

Crossing boundaries: learning to teach in Further Education
An action research study of how Further Education-based
teacher educators and trainee teachers model values.

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A thesis submitted to the University of Huddersfield in partial
fulfilment of the requirements for the degree of Professional
Doctorate

The University of Huddersfield

August 2023

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Abstract

Teacher educators in further education are preparing trainees to teach students aged sixteen and above, from entry level to level 6, in further education and sixth form colleges, prisons, the workplace and in adult and community learning. They hold a substantial responsibility in terms of their impact on those who are learning to teach. This study illuminates the work of further education-based teacher educators and the process of learning to teach as trainees navigate the boundaries between formal and workplace learning. It posits that teacher educators model values both within and outside the classroom and that these impact the development of values in trainee teachers and their students. These concepts have been explored through a second person action research study in collaboration with teacher educators and trainee teachers in a further education college in the North of England. Data were collected over a period of twenty-six months, and involved semi-structured interviews, films of the teacher educators' and trainee teachers' classes, stimulated recall interviews and focus groups with three teacher educators and ten trainee teachers. Using a thematic analysis approach and the theoretical concepts of practice architectures, modelling and a layered pedagogy of teacher education, the practices of teacher educators and of learning to teach have been explored. The findings suggest that teacher educators have an orientation to values which influences the way they model values through their practice including managing a class and the construction of professional relationships. Whilst the modelling of values is implicit, it has a significant impact on trainee teachers and in turn, on students. This suggests that attention should be paid to the recruitment, induction and support of further education-based teacher educators in terms of their orientation to values.

Acknowledgements

This thesis is dedicated to my sons, Joe and George and to my daughter, Ella who are alongside me and who give me courage.

I am indebted to all the participants who have given up so much of their time; to the teacher educators, the trainee teachers and to their students without whom this study would not have been possible.

I would like to thank my supervisors, Dr. David Powell and Professor Kevin Orr at the University of Huddersfield, for their wisdom, patience, unerring support and belief in me when I struggled to find it in myself.

I have been lucky enough to have been taught by inspirational teachers and I give a special mention to Dr. Roger Callan at Hollings Faculty, Manchester Polytechnic. Also to my teacher educators at Accrington and Rossendale College when I changed careers and became a teacher in Further Education.

I give appreciation to the JoyFE collective who formed in April 2020 and to Dr. Lou Mycroft who set up the online Bowerbird Writing Room. This community sustained and lifted me during the challenging lockdown periods and continues to do so. Also to fellow students Rachel Allen and Jo Fletcher-Saxon who have provided support and humour.

I thank the many research networks that have been the source of wisdom and support including the Collaborative Action Research Network (CARN) and the Network for Educational Action Research in Ireland (NEARI) especially during the pandemic.

My final thanks are to the Further Education sector which offers the opportunity for transformational learning to many and which has been the source of inspiration for this research.

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Glossary of abbreviations

ACL	Adult and Community Learning
AET	Award in Education and Training
AO	Awarding Organisation
AOC	Association of Colleges
ARPCE	Association for Research in Post-Compulsory Education
ATS	Advanced Teacher Status
ATEE	Association of Teacher Educators in Europe
BERA	British Educational Research Association
CAR	Collaborative Action Research
CARN	Collaborative Action Research Network
CET	Certificate in Education and Training
Cert Ed	Certificate in Education
COVID-19	Coronavirus disease 2019
DET	Diploma in Education and Training
DfE	Department for Education
ESOL	English for Speakers of Other Languages
ETF	Education and Training Foundation
FAP	Funding, Accountability and Performance
FE	Further Education
FENTO	Further Education National Training Organisation
FETE	Further Education Teacher Educator
FETEP	Further Education Teacher Educators' Project
GFE	General Further Education
GTP	Graduate Teacher Programme
HE	Higher Education
HEI	Higher Education Institution
IfL	Institute for Learning
IFS	Institute of Fiscal Studies
ITE	Initial Teacher Education
LLUK	Lifelong Learning United Kingdom

LLS	Lifelong Learning Sector
LSC	Learning and Skills Council
LSRN	Learning and Skills Research Network
LSS	Learning and Skills Sector
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education, Children's Services and Skills
PGCE	Post Graduate Certificate in Education
PGDiP	Post Graduate Diploma in Education
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QTS	Qualified Teacher Status
QTLS	Qualified Teacher Learning and Skills
SCITT	School Centred Initial Teacher Training
SEND	Special Educational Needs and Disabilities
SER	Structured Ethical Reflection
SET	Society for Education and Training
SRI	Stimulated Recall Interview
TE	Teacher Educator
TELL	Teacher Education in Lifelong Learning
UCET	Universities' Council for Teacher Educators
VELON	Dutch Association for Teacher Educators/Vereniging van Lerarenopleiders Nederland
VEO	Video Enhanced Observations
VSR	Video Stimulated Recall

Chapter 1 Introduction

1.1 How it began

This thesis focuses on how in-service trainee teachers in Further Education (FE) learn to teach and the part the teacher educators in FE play as they initiate them, more or less gently, into the “sayings, doings and relatings” of the practices of teaching and becoming a teacher (Kemmis et al., 2014a, p.38). Using the conceptual frameworks of modelling (Lunenberg et al., 2007a), a layered pedagogy of teacher education (Boyd, 2014) and the theory of practice architectures (Kemmis et al., 2014a), it examines the extent to which teacher educators at one FE college model, implicitly or explicitly, values as part of their practice and the impact this has on in-service trainee teachers’ practice and the extent to which they then model values to their students.

My interest in this research has its origins in my own biography as an FE student for the final year of my compulsory education, following this with a vocational degree at a polytechnic before embarking on a career within the hospitality industry. I later trained to be a teacher in FE and began the “long interview” (Gleeson & James, 2007, p.454) as a lecturer. After thirteen years, I was approached by the vice principal of the college and asked to join the teacher education team, having been identified as a ‘good’ subject teacher. Being a good subject teacher does not prepare oneself for the role of teacher educator (Eliahoo, 2014) although this type of ad hoc and informal recruitment to the role is commonplace in FE (Noel, 2006). After two years of feeling ill-prepared and out of my depth as a “triple professional” (Eliahoo, 2014, p.214), I returned to being a subject teacher. However, as a requirement of the role of teacher educator, I had embarked on a master’s degree in Education, and after two years, I was again asked to return to the role of teacher educator. This time, I felt I had some credibility and I also benefited from having a mentor, opportunities for collaborative planning and co-teaching. These experiences over three decades have resulted in an unending curiosity about the impact of the teacher educator on the trainee teacher and ultimately on the students in FE. I was deeply influenced by my own teacher educators, firstly when completing the City and Guilds 7307 Further Education Teacher’s Certificate and latterly the Professional Graduate

Certificate in Education (PGCE). I held these teacher educators in high esteem, viewing them as having a near deity status and their professionalism has remained with me to this day. Their values of high standards, authenticity, reflection and community laid the foundations of my teaching career and I have sought to emulate their virtues. I believe that the teacher educator has a moral aspect (Willemse et al., 2008) to their role in supporting trainee teachers to make wise decisions for the common good, guided by the values of honesty and justice.

1.2 Researching in the time of a pandemic

This thesis tells the story of a longitudinal action research study with a group of FE-based teacher educators and trainee teachers. The research began in September 2018 and followed a cohort of trainee teachers for the entirety of their teacher education programme and beyond. During the second year of the research, the world experienced a global pandemic, Coronavirus 2019 (COVID-19). At the start of the national lockdown in March 2020, all education provision relocated from the classroom to online. This gave rise to unprecedented challenges for the teacher educators and trainee teachers involved in this study and entailed significant changes to the site of practice (Kemmis, 2022a) and to pedagogical approaches, requiring “pedagogic ability” (Kidd & Murray, 2020, p.542). Sjølie et al. (2020, p.85) explain how “many existing practice architectures enabling, and constraining academics’ practices were disrupted when the pandemic broke” and “how academics have come to practise differently under the abrupt changes caused by responses to the Coronavirus pandemic” (ibid). In their discussion of the mentor-mentee relationship in primary teacher education, McGrogan and Richardson (2022, no page) cite Graham et al. (2020) and state that “the situation challenged commonly held assumptions that the length of teaching experience dictates the quality of teaching”. Kidd and Murray (2020, p.543) explain how their research findings “show how teacher educators made sense of the situation and how students were supported to develop their professional learning”. In further research with teacher educators, Timmermans and White (2021, p.33) found that their pedagogical beliefs were being challenged alongside the conviction that it was important for teacher educators to “model hope by being visibly willing to move beyond our current practices and our own comfort zones”. Timmermans and White (2021) also share

examples of how teacher educators became learners and modelled their adaptability during the pandemic, focused on well-being and relationship building and recognised the need for “the cognitive presence, the teaching presence and the social presence of the educator” (ibid, p.9) to enable a meaningful educational experience online. In a study of educators’ perspectives of online teaching during the pandemic, Kidd and Murray (2022, p.1) report on the requirement for new teachers “to develop enhanced design skills underpinned by learner-centred values”. These challenges and changes to practice are reflected in this study and whilst significant adaptations had to be made to the research process, this has resulted in findings which would not otherwise have emerged.

1.3 Structure of the thesis

The first chapter of this thesis explains the influence of my own biography on the development of the research questions and the rationale for the study. It provides an account of the events of COVID-19 and the impact this had on the research. It outlines the structure of the thesis and locates the research within the FE sector and initial teacher education (ITE) within FE. The chapter also considers the policy context of ITE within FE and explains the study’s three theoretical frameworks.

Chapter 2 explores the literature around the key concepts involved in the research namely values, teacher education, learning to teach and modelling. It provides an understanding of values in relation to education, the link to phronesis or practical wisdom and the need for teachers to have virtues and moral character. It also considers the place of professional values and the role of the teacher educator in values-based education and the development of “educational virtuosity” (Biesta, 2015, p.20) in trainee teachers. It considers the purpose and identity of teacher educators “shaping the souls of teachers” (Zeichner, 2018, p.15) and the identity of teacher educators in FE specifically, seen as “semi-academics” (Crawley, 2016, p.1), lacking a strong professional identity and visibility. Then it discusses a range of theoretical perspectives around learning to teach, the types of knowledge required and the significance of biography (Britzman, 2003) to the process of becoming (Hager & Hodkinson, 2003). A number of theories are considered including communities of practice and legitimate peripheral participation (Lave & Wenger, 1991), Taylor’s (2008) four ways of learning to teach and Boyd’s (2014)

interplay metaphor and layered pedagogy of teacher education. This chapter also considers the concept of modelling by teacher educators and the various levels employed along a continuum (White, 2011). The challenges of modelling are explored and the fact that this is largely implicit (Loughran & Berry, 2005; Lunenberg et al., 2007a; Powell, 2016; Montenegro, 2020). This chapter concludes by identifying how gaps in the literature around research conducted in FE by an FE-based teacher educator have informed this study.

Chapter 3 introduces the assumptions of the methodological approach that underpin the action research design and the use of a series of data collection methods. It explains the selection of a practical action research approach, linking the values of action research (McNiff, 2017) to the focus of the thesis. The chapter goes on to explain action research as practice-based research (Heggen et al., 2010; Willemse et al., 2016) and “practice-changing practice” (Kemmis et al., 2014b, p.4) and how the criteria for quality action research (Bradbury, 2015) are met. Furthermore, this chapter explains how the research tools are informed by the research questions, the use of purposive sampling and a pilot study. Finally, this chapter discusses ethical considerations in the study and the transcription and analysis of data (Braun & Clarke, 2022).

Chapter 4 tells the “story” of the research (McNiff, 2014, p.170) in a reflexive account and explores the messiness of action research (Cook, 2009; Adamson & Walker, 2011) and the need to report uncomfortable truths (Boyle et al., 2022). This chapter includes a reflexive account of the initial stages and the three cycles of the research. The longitudinal nature of the research and the fact that this included the events of the COVID-19 pandemic led to a number of diversions along the route.

Chapters 5,6,7 and 8 present the analysis of the data collected and link to the literature and to the feedback from “critical friends and validators” (McNiff, 2017, p.125). Chapter 5 analyses the narratives of the teacher educators and their sayings, doings and relatings (Kemmis, 2022a) around their pathway to becoming a teacher educator, their values, their understanding of modelling and of their role. The analysis reveals differing orientations to values amongst the teacher educators.

Chapter 6 analyses the practices of the teacher educators and the modelling of values and the extent to which this is noticed by the trainee teachers. This analysis

reveals the nature of the modelling and sets out a number of categories both within and outside the classroom. This chapter goes on to explore the changing of values during the COVID-19 pandemic and the pivot to online teaching.

Chapter 7 analyses the practices of trainee teachers both in a physical classroom and online and the extent to which they model values. The analysis goes on to explore the impact on the students in a layered pedagogy of teacher education (Boyd,2014).

Chapter 8 presents the final analysis and explores the extent to which the trainee teachers' values are impacted by the teacher educators' practices of modelling values. This chapter reveals the unique complexities of the role of both the FE - based teacher educator and the trainee teacher in FE.

Chapter 9 discusses the findings of the data and sets out conclusions. This chapter includes reflection on the research process and the events which led to "serendipitous thoughts" (Cook, 2009, p.278) and the unexpected breakthroughs (Brydon-Miller, 2021). It also includes a discussion of my own professional learning. It goes on to posit the central claims of the research and the implications for the practice of FE -based teacher educators including recommendations.

1.4 Rationale

In an era of increased focus on a "standards-based approach" for FE ITE (DfE, 2022, p.141), it is possible to neglect the human nature of being a teacher and the "personal and affective aspects of teaching" (Douglas, 2019, p.72). Jarvis (2004, p.195) concludes that teaching is a human process and that it centres on a "moral relationship". The importance of value-based teacher education is explored by Lunenberg et al. (2007b) who stress the value of moral education in primary schools in the Netherlands, concluding that this value-based teacher education is largely dependent on the teacher educators' backgrounds. The enaction of the teacher's norms and values has impact on the students' development of their own norms and values (Loughran, 2006).

Values appear in the initial teacher education of FE teachers and form part of the curriculum and the Professional Standards for teachers and trainers in the FE and Training sector (ETF, 2022a). Trainee teachers are expected to be able to

“Evaluate/critically evaluate the development of own values and dispositions during the period of teacher identity formation” (University of Huddersfield, 2018, p.57). Seven values and attributes are listed in the professional standards (ETF, 2022a) as a means to support teachers in the development of their own decision-making and include being able to “Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes” (ETF, 2022a, PS.1). This is significant as it implies that teachers are able to identify their values. The “values position” of trainee teachers is seen as a crucial part of identity formation which fundamentally affects their work (Stenberg & Maaranen, 2020, p.10). A values-based teacher education is vital to develop trainee teachers who are able to recognise their own values and the ways in which they impart these to students. I have included a diagram to illustrate the range of values which influence the FE ITE programme in this study.

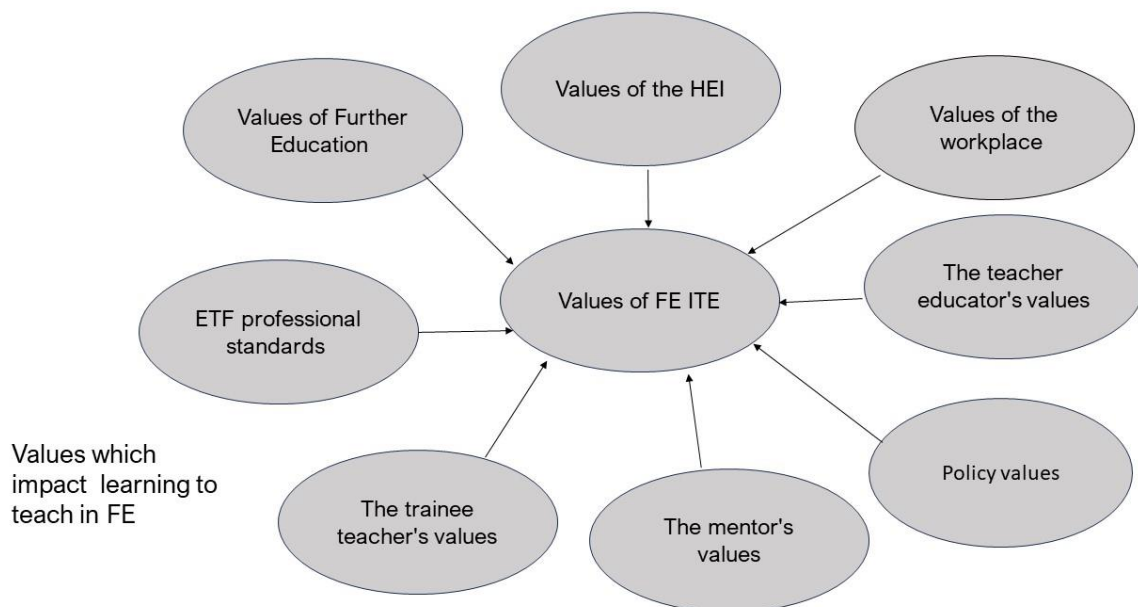


Figure 1 Values which impact learning to teach in FE

Whilst there has been an increasing interest in ITE in FE and the role of the FE teacher educator (Noel, 2006; Crawley, 2013, 2016; Boyd, 2014; Eliahoo, 2014; Springbett, 2015, 2018; Powell, 2016), there is no research into the importance of the values of the FE teacher educator and the opportunities to model these values. FE teacher educators are not always recognising the significance of their practice (Powell, 2016) and there is a need to research this aspect of modelling (Boyd, 2014;

Robinson & Skrbic, 2016). There is a strong argument for a virtues-based approach to education in contrast to a competence or standards-based approach (Biesta, 2015). He believes that educational virtuosity can be developed through studying the virtuosity of others and that initial teacher education “has an important and unique role to play in this” (ibid, p.20). The modelling of values by FE teacher educators and the subsequent development of values in trainee teachers explored in this study will contribute to the body of knowledge on FE-based teacher educators’ practices. I hope that this study will also inform the future practice and professional learning for the sector’s teacher educators.

1.5 The map of Further Education

The definition of FE in England is contested and dynamic and there is an abundance of terms used to describe the sector including post-compulsory, the Learning and Skills Sector (LSS), the Lifelong Learning Sector (LLS) and the Education and Training sector. These terms are used interchangeably in recent definitions.

Thompson (2014, p.8) states that the “scale and diversity of the sector means that it eludes precise definition”. The Association of Colleges (AOC) describe the sector as “Further education, sixth form and specialist colleges in England which provide high-quality academic, technical and professional education and training for young people, adults and employers” (AOC, 2022, p.1). The Independent Commission on the College of the Future, set up in 2019, states that “Colleges transform lives and are at the heart of communities across the UK’s four nations. They are a fundamental piece of the education and skills system as centres of lifelong learning and as anchor institutions within their communities” (Independent Commission on the College of the Future, 2020, p.9). Recent data (AOC, 2022) states there are 228 colleges in England, of which the majority, 161, are General Further Education (GFE) colleges. Sixth form, land-based, art, design and performing arts and specially designated colleges make up the remaining numbers. The ETF place this figure slightly higher with 234 colleges in England of which 163 are GFEs (ETF, 2022b). In terms of student numbers, Orr (2020) reported 2.2 million FE students, stating that 34% of English 16–18-year-olds are at FE and Sixth Form Colleges in addition to 1.4 million adults (AOC, 2020). This compares to 24% of 16- to 18-year-olds being at

state funded schools. This altered slightly in 2022 to 33% and 26% respectively (AOC, 2022). Belfield et al. (2018) stated that around 40% of school-leavers transition into further education. The latest data shows a reduction in the number of students in FE in England to 1.6 million, 913,000 of whom are adults (AOC, 2022). Tully (2022) reports that there has been a reduction of almost 50% of FE colleges since incorporation in 1993 (NAO, 2020). Despite this decrease in the number of colleges, many of which have been the result of mergers following Area Based Reviews, FE remains an important aspect of post-16 education in England.

1.5.1 Purpose and policy

The purpose of FE is widely contested. Doel concludes that “FE colleges and FE more generally do not have a single coalescing mission or purpose” (Doel, 2019, p.19). FE is “often defined by what it is not, than what it is” (Donovan, 2019, p.9), and “being education and training that is not delivered in a school or university” (Doel, 2019, p.24). FE is viewed as lacking “a clearly recognised and shared core purpose” (Foster, 2005, p.7). The purpose of FE was determined by the Education Act 1944 when the school leaving age was raised to 15 and local authorities were given the responsibility to educate students aged 15 and above. Commercial colleges for training in white collar skills and technical colleges for blue collar skills developed. County Colleges were created in 1946 to provide part-time further education for young people. In this post war era, FE was seen as part of the mechanism to rebuild the country and educate young people beyond compulsory schooling. Smith and Duckworth (2022) quote HMSO who promised that “their personal happiness will be increased and their lives made richer” (HMSO, 1946, para 2) through continued contact with an educational institution. Later, sixth form colleges would become part of FE (1965) in terms of funding.

The Further and Higher Education Act of 1992, whereby all colleges had to become businesses in their own right, heralded an era of marketisation of post-16 education and a neoliberalist ideology. The introduction of policy that has followed is unprecedented in other sectors of education with “successive waves of reform and change” (Thompson, 2014, p.6). At this time, colleges were required to increase their numbers by 28% whilst the allocated funding was reduced. It has been a similar scenario to this day with “funding, accountability and performance (FAP) apparatus

put in place at incorporation in 1993” (Smith & Duckworth, 2022, p.18). Funding is complex and dependent on recruitment, retention and achievement. Coffield and Williamson (2012, p.53) point to the “huge disparities in per pupil funding” and “some students, mainly those from already advantaged backgrounds, are more valued and financially supported than others.” Spending per student in FE was ten per cent lower than that on pupils in secondary schools in 2015-16 (Keep, 2019) and below that for students in Higher Education (Wolf, 2015). The Institute of Fiscal Studies (IFS, 2021) reported that funding per student in FE aged 16-18 fell by over 11% in real terms between 2010/11 and 2020/21 which is indicative of the lack of funding for FE to the present day and the reason behind the “Cinderella sector” moniker (Petrie, 2015, p.2).

FE addresses the needs of those students who leave school often deemed failures by a marketised system where young people are ranked by ability and the extent to which they succeed in age range assessment (Smith & Duckworth, 2022). It also aims to help those individuals “whose experience of the education system has not connected up to a future of hope and fulfilment” (ibid, p.8). A metaphor frequently associated with the purpose of FE is that of the engine with industrial inferences. Bill Rammell, Minister of State for Higher Education and Lifelong Learning stated that “FE is the engine room for skills and social justice in this country” (LSC, 2005, p.1). Hartley and Groves claimed that FE colleges could be “An engine for widening participation and social mobility” (2011, p.6) and more recently, Augar visioned FE colleges would “act as engines of social mobility and inclusion” (Augar,2019, p.138). Keep (2019, p.64) reports that FE was “allotted major responsibilities in delivering on the UK government’s social mobility agenda” by the DfE (2017). Alongside this social justice purpose, FE is viewed by successive governments to have an instrumentalist emphasis whereby young people are trained in the skills needed by the economy. The removal of A-level provision at many FE colleges has further widened the academic/vocational divide. A plethora of government policies including the Wolf Review (2011), the Post 16 Skills Plan (2016), the Skills for Jobs White Paper (2021) and most recently the Skills and Post 16 Education Act (2022) all point to the role of FE in a local and regional skills system (Hodgson & Spours, 2019). The “skills needs of businesses” are now central to the curriculum (T-levels and apprenticeships), funding and the purpose of FE (DfE, 2021, p.4). Keep (2019, p.72) concludes that

“English FE finds itself torn between delivering a social inclusion, second-chance agenda and trying to upgrade the status of its traditional vocational education and training offering.” This has led Orr (2020, pp.512-513) to observe:

In the current situation, colleges too often concentrate on tactics to cope, not a strategy for vocational education and training (VET) to thrive. This sector is currently like a limpet on a rock: it is resilient but it has no control over the tides that regularly threaten to wash it away.

The most recent policy change has seen the reversal of incorporation and a return to the public sector classification of colleges for accounting purposes (FE Week, 2022). The Skills and Post 16 Education Act (2022) has extended government power to intervene where local needs are not being adequately met. Smith and Duckworth (2022, p.15) believe that the neoliberalist view of further and adult education as a “skills provider” is seen to “prevent them from pursuing a much richer and broader mission”. They contrast this policy discourse with the original purpose of FE proclaimed in 1944. The government has recently described the FE sector “as a powerful driver for the Government’s “levelling up” agenda and will play a critical role in supporting the recovery of the economy after COVID-19” (DfE, 2022, p.140).

1.5.2 Diversity in the FE student population

The student population in FE in England is diverse with an average of 23.5% from ethnic minority backgrounds (AOC, 2022). This compares to the country as a whole of 15% (UK Parliament, 2022). Whilst the female student population in FE for 16–18-year-olds is 46%, this increases to 60% in adult learners. In terms of learning difficulties and disabilities, 21% of students in colleges have one (AOC, 2022) which compares to the UK figure of 2.16% of adults having a learning disability (Mencap, 2022).

The complexity in the provision of FE and in the diversity of the student population requires “teacher educators to be skilled and flexible enough to prepare people to teach in adult and community education, prisons, private and work-based training providers as well as FE” (Eliahoo, 2014, p18). Furthermore, Thompson (2014, p.10) refers to the “class-based attitudes to vocational education”, the fact that FE colleges usually experience lower status than schools and sixth-form colleges and that they

are for “other people’s children”. These factors along with the difficulties in “conceptualising vocational knowledge and learning” and an “insecure professional identity” add to the “distinctive pedagogical challenges for teachers in FE” (ibid, p.6) and thus for teacher educators in FE.

1.6 The map of ITE within FE

The initial teacher education offer for FE teachers is wide ranging and described by the DfE (2022, p.139) as “very fragmented and difficult to navigate”. Thompson (2014, p.5) explains that ITE for FE is “characterised by diversity and complexity” and that it reflects the state of the FE sector itself. The fact that much of the provision in FE is vocational increases the “range of pedagogical approaches” and “multiplies the subject specialisms” that need to be included (ibid). The qualifications can be analysed in terms of “mode of study, the purpose of the route and the nature of the awarding organisation” (Thompson, 2014, p.2).

The current qualifications are available for teachers in FE:

- Level 3 Award in Education and Training (AET). A short, introductory course which is the threshold qualification to teach in FE.
- Level 4 Certificate in Education and Training (CET). A one-year part-time teaching qualification.
- Level 5 Diploma in Education and Training (DET). This may be delivered over one year or two years part-time. The DET can also be studied with subject specialisms in Numeracy/Literacy/ESOL or in supporting learners with Special Educational Needs and Disabilities (SEND).
- Level 5 Learning and Skills Teacher Apprenticeship. An in-service programme which involves twenty per cent off the job training. The revised apprenticeship was launched in December 2021.
- Level 5 Certificate in Education (Lifelong Learning) (Cert Ed.)/Level 6 Professional Graduate Certificate in Education (Lifelong Learning) (PGCE)/Level 7 Post Graduate Diploma in Education (Lifelong Learning) (PGDip). These courses are all accredited by HEIs and are offered on a pre-service and in-service basis over one or two years.

The most recent data available on the characteristics of the ITE provision in FE relates to 2015/16 with some data on the provider base collected in 2017/18 (ETF, 2018). The qualifications are split between those accredited with Awarding Organisations (AOs) and Higher Education Institutions (HEIs) and are predominantly in-service. They are taught across HE, FE, by independent training providers and in Adult and Community Learning (ACL). There has been a recent decline in the inspection gradings of HEI providers (Ofsted, 2022a).

46 Awarding Organisations (AOs) provided ITE qualifications in 2015/16 and 34 HEIs accredited ITE qualifications. The majority of provision was in-service with this being the case for 75% of FE providers delivering AO accredited qualifications and for 62% of FE providers delivering HEI franchised qualifications. In contrast, 55 % of ITE courses delivered by HEIs was for pre-service learners. It was reported in 2015/16 that the quality of ITE provision was good with all those who had been inspected by Ofsted as achieving a good or outstanding grade. However, the most recent data from Ofsted (2022a) reports that in seven recent inspections in 2021/22 using the new inspection framework for ITE (Ofsted 2022b) that two HEI providers were graded as good, three as requires improvement and two as inadequate.

The DfE describe the practice across the range of ITE and FE providers as “not uniformly good” (DfE, 2022, p.139).

There were an estimated 621 providers of ITE in FE in 2017/18, of which 217 provided diplomas or PGCE/Cert Eds. FE colleges made up 45% of all providers of ITE and 75% of diplomas or PGCE/Cert Ed providers. There were also nearly 200 independent training providers and 110 Adult and Community Learning providers (ACL) who mostly delivered awards. In 2015/16, 21 HEIs franchised their ITE provision, a reduction of 21 the previous year (ETF, 2018). No further data has been published on ITE provision for the FE sector.

In 2015/16, 28,370 learners completed their ITE course of which 5,240 completed diplomas or Cert Eds (ETF, 2018). This represented a decline of 12% on the previous year following the removal of compulsory FE teaching qualifications above level 3 (Lingfield, 2012). It was also reported that 60 % of ITE learners were female with an average age of 37 and the number from ethnic minority backgrounds being 18% (ETF, 2018, p.5). Furthermore, approximately 60% of ITE learners progressed

to a teaching role in FE with 73% gaining employment in FE colleges (ibid). Whilst the data does not include the subjects ITE learners intend to teach in FE, it does capture the subject they studied prior to training to teach. These learners in HEIs most commonly wanted to teach Art, Sport and Business whilst the FE providers reported that learners wanted to teach vocational subjects with Hair and Beauty, Childcare, Construction and Motor vehicle being the most popular (ETF, 2018, p33-34). It is currently estimated that approximately 5,000 trainee teachers in FE complete a level 5 or higher teaching qualification each year (DfE, 2022). The absence of official data since 2015/16 contributes to the invisibility of ITE in FE in comparison to the school sector. Thompson (2014) commented on the lack of data about the teaching workforce in FE and the difficulties in interpretation for this sector.

1.6.1 Policy in FE ITE

In a similar vein to the FE sector, initial teacher education within FE has been subject to policy change. Loo (2020, p.11) describes the move from “voluntarism to state-led compulsion and back again” whilst Thompson (2014, p.6) refers to the “more voluntaristic and employer-led system” that is now in place. This is set against a history of teachers in FE not holding teaching qualifications as Parry (1966) reported that only one third of teachers in vocational colleges possessed a teaching qualification. The provision of teacher training for those teaching in technical and FE colleges is a relatively recent phenomena and did not exist until the end of World War 2 (Lahiff, 2015). The New Labour consultation document *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Lifelong Skills Sector* (DfES, 2004) heralded a reform to FE ITE following the proposals in *Success for All* (DfES, 2002) concerned with pedagogy and the professional development of teachers (Fisher et al., 2019). Furthermore, the Ofsted report into the *Initial Training of FE Teachers* (Ofsted, 2003) stated the requirement for the development of subject specialist pedagogy. The *Level 3 Preparing to Teach in the Lifelong Learning Sector* (PTLLS) was introduced as the passport qualification to teach in FE with the requirement to be fully qualified within five years of employment. *Qualified Teacher Learning and Skills* (QTLS) was also introduced as a post qualification professional status akin to the school sector’s QTS. Following the *Further Education Teachers’ Qualifications (England) Regulations* (2007) it became compulsory to achieve a level

5 teaching qualification to teach in FE. This was a result of the White Paper, Further Education: Raising Skills, Improving Life Chances (2006) which required that students be taught by staff who are expert, highly motivated and well trained. The fact that being qualified to level 5 became compulsory resulted in an increased number of enrolments of FE teachers at this time. Thompson (2014, p.6) views this as the “peak” of New Labour’s “professionalisation agenda”.

Only five years later, the incoming Conservative-Liberal Democrat Coalition government took the view that the continued statutory requirement would be “ineffective and inconsistent with the more market-driven approaches” (Thompson, 2014, p.6) it was in favour of across the public sector. The regulations were revoked as part of the Lingfield Report (2012) and the minimum teaching qualification became the new Level 3 Award in Education and Training. The decision as to whether teachers should have higher level teaching qualifications became the responsibility of the employer. During this era of policy change, the first professional body for FE teachers was established in 2002 as the Institute for Learning (IfL) which was finally replaced by the Society for Education and Training (SET), the employer-led organisation, in 2014. Professional standards were introduced by the Further Education National Training Organisation (FENTO) for teachers in FE for the first time in 1999, transferred to Lifelong Learning UK (LLUK), the body responsible for the professional development of teachers in FE in 2005, then to the IfL and finally to the Education and Training Foundation (ETF) who published new Professional Standards for Teachers and Trainers in the FE sector in 2014 and 2022.

