, 157, 169, 171, 172, 175, 176, 190, 191, 195, 202, 203, 204, 206, 227, 230, 231, 232, 240, 243, 254, 261, 275, 277, 300, 313, 322, 324, 341, 359, 376, 381, 383.	Total 42.

The statements in these categories were checked carefully for potential usefulness and further inclusion but in every case no justification for further inclusion could be found in that each statement lacked precision, meaning or relevance, or was expressed better within other statements.

The distribution of rejected items by group of origin was:-

<u>Group</u>	<u>Number Rejected</u>
1.	11.
2.	11.
3.	15.
4.	12.

Further refinement of the remaining 335 statements was achieved through a cluster analysis procedure similar to that used for the individual and group analyses. The same two independent members of staff, with the author acting as consultant, carried out the following procedure:-

1. The purpose of the research was reviewed and defined.
2. All statements were presented on cards in the same hand with -
 - a) each card numbered according to the full statement list for ease of later recording of clusters.
 - b) rating scores were added
 - c) comments from staff made during individual rating reviews were added with indications

of the number of agreed responses. These comments were used as a basis for any changes made by the two independent staff.

3. One group's structure of meaning network with all statements was displayed.
4. Other groups' statements were mapped onto the displayed structure/network.
5. Cards were combined where meanings were seen to be the same or where attributes fell together.
6. Card wording was changed according to staff comments if they were seen to be helpful in deciding or clarifying meanings.
7. New network dimensions were created where the displayed set did not provide a sufficiently clear match.
8. Statements were placed to one side in a 'limbo file' on the basis of:-
 - a) Duplication of statement
 - b) Unclear meaning and no staff comment to clarify it.
 - c) Relevance of content questioned.
 - d) Statement required what was seen as unrealistic standards of performance.
 - e) Meaning/Content subsumed in another statement.
9. Where statements remained that were not placed to one-side of the basis of the above criteria, the rated score of each statement was taken into account in order to reach a decision to retain or place in limbo.
10. The limbo file was examined for duplications, unclear meanings, unrealistic expectations and irrelevant items. These were rejected.
11. Each dimension elicited on the combined network was sorted into any perceived sub sets of meanings.
12. The limbo file and rejected cards were re-examined for relevance and 'fit' within the total network and structure displayed.
13. Each dimension in the final structure was explained in a short paragraph to define the sets direction and intention of meaning.

In reviewing and rating the list of 384 statements that were retained from each group's structure of meaning and network analysis, the majority of tutors realised that many original elements, constructs, explanations, statements and views were

unrealistic, confusing, imprecisely focussed, in need of clearer explanation, in need of dividing into separate items from composites, not worthy of retention or were demanding too much from students in training.

It was clearly recognised by all staff that the language used underpinned the concepts contained within the statements. Reflection upon previous explanations resulted in many suggested changes and two illuminating and typical quotations from different tutors.

"..... our intuitive vagueness of descriptions is often based on the philosophy that what I'm growing is somewhere out there in that ten acre field my secret garden! all of which points to our lack of a theory of teaching".

Supported by a second tutor who stated:-

"So much is comfortable jargon - it sounds like they (staff and students) know what they are doing, but not really".

The search for precision and clear meaning was paramount in the tutors' reflections and rating of statements, as one tutor commented:-

"These are generated from our own experiences and feelings, but by sharing them you do sharpen them up".

and, with a view to communication of meaning:-

"People get locked into the rhetoric and forget what it's like to be a student".

The value of the reiterative reflective exercise in reviewing the statement list was appreciated by another tutor who valued the personal element of discussion, exchange of views and ownership in the exercise. He stated:-

"In 'A' level work, if someone gives you a book to teach and you were not involved in the choice, the chances are that you would teach something else".

This imposition of personal values into the teaching and assessment process was supported by a different tutor:-

"We intuitively know what we want and will discover a way of marking and assessing it - we are arrogant enough to believe we can".

84 Statements of Competence survived this rating exercise and 'panel' cluster analysis that placed individual items into their perceived dimensions. These are presented in tables 6 and 7 overleaf. In each case, the number of items/statements of competence is given, and, the number of cards/statements placed in the 'limbo file'. The 'limbo file' represents all cards that were 'rejected' at either the small group structure of meaning exercise and the rating/review and cluster analysis described above.

Rating and Cluster Analysis Results

The following table represents the number of responses elicited for each dimension or sub group. The number of competencies that were retained after the first staff review and included in the first set of criteria is presented. Those placed in the limbo file during small group and combined group structures of meaning exercises are also presented as an indication of the degree of weight attributed to each dimension or sub section.

The table is presented in numerical order according to the total number of responses offered within each dimension.

Statements that were unclear and not able to be ascribed to any dimension or sub section were discarded. This category totalled 47 cards.

Table 6

Dimension	No Competencies	No Limbo	Total
Planning Process			
Planning Skills	21	42	
Adjustments and responses	4	5	
Knowledge of Subject	4	12	
Recording Evaluating Analysing	6	12	
	T = 35	T = 71	Total 106
<hr/>			
Personal & Professional Qualities	11	66	Total 77
<hr/>			
Maintaining Quality of Learning Environment		4 New titles	
Class Control	8	15	
Managing Children	4	4	
Communication	3	2	
Cognitive involvement	7	7	
	T = 22	T = 32	Total 54
<hr/>			
Personal Qualities of a teacher	8	32	Total 40
<hr/>			
Management and Organisation in the Classroom	4	32	Total 36
<hr/>			

Dimension	No Competencies	No Limbo	Total
Intellectual Requirements	1	16	Total 17
<hr/>			
National Curriculum requirements	3	4	Total 7
<hr/>			
Totals	84	249	337
Unplaced/rejected cards			47
			384

The following table represents the number of retained competency statements and the number of limbo statements assigned to individual sub-items. The table is presented in numerical order as an indication of the degree of importance attached to each section.

TABLE 7

Hierarchical order of staff dimensions

Rank	Competency area	No Competencies	No Limbo	Total
1.	Personal & Professional Qualities	11	66	77
2.	Planning Skills	21	42	63
3.	Personal Qualities/Teacher	8	32	40
4.	Management & Organisation in Classroom	4	32	36
5.	Class Control	8	15	23
6.	Recording, Evaluation Analysing	6	12	18
7.	Intellectual requirements	1	16	17
8.	Knowledge of subject	4	12	16
9.	Cognitive involvement	7	7	14
10.	Adjustments & Responses	5	4	9
11.	Managing Children	4	4	8
12.	N.C. Requirements	3	4	7
13.	Communication	3	2	5
14.	Maintaining quality of learning environment		4 (new)	4

The Initial Criteria Set

Following the review and rating of all statements, the surviving 84 statements of competence were produced in a format that could be used in assessing students on teaching practice.

The problem of designing levels of achievement within each competency statement was dealt with by consensus in that all the participating staff were asked to choose between a numerical 1-5 grading, a literal A-E gradient, a fail - satisfactory - excellent grading over 4 or 5 levels, or, descriptive levels that allowed some flexibility and did in fact describe what was happening.

The staff, by a large majority 10:2 decided that a descriptive set of levels would be preferred, and the 'panel' (referred to earlier) devised the following levels/descriptions that were generally accepted by the staff as a starting point.

0. Fails to demonstrate (Shows little or no evidence of the required competency area - fail)
1. Shows some evidence of (Makes minimal progress/effort, not yet reaching satisfactory levels - fail)
2. Is developing appropriately (Making satisfactory progress - the average standard expected for a pass)
3. Making good progress towards (Is achieving the competency statement regularly)
4. Achieves most of the time (Is achieving at a high level for a significant proportion of the time).

The issue of the meanings ascribed to - "regularly", "significant proportion" and the possibility of allocating percentage times was discussed, but the concept of an experienced class teacher only achieving any one competence for 70% of her time in a normal day did not sit well with the group. Whilst accepting that the description lead to the view that level 4 needs to be achieved for a pass, this

was not taken as the applied view of the staff. Level 2 was agreed as the bare pass level, with levels 3 and 4 reserved for better than average performance.

The notion of profiles of performance within each dimension was discussed by the panel and the staff group and it was agreed that it would be unrealistic to expect a student to achieve highly on all criteria in all dimensions, therefore, the principle of aggregating 'scores' for each dimension was agreed as this allowed for variations in performance/ability and indeed would provide points of feedback and discussion between student and tutor without the fear of failure looming over the discussions.