The post qualification professional status, QTLS, gained through a six-month period of professional formation was awarded equal status to QTS following the Wolf Review (2011) which meant that FE trained teachers were finally eligible to teach in schools. This has been developed to include Advanced Teacher Status (ATS), conferring Chartered Teacher Status on completion from the Chartered College of Teaching.

The DET has been under development by the DfE and the ETF as the ITE Forum and the framework for the new Diploma in Teaching (FE & Skills) has been published in 2022 for delivery from September 2024 (ETF, 2022c). This will increase the required number of teaching practice hours from 100 to 250 and introduce the

requirement for two placements and two mentors to support the development of subject specialist pedagogy. In a move to bring FE teacher education in alignment with schools, there will be an increase in the number of teaching observations from eight to ten and an entry requirement of level 2 English and maths. The qualification will follow the Occupational Standards developed as a result of the FE White Paper, Skills for Jobs: Lifelong Learning for Opportunity and Growth (2021). There are also regulatory powers in the Skills and Post 16 Education Act (2022) relating to quality improvement in FE ITE and the publication by the DfE of “the Expectations for the delivery of Initial Teacher Education (ITE) for the Further Education (FE) sector in England, supporting the aims of raising quality standards and ensuring high quality outcomes for trainees” (DfE, 2023, p.3.). The government (DfE, 2022) cites their involvement in the schools ITE sector where they play an active role in assuring quality standards and is proceeding with the option to work collaboratively with the FE ITE sector to drive quality improvement. They also retain the option to invoke legislative powers to intervene should sector-led reform prove to be inadequate or not to be proceeding at a sufficient pace. Currently, “the ability to increase oversight is limited to content and delivery” although the government state they “may need wider powers to require providers of FE ITT to revise and improve their practice” (DfE, 2022, p.144). The current state of play appears to be an oscillation between de-regulation and tight scrutiny and control and one that continues to present challenges for the FE-based teacher educator.

1.7 The unique role of the FE-based teacher educator

The FE-based teacher educator, “a teacher of teachers” (Lunenberg et al., 2014, p.19; Springbett, 2018, p.149) has multiple roles, six of which Powell (2016) identified as being primary and consistent for all teacher educators with a further seven roles which are context dependent and in FE include “researcher, curriculum manager, staff developer, advanced practitioner, teaching and learning coach, subject teacher and quality assurance” (ibid,p.41). They are involved in the development of new and serving teachers in an incredibly complex and diverse sector. In addition to data on this work being difficult to obtain and interpret, Dennis et al. (2016, p.9) assert there is a “scholarly silence” about FE ITE. Furthermore,

Thompson (2014, p.9) considers “there has been a cultural tendency in the FE system to undervalue ITE”. This is largely due to a focus on the “skills, norms and values of the primary occupation” (ibid) as being the most significant foundation for a teaching career in FE and the assumption that pedagogy will automatically emerge from subject knowledge and experience. The same can be said about the subject FE teacher making the transition to being a FE-based teacher educator when their sense of professional self is almost certainly challenged (Dennis et al., 2016). Eliahoo (2016), in reference to Wood and Borg (2010) who examined the journey from classroom teacher to teacher educator, describes the “oscillating rocky road towards a new professional identity” (Eliahoo, 2016, p.55). A significant part of this journey is to develop a new pedagogy. Loughran (1997, p.4) describes a pedagogy of teacher education as “unique to pre-service teacher education” although Powell (2020a) explains that this also applies to in-service teacher education and thus has relevance to the process of learning to teach in FE. Powell (2002a, p.59) cites Nichol (1997) in explaining that teacher educators are required to “disrupt student teachers’ prior assumptions of how to teach” and support them in developing their own “personal pedagogies” (Hoban, 1997, p.135). The effectiveness of a pedagogy of teacher education (Powell, 2020a, p.59) depends on the interrelationship of how well the teacher educator “establishes a classroom climate that fosters collaborative inquiry”, their ability to “demonstrate skilled practices and values” and to “employ metacognitive and affective skills to conceptualise and articulate what is modelled”. Their ability to listen and reflect on their courses of action whilst teaching are invaluable as is the trainee teachers’ capacity to notice (Mason, 2002). Powell (2002a) asserts that the extent to which the trainee teacher is able to develop their personal pedagogy largely depends on them being able to utilise the “student as teacher and learner” lens (Taylor, 2008, p.78).

Murray (2021, p.xvi) refers to the “shifting and ill-defined nature of the occupational group” of teacher educators and this is exacerbated in the field of FE where the sector itself is seen as possessing these identical characteristics. Dennis et al. (2016, p.9) refer to a “crisis in confidence” amongst FE-based teacher educators when 50% of respondents to Crawley’s (2013) survey stated that they needed to develop the elusive “even more” characteristic required. This leads to their “notion of the professional self as a diminished self in deficit” (Dennis et al., 2016, p.9).

A contributory factor to the invisibility (Thurston, 2010) of FE-based teacher educators and to the “scholarly silence” (Dennis et al., 2016, p.9) is the virtually non-existent support for this group to develop scholarship and a research profile (Feather, 2012) whilst being expected to remain current in terms of pedagogy and policy. Murray (2021, p.xvii) asserts that teacher education is generally expected to be research informed although “research and teaching may also be positioned as competing activities”. The FE-based teacher educator is generally employed on the same conditions as the subject teachers in FE with lower pay and status (Eliahoo, 2014) and more teaching hours than their HE counterparts. Together with the multiple roles they occupy (Noel, 2006; Eliahoo, 2014; Powell, 2016 and Springbett, 2018) this leaves little time for scholarly activity and the resultant moniker of “semi academics” (Crawley, 2016, p.1). Eliahoo (2016, p.55) points to the crucial role of scholarship for teacher educators “who must develop their trainees’ power of reasoning about their practice”. All these factors contribute to Crawley (2016, p.3) describing Post Compulsory (PCE) teacher education as being “the Cinderella of English teacher education”.

1.8 Theoretical framework

The overarching issue being addressed in my research was how modelling of values by teacher educators impacted the development of values in trainee teachers and subsequently in their students. Three theoretical frameworks have been employed to structure the design of the research and to explain the practices of FE-based teacher educators and trainee teachers. The first theoretical framework selected as a lens to explore the practices of teacher educators and trainee teachers was a layered pedagogy for teacher education (Boyd, 2014). Boyd (2014) draws on Taylor (2008) for an explanation of learning to teach with ‘student as teacher and learner’ as the most sophisticated concept. Boyd (2014) also references situated learning perspectives (Lave & Wenger, 1991; Wenger, 1998) to explain the “multiple layers of purpose within a pedagogy of teacher education” (Boyd, 2014, p.57). These are the learning of the trainee teachers, their own learning as a higher education teacher and what Boyd (2014) considers to be the most important, the learning of the students in the classes of the trainee teachers. Boyd (2014) believes that modelling

by the teacher educator of being both a teacher and a learner makes these layers of purpose more explicit for trainee teachers. In turn, the trainee teachers model these with their own students.

Teacher educator learning to teach (scholarship and research)	Teacher educator teaching to learn (critical reflection/enquiry)
Teacher educator uses explicit modelling of being a teacher learning from practice	
Trainee teacher learning to teach (taught sessions)	Trainee teacher learning to teach (workplace learning)
Trainee teacher uses explicit modelling of being a learner	
Pupil/student learning	Pupil/student learning to learn

Figure 2 A layered pedagogy of teacher education (Boyd, 2014, p.70)

The second theoretical framework utilised to examine the research is the theory of practice architectures proposed by Kemmis and Grootenboer (2008) and developed further by Kemmis et al. (2014a) and Kemmis (2022a). The theory of practice architectures draws on the work of MacIntyre (1981) and Schatzki (2002) and is “a site-based theory of practice for studying the practices of an education site” (Powell, 2020b, p.9). Powell (2016) utilised this theory as the lens to explore his research on the use of modelling within FE -based ITE classes and others have used it to interpret how professional practices may be supported or constricted (Mahon, 2014). The practices are always “situated” in circumstances and conditions, in physical space-time and in history (Kemmis & Grootenboer, 2008, p.50). They are shaped by the experiences, intentions, dispositions, habitus and actions of individuals (Kemmis et al., 2014a) and intersubjectively by the arrangements, circumstances and conditions beyond each person or ‘extra-individual’ (Kemmis & Grootenboer, 2008). These ‘extra-individual’ conditions and practices and the individual actors interrelate with one another in different dimensions of the social world as cultural-discursive, material-economic and socio-political dimensions of intersubjectivity (Kemmis et al., 2014a).

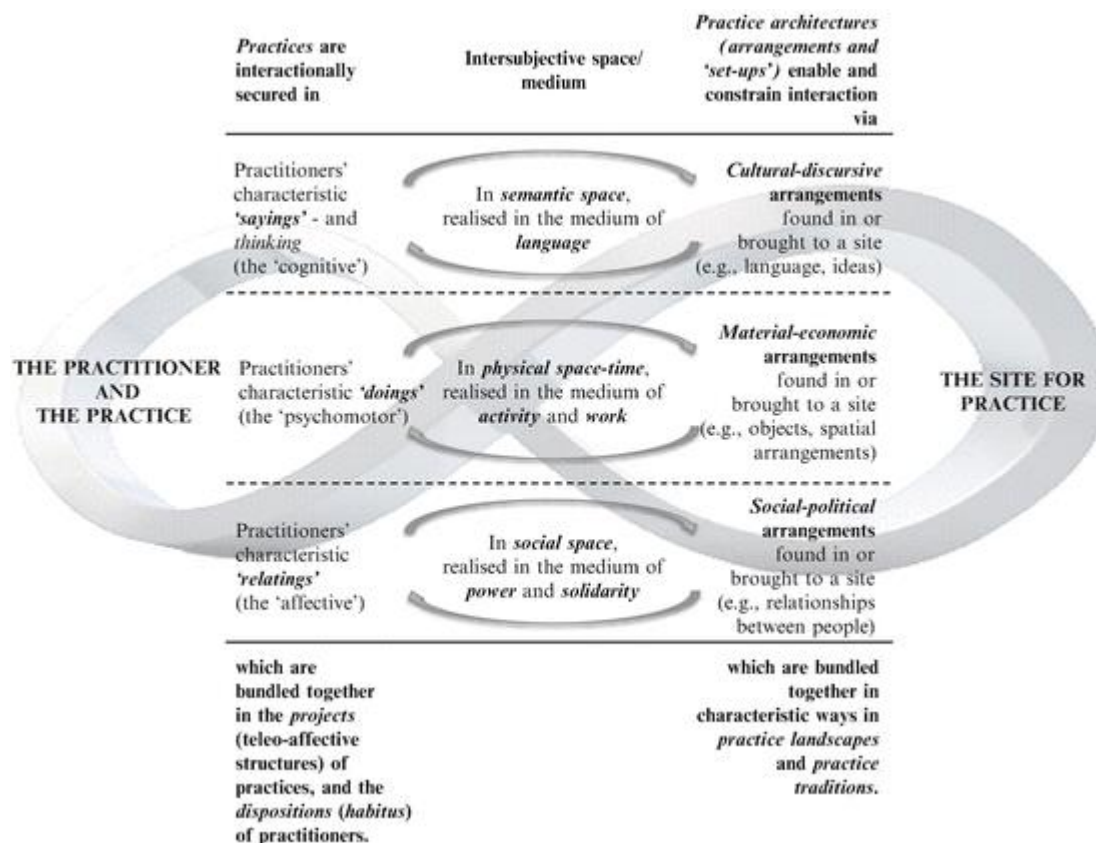


Figure 3 The theory of practice architectures (Kemmis et al., 2014a, p.38)

Practices consist of “sayings”, the language of the cognitive domain, “doings”, the actions of the psychomotor domain and “relatings” which characterise the behaviours of the affective domain (Kemmis et al., 2014a, p.38). These sayings, doings and relatings “hang together” in “the project” or purpose of the practice (ibid, p.56), for example, teacher educators’ classes. “Practices come into being because people, acting not alone but collectively, *bring* them into being [in a project] ...practices are *orchestrated* in collective social-relational projects like teaching children to read or theorising and researching professional practices” (Kemmis et al., 2014, p.32). Figure 4 illustrates how the sayings, doings and relatings of practices hang together in projects.

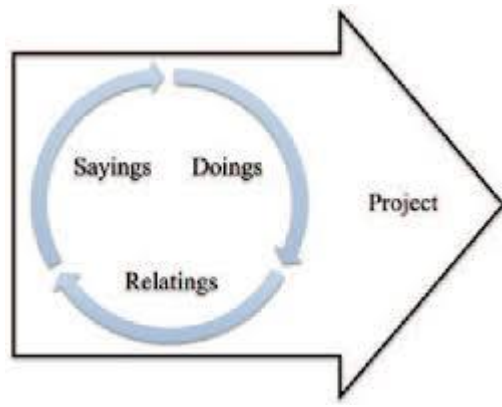


Figure 4 Practices are composed of sayings, doings and relatings that hang together in projects (Kemmis et al., 2014a, p.33)

Research is necessary to determine the presence of practices within a project and how they relate to one another. This study is primarily concerned with two projects at this FE college: the project of teacher education classes and the project of trainee teachers' classes. The project of teacher education classes represents the upper level of Boyd's (2014) layered pedagogy of teacher education and the trainee teachers' classes represent the lower level. It considers the practices of FE-based teacher educators and how they model values which impacts the trainee teachers' development of values and in turn, the development of values in their students. This is particularly relevant to lead to an improved understanding of the sayings, doings and relatings of teacher educators. Mahon (2014, p.74) explains that relatings "foreground relational aspects of practice...how people are positioned in relation to other things, and trust" which has significance to this study of the practices of teacher educators.

Kemmis et al. (2014a, p.5) state that the project and its practices are "pre-shaped and pre-figured" by the three arrangements; cultural-discursive, material-economic and social-political with which practices are "enmeshed" (ibid, p.14) in the sites of practice. These are realised in "the semantic space in the medium of language; the physical space in the medium of activity and work; and the social space in the medium of power and solidarity" (Kemmis, 2022b, p.168). Sjølie et al. (2020, p.87) explain that the "three different arrangements form practice architectures that enable and constrain the ways practices unfold". They use a metaphor of a flowing river for the practices and the "practice architectures would be the bed and banks that direct

the river's flow. But just as the river in flood can reshape its bed and banks, so, too, practices can reshape the practice architectures that enable and constrain them" (ibid). An extension to the theory of practice architectures is the theory of ecologies of practices (Kemmis et al., 2014a) which suggests that practices do not exist in isolation and are interdependent. Kemmis et al. (2014a) suggest that there are five potential practices that may be present at an educational site which may be "in relationships of ecological independence" (ibid, p.44) and these are illustrated in Figure 5. The study of the practices at the site is necessary to determine whether or not they are ecologically independent. The purpose of the theory of practice architectures is to employ it as a lens to ascertain what practices are present within a project, - to what extent they are related and how these relationships enable or constrain the practice of a project. The theory asserts that the sayings, doings and relatings of one practice can become the practice architectures, the arrangements that shape the practices, enabling and constraining another practice. This is represented in Figure 5 as a red dashed line from the leading practices to professional learning practices.

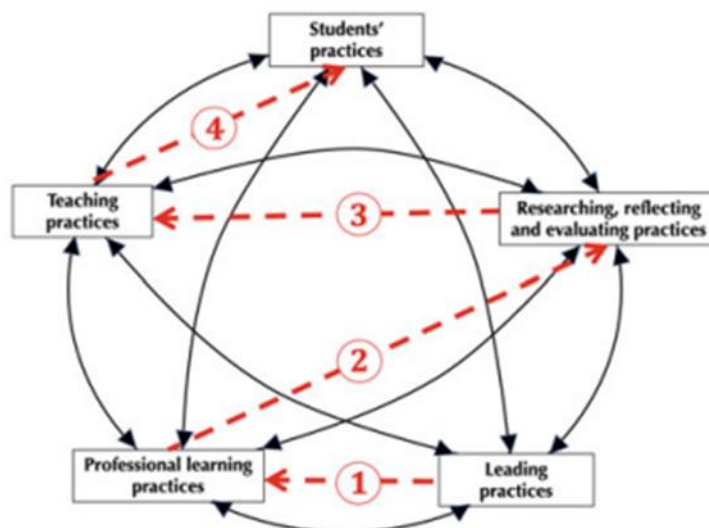


Figure 5 An ecology of practices (Kemmis, 2022a, p.130)

Kemmis (2022a) advocates that the theory of practice architectures can be used as a framework to critically interrogate educational practices, and this proved to be

highly pertinent to the study of the practices of teacher educators and trainee teachers due to the transformation of the practice architectures during COVID-19.

The third theoretical framework utilised to design the research study and to analyse the findings is the theory of modelling by teacher educators. The extant literature around modelling is critically analysed in Chapter 2. The theory places modelling as a central component of teacher education proposed by Russell (1997) 'How I teach IS the message' and developed by Loughran (1996), Lunenberg et al., (2007a, 2007b) and Swennen et al. (2008). An early classification of implicit and explicit modelling was developed (Lunenberg et al., 2007a, p.590) where implicit modelling is seen as being "good examples" (ibid). The term explicit modelling was further developed into "congruent teaching" by Swennen et al. (2008, p.531) who explained that this went beyond modelling to include the teacher educator being able to explain their choices when teaching and then link these to pertinent theory. They proposed five approaches as follows: the teacher educator thinking aloud (Loughran, 1996); thinking aloud and stepping out, providing a meta commentary on the teaching (Wood & Geddis, 1999); providing the trainee teachers with reflection breaks to discuss the observations of the teacher educator; co-teaching with another teacher educator (Berry & Loughran, 2002) which includes a de-briefing with students and finally, linking modelling and theory, both personal and academic (Kessels & Korthagen, 1996; Bullough & Pinnegar, 2001). Boyd et al. (2010) distinguished between three stages of modelling in their study of FE-based teacher educators based on the work of Swennen et al. (2008). These were: "using teaching strategies that might be reconstructed by student teachers in their own practice; explicit reflection by the teacher educator to deconstruct their own teaching practice; and relating the strategies used to learning theory." (Boyd et al., 2010, p.7). Loughran (2006) asserts that modelling is central to teacher education, "Intended and unintended learning about teaching occurs through our modelling whether we are conscious of our actions or not" (ibid, p.94). However, Loughran (2006) explains that modelling in teacher education is in contrast to a traditional understanding of demonstrating teaching practice and "involves unpacking teaching in ways that give students access to pedagogical reasoning, uncertainties and dilemmas of practice" (ibid, p.6).

1.8 Research questions

This study seeks to explore the practice of teacher educators teaching a university-accredited ITE award at their FE college and in particular, their modelling of values, answering these research questions:

1. What do FE teacher educators understand by values as part of the pedagogy of ITE?
2. How do FE teacher educators model the teaching of values within a college based ITE programme?
3. To what extent do trainee teachers model the teaching of values in their own classroom?
4. To what extent does modelling of values by teacher educators develop values in trainee teachers?

1.9 Summary

This chapter has introduced the personal motivation behind the research and the rationale for investigating the practices of FE-based teacher educators in one college of FE. It has explained the occurrence of the research during the COVID-19 pandemic and has set out the structure of the thesis, locating the research within the map of FE and more specifically, within the map of FE ITE. The chapter illustrates the extent of past and current policy and the impact of this on the sector. Furthermore, the chapter has introduced the theoretical frameworks that have been employed in the analysis of the findings.

The following chapter critically evaluates the extant literature on values, learning to teach, teacher education and modelling in order to demonstrate what is already known about these terms and to provide a framework for improved understanding.

Chapter 2 Literature Review

2.1 Introduction

This literature review considers the key terms of values, teacher education, learning to teach and modelling in an attempt to provide a framework for understanding values, how trainee teachers in Further Education learn to teach and the impact of their teacher educators on developing their values and moral stance. Using the example of Hanley et al. (2018), this literature review was designed to :provide a framework for understanding and critiquing the key concepts involved in the research namely values, teacher education, learning to teach and modelling; inform the development of a research methodology for investigating the modelling of values by teacher educators as part of an initial teacher education programme at one FE college and inform the analysis of the data collected and articulate the findings. I particularly wanted the literature review to provide answers to the following questions: what is meant by values in an educational context?; what are the characteristics of teacher education in FE?; what is involved in the process of learning to teach and finally, how is modelling used by teacher educators? Inclusion criteria for selecting literature were: empirical or philosophical studies; quantitative, qualitative or mixed methods; studies which took place throughout the world with findings accessible in English and the date of publication to be 2000 or later with older studies included if they informed significant future work. The majority of the literature review of one hundred and five texts took place between September 2018 and August 2020 with maintenance until January 2023.

Initially, the review considers the notion of values and one text provided the catalyst for this, Gardner et al. (2001). All three authors were professors in Education and Psychology at the time of writing. Many of the ideas around values have developed from Aristotle and values as virtues continue to hold importance today. The literature around values moves from Greek philosophy to professional values to teachers exploring values in education. A proportion of the literature is based on empirical research carried out in educational institutions whilst some is phenomenologically based. A paper by Willemse et al. (2008) provided the starting point for the notion of

the teacher educator having responsibility for the moral education of trainee teachers and a “snowball technique” (Ridley, 2012, p.56) was used to identify texts. The majority of research relating to teacher education, learning to teach and modelling is centred around university-based teacher education programmes with exceptions being Reale’s (2009) reflective account and Boyd (2014) and his case study research involving twelve teacher educators based in seven FE colleges and Crawley (2013). In addition, Powell’s (2016) action research with seven FE – based teacher educators and Springbett’s (2015, 2018) case study research with eleven FE-based teacher educators who taught on a range of teacher education programmes. Springbett’s (2015, 2018) research considered the identities of FE-based teacher educators and did not cover modelling. Schwab (2017) also conducted research into the impact of initial teacher education on the formation of adult literacy teachers’ beliefs and practices, interviewing and observing twelve adult literacy teachers. Montenegro’s (2020) recent phenomenographic research involved three primary school teacher education programmes and twenty-four teacher educators and considered the link between a teacher educator’s conceptions of teaching and the way in which they model their teaching practices.

2.2 Values

This section of the literature review seeks to provide an understanding of values in literature relating to education. Carr (2011), Professor of Ethics at the Jubilee Centre for Character and Virtues and writing from a philosophical standpoint, rejects an empiricist account of values as subjective tastes (Hume, 1969) and distinguishes three common concepts or senses of value as “principled preference”, “principled commitment” and “principled disposition” and suggests that the latter is the key value of teaching and should be seen as virtues when they are enacted; “intellectual, procedural and moral” (Carr, 2011, p.171). Carr explains the difficulty with the notion of value as a principled preference stating the “values people often profess may be notional positions to which they may also pay little more than lip service” (ibid, p.172). Professionals need to have principled commitment although even this may not be sufficient if commitment is seen as little more than rule observance. Aristotle’s (1925) view of continence or self-control is that it is not the highest state of moral agency which is to be virtuous. Moving to values as principled dispositions is more in

line with Aristotle's distinction of virtue with "a stronger sense of values as virtues, agents will exhibit or embody these as at least a matter of second nature" (Carr, 2011, p.173). Carr believes that "to have acquired or cultivated a moral value is to have become a particular kind of person" (ibid). Carr (2011, p.174) differentiates between views on teaching and that if teaching is seen as a "pedagogical technology grounded in a science of (predominantly behavioural) learning" thus acquiring a set of skills or competencies, then a teacher could be a good teacher without virtues or principled disposition. However, teachers need to be able to use their judgement in various professional and pedagogical contexts and require "an ethics of judgement more than an ethics of rule or principle" (ibid). Carr (2011) refers to Aristotle again and states that in order to have practical wisdom or judgement (phronesis), the teacher needs to have the qualities of moral character or virtues which include courage, honesty and justice. McAteer (2020, slide 22) in her discussion of phronesis states that virtues constitute understandings of "what is required in particular circumstances" and reinforces the challenge of identifying one's own values and living these out in practice.

Arthur et al. (2018), writing for the Jubilee Centre for Character and Virtues following large scale research with 386 primary and secondary trainee teachers on university-based ITE programmes, develop the concept of virtue, identifying intellectual, moral, civil and performance virtues in the framework of character education in schools. They acknowledge the ethical responsibility of teachers, the "moral craft" of teaching (Arthur et al., 2005, p.9) and refer to Campbell (2008, 2018) in stating that the teacher "...is a moral person, a moral professional, a moral educator and a moral exemplar". (Arthur et al., 2018, p.5).

Professional values and attributes are included in the Education and Training Foundation (2022a) Professional Standards and list critical reflection on practice, values and beliefs, diversity, equality of opportunity, inclusion and social equity. Carr (2006) debates the use of "benchmark models of professionalism" (Carr, 2006, p.175) which may reduce teaching to "routine technical procedures" which lack judgement. Carr argues that any distinction between professional and personal values in education and training is difficult stating that "good teachers need to be not only obedient to certain kinds of rules but also certain kinds of persons" (Carr, 2006, p.172). He also refers to deontic norms as being general principles of professional

ethics and aretaic norms as particular and personal values and virtues that is hoped teachers possess (Carr, 2006). Carr believes that the teaching profession as opposed to other professions such as law and medicine, has a greater requirement to be a certain kind of person as teachers are held responsible for the “wider personal and moral improvement of others” (Carr, 2006, p.177).

Sutrop (2014) refers to Tirri (2010) when she states that “empirical research shows that teachers cannot separate their own moral character from their professional self” (Sutrop, 2014, p.56). Sutrop, working in Estonia, believes that teachers, rather than transmit a predetermined set of values, should “promote students’ understanding of values and cultivate their ability to reflect and discuss values” (ibid). Sutrop (2014, p.58) differentiates between “values absolutism” where certain prescribed values are designated as important in all cases and “values pluralism” where values are context dependent. One recommendation is to do this using the Teachers’ Values game which develops values clarification through rating and ranking different values in various contexts. “If there is no absolute value, one has to weigh different values and decide what to do on the basis of one’s own judgement” (Sutrop, 2014, p.58). Sutrop (2014) compares the values present in education in Estonia whilst under a totalitarian Soviet regime to those brought in by the Ministry for Education and Research as part of the nationwide values programme (2009-2013). The former being order, discipline, rote learning and obedience and the latter being entrepreneurship, courage, self-determination and creativity. Tirri (2010) identified four values which underpin Finnish teachers’ professional ethics which are human worth, honesty, justice and freedom.

Mead (2019a, 2019b), a teacher educator and researcher based in an English university, distinguishes between moral values and political values in trainee teachers. Moral values and dispositions are based on interpersonal qualities of respect, care and trust which Mead (2019a), referring to Carr (2003), explains by their very nature, seek improvement for others. Mead (2019a, no page) states that political values are “inextricably bound up with our moral values in a public activity such as education”. His research considers the challenge of teacher educators to develop a critical professional knowledge in trainee teachers, developing the relationship between personal moral (as opposed to private) and political values in the face of an instrumental initial teacher education dialogue. Mead (2019b) makes

the distinction between private and personal values in teachers referring to Biesta (2015, p.12) and the development as “not the individual person, but the person as a professional “and the Dutch teacher educators Korthagen and Kessels (1999) who “limit values to what a teacher considers important” when describing how teachers make meaning of their practice (Mead, 2019b, p.3). Mead (ibid) is clear of the need to “cherish the relationship between a teacher’s personal, moral and political values” as part of the teacher education process.

Stoeber and Yang (2016) in their psychological study in England using the Frost Multidimensional Perfectionism Scale (Frost et al., 1990), of moral perfectionism, moral values, virtues and judgements used different measurements for moral values (Chen, 2008) which include honesty, kindness and respect and for virtues (Cawley et al., 2002) which include empathy, resourcefulness and serenity. They also measured moral identity (Aquino & Reed, 2002) identifying moral traits such as being caring, compassionate, honest, kind, hardworking and helpful. The measure captures internalisation where having these characteristics is an important part of who you are and symbolisation where you actively communicate to others through your actions that you have these characteristics. Considering the concept of moral perfectionism, it is evident that some people show greater morality than others.

Lunenberg et al. (2007b) found that teacher educators’ views on what constituted values varied widely although frequently included respect, openness and collective responsibility for the world. “There was consensus on social development and personality development of student teachers” (Lunenberg et al., 2007b, p.174). Lunenberg et al. (2007b) concentrated on a single aspect of moral education in schools and teacher education, namely the role of values and their research investigated how teacher educators “can prepare student teachers to provide an education that develops certain values in children” (Lunenberg et al., 2007b, p.166). Their research with fifty-four teacher educators in a teacher education institute for primary education in the Netherlands, concluded that “value-based teacher education proved to be largely dependent on teacher educators, whose professional background appeared to be of great importance” (Lunenberg et al., 2007b, p.167) although this is a generally neglected area of teacher education. Loughran (2006) points to the extent to which a teacher’s norms and values, when enacted in practice, influence the students’ development of their own norms and values. Whilst

values in primary and secondary education are debated, there is little research into how to incorporate value-based education into everyday teaching (Lunenberg et al., 2007b). They stress that value-based education provided by teacher educators should be based on:

a vision of the moral aspects of their own profession...shaped in part by the teacher educator's ideological, cultural and personal backgrounds and partly by their own values. These values embrace ideas, convictions and ideals in respect of good teacher education and good teaching. Consciously or subconsciously, they guide the educator's behaviour (Lunenberg et al.,2007b, p.168).

A distinction is made between the teacher educator's own values and those that they wish to develop in the student teachers and ultimately impart to their own pupils whilst recognising that the former will influence the latter. Lunenberg et al., (2007b) stress that student teachers should be encouraged to develop their own pedagogical view of education and the role of values in their teaching and that the teacher educator is an important factor in value-based education. They concluded that the teacher educator has a prominent role to play and that they need a mixture of professional and personal qualities. Koster et al., (2005, p.173) stated the need to extend the competence profile for teacher educators "to include attitudes, motives and personal characteristics" and Korthagen et al., (2000, p.251) emphasised that teachers should learn to bring value problems into education and "discuss such dilemmas in the real social context" stating that teacher educators should make the most of "golden moments." It is evident that value-based education is vital to develop student teachers who can recognise their own values and try to impart them to their pupils. Little research exists as to how this is done in practice particularly within Further Education where teacher educators often arrive in the role by happenstance based on success as a teacher (Boyd, 2014). Willemse et al., (2005) acknowledged that they failed to measure the extent to which teachers are prepared for the moral aspect of education in their research into the implicit and unplanned aspects. Whilst Zeichner (2018) explores the work of the teacher educator, this is seldom discussed in depth. Critiquing teacher education programmes, Zeichner (ibid, p.269) cites examples of where they have "failed to actualise ...the values they espouse". Biesta (2015, p.9) points to the need to develop judgement in trainee teachers which involves values and hence normative preferences and the importance of "educational virtuosity" and developing "a virtues-based approach to education rather

than a competence-based or evidence-based” (Biesta, 2015, p.20). He believes that educational virtuosity can be developed through studying the virtuosity of others and that initial teacher education “has an important and unique role to play in this” (ibid).

The definition of values that has been adopted in this study as a working definition is

Values can be described as statements that represent what we stand for, our principles and how we want to live our lives. They provide us with guidance, meaning and motivation, add richness to our lives, and facilitate goals, decisions and adjustment. They are a guiding direction of travel (Makinson, 2018, p.17).

Carr (2011) asserted that virtues are the ways of being which emanate from values and, in relation to teacher education, Biesta (2015, p.20) referred to virtuosity as “the embodied ability to make wise educational judgements about what is to be done, about what is educationally desirable”. This research, combined with the literature on teacher educators’ use of modelling (Lunenberg et al., 2007a), suggests that effective, explicit modelling of virtuosity by teacher educators makes it possible to develop this in trainee teachers. To date, the research within teacher education on values, virtues and virtuosity has focused on the moral aspects of the teacher and character education in schools. There seems to be no evidence of any research of FE-based teacher educators’ modelling of virtuosity within an FE ITE programme having been undertaken in England. With the exception of Boyd (2014) the research into values from philosophical, psychological and professional perspectives has not included consideration of teacher education in Further Education colleges and this study aims to fill that gap.

2.3 Teacher education

This section of the literature review investigates literature around the purpose of teacher education and the identity of teacher educators in the twenty first century within an increasing politicisation of teacher education. Swennen and van der Klink (2009, p.29) provide a useful definition of the teacher educator which applies internationally and to the work of the FE- based teacher educator “teachers of teachers, engaged in the induction and professional learning of future teachers through pre-service courses and/or the further development of serving teachers through in-service courses”. In terms of teacher education in FE, Springbett (2018,

p.149) claims that “ITE programmes are crucial to meeting the twin policy aims of professionalising the further education workforce and achieving improved learner outcomes”.

Loughran and Berry (2005, p.201) claim that “teacher educators’ work has not (until recently) been valued as a form of specialised expertise within academia” and “the pursuit of understanding of teaching about teaching therefore remains undervalued and has not necessarily been all that well informed by past research”.

Debates exist around teacher education which Zeichner (2018, p.15) claims are:

debates over the meaning of children, families, communities, teachers, the process of teaching and learning, the ways that classrooms are managed, public schooling and the place of teachers in the communities in which they work. Teacher education in this sense is a process of shaping the souls of teachers with regards to these issues.

Zeichner (2018, p.2) refers to the “unprecedented controversy and debate” about teacher education in the United States of America which is represented internationally. Formal teacher education programmes began in America in the nineteenth century and moved from passing a local exam to college or university programmes. Since the 1990s in America, there has been a move to non-college or university programmes with minimal preparation before full responsibility in the classroom. These early-entry teachers have been replicated in England with an increasing focus on the practicum with School Centred Initial Teacher Training (SCITT) and programmes such as Teach First for school teachers. The concept of early entry has always been the case for in-service FE teachers who have frequently joined a teacher education programme after several years of teaching with about 90% of FE teachers being employed untrained (Orr & Simmons, 2010). In FE, ITE courses have existed for over seventy years (Orr & Simmons, 2010) with the first technical teacher training institutions established following the McNair Report (Board of Education, 1944). A one year course was followed by two year part-time programmes in order that teachers with current knowledge and skills could be employed whilst continuing to work in industry. The statutory requirement for all teachers in FE to be qualified was introduced in 2001 followed by a period of professionalisation with the introduction of a professional body, compulsory continuing professional development and Qualified Teacher Learning and Skills (QTLS) professional status. The Lingfield Review (2012) revoked the legislation and

the minimum qualification for teachers in FE became a level 3. Crawley (2016, p.2) uses the term “post compulsory teacher education” to encompass those trained to teach in “further education, adult and community learning, workplace learning, 14-19 provision, public services training or offender learning which is not delivered by school teachers”. The Education and Training Foundation (2015) included 829 providers in these categories in 2012/13 with a total of 30,000 post compulsory teachers qualifying in the same year. Despite these statistics and a community of 1500, Crawley (2016, p.3) states that post compulsory teacher education “has always been the Cinderella of English teacher education” with teacher educators in this sector having the “lowest visibility of all”.

Initial teacher training in FE has traditionally been an area of limited academic research (Crawley 2016) although there is growing literature on the experience of the trainee teacher and the teacher educator (Harkin et al., 2003; Noel, 2006; Simmons & Thompson, 2007; Orr & Simmons, 2010). Recent years have witnessed an increased interest in the work of the teacher educator in FE (Boyd, 2014; Eliahoo, 2014; Powell, 2016, 2020; Crawley, 2013, 2016; Springbett, 2018 ; Loo, 2020) . Boyd’s (2014) research involved twelve teacher educators in FE colleges classified as “HE in FE teacher educators”. Powell’s (2016) research into modelling by FE teacher educators involved six teacher educators in an FE college. Both are teacher educators within university provision. Crawley (2013), formerly a teacher educator in a university, provided a wealth of empirical evidence through his research involving an online questionnaire with 161 post compulsory teacher educators and engagement of 250 practitioners at workshops and conferences. This research considers the characteristics of a good teacher educator, the professional contexts, identities and development needs of teacher educators. His role of lecturer in Education Studies at a university and convenor of Teacher Education in Lifelong Learning (TELL) endorses the warrant of this research. However, most research is undertaken by teacher educators based in universities. Loo (2020) adopts a different approach in the research into FE teacher educators where, of the seven co-investigators, two including the author, are based in FE colleges, two in private training providers and four, including the lead investigator, in universities. This research, involving thirty-three participants in total, involves a questionnaire survey, semi structured interviews and ‘talking heads’ plus analysis of documents. “One of

the implicit aims of the research...is to start to create a teacher educator's language to articulate, define, and discuss their roles, activities, know-how, journeys to becoming and being teacher educators, and professional development inside and outside of their settings" (Loo, 2020, p.6). This qualitative research contributes to the landscape of knowledge around the FE teacher educator, creates a "language of articulation" (Swart et al., 2017, p.2) and is at least partly completed in FE by FE teacher educators.

2.3.1 The identity of the teacher educator

Montenegro (2020, p.9) states that "professional learning to become a teacher educator requires developing a new professional identity". The identity of the FE teacher educator has relevance to this study (Boyd et al., 2011; Crawley, 2013, 2016; Springbett, 2018) and there is agreement that they "do not have a strong professional identity, and that they are 'semi-academics' who do not engage as often as other academics in research and their activity as a coherent community of practice is limited" (Crawley, 2016, p.1). Robinson and Skrbic (2016, p.46) propose that teacher educators "belong to a rather free-form, undifferentiated category" and the lack of definition reinforces barriers to pedagogy including explicit modelling of practice. The workforce lacks diversity and is predominantly female, white and middle aged or older (Noel, 2006; Simmons & Thompson, 2007; Crawley, 2016; Springbett, 2015, 2018). The majority teach on part-time in-service provision and have multiple roles with initial teacher training rarely above fifty per cent of their total role (Crawley, 2016). There is considerable diversity in the titles of the positions of FE-based teacher educators and in the professional qualifications they hold (Springbett, 2018; Loo, 2020). Springbett (2015) also identifies the range of teacher education programmes taught in FE and that not all teacher educators teach on the 'HE' provision. Robinson and Skrbic (2016, p.42) believe that the lack of awareness of teacher education qualifications "reinforces the seeming invisibility of the TEds themselves". The majority move into teacher education with considerable experience as teachers and this represents a "significant personal journey" (Crawley, 2016, p.340). "It may take some years to fully feel confident in the role of the teacher educator" and "developing, establishing and maintaining a professional identity as a teacher educator is an ongoing process" (Dennis et al., 2016, p.12). Murray and

Male (2005) in their research of HE based teacher educators explain that two to three years is usual for the teacher educator to fully adopt their new professional identity. The fact that FE teacher educators are rarely given time for scholarship (Feather, 2012; Eliahoo, 2014) and usually teach the same number of hours as their vocational teacher colleagues compounds the barriers to feeling confident in the role. There may be a conflict in values and Robinson and Skrbic (2016, p.43) give the example of seeming to support performative teaching observations in an FE college whilst attempting to “develop a profession true to its own values”.

Springbett (2018, p.149) argues “that the contested and politicised nature of the FE sector presents a unique set of circumstances that distinguishes this population group...and severely restricts the identities available to them” with funding policies which force colleges to prioritise survival above teaching and learning. The location of initial teacher education as ‘HE in FE’ presents tensions in the identity of the teacher educator and represents a different transition to the role to that of teacher or FE lecturer moving to a university setting, a transition which involves becoming an academic (Boyd, 2010). The role of FE teacher educator is often combined with subject specialist teacher and there is little encouragement to develop as an academic or “second-order’ practitioner” (Murray, 2007, p.271). FE-based teacher educators are forced to navigate between the cultures of FE and the university partner which can leave the feeling of being “disconnected from both” (Springbett, 2018, p.156). Springbett (2018) also identifies the particular challenges for FE teacher educators where the college has withdrawn from the university partnership to run a teacher training qualification accredited by an awarding organisation. Springbett (2018) recognises that FE teacher educators are not a homogenous group and that unlike previous research into the identity of teacher educators as becoming (Boyd et al., 2011 ; McKeon & Harrison, 2010) ,as second-order practitioners (Davison et al., 2005; Murray, 2007) or academic researchers (Exley, 2010; Hokka et al., 2012), her findings suggest that the most significant aspect of identity is “the negotiation of competing identities inside and outside the dominant discourses of the sector” (Springbett, 2018,p.159). Springbett’s research provides a unique insight into FE –based teacher educator’s identity and the contextual impact upon their work.

Crawley's (2013) research generated fifteen essential characteristics of a good teacher educator. When asked to identify a key factor which differentiates the role of the teacher educator from that of a teacher, the responses "gave powerful insights into the values of this group" (Crawley, 2013, p.343) and focused around the use of student-centred language, the way in which teacher educators model different approaches to teaching and professional behaviours and the diversity and breadth of post compulsory education. An "even more" quality emerged and despite the elusiveness of this issue, fifty per cent of respondents identified it as an area for further development (Dennis et al., 2016, p.8). As Springbett (2018) identifies, the fact that FE-based teacher educators are generally employed on identical contracts to FE teachers, the time to develop the "even more" quality is limited.

Whilst there is a recent interest in research into teacher education in FE, analysis of the texts suggests that it is predominantly undertaken by university teacher educators. Springbett (2015, 2018) as an experienced FE teacher and teacher educator, provides invaluable insight into the identity of the FE teacher educator although she had left teaching to complete her doctorate. Loo (2018, 2020) co-researched with FE-based teacher educators. This presents a gap in research into FE teacher educators by a FE college-based researcher.

2.4 Learning to teach

This section of the literature review considers a range of theoretical perspectives around learning to teach. Developing an understanding of how in-service trainee teachers learn to teach is essential to this research study. The subject is complex as explained by Britzman (2003, p.6) in her critical ethnography of secondary teaching "There is ...no single road to becoming a teacher or to critiquing its currency. Nor is there a single story of learning to teach". The literature also refers to the emotional aspect of learning to teach. "One of the great surprises in learning to teach is how deeply emotional an experience it is" (Britzman, 2003, p.21). Boyd et al., (2015, p.2) explain that the trainee teacher will need to strengthen dispositions in "self-belief, self-awareness and resilience" in order to navigate the emotional experience of "learning teaching". Taylor (2008, p.68) refers to the varying levels of knowledge required to teach in her study of university-school partnerships.

The knowledge needed for such professional learning comprises, for example, personal knowledge and interpretation of experience, tacit knowledge, process knowledge, propositional knowledge, theoretical knowledge of learning and teaching children, and subject content and pedagogical knowledge. When learning to teach, students draw on all these interacting aspects, which sometimes enhance and sometimes conflict with each other, emphasising the inherent reflexivity in teaching which generates further learning by student teachers.

The concept of learning to teach as 'becoming' is prominent. Hager and Hodkinson (2009, p.635) explain "becoming within a transitional process of boundary-crossing" and Philpott (2014, p.37) states that "learning is as much about becoming someone as learning content". Orr and Simmons (2010, p.80) refer to "learning as an alteration in identity or becoming". Boyd (2014, p.52) explains that the becoming process of learning to teach involves building identity and developing "functional knowledge". Orr and Simmons (2010) in their qualitative study of FE teachers' experience of in-service initial teacher training at two FE colleges, recognised the dual identity of trainee and teacher.

A recurring theme in the literature is that trainee teachers bring with them their own dispositions and personal experiences (Hagger & McIntyre, 2006; Boyd, 2014; Livingston, 2014) and their own experiences of being taught or their "school biography" (Britzman, 2003, p.1)

because teachers were once students in compulsory education, their sense of the teacher's world is strangely established before they begin learning to teach. We enter teacher education with our school biography. Teaching is one of the few professions where newcomers feel the force of their own history of learning as if it telegraphs relevancy to their work (ibid).

Orr and Simmons (2010, p.86) explain that "the perception of the FE teacher and what it means to be one were, in many cases, apparently formed well before taking up a post in the sector." Lortie (1975, p.61) refers to the "apprenticeship of observation" and the fact that trainee teachers have seen 13,000 hours of teaching by the age of eighteen. William (2013) reinforces by stating that "Most teachers learn most of what they know about teaching before their eighteenth birthday. We learn about teaching by being students." However, Powell (2016) points to the fact that this observation takes place as a student rather than as a trainee teacher and argued that FE-based trainees are not taught how they might learn to teach from watching

their teacher educator teaching. Britzman explains the danger of placing too much emphasis on this in learning to teach if “theoretical knowledge of teaching is not easily valued and school biography matters too much” (Britzman, 2003, p.1).

A significant amount of learning to teach takes place through practice and in FE, particularly on in-service programmes, this will start when the initial teacher training begins or even earlier. Munby et al.(2001, p.897) claimed “the overwhelming evidence of a decade of research on teacher knowledge is that knowledge of teaching is acquired and developed by the personal experience of teaching”. Britzman (2003, p.3) explains that “the practice ...is a paradox, an unanticipated, social relation, and a problem of interpretation. Practice here falls somewhere between a dress rehearsal and a daily performance”. This is compounded by “the pressures of having to act before one understands the consequences of the choices made” (ibid). Burn et al. (2015, p.19) continue the theme of complexity in the practicum and the importance of “selection, interpretation and judgement” and the use of “clinical reasoning” identified by Kriewaldt and Turnridge (2013). Clinical reasoning is the “analytical and intuitive cognitive processes that professionals use to arrive at a best judged ethical response in a specific practice-based context” (Kriewaldt & Turnridge, 2013, p.106). Much of learning through practice is about making sense of situations and using judgement in action (Lunenberg & Korthagen, 2009) as there is not “a codified body of knowledge or a set of routine practices that can be effectively applied in every circumstance” (Burn et al., 2015, p.19). There is concern that theoretical knowledge may be “washed out during field experiences” (Korthagen, 2010, p.408).

Boyd (2014) aligns the “becoming a teacher and boundary crossing” metaphor of Hager and Hodkinson (2009) with situated learning perspectives (Lave & Wenger, 1991; Wenger,1998) as the trainee teacher moves between formal learning and their own classroom. Lave and Wenger originally collaborated on situated learning in 1991 where they considered learning as a social practice “learning is not merely situated in practice...learning is a generative social practice in the lived-in world” (Lave & Wenger, 1991, p.35). The concept of communities of practice associated with situated learning is described as a ‘paradigm shift’ (Hughes et al., 2007). However, Eraut (2002) questions whether communities of practice “adds any explanatory value to understanding professional learning” (Philpott, 2014, p.36). In

this questioning, Eraut (2002) suggests that Lave and Wenger 'cherry picked' examples to support the concept and Lave and Wenger admit that the concept is as much intuitive as it is derived from empirical evidence. There is criticism that the working practices of culturally and historically specific occupations have been abstracted as a general theory of working and learning (Engestrom , 2007). The two ideas that came from Lave and Wenger (1991) of community of practice and legitimate peripheral participation explained that learning is about participating in practice rather than acquiring theoretical knowledge. "Learning is situated within a particular sociocultural context and set of practices" (Philpott, 2014, p.37) with legitimate peripheral participation being the process of learning within a community of practice from newcomer to experienced practitioner. There is concern (Hodkinson & Hodkinson, 2004a; Philpott, 2014) that the communities of practice concept does not take account of individual differences in learners and what and how they will learn and that issues of power and conflict are not sufficiently developed (Trowler, 2009).

There is an implication that the community is defined positively which may not always be the case for trainee teachers and Li et al. (2009) argued that the fourteen indicators of what constitutes a community (Wenger, 1998) are too abstract. Philpott (2014) questions which communities of practice the trainee teachers are actually on the periphery of and where the expert practitioners are located. Assumptions can be made incorrectly that professional learning will happen in a community of practice. Assumptions can also be made that the community of practice will welcome change although they may "favour well-established practices and tend to resist change, then enculturation could be problematic" (Philpott, 2014, p.41). Taylor (2008, p.65) concurs "While communities of practice succeed if they have the ability to continue to reproduce themselves by passing on skills and knowledge to the next generation, it is through contradictions that we generate learning". Springbett (2018, p.155) highlights "the tendency of colleges to use ITE programmes as a means of inducting staff into institutional norms and practices" which could be amplified in the community of practice in the practicum. There is also emphasis on the single trajectory from novice to expert and the model "does not take account of prior experience and expertise from former roles that 'novices' bring with them" (ibid). This

can present challenges for FE trainee teachers who frequently bring a number of years' experience of teaching or training with them (Orr & Simmons, 2010).

The communities of practice concept states that participation is concerned with learning rather than simply acquiring knowledge and Philpott (2014, p.41) emphasises the notion of becoming with "Learning to participate is about identity, dispositions, relationships and becoming someone. It is about tacit knowledge as well as explicit knowledge". However, there is concern regarding how the trainee teacher is viewed by the community as inexperienced teachers rather than student teachers (Fuller et al., 2005) and that the speed of trajectory from peripheral to full participants is problematic. "They learn to cope rather than reflect – becoming full participants in the community but narrow experts" (Philpott, 2014, p.43). Orr and Simmons (2010, p.84) found in their research with trainee teachers in two FE colleges that "the trainees were primarily identified as teachers, not as novices" and frequently "thrown in at the deep end". This also limits learning in the community of practice. All the twenty trainees in their study were employed with about 50% on a full-time basis. Today this figure would be likely to include volunteer teachers. If trainees are excluded from some aspects of the community of practice such as meetings or continuous professional development opportunities, this means that the learning is not visible and becomes restricted (Philpott, 2014). A strategy suggested by Fuller and Unwin (2003) and Fuller et al. (2005) to promote expansive rather than restrictive learning for trainee teachers is to give the students the opportunity to boundary cross between communities of practice perhaps at other learning organisations.

Orr and Simmons (2010) eschewed communities of practice as a model because of the isolation of in-service trainee teachers in FE. They cite Avila de Lima (2003) who argued that "trainee teachers on placement learn to be marginal and are socialised into a view of teaching as an individualised rather than a collective process" (Orr & Simmons, 2010, p.79). Their work on the dual identity of trainee FE teachers as a trainee and a paid employee meant that "new teachers learn to cope, above all with the bureaucracy, rather than to develop their pedagogic practice" (Orr & Simmons, 2010, p.75). It seems that the particular community of practice that the trainee teacher encounters as part of their initial teacher training is crucial to their learning to teach but it is incorrect to assume that learning will take place and that this learning

will develop their pedagogy. Taylor (2008, p.65) concludes that work-based learning is contested and whilst essential to trainee teachers developing their own practical theories, “undertaking school experience is in contrast to meaningful learning from that experience”.

Taylor (2008), building on previous research (Kember, 1997) considered how students learn to teach in her study of ITE in university-schools partnerships using a case study of twenty four participants made up of teacher educators, mentors and trainee teachers in eight subject areas in schools. The research is relatively small scale and not in FE although the conceptions developed around learning to teach seem relevant and were used by Powell (2020b) as a conceptual framework to analyse trainee’s practice of learning to teach. She identified four ways of understanding learning to teach which are cascading expertise, enabling students’ individual growth as a teacher, developing student learning and student as teacher and learner. The latter is considered to be the most sophisticated (Boyd, 2014) conception which is similar to Kember’s (1997) conceptual change category and has resonance with Loughran’s (2006) ideas of the trainee teacher being involved in both “learning to teach and teaching to learn” (Boyd, 2014, p.53).

Taylor (2008) refers to student learning in the ‘twilight zone’ between university and schools and the challenges of building links between formal taught sessions and work-based learning. “There is a danger that any conflicting expectations and beliefs will result in student learning being fragmented between theory and practice, thought and action – rather than seamless” (Taylor, 2008, p.65). The category of cascading expertise focuses on students acquiring information and practical knowledge “transmitted from expert to novice” (ibid, p.73), from teacher educators and mentors (Powell, 2020b). The second category of enabling students’ individual growth as a teacher involves the development by the expert of the novice’s growth through nurturing primarily by the mentor and which also depends on the disposition of the trainee teacher. “Much depends on the student’s personality, their dedication and altruism as well as their willingness and effort to fulfil the expectations of the mentor” (Taylor, 2008, p.76). The third category is developing student teaching which is concerned with enabling the trainee to become a competent teacher, developing the skills required through the “emulation of experts” (ibid, p.77) including teacher educators, mentors and other teachers. The final category of student as teacher and

learner views student learning in a holistic way “enabling students to think critically and originally, question existing practices and explore new principles” (ibid, p.78). Taylor recognises the different starting points of trainee teachers, particularly relevant in FE, and the unique nature of each trainee teacher. Reflection is crucial to make connections between principle and practice. Taylor (2008) also recognises the duality of the role of the student and teacher – learner experts and expert learners. Powell (2020b) recognises the three tiers of understanding identified by Taylor (2008, p.80): “cascading expertise” is a “limited level”, “developing student teaching” is an “intermediate level”, and “student as teacher and learner” is “a more sophisticated level”. “Those with a ‘limited level’ of understanding of how to teach would view their own students as passive recipients of their knowledge, those with an ‘intermediate level’ see teaching ‘as facilitating students to acquire the teacher’s knowledge” (Taylor, 2008, p. 68). Those who discern teaching at “a more sophisticated level” (ibid) recognise that it can be transformative, though are aware that this will be dependent on their own students’ dispositions to learning.

Boyd (2014) discusses metaphors for learning, explaining that a ‘transfer’ metaphor, implying knowledge gained through acquisition, is inadequate for trainee teachers as is a ‘gap’ metaphor which distinguishes theory and practice. The ‘boundary crossing’ metaphor from Hager and Hodgkinson (2009) is a superior metaphor for learning to teach. Boyd (2014, 2015) proposes the alternative ‘interplay’ metaphor which states that “teachers’ professional learning is an ‘interplay’ between vertical public (published) knowledge and horizontal practical wisdom” (Boyd, 2014, p.54) thus connecting the domains of knowledge rather than separating them.

Burn et al. (2015) conducted a collaborative project Developing Expertise of Beginning Teachers (DEBT) tracking twenty-four teachers for three years from the beginning of their training year. The trainee teachers were on pre-service programmes in university-schools partnerships. The research questioned “What are the beginning teachers learning?” and “How are they learning?” (Burn et al., 2015, p.3). This research identified three types of knowledge needed by beginning teachers building on work by Bransford et al. (2005). These are knowledge of learners and learning, knowledge of subject matter and curriculum goals and knowledge of teaching. This presents knowledge as a combination of propositional knowledge, episteme or “know-that” (Winch, 2017, p.77) and the procedural

knowledge of how to teach, practical wisdom or “know-how” (ibid). Powell (2016) suggests that trainee teachers could acquire the knowledge suggested by Burn et al., (2015) and the ways of learning suggested by Taylor (2008) by making learning visible through the use of a viewing frame so that students can see into their teacher educators’ and others’ practice. Boyd (2014, p.56) proposes a diagrammatical view of teacher knowledge in which pedagogical knowledge and curriculum subject knowledge overlap with “practice and identity” which is set within the wider context of policy and society.

Research into how trainee teachers learn to teach has been dominated by the schools sector and whilst this has recently expanded into FE, the research has been completed by university teacher educators.

2.5 Modelling

Modelling is recognised as being part of a pedagogy of teacher education (Loughran & Berry, 2005; Loughran, 2006; Russell & Loughran, 2007) and integral to learning to teach and the initiation into the practices and tradition of teaching. The research by Lunenberg et al. (2007a) examined explicit modelling by ten teacher educators across three types of institutions for primary and secondary teaching in the Netherlands using case studies. Their literature search found that modelling received little attention “despite the fact that teacher educators constantly influence the learning of their students, even when they are displaying inadequate behaviour” (ibid, p.589). Implicit modelling was explained as being “good examples” (ibid, p.588) and whilst they recognised that their research into this aspect was limited, it was found that student teachers often don’t recognise these examples. Explicit modelling, where the teacher educator makes explicit the choices they make in their teaching and the reasons why, takes three forms as journal writing, thinking aloud (Loughran, 1996) and making use of co-teaching where one teacher educator models and the other debriefs (Berry & Loughran, 2002) thus providing the optimal learning for student teachers. They found little evidence that teacher educators were competent in serving as role models. They looked at ‘new learning’ (Simons et al., 2000) and concluded that teacher educators needed to be role models in order that teachers would be able to make the changes in their knowledge, beliefs and practice required by the new views and theories. They refer to Wideen et al. (1998) and an

ecological approach to teacher education which emphasises the processes and that “the teacher educator is always an example of a teacher” (Lunenberg et al., 2007a, p.588). They cite Blume (1971) who stated that teachers teach as they are taught and Russell (1997) ‘How I teach is the message.’ Until this point, there was little research into the teacher educator and they concluded that there is a “lack of awareness amongst teacher educators of the influence they may have on their students, merely by being the teachers they are” (Lunenberg et al., 2007a, p.589). Problems with modelling were identified by Lunenberg et al. (2007a) namely that teacher educators did not have the knowledge and skills required to make their teaching explicit and to “link their pedagogical choices to public theory” (Lunenberg et al., 2007a, p.590) and that teacher educators may have issues with showing their vulnerability (Loughran & Berry, 2005) which is required if student teachers are to question their teaching practices and modelling. There can be a tendency for teacher educators to dismiss public theory and fail to make the links between practice and theory and “do not always raise their often-implicit personal theories to a conscious level” (Lunenberg et al., 2007a, p.592).

In their small scale, in-depth study with three university-based teacher educators in the Netherlands, Swennen et al. (2008) considered whether congruent teaching could be improved if teacher educators were supported. They had concluded from literature that congruent teaching was not a feature of teacher education. Congruent teaching in teacher educators is defined as being “good models of the kind of teaching they are trying to promote” (Swennen et al., 2008, p.531) with the “attunement of learning and teaching” between the student teachers and the teacher educator and the student teachers’ pupils and the student teachers. Montenegro (2020) also refers to congruence between the teacher educator’s discourse and their teaching practices. A number of approaches were identified as being part of congruent teaching including thinking aloud (Loughran, 1996) which could involve introducing a session by giving a reason for the structure, thinking aloud and stepping out (Wood & Geddis, 1999) which involves explaining pedagogical choices and teaching a class within a class, reflection breaks (Korthagen et al., 2001) where students are asked to reflect and provide feedback on the session and co-teaching (Berry & Loughran, 2002) which involves one teaching, one questioning the modelling and a debriefing to reframe and discuss assumptions. Swennen et al.

(2008) stated that through using these approaches to congruent teaching, teacher educators are expressing teaching values. “A teaching value is a judgement about a right way of teaching, a value that teacher educators find important in their own teaching, as well as in the teaching of their student teachers” (Swennen et al., 2008, p.534). The research, although small scale, did reveal that the teacher educators struggled to articulate how they modelled the identified teaching value and to make links to underpinning theory. Time was identified by the teacher educators as a constraint to congruent teaching. The interventions of the research resulted in the improvement of modelling, explanations of modelling and linking to theory. Powell (2016) examined FE-based teacher educators’ use of modelling and the role of this in how trainee teachers learn how to teach. The research found that the teacher educators did model “generic core teaching behaviours” (Powell, 2016, p.3) and that this developed from implicit to explicit modelling as the study progressed. It appears that the process of investigating one’s own practice with others through interviews, observation and reflection can lead to improvements in congruent teaching which points to the value in further research in this field. Congruent teaching is the term used by Swennen et al., (2008) to describe the techniques of modelling, explaining choices through a meta commentary and the ability to link choices to theory. Thus modelling is one technique of congruent teaching (ibid) which should be accompanied by explanation and links to theory.

The self-study by Conklin (2008, p.660), reflecting on teacher education practices with prospective school teachers, recognised the vulnerability required by teacher educators to model “demonstrating in action the very practices one advocates”. Conklin stresses the need for teacher educators to model “the critical, justice-oriented practices and dispositions they espouse for those teachers they prepare” (ibid). Conklin explains that modelling by teacher educators is inconsistently practised and that “implementing such a pedagogy intentionally and thoughtfully is often deceptively difficult” (Conklin, 2008, p.661). Conklin advocates the use of Buddhist practices such as paying careful attention, observation and mindfulness to model compassion and that modelling is at two levels, one so that student teachers experience the impact of these practices and secondly, to bring awareness to the teacher educator’s “pedagogical moves” (Conklin, 2008, p.671). This reflection on

own practice highlights the need to model dispositions in addition to pedagogy and as argued by Carr (2011), principled dispositions are the key value of teaching.

The research by Loughran and Berry (2005) involved a collaborative self-study by two teacher educators on a pre-service education programme in an Australian university in their endeavour to develop the pedagogy of teacher education and to “begin to address Myers’ (2002) concerns about the unchanging pedagogy of telling, showing, guided practice” (Loughran & Berry, 2005, p.202). The study is valuable in terms of the clarification of explicit modelling which involves the use of “professional critique and pedagogic interventions” (ibid) The ability to articulate the thinking behind one’s practice is viewed as a desirable professional competency for teacher educators. Loughran (2014) refers to the ability to articulate in his analysis of the teacher educator’s professional development. Loughran and Berry (2006) viewed explicit modelling as “opportunities, not instructions or recipes for practice...designed to build student teachers’ understanding of practice through phronesis rather than through episteme” (Loughran & Berry, 2006, p.196). They point to the use of pedagogic interventions, for example, in relation to classroom management which enables student teachers to live through experiences, to explore their perceptions and to systematically reflect (Korthagen et al., 2001). In order to model explicitly, the teacher educator needs to have a strong awareness of their own perceptual knowledge (phronesis) and the links to conceptual knowledge (episteme). The process of explicit modelling can be risky as it involves exposure of your own practice and challenging the “traditional ‘expert’ status of the teacher educator.” (Loughran & Berry, 2005, p.199, Loughran, 2006). Explicit modelling also implies vulnerability on the part of the teacher educator. “This is at the heart of what modelling really means. Laying bare one’s own pedagogical thoughts and actions for critique and doing so to help student-teachers “see into practice – all practice, not just the good things we do” (Loughran & Berry, 2005, p.200). Powell (2016) identified that not all trainee teachers noticed the modelling by the teacher educator without it being pointed out to them and this led to the development of a viewing frame to enable the trainees to ‘see into’ the teacher educator’s practice.

Boyd (2014) argues that explicit modelling by teacher educators “may provide the glue required to make the domains of knowing and the layers of purpose in the complex pedagogy of teacher educators more coherent for student teachers” (Boyd,

2014, p.51). He talks about teacher educators providing a role model both in terms of the strategies they use and the professional values they apply, pointing to the limited research on the use of modelling and the impact on student teachers.

In his discussion of modelling in teacher education, Boyd (2014) refers to Russell (1997) and Swennen et al. (2008) and their ideas on modelling which uses congruent teaching to model effective teaching and learning strategies and may “also display values held by the teacher” (Boyd, 2014, p.58). The congruent teaching may not be noticed by the student teacher. Boyd developed a framework for modelling based on existing literature at the time, identifying the differences between implicit and explicit modelling and explaining the varying levels of explicit modelling. In his research, whilst teacher educators recognised the use of congruent teaching in implicit modelling, there was little evidence of them creating time for student teachers to critically reflect and “reconstruct or reject the modelled strategy in relation to their own classroom practice” (Boyd, 2014, p.66). In a reference to Korthagen et al. (2001), Boyd suggests that “this reconstruction is the underlying purpose and intended outcome of the modelling and is at the heart of realistic teacher education” (ibid). There is recognition that the use of modelling by FE-based teacher educators may be influenced by the workplace setting including the quality assurance regime and that teacher educators should be able to recognise the impact this has on their strategies and professional values. Boyd (2014, p.67) believes that further research is needed which should involve observing teacher educators and “analysing the voice of trainee teachers”. Robinson and Skrbic (2016) investigated modelling through a case study of work undertaken at an FE college and recognise modelling as a pedagogical construct used by teacher educators which is endorsed (Ofsted, 2015; Carter, 2015). They point to Lunenberg et al. (2007a, p.589) on the level of awareness in teacher educators of this construct stating “Little is known about the question of whether teacher educators nevertheless succeed in serving as role models for their students, and whether they do so consciously”. Robinson and Skrbic (2016) question the extent to which teacher educators are aware of the underlying factors that inform their pedagogical choices. Whilst the expectation is that teacher educators model, the ability to do so is dependent on numerous factors including the “personal theories ...about their own practice” (Robinson & Skrbic, 2016, p.44) and a high level of self-awareness (Loughran & Berry, 2005). To this end, Robinson and

Skrbic (2016) recommend guidance on modelling for teacher educators including agreement on the key areas of practice to model and training to support the teacher educators in modelling.

White (2011) in her self-study as a university-based teacher educator, recognises that there is a continuum of modelling from role play without explanation by the teacher educator to “explicit reflective learning where the tutor explains their own reasoning about their practice” (White, 2011, p.488). Her study aimed to develop the effectiveness of her modelling to improve student teacher learning and to mitigate students’ negative reactions to the modelling of interactive teaching strategies. White reflects on the “cognitive challenge “of the process and her vulnerability stating early on in the research that “I also felt vulnerable to criticism for not being a perfect example of how a teacher should be” (ibid, p.486). White identifies that many of the professional attributes that are identified by her trainee teachers such as enthusiasm, punctuality and having high expectations were not “planned intentionally to be modelled” (ibid, p.491). The benefits of explicit modelling utilised in the self-study involving the revealing of one’s own thinking and integrating theory and practice point to the value of this type of critical reflection. Robinson and Skrbic (2016, p.46) raise a critical question “How is unconscious modelling (White, 2011) of, for example, professional relationships with colleagues and assumed values recognised and explained?”