The initial criteria set, reproduced overleaf is derived directly from Tables 6 and 7 given previously. The main dimension titles that resulted from the last cluster analysis are employed: the sub items or descriptors represent those items/statements of competence that survived the refining process to this point.

Criteria for Teaching Practice.

Derived from staff responses, grids, talkback and group discussions.

1. Personal Qualities of a Teacher.

This criterion is concerned with those innate qualities of being which are seen as essential precursors to effective teaching and learning.

	4. Achieves most of the time			
	3. Making good progress towards.			
	2. Is developing appropriately.			
	1. Shows some evidence of.			
	0. Fails to demonstrate.			
i	Can cope with the physical demands of the job.			
ii	Is responsive to the immediate and long term needs of children.			
iii	Shows the ability to reflect on learning and teaching outcomes.			
iv	Demonstrates positive approaches to children.			
v	Demonstrates positive approaches to teaching.			
vi	Is able to motivate children.			
vii	Enjoys being with and cares about children.			
viii	Is able to see things through pupils' eyes.			

3. Planning Process.

This criterion covers a variety of planning skills and outcomes based on written evidence in the student's file, evidence presented in discussions/conversations, evaluations and records of children's work. One primary consideration is the clarity of thought and presentation in the student's file.

The planning process was elicited as four sections - A - D.

- 4. Achieves most of the time. _____
- 3. Making good progress towards. _____
- 2. Is developing appropriately. _____
- 1. Shows some evidence of. _____
- 0. Fails to demonstrate. _____

A. Planning Skills.

- i Recognition of the importance and significance of planning.
- ii Demonstrates the ability to think through planning and come to decisions.
- iii Is able to demonstrate the ability to consider aims(long term) and objectives.
- iv Demonstrates the ability to produce thoughtful, structured and flexible planning.
- v Makes thorough situational analyses.
- vi Demonstrates the ability to understand prerequisites and their place in planning.
- vii Demonstrates a sense of options in planning. Shows an understanding of the variety of possible outcomes from planning.
- viii Can plan for motivating activities.
- ix Demonstrates extremely clear learning intentions in lesson planning.

C. Knowledge of Subject.

- i Demonstrates good subject knowledge and understanding.
- ii Demonstrates good general knowledge.
- iii Demonstrates a good knowledge base of the curriculum.
- iv Cares about the accurate translation of subject material appropriate to the age range.

D. Recording Evaluation and Analysing.

- i Records teaching and learning in a regular and systematic fashion.
- ii Demonstrates a sense of worthwhile outcomes on which to build.
- iii Can apply effective record keeping of a class and individuals.
- iv Demonstrates an ability to to assess children's work across a spectrum of learning.
- v Shows the ability to incorporate evaluations into planning.
- vi Shows clear evidence of equal opportunities thinking.

7. Maintaining the Quality of the Learning Environment.
 (Classroom Centred Competencies.)

This criterion deals with those behaviours and skills that assist organisation and learning in the classroom and includes control, management, communication and cognitive involvement.

- 4. Achieves most of the time.
- 3. Making good progress towards.
- 2. Is developing appropriately.
- 1. Shows some evidence of.
- 0. Fails to demonstrate.

A. Effective Class Control.

- i Is perceptive and aware of children's behaviour and performance.
- ii Makes positive efforts towards establishing working relationships with children.
- iii Encourages responsibility for their own learning in children.
- iv Demonstrates clear and precise organisation and management intentions (which aid general control and forestall behaviour problems)
- v Establishes with the children clear expectations of routines, behaviours and use of resources.
- vi Establishes a classroom atmosphere conducive to good social and moral development.
- vii Presents themselves to children as approachable, just, even handed and consistent whilst providing general emotional support.
- viii Demonstrates the ability to manage the class in situations other than the classroom (corridor playground, hall, field.)

Surviving Statements. Distribution by Origin

Following the staff/tutor rating exercise of all statements that resulted in the first criteria set, each criterion/competency/statement was traced back to its originator. The results of this analysis are presented in tables 8-10 overleaf.

Statements are identified by the numbers originally allocated on the first criteria set presented

Statements/Competencies are identified as E (elements), C (constructs) or x (contribution to the area) using the following criteria:-

- i) Where TL elements were identified clearly as surviving competencies or as the major contributor to a composite statement that resulted from the group or combined group structure of meaning exercise they were entered as E 'n' e.g.:- Statement 2(ii) resulted from a combination of "professionally committed" and other descriptions of that quality - "conscientious, reliable, care and attention"

Statement 2 (ix) resulted from the addition of 'appropriate' to "sense of humour".

Statement 2 (vi) became self reflective from "self critical".

Statement 3 a (xxi) was altered from "Can provide a differentiated curriculum" to the more realistic 'Is developing the ability to --

Where changes of this kind were made, the original intention of the contribution TL was recognised both in making the change and in crediting them with the statement in the analysis.

- ii) Where TL constructs were identified according to the above criteria they were entered as C 'n'.
- iii) Where TL element or construct statements contributed to the same area of meaning as a surviving competency statement but were not directly responsible for it then an 'x' was entered to indicate the amount of interest concern or intentionality within the group regarding that particular area of competence.
e.g.:- Criteria/Competency 2(x)
The ability to relate well to colleagues.

- was mentioned by ten of twelve staff with a total of eleven references. (Table 9)

similarly, criteria 3 b (iii)
Can reflect on planning and learning in order to
maximise learning opportunities
- was clearly traced to TL3 and TL13 but was
mentioned in some form on eight other occasions.

Five items were not traceable directly to any of the staff members, although some were alluded to in their element and construct statements. The five statements were:-

3 a(xvii) Two responses made
3 d(i) Four responses made
7 a(viii) Two responses made
7 c(iii) Six responses made
7 d(i) Three responses made

These competencies were composites or newly created items that grew from the small group and combined group structure/network of meaning conversations.

In some cases, because of the somewhat general or composite nature of the statements/competencies/constructs elicited from the staff members, the meaning displayed covered more than one specific area or dimension, therefore it will be noticed that some E's and C's appear more than once.

e.g.:- TL6 - E8; C7:
TL8 - E8; C11; C13:
TL11 - C12:
TL12 - E10:
TL13 - E2; E17; C2.

It is clear upon inspecting the total number of criteria attributable to individual staff that there is a wide range of contribution (14-43) (Tables 8, 10). This range reflects to a certain extent the length and complexity of the original Repertory Grids' element and construct list.

This analysis was not fed back to the staff group, and upon reflection it could have provided valuable insights into each members position/contribution within the initial criteria set.

TL3; TL9; and TL10 would perhaps have benefitted from knowing just where 'their' contributions survived, e.g. TL3 mainly in dimensions one and three; and TL9 mainly in dimensions two, three and seven. Similarly TL12 would no doubt be interested to know that no fewer than 12 items 'survived' in section one, and for TL13, ten in section three A.

An inspection of the pattern of zeros reveals a central mass in dimensions four and five, only five members of staff contributing surviving items.

The implications of analyses of this kind are interesting in that it may reveal the effects of dominant personalities in the group, and subservience by others; it may reveal those who have little to contribute, or alternatively those who contribute little but of great value. There is of course a danger inherent in extrapolating too much from such an analysis, in that, for example, the contribution of TL3 may well be only 14 surviving items, but who is to judge these and their value or power against TL6's 39 items. Originality, applicability and value are not built into the charts. On this point Rix (1982) states:-

"Of particular interest in the study of cognitive style is the number of independent dimensions, or constructs, an individual uses in organising his or her interpersonal perceptions. The total number of different constructs that one uses in thinking about other people range from the cognitively simple to the cognitively complex. From Kelly's point of view, individuals with greater cognitive complexity are 'expected to be better predictors of events'."

To an extent this is borne out in the analysis in that those TL's with the least complex repertory grids tended to be those that contributed the least surviving statements.

The following tables identify these elements and constructs that are traceable back from the Initial Criteria Set to individual staff members. The tables identify precise elements and constructs from each staff member that can be related to the criteria set.