Montenegro (2020, p.8), researching primary school teacher education programmes in Chile, explored different conceptions of modelling and concluded that modelling is a “common phenomenon” in the work of the teacher educator and that conceptions vary from the role of the teacher educator as “a transmissive practice” to being “agents of change”, encouraging trainee teachers to produce their own knowledge about teaching. Montenegro’s (2020) research aligns with notions of explicit modelling (Lunenberg et al., 2007a) although agrees that implicit modelling is the most common form of modelling within teacher education (Loughran & Berry, 2005; Lunenberg et al., 2007a). The teacher educator’s conception of modelling has a significant impact on how they teach which may “be limited to a preconceived idea of what teachers should learn as tips and tricks” (Montenegro, 2020, p.8). Montenegro (2020) also points to a conception of modelling that “aimed at recreating pedagogical interactions underscores the relationship that teachers should establish with students

to achieve learning” (ibid). She explains that teacher educators are thus modelling characteristics including empathy and respect which those training to be teachers are able to replicate in their own practice. In this way, “the learning of teaching is restricted to the notion of a socialisation process” (ibid).

Whilst research around modelling by teacher educators has been predominantly about teaching strategies, there are a number of studies where modelling of other aspects of practice feature. Conklin (2008, p.660) discusses the modelling of “dispositions” by teacher educators, for example, compassion. White (2011, p.491) refers to “professional attributes” of the teacher educator which are noticed by trainee teachers, for example, punctuality, enthusiasm and high expectations although these were not “planned intentionally to be modelled”. Montenegro (2020, p.8) reports that teacher educators are modelling “characteristics” including empathy and respect. These studies use a variety of terms to describe the aspects of the teacher educator’s practice that are outside of the pedagogical strategies. The term ‘values’ is not used explicitly but there is an orientation in the language to the values identified by the teacher educators in this study and to “educational virtuosity” (Biesta, 2015, p.20).

2.6 Summary

The literature review reveals that values have been studied from both philosophical and empirical standpoints. Carr (2011) points to the need for teachers to have virtues and a principled disposition in order to have practical wisdom. Values in teachers are clarified by Sutrop (2014) and Lunenberg et al. (2007b) examine the role of the teacher educator in values-based education. Biesta (2015) stresses the need to develop judgement in trainee teachers and for a virtues-based education. He explains how studying the virtuosity of others such as the teacher educator will assist in the development of judgement. Empirical studies including Arthur et al. (2015), Stoeber and Young (2016) and Mead (2019b) all seek to identify and measure the values required by teachers including moral, political, personal values and virtues.

Modelling by teacher educators is an area of growing research utilising qualitative methodologies to better understand this aspect of the practice of teacher educators. Interviews and teaching observations have featured and Swennen et al. (2008) and

Powell (2016) developed the use of video recorded observations and stimulated recall interviews. Lunenberg et al. (2007a) in their study with teacher educators of primary and secondary education found little evidence that teacher educators are competent as role models. Swennen et al. (2008), who ran workshops as part of the study, found that a teacher educator's ability to articulate their practice in modelling and identify teaching values could be improved through the intervention of the research. Powell (2016), in his action research study with FE- based teacher educators, found that their modelling of core teaching behaviours progressed during the course of the study. Boyd (2014) highlights the limited research of FE teacher educators' use of modelling. Conklin's (2008) self-study on teacher education practices with trainee school teachers suggests that modelling is inconsistently practised and that there is a need to model dispositions in addition to pedagogy. Robinson and Skrbic (2016) and Montenegro (2020) refer to the teacher educators' modelling being based on their own theories of teaching and their practice.

Powell (2016) states that trainee teachers often fail to notice the modelling by teacher educators and developed a 'viewing frame' for trainees to look into the use of modelling. It is clear from the literature review that teacher educators constantly influence the learning of their students even when "displaying inadequate behaviour" (Lunenberg et al., 2007a, p.589). White (2011) implies that vulnerability is needed to model and that it is a cognitive challenge which goes some way to explaining why it is not done particularly well. Boyd (2014) recommended that further research is needed which would involve observing teacher educators and Robinson and Skrbic (2016) recommended guidance on modelling for teacher educators, raising the question as to how unconscious modelling of assumed values is recognised and explained.

This literature review has highlighted the importance of values in developing trainee teachers who are able to make judgements about their professional practice, the key role of the teacher educator in modelling these values and the current lack of guidance on how to do this. It is clear that teacher educators are frequently unaware of their role as a model for trainee teachers (Montenegro, 2020). The majority of the research into modelling has been carried out in universities and relates to teacher education programmes for schools. There is a growing interest in modelling by FE - based teacher educators although to date, this has not been undertaken in FE by an

FE -based teacher educator. Lunenberg et al. (2007a) point to the value of action research and that “action research can indeed encourage modelling in teacher education provided this issue is one of the focal points”. The literature review has informed the design of this study to conduct action research with a cohort of FE trainee teachers and their teacher educators over a period of two years.

Chapter 3 Methodology

3.1 Introduction

This chapter aims to provide a detailed account of the methodological reasoning and decisions that influenced this study. The chapter is arranged in eight sections and initially considers the research aims which informed the research questions and the methodological choice of action research in favour of alternative approaches. Then, action research is explored and the values associated with this methodology. After this, quality in action research and how it was met by this study is explained and fourthly, the research tools utilised are detailed which were informed by the literature review. Fifthly, the pilot study is explained followed by an examination of ethical considerations. The final sections consider issues around transcription and analysis of data.

3.2. Research aims

The aims of the research were to contribute to the current debate on how trainee teachers, specifically in FE, learn how to teach and how the modelling of values by the teacher educator contributes to this. These aligned with the purposes of action research, as “changing people’s practices, their understandings of their practices, and the conditions under which they practice.” (Kemmis, 2009, p.463). I also wanted to add a brick in the FE ITE wall (Wellington, 2000). The research was designed to investigate what Further Education Teacher Educators (FETEs) understand by values as part of a pedagogy of initial teacher education and how they actually model the teaching of values. The research also investigated how trainee teachers model the teaching of values with their own students which will contribute to the evaluation of initial teacher education programmes by recognising the impact that student teachers have in their own classrooms. This links to Boyd’s (2014) concept of a layered pedagogy of teacher education.

The following research questions guided the project’s inquiry:

1. What do Further Education teacher educators understand by values as part of the pedagogy of ITE?
2. How do Further Education teacher educators at one college model the teaching of values within a college-based ITE programme?

3. To what extent do trainee teachers model the teaching of values in their own classroom?
4. To what extent does modelling of values by teacher educators develop values in trainee teachers?

3.3. Action research methodology

3.3.1 Why action research?

The area of inquiry involves the complexity of the role of the teacher educator (McGee & Lawrence, 2009, Willemse et al., 2016) and the “multiple layers of purpose within the pedagogy of teacher education” (Boyd, 2014, p.57). Boyd (2014) suggests that these layers of purpose including the learning of the trainee teacher, their own continued learning as a higher education teacher and the learning of the students of the trainee teachers. The multiple purposes of the teacher educator link to the research questions stated above and drew me to the use of an action research methodology. Whilst the majority of literature around modelling in teacher education centres on self-study (Loughran, 2007), the small scale empirical study by Lunenberg et al. (2007a) pointed to the value of trainee teachers experiencing modelling by their teacher educator. Boyd (2014) used a case study approach with two groups of teacher educators, one based in Further Education colleges and one based in a university. Semi structured interviews were utilised to question teacher educators about their use of modelling, largely of a range of strategies although some also claimed to model values such as “being student-centred or supporting diversity” (Boyd, 2014, p.64). Boyd (2014) recognised the limits of his research and recommended that further research should include “observation of teacher educators” and “the voices of trainees” (Boyd, 2014, p.67).

Powell (2016) utilised a practical action research methodology in his study of modelling by a team of teacher educators which included both of Boyd’s recommendations. Boyd (2014) also pointed to the need for teacher educators to develop awareness of their context and the impact this has on their strategies and professional values and that explicit modelling may help “teacher educators to clarify their position” and “to confront and reflect on their own pedagogical design choices” (Boyd, 2014, p.67). Being able to reflect with another teacher educator, in an action research approach, gave opportunities for the teacher educators to collaboratively

reflect on their own values and how they model these. McGee and Lawrence (2009) in their study of in-service teacher educators pointed to the value of working collaboratively in small groups. Korthagen (2001, p.8) stated that “in most places, there is no culture in which it is common for teacher education staff to collaboratively work on the question of how to improve the pedagogy of teacher education”. A recent study (Yosief et al., 2022, p.1) revealed that “teacher educators who systemize their practices through collaborative action research (CAR) can significantly develop their professional effectiveness”. However, this study related to the “perpetual and unpredictable challenges the TEs encountered” and the need to “develop enduring professional identities” (ibid) rather than specifically improving pedagogical approaches. The pandemic and subsequent increase in the use of technology for the purpose of collaboration has seen the development of online spaces for FE-based teacher educators such as @FETeacherEd.

I was also attracted to action research because of the link between this methodology and values which are at the core of this study. Kemmis and McTaggart (1988, p.2) state that to “improve the educational value of our teaching” we must have an “understanding of our own (and others’) educational values”. Action research is a methodology which may help the practitioner to illuminate their own values (McAteer, 2013). Kemmis et al, (2014b, p.11) link practical action research to “Aristotle’s sense of practical reasoning about how to act rightly and properly in a situation with which one is confronted” with “living theory and living one’s educational values” (ibid) emerging as concepts. McAteer (2013, p.15) draws attention to the “axiological or value-based nature of action research”. McNiff (2017, p.1) points to the need to interrogate “the vision that inspires our actions” and how this vision is inspired by our values. McNiff (ibid, pp. 34-38) identifies values that inform action research including integrity, openness, reflection, collaboration through the wider research community, inclusion of others’ voices and participation. These “democratic and egalitarian values” (McNiff, ibid, p.39) are part of the ontological commitment of action research which is pluralistic, dialogical and relational, “grounded in empathetic other-oriented values” (McNiff, ibid, p.41 citing Dadds,1995 and Hay, 2006). These concur with my professional and personal values as a morally committed teacher educator.

The decision was taken to move beyond self-study (Loughran & Berry, 2005) which I considered to be too narrow an approach, recognising that “the task is to produce

different knowledge and to provide knowledge differently” (Lather, 2006, p.52). Convery (1999, p.132) found that self-study by teachers can lead to the use of narratives to “reconstruct an attractive teacher identity” creating “the illusion of a coherent and enduring moral self”. The development of espoused values in teaching and an “uncritical acceptance of well-rehearsed values” may not have been in the best interests of students and may “create a culture of dependency” (ibid, p.139). The use of teacher narratives need to be the subject of critical investigation and this also supported my decision not to use self-study.

Willemse et al. (2005) concluded their research into the teacher educator’s role of preparing student teachers for the moral aspects of teaching by advocating the use of further research to investigate the actual practices of teacher educators. At the time of planning the research, I decided not to use self-study as I wanted to follow a cohort of trainee teachers for their full teacher education programme and I did not have the security in my employment to definitely have a viable group of trainee teachers.

3.3.2 What is action research?

Action research can be viewed as both a methodology, a “set of commitments” and a method, “a set of techniques” (Noffke, 2009, p.21). Action research has the aim of contributing new knowledge of the world and hence theory (McNiff, 2017) although Kemmis (2010) argues that the primary aim of action research should be to achieve a better world and to contribute to history by changing what is done. “Action researchers examining their own practices are, or can be, one fertile source of new ideas for practice and praxis (sayings), new ways of doing things (doings) and new kinds of relationships between those involved (relatings)” (Kemmis, 2010, p.420). He also argues that action research can be the reverse where established practices are reproduced without changing to meet new circumstances. McNiff (2017) is critical of action research practices which have become distorted in order to achieve specific results as part of the global neo-liberalist market culture of higher education. Kemmis (2010) believes that there is a collective responsibility of a profession such as education to contribute to the evolution of professional practice. “If this is the collective responsibility of professional practitioners for their practice, then critical, collaborative action research is one way for practitioners to fulfil their stewardship for

their generation” (Kemmis, 2010, p.420). Action research is “constructed in a logic, a physics and an ethics” (ibid) and is a way of saying, doing and relating to others which becomes entwined with the practices that are being researched. Kemmis (2010, p.422), referring to Hadot’s (1995) discussion of Greek philosophy, believes that action research can help us to learn phronesis “the disposition to live wisely and well” and that “the most important goal of action research is to help us do what is right for each person (individual praxis) and what is right for humankind (collective praxis)”. The ethics of action research as explained by Kemmis (2010) chime with the research aims in that the study is concerned with the evolution of the practice of teacher educators and a better understanding of their practice and the relation of phronesis to the moral judgements of both teacher educators and trainee teachers. To live an ethics is concerned with “avoiding injustice, exclusion and causing suffering” (Kemmis, 2010, p.422).

Action research is sometimes referred to as practice-based research (Heggen et al., 2010) who state “practice-based research...should start with problems derived from practice or begin with interactions with practitioners from within practice” (Heggen et al., 2010 cited in Willemse et al., 2016, p.88). It is a “a family of practices...that aims...to link practice and ideas... [though it is] not so much a methodology as an orientation to enquiry” (Reason & Bradbury, 2008, p.1). Groundwater-Smith and Mockler (2007, p.201) state that practice-based research “must be able to stand up to scrutiny of both the field of practice and the academic community’s expectation that it will be systematically undertaken and theoretically robust.” Action research is seen as a “a practice-changing practice” (Kemmis et al., 2014b, p.4) and “about practitioners creating new ideas about improving their work and putting those ideas forward as their personal theories of practice” (McNiff, 2017, p.7).

Action research, building upon the model originally developed by Lewin (1946), was adopted. This follows a “cyclical process of planning, taking action, observing and reflecting” (Gray, 2014, p.166).

Carr and Kemmis (1986) identified three forms of action research based on Habermas’s (1972, 1974) theory of knowledge-constitutive interests. These are technical, practical and critical action research. Technical action research is concerned with an interest in improving control over outcomes, for example,

improved grades for students. The participants in the research process are effectively “third persons” (Kemmis et al., 2014b, p.15) and it is the researcher who makes the decisions. A criticism here is that the participants have no involvement in the creation of knowledge or benefit from the impact of the research. The focus is on transformation of the activities and outcomes. Kinsler (2010), claims that action research has been increasingly used as a technical tool rather than leading to advances in social justice and that little attention has been paid to the practical outcomes of much of action research. She reiterates the view of Carr and Kemmis (2005) that action research has been appropriated as a model of teacher education without any emancipatory intentions. Groundwater-Smith (2005) also claimed that action research had become an implementation tool rather than bringing about social change.

In practical action research, the others involved in the research have a voice and it is recognised that they will live with the outcomes of the study. There is a reciprocal relationship between the researcher and others involved in the study. There is transformation of the understandings of the researcher and others involved. Critical action research involves collective decision-making and there is a joint responsibility for the research which looks at aspects of life which are “irrational, unsustainable or unjust” (Kemmis et al., 2014b, p.16). There is an open communicative space (Kemmis & McTaggart, 2005; Wicks & Reason, 2009) , for example “teacher talk” (Hardy, 2010,p.131) in which there is joint reflection on the conduct and consequences of their practices. The transformation here is of the “social formation in which the practice occurs”, the sayings, doings and relatings or “practice architectures” (Kemmis et al., 2014b, p.17) in order to create practices which are “rational, sustainable and just” (ibid). Kemmis et al. (2014b, p.27) express concerns with regard to technical and practical action research and the potential negative consequences or “doubleness” that can arise out of “progress, development and improvement”. Critical action research seeks to address this through the monitoring of impact and collaborative reflection.

In consideration of critical action research (Kemmis et al, 2014b), in order for practices to be changed and sustained, the practice architectures that hold the sayings, doings and relatings in place must also be changed. Powell (2020b, p.9) explains that “The theory of practice architectures is a site-based theory for studying

the practices of an education site” and that these practices consist of the “sayings”, the language of the cognitive domain, the “doings”, the actions of the psychomotor domain and the “relatings”, the behaviours of the affective domain (Kemmis et al, 2014a, p.38). These practices “hang together” in the “distinctive project” of a practice such as learning to teach (Powell, 2020b, p.10). The project and its practices are “pre-shaped and pre-figured (but not pre-determined)” (Kemmis et al., 2014a, p.38) by three intersubjective spaces that connect the participants. These spaces are the “semantic space and its medium of language, the physical space-time and its medium of activity and work; and the social space of solidarity and power” (Kemmis et al., 2014a, p.34). These intersubjective spaces are, in turn, shaped by the practice architectures of the site: the cultural discursive arrangements, the material-economic arrangements and the social-political arrangements (Powell, 2020b). Critical participatory research is described as “a kind of music” for “an endless dance of changing practitioners’ practices, their understanding of practices and the conditions in which they practice” (Kemmis et al., 2014a, p.63). The question is also posed as to how the action and interaction is continued beyond the study.

In an unprecedented turn of events, the research encountered the coronavirus pandemic in March 2020 which led to a significant change to the both the practices of teacher educators and the conditions under which they practise. The rapid pivot to online teaching and learning (Kemmis, 2022a) resulted in a reframing of discourse and values. The three dimensions of intersubjective space; the semantic, physical and social spaces all altered. This is echoed in research by Sjølie et al. (2020) who explain that the practice architectures, the conditions that make practices possible, (the sayings, doings and relatings) changed fundamentally during the period of online teaching and learning. Teachers’ and students’ homes became “landscapes for -academic practices” and “hierarchical relationships softened by care and concern” (Kemmis, 2022a, slide 15).

3.3 Quality in action research

I have sought to meet the “seven criteria...[for] quality in action research” (Bradbury, 2015, p.8) and I have illustrated how this was achieved in the table below. The research was carried out with a team of teacher educators and trainee teachers at a Further Education college different to the researcher’s (although still within the

partnership) and thus the research was “second-person practice” (Chandler & Torbert, 2003, p.142; Kinsler, 2010, p.174) avoiding potential bias in researching one’s own practice with my own trainee teachers. I met with the teacher educators on an individual basis due to the time and logistical constraints placed upon them by the context. However, the dialogic nature of the research offered the opportunity for the teacher educators and trainee teachers to benefit from being part of a professional learning community (Coffield et al., 2014; Vanassche & Kelchtermans, 2016) and the data will “hold up the mirror” (Bronkhorst, 2013 cited in Vanassche & Kelchtermans, 2016, p.107) to their practice.

Criteria for quality in action research	How did I meet this criteria?
Clearly articulated research objectives	The research objectives articulate the purpose to better understand the practices of FE-based teacher educators in a layered pedagogy of teacher education.
Partnership and participation	The researcher and participants met in open and communicative spaces including class visits, SRIs, focus groups and interviews.
Adding to our existing knowledge of classroom practice	The co-creation of knowledge and collective theories has contributed to existing knowledge around the practices of FE-based teacher educators and the learning of trainee teachers.
Congruence between research objectives, data collection instruments and data collection	The data collection instruments and process are democratic and inclusive of the voices of all participants.
Actionability of the research in other settings	The creation of knowledge and theories around the modelling of values by FE-based teacher educators provide new ideas that will help to guide action in the future.

Being reflexive	I have taken a personal and self-critical stance throughout and this is demonstrated in the reflexive account.
The research is significant beyond its setting	The research has relevance for the wider FE ITE community and will contribute to the understanding of their practices.

Table 1 Meeting the criteria for quality action research (Bradbury, 2015, p.8)

From an epistemological perspective, knowledge creation in action research is both collaborative and “grounded in subjective experience” (McNiff, 2017, p.125). It is a requirement of action research that validity and truthfulness are tested by ensuring the appropriate design and conduct (internal validity). “In other words, how well do the findings fit the research questions?” (Baumfield et al., 2013, p.26). External validity requires validation to be sought throughout the action research process by submitting data and findings to critical others, “critical friends and validators” (McNiff, 2017, p.125). The purpose of the validators is explained by McNiff (ibid, p.212) “to scrutinise your data and evidence, consider your emergent claims to knowledge and offer critical feedback.” In the interests of including individuals who are “capable of offering an informed and reasonably unbiased opinion” (ibid, p.211), I initially sought validation at the CARN conference in October 2018, then at the University of Huddersfield PGR conference in April 2019, at the LSRN/TELL meeting in June 2019 and at the ATEE conference in August 2019. This was followed by the University of Huddersfield Conference in July 2021 and the UCET Post 16 Forum in May 2022. Validation was also sought through presenting data at the ARPCE Conference in July 2022 following the cancellation of the 2020 conference due to covid.

3.4. Operationalising theoretical framework

The theoretical frameworks of practice architectures (Kemmis et al., 2014a), modelling (Lunenberget al., 2007a) and a layered pedagogy of teacher education (Boyd, 2014) were operationalised in the study’s aims, research questions, data collection methods and data analysis. RQ 1 and 2 are about modelling and RQs 3 and 4 reflect the layered pedagogy of teacher education and modelling. They were

essential to the data collection which involved the filming of teacher educators' and trainee teachers' classes and the use of stimulated recall interviews in order that participants were able to 'see into' their practices, interrogate their values and review their modelling. The practices of the teacher educators and the trainee teachers were studied as they modelled values and the impact of this was investigated with teacher educators, trainee teachers and students. The impact of the modelling of values cascades from the teacher educators through to the students in a layered pedagogy of teacher education (Boyd, 2014) and this was operationalised in the data collection.

The theoretical frameworks of practice architectures (Kemmis et al., 2014a), modelling (Lunenberg et al., 2007a) and a layered pedagogy of teacher education (Boyd, 2014) hung together to inform the data analysis around the practices of the teacher educators and trainee teachers at one site. The use of the theoretical framework resulted in a deductive analysis (Braun & Clarke, 2022) and the theory of practice architectures (Kemmis et al., 2014a) provided a lens with which to identify the practices present of the two projects of the teacher education classes and the trainee teachers' practices and analyse the relationships between the practices and to what extent they enabled or constrained each other in these projects. Ecologies of practices (Kemmis, 2022a) informed the analysis of the practices within each of the projects and the relationships between the practices. The framework was essential to the analysis in identifying and naming the conditions or practice architectures which enabled and constrained the practices. Consideration of the cultural discursive arrangements included the narratives around what it means to be a good teacher educator, uncovering the 'taken for grantedness' around this. The material economic arrangements centred around the recruitment and induction of FE-based teacher educators, their multiple roles and sites of practice. The social political arrangements brought into focus the importance of the relationship between teacher educators, trainee teachers and students. The theoretical framework of practice architectures clarified analysis of the impact of COVID-19 and the changes to the conditions, the intersubjective spaces and the practices of teacher educators and trainee teachers.

The thematic analysis of the data collected began with a full transcription of the semi-structured interviews, focus groups and stimulated recall interviews. Codes

were applied which enabled the generation of themes and the subsequent development of these to identify the key findings in the study (Braun & Clarke, 2022). This is evidenced in chapters 5 to 8 and in appendices 11 to 22.

3.5. Research methods

In adopting an action research approach, the research tools were selected as a result of the research questions (Pirie, 1996), the literature review and the theoretical frameworks of practice architectures (Kemmis et al., 2014a), modelling (Lunenberg et al., 2007a) and a layered pedagogy of teacher education (Boyd, 2014).

Boyd (2014) and Reale (2009) have conducted research into modelling by FE-based teacher educators. Reale's (2009) study involved a reflective account and discussions with a trainee. Boyd (2014) used semi-structured interviews and recommended the use of filming classes and the inclusion of trainee teachers' voices. Swennen et al. (2008) use stimulated recall interviews with teacher educators to explore their pedagogical decision making. Powell (2016) used this approach in his study of how teacher educators use modelling which takes the teacher educator into the role of observer (Savage, 2016) as they "relive" the class when watching the film (Calderhead, 1981, p.212). Whilst research has been carried out into FE-based teacher educators' use of modelling, this has previously been in relation to pedagogy (Boyd, 2014; Powell, 2016, 2020b) rather than modelling values. Although Boyd (2014, p.53) did suggest that a teacher educator might also model teaching "values and identities". Swennen et al. (2008, p.534) researched "teaching values" described as "a judgement about a right way of teaching".

"The success or failure of an action research venture often depends on what happens at the beginning of the inquiry process: in the way access is established, and on how participants and co-researchers are engaged early on" (Wicks & Reason, 2009, p.243). Every effort was made to build positive relations at the outset of the research with the teacher educators and trainee teachers. This involved visits to the site prior to the start of the research to meet the teacher educators and the trainee teachers.

Sampling of the FE-based teacher educators was purposive and the site was selected as it was part of the university partnership for teacher education and offered the in-service Certificate of Education/PGCE. It was also geographically close to the researcher. DiCicco-Bloom and Crabtree (2006, p.317) state that purposive sampling “seeks to maximise the depth and richness of the data to address the question.” The use of a non-probability, purposive sample (Cohen et al., 2011) is appropriate in qualitative research where “the emphasis is placed on the uniqueness, the idiographic and exclusive distinctiveness of the phenomenon, group or individuals in question” (ibid, p.161). Volunteer sampling (Cohen et al., 2011) was used to identify the three trainee teachers to follow in the third cycle of research, one of whom left the programme at the end of Year 1.

Semi-structured interviews were selected as a means of data collection enabling the use of open questions around specific themes. “A highly purposeful task which goes beyond mere conversation” (Anderson & Arsenault, 1998, p.180). The interviews were used as an in-depth qualitative interviewing tool to gain “rich and detailed information” (Rubin & Rubin, 2012, p.29) The interview or inter-view (Brinkmann & Kvale, 2014) enables the co-construction of knowledge between the interviewer and interviewee and “sees the centrality of human interaction for knowledge production, and emphasises the social situatedness of research data” (Cohen et al., 2011, p.267). Interviews were conducted with the three teacher educators at the start of the research to investigate their journey to becoming teacher educators and their values. They were also used with the sample of trainee teachers who had volunteered to be filmed teaching. This created a dialogue to “allow depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the respondents’ responses” (Hitchcock & Hughes, 1989, p.157). Gray (2014, p.386) adds that “probing may also allow for the diversion of the interview into new pathways which, help towards meeting the research objectives”. An interview schedule was prepared with open questions to gather background information around their journey to becoming a teacher educator and trainee teacher (Appendices 1 and 2). This approach had previously been used by the researcher as part of the FETEP (Loo et al., 2018; Loo, 2020) and the questions were fine-tuned for the purposes of this study (Loo, 2020, p.143) and piloted with TE A.

It is recognised that there may be issues around power and the social position of the interviewer and the participants (Somekh & Lewin, 2005). The locations of the interviews were selected and agreed with the participants as representing a location in which both the interviewer and interviewee had equal status (Barbour & Schostak, 2005, p.43) and the social position of the interviewer could not be implemented to manipulate the dialogue. It is hoped that every effort was made to reduce any *symbolic violence* (Bourdieu, 1983) associated with interviewing and that any unconscious domination was removed. All interviews were held at the research site in a space of the participants' choice with the exception of the semi-structured interview and the SRI with TT1 which was held in a classroom at my primary employment. TT 1 had completed the Award in Education and Training (AET) at this site two year's earlier and felt comfortable in the classroom. During the second year of the study, interviews moved to an online space which were not technically 'owned' by either researcher or participant. Similarly, the questions were created whilst being careful "not to impose preconceptions on the interviewees or limit or bias their answers" (Rubin & Rubin, 2014, p.136). The interview is a tool "to communicate with people to create stories" (Nunkoosing, 2005, p.698) and whilst it is widely used, Nunkoosing (ibid) believes it is important to see "the uniqueness of each interview encounter with different participants". The success of the interview is largely determined by the skills of the interviewer including relationship building and an "acute awareness of the flow of conversations." (ibid). Listening for the way stories are told is key to this (Nunkoosing, 2005). The focus on building relationships between researcher and interviewee is central to Rubin and Rubin's (2014) approach of responsive interviewing where researchers respond to what they hear rather than wholly relying on predetermined questions. Interviewees are deemed "conversational partners" where "the importance of building a relationship of trust ...leads to more give-and-take in the conversation" (Rubin & Rubin, 2014, p.36). A shared personal connection is more likely to encourage participation and trust and reciprocity are key to this being revealed. Kvale (2007) refers to interpersonal situatedness as one of the nine elements in a qualitative interview where the importance of relationship building is stressed and the interviewer is seen as a traveller, walking alongside the participants. Whilst main questions provide the "scaffolding" for the interview, Rubin and Rubin (2014, p.119) advocate the use of follow up questions to further explore the interviewees' responses to obtain "depth, detail, richness, vividness and nuance"

and probes including gestures and comments to manage the conversation. These aspects held importance for the semi structured interviews, focus groups and the SRI. Interviewing patterns, including “opening the floodgates”, “main branches of a tree”, “river and channel” and “picking up the twigs” (Rubin & Rubin, 2014, pp123-125) were utilised at various stages of the research.

Filming of the teacher educator’s classes took place at intervals over the two years as did filming of the volunteer trainee teacher’s classes (one per trainee). Filming a teacher teaching offers a permanent record and opportunities beyond making notes during an observation, and it can “notice and record teacher behaviour, student behaviour and the classroom setting” (Powell, 2016, p.100). Kemmis et al. (2014a, p.223) expressed regret that they did not make video recordings when researching practice architectures of classroom practice, relying on “transcripts and interviews”. However, observing teachers can introduce “reactivity” (Savage, 2016, p.6) into data collection, otherwise known as the “Hawthorne effect” where the teacher being observed changes their behaviour and this can impact the external validity of the process (Cohen et al., 2007). This can be addressed by recording remotely as did happen in the final cycle of the data collection.

Stimulated recall interviews (SRI) were used with the teacher educators and trainee teachers using the video stimulated recall approach (VSR) (Sturtz & Hessberg, 2012; Endacott, 2016). This engaged the teachers in “reflective dialogues”, “a multistage process with conversations stimulated by reviewing the video recording of an observed session” (Hepplewhite, 2014, p.326). The cues provided by the tape “enable the participants to ‘relive’ the episode” (Calderhead, 1981, p.212). However, rather than identify their “thought processes and decision-making at the time” (ibid) or their “pedagogical reasoning” (Endacott, 2016, p.3), the teacher educators and trainee teachers were asked to identify the values they were modelling in the session, pausing the tape whenever they did so. This enabled the participant to “control the conversation through reflection on their recorded teaching” (ibid, p.6). The use of video stimulated recall interviews helps to make thinking visible and provide a metacognitive aspect to reflection on a teaching episode (Endacott, 2016). Further benefits identified by Endacott (2016, p.6) include the fact that the use of video “prompted more specific observations, more references to individual student interactions, and far fewer vague or general comments” and the reflection on aspects

of teaching not previously considered. All of these considerations supported the use of stimulated recall interviews to facilitate teachers in identifying where they modelled values in their classroom practice. However, there are aspects of the SRI that can influence their validity as a research tool. Calderhead (1981, p.213) refers to Fuller and Manning (1973) in their recognition of the discomfort that teachers experience when viewing themselves teaching and the fact that it can be “a stressful and anxiety-provoking experience” which may then influence the recall of the teacher about the session being observed. The teacher’s lack of confidence may also lead to them becoming distracted by their own physical appearance. Calderhead (1981) recognises that teachers may also have difficulties in verbalising both tacit knowledge and automatic thinking, stating “it seems unlikely that stimulated recall could reveal thoughts which occur at a low level of awareness or possibly without any awareness whatsoever” (ibid, p.213). Furthermore, the respondent may seek to comply with the aims of the research and alter their teaching in advance of the session being filmed and “censor or distort their recall of thoughts in order to present themselves more favourably” (ibid, p.215). These limitations can be at least partly addressed by the building of rapport prior to the SRI and arranging for these to take place at the participant’s workplace.

Focus groups were selected to gather the views of trainee teachers immediately following the taught sessions which had been filmed. They were also utilised with the students of the trainee teachers following the recording of one of their sessions. This enabled the “synergistic building up of data as respondents add to the views expressed by others” (Gray, 2014, p.469). Lindlof and Taylor (2002) state that focus groups can achieve a “cascade effect” where “listening to other people’s memories and experiences, triggers ideas in other participants” (Gray, 2014, p.470). The group participants have the opportunity to respond to each other’s points of view (Rubin & Rubin, 2014). The focus group has the ability to “generate complex information ...with the minimum amount of time” (Liamputtong, 2011, p.12). It should be recognised, however, that focus groups present issues of confidentiality (Barbour & Schostak, 2005) and require considerable skill on the part of the researcher. Cain (2012) points to the research of Berns (2005) which showed that peer pressure can alter another person’s view and that this, along with the power of conformity (Asch, 1956) may influence an individual’s contribution to a focus group. The views

expressed may be a consensus rather than individual and “It is difficult, and probably misguided, to attempt to infer an attitudinal consensus from focus group data. An apparent conformity of view is an emergent property of the group interaction, not a reflection of individual participants’ opinions” (Sim,1998, p.350). Barbour and Schostak (2005, p.43) point to the fact that bringing together a pre-existing group for research purposes may result in asking people “to cross boundaries which they do not normally do in the contexts in which they usually meet”. At the end of cycle 2 of the research, an email question was offered as an alternative to those trainees who were unable to attend the focus group. The email interview (James, 2016, p.151) offering an “asynchronous virtual space can provide a powerful medium of communication and reflection within the research encounter”.