For example:-

T.L.3 can be seen to have contributed (his)

element 2 to Criterion li

element 7 to Criterion liii

element 6 to Criterion liv

with an additional contribution to li and lviii.

This table (9) represents a detailed presentation of staff contributions and would have provided a real opportunity for reflection, an opportunity missed at the time.

TABLE 8

Surviving Statements.

Distribution by origin and criteria/competency dimension.

The following distribution tables represent individual tutors' statements/elements/constructs that survived to the first set of criteria, and are represented in the dimensions elicited by the staff group.

1. Personal Qualities of a Teacher.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =	3	2	2							4	1	1
C's =												1
x's =	1	2	2	1		2		1	1		1	1
Total =	4	4	4	1	0	2	0	1	1	4	2	3

2. Personal and Professional Qualities.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E6's =		4	1	6	1	2	1	1	2	1	1	1
C6's =			1									1
x's =		5	1		3	1	4	3	4	4	1	4
Total =	0	9	3	6	4	3	5	4	6	5	2	6

3.A. Planning Skills.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =		3		1		1	1	3	1	3	5	2
C's =										2	1	2
x's =	1	1	4	6	6	5	6	2	6	2	4	5
Total =	1	4	4	7	6	6	7	5	7	7	10	9

3.B. Adjustments and responses to Planning, Teaching & Learning.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =	1					1	2				2	
C's =						1			1		1	
x's =		2	2		3		1	1	5	1	3	
Total =	1	2	2	0	3	2	3	1	6	1	6	0

3.C. Knowledge of Subject.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =	1	1		2	1			1	1			
C's =				1			1					
x's =		2				1		1	1			
Total =	1	3	0	3	1	1	1	2	2	0	0	0

3.D. Recording Evaluating and Analysing.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =				1		1		1	1	1	2	
C's =												
X's =	1	3	1	1		1			2		2	
Total =	1	3	1	2	0	2	0	1	3	1	4	0

4. National Curriculum.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =		1							2			
C's =									3			
X's =	1											
Total =	1	1	0	0	0	0	0	0	5	0	0	0

5. Intellectual Requirements.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =												
C's =										2		
x's =			1						1			
Total =	0	0	1	0	0	0	0	0	1	2	0	0

6. Management and Organisation in the Classroom.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =		1			2				1			
C's =												
X's =				4		4						1
Total =	0	1	0	4	2	4	0	0	1	0	0	1

7.A. Effective Class Control.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =				1		3				1	3	2
C's =						1						
x's =	1	4	4	4	2	2	1	2	1		1	1
Total =	1	4	4	5	2	6	1	2	1	1	4	3

7.B. Managing Children.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =				1	1					1	2	2
C's =						1						
x's =		4		2	3			1				
Total =	0	4	0	3	4	1	0	1	0	1	2	2

7.C. Communication Skills.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =				1		2					1	
C's =												
X's =	3		3	1		2					1	1
Total =	3	0	3	2	0	4	0	0	0	0	2	1

7.D. Cognitive Involvement.

	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
E's =	1						1			1	1	1
C's =						2	1		2			
x's =		3		6		2		1		2		1
Total =	1	3	0	6	0	4	2	1	2	3	1	2

TABLE 9

Criteria Distribution - by Staff Origin.

Criteria	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
1 i	E2x		E8									
ii		x								E8		
iii	E7	E13							x		E17	E5C4
iv	E6		x	x						E10		
v			x							E10		
vi		x				x				E11		
vii		E1	E2			x		x			x	C19 x
viii	x	E4										
2 i									E7			
ii		E14 x	E1	E12	x		E12 x	x	x	x	E8	
iii		E12 xx										
iv		x	C9									
v				E3	x				x	E17 xx		
vi					x				x			C15
vii		E11 x		E10		E12			x			
viii				E11	E8			E8				
ix		E15		E13		E4						E12
x			x	E1		x	xx	x		xx	x	xx
xi							x	x	E13			xx
3 a i						x		E3 x				
ii			x		xx	x	x	E7 x				
iii			x		x		x			C5	x	x
iv		E2 E8	x		x	x	x		x			x
v					x				xx		E4	
vi				x	x				xx		C2	E19 C7
vii		x				x	x	E5	x			x
viii						E5 x						x
ix			x								E1	
x										E13		
xi								xx				E4
xii										E5	E6	
xiii											E3 x	
xiv	x			x					E3			
xv											C10	
xvi												C10
xvii				x								x

Criteria	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
3 a												
xviii		E9		x			x	xx				
xix				x						xx	E7	
xx				x			x			E6C2	x	
xxi				E6			E8				x	
3 b. i		E10		C7	x	E8	E5		C10	x	E11x	
ii		xx			x	C11	x		xx		E14	
iii	E1		xx		x			x	xx		C2	
iv							E3		x		xx	
3 c. i		x		E4	E6	x		E1	E15			
ii		x		E18								
iii	E3			C7			C8		x			
iv		E3						x				
3 d. i		x		x					x			x
ii	x							E6				
iii		x							x		E15	
iv		x		E8					E18		E17	
v			x			x				E14	x	
vi						C13						
4. i									E5			
ii	x								C12			
iii		E13							E6			
									C12			
									C11			
5. i			x						x	C13		
									C10			
6. i		E5		xx		xx			E10			
ii					E3	x						x
iii				xx	E2	x						
				x								
iv				xx		E15		x				xx
				x		xx						
7.a i	x					E8						
						x						
ii		x		E2			x	x			x	E16
iii		x								E16		
iv		x	x	xx		x					E2	
v		x	x	xx							E2	E20
vi								x			E13	x
vii			x		x	E1E3			x			
						C8x						
viii			x		x							

Criteria	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
7 b. i											E9	
ii		xx x		E15 x	E7x	C11		x			E16	E21
iii		x		x	xx							E3
iv										E12		
7 c. i	x		x	E17		E10						
ii	x		x	x		E9					E10	
iii	x		x			xx					x	x
7 d. i		x		xx								
ii	E8	x		x					C1C3			
iii				x						x	E12	
iv		x		xx		xx		x				E9
v										E15x		
vi						C5	E10 C6					x
vii						C13						
TOTALS.												
E's =	6	14	3	12	5	10	5	6	8	12	18	9
C's =	0	0	1	2	0	6	2	0	6	4	3	5
x's =	8	26	18	29	17	23	12	17	21	9	13	16
Total Responses.												
	14	40	22	43	22	39	19	23	35	25	34	30

Table 10

Distribution of staff total contributions to each dimension.

Dimension.	TL3	TL4	TL5	TL6	TL7	TL8	TL9	TL10	TL11	TL12	TL13	TL14
1.	4	4	4	1	0	2	0	1	1	12	2	3
2.	0	9	3	6	4	3	5	4	6	5	2	6
3.A.	1	4	4	7	6	6	7	5	7	7	10	9
3.B.	1	2	2	0	3	2	0	1	6	1	6	0
3.C.	1	3	0	3	1	1	1	2	2	0	0	0
3.D.	1	3	1	2	0	2	0	1	3	1	4	0
4.	1	1	0	0	0	0	0	0	5	0	0	0
5.	0	0	1	0	0	0	0	0	1	2	0	0
6.	0	1	0	4	2	4	0	0	1	0	0	1
7.A.	1	4	4	5	2	6	1	2	1	1	4	3
7.B.	0	4	0	3	4	1	0	1	0	1	2	2
7.C.	3	0	3	2	0	4	0	0	0	0	2	1
7.D.	1	3	0	6	0	4	2	1	2	3	1	2
Total =	14	38	22	39	22	35	16	18	35	25	33	27

Review of the Initial Criteria Set (Staff Group)

Subsequent to the rating exercise which resulted in the production of the first set of criteria/competencies, members of the staff group were asked to:-

- i) Apply the criteria set to their year four students who were completing their final teaching practice during the period October-December 1992.
- ii) Review the value and meaning and relevance of each dimension and sub competency statement with a view to revising or organising the set based on the tutors personal experience of their use, and their understanding of the meaning contained within each competency statement.
This process involved deleting, combing, re-wording, extrapolating or editing statements.

MEETING 7

The review of the competencies was undertaken during January-February 1993, after the staff had completed their reports on the students they had supervised, and took the form of a personal interview/conversation with each member of the group. Suggested changes, comments, perceptions etc., were noted and the precise wording of any change agreed. This exercise took approximately 45 minutes per staff member.