Feldman et al. (2018, p.19) believe that a reflective journal has “a special role in action research” and that in addition to clarifying the role of the researcher and the participants, it can also “contain data collected by other research methods” and should be considered as a data collection tool in itself. They state that “all information that helps you to develop a more profound understanding of your practice situation and can help you reconstruct it later can and should be included in your research journal” (ibid, p.23). Feldman et al. (2018) argue that a research journal ensures that data collection is not “artificially separated from reflection and analysis, nor from your actions as a practitioner” (ibid, p.20) and leads to “an almost continuous stream of mini action-research cycles”. A reflective journal was maintained throughout the research process and entries from this are included in the data analysis.

To summarise, this study employed six data collection methods:

1. Semi-structured interview with teacher educators and trainee teachers;
2. Film of teacher educators’ and trainee teachers’ classes;
3. Stimulated recall interview with teacher educators and trainee teachers;
4. Focus group with trainee teachers and trainee teachers’ students;
5. Email;
6. Reflective journal.

Table 2 shows how these data collection methods were employed to answer the study’s research questions.

Research question	Data collection method(s) used to answer it
What do Further Education teacher educators understand by values as part of the pedagogy of ITE?	Semi-structured interviews with teacher educators Reflective journal
How do Further Education teacher educators at one college model the teaching of values within a college-based ITE programme?	Film of class of teacher educators SRI with teacher educators Focus group with trainee teachers Reflective journal
To what extent do trainee teachers model the teaching of values in their own classroom?	Film of class of trainee teachers SRI with trainee teachers Semi structured interview with trainee teachers Focus group with students Reflective journal
To what extent does modelling of values by teacher educators develop values in trainee teachers?	Focus group with trainee teachers Email with trainee teachers Reflective journal

Table 2 How data collection methods were employed

3.6. Pilot study

A pilot study was conducted to test the appropriateness of the semi-structured interview and the SRI. I asked a fellow teacher educator to be involved (Teacher Educator A) and this took place in September 2018 at my secondary place of work. I conducted a semi structured interview, filmed them teaching a class at our centre, followed by a video stimulated recall interview (Willemse et al., 2008; Sturtz & Hessberg, 2012; Endacott, 2016,). It was important to proceed with a pilot study to ascertain validity for the research, to familiarise myself with the data collection tool of a video stimulated recall interview and to make any revisions to procedures and questions utilised. Permission was sought from the trainee teachers prior to filming

and a brief overview of the research study provided. Prior to the video stimulated recall interview, I explained the tool to the teacher educator and that we would watch it together with them pausing the video when they identified that they were modelling values. I also explained that I would only ask questions in response to what they were saying. I decided not to use a protocol to frame thinking and to only explain briefly what I meant by values as I did not want to influence their thinking around this and it enabled the teacher educator to interpret this in their own way. This was the first time that Teacher Educator A had ever recorded themselves teaching and they did express some anxiety about watching themselves. Both the interview recording and the filming were transcribed and findings showed the process to be successful in that the teacher educator was able to identify how and when they were modelling values. They also commented that it helped them significantly to reflect on their teaching and how their values came across. This concurs with the “metacognitive reflection” highlighted by Endacott (2016, p.32). The initial anxieties around being filmed were revealed as being concerns about how their regional accent would sound.

Issues which arose during the pilot related to technology and highlighted the importance of checking that the speakers worked in advance of the stimulated recall interview and planning the recording device. It also raised the issue of privacy in terms of locating a space in which to view the recording of the session and the length of time required to complete the video stimulated recall interview. There was also a need to reassure participants if they express anxieties about being filmed. I did not make any revisions to the process of the interviews or the questions asked as a result of the pilot.

3.7. Ethical considerations

Action research methodology is associated with certain “democratic and egalitarian values” which include “integrity, openness, reflection and the inclusion of others’ voices and participation” (McNiff, 2017, p.39). In a study which is centred around values, it is important that the researcher recognises their own values and the ethical commitment to these values (Gray, 2014). There is a danger in assuming that action research will “pose few ethical dilemmas because it is based on a philosophy of collaboration for the mutual benefit of researchers and participants” (Gray, 2014,

p.343) and “mutually reciprocal transformational relationships” (McNiff, 2016, p.144). Brydon-Miller (2021, slide 1) refers to these assumptions as the “Road to Hell” and that practitioner action research “raises unique ethical challenges which may be unrecognised and unresolved” (Stevens et al., 2016, p.2).

The British Educational Research Association (BERA,2018) upholds that researchers operate within an ethics of respect which places responsibilities on the researcher. In their discussion of research ethics (Stevens et al., 2016), a traditional approach is identified as based on deontological and utilitarian ethics underpinned by values of autonomy, beneficence and justice. This contrasts with covenantal ethics as “the unconditional responsibility and ethical demand to act in the best interest of our fellow human beings” (Hilsen, 2006, p.27) in addition to the cogeneration of knowledge and fairer power relations. Stevens et al. (2016) reject a traditional approach to ethics in favour of covenantal ethics, linking to Nodding’s (2013) ethics of care and the reciprocal nature of the relationship between researcher and participants. The concept of covenantal ethics established by Hilsen (2006) is grounded in the Christian belief of the Covenant and better reflect “specific values of relevance to individual researchers and the communities within which they are working” (Stevens et al., 2016, p.431).

The Structured Ethical Reflection (SER) is an intersection of the values of action research “a respect for people and the knowledge” (Brydon-Miller et al., 2003, p.15) and covenantal ethics. The SER process of identifying values implicit in the research and developing a set of ethical principles seeks to ensure that the values are reflected at each stage of the research process and to anticipate potential areas for ethical issues such as power and privilege, anonymity, privacy and confidentiality. Brydon-Miller (2021, slide 1) states that in order to translate ethics into practice, the researcher must centre themselves “within a set of values, identify aspects and levels of power among stakeholders, anticipate ethical issues and be prepared to be surprised!”. These ethical principles based on values of integrity, open-mindedness, respect, trust, care and kindness have influenced every stage of the research process and the three aspects identified by McNiff (2017, p.125) as “negotiating access, protecting participants and assuring good faith.” Having only discovered the SER in the latter stages of the research, a grid has been created and utilised

(Stevens et al., 2016) which includes the analysis and validation stages (Appendix 3).

The BERA guidelines (2018) assist the researcher in following ethical principles and consideration of ethical issues which “begins in the process of reflection and is carried forward into formulating questions, designing a study, and writing it up for publication” (Agee, 2009, p.40). It is important to recognise that ethical issues transcend the entire research process because “we are researching private lives and placing accounts in the public arena” (Mauthner et al., 2002, p.1). McNiff (2014, p.16) states that properly conducted action research can be described as “ethics in action.”

Whilst the population in the study were not considered by the researcher to be marginalised, it is worth being cognisant of the fact that the research process may have some impact on the participants and as Agee points out:

Part of the process of developing questions in qualitative research is being reflective about how the questions will affect participants' lives and how the questions will position the researcher in relation to participants. The ethical aspect of question development is often ignored, but is a central issue when a researcher proposes to study the lives of others, especially marginalised populations (Agee, 2009, p.439).

Reiman (1979, p.33) goes further in suggesting that “the outcome of interview research should enhance the freedom of the participants more than it enhances the author's career” and all practices should “be interrogated in relation to whose interests they potentially serve” (McNiff et al., 2018, p.2). This certainly draws the attention of the researcher as to the point of the research and who will benefit.

North West College was approached as they were a centre for FE ITE, part of the university-led partnership and it was anticipated that the practices of teacher education would be an area of shared interest for collaborative action research. I already knew TE B through the partnership and I had taught them five years earlier. I planned that the study would be longitudinal research with FE-based teacher educators and trainee teachers for the entirety of the two-year, in-service programme. This would enable participants to engage with the purposes of action research as “changing people's practices, their understanding of their practices, and the conditions under which they practice” (Kemmis, 2009, p.463). Specifically, the

participants would develop an understanding of learning to teach and how the modelling of values by the teacher educators contributes to this.

In terms of negotiating access, I contacted North West College in April 2018 to invite the teacher educators to participate and to seek permission from the organisation. I emailed TE B on 6th April, 2018 and outlined my initial thoughts about the study and we arranged to meet on 11th May, 2018 when we had a one hour conversation about how the study could be created. We discussed data collection methods and agreed that filming classes would enable us to see how values are modelled in practice. TE B was enthusiastic to participate in the study as a mutual area of concern and we continued the conversation at the university conference in June 2018. I received permission from the college in May 2018. I had prepared a participant information sheet for the teacher educators and trainee teachers which I shared at this point with Teacher Educator B. I visited the class in October 2018 to meet the trainee teachers and we explained the project. I had prepared a presentation and Teacher Educator B allowed me the time to respond to questions and for the trainee teachers to decide if they wanted to participate. The participants were given time to read the Participation Information Sheet (PIS) and to sign the Participant Consent Form (PCS) (Appendices 4,5 and 6). Participants were informed that they had the right to withdraw at any time. A key ethical issue is that of voluntary informed consent in that participants should be provided with sufficient information as to the purpose of the research in order to make a decision to take part. It is up to the research participants to weigh the risks and benefits associated with participating in a research project and up to them to decide whether to participate. They can only do this if they are informed about and understand what their participation in the research involves (Howe, 2003). The whole group of sixteen students agreed to participate and one trainee teacher volunteered immediately to be part of a sample that would be filmed teaching in year 2 of their programme. This trainee was a former student of mine and thought it would be valuable to them to be filmed.

There was a change of teacher educator at North West College in October 2019 and it was important that they were fully informed about the study in order to decide if it was an area of mutual interest. I contacted TE D on 20th October, 2019 by email and we arranged to meet at the site on 30th October, 2019. I explained the research and we had a one hour conversation about the data collection methods and the progress

to date. TE D agreed that, as someone who was new to the role, it would be a valuable opportunity to develop their knowledge and understanding of being an FE-based teacher educator and that the focus of the study was a common area of concern.

There is a responsibility on the researcher to reveal their role in the research project and that the participants are not deceived in any way. The position of the researcher in relation to the participants can complicate the research process (Agee, 2009). Fraser (1997), discussing the roles of teacher educator and researcher refers to the need for researchers to maintain high ethical standards and points to the potential ethical dilemmas that can arise due to practitioner research. Whilst the researcher might view themselves as non-judgmental and the participants as equal contributors, the participants may not see themselves in this way. I acknowledged that I had existing relationships with Teacher Educator B who I had taught five years previously on the BA in Education and one of the trainee teachers who I had taught the previous year on a teaching award. They may have felt some obligation to participate in the study and not felt that they had a real choice about whether to opt in or out (Fraser, 1997). This is where it was important to refer to the ethical statements and the SER outlined earlier in order to critically reflect on any power and privilege associated with my role.

Privacy or “the confidential and anonymous treatment of participants’ data is considered the norm for the conduct of research” (BERA, 2018, p.21) with confidentiality in the process of conducting the research and the anonymisation of individuals in reporting. Howe (2003, p.117) refers to privacy “in order to protect privacy there is anonymity (not gathering identity specific data) and confidentiality (not revealing identity specific data)”. In the research study in question, neither participants nor employers will be identified. However, the researcher does recognise the aspects of qualitative research, namely “intimacy and open-endedness which significantly complicate protecting participants’ autonomy and privacy” (Howe, 2003, p.125). It is clear to the researcher that the participants will be able to recognise their own contributions to the research but it is hoped that others’ data would not be easily identifiable. In reality, the research site is likely to be identifiable due to the unique circumstances that occurred immediately prior to the study. It is interesting to consider the potential risk of being involved and whether this impacted

on the responses during the research process. One of the issues associated with explicit modelling by teacher educators identified by Loughran and Berry (2005) is that of vulnerability and the extent to which teacher educators will risk being exposed. "Exposing one's own practice and genuinely seeking critique is a challenge to the traditional 'expert' status of the teacher educator and is therefore a risky business" (Loughran & Berry, 2005, p.199). Segall (2002, p.170) provides an insight "regardless of how committed teacher educators are, not everyone would relish the idea of having their practice open to external, critical scrutiny." It was important at this stage to build trust and the participants were informed that their contribution would remain anonymous through the use of a pseudonym or code and all were asked if they had a preferred pseudonym.

In terms of protecting participants (McNiff, 2017), BERA (2018) points to the duty of care towards participants and the ethical requirement to minimise any distress or discomfort. This is an important issue as participants may become uncomfortable in the interview situation. "Ethical issues can arise when researchers presume they are asking innocuous questions and subsequently develop protocols...that participants find offensive or uncomfortable" (Agee, 2009, p.440). Gray (2014, p.406) recognises the ethical issues around interviewing and the fact that "effective interviewing opens up the interviewees' thoughts, knowledge and experience to both the interviewer, but also the interviewees themselves". This led to deeper reflection on practice although it might have exposed the interviewees to stress and anxiety. Gray (ibid), -also refers to ethical issues around focus groups which may involve participants voicing opinions which are distressing for others or which may include misinformation. Particular care needs to be taken in the management of a focus group.

It was important to request permission to record the focus groups and interviews and explain that the participant being interviewed would be given control of the recorder to switch off at any time. All measures were taken to minimise power differentials in order that any symbolic violence (Bourdieu, 1983) was removed. The location of the interviews was considered and all were held at the research site or latterly, online. Initially, the online interviews and focus group were held on Zoom and permission was asked to record these and the participants informed that they could ask for the recording to be stopped at any point. In the case of the interviews conducted in Cycle 3, these were recorded by the participant using Teams and they had control

over the recording. Ethically, it is incumbent on the interviewer to “adopt the pose of the listener in a way that parallels the language and manners of the interviewee and does not impose or objectivise the person who is invited to speak” (Barbour & Schostak, 2005, p.43).

The third aspect of ethics in action research identified by McNiff (2017, p.170) is the ethical commitment to “assuring good faith.” This requires the researcher to maintain a reputation for integrity, to speak the truth and to adopt an “an enquiring stance” in order that the research is not used to reinforce prejudices. McNiff (ibid) points to the need for cycles of reflection and “slow, reflective thinking”.

BERA (2018, p.8) states that researchers “have a responsibility to consider the most relevant and useful ways of informing participants about the outcomes of the research” and participants may be offered the option of reading the report prior to publication. This shows respect for the participants and allows them the right to a fair voice (Somekh & Lewin, 2005).

3.8. Transcribing data

I transcribed all the data collected myself. Transcribing data is the first step towards analysis and being able to tell the story of the research. It is itself “an act of interpretation” (Savage, 2016, p.17). Data was collected from recordings of semi-structured interviews, focus groups, SRIs and from email communication in the latter stages of the research. Braun and Clarke (2022) recognise the need for data transcription to be systematic to ensure readers of the robustness of the process. All recordings were transcribed verbatim, recognising that there are “issues that can interfere with the accuracy of transcribed data” (DiCicco-Bloom & Crabtree, 2006, p.218) and that “the insertion of a period or comma can change the meaning of an entire sentence”. Whilst time consuming, this did enable an early familiarisation with the data (Gray, 2014). So, for example, the transcription of the SSIs took at least five times the length of the recording as it involved pausing the recording every few seconds to enable the accurate noting down of all the words spoken by the participants. The SRIs took longer as non-verbal communication was also noted. The transcribing of the SRIs in particular was a lengthy process, taking eight hours for TE B. The teacher educators and the trainee teachers were identifying the values

being modelled which ranged from eight to twenty-eight within the interview. I paused the recording each time to note this and their reflective thinking around how they were modelling the value. Patton (2002) supports full transcription of recordings and accuracy in this process is essential (Rubin & Rubin, 2014, p.164) in order to record “exactly what they say”. As suggested by Rubin and Rubin (2014), an additional column for notes was maintained during the transcription process (Appendices 11,14,15,16,17,19,21 and 22). Furthermore, “nonverbal events” which could influence the interpretation should also be noted (ibid, p.191) for example, laughter or gestures used for emphasis. I also made a note of any interruptions to the interviews. At this stage, I began to see insights from the data and answers to the research questions thus beginning the process of analysis.

Savage (2016, p.16) in a discussion of conversational and video analysis states that the transcriber should capture “every last detail of the interaction...and that even the pauses and hesitations are vital to understanding.” Whilst participants’ words may not always follow “grammatical conventions of speech and punctuation” (ibid, p.17) this was not considered relevant to the data and the voices of the participants have been transcribed fully.

Kamler and Thomson (2014, p.3) state that “the data and subsequent written texts are shaped and crafted by the researcher through a multitude of selections about what to include and exclude, foreground and background, cite and not cite. These choices often have profound ethical dimensions”. This supports the view that transcription should be verbatim.

3.9. Analysis of data

McNiff (2017) notes data analysis as the first stage of turning data into evidence and that there are two interrelated processes of content analysis and coding or thematic analysis. The approach selected to analyse the data was thematic analysis (Braun & Clarke, 2022) and the conceptual frameworks were Boyd’s (2014) layered pedagogy of teacher education, modelling (Lunenberg et al., 2007a) and practice architectures (Kemmis et al., 2014a).

Boyatzis (1998, p.4) describes thematic analysis as “a way of seeing, a way of making sense out of seemingly unrelated material and as a way of analysing

qualitative information”. Edwards and Weller (2012, p.204) state that thematic analysis “involves identifying key topics and patterns, regularities and contrasts...to create interpretive meaning”.

Braun and Clarke (2022) regard qualitative data analysis as an “adventure, and one that is typically messy and organic, complex and contested” (p,xxvi) and that this requires systematic processes. They introduce the requirement of reflexivity on the part of the researcher in order to remain critical throughout the analysis. The core assumptions of reflexive thematic analysis include researcher subjectivity and that themes are “actively produced” by the researcher rather than emerging from data (ibid, p.8).

The analytic process is recognised as having a number of stages (Braun & Clarke, 2022) starting with familiarisation with the data which involves immersion (Wellington, 2000). This is followed by coding or “working systematically through the data in a fine-grained way” (Braun & Clarke, 2022, p.35) in order to apply meaningful descriptions or code labels. The coding can take place at different levels from “explicit to conceptual, semantic to latent” (ibid). “Coding isn’t just about summarising and reducing content, it’s also about capturing your analytic take on the data”- (ibid). The third stage involves generating initial themes followed by developing and reviewing these themes which necessitates a return to the full data set. A fifth stage of fine tuning requires the refining and naming of themes prior to the final stage of writing up.

Braun and Clarke (2022, p.59) view codes as “heuristic devices” which “push ourselves into interrogating the data set and our meaning-making with it”. Interpretation is key to the analysis and McNiff (2017, p.190) refers to interpretation taking place at different levels and perspectives including “surface-level factual to deep-level analytical.” Braun and Clarke (2022, p.203) refer to the need for analysis to involve interpretation to move it from being descriptive and “staying close” to the data towards “bringing in the researcher’s conceptually informed lenses to interrogate the ideas expressed”. The need to step back from the data to remain open-minded and suspend judgement is reinforced by McNiff (2017, p.192) who expresses that “interpretations should be seen as provisional and open to challenge: they must always be held lightly”.

Whilst transcripts of semi-structured interviews and SRIs were shared with participants for member checking, I might have developed this through the use of voice centred relational analysis (Byrne et al., 2009) where the research participants are actively involved in the data analysis. This would have democratised the process further and would have better reflected the values of the research. However, this would have been time consuming and ran the risk of being overly intrusive for the participants. Due to the events that took place during the research period, opportunities for voice centred relational analysis were removed. Transcripts from validation events were not sent for member checking due to the impracticalities of contacting participants following the events. The padlets produced online for two of the validation events created a permanent record (Appendices 7 and 8) of the responses which could be viewed during and following the event by the participants.

3.9 Summary

This chapter has provided the theoretical basis of action research as the chosen methodological approach used in the research conducted for this study. It has justified the use of research tools, ethical considerations and issues around transcription and analysis. In the following chapter, I will provide a reflexive account of the data collection, the initial stages and the three cycles of action research.

Chapter 4 The story of the research. Data collection and a reflexive account

4.1 Introduction

This purpose of this chapter is to chronicle how the data was collected. This is followed with a reflexive account which provides a critical reflection of the initial stages, the three cycles of action research, the analysis and the validation events.

4.2 Data collection

4.2.1 Context for research

North West College is a general further education college situated in the North West of England. It is a large college with a number of campuses. The start of the data collection coincided with a merger with a nearby college although North West College retained its identity as a sixth form centre. The college is part of the university –led partnership for initial teacher education.

4.2.2 Participants

Trainee teacher 1 (TT 1). Aged 48, experienced nurse and care home manager. Completed a degree in Psychology and the Level 3 Award in Education and Training prior to the PGCE. Initially taught part-time and became Programme Leader for Early Years Degree and full-time teacher during Year 2 of the PGCE.

Trainee teacher 2 (TT 2). Aged 35, qualified to degree level in Forensic and Medical Sciences. Experienced laboratory researcher. Initially taught part-time and became full time during Year 2 of the PGCE.

I have included details of each trainee who participated in the focus groups in Appendix 10.

Teacher Educator A

TE A, aged 41, worked in hospitality and completed a Master's degree prior to training to teach in FE. They taught Hospitality, Travel and Tourism for seven years before moving into teacher education. TE A participated in the pilot study.

Teacher Educator B

TE B, aged 50, practised as a beauty therapist and ran their own salon for seventeen years before becoming a part-time lecturer in FE. They then taught Beauty Therapy for sixteen years before being asked to become an Improvement Practitioner (IP), completing a BA (Hons) in Education and managing the Teaching Excellence Hub of which teacher education was a part. TE B taught Year 1 of the teacher education programme.

Teacher Educator C

TE C, aged 45, was a former A-level student at North West college and returned to do their PGCE placement having completed an Economics degree and worked in financial services for three years. When teaching A-levels, they were approached to take up a Curriculum Leader post which included teacher education. Managing the area came first followed by teaching on the PGCE programme. This was fifteen years ago and TE C is also involved in Quality Management at North West College. TE C taught the first term of Year 2 and participated in a semi-structured interview in October 2019.

Teacher Educator D

TE D, aged 55, worked in a local building society for ten years after leaving school before returning to education to do a Level 3 in Health followed by a degree in Health Studies. TE D completed a PGCE and began to teach Health and Social Care in FE despite not having a health background. They then moved to secondary schools and completed a graduate teaching programme (GTP) and an NQT as the Post Compulsory PGCE was not accepted in schools at the time. They set up the department for Health and Social Care there before moving to Head of Vocational Education at another secondary school. Years passed and they became involved with the NQTs before taking early retirement. The position of lecturer at North West College had enticed them back into education, teaching PGCE and other HE programmes including Children and Families and Teaching Assistants. TE D taught Year 2 of the ITE programme from November 2019.

4.3 A reflexive account of the research

There is a recognition of the “human and contextual messiness” (Mockler, 2017, pxx), the messiness of action research (Cook, 2009) and a call for this to be documented. Adamson and Walker (2011, p.29) refer to messiness as “complexity, unpredictability, difficulties and dilemmas” and I have sought to record the messiness and to engage in critical reflection.

Action research is a “critical and self-critical process” (Kemmis, 2009, p.463) involved in the transformation of the “sayings, doings and relatings” which are “in an endless dance with each other”, the bonds which connect them being “unstable and volatile” (ibid). There was a need to take a “reflexive stance” (Gray, 2014, p.182) to navigate the “swampy lowlands” (Schon, 1983, p.42) of action research involving teacher educators and trainee teachers in the complex journey of learning to teach.

Boyle et al. (2022, p.2) refer to the complexities of action research and the challenges of documenting “in clearly delineated stages”. They indicate that reporting on action research rarely includes “uncomfortable truths” (Owens & Aiken, 2006) including “failure, discomfort and challenges”. Pillow (2003, p.192) refers to the “reflexivity of discomfort” which is part of the interrogation of action research projects. I have endeavoured to follow Boyle et al.’s (2022) guidance that in critical action research, it is important to report uncomfortable truths (Boyle et al., 2022).

Berger (2015, p.220) defines reflexivity as:

It means turning of the researcher lens back onto oneself to recognise and take responsibility for one’s own situatedness within the research and the effect that it may have on the setting and the people being studied, questions being asked, data being collected and its interpretation. As such, the idea of reflexivity challenges the view of knowledge production as independent of the researcher producing it and of knowledge as objective.

Reflexivity can be further categorised as personal, functional and disciplinary (Wilkinson, 1988 cited in Braun & Clarke, 2022, p.13). A reflexive journal is recommended which enables the use of analytical “slow thinking” (Kahneman, 2011) prior to making judgements. McNiff (2017) recommends the use of a journal and Lincoln and Guba (1994) advocate that this includes logistics, methodological decisions and changes and a personal diary which links to the researcher’s values. Whilst I did not keep a daily record, I maintained a reflexive journal of all the data

collection events and my thoughts and feelings around these (Braun & Clarke, 2022). Feldman et al. (2018, p.17) suggest that journal writing has become legitimate as a research method as “narrative forms of enquiry ...have become accepted forms of educational research”. In addition, a research journal can be the basis of data collection containing data collected by other methods(ibid).

4.3.1 A reflexive account of the initial stages

Date	Data collection and validation events
April 2018	Initial contact by email with TE B and outline agreement is confirmed. Permission is requested from the site.
May 2018	Initial visit to the site to meet TE B to discuss the research. Institutional consent is granted by the site principal.
September 2018	Pilot study with TE A.
October 2018	Present details of the research study at CARN conference, Manchester.

Table 3 A chronology of data collection and validation events in the initial stages

Having made the decision to conduct the research with teacher educators and trainee teachers at a different site to my own, I made contact with TE B at North West College in April 2018. I had previously taught TE B when they completed a BA (Hons) in Education and we had maintained intermittent contact since through the partnership network meetings. I explained the nature of the research and we agreed to meet in person the following month. I was aware of our shared history and prior teacher –student relationship and made every effort to reassure TE B that they were under no obligation to participate in the research, recognising the potential abuse of power (Somekh & Lewin, 2005). The meeting in May 2018 took place at North West College where TE B was now managing the Teaching Excellence Hub of which teacher education was one part. TE B listened with interest to the outline of the research study and agreed to participate. They were enthusiastic to have an opportunity to reflect on their practice and to “hold up the mirror” (Bronkhurst, 2013 cited in Vanassche & Kelchtermans, 2016) to their practice. Whist we already had a

rapport due to our previous relationship, I recognised the importance of developing this (Rubin & Rubin, 2014) due to the significant role that TE B was due to play in the research study. We arranged that I would visit the new group of trainees at the beginning of October 2018.

In the meantime, I sought and gained permission from the principal at North West College. I also conducted a pilot study of the SRI with TE A. This involved seeking permission from TE A and a group of trainee teachers at my own centre and recording a one-hour teaching session. I conducted a pilot study of the semi-structured interview with TE A and I felt that I had extensive experience of this type of interview with the FETEP (Loo et al., 2018). I used the questions developed for the FETEP project as the basis (Loo, 2020, p.143) which revealed the biography of TE A and their values. I did not conduct a pilot focus group due to a lack of time available with this group of trainees and TE A. We only met once per month and I did not feel it would be appropriate to take up time during an already busy teaching day. On reflection, I could have facilitated a short focus group following a session that I had taught on that day.

The visit to meet the group of trainee teachers took place as planned at the beginning of October 2018. I was given the opportunity to spend half an hour with TE B and the group of sixteen trainees at the start of their teaching day on the Cert Ed/PGCE. I felt that this was a critical event in the data collection process and was cognisant of the advice from Wicks and Reason (2009) around the significance of what happens at the start of the inquiry. I introduced myself and shared a short presentation on the research questions, what being part of the inquiry would involve and the benefits for them of taking part. I was aware that the trainees were at the beginning of their teacher education journey and I did not want to overload them with information at this stage although I did introduce Loughran's (2007) views of teaching as a site for enquiry and Powell's (2016) on realising modelling's potential. I also shared a definition of values:

Values can be described as statements that represent what we stand for, our principles and how we want to live our lives. They provide us with guidance, meaning and motivation, add richness to our lives, and facilitate goals, decisions and adjustment. They are a guiding direction of travel (Makinson, 2018, p.17).

Whilst it might have been appropriate to allow the trainees some time to think about the study and whether they wanted to participate, I knew that TE B had already briefed them about the research prior to the session. I also thought that if I left without having the signed consent forms this could delay the start of the study. I distributed the participation information sheets for the trainee teachers and TE B. All sixteen trainee teachers and TE B signed the consent forms, agreeing to participate. I had taught one of the trainee teachers on the Award in Education and Training the previous year and they immediately volunteered to be part of the sample of trainees to be involved the following year. I left a participant information sheet and consent form with TE B for them to pass to the Year 2 teacher educator, TE C. Following the visit, I emailed TE B to ask them to initially identify dates to interview both them and TE C followed by three dates for me to visit and film the Year 1 class allowing time for a 20-minute focus group with the trainee teachers on each occasion. These were arranged for December 2018, February and April 2019. I felt that I had prepared extensively for this initial meeting and whilst the trainee teachers may not have fully grasped the implications of the research at this stage, I was grateful for their enthusiasm and willingness to participate. In terms of logistics, I reflected that the North West College is significantly larger than my own site and I needed to allow additional time to reach the classroom.

I had the opportunity to present the ideas behind my research at the Collaborative Action Research Network (CARN) Conference in October 2018 which enabled me to receive critical feedback. This included the suggestion to ask the teacher educators and myself to initially identify our values and to use an interview to “extract what the teacher educator is about”. There were questions as to why I wasn’t researching with the students I was teaching and using a self-study approach. Also, a question around if the teacher educators are told I am researching values, will this change what and how they are teaching and potentially give a false impression? It would be important to emphasise that the filming of the classes and the subsequent SRIs would be about looking to learn and not to make judgements. It was recommended that the participants’ voice should feature strongly in the research and how the trainees might use their involvement in the project as part of their work for the Cert Ed/PGCE. Bridget Somekh gave sound advice to always give an affirmation to the

teacher educator who was being filmed and to not leave without giving some feedback. It was also recommended that I ‘turn the lens on myself’.

4.3.2 Reflexive account of Cycle 1

Date	Data collection and validation events
October 2018	Visit to the site to meet the trainee teachers and explain the research study. Obtain signed consent from trainee teachers and TE B.
December 2018	Semi-structured interview with TE B. Filmed class with TE B. Focus group with trainee teachers.
January 2019	SRI with TE B
February 2019	Filmed class with TE B. Focus group with trainee teachers.
March 2019	SRI with TE B.
April 2019	Visit to workshop class with TE B Focus group with trainee teachers. Reflections shared with trainees around values being modelled outside the classroom by TE B. University of Huddersfield PGR conference.
June 2019	LSRN/TELL Research Meet, Ashton 6 th Form College.
August 2019	ATEE International Conference, University of Bath.

Table 4 A chronology of data collection and validation events in cycle 1

I returned to the site on 10th December ,2018 to conduct the semi-structured interview with TE B using the schedule in Appendix 1. The feedback from CARN helped me to develop these particularly with reference to question 7, ‘What in here drives you?’. Having shared an outline of the research topic on the previous visit to the site, I explained the purpose of the interview, that it would be digitally recorded and that they could stop the recording at any time. The interview lasted one hour and took place in the office of TE B. The open nature of the questions (Appendix 1)

enabled TE B to think broadly about their responses. Initially when considering their values, those listed in the ETF (2014) Professional Standards came to mind prior to a more in depth focus on their own values.

The first filming of TE B's class took place on 11th December, 2018. The camera was placed at the rear of the classroom to capture the full range of teaching and learning activities. The classroom was long and narrow and I judged that this position would enable this to happen. I thought that the classroom was an awkward shape for teaching although a useful one in which to film the proceedings without having to move the camera during the session. I wanted to stay in the classroom should there be any technical difficulties with the recording and at the time, there was not the technology available to complete a remote recording. Only two students were present at the start of the class although a further six did join soon after. TE B, although disappointed by the low attendance, appeared relaxed and comfortable with both me and the camera being in the classroom. I aimed to be unobtrusive and remained at the rear of the classroom close to the camera although I did make notes on the proceedings of the session throughout and identified where I could see values being modelled by the teacher educator in a different coloured pen. I hadn't planned to do this in advance of the session but thought it might be useful at some point. We had agreed that I would record until the break and thus it was for one hour and twenty minutes.

The trainees were given a short break before returning to the classroom for the focus group. This was attended by all eight students who had been present for the class and lasted twenty minutes. TE B remained outside of the classroom for the duration of the focus group. I initially reminded the students of the purpose of the research and the fact that they could withdraw at any time. I stated that I would be recording the session and explained modelling in terms of being implicit and explicit and shared again the working definition of values. The focus group ran smoothly and all participants contributed. At this stage, the trainees focused predominantly on the content of the session and the strategies used by TE B although a small number of values were identified. It had clearly been valuable to visit the trainees in October to introduce myself and the research study as all were keen to participate in the focus group. I was mindful of the need for relationship building and that all should have a voice (Rubin & Rubin, 2014). I was also aware that I was bringing people together to

discuss something new to them and which they would not normally do in that context, “we may ask people to cross boundaries which they do not normally do in the contexts in which they usually meet” (Barbour & Schostak, 2005, p.43).

I returned to the site on 22nd January, 2019 to conduct the stimulated recall interview with TE B. Whilst it is recommended that the SRI should take place within seven days of the filmed session (Pirie, 1996), this was the first available date that TE B was able to meet with me. The recorded session had taken place at the end of the previous term which was followed by the holiday period. The SRI took place in the private office of TE B without any distractions. Their position at North West College afforded TE B the opportunity for this private space. I explained that the SRI would be audio recorded and that they could stop the film recording at any point. The original filming of the class lasted one hour and twenty minutes and we watched about half of the material during the SRI. I explained the process to TE B and reminded them of the values they had originally identified in the earlier interview. They were asked to pause the recording when they saw that they were modelling a value, giving “complete control over stopping and starting the video-recorded lesson” (Endacott, 2016, p.34). They did this on twenty-eight occasions. A full transcript of the SRI is included in Appendix 11 and a list of values identified in Appendix 12.

TE B expressed quite soon into the SRI that they were finding it hard not to observe the session from a quality point of view.

When I'm watching this with you, I'm finding it hard to say what are values and to stop doing a lesson observation. That's what I'm finding hard. I was about to explain what I'm doing with that activity but that is nothing to do with it.

I might have asked them a question there...this is me observing again.

This teacher educator was an experienced lesson observer both for the PGCE and across the college in their quality role and they initially found the switch to noticing values quite difficult.

In addition, this was the first time TE B had ever watched themselves teach and they focused early in the SRI on their physical movements.

I do a lot of pacing up and down. I've never noticed that before.

This was picked up again later in the SRI.

I'm annoying myself walking up and down. I've never been aware of it before.

It was interesting that TE A had been distracted during the SRI by the sound of their voice whilst TE B commented on their physical movements and appearance. This concurred with Calderhead (1981) who spoke about the discomfort experienced by teachers viewing themselves teaching. I did not ask questions of TE B during the SRI and they were able to speak freely about what they were seeing. Despite the initial difficulties in moving away from the idea of the quality teaching observation, TE B did not need prompting to identify their values and how they were modelling these. They did not have the difficulties identified by Calderhead (1981) in verbalising tacit knowledge and automatic thinking. Nor did they “censor or distort their recall of thoughts in order to present themselves more favourably” (Calderhead, 1981, p.215). The detailed notes that I had made during the filmed session proved to be a useful triangulation of data in this respect.

The second filming of the class took place in the same classroom on 26th February, 2019 with twelve trainee teachers present. As before, I positioned the camera at the rear of the classroom and remained present, making notes on the session. I was pleased that I had done so as the camera stopped recording after twenty-nine minutes and had to be re-started. The filming lasted the fifty-five minutes of the session, and the trainees were given a short break prior to the focus group which lasted for fifteen minutes. I reminded the twelve students about the purpose of the research and the research questions and asked them to articulate the values they had seen TE B modelling in the session and how they had done this. This was a larger group and they appeared less forthcoming than on the previous visit. Nonetheless, I was able to prompt contributions from all the trainees. A small number of the trainees had moved on in terms of being able to notice the values that TE B had modelled in the session.

They are teaching us to spot what they are doing and asking why am I doing this?
(Trainee teacher 1).

They seemed more conscious of what they were doing. (Trainee teacher 2)

I reflected during this visit in terms of Boyd's framework for modelling (2014, p.58,59 ,68 and 69) and what is explicit /implicit modelling and conscious/unconscious modelling.

I am struggling with Boyd's framework for modelling and thinking about what is implicit and explicit? What is unconscious and conscious modelling? I am concerned that the working definition I have included so far for modelling is incorrect. This states that modelling is intentionally displaying certain teaching behaviour whereas modelling values may be intentional but not necessarily. This is the rub, modelling values can be unconscious. So modelling values is different to modelling teaching strategies as they are not linked to theory? Do they need thinking out loud?

(Researcher journal entry 26/02/19)

This led me to change the working definition of modelling that I was using to Swennen et al.'s (2008) idea of 'congruent teaching', explained by Willemse et al., (2005) as the teacher educator modelling strategies and displaying values that student teachers will be able to reconstruct in their own classrooms.

I also had a lightbulb moment during the filming of the session and the focus group that TE B models values in a number of different contexts which are outside of the classroom, for example during tutorials, lesson observations, communication through emails and 'corridor conversations'. There was a recognition that the students are prioritising noticing modelling of strategies rather than values in class. It occurred to me that modelling values is fundamentally different to modelling pedagogy. The teacher can 'step outside' when modelling pedagogy 'this is what I am doing' and 'how could you use this in teaching?'. Values seem to be more intuitive and as teachers we are less conscious of them. We are modelling values implicitly and unconsciously.

I think a new focus on modelling values outside of the classroom contributes to the transitional process of boundary crossing, what is happening in the space between the formal taught sessions and all the other aspects of learning to teach? (Research journal entry 26/02/19).

Harkin et al., (2003) in their research of FE teachers' perceptions of their initial teacher training found that tutorials, role modelling of tutors and observation of teaching were aspects of learning to teach cited by teachers.

I returned to the site on 20th March, 2019 to conduct the SRI with TE B. The filming lasted fifty-five minutes and the SRI one hour. As before, TE B paused the film when she saw that she was modelling a value and they did this on twenty-seven occasions. A list of the values identified by TE B during the SRI are included in Appendix 13.

TEB contacted me to say that the next planned session for me to visit (23/04/19) would be a workshop session and that they would not be teaching in a formal way as the trainee teachers needed to complete their personal skills presentations. TE B requested that I conduct the focus group as individual, paired or small group discussions so as not to disrupt the session. The pressure to complete work had become dominant and I recognised the need to change the research methods in this session. To some extent, it was disappointing not to film a taught session. However, my thinking at the end of the focus group in the previous session was that values are modelled in numerous contexts outside of the taught session and this framed my question for the focus group on this visit, 'How does your teacher educator model values outside of formal teaching?'.

I did three individual interviews, one pair and one group of three with eight trainee teachers in total. There were ten students present in the session. I had also previously asked TE B to recommend three students to take the research forward in Year 2 and for me to visit their class and they suggested Trainee Teachers 1, 2 and 4 (TT1 had volunteered right at the start of Year 1). All three were included in the focus group discussions on this visit and they agreed to participate. I agreed to contact them by email before the start of Year 2 in August. The smaller group discussions lasted an average of five minutes and the trainee teachers varied in the level of detail of their response (Appendix 14).

I spoke with eight trainee teachers, short interviews really, asking about where else other than the classroom they see TE B model values. This was more difficult for some, and I had to prompt one trainee a little. (Research journal entry 23/04/19).

I was able to have a conversation with TE B during the break time of the class to share my reflections on modelling of values outside of the class and the use of a different question for the focus group. At the time of this visit, the merger of this college and another in the region had been announced and TE B was uncertain about what would happen with HE. In terms of FE, some departments had been merged already across the two colleges although it was less certain what would happen with HE. The colleges had asked for voluntary redundancies but not for teaching staff. This represented a time of significant change at the site and for TE B. The plans at this time were that the same two teacher educators would teach Year 2 as had done in previous years. They were different to TE B who did not teach Year 2.

All data collected during cycle 1 of the research including SSIs, focus groups and SRIs was fully transcribed which enabled familiarisation, the initial stage of thematic analysis (Braun & Clarke, 2022). Taking advice from Rubin and Rubin (2014), I created an additional column for notes to myself in order that I would remember important insights (Reissman, 1993). Examples are seen in Appendices 11 and 15. Engaging in this process of analysis, I began to identify codes with insight developing through “a repeated process of close engagement” (Braun & Clarke, 2022, p.54).

Once the semi-structured interview with TE B had been transcribed at the start of cycle 1, I read more closely and I used colour highlighter pens to distinguish codes. I also referred to my reflective notes from the interview to ensure accuracy and I was able to identify provisional headings ready “for a final distillation into major themes” (DiCicco-Bloom, 2006, p.318) to respond to RQ1. These featured the route to becoming a teacher educator, the understanding of modelling and the values they brought to the role. At this stage, the analysis of the values identified in the SSI identified a focus on learning.

Following the transcription of the data from the SRIs in cycle 1, I looked more closely at the recordings and my notes from the teacher education classes. I was present for the classes to ensure the successful operation of the camera, and this provided me with the opportunity to record notes on the session. I used colour highlighter pens to distinguish initial codes in the analysis of the SRIs and the values identified by TE B.

I used Lunenberg et al.'s (2007a) concept of implicit and explicit modelling and categorised the ways the values were being modelled as explanations, actions and interactions to begin to answer RQ2.

During Cycle 1, I presented an account of my research to date at three validation events. Initially at the Post Graduate Research conference at the University of Huddersfield, followed by an LSRN/TELL event and lastly at the ATEE conference at the University of Bath. This was as part of a symposium on the work of FE teacher educators in England. The feedback from participants at these events indicated that this was a legitimate aspect of teacher education to research.

4.3.3 Reflexive account of cycle 2

Date	Data collection and validation events
September 2019	Semi-structured interview with TE C.
October 2019	Filmed class with TE C cancelled. Initial meeting with TE D who agreed to participate. Signed consent obtained.
November 2019	Semi-structured interview with TE D.
December 2019	Filmed class with TE D. Focus group with trainee teachers.
December 2019	Turning the lens on myself. SRI with TE A.
February 2020	Filmed session with TT1. Focus group with TT1's students. Semi-structured interview and SRI with TT1.
March 2020	SRI with TE D.
May 2020	Semi-structured interview with TE D (online and adapted due to Covid).
June 2020	Focus group with trainee teachers (Online and adapted due to Covid). Followed up by email.

Table 5 A chronology of data collection in cycle 2

I contacted both teacher educators in June 2019 with the participant information in case these had been misplaced from the initial visit in October 2018. I also spoke to

both at the partnership meeting that month and they verbally agreed to participate. In July 2019, TE B contacted me to let me know that they had left the college having taken voluntary redundancy. In August, I contacted the three trainee teachers who had agreed to participate in the next stage of the research.

I arranged to visit the site on 20th September, 2019 and conducted the semi-structured interview with TE C. At this point, TE C expressed surprise at the fact that I would be filming the classes and that we would view the recordings together. They agreed to me visiting the class in October 2019 and recording this although not to participating in the SRI.

I wouldn't feel comfortable. I wouldn't like it. (TE C)

It struck me that not all teacher educators are willing to open themselves up to the vulnerability of watching a recording of their practice with another and that this is potentially risky in the performative environment of FE (Powell, 2016). I reflected on the reasons why TE C did not agree to participating in the SRI and had to take into consideration their dual role at the site.

They also stated that they were only teaching the group until December 2019 which I had known from the beginning of the research. However, we agreed that I would visit the Year 2 class on 8th October. Unfortunately, this was cancelled by TE C just a couple of days prior to the visit. At the same time, the other Year 2 teacher educator had taken over new responsibilities in the merger of the two colleges and informed me that they would no longer be teaching Year 2. This created a situation where it appeared that the research study would be paused if not terminated and I discussed the dilemma with TE A and both supervisors. The messiness of action research (Cook, 2009) had become a reality and I was faced with a complex, difficult and unpredictable dilemma (Adamson & Walker, 2011). This situation effectively paused the research and removed the opportunity to share any findings from cycle 1 with the participants. A number of options were considered including following TE B or TE A at their new employment, continuing to research with the trainees only and pursuing North West College with a view to working with a new teacher educator when appointed. Fortunately, the latter materialised and I was given permission to contact TE D by email. They were interested in the research although wanted to learn more about it and we agreed to meet for an initial discussion. This took place at the site on

30th October, 2019 in an open learning area of the college and lasted for fifty-five minutes. This was a two-way dialogue, a conversation and I was very aware of the need to build trust and rapport without placing any pressure on TE D to participate. It was apparent that this was an ethical dilemma (Brydon-Miller, 2021) and I was reminded of the need for covenantal ethics (Stevens et al., 2016) linking to Nodding's (2013) ethics of care, the need for reciprocal relationships and fairer power relations. TE D was potentially going to enable the planned research to proceed although they were new to both the college and the role and I did not wish to take advantage of this. Recognising the need for voluntary informed consent (BERA, 2018), the conversation was led by questions from TE D followed by information from myself. TE D agreed to participate and signed the consent form. We arranged that I would return to the site to conduct a semi-structured interview the following week.

I didn't know what to expect as I had never spoken to TE D in person before. They are new to teacher education and the site. They seem keen to be involved as a way to help them understand the role. They are used to being filmed teaching in schools although this was often used in a negative way as part of performance management. I just felt grateful. (Research journal entry 30/10/19).

I returned to the site on 6th November to conduct the semi-structured interview with TE D using the schedule of questions (Appendix 1). The interview lasted one hour and took place in a neutral office space which offered greater privacy. The rapport built on the previous visit facilitated ease (Kline, 2020) in the interview and promoted detailed responses. The visit to the class was arranged for one month ahead to enable TE D to shadow TE C for a few weeks prior to taking full teaching responsibility for the group.

The next visit took place on 3rd December, 2019 by which time the group were almost at the end of term 1 in Year 2. They had started Year 2 with TE C but they had stopped teaching in mid-November. TE D then took over and had only taught the group on their own for two weeks prior to my visit to film the class. They had been moved to a smaller classroom which had computer benches around the sides with screens between each computer. The room was set up for computing examination purposes. There was a central table although this was small and

movement around the classroom was quite difficult. This presented a dilemma as to where to position the camera and myself and ultimately, we were both at the front of the classroom. This time, I felt less unobtrusive and a little in the way. I was glad that I was close to the camera as this stopped recording after thirty minutes and had to be restarted. There were ten students present and one arrived just before I stopped recording at sixty minutes.

Following a short break, I facilitated a focus group with eleven students, ten of whom had been present for the entire filmed session. TE D left the classroom for the twenty-minute duration of the focus group. I reminded the students about the purpose of the research, of values and of modelling and spoke again about values being modelled outside of the classroom. I asked them what values they had seen TE D model during the class. There were a number of issues which had an impact on this focus group. One trainee had left the group who it transpired was TT 3 who had previously agreed to be filmed teaching as part of the small sample. This explained why they had not responded to email communication. Also a new trainee had joined at the start of Year 2. This seemed to change the dynamics of the group who were quite different to how they had been at the end of Year 1.

The students had not enjoyed the start of Year 2 and felt that knowledge had been 'thrown 'at them. They 'didn't understand the content and this was not checked'. They had been 'miserable'. They had also changed rooms the previous week to the IT room used for examinations. They were quite militant, upset and distracted and felt the college had got the course revalidated with the university and then they had moved the classroom. One trainee said that she would refuse to attend next week unless they got the room changed. I needed to focus the trainees on the purpose of the focus group and they were able to move away from their dissatisfaction to identify values displayed by TE D. At this point, I was also able to speak with TT 1 and TT 2 to arrange to visit and film their classes. Although I was disappointed that TT 3 had left the course, I decided to proceed with just the two trainees rather than ask anyone else to participate. This was mainly influenced by the antagonistic feelings I had witnessed during the focus group. I arranged to meet TE D at the site on the 18th December to conduct the SRI. Unfortunately, this date was then postponed by TE D due to illness which was followed by the college holidays and then a pre-booked vacation resulting in a lengthy delay of three months.

I had the chance to turn the lens on myself on 19th December 2019 when I arranged to meet TE A at their institution to participate in an SRI. To complete the requirements of a professional learning programme, TE A had requested to film one hour of a class that I was teaching in October 2019. The class was Year 2 of the Certificate in Education/PGCE programme. I seized the opportunity to meet with TE A and view the recording together at their institution. I had previously filmed myself teaching on a number of occasions having participated in a pilot project and then the full roll out of video enhanced observations (VEO) at my primary employment. This meant that I was familiar with seeing and hearing myself teaching and was not distracted by my appearance or the sound of my voice. The fact that I was watching this with a former colleague also meant that I felt comfortable and did not experience any anxieties about vulnerability. Unfortunately, the sound quality of the recording was poor and it was difficult to hear all of the spoken aspects of the session. However, despite the length of time since the recording had taken place, I had a good recall of the session and was able to reconstruct most aspects and to observe all of the non-verbal communication. I paused the film eleven times and identified a range of values and how I was modelling these. I reflected on the importance of minimising any anxieties around the SRI and to stress the importance of identifying values rather than judging performance.

I had arranged to visit TT 1 during the focus group previously outlined and the visit took place on 7th February ,2020. There was some initial confusion on my part as I had assumed they were teaching at the site where all the research had been conducted only to realise that they were teaching at the college with which they had merged. I was familiar with the institution as this is where I completed my initial teacher training and taught for a number of years and still managed to make it to the classroom for the start of the session. They were teaching the Access to Higher Education Social Sciences pathway and there were ten students in the class all aged nineteen and above. I had sent the participant information sheets in advance and TT 1 had shared these and obtained the signed consent forms. I filmed the class for thirty minutes positioning the camera at the rear of the classroom and myself at the side. I made notes throughout as with previous sessions that I had filmed. The trainee teacher was also being observed at the same time by their mentor for the PGCE.

The focus group with the students took place immediately following the filming of the class and was attended by all ten students (Appendix 16). I explained the purpose of the research, clarified values and modelling. I explained that I would be recording and that they could stop the recording at any point. I asked the students to identify values that they had seen TT 1 model in the session and to give examples of how they had done this. All ten students made a contribution. The students were extremely articulate and able to express clearly the values they had seen TT1 modelling in the session. They also brought in examples of how these values are modelled at other times outside of the classroom.

This visit seemed profound and is reflected in this entry:

I came away this morning feeling so proud of TT 1. They have achieved the goals they had two years ago on the level 3 course. They care. Occupational socialisation in action. TT 1 is a nurse and this shines through. I feel I have come full circle from doing my ITE here and those early years of teaching. (Researcher journal entry 07/02/20)

TT 1 offered to visit the college where I was employed for our meeting on 14th February, 2020 as this was closer geographically to their home and was familiar to them as they had completed the AET here. I conducted the semi structured interview initially having explained that I would be recording this followed by the SRI. In total, the meeting lasted for one hour and twenty minutes. I explained the process to TT 1 and they were asked to pause the recording when they saw that they were modelling a value which they did ten times (Appendix 17).

TT 1 initially found the process of noticing where they were modelling their values extremely difficult. This was explained as *the initial shock* of seeing and hearing themselves on film. The fact that the SRI took place only one week after filming resulted in TT 1 having clear memories of the session and how the students performed. They were also being observed by their mentor for the PGCE in this session and will have been required to reflect in detail on the teaching, learning and assessment strategies utilised in the session. TT 1 initially tended to notice what was happening in the session rather than how they were modelling values. However, after some additional prompting which meant that I paused the film on six occasions, TT 1 identified eleven values (Appendix 18). I felt I needed to step in a little in the

early stages of the SRI as it was in danger of heading down a self-judgement of their performance rather than an identification of values and how these were being modelled. At the same time, I did not want to over direct the process or coerce TT 1 towards particular language.

The SRI took place with TE D on 11th March, 2020 in a classroom at the site (Appendix 19). I explained to TE D the process, to watch the recording and to pause the film where they recognised that they were modelling a value. TE D paused the recording on thirteen occasions and the SRI lasted for one hour as another teacher had booked to use the classroom. TE D experienced challenges in being able to identify how they modelled values in their teaching and were more focused on how they were managing the group. They were also interested to see that they had offered one to one support at the start of the class although none of the trainees had taken up this offer. There had been a difficult transition in the first half term of Year 2 for the trainee teachers, adjusting to TE C and then adapting to TE D. TE D was interested and noticing how they were negotiating rules around having drinks in the class and settling the group at the start of the session. The room change had contributed to the disruption to learning. TE D was concerned that the students had not been given time to think or to work collaboratively in this academic year.

The SRI with TE D reveals the position they were in at the time of the class and the “human and contextual messiness” (Mockler, 2017, pxx) of their situation. They were new to the role of teacher educator and to the site, and only two weeks in to teaching an established group who had experienced difficulties in the transition from Year 1 to Year 2. The identification of values being modelled during the SRI (Appendix 20) took second place to the observation of the mechanics of the class and the extent to which the activity worked. TE D may also have struggled with verbalising tacit knowledge and automatic thinking (Calderhead, 1981) as they were so new to the role.

Within two weeks of the SRI with TE D, the country had gone into lockdown due to the COVID-19 pandemic and all teacher education was moved online. This was a time of hyper activity prior to the Easter break following which TE D had COVID-19 themselves for two weeks. I was able to make email contact with TE D but by this time, all their teaching was tutorial based on a one to one basis using Zoom.

Consequently, there was no further filming of the teacher education classes or stimulated recall interviews. This presented a new dilemma to the research as to how best to proceed and I requested to meet TE D online using Zoom and a semi structured interview took place on 6th May 2020. I requested permission to record the interview.

In response to the pivot online, TE D explained that they had become ill and unable to work for a fortnight. There had been no preparation for online teaching and they felt panic about the situation and about the trainees being able to complete all the work. Anxiety levels had risen significantly. There was a requirement by the institution to log the participation by each student through all online platforms and this added to the pressure. After the initial period of adjustment, TE D explained that it became more easeful with one to one tutorials.

The timing of the pandemic for TE D and the transition to online meant that the majority of the teaching for Year 2 had already been completed. TE D valued the opportunity to build relationships with the trainee teachers online and the values previously identified of support, listening and meeting students' needs came to the forefront. Old disagreements were put to one side and surviving the pandemic and the challenges of completing a teacher education qualification took on new meaning. The role of the teacher educator changed for TE D from 'getting the lesson right' to supporting trainee teachers in their own homes. Despite the initial feelings of panic and anxiety caused by the onset of the pandemic and subsequent lockdown, TE D took a number of positives from the experience of teaching online. Being released from weekly whole group teaching resulted in the initial core values being modelled and an ethics of care.

The opportunity to conduct a focus group with the Year 2 trainee teachers following a filmed session had been removed due to circumstances which were beyond my control as a researcher. I was concerned that I had insufficient data to answer research question 4, how have your teacher educators modelled values over the period of your teacher training and how has this helped you to develop your own values?

I considered creating a questionnaire for the trainee teachers to complete although I was concerned that the response rate would be low due to the very difficult

circumstances in which we found ourselves. I approached the Year 2 teacher educator, TE D, in late May 2020 to ask if they could invite the trainees to a focus group online as we were still in lockdown. TE D requested that this should be arranged after they had completed all the work so the date was set for 16th June, 2020 and took place online using Teams. I asked permission for the discussion to be recorded. Two trainee teachers joined the focus group and three trainee teachers responded to the question via email (Appendices 21 and 22).

The two trainee teachers in the focus group were TT 1 and 6 from the focus group held in April 2019 and considered themselves to be 'the committed two'. They were present in all the focus group discussions over the two years and I reminded them of the values they had noticed in TE B at the start of their teacher education programme. Their initial comments focused on the fact that Year 2 had been much more about learning from mentors and *on the job*. They had both experienced a significant increase in teaching hours and responsibilities during Year 2. They reflected on how their own values had changed since the start of the programme. The three trainee teachers who responded via email having not been able to attend the online meeting provided detailed written responses. Whilst the response rate was low, the richness of the dialogue and the written reflections provided significant data.

The data collected during cycle 2 was transcribed and analysed following the processes utilised in cycle 1. As I began to analyse the transcripts of the SSIs with TE C and TE D, I identified potential codes for the data and used colour highlighter pens to distinguish these. I identified provisional themes, revisited the data repeatedly to look for key words being used and manually placed the codes under these headings prior to finalising the three themes. The process of analysis of the three interviews with the teacher educators led to the identification of a typology of orientations to values which distinguished learning, the end product of the trained teacher and building relationships. This deep immersion with the words and language in the interviews with the three teacher educators showed the stark differences in the values being expressed by the teacher educators and the identification of the typology of orientations to values. The recording of TE D's and TT1's classes, transcription and subsequent analysis mirrored the processes used in cycle 1. The advent of COVID-19 in March 2020 led to a change in how the data was collected and the SSI with TE D and second focus group with trainee teachers were

held online and recorded. These were transcribed verbatim whilst the email responses did not require transcription prior to thematic analysis.

4.3.4 Reflexive account of cycle 3

Date	Data collection
November 2020	Filmed session with TT 2, now qualified. (Online). Focus group with TT 2's students (Online). Semi-structured interview with TT 2 (Online). TT 2 completes SRI alone.

Table 6 A chronology of data collection in cycle 3

The filming of the class for Trainee Teacher 2 had to be postponed on a number of occasions due to the pandemic and the uncertainty of the situation. I maintained email communication with TT 2 throughout this time. The visit to the class did not take place until 9th November, 2020 which was after TT 2 had successfully completed their PGCE and was qualified. The country had just entered the second lockdown and teaching had returned to online using Teams. TT 2 had shared the participant information sheets and had obtained the signed consent forms electronically. I joined the class and requested that it be recorded for the hour prior to break. The focus group took place during the break in the class with fifteen students aged 16 to 18 and lasted for fifteen minutes. The students expressed respect and love for TT 2 and identified a number of values in her teaching of this session. They also brought in values modelled in other sessions.

I endeavoured to arrange an SRI with TT 2 although this was not possible as they were now teaching full time. We agreed that TT 2 would view the recording independently and note the values they observed and how they modelled these in an email. The number of values identified by TT 2 was lower than the other trainee teacher and teacher educators and this may have been because they watched the film alone. This is not to say that I was prompting the other participants but that watching the recording with another person may have enhanced their ability to reflect through pausing and talking about aspects of the class (Endacott, 2016). I met with TT 2 online on 13th November 2020 to conduct a thirty-minute semi-structured interview around their background and journey into teaching. Again, I requested

permission to record the interview and informed TT 2 that they could stop this at any point. Whilst conducting meetings online negated the need for additional recording equipment, I was reliant on TT 2 being able to send me the recordings as they had all been completed using Teams within the institution.

The transcription of this final filmed session, focus group and semi-structured interview completed the data collection with the research participants at the site of practice. This added to the application of codes and generation of themes around the modelling of values by trainee teachers.

3.5 Reflexive account of validation events following the research cycles

I presented initial findings at the University of Huddersfield conference (online) in July 2021 and the session was attended by nine FE -based teacher educators, one university-based teacher educator and the Head of Initial Teacher Education at the ETF. I obtained verbal consent from the participants and created a padlet, asking the participants to respond to four questions:

Q.1 What do you make of these findings? What strikes you about them?

Q.2 To what extent do the findings resonate with your own experience as an FE teacher educator?

Q.3 Do you think there is anything missing from these findings?

Q.4 If storytelling is a way to model values, what stories of challenges in practice (White & Timmermans, 2021) do you tell your trainees?

The interest in the research and the extent to which it resonated with the participants was profound. There was recognition that this aspect of modelling in teacher education is largely implicit and should receive increased attention as teachers are often unaware of the impact they have. The transcript of the padlet is shown in Appendix 7.

I also presented initial findings at the UCET Post-16 Forum (online) in May 2022 and the session was attended by eleven university and FE teacher educators. I obtained verbal consent from the participants. I created a padlet and asked the participants to respond to the same four questions as in the previous validation event. Their responses are transcribed and included in Appendix 8. The findings shared at this

event included those that emerged from Cycle 2 and 3 which occurred during the pandemic and the pivot to online teaching and learning. The research findings resonated with the participants and useful points raised regarding the impact of the pandemic and the how mentors model values with trainee teachers.

A final validation opportunity arose at the ARPCE conference in July 2022. The 2020 conference was cancelled due to the pandemic so this was a valuable event at which to share my research findings. The session was attended by eleven participants of whom five were FE teacher educators and open questions were asked following the presentation. There was limited time available due to the allocation being only thirty minutes. A transcript of comments is included in Appendix 9. There was a recognition of the importance of values during the pandemic and the sense of hope that is still emerging after the pandemic.

4.4. Summary

This chapter has provided a chronicle of the data collection and details of the research participants. In recognition of the messiness of action research (Cook, 2009), this reflexive account tells the story of the research from the initial stages, through the three cycles of action research, the analysis and the validation events. It provides an account of the discomfort (Pillow, 2003) and challenges experienced in addition to the joy of researching for over two years.

Chapter 5 Analysis 1: The teacher educator and their values

5.1 Introduction

This chapter initially presents the map of the eleven projects of the university-validated, FE-based teacher education programme (Kemmis et al., 2014a; Kemmis, 2022a) based at the FE college where this study took place. Then it ‘zooms in’ (Nicolini, 2012) to look at the two projects this study is about: teacher education classes and trainee teachers’ teaching practices. It is then structured around the narratives of the teacher educators and their “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) related to their pathway to becoming a teacher educator in FE, their values, how they understand modelling and how they view their role. This chapter seeks to answer the study’s first research question: How do teachers educators understand values as part of the pedagogy of initial teacher education? The individual pathways and biographies are important and relevant to their disposition, values and pedagogical choices (Lunenberg et al., 2007a).

5.2 The projects

The eleven projects which constitute the university-validated, FE-based teacher education programme in this study are illustrated in Figure 6. The map shows the workplace learning projects and the college-based learning projects which constitute the teacher education programme at the site. The eleven projects have been identified from the data in this study including the filming of classes, stimulated recall interviews, interviews and focus groups. The requirements of the university ITE curriculum and the expectations of the workplace are also considered in the identification of the projects. The in-service trainee teacher enters the programme and commences both workplace learning and college-based concurrently, moving constantly between the two. Four of the projects are depicted as being located on the boundary as they exist in the liminal space across both aspects of the teacher education programme. Trainee teachers may experience tensions as they navigate the boundary crossing between the workplace and the college-based learning of the teacher education programme (Orr & Simmons, 2010). The study ‘zooms in’

(Nicolini, 2012) on the two projects of teacher education classes and trainee teachers' teaching practices.

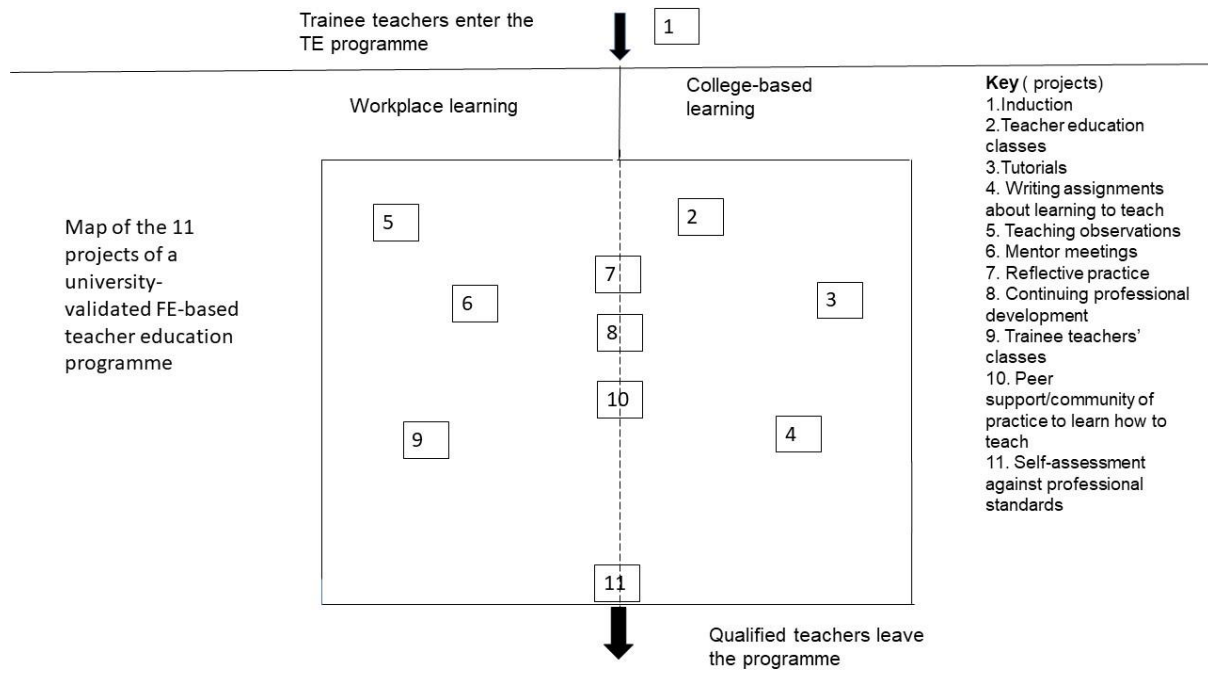


Figure 6 Map of the projects of a university-validated FE-based teacher education programme

The ecologies of practices for the two projects are illustrated in Figures 7 and 8. These show the practices which are present in each of the two projects of the study and the relationships which exist between these practices. The practices and the relationships have been informed by the data from this study collected through interviews, filming of classes of teacher educators and trainee teachers, stimulated recall interviews and focus groups. Figures 7 and 8 also illustrate, using a red dashed arrow, where the practices become the practice architectures, the arrangements that shape the sayings, doings and relating, of other practices (Kemmis, 2022).