The three members of staff who had been involved from the early stages of the research in structures of meaning and cluster analyses, and the production of the initial set of competencies formed the panel which inspected all suggested changes and made decisions as to the inclusion or rejection of suggestions.

PHASE 6

It was decided, in consultation with supervisory staff and the colleagues who constituted the panel, that the following framework would be applied in reviewing and revising the initial competency set.

- i) Where a majority (six or more) of the staff members indicated a particular preference or change, then this was implemented automatically.
- ii) Where a minority (one to five) members of staff suggested a change, these were discussed carefully by

the panel to ensure that the primary intention or meaning of the original statement was not lost, and that the change suggested represented a better description where re-wording was offered.

- iii) Where statements were recommended to be moved from one dimension to another, again a majority view prevailed first, followed by careful examination by the panel before implementation of any change.
- iv) Any new statements were considered within the context of the dimension in which they were offered and the total set of competencies as amended by any of the changes accepted up to that time.

In practice, all suggestions were considered carefully by the panel members for meaning, content and relevance before any decision to implement or reject was made.

A total of 263 responses from the staff group were considered by the review panel. Responses fell into the following broad categories:-

- i) Deletion -of items not thought to be relevant or reasonable, or, which were subsumed elsewhere
- ii) Combinations -of similar or cognate items
- iii) Re-wording -of individual items, of combined items of linking phrases in combining items, or individual words for clarification of meaning.
- iv) Move -from one dimension to another
- v) New -new statements offered.

From the total of 84 statements/competencies in the initial set, only five items survived the review without some comment or suggested adjustment, they being:- 1iii; 2ix; 3biii; 6ii; 7biii; 7biv.

The review panel considered all suggestions made according to the criteria listed above, the following tables illustrates all those changes that were accepted by the review panel.

TABLE 11

Items gaining six or more responses in any category of change

Item.	Staff responses	New statement/change
1iv 1v	8 Combine	Demonstrates a positive approach to children and teaching
2iii 2iv	6 Combine *3 subsequent Delete 1 re-wording	Shows the ability to be a contributing member of a professional team
3A v vi	6 Combine 1 re-wording	Makes thorough situational analyses including pre-requisites and relates these to planning
3A x xi xii	6 Combine *6 subsequent Delete 3 re-wording	Is able to demonstrate a clear understanding of lesson objectives, schemes, aims and the activities that relate to objectives
3A xv xvi	6 Combine 2 re-wording	Can demonstrate clear sequential and flexible planning both in lessons and schemes
3A xviii xix xx	9 Combine *2 subsequent Delete 5 re-wording 1 new statement(used)	Is aware of special needs and sets appropriate tasks which are matched to individuals and groups
3B i ii	6 Combine *5 subsequent Delete 2 re-wording 1 new statement (used)	Adjusts and modifies planning in response to individual needs achievements and interests

*Subsequent deletions occurred when combining items resulted in some staff members wishing to delete what was seen as the minor item.

Item	Staff response	New statement/change
3C iii	6 Delete 1 re-wording(used)	Demonstrates a good knowledge base of National Curriculum areas
3D i iii	6 Combine 3 re-wording 3D iv Combined	Can apply effective, regular and systematic record keeping of pupil achievement across a range of National Curriculum subjects
4 i ii iii	7 Move 6 Move 7 Move	All three items were seen to belong to section 3A planning
5 i	6 Delete	The general view held was that if the competency set was properly structured then this aspect would be covered elsewhere
7A iv v	8 Combine	Demonstrates clear and precise organisation and management intentions through the setting of clear expectations of routines and behaviours
7c i ii	6 Combine 3 subsequent Delete 4 re-wording	Demonstrates clear speech, well structured and appropriate language in giving instructions or explanations that benefits pupil understanding
7D i ii	6 Combine 3 subsequent Delete	Demonstrates encouraging and positive responses in valuing children and their work

TABLE 12

Items receiving re-wording suggestions

This table reports only those suggestions that were incorporated into new statements and not already covered by combining statements and consequent suggested changes in wording. The panel considered all re-wording, re-phrasing suggestions made and decided by simple consensus (all three agreeing) whether to include the suggested changes.

Item	Staff Responses	New Statement/Change
2 i	Add "and appropriate to subject"	Demonstrates numeracy, literacy and oracy at appropriate levels and appropriate to the subject
2 vii	Add "positive" and "attitude to the total professional role"	Demonstrates a positive self reflective attitude to the total professional role
3Aiii	Substitute understanding for consideration. Add "overall aims and subsequent objectives"	Is able to demonstrate the ability to understand appropriate aims and subsequent objectives
3A vii	Substitute "understands" for sense. Move "possible outcomes"	Demonstrates the ability to understand the variety of options and possible outcomes in planning
3A xiii	Substitute "clearly the need for development in planning". Substitute "Progressive sequence of learning"	Demonstrates clearly progressive sequences of learning within lesson plans
3A xv	Add "and flexible -both in lessons and schemes"	Can demonstrate clear sequential and flexible planning in lessons and schemes

Item	Staff Response	New Statement/Change
3A xxi	Add "through the selection of appropriate programmes, strategies and tasks"	Is developing the ability to provide a differentiated curriculum through the selection of appropriate programmes, strategies and tasks
3D ii	Add "understanding of the width of"	Demonstrates an understanding of the width of worthwhile outcomes on which to build
6 iv	Add "And the ability to choose and deploy them as appropriate to aid childrens' learning"	Shows evidence of clearly organised materials and resources and the ability to deploy them as appropriate to aid childrens' learning
7A iii	Add "and interest in"	Encourages responsibility for and interest in their own learning in children
7A vii	Add "acceptable social/moral role model"	Presents themselves to children as a socially and morally acceptable role model, is just, even handed and consistent whilst providing general emotional support
7A viii	Add "with the safety of the children in mind"	Demonstrates the ability to manage the class in situations other than the classroom (playground, hall, field, corridor) with the safety of the children in mind
7D	Cognitive Involvement Required explanation. Add "This criteria is concerned with teachers facilitating childrens' thinking and involvement in their work"	Accepted

Item	Staff response	New Statement/Change
7D iii	Add "stimulates" and "selection of appropriate tasks and levels"	Stimulates and encourages active cognitive participation by pupils at all levels through the selection of appropriate task and levels of work
7D iv	Delete "presents - to - understanding" Add "discussion imaginatively, pupil understanding motivation"	Employs a range of language resources, artefacts and teaching methods/styles and discussion imaginatively in order to benefit pupil understanding and motivation
7D vi	Add "presents tasks and materials in a variety of styles"	Demonstrates the ability to present tasks and materials in a variety of styles and blend written, verbal, visual, and concrete presentations of work.

TABLE 13

Items moved to different dimensions/sections

Item .	Staff response	New Statement/Change
2 vi	Flexible thinking about teaching and learning. Move to Planning	Not accepted, contained within the change already made to 3A xv and xvi. 2vi therefore deleted

3A viii	Can plan for motivating activities. Move to Section 7D	Moved to 7D
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7D vii	Demonstrates evidence of equal opportunities action. Move to 7A	Moved to 7A
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TABLE 14

New Items

Item/Staff response	Change
Shows confidence and initiative in developing an effective personal style.	Accepted as a replacement for 2xi
Shows the developing ability to manage the balance of personal interactions between tasks, individuals and groups.	Accepted as an addition to dimension 6 Consequently 7Biii Deleted
Encourages children in developing their confidence to communicate their ideas and thoughts in the classroom.	Accepted as an addition to dimension 7D
Demonstrates the ability to sustain childrens on task behaviour/ involvement during a lesson.	Accepted as an addition to dimension 7D
Criteria description level three	
Replace "Making good progress towards" with "Is developing well"	Accepted The panel agreed that the original wording represented too sharp a gradient in behaviour description between level two and three.
Is able to transpose subject content to suit various ability levels without sacrificing accuracy.	Accepted as an alternative to item 3C iv.