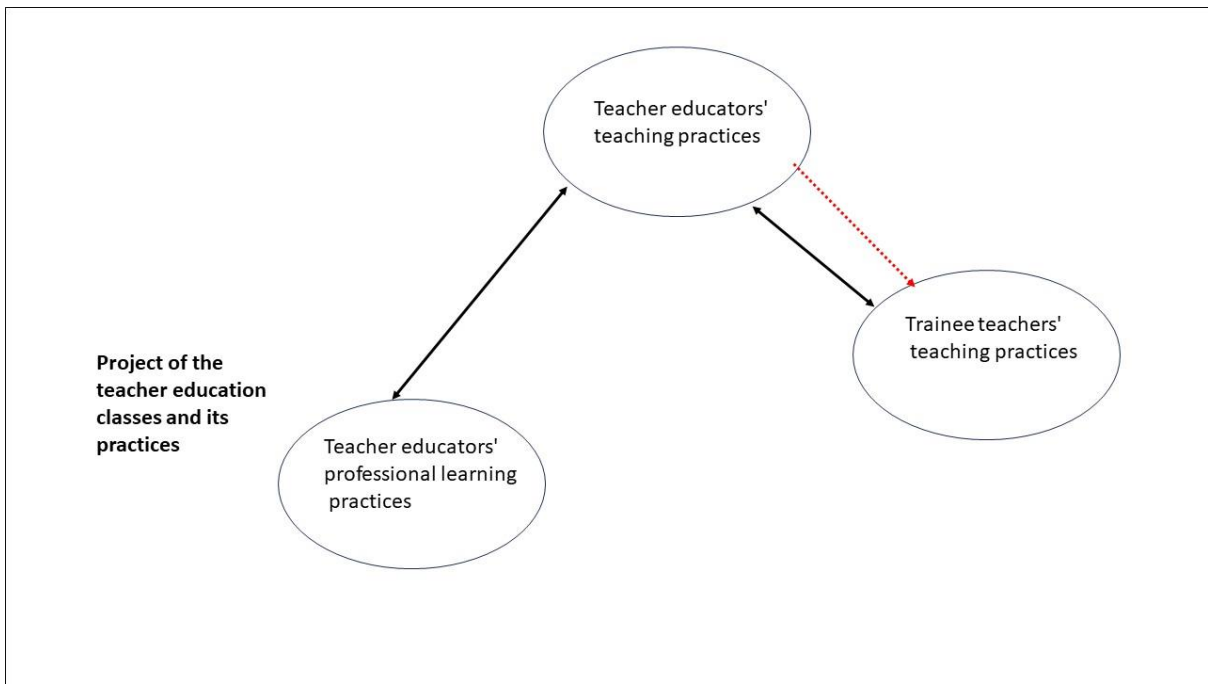


Figure 7 Project of the teacher education classes and its practices

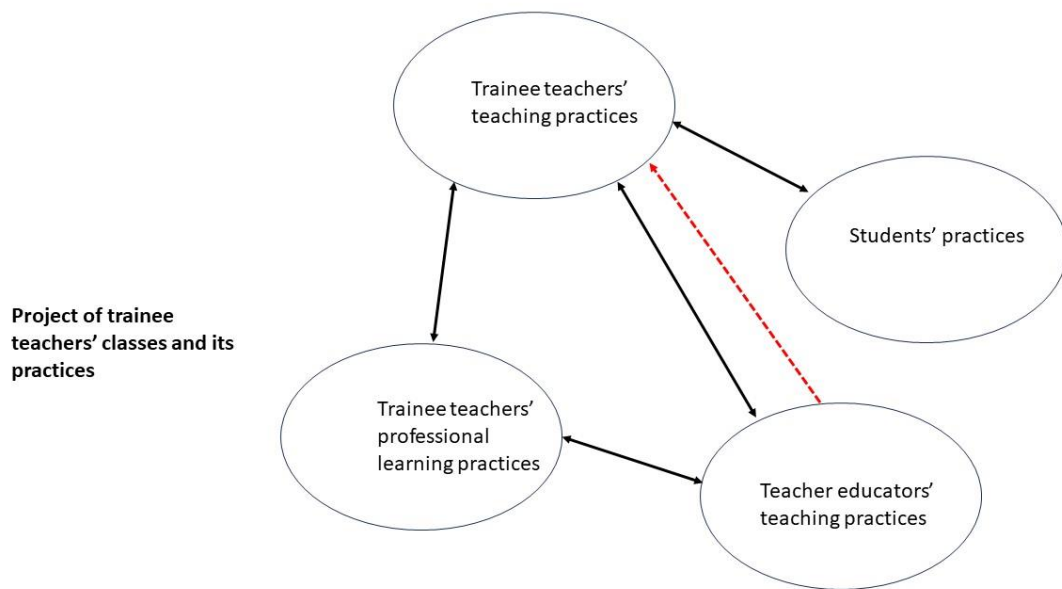


Figure 8 Project of the trainee teachers' classes and its practices

5.3 Pathways to becoming a teacher educator in FE

The routes to becoming a teacher educator in FE are diverse and rarely linear or straightforward. They are frequently unintended (Noel, 2006) and follow multiple routes (Loo, 2020). All three teacher educators studied at an FE college on leaving school.

TE B trained in a vocational area after completing A-levels and pursued this for seventeen years both as an employee and small business owner. They became an FE teacher at North West College and taught their specialist subject for sixteen years before being asked to become an improvement practitioner (IP), supporting teachers to develop their practice. Whilst completing a degree in Education, TE B realised their passion for education and became a teacher educator.

TE B: *As soon as I started to teach, I loved it. I kind of thought I am a teacher. I always say that and some people might disagree but I think you are a teacher or you are not. Once I started doing the degree, the teaching observations and the IP role, it made me think that it was education itself that I had the passion for.*

TE C pursued an academic route into HE and following a brief period working in business, they trained to be an FE teacher and returned to NW College to teach A-levels. After five years they were approached to lead the curriculum area that included teacher education. Teaching on the programmes followed at a later date.

TE C: *My manager at the time asked me and said I would need to be really organised to run all the courses and that it would be right up my street. I went for the job and got it.*

TE D experienced a more circuitous pathway to becoming a teacher educator and their school experience had an impact on their decision not to pursue further education for a number of years.

TE D: *I lacked confidence in myself. I was so like the typical adult learner. I had an unpleasant school and didn't do well. I thought I was stupid.*

TE D worked in finance for ten years before returning to education.

TE D: I started to meet other people who had degrees, who had been to university and one suggested I do a course.

Following this, they completed a PGCE for FE and began what they called a 'career teacher path', teaching in secondary education and completing a Graduate Teacher Programme (GTP) as the teacher training they had completed was not accepted in schools at the time. They became involved in the teaching of vocational education in their subject specialism in secondary schools.

TE D: Years went by and a change of government. I could see that vocational education was going to disappear out of schools.

Further experience in the secondary sector involved taking responsibility for NQTs before TE D took early retirement. The teacher educator role, combined with teaching other HE programmes led TE D to North West College and a return to teaching.

TE D: I was so pleased that I got the job. I know how I got here and know there are so many other people like me who had had an unfortunate experience at school.

There are many "shared aspects of historicity" (Wood et al., 2016, p.3) between myself and the participants. My own pathway to becoming a teacher educator which involved study at an FE college post sixteen, a vocational degree, years working in industry followed by teaching my specialist subjects and ITE in FE, shares many of the characteristics of the participants' journeys and that of TE A. The 'accidental' nature of the transition (Simmons & Thompson, 2007) is a common feature as is gender and ethnicity. All the participants are female, white and middle aged or older (Noel, 2006; Simmons & Thompson, 2007; Crawley, 2016; Springbett, 2015, 2018) and had studied in an FE college at some point in their education. The contributions from the validation event (UCET, 2022) corroborate the findings on the accidental pathway to teacher education although one stated that it was a combination of "coincidental, accidental and intentional". They were at different stages of the transition from teacher to teacher educator and the move from "first order to second order practice". (Springbett, 2015, p.37). Boyd et al.(2011) conclude that this transition is around three years and Crawley (2013), whilst not specifying an exact time period, concludes that it may take some years to feel confident as a teacher educator. Two of the teacher educators had made

the transition from teacher to teacher educator at the college where they were already teaching and perhaps had not had to “establish credibility for acceptance within their institution” (Simmons & Thompson, 2007, p.39). Springbett (2015) suggests the transition is more difficult for those teaching in other sectors who make the move into FE teaching at the same time as becoming an FE-based teacher educator. This emphasises the additional challenges for TE D and whilst there are similarities in the pathways, there are differences which contribute to variations in the values identified.

5.4 Values identified

The teacher educators were provided with the working definition of values being used in the study, providing a “language of articulation to help frame the discussion” (Swart et al., 2007, p.2 as cited in Loo, 2020, p.6) around values. They were asked to identify their values without prompts or the provision of examples. This was a deliberate choice as I did not want to influence the participants in their personal selection of values. An alternative approach may have been to use the Personal Values Card Sort exercise (Miller et al., 2001). The questioning was designed to encourage the teacher educators to reveal their “principled disposition” rather than their “principled preference” which Carr (2011, p.171) states “may be a notional position to which they pay little more than lip service”. The distinction was not made in the questioning between personal and professional standards. There is recognition that it is difficult to make a distinction between personal and professional values in education and training (Carr, 2006) and that teachers are not able to separate their own moral character from their professional self (Tirri, 2010; Sutrop, 2014). Only TE B made reference to the values included in the Professional Standards (ETF, 2014) which suggests that these did not readily spring to mind for all the teacher educators. McAteer (2020) points to the challenge of identifying one’s own values and the number of values listed in Table 7, identified by the teacher educators suggests the level of complexity associated with the question. Contributions from the validation events (University of Huddersfield, 2021; UCET, 2022) confirm that teacher educators may not always be fully aware of their values.

I think the values part is not explicit or thought about by us but used in the class without thought.

It struck me that whilst we might all subscribe to specific values in the abstract, the issues are in the details of how we behave and our understanding of the potential impacts of our own behaviour. I also thought about the extent of those things which are both unintentional and of which we are unaware.

I am going to be honest and say while I would have been able (I think; hindsight being a wonderful thing) to express my values.... I was not as experienced as I am now and though core values remain the same, I would suggest I shout louder about some of them at times (my own learning over time).

TE B	TE C	TE D
ETF professional values	High expectations	Relationships
Open-minded	Do the job well	Trust
Calm	Teaching not a tick box	Honesty
Focus on the learners	Learn together	Empowerment
Focus on what matters	Stickler for detail	Integrity
Honesty		Equality & diversity
Being reflective		
Empathy		
Teacher as learner		
Non-judgmental		
Willing to challenge		
Transformational learning		

Table 7 Values identified by the teacher educators

The teacher educators were able to draw on life and work experiences to help them articulate their values. An analysis of the values identified by the three teacher educators identified a typology in terms of orientation in the pedagogy of teacher education. The typology includes three orientations to values: the learning itself which can be viewed as the process, the end product of the trained teacher and finally, a focus on the relationship with students. The orientation of values by the teacher educators are part of their practice and impact their “sayings, doings and relatings” (Kemmis et al., 2014a, p.38). Kemmis (2022a) points to these as being in the cognitive, psychomotor, and affective domains and the values feature particularly in the latter but also direct all aspects of their practice. The orientation to values of the teacher educator, a key project in learning to teach in FE, are both constraining

and enabling practice architectures in the social-political arrangements (Kemmis et al., 2014a).

The focus on learning features strongly with the values identified by TE B. Empathy is also discussed here:

TE B: *I like learning. Always put yourself on the other side of the desk. Always teach as if you are a learner...to get trainees to understand empathy and not to make judgements.*

TE B was undecided as to whether empathy was learned from their previous career or if they already held this as a strong value.

TE B: *Maybe we are drawn to certain careers because of the characteristics or values we have. Generally, teachers are nice, kind people.*

The focus on the product of the course is foregrounded in the values of TE C and the importance of developing teachers.

TE C: *The course isn't about ticking the boxes, it's about making them great teachers and that's what I want to be able to do. It's really important that if people want to do this job, they need to do it properly... and not in a mediocre way. I want them to be better teachers than me.*

TE C also recognised the importance of balancing the need to achieve with taking care of wider issues and understanding that trainees are individuals.

TE C: *I like to think I've got a nice balance. I need to think how I come across to the students so they know that I do care as well as wanting them to be the best that they can.*

The focus on the teacher-student relationship is prioritised by TE D in their identification of values.

TE D: *Relationships and building trust in a relationship...getting to know your students and having some compromise. Just telling them what to do breaks down relationships.*

TE D believed in empowering students and working towards parity of esteem between vocational and academic qualifications. Drawing on their involvement in vocational education in secondary schools.

TE D: *We need to put the values of rigour into vocational qualifications...not necessarily exams...but that we're not helping students too much.*

Personal life history including having a sibling with Downs syndrome was also mentioned by TE D as a powerful influence on their values.

TE D: *Equality and diversity come from my personal experiences in life. I was brought up with a sense of community and have always been involved. My Mum set up a charity for adults with learning difficulties and I've always done something like that...helping out in primary school and running community groups. When I was at school, all I wanted to do was teach people with special educational needs.*

All of the teacher educators were driven by the desire to see progress in the trainee teachers, and this represents consistency across the three orientations of the participants.

TE B: *Seeing what the trainees do with their learning and what they put into practice. The rest is just remembering stuff.*

TE C: *I love to hear that my trainees are doing well.*

TE D: *Seeing the process of people developing. It's really tough at first but to get to the end of a course and see how someone has blossomed and gained confidence, resilience and belief in themselves.*

The values identified here represent similarities and divergence and impact how they view modelling and their role as a teacher educator in FE. They act as powerful practice architectures in the project of learning to teach in FE.

5.5 Understanding of modelling

The teacher educators were asked about their understanding of modelling as part of their teaching practice. I chose not to provide a detailed explanation of modelling as I particularly wanted them to be able to express themselves in an honest fashion. The views fitted with the notion of implicit modelling (being a good example) in the dichotomy of implicit and explicit modelling (Lunenberg et al., 2007a) or congruent teaching (Swennen et al., 2008). The teacher educators did not mention aspects of explicit modelling or congruent teaching such as thinking aloud, explaining pedagogical choices or co-teaching. In terms of White's (2011) continuum of

modelling, the views expressed by Teacher Educators B, C and D placed them at the “role play” end of the continuum without explanation of “their own reasoning about their practice” (ibid, p.488). There is a recognition that most teacher educators struggle to articulate how they model (Swennen et al., 2008) and that they lack the skills to make their teaching explicit (Lunenberg et al., 2007a) which supports the responses in this study. There is a level of “cognitive challenge” (White, 2011, p.488) in the articulation of reasoning. The majority of modelling by teacher educators is implicit (Loughran & Berry, 2005; Lunenberg et al., 2007a; Powell, 2016; Montenegro, 2020).

TE B: *If you're a subject specialist teacher, you model the good practice as you teach. That's the same in teacher education as you model being a good teacher to trainee teachers. Well, I hope you do. We are teaching teachers to teach in FE, that's how we learn by imitating what we see.*

TE C: *I would say it's doing the things that people are then going to repeat and look to do. So sometimes they'll take an activity that you've used and they'll go and do it.*

TE D: *You're like an actor in some ways, you have to become a persona.*

The focus of the modelling identified by the teacher educators was predominantly around teaching strategies and revealed a range of sophistication in terms of their understanding about learning. They showed a largely reductive and narrow view of learning to teach which seems to show similarities with the concept of “teaching as a craft” suggested by Winch et al.,(2015) and described as “ the acquisition of relevant know-how through the experience of watching and learning from experienced practitioners” (ibid, p.208). This confirms Montenegro’s view (2020) that limited preconceptions around modelling may lead to a focus on “tips and tricks” (ibid, p.8). The teacher educator’s level of understanding of learning is seen as a constraining or enabling practice architecture in the project of learning to teach in FE in the cultural-discursive arrangements (Kemmis et al., 2014a).

TE B: *Teacher education is part of HE and it takes on many forms...it's slightly different but because we are teaching post 16 in FE, we model an FE classroom. That's important.*

TE C: *Yes and also about their presence in the classroom and how they are and I would hope that they get how important it is that you take*

every minute that you've got of your lesson and that you have those high standards-. I'm a stickler for detail and that is what I want them to be able to model as well. I think it's back to the it's not ok to turn up with a bit of a plan-. Actually, they need to turn up with an hour and a half of really good learning opportunities for their students-.

TE D did mention the modelling of values. *Sometimes you have to model certain values even if you might not do that in your personal life. If you are out on a Saturday night-.*

The teacher educators discussed any planning that they do for modelling in their teacher education classes and this related to the content and organisation of the sessions.

TE B: *I plan the session the same way as for an FE vocational subject because there is still a practical element...how you set up an activity...how you organise the group and plan the lesson as I had for fifteen years before.*

TE C: *When I'm planning my lessons I want to make sure that everything is there in the way that it should be to be delivered and in the way I would like my trainees to take from that. So I think, you know in terms of getting the importance across of what they're doing and how they're doing it in different activities and that sort of thing. I think subconsciously, yes I do and I think I probably think about it more than other teachers.*

TE D: *I am modelling the correct way to teach so there has to be learning aims and objectives, using a wide range of teaching methods, using different questioning techniques.*

There was a focus on not missing anything from a session relating to the idea of the role model, almost as if a blueprint of a session and a perfect example had to be provided (White, 2011). TE C expressed concerns about omitting anything which is then noticed by trainee teachers.

TE C: *I was feeding back on his lesson and he'd done something in groups ... and I said, do you know you need to engage them more and be doing this? And he said, you never did that with us and I said, you're absolutely right I didn't but I should have done shouldn't I?*

This teacher educator also expressed the desire to deliberately teach a 'bad' lesson as an example but felt unable to do this in practice.

TE C: *Maybe I should do a lesson where I'm really unorganised and where I don't have everything and I need to run out and get it photocopied and there's just something in me and I just can't do it.*

One of the comments at a validation event (UCET, 2022) reinforced the idea of modelling poor practice combined with critical reflection.

I think modelling is also about being a bad or mediocre teacher not just a good teacher as we would wish to model the less desirable characteristics to enable reflection on practice.

The fact that the teacher educators' responses focused on modelling of teaching strategies (albeit implicit) is not surprising and studies around modelling have been dominated by the notion of modelling of pedagogy (Robinson & Skrbic, 2016). Contributions from the validation events corroborate these findings (University of Huddersfield, 2021; UCET, 2022)

We talk about modelling in our team and we usually use this about strategies. The values part is not explicit.

I have had to learn to make my modelling more explicit...I perhaps overlook the values part.

I always say to my students that I model an example of practice, but it is up to them to interpret and take/leave aspects that do/don't resonate with.

HOW I teach IS the message - I'm an ESOL teacher and base my teaching very strongly on ESOL approaches; unaware I am modelling values in my teaching.

This participant was more certain that they model values and strategies.

I am explicit with my students about my values and the importance of them in teaching particularly FE teaching. I am explicit about role modelling practice sharing my thought processes in my planning and the choices that I make and throughout the course asking them to critically evaluate the choices made.

5.6 How do teacher educators describe their role?

In their explanations of their role, the teacher educators were overwhelmingly proud of the work they do and the impact they have on trainee teachers. The teacher educators were at different stages of developing their professional identity (Montenegro, 2020).

TE B: *I am proud to be a teacher educator and I am developing new teachers. I absolutely love it.*

TE C: *It makes me so proud when I see the former trainees we've got around college and what they've been able to do.*

TE D: *I'm proud of being a teacher educator as I'm helping to educate new teachers.*

There were differences in how they see the purpose of the role and the extent to which they are sharing expertise.

TE B: *You can't just tell everyone what you know. Some people say they've got knowledge around a subject and we can give them the teaching skills. I disagree...teaching is a vocation.*

TE C: *I'm not standing here as the expert of all teaching. I am telling you what I've learned from my experience and then over the next twelve months we are going to learn together.*

TE D: *At the moment, I'm trying to get my head around the paperwork, particularly on the uni side. I don't feel any problems about the curriculum or the teaching side or the knowledge side. This is something I did in secondary school. I'm not a geography teacher but I've taught lots of geography lessons. Looking at the PGCE, I need to update the theory and the models. I embrace that. My role is to up-knowledge.*

The words of TE D here reflect the transitions from one educational sector to another (secondary to FE), from teacher to teacher educator and from FE to HE teaching. They reflect further on their self-perception as a 'career teacher' and hence different to other teacher educators.

TE D: *I've done...perhaps unlike other teachers in FE...I see my specialism as teaching because that's what I've done. I've taught Health and Social Care and I've got a lot of personal experience of it but that was not my career. I don't see myself as a nurse first and then an educator, I see myself as a teacher. I don't know if this is because I've come up through the secondary education side where you see yourself as a career teacher. That's how I still feel.*

All of the teacher educators had multiple roles within the college as found in earlier studies (Noel, 2006; Crawley, 2013; Springbett, 2015) and the balancing of these roles presented different levels of challenge. Eliahoo (2014, p.187) identified eight different roles in her study of 70 FE-based teacher educators as "programme management, research, staff developer, advanced practitioner, administrator, mentor, teaching and learning coach, subject teacher". Powell (2016, p.41) identified six primary roles of the FE-based teacher educator as "Teacher of teachers, gatekeeper, coach, curriculum developer, broker and administrator". This is

supplemented by seven additional roles as follows which are context specific “Researcher, curriculum manager, staff developer, advanced practitioner, teaching and learning coach, subject teacher and quality assurance” (ibid). It is evident that the teacher educators working at the same college in this study experienced significantly different roles. As the network centre manager and PGCE Year 1 lecturer, TE B had the highest level of involvement with teacher education and had complementary roles as the Teaching Excellence Hub manager and lecturer on another HE level programme in the college. TE D, new to the sector and the role and also teaching on other HE level courses was not aware of difficulties in managing the different roles. TE C spent the least amount of time working in teacher education with the rest of their time being in Quality. The variation in the role of the teacher educator is viewed as a constraining or enabling practice architecture in the project of learning to teach in FE, found in the material-economic arrangements (Kemmis et al., 2014a).

TE C: I only teach a really small part of my contract and then because the rest is in quality. If you say to someone you've got a job in quality, they go what's that? And then I think if you say to people I teach the teacher training courses they always think what's that and what are you doing? I always think it's a weird thing to say that you do teacher training courses but I am really proud of it.

They also discussed their level of enjoyment and hint at the challenges of being a teacher educator and the move from “first order to second order practice” (Springbett, 2015, p.37).

TE C: But I really enjoy what I do. There have been times where I've not enjoyed it as much as teaching my subject. Erm but I think that's part of the profession within teaching that you can sort of fall out of love with it at different phases. At times it has been difficult. I always say to them that this is the best four hours of my week.

5.7 Summary

This chapter has illustrated where the teacher educators are situated in the study and goes beyond the pen portraits provided in Chapter 4. It contributes to the “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) of the teacher educators and recognises the practice architectures in the projects of learning to teach in FE .

These include their orientation to values, their level of understanding of learning and modelling and the unique and multiple roles of the teacher educator.

The narratives illustrate the pathways to becoming a teacher educator in FE follow multiple and diverse routes (Loo, 2020) although all contribute to the varying types of knowledge required by the teacher educator including “episteme... (Theory with a big T)” (Lunenberg & Korthagen, 2009, p.226) and experience. Their pathways reflect the accidental nature of the transition (Simmons & Thompson, 2007) from teacher to teacher educator and their profiles confirm with the age and gender profile categories identified in earlier studies as being white, female and middle aged or older (Noel, 2006; Simmons & Thompson, 2007; Crawley, 2016; Springbett, 2015, 2018).

The identification of values did not differentiate between personal and professional values and whilst limited, revealed three orientations to values as learning, to the end product of the trained teacher and to relationships. The understanding of modelling by the teacher educators seemed to be limited to implicit modelling (Lunenberg et al., 2007a) and centred around being a role model and a good teacher. The teacher educators foregrounded the modelling of teaching strategies and having an organised lesson which included all the required elements rather than values. The research into modelling by teacher educators in FE has previously focused on teaching strategies (Boyd, 2014; Powell, 2016). There is a move to consider the development of practical wisdom in trainee teachers (Lunenberg & Korthagen, 2009) and in the modelling of dispositions (Conklin, 2008), professional attributes (White, 2011) and characteristics (Montenegro, 2020). This suggests that teacher educators should be initiated into the role of the teacher educator with an induction programme that goes beyond the administrative, curriculum and pedagogical expectations of the role. Consideration of the “sayings, doings and relatings” (Kemmis et al., 2014a, p.38,) of the role and in particular a values clarification exercise would assist the teacher educators in “how to go on” (Kemmis et al., 2014a, p.57) in their practice.

The way that FE teacher educators perceive their role involves pride in developing new teachers and witnessing their success. Whilst there were variations in the perceptions of the purpose of the role, all the teacher educators were employed in

multiple roles at the college and there were varying degrees of challenge in balancing these (Noel, 2006; Crawley, 2013, 2016; Springbett, 2015, 2018). There is a recognition that the role of the teacher educator in FE is unique to each individual and they are variously involved in the different aspects of the role. The teacher educator who spent the least amount of time in the role experienced the highest level of personal conflict in their professional identity. Quality assurance is identified as an additional role of the FE-based teacher educator (Powell, 2016) and as an area of tension for the teacher educator in relation to institutional quality assurance structures and processes (Crossland, 2009; Boyd et al., 2010; Boyd, 2014). This may present a conflicting value position between the formal learning projects of learning to teach in FE and the workplace learning projects.

Chapter 6: Analysis 2: Teacher educators modelling values

6.1 Introduction

This chapter is structured around the practices of the teacher educators and their modelling of values. The conceptual frameworks of a layered pedagogy of teacher education (Boyd, 2014), practice architectures (Kemmis et al., 2014a) and modelling (Lunenberg et al., 2007a) have been utilised to better understand the sayings, doings and relatings of their modelling. This chapter seeks to answer the second research question: How do teacher educators model the teaching of values within a college-based ITE programme? The chapter addresses modelling by teacher educators both in and outside of the class, the extent to which trainee teachers noticed the modelling of values and what happened when there was a pivot to online teaching in response to the restrictions associated with the COVID-19 pandemic.

6.2 Modelling values in class

The analysis is presented in two sections: modelling in cycle 1 and modelling in cycle 2. This represents Year 1 and Year 2 of the ITE programme. The data presented is a summary of the data sets that can be found in Appendices 11 to 14. These are based on the full transcriptions of the three filmed classes in the stimulated recall interviews, an example of which is in Teacher Educator B's class in Appendix 11. For the filmed classes I initially analysed the teacher educator's modelling of a value and synthesised these into a table using a classification of modelling behaviours. Themes were developed following further analysis of the recording and transcript and these were then categorised as explanation, action and interaction to capture the "sayings, doings and relatings" (Kemmis et al., 2014a, p.38) of the teacher educator. The modelling of values is a combination of what the teacher educator says (explanations), does (actions) and how they relate (interactions) to the trainee teachers.

Modelling in Cycle 1

Teacher Educator B

There were twenty-eight instances of the teacher educator modelling a value in this class as identified by TE B during the initial SRI in January 2019. These are listed in Appendix 12.

There were three examples of explanation, six of action and four of interaction. These include two where there was a combination of two categories. These are explained in Table 8 below.

Value	Category of modelling	Modelling	Implicit Explicit
Students at the heart	Explanation	Saying that the students' view is the most important in Brookfield's lenses.	Implicit
Reflection	Explanation	Pointing out the importance of reflection and of using a model of reflective practice .	Implicit
Honesty	Explanation/Interaction	Personal narratives and story telling. Not molly coddling or sugar coating.	Implicit
Collaboration	Action	Planning activities so trainees can work together and share ideas.	Implicit
Calm	Action	Creating a calm environment to enable trainees to think.	Implicit
Patience	Action	Planning time to think. Giving trainees time to speak.	Implicit
Punctuality	Action	Start on time with 2 trainees. Close the door after 5 minutes.	Implicit

Difference	Action	Planning activities which encourage trainees to recognise differences, to see people as individuals.	Implicit
Professionalism	Action and explanation	Having a presence. Owning the classroom. The role of the teacher. Pointing out that you may not like your students.	Implicit
Relationships	Interaction	Building rapport. Knowing students. Making trainees feel comfortable. Listening to trainees.	Implicit
Challenge	Interaction	Knowing how to act at any one time. Knowing when to challenge and when not to.	Implicit
Sharing	Interaction	Creating an open forum for trainees to share experiences. Listening to them equally.	Implicit
Question themselves	Interaction	Not always having the answer. Encourage trainees to think beyond and look for evidence themselves. Encourage research. To question their own practice. Encourage trainees to agree or disagree.	Implicit

Table 8 Categorisation of values modelled by TE B in SRI 1

The modelling was implicit (Lunenberg et al., 2007a, p.590) in that the teacher educator demonstrated being “good examples” and did this through explanations, actions and interactions. TE B did not use explicit modelling or congruent teaching

(Swennen et al., 2008) in that they did not step outside of their practice to offer explanations of their decision making or practice.

The second SRI with TE B took place in March 2019 and there were twenty-seven instances of the teacher educator modelling a value in this class as identified by TE B. These are listed in Appendix 13. The values are indicated in the table below as twenty-one themes alongside the category of modelling and the strategy employed. There were five examples of explanation, seven of action and nine of interaction. These include two where there was a combination of two categories. These are explained in Table 9 below.

Value	Category of modelling	Modelling	Implicit Explicit
Teaching is a vocation	Explanation	Sharing a quote and voicing opinion.	Implicit
Links to theory	Explanation	Showing where theorists underpin the content.	Implicit
Learning from others	Explanation	Pointing out the value of peer observations.	Implicit
Reflection	Explanation	Explaining the value of reflection to develop own teaching.	Implicit
High expectations	Explanation	Trainees are told that they are not allowed to say they don't know to a question.	Implicit
Punctuality	Action	Start on time and close the door at the start although only 8 students present. Planning an activity which asks trainees to identify reasons for lateness and how to manage this.	Explicit
Organisation	Action	Being fully prepared.	Implicit
Collaboration	Action	Planning activities so that trainee teachers work together and share.	Implicit

Active learning/movement	Action	Planning for sessions which involve movement.	Implicit
Fun	Action	Planning an activity which involves playing a game.	Implicit
Knowing your students	Action/interaction	Knowing who to challenge.	Implicit
Thinking time	Action	Allowing time to think and to respond to questions.	Implicit
Motivation	Interaction	Using motivational language. 'You are on the home stretch now.'	Implicit
Authenticity	Interaction	Personal narrative.	Implicit
Choice	Interaction	Asking trainees how they wanted to use the time in advance and planning around that.	Implicit
Sharing knowledge	Interaction	Creating opportunities for trainee teachers to share what they know.	Implicit
Praise	Interaction	Giving positive feedback to trainees.	Implicit
Challenge	Interaction	Knowing which trainees to push further through questioning.	Implicit
Honesty	Interaction/action	Trainee teachers are encouraged to self-assess their own practice and to be honest with themselves.	Implicit
Respect	Interaction	Listening to trainee teachers. All listen to each other.	Implicit
Reflection	Interaction	Asking what would be the outcome of not reflecting.	Implicit

Table 9 Categorisation of values modelled by TE B in SRI 2

The modelling of values in this class by TE B was implicit although there was one occasion where they 'stepped outside' of their practice to ask the trainee teachers why they were being asked to complete an activity around punctuality and the strategies they could use with their own students. The punctuality in this class was

an issue with four out of twelve trainee teachers arriving late and the teacher educator wanted to highlight the value they placed on punctuality and to draw attention to the trainees' own actions. TE B explained that they had a raised level of consciousness about their 'sayings, doings and relatings' in this class indicating that being part of the study and watching oneself teach on film increases self-awareness around purpose and impact (Powell, 2016). The practices of modelling behaviours of TE B is illuminated by the theory of practice architectures (Kemmis et al., 2014a) in that they were categorised in terms of the 'sayings' which reflect the language of the cognitive domain, the 'doings', the actions of the psychomotor domain and the 'relatings', the behaviours of the affective domain. The interactions, where TE B modelled values through the 'relatings' of the affective domain, were more significant in the second SRI. The inter-subjective spaces: the semantic, physical and social (ibid) all positively supported the trainee teachers and the teacher educator.