From the total of 263 responses considered by the review panel, 41 changes were implemented as illustrated in the preceding tables. The distribution of these changes listed under the primary category suggested was as follows:-

<u>Combined items</u>	<u>11</u>
<u>Deleted items</u>	<u>2</u>
<u>Re-worded items</u>	<u>16</u>
<u>Moved items</u>	<u>6</u>
<u>New items</u>	<u>6</u>

In addition to implementing the above changes the panel agreed that some re-ordering of items within dimensions was necessary so that competency statements that revolved around a similar issue could be considered together.

The revised set of competencies containing all amendments, re-ordered and re-numbered is presented overleaf.

The continuing process of review/refine arises from the dual purpose of devising meaningful criteria that have 'ownership' within the faculty, and that of encouraging and facilitating the tutor/learners to examine their own experiences and behaviours. Both purposes hopefully leading to learning.

The review of the initial set of competencies elicited some significant statements from the staff group that indicated clearly the progress made in their learning process from task bound, robot-like lack of awareness, to task focussed learning and awareness (Thomas & Augstein 1992) through questioning and observing their own and others' behaviour. The move to learning focussed behaviour will hopefully continue now that the seeds have been sown.

The staff group have followed the algorithm suggested by Thomas & Augstein (1992) in that Topic and task have been identified, purposes and strategy implemented and the outcome reviewed. Clear indications have been received from the staff group that the cycle of personal learning conversations will continue.

Comments from the staff included:-

"This - -- is interesting, it's continued to make me think about what I do"

"I still find this difficult to do (justify his choice of criteria) but at least I'm on the way"

"It is essential exercise for us all - everyone should have to do this (reviewing the criteria and rating their importance")

"Doing this has changed by practice - - I question myself far more than ever before - - I think I have learned a good deal about myself"

"We've got to get these criteria (staff groups') accepted by the institution"

"This experience has been insightful and personally valuable as a way of reflecting on my practice".

The 'evidence' presented in personal comment as above, the positive/willing participation by all members of the staff group in giving their time and energy to the reiterative process built into the research design must be regarded as significant 'personal' evidence that real opportunities for learning have taken place and will continue. As Thomas (1977) points out:-

"Learning is not a thing or a product which can be measured or weighed objectively. It is an inference which is made from personal experience or by observing the behaviour of the learner."

Certainly the behaviour of the staff group would support the view that change has occurred and with it learning. The associated process and end product of the exercise would add to the conclusion that learning has taken place on both sides - staff and research/author, some of it unexpected e.g.:- re-defined opinions of staff members, the realisation that the research had permeated as far as it had into the institutional system, the value placed on self reflection by colleagues and the appreciation of an opportunity to engage in a challenging repertory grid self reflective exercise.

Some of the value of the research to date is difficult to define, and may not become evidence for some time (when the

seeds sprout) however, a movement has been initiated, and as Thomas (1977) states:-

"Learning by experience, on the job, is often valued only after it has taken place."

The Revised Criteria for Assessment

Revised Criteria for Teaching Practice.

Derived from staff responses and reflections on practical application.

1. Personal Qualities of a Teacher.

This criterion is concerned with those innate qualities of being which are seen as essential precursors to effective teaching and learning.

- 4. Achieves most of the time
- 3. Is developing well
- 2. Is developing appropriately.
- 1. Shows some evidence of.
- 0. Fails to demonstrate.

- i Can cope with the physical demands of the job.
- ii Is responsive to the immediate and long term needs of children.
- iii Shows the ability to reflect on learning and teaching outcomes.
- iv Demonstrates a positive approach to children and teaching.
- v Is able to motivate children.
- vi Enjoys being with and cares about children.
- vii Is able to see things through pupils' eyes.

2. Personal and Professional Qualities.

This criterion is concerned with professional responses or attitudes towards the job including relationships, reliability, and conscientiousness.

		4. Achieves most of the time.			
		3. Is developing well.			
		2. Is developing appropriately.			
		1. Shows some evidence of.			
		0. Fails to demonstrate.			
i	Demonstrates Numeracy, Literacy and Oracy at appropriate levels. and appropriate to the subject.				
ii	Shows evidence of being professionally committed to the needs of the job-(is conscientious and reliable) and accepts the duty of care and attention of children.				
iii	Demonstrates a positive attitude to teaching in general including a sustained effort throughout teaching practice.				
iv	Demonstrates a positive self reflective attitude to the total professional role.				
v	Shows the ability to learn and discuss new ideas and the ability to accept advice and act on it.				
vi	Shows the ability to be a contributing member of a professional team.				
vii	Demonstrates the ability to relate well to colleagues.				
viii	Possesses and applies an appropriate sense of humour.				
ix	Shows confidence and initiative in developing an effective personal style.				

3. Planning Process.

This criterion covers a variety of planning skills and outcomes based on written evidence in the student's file, evidence presented in discussions/conversations, evaluations and records of children's work.

One primary consideration is the clarity of thought and presentation in the student's file.

The planning process was elicited as four sections - A - D.

- 4. Achieves most of the time.
- 3. Is developing well.
- 2. Is developing appropriately.
- 1. Shows some evidence of.
- 0. Fails to demonstrate.

3A. Planning Skills.

i	Demonstrates appropriate knowledge of the National Curriculum structure in planning (AT's POS)				
ii	Recognition of the importance and significance of planning.				
iii	Demonstrates the ability to think through planning and come to decisions.				
iv	Is able to demonstrate the ability to understand appropriate aims and subsequent objectives.				
v	Is able to demonstrate a clear understanding of lesson objectives, schemes and aims and the activities that relate to objectives.				
vi	Demonstrates the ability to produce thoughtful, structured and flexible planning.				
vii	Demonstrates the ability to understand the variety of options and possible outcomes in planning.				
viii	Can demonstrate the ability to teach across the full range of N.C. foundation and core areas.				
ix	Makes thorough situational analyses including pre-requisites, and relates these to planning.				
x	Plans for effective organisation in the classroom.				
xi	Demonstrates a knowledge of the way children learn.				
xii	Demonstrates extremely clear learning intentions in lesson planning.				
xiii	Can demonstrate clear sequential and flexible planning both in lessons and schemes.				
xiv	Demonstrates clearly the progressive sequences of learning within lesson plans.				
xv	Is aware of special needs and sets appropriate tasks which are matched to individuals and groups.				
xvi	Is developing the ability to provide a differentiated curriculum through the selection of appropriate programmes, strategies and tasks.				

4. Management and Organisation in the Classroom.

This criterion concerns itself with the management of time and resources.

- 4. Achieves most of the time
- 3. Is developing well.
- 2. Is developing appropriately.
- 1. Shows some evidence of.
- 0. Fails to demonstrate

- i Organisation and management of the classroom aids childrens' learning.
- ii Has the ability to prioritise work and manage time effectively to aid planning and teaching.
- iii Ability to choose and use appropriate resources.
- iv Shows evidence of clearly organised materials and resources and the ability to deploy them as appropriate to aid childrens' learning.
- v Shows the developing ability to manage the balance of interactions between tasks, individuals and groups.

5. Maintaining the Quality of the Learning Environment.
 (Classroom Centred Competencies.)

This criterion deals with those behaviours and skills that assist organisation and learning in the classroom and includes control, management, communication and cognitive involvement.

- 4. Achieves most of the time _____
- 3. Is developing well. _____
- 2. Is developing appropriately. _____
- 1. Shows some evidence of. _____
- 0. Fails to demonstrate. _____

5A. Effective Class Control.

- i Is perceptive and aware of children's behaviour and performance.
- ii Makes positive efforts towards establishing working relationships with children.
- iii Encourages responsibility for and interest in their own learning in children.
- iv Demonstrates clear and precise organisation and management intentions through the setting of clear expectations of routines and behaviours.
- v Establishes a classroom atmosphere conducive to good social and moral development.
- vi Presents themselves to children as a socially and morally acceptable role model, is just, even handed and consistent whilst providing general emotional support.
- vii Demonstrates the ability to manage the class in situations other than the classroom (corridor playground, hall, field.) with the safety of the children in mind.
- viii Demonstrates evidence of equal opportunities action

Teaching Practice Competences.

Overall Assessment.

Student. _____

Please enter you overall or aggregate assessment for each student within each of the major dimensions 1 - 5 and each sub section where listed.

	0	1	2	3	4
1. Personal Qualities of a teacher.					
2. Personal and Professional Qualities.					
3. Planning Process					
A. Planning Skills.					
B. Adjustments and Responses.					
C. Knowledge of Subject.					
D. Recording, Evaluation, Analysing.					
4. Management and Organisation.					
5. Quality of the Learning Environment					
A. Effective Class Control.					
B. Managing Children.					
C. Communication Skills.					
D. Cognitive Involvement.					

Any General Comments.

CHAPTER SEVEN

This chapter analyses the results of a Feedback-for-Learning exercise completed with the staff group. Comparisons are made with the Initial Criteria dimensions and the Criteria Review reported earlier. Staff reflections on the Feedback-for-Learning Grid are reported as are general and specific items of talkback conversation.

1. Feedback-for-Learning
 - i) Dimension changes
2. The SPACed-FOCUSed Feedback-for-Learning Grid
3. Staff Reflections on the Feedback-for-Learning Grid
 - i) Individual staff Comments
 - ii) Discussions of Students
 - iii) General Reflections

Feedback for Learning

PHASE 7 MEETING 8

The second major task requested of the staff group was to apply the initial criteria set to their fourth year students who completed their final teaching practice in December, 1992. This exercise took place immediately after the review interviews reported in the previous section (January-February 1993) and provides a point of comparison between real judgments made of real people and a cognitive exercise.

The staff group were asked to rate their students on all the initial criteria using the rating scale provided (0-4). A rating of 0-1 would be, by definition less than satisfactory/fail and, a rating of 2 a satisfactory pass.

In addition to providing a stimulus for revision, this exercise was designed to provide feedback to the group in terms of their use of the criteria, and the position of their students on an axis that displayed clusters of students with similar profiles.

All staff were asked to aggregate their 'scores' for each student on each of the major dimensions and sub sections:-

Personal qualities of a teacher

Personal and professional qualities

Planning process

- Planning skills
- Adjustments and responses
- Knowledge of subject
- Recording and evaluation

National Curriculum requirements

Intellectual requirements

Management and organisation

Maintaining the learning environment

- Class control
- Managing children
- Communication skills
- Cognitive involvement.

The resulting totals for each student were subjected to a spaced-focussed repertory grid, using CSHL software, with the students (N = 44) acting as elements and identified with their

tutor in code form using the same staff tutor/learner numbers as used previously, hence - TL13S4 - corresponds to staff member 13, student 4. The dimensions of the criteria described above acted as the construct set.

The resulting repertory grid is presented in fig. 54 and reveals two interesting findings:-

- i) a changed pattern of clusters and relationships within the constructs (criteria dimensions and sub sections)
- ii) a pattern of seven student 'clusters', each illustrating a different structure of abilities.

Dimension changes.

The revised set of constructs or dimensions reveals some major changes brought about by actual use of the criteria as opposed to a theoretical or cognitive exercise.

The revised set reveals the following cluster sets:-

- i) A set of four dimensions with little apparent relationship
 - C12 Communication skills
 - C13 Cognitive involvement
 - C7 National Curriculum
 - C8 Intellectual requirements.

One could argue an intellectual or cognitive strand running through this set but the point would be difficult to defend. What is worthy of note is that the National Curriculum requirements were moved into planning skills in the criteria review reported earlier, but was not so moved in this application.

- ii) C2 Personal and professional qualities
C1 Personal qualities of a teacher

An expected bonding of these two constructs.

- iii) C6 Recording and evaluation

Somewhat surprisingly a single construct that has separated from its previous family of planning skills.

- iv) C5 Knowledge of subject
C3 Planning skills
C4 Adjustments and responses

- C9 Management and organisation
- C11 Managing children
- C10 Class control.

This set would seem to have an organisation and control theme running through it with planning and knowing ones subject as essential ingredients in developing and maintaining control.

Table 15 overleaf represents the common ground and the shifting patterns of organisation between the initial criteria set/dimensions (Pre-review construct clusters) and the clusters of constructs revealed in the feedback for learning repertory grid (Fig. 54) - post review construct clusters.

Two issues arise from an analysis of the construct clusters presented in fig. 54 and the previously reported interview review of the initial criteria.

In the review of the first set (Chapter 6), National Curriculum Requirements was moved to Planning, and, Intellectual Requirements deleted. Neither of these fairly major changes are reflected in the practical application of the competences.

The shifting pattern of competences and constructs within a domain that is both theoretical and practical in its nature is perhaps understandable. What is more defensible is the implication that competencies/criteria can change according to situation and person, and, that upon reflection what was sound yesterday in the lecture room may appear to be less so today in different circumstances and surroundings. Teaching is a polymorphous concept and skill, it cannot be constrained to a set of rigid parameters, therefore, the flexibility demonstrated by changes in the patterning and internal construction of sets of constructs/dimensions can only be a positive aspect which allows real people to judge, assess, consider, discuss, reflect upon and learn from other real people in real situations.

TABLE 15

Common and changed dimension ground - pre and post review.

Pre review construct clusters. Post review construct clusters.

No. Construct/dimension.	Construct/dimension.
1. Personal Qualities of a teacher.	Personal Qualities of a teacher.
2. Personal and Prof.qualities.	Personal and Prof.qualities
3. Planning skills.	Planning skills.
4. Adjustments & responses.	Adjustments & responses.
5. Knowledge of subject.	Knowledge of subject.
6. Recording and evaluation.	Management & organisation. Managing children. Class control.
9. Management & organisation.	Recording and evaluation.
7. National Curriculum.	National Curriculum.
8. Intellectual requirements.	Intellectual requirements.
	Cognitive involvement.
	Communication skills.
10 Class control	
11 Managing children.	
12 Communication skills.	
13 Cognitive involvement.	

Where constructs/competency dimensions remain as single items they have been placed opposite each other.

The SPACed FOCUSED grid (fig. 54 - feedback for learning) illustrates students clustered as elements according to the ratings given by their tutors/supervisors.

The immediate pattern that is evident in the student clustering is the clear split between the 26 students to the left of the grid - scoring predominantly 3's and 4's - and the 18 students to the right who were awarded mainly 1's and 2's.

Within each of these groups several sub clusters may be identified as follows:-

- i) A major cluster TL6S2 - TL12S6 comprising 15 students. This group could be described as strong in all areas, the high achievers group that is spread amongst nine of the staff group.
- ii) A small cluster of three students TL13S3 - TL13S4, generally sound but with specific difficulties apparent in Personal Qualities and Knowledge of Subject.
- iii) A small cluster of four students TL7S3 - TL3S1 who show some lower grading in Cognitive Involvement, and Managing Children.
- iv) A third small group of four students TL5S3 - TL11S1 who again show a pattern of generally sound performance grades but with specific areas of weakness represented by ratings of 2.
- v) To the right of the grid a composite cluster of 9 students TL8S1 - TL12S3 who show general weakness in all areas of assessment, and a diverse pattern of severe weakness shown by a scattering of 1's.
- vi) A group of four students TL7S4 - TL10S1 who show a varied pattern of gradings but with a consistent pattern of weakness in Communication and Cognitive Skills, and the practicality of classroom management and control. Interestingly, these students rated highly in their tutors' view on measures of personal qualities and personal qualities of a teacher. This group represents those charming and committed students who may lack the down to earth practical skills necessary to survive in the Primary classroom.
- vi) A small loosely related cluster of three students TL13S2 - TL3S4 who demonstrate a varied pattern of strengths and weaknesses.
- vii) Two singletons stand apart from the other clusters, TL12S4 who demonstrates a perfectly satisfactory profile of 3's for six of the thirteen dimensions but is held to the surrounding groups by the scores of 2 in the areas

of control and management and, personal and professional qualities.

TL13S1 demonstrates a profile consisting of only one 2, the remainder being at Grade 1. This student did in fact fail the practice on the institutional criteria in place at that time.

The following Table (Table 16) illustrates the dimensions of the feedback for learning grid in hierarchical order according to the total scores summated for each. Dimensions scoring highly were those that were rated highly in the students i.e.:- those in which the students achieved high passing scores of 3/4 in the main. The lower scoring items are those on which the students were rated less highly. Ratings of '1' on any dimension can be regarded as less than satisfactory, the number of 1's given on each dimension is listed.

Table 16

Feedback for Learning Grid

Analysis of Dimension Scores

Rank	Dimension	Total score	No.of 1 ratings
1.	Personal & Professional Qualities	140	1
2.	Personal Qualities of Teacher	134	4
3.	Planning Skills	130	1
4.	Knowledge of Subject	126	3
4.	Intellectual Requirements	126	3
6.	Class Control	124	1
6.	Management & Organisation	124	3
6.	Recording & Evaluation	124	8
9.	Managing Children	119	2
10.	Adjustments and Responses	118	3
11.	Communication Skills	114	6
12.	National Curriculum Requirements	113	6
13.	Cognitive Involvement	102	8

The dimension scores (reported in table 16), represent the students' achievements as described by the tutors' ratings of those students on practice. The table does not purport to represent the tutors' views of the importance of each dimension in relation to the others, However, it is interesting to note that four of the first six items in the table above (No.1, 2, 3, 6) are in the first six items of table 7 reported earlier (Hierarchical order of staff dimensions).

It is also important to note that two of the dimensions in the bottom three - Communication Skills and National Curriculum Requirements - were also in the bottom three of the staff hierarchical order table.

It would seem that items/dimensions of importance to the staff have a dual application in both defining areas for assessment and in the rating of them - positively - during assessment.

It is abundantly clear that the staff regarded Cognitive Involvement as the poorest area of performance by the students, followed closely by National Curriculum and Communication Skills. In each case a high number of 'fail' gradings (1) were given. The picture presented by the bottom half of this table surely represents an area for concern in course development. Recording and Evaluation also represents an area of concern in that eight students from the sample of 44 received a 'fail' grade of 1, these being spread between TL13(2), TL10(2) and one each for TL's 3, 6, 9, 14. The present pre-occupation with National Curriculum assessment and testing may account for some additional concern and rigour in this area by the supervisory staff.

Staff reflections on the Feedback-for-Learning grid

Each member of staff was presented with a copy of the student ratings by staff (fig. 54 feedback for learning grid) with themselves and their students highlighted for ease of recognition.

The loose categories of students identified were outlined, and the revised clustering of main dimensions was pointed out. The feedback conversations took the following form in all cases:-

- 1) Reviewing the initial criteria set and the main dimensions elicited at that stage.
- 2) Reviewing the staff grading/rating of their students (Year 4 B.Ed.)
- 3) Explanation of the structure of the feedback for learning grid (dimension clusters and student clusters)
- 4) Discussion of the dimension clusters.
- 5) Discussion of individual student position/categories.

The following selection of staff responses illustrates the main dimension of the conversation undertaken. -

Discussion of dimension re-clustering

Perhaps one should begin with:-

"This I think represents what is really happening"
T.L.8 which was supported by T.L.4 who stated:-

"So! you're in danger here of exposing our rhetoric"

To which the author replied:-

"Yes indeed - I'm trying to show you here how you really do it as opposed to what you say you do - - you may learn something about your practice and what drives it".

The overall pattern of the grid was taken up by T.L.6:-

"Its not surprising to see personal and professional qualities linked together but I cannot see why National Curriculum Requirements, Communication Skills and Cognitive Involvement have separated from Planning ... its strange ... but maybe that's how we actually mark the students ... how we mark them on the job".

and further

"I think recording and evaluation is a separate entity - or at least we seem to treat it as that way in our assessment, and I'm not surprised to see the planning skills, control and adjustment package linking together this (Cluster 5, 3, 4, 9, 11, 10) is all about control and organisation really and its close relationship with subject knowledge and planning that implies ---- keep them interested and consequently under better control".

Regarding this last cluster of dimensions (C5, 3, 4, 9, 11, 10) T.L.4 stated:-

"Are they things that it's easy to make surface judgments about easier to convince oneself you're making a judgment about".

This issue was further developed by T.L.12:-

"It's a nice little package - classroom package (C5, 3, 4, 9, 11,10) ... you've got an hour in the room - what's entailed there? What have you got to demonstrate? - what skills have you got to utilise? these are the only, or main, things you can pick up in an hour in the room you wouldn't pick up things like recording and evaluation in the space of an hour you wouldn't get to know any of these (Personal and Professional qualities, Communication Skills).

The point was further developed:-

"... it's the list of quick things that we see - not superficial but those that can be checked - - recording etc. is a long term issue as is cognitive involvement etc. in the observing and supervising process".

Others took a similar view:-

"Here (C5, 3, 4, 9, 10, 11) we are actually reflecting on the pragmatic issues of supervising students on a practice and not in a lecture room intellectualising about teaching". (T.L.3)

and:-

"I have no difficulty in encompassing this set as applied subject knowledge - - a practical classroom thing".

Other staff reflected rather more deeply on the nature and relationship of the main set of C5, 3, 4, 9, 10, 11:-

"These get a high profile when we are interacting with the student .. and when we are talking with them perhaps

immediately afterwards .. but they dont get equal weighting when it comes to looking at their overall assessment and that maybe we accept that they are only so far along the learning curve and perhaps we should ensure that these are taken further up the curve into the students' assessment point -- before we let go of them". (T.L.11)

This point was made by another staff member:-

"We tend to take these (C5, 3, 4, 9, 10,11) as the first step onto a plateau of learning and once they are achieved they are out of the way -- we almost stop looking at them -- I am guilty of this myself in looking at planning skills - once I accept they can do it I no longer check it quite so carefully - I assume that once they can do it, they can do it and will continue to do so - maybe they dont". (T.L.5)

T.L.13 encapsulated the general view with regard to C5, 3, 4, 9, 11, 10:-

"It may well be that the short term criteria are the ones that we pick up in the classroom, respond to and write notes on -- in the cold light of day when it comes to finally assessing them, then we move back to the longer term areas and look in more detail at their file - -- do we move from the superficial set to the more complex set once we feel that the basics are in place?"

Somewhat surprisingly, no-one saw this major cluster as the essential and on-going underpinning for successful primary teaching with the exception perhaps of T.L.5 views expressed below.

Recording and evaluation attracted some interest and comment related to its separation from the planning aspects (C.5).

T.L.3 explained this separation as:-

"We separate recording and evaluation out ... in looking at the file you check evaluations .. its always done at the end of the session -- its like going through it at the end of the session and you always make a particular point -- we separate it out -- whereas its all part of the job".

Many staff repeated the point made earlier that the requirements of the National Curriculum, its high profile and the very real concern of the teaching profession about assessment, make this a worrying and separate concern for students, i.e.:-

"Recording and evaluation stands apart -- it may be it's because of the way we and the National Curriculum deals with it". (T.L.10)

The National Curriculum requirements were seen to stand apart - despite an earlier decision to incorporate it into planning. Many staff agreed that this was so because:-

"... it's new ... it's a high profile area ... it's not been assimilated yet".

T.L.5 expressed a view that was of interest, and one suspects is held by staff:-

"When I go on T.P. I have a dictum which is 'control before curriculum'. I like to see that the student is able to handle children, manage the classroom resources before I get into looking at the quality of the teaching."

- a view that is frankly difficult to defend. The question must be asked - what are the children actually doing whilst being controlled? and, would they not be well behaved anyway if engaged in fruitful learning/activity? However, this member of staff does by implication support that view that the cluster C5, 3, 4, 9, 11, 10 underpin classroom teaching (even if he ignores the subject knowledge and planning elements).

The main issues around which reflection and discussion circulated were:-

- 1) Exposure of the staffs' rhetoric
- 2) General pattern of the grid
- 3) The specific nature of cluster C5, 3, 4, 9, 11, 10 (short term)
- 4) The relationship of this cluster with other dimensions (long term)
- 5) Recording and Evaluation
- 6) National Curriculum.

Conversations and discussion of individual student positions/categories

In general, staff welcomed the opportunity to inspect their judgments of students in relation to others. The present system of reporting within the institution does not allow for any kind of cross referencing, detailed discussion, profiling or comparison with other staff judgments and other student positions or classifications. Although detailed judgments of

students are made, and importantly, discussed with the student, the staff have little or no opportunity to explain, defend, justify or discuss their decisions with colleagues.

The purpose of conducting this aspect of the conversation with staff was to allow them the opportunity to question their use of the criteria and review their decisions in terms of -

Was I too hard/too soft in my assessment?

Is this where I saw this student in relation to the rest of the year? (or a sample in this case)

Is the proposed description of the student reasonable?

The feedback for learning grid (fig. 54) as the first time any member of staff had inspected their decisions in relation to others. It generated a good deal of interest as the following selections of conversation indicate.

T.L.6 stated:-

"Its really valuable to see your judgments validated alongside other colleagues' marking. My marking or grading has never been subjected to any kind of analysis or introspection before ... I appreciate seeing the results and would want to see them every time".

in relation to specific students, T.L.6 continued:-

"Yes! that's exactly where I would have put these two, they certainly belong in that group (good all round ability) -- its a relief to know I got that bit right". (T.L.6S2/S3)

and further:-

"This one (T.L.6S4) is also placed about right. I think she was a typical middle of the road student who never quite managed to shine as a person (a clear indication of one of this subjects closely held criteria it would seem) -- and -- this one (T.L.6S5) is very similar in some respects and maybe belongs more with the good all rounders -- it looks as though I or the grid have been a little hard on her".

T.L.4 stated

"Yes, they fit what I thought they were (the descriptions)"

and T.L.12:-

"Yes - I recognise who they are from the descriptions and profiles".

and T.L.3

"Yes! that's her -- she's come out in the right place ... I like to see where she's placed ... it makes you realise that your reflections are often done in a rush and its necessary to see them again and re-think".

The general feeling was that the clustering technique had identified groups of students correctly in terms that the staff could agree with and recognise, e.g. the group T.L.13S3 - to - T.L.11S1 all passing well but with some areas of lesser progress that were 'condoned' by the staff.

T.L.5 Introduced the issue of personal and professional/ personal qualities into the conversation when he stated:-

"... neither was bright ... but they were very industrious, good practical practitioners, nice, worked well with kids but not very intellectual either of them. They didn't make great strides in the quality of their teaching and the children's learning but - they were the sort of person that any head would say - 'I'll have her'."

and:-

"... they are the sort of two girls that will get a job straight away"

-this member of staff's constructs and criteria shine through quite clearly and were expressed very clearly. This issue of 'the right people' getting through the course was raised by several tutors and in the main centred around the group of students to the right of the grid (T.L.7S4 - to - T.L.3S4) and in particular the fact that every member of this group was rated 3 or 4 on Personal and Professional Qualities/Personal Qualities and yet displayed an alarming number of 1's scattered amongst Communication Skills; Cognitive Involvement; National Curriculum and Recording and Evaluation. Discussion centred upon 3 students in particular - TL10S1; T.L.14S4; and T.L.11S4.

In each case, the three members of staff concerned, defended their decision not to fail these students:-

".. she was a quite reasonable classroom practitioner ... I think she can learn how to develop the National Curriculum when she's in school and how to involve the children more ... but she's a delightful character and very keen"

and

"... she has a particular weakness in written work and planning but her actual teaching is - well - o.k. - not brilliant but o.k. ... her strength is that the children and staff like her".

and others in similar vein!

Other staff commented upon this group as follows:-

"It may be really the case that these are worthy people who lack ability". (T.L.14)

and

"... they are what I call the 'nice people' who are difficult to fail". (T.L.5)

and more interesting:-

"... it also might be that teachers (generally) don't like to fail people so they compensate in a safe area - 'nice people'."

One member of staff described the dilemma and the way it was dealt with as:-

"The cop-out theory ... we haven't got the teeth or the guts to fail these students so we cop out and let them through ... and hope." (T.L.9)

Perhaps a more open discussion of a student cohort with its characteristics/types/dimensions would at least air this issue and point up the danger and dis-service to the profession that passing these individuals implies.

The value of 'ownership' in the criteria was very well explained by one member of staff (T.L.4):-

"Because we've written things in here that make sense to us and were not imposed on us by someone else, we know what that means and are able to make those judgments that are a bit difficult or borderline, whereas on the institutional ones, they're so worded that its often difficult to work out what it really means."

He continued, and made a valuable general comment on the whole exercise and the value of involvement in constructing the criteria:-

"Yes, the thing for me in operating on these criteria rather than the institutional ones was that 'X' was great but like most people was not perfect --- and the bounding of the institutional ones really prevents highlighting some of the things 'X' needs to work on ... because there is this tendency to work with block statements with a lot of detail in there e.g. :- I want to convey to you that this is a really good student, so how do I do that -- its clearly got to be a 3 or a 4, and if she's really good then we'll give her a 4 -- without looking at the fine detail. I think the structure of all these grids there (criteria marking grids and feedback for learning grid) - because it takes more time and allows you to narrow 'X' down to the appropriate place without upsetting her".

More general issues arose during conversations, two are important and warrant reporting. The first concerns the perennial problem of parity of experience for the students:-

"What is important is the context in which the judgment is taken - (the placement) -- take someone up in 'X' - can they honestly be expected to operate on the same criteria or with the same balance or weighting as the rest?" (T.L.9)

In discussing this point, another staff member justified to some extent the decisions taken about the 'worthy people/nice people' discussed earlier, in that:-

"... many of these people stick at it - work hard - keep smiling, keep trying in spite of insuperable difficulties - of course they don't achieve as highly as someone in a leafy suburb - neither would any of us --- thats why they get high grades on personal qualities and lower grades on teaching and learning - God - they deserve a medal for just sticking the practice out. We need to apply a sliding scale of marks depending on where you're placed -- I'm sure we do this anyway - 'secretly'." (T.L.6)

The second issue was concerned with the assessment of students in classrooms and the effect that this has on their performance:- (T.L.8)

".. is a forth year student relaxed enough to actually intellectually 'perform' or are they just performing on a good control/communication skills level to such a degree that they haven't got the reflective time to focus upon childrens' learning and differentiation -- they

could score highly in this area (control/management adjustments etc) and not so highly in others."

There is little doubt that observation of teaching can affect performance (Smyth 1991). What complicates the issue is the possibility that the supervisor and student may be applying different criteria to the situation.

General Reflections on the Feedback-for-Learning Conversations

The specific conversations generated wider comment about the whole exercise with the staff, issues on competency and future action.

One general comment that sets the scene came from T.L.4:-

"I personally found this exceedingly useful in trying to get some of the fog out of my mind -- through -

- a) because of myself doing the exercise
- b) because we had some of those sessions where we were talking to each other and shuffling cards (structures of meaning exercises) -- to see how people understood different things and what their priorities were, - yes - we had to justify our choices rather than change our minds.

- I came across one or two phrases and explanations that impressed me as - yes, I know what that means and it's a great way of putting it - that in itself made it very worthwhile."

and in a similar vein:-

"We have never been challenged to articulate all these hidden inner beliefs that we all have -- this is honesty".

Developing the point of honesty and integrity in what we do and what we hold as principles, T.L.11 stated:-

"This is the fascinating thing about the whole game -- it's the difference between what is said and what the real world is --- which is what you (the author) are pointing out to us --- I think there is an enormous gap -- but its narrowed considerably for me".

The value of the conversations and staff exercises in opening up or exposing inner views was appreciated by one member of staff in their comments on the criteria set produced:-

"What is disturbing is that we have the kind of competency statements that we have -- it seems that here we have a potentially richer resource than our rather bland (institutional) list."

The development of the work to date to encompass other staff and the institution as a whole was encouraged by several tutors; the following two examples illustrates this:-

"What you're doing with us now -- there ought to be time given to the staff to discuss - as a starter, exactly what we're looking for -- lets not have a corporate inflexibility in the criteria -- lets have a common knowledge of what we are driving for and looking for when the students are out there in school." (T.L.13)

and further from T.L.14

"This kind of information needs sharing with the staff -- this is not to say its about to replace the competencies we've got, but, - 'G' has been doing this work and is going to spend the day telling us all about it -- and getting us to think about it -- the twelve (staff group) have benefitted, they might not agree all the time but have benefitted from the exercise. I think there is still something that could be done for the staff as a whole even though the detail would end up being different - the processes of doing this sort of thing would go on - each year."

The result of the above could well be a little more honesty or self awareness in the system that would avoid the situation that prevails at the moment:-

"The vast majority of students spot what they think the University tutor/lecturer wants to hear or see and they feed it to them". (T.L.4)

Perhaps there is a way through honest discussion, open declaration of interest, reflection and review of meanings and individual needs, re-review of processes and outcomes; that will avoid the 'game' described above through inclusion of the process in the final assessment decision making.