Modelling in Cycle 2

Teacher Educator D

There were thirteen instances of the teacher educator modelling a value in this class as identified by TE D during the SRI in March 2020. These are listed in Appendix 19 and have been categorised in Table 10.

Value	Category of Modelling	Modelling	Implicit Explicit
Settling in	Action	Checking who is there, getting trainees in and settled.	Implicit
Professionalism	Action	Reminder of agreement around drinks in class. Sticking to the rules.	Implicit
Listening	Action/Interaction	Listen to the end of what the trainees saying.	Implicit
Giving students time to speak	Action /Interaction	Allowing time for trainees to speak.	Implicit
Differentiation	Action	Accommodating different levels.	Implicit

Creativity	Action	Planning for a creative task.	Implicit
Meeting needs of students	Action	Planning an activity which can be accessed on different levels by trainees.	Implicit
Support	Action	Helping trainees to make sense.	Implicit
Scaffold	Action /Explanation	Breaking down a task.	Implicit
Collaboration	Action	Planning a task which involves trainees working together.	Implicit
Questioning	Action	Planning a task which involves trainees asking each other probing questions.	Implicit
Timings	Action	Showing how to facilitate an activity to time.	Implicit
Organisation	Action	Time spent planning the session in advance.	Implicit

Table 10 Categorisation of values modelled by TE D in SRI 3

TE D had identified thirteen values during the SRI and these have been maintained in the categorisation of values shown in Table 10. The identification of values being modelled during the SRI was overshadowed by the observation of the mechanics of the class and the extent to which the activity had worked. TE D had recently taken over this class from TE C and was new to the role of teacher educator, to teaching adults and to teaching HE in FE. There had been some tensions in the group prior to this session. This may have been compounded by the length of time between the class and the SRI and feedback that they had received from the trainee teachers. The dimensions of intersubjective space, and in particular the physical space, (Kemmis et al., 2014a) had also altered from Year 1 of the ITE programme with a move to an inferior classroom and different social dynamics.

TE D: *Some of them didn't get the point of the activity in this session . I'm not saying all of them . I'd treated them as colleagues but some of them said they didn't learn anything because they didn't take any notes.*

They were also concerned with how they had come across in the session.

TE D: ...said to me the other day you look like a head teacher and it made me think do I come over, do I have this persona that I'm not aware of? So I've got these quite strong values of professionalism and organisation and getting...doing things right but does that come over in perhaps a ...?

All of the values identified were modelled through an action with two instances of combining with interaction and one instance of combining with explanation. There was concern about *getting it right* (TE D) with this group of trainee teachers following the challenges of the first term of Year 2. The modelling of values was implicit throughout which reflected the early stage of their teacher educator role.

A comparison of the values identified during the SRIs by the two teacher educators is made in Table 11. This includes the categorisation of modelling and the strategies utilised.

	SRI	Total values	Explanation	Action	Interaction	Implicit	Explicit
TE B	1	28	3	6	4	13	0
TE B	2	27	5	7	9	20	1
TE D	2	13	0	13	0	13	0

Table 11 A comparison of values identified by TE B and TE D

The comparison highlights that, with one exception, the modelling of values by both teacher educators was implicit (Lunenberg et al., 2007a) and not something that they drew attention to with the trainee teachers. This was also true for the modelling of teaching strategies observed in the recorded sessions. Participation in the research increased the level of consciousness of their “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) for TE B who used modelling strategies across the three categories of explanation, action and interaction. TE D was less able to notice and articulate their modelling of values and the mechanics of the session and *getting it right* were prioritised during the SRI. The modelling of values by TE D was centred

in actions rather than explanation and interaction. The anxiety associated with being recorded and participating in the SRI (Calderhead, 1981) may have had an impact in conjunction with the fact that TE D was new to the role of teacher educator (Noel, 2006; Crawley, 2013; Springbett, 2015), new to teaching in FE and to the group of trainee teachers.

6.3 What did the trainee teachers notice in class ?

6.3.1 Noticing in Cycle 1

Trainee teachers were asked to identify values that they had noticed their teacher educator (TE B) modelling following the first recorded session in December 2018. This was in the first term of Year 1 of the ITE programme. They identified the values of humour, punctuality, collaboration and being authentic. The trainees reflected on how the lesson had been planned to include opportunities for them to work together and to share ideas, that there was an emphasis on them being on time and that TE B shared stories from their own teaching experience. The trainee teachers noticed a relatively small amount of the 'sayings, doings and relatings' of TE B and foregrounded the content of what they had learned in the class in the focus group. In terms of Taylor's (2008, p.73) model of learning to teach, they were focused on the "cascading expertise" aspect and acquiring information and practical knowledge "transmitted from expert to novice" or "functional knowledge" (Boyd, 2014, p.52). All of the trainee teachers in the group were new to teaching and had been "thrown in at the deep end" (Orr & Simmons, 2010, p.84) which would explain their need for practical knowledge. Furthermore, whilst trainee teachers have undergone an "apprenticeship of observation" (Lortie, 1975, p.61) whilst in compulsory education, observation as a trainee teacher is quite different (Powell, 2016) and is influenced by school biography (Britzman, 2003, p.1). In addition, the trainee teachers were being asked to consider the practices of their teacher educator which undoubtedly required them "to cross boundaries which they do not normally do in the context in which they usually meet" (Barbour & Schostak, 2005, p.43), recognising the "authority of position" that the teacher educator holds in the trainees' perception (Munby & Russell, 1994, p.92). The trainee teachers had not been taught how to observe a

teacher education class (Powell, 2016). Trainee teacher 1 did mention that they were 'noticing' and this trainee had previously completed a level 3 teaching qualification.

The trainee teachers were asked again to identify any values that they had seen TE B model in the next recorded session in February 2019. Two of the trainees had moved on in terms of being able to notice the values that TEB had modelled in the session and expressed the following:

TT 2: *She is teaching us to spot what she's doing.*

TT 5: *She is practising what she preaches.*

The values identified were respect, caring, being human, motivation, punctuality and fun. The trainee teachers' primary focus was on the modelling of teaching strategies by TE B which included questioning and the use of formative assessment as these were the topic of the lesson. However, the activity to identify the reasons for lateness and how to deal with this was 'noticed' (Powell, 2016) by all of the trainee teachers as four of them were actually late to the lesson themselves. They felt that this activity linked directly to the value of punctuality and to their own practice.

6.3.2 Noticing in Cycle 2

Following the recorded session in December 2019, the trainee teachers were asked to identify the values they had seen being modelled in the session. The trainees contrasted this session with the previous sessions they had experienced in Year 2 and mentioned the value of passion in terms of the way TE D spoke to the group. They also mentioned organisation in terms of having plentiful resources for the creative activities and of being disciplined in relation to time management. *We need this as we can get off topic. As a group, we have a short attention span (TT 6).* They noticed that TE D was committed to them being independent and also to working as a team.

TT 6: *She is trying to get us to work as a team and to lighten it. The last few weeks have been dull.*

TT 7: *She is also trying to get to know us and modelling this through getting us to work together.*

TT 1: *We have been doing curriculum and policy for the last few weeks and this must have been planned to adapt. She has listened to feedback from us.*

TT 8: *She is responsive. The language this year has not been accessible. I feel the information has been thrown at us.*

TT 11: *She has taught us a way to break up space to think...different ways to think.*

TT 12: *We haven't worked together this year. It has been miserable and we haven't had the opportunity to talk to each other or to have fun.*

TT 2: *I really value the opportunity to talk to each other...I learn from others. I valued the time this morning. It was a structured time and task.*

The values which were identified as being modelled were collaborative learning, listening to feedback, use of time, discipline, thinking in different ways, organisation, listening, being clear and that learning is fun. The trainee teachers had increased their capacity to 'notice' by this stage in Year 2 of the ITE programme and appreciated the effort that TE D had invested in planning the session.

6.4 What did the trainee teachers notice outside of the class?

The trainee teachers were asked to consider the practices of TE B outside of the class towards the end of Cycle 1 in April 2019 (Appendix 14). It was recognised during the research that the teaching in class only formed one part of the ITE programme and that there were a number of alternative spaces where the teacher educator models their values. This framed the question 'How does your teacher educator model values outside of formal teaching?' Thematic analysis identified three categories of observations, feedback received on written work and tutorials.

The observations

The teaching practicum is a significant aspect of learning to teach on an ITE programme (Munby et al., 2001) and a complex process compounded by "the pressures of having to act before one understands the consequences of the choices made" (Britzman, 2003,p.3) .The way that these are conducted by the teacher educator and their "sayings, doings and relating" (Kemmis et al., 2014a,p.38) before, during and after the observations have a noticeable impact on trainee teachers. As during the taught lessons, TE B modelled their values through their explanations, actions and interactions. The trainees discussed the preparation for the observation with TE B always being on time and being as unobtrusive as possible in the room.

TT 4: *She arrives early and lets you get on with it...sits in the corner. She is very organised and has the form, you don't need to worry.*

TT 3: *You don't realise she is there.*

TT 8: *She doesn't get too involved and lets you get on with it. She goes to the back and 'tucks in' ...she's hidden and not sat at the front with a clipboard.*

TT 6: *It's quite relaxing and she doesn't want to put too much pressure on you. A few weeks ago, someone from the university was in the class when TEB was observing. It was good to see that she had to be watched as well. There is no pressure about being observed and she says that 'it is not life or death but about getting feedback'.*

There is an emphasis on putting the trainees at ease prior to and during the observation.

The feedback received on the observations resonated with the trainee teachers and was viewed as *valuable, positive and constructive* (TT 1).

TT 2: *If there's time she gives us feedback or arranges a time to do this. The feedback is very detailed and tells us what we are doing well and areas to work on. She is very supportive and gives me ideas too. We can ask for specific feedback and she suggests additional reading.*

TT 3: *She gets your take on how you thought it went and suggests strategies to improve what you are doing...to strengthen areas you are already good at and fix other areas.*

TT 1 compared the feedback from TE B with that received from their mentor.

TT 1: *Feedback from my mentor has put my back up a bit and I got defensive. TEB is positive and she will say this was good and you need to tweak this. I found my mentor being critical and I'm like yes, I know but I'm learning. It felt like a big slap down when she said I was training and not teaching. TEB says it in a way that doesn't make you come out feeling awful.*

The way in which trainee teachers are perceived within the college during the practicum is important and Fuller et al. (2005) expressed concern that trainee teachers are viewed as inexperienced teachers rather than student teachers which seems to be the case in the situation described above by TT 1. Orr and Simmons (2010, p.84) reported that "trainees were primarily identified as teachers, not as novices". This example reinforces the values demonstrated by TE B during the taught sessions.

TT 7 explained that TE B shared the same subject specialism with her and that she had found that they had much in common including salon ownership. This demonstrates the additional benefit of the teacher educator sharing their subject specialism with a trainee teacher.

TT 7: Feedback is fair. She has given me the tools she used to use when teaching Beauty. She is also open-minded to the changes in industry and that every college does things differently. I teach at a different college. It's given me a varied set of knowledge from how it was taught and gives me options.

Feedback on assignments

This was another aspect of the ITE programme where trainees felt that TE B modelled behaviours and that they learned from this.

TT 1: She instills in us how to be organised. She gives back the marks when she says she will.

TT 2: She picks them up straightaway even if it is the weekend. She gives us timely feedback and we also have a one to one tutorial with her to discuss the feedback. It is very detailed, on grammar and everything, directing us to more research and questions to think about. Not just giving answers. This has helped me with my marking and feedback ...not giving them the answer but seeing if you can get it out of them. It's these sorts of things we've picked up on.

TT 3: It's a mixture of positive and constructive feedback so you always know what you need to do to get the work to the right standard. I am being given the right information on evidence-based practice...I know I am doing the right things when I go into my classroom. TEB sits down with me and either reinforces my pre-existing ideas or corrects me and helps me to know what I should be doing.

TT 7: You get out what you put in. When she sends it back, she always does that in the time frame.

TT 13: It isn't just about change this but, and I like this, more maybe you could change this point. It's not necessarily that this is right and this is wrong. She tends to do comments on the document but if it's something more extensive, she will say she will find you in class.

There was an emphasis from the trainees that TE B placed importance on them understanding any feedback and that one to one tutorials were another significant aspect of their learning.

Tutorials

TT 3 explained that he had started teaching the foundation degree and was worried about the step up from FE and the only teaching he had done so far was on BTEC. He explained that he had raised his concerns with TE B and they began to have one to one tutorials.

TT 3: I had only taught the qualification at level 3 before and was worried. TEB was really helpful and she really went through it all...the marking, how to approach the classroom. Obviously she is teaching at that level so there is no-one better to give me advice.

TT 3 also explained that TE B had come up with a Dragon's Den idea for assessment with the students and that she had been able to bring in an expert to be on the panel. This participant felt that TE B *went above and beyond her role*.

The trainees spoke about the value of the weekly one to one tutorials that were available to all trainees.

TT 6: A straight discussion about anything we want to talk about ...hopes and fears not just about technicalities.

TT 8: She makes herself available and that passes on to us...we try to be available for our students. It's not always possible but we try.

TT 6: She is available and makes that clear. We do the same, I just don't have a room.

At the end of year 1, these trainee teachers reflected on their progress and that they were optimistic about the year ahead.

TT 13: I am excited to see the new students next year.

TT 8: There's things I will do differently from the start next year...it's difficult to change part way through the year as you have already set your stall out. I will be different with the students from day 1.

TT 6: There have been ups and downs. I've gained lots of skills and experience.

One trainee summarised their perception of TE B:

TT 7: She is everything you would expect somebody to be as a teacher.

The trainees did not articulate specifically the values being modelled by TE B outside of the taught sessions. However, they could describe the practices and behaviours of TE B that they had experienced throughout Year 1 of the ITE programme and were able to provide many examples to illustrate this. The impact on their own practice was also evident in terms of how they organise themselves, provide feedback on their own students' written work and how they make themselves available to students, indication that a layered pedagogy of teacher education is significant (Boyd, 2014) beyond the formal taught sessions of the ITE programme. The values identified by TE B as being modelled in the taught sessions are also evident in their practice outside of these sessions including the following: professionalism, relationships, punctuality, patience, challenge, organisation, praise, honesty and respect.

6.5 Reflections on the move to online teaching

The timing of the pandemic and the transition to online teaching in March 2020, followed by the Easter break and a period of illness for TE D, meant that the majority of the teaching for Year 2 had already been completed. Initially, TE D felt anxiety (Kidd & Murray, 2022) and *the need to get everything online for them*.

TE D: *It was like everyone disappeared...I wasn't getting anything back from them. When I observe them they are always very professional as teachers in their own environment but they change as students. Looking back they were in the same position as me. It dawned on one trainee that he was behaving as his own students were and not getting in contact with me.*

The initial panic of moving to online abated and the format of teaching changed.

TE D: *It's been more tutorial-based, I've not taught full sessions online so it's been more relaxed. You're inside someone's home. I'm finding out more about students...it's one to one...getting an insight into their home life and how they are coping. Trying to do a zoom with three children there.*

They recognised the challenges for trainee teachers being at home and learning how to teach online.

TE D: *All of a sudden, the teaching and the qualification has moved down the pile for a lot of the students. We are ringing up, listening to students in tears on the phone, looking after autistic children at home. They are dealing with bereavements. They are having to do exactly the same as us.*

There was recognition that the role of the teacher educator and the “nature of the relationship” (Kidd & Murray, 2020, p.549) had changed with values of care, kindness and patience being foregrounded.

TE D: I feel like my role has changed and it's now about 'How are you feeling? What's happening?'. It's more about health and well-being now. I'm sending tips on mental health. We had a meeting last week, mental health...people who are prone to depression anyway will be hard hit. Our attitudes have had to change...we have to take into consideration...there's no point in having a go at someone. We've had to adapt, listen and support and move things the best we can.

TE D: I have got to know the students better through the online experience. I have more insight through the tutorials.

TE D valued the opportunity to build relationships with the trainee teachers online and the values previously identified of support, listening and meeting students' needs came to the forefront. Old disagreements were put to one side and surviving the pandemic and the challenges of completing a teacher education qualification took on new meaning. The role of the teacher educator changed for TE D from 'getting the lesson right' to supporting trainee teachers in their own homes. Despite the initial feelings of panic and anxiety caused by the onset of the pandemic and subsequent lockdown, TE D took a number of positives from the experience of teaching online. Being released from weekly whole group teaching resulted in the initial core values being modelled and an ethics of care (Noddings, 2013; Kidd & Murray, 2020) being practised.

The three dimensions of intersubjective space: the semantic, the physical and the social spaces (Kemmis et al., 2014a) had all altered which resulted in a reframing of discourse and values. Teachers' and students' homes became “landscapes for academic practices” and “hierarchical relationships softened by care and concern” (Kemmis, 2022a, slide 15). There was a “blurring of the personal and the professional” (Sjølie et al., 2020, p.96) as teacher educators “went through the keyhole of students' homes and vice versa” (Kidd & Murray, 2020, p.550). Kidd and Murray (2022, p.11) explain “that when the locations of performance moved rapidly online, these educators experienced significant feelings of discomfort and unease while trying to re-create relevant aspects of their professional offline self in the new hybrid spaces”.

A further impact of the pandemic and the move to online learning was one of co-learning (McGrogan & Richardson, 2022, online) as both teacher educator and trainee

teachers were “developing their knowledge base of online pedagogy based on their own experiential learning”. The teacher educator was in the same position as the trainee teachers and this changed the traditional assumption that the teacher educator had greater knowledge and experience. This led to a vulnerability and openness in the teacher educator as experienced by TE D.

6.6 Summary

This chapter has illustrated that the modelling of values by FE-based teacher educators, whilst teaching, is mostly implicit (Lunenberg et al., 2007a) in that they do not engage in activities associated with explicit modelling or congruent teaching (Swennen et al., 2008), for example, thinking aloud or explaining their pedagogical choices (ibid) .The modelling of values by teacher educators is implicit and may be intentional but it is unconscious. Unlike modelling teaching strategies, values are less obviously linked to specific theory and it can therefore be more complex to explain the selection of a value. Whilst TE B modelled values through a combination of explanation, action and interaction, TE D utilised predominantly actions. This may have been explained by their lack of experience in the role of the teacher educator and the move from first order to second order practice (Noel, 2006; Crawley, 2013, 2016). The practices of the teacher educators, the “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) are impacted by the intersubjective spaces.

Trainee teachers initially noticed a limited amount of the values that their teacher educator was modelling whilst teaching (Lunenberg et al., 2007a; Powell, 2016) and focused on functional knowledge (Boyd, 2014). This may have been partly explained by the fact that all of the trainee teachers were new to teaching at the start of the ITE programme and that they had not been instructed how to observe a teacher education class (Powell, 2016).

The teacher educator models values outside of the formal taught sessions, namely during teaching observations, one to one tutorials and when giving feedback to trainee teachers. These aspects of the teacher educators’ practice were not included in the research design although the trainee teachers were asked to comment on these at the end of Cycle 1. Whilst they did not articulate values specifically, they

were able to identify the practices and behaviours of the teacher educator that had impacted their own practice.

The move to online teaching had brought about a reframing of discourse and values as the nature of relationships (Kidd & Murray, 2020), the landscapes for academic practices (Kemmis, 2022a), a blurring of the personal and professional (Sjølie et al., 2020) and an emphasis on co-learning (McGrogan & Richardson, 2022) led to a vulnerability and openness in the teacher educator and the modelling of an ethics of care (Noddings, 2013; Kidd & Murray, 2020).

Chapter 7 Analysis 3: Trainee teachers modelling values

7.1 Introduction

This chapter is structured around the practices of the trainee teachers and their modelling of values. The conceptual frameworks of practice architectures (Kemmis et al., 2014a), a layered pedagogy of teacher education (Boyd, 2014) and modelling (Lunenberg et al., 2007a) have been utilised to better understand their “sayings, doings and relatings” (Kemmis et al., 2014a, p.38). This chapter seeks to answer the third research question: To what extent do trainee teachers model the teaching of values within their own classroom? The chapter addresses modelling by trainee teachers both before the pandemic in a physical classroom in Cycle 2 and during the pandemic in an online teaching space in Cycle 3. The chapter addresses the identification of the trainee teachers’ values, the ways in which these were modelled, the extent to which their students noticed the modelling of these and the factors which influenced the trainee teachers. It should be noted that whilst both teachers are referred to as trainees in this study, Trainee Teacher 2 had qualified by the time their class was recorded.

7.2 Modelling values in class

The analysis is presented in two sections: modelling by Trainee Teacher 1 and modelling by Trainee Teacher 2. The data was collected during Year 2 of the ITE programme and in the term following completion of the programme. The data presented is a summary of the data sets that can be found in Appendices 16, 17, 18 and 23. These are based on the full transcriptions of the two filmed classes in the stimulated recall interviews, an example of which is in Trainee Teacher 1’s class in Appendix 17. For the filmed classes I initially analysed the trainee teacher’s identification of their modelling of a value and placed these into a table using a classification of modelling behaviours. Themes were developed following further analysis of the recording and transcript and these were then categorised as explanation, action and interaction in consideration of the “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) of the trainee teacher. The modelling of values is a combination of what the trainee says (explanations), does (actions) and how they relate (interactions) to their students.

7.2.1 Modelling by Trainee Teacher 1

TT1, a psychology teacher, identified values that were important to them prior to the SRI. These were equality and equity, passion, care, accessibility and courage.

There were eleven instances of the trainee modelling a value in this class as identified by TT 1 during the SRI in February, 2020. These are listed in Appendix 18.

There were three examples of explanation, one of action, six of action combined with interaction and one of action combined with explanation. These are explained in Table 12.

Value	Category of modelling	Modelling	Implicit Explicit
Enrichment	Explanation	Teaching the need to question. Teaching the wider curriculum.	Implicit
Teacher as learner	Explanation	Works to demystify academia. Talks about own experiences as a student.	Implicit
Being ethical	Explanation	Re-creating a living example of ethics in the experiment and signposting their importance.	Implicit
Organised	Action	Planning the activity whereby the students complete the experiment on memory themselves.	Implicit

Passion	Action/explanation	Being enthusiastic for the subject and seeing students learn.	Implicit
Equality	Action/interaction	Welcomes all students including the latecomer.	Implicit
Patience	Action/interaction	Allows time and silence in class. Not interrupting.	Implicit
Praise	Action/interaction	Praise for the student with the lowest score. Deliberately not revealing who had scored high and low.	Implicit
Equity	Action/interaction	'Tuning in', listening to the student with a speech impairment.	Implicit
Care	Action/interaction	Finding out how people are feeling.	Implicit
Question	Action/interaction	Encourages students to be brave and to criticise her and the experiment.	Implicit

Table 12 Categorisation of values modelled by TT 1

TT 1 explained their rationale for the session during the SRI, linking this to their own values.

...with the capacity experiments, I was trying to give them a chance...they were so nervous...I wanted them to dip their toe in nice and gently...to alleviate some fears. Also the chance to criticise the experiment.

I was trying to get them to be brave enough to criticise.

A lot of work I do with them... is not on the curriculum...wider knowledge and the hidden curriculum...maybe it's enrichment...they're just accepting what anyone tells them. But getting them to start questioning.

In terms of passion, TT 1 explained *I get all 'goosebumpy' when I can see they're getting it. I hope that never stops.*

7.2.2 Modelling by Trainee Teacher 2

TT2 identified values that were important to them prior to the SRI. These were patience, resilience and professionalism.

There were eight instances of the trainee teacher modelling a value in this class as identified by TT 2 during the SRI in November, 2020. These are listed in Appendix 23.

There was one example of explanation, one of action and one of interaction. There were also three examples of action combined with interaction and two of action combined with explanation. These are explained in Table 13.

Value	Category of modelling	Modelling	Implicit Explicit
Resilience	Explanation	Links to skills required to work in the sector.	Implicit
Patience	Action	Gives students time to complete tasks.	Implicit
Relationships	Interaction	Use of student names. Rapport evident.	Implicit
Equality	Interaction	Involves all students in tasks and formative assessment.	Implicit
High expectations	Action/interaction	Informs students that they are expected to keep their cameras on for	Implicit

		the session. Results given on a mock exam and support to achieve higher marks.	
Respect	Action/interaction	Students are asked to use the hands up button before speaking, not to shout out and to listen to each other.	Implicit
Approachable	Action/explanation	Narrates the session. Clear explanations.	Implicit
Professionalism	Action /explanation	Sharing of detailed knowledge. Linking to prior knowledge. Use of time in the session.	Implicit

Table 13 Categorisation of values modelled by TT 2

TT2 explained their rationale for the session, linking this to their values. They were well practised in teaching online and ensured that students adhered to the protocols including using the mute facility, the hands up button to ask questions and to keep their cameras switched on. They explained that these helped to maintain a respectful and productive learning environment.

They always know I will deal with whatever they bring to me. I may have to pass it on.

I model to them what they will need to do when they are working.

	Total	Explanation	Action	Interaction	Combined Action Interaction	Combined Action Explanation	Implicit	Explicit
TT 1	11	3	1	0	6	1	11	0
TT 2	8	1	1	1	3	2	8	0

Table 14 A comparison of values modelled by TT 1 and TT 2

The categorisation of modelling strategies used by TT 1 and TT 2 reveals a high occurrence of combined action and interaction or explanation suggesting a strong link between what the trainee teachers are doing and how they relate to the students. The modelling was not explicit in the fact that they were not thinking aloud or stepping outside of their practice in terms of pedagogy (Lunenberg et al., 2007a). Indeed, this concept of modelling and the categorisation of implicit and explicit holds significantly less relevance in the practice of trainee teachers as opposed to teacher educators. Both trainee teachers were drawing attention to their values as they were highlighting the importance of teaching points in the session. The modelling of values by TT 1 and TT 2 was conscious and intentional although not explicit. Whilst the trainee teachers were operating in different physical spaces, one in the classroom and one online, both sought to maximise the learning through the optimisation of the “sayings, doings and relatings” and the realisation of equity in the social space (Kemmis et al., 2014a, p.38).

7.3 What did the students notice?

The students of TT 1 were asked to identify the values that they had seen being modelled in class (Appendix 16). They were able to do this with ease and there is clear alignment between the values identified by TT 1 and what the students noticed in this class and beyond. The students expressed a high level of respect and love for TT 1. A number of these values would appear to be strongly related to having been in the nursing profession for many years.

Student 3: *She’s still doing her degree isn’t she ? She’s still being educated herself .*

Student 3: *Yes she's relatable. She's got homework just like we have.*

Student 6: *Listening to her stories makes you think actually you can do it and one day I might be like that. I love (name) TT 1. Being such a good teacher.*

Student 8: *She always asks if you're alright doesn't she ? If there's something wrong with you she always asks.*

Student 5: *Yeh it's not only about the work she cares about your wellbeing and stuff.*

Student 1: *She definitely doesn't judge you so you can say anything to her and she'll be so open about it and so honest.*

Student 6: *Yeh she always makes the point of being... don't just take what I say as like everything...find out yourself like...*

Student 7: *She like makes us feel relaxed ...in the way she teaches ...in the lesson I'm not tense or anything, thinking oh my god, I'm going to have to do this or that ...I'm pretty chilled in class.*

Student 2: *Yeh and she interacts with us and she respects us the way she respects everyone else ...she doesn't treat us like students, she treats us like we're on the same level as her.*

Student 1: *Yeh, she's very caring isn't she and she talks about that a lot and she's passionate about it.*

Student 3: *...when we're talking, when one person is saying something, she'll make sure that everyone is listening to them.*

Student 2: *She's really good at timing ,like time management and we've always completed everything on time*

The students of TT 2 were asked to identify the values modelled by TT 2 during the taught session. These students expressed respect and love for TT 2 and identified a number of values in her teaching of this session. They also brought in values modelled in other sessions.

Student 1: *She always listens to your point of view. She is helpful. Looks for the positives. We love her.*

Student 2: *She goes above and beyond for everyone.*

Student 3: *We learn a lot. She is good on the personal side. She will always listen to me.*

Student 4: *Patient. She goes through things until I understand.*

Student 5: *Understanding...makes you comfortable and makes sure you understand. She teaches you how you can learn.*

Student 5: *She uses her time for us. She is sweet, kind and nice. She helps us with UCAS too.*

Student 6: *Calm...she never raises her voice.*

Student 7: *She is very welcoming ...she always greets us with a big smile. Even if you are having a bad day, she always makes it better.*

Student 8: *I can tell her anything that is happening outside of college.*

Both trainee teachers modelled the teaching of values when teaching and this was noticed by the students in both classes. In each case, the focus groups broadened out the discussion beyond the class that had been filmed and brought in other aspects of the teachers' practice. Students recognised the value placed on learning and the way the teachers made this possible through their approach. Both groups of students noticed that their teachers showed care, kindness and patience. Both teachers enabled learning through the development of positive relationships with students and the modelling of values is significant in this aspect of teaching and an enabling practice architecture (Kemmis et al., 2014a). They were both practising an ethics of care (Noddings, 2013) and a values led approach (Mycroft, 2021) to teaching. The "sayings, doings and relatings" of the teachers (Kemmis et al., 2014a, p.38) were clearly apparent to the students and whilst the "authority of position" (Munby & Russell, 1994, p.92) may have framed the comments from the students in a positive light, they were impassioned in expressing their views. The students of TT 1 were all adults and on the Social Sciences pathway of the Access to HE qualification, hoping to become social workers, counsellors and teachers. They recognised the caring values of TT1, and their planned careers may have influenced this. Equally, the students of TT 2, whilst aged 16-18, were studying Health and Social Care and may have been affected by their chosen subject and career aspirations.

7.4 Factors influencing the trainee teachers

It is appropriate to recognise the unique nature of each trainee teacher and that they are at different starting points when they join the ITE programme (Taylor, 2008). In addition, trainee teachers bring their own dispositions and personal experiences (Hagger & McIntyre, 2006; Boyd, 2014; Livingston, 2014) and their own experiences of being taught or "school biography" (Britzman, 2003, p.1). This section considers the other factors influencing the trainee teachers at the time of them being filmed.

7.4.1 Previous occupations

The dual professionalism of teachers in FE is well documented (Robson, 2006; Orr & Simmons, 2010; ETF, 2019) and the two trainee teachers in this study brought aspects of their previous occupations into their teaching. They were both able to link their values to the professions they had participated in prior to joining the ITE programme. The values of both trainee teachers, identified by themselves and noticed by the students, were closely aligned to their former professional lives in health and social care settings. Their students were all on a trajectory to work and study in these vocational areas. The analysis suggests that it is possible that this had some bearing on the teacher-student relationship and the values of care and kindness which were expressed and modelled. Different vocational subject specialisms may have exposed alternative values to those identified in this study.

TT 1: *My biggest values personally and professionally are equality and equity. I can't stand it when people are being discriminated against especially working here in ***** with the socio-economic status. That's why I love FE...it gives people chance to get a degree who would never get to a beautiful university. I try to make them feel less bad about it.*

TT 1: *I am shocked what the adults in education are going through. I'm doing more safeguarding now than I did in nursing. The adults have more safeguarding issues than 16-18 year olds.*

TT 2: *Patience and resilience come from working in a lab...research may fail and you need to carry it out again...staring into a microscope for hours. I've translated this into my teaching.*

7.4.2 Speed of trajectory

It is recognised that trainee teachers in FE often experience rapid promotion (Orr & Simmons, 2010) and the speed of their trajectory (Fuller et al., 2005) can be remarkable. This was certainly the case for TT 1 who started the programme employed to teach part-time on an hourly paid basis but by the beginning of Year 2 was not only teaching full-time but was also the Programme Leader for one of the degree programmes at the college. TT 2 was also employed on a part-time, hourly paid basis at the start of the PGCE and had been promoted to a full-time lecturer by the end of Year 2. This demonstrates that both teachers were altered in their level of experience, professional identity and stage of 'becoming' as teachers by the time they were filmed

for this study. “Learning is as much about becoming someone as learning content” (Philpott, 2014, p.37). In terms of three tiers of understanding of learning to teach (Taylor, 2008, p.8), they were both at the sophisticated level of “student as learner and teacher”.

7.4.3 Involvement in the study

At the time their teaching was filmed, and their participation in the stimulated recall interviews, both trainees had been involved in the study for a minimum of eighteen months. They had participated in the discussions following the filming of their own teacher educators and had developed their ability to notice the values being modelled in these sessions. They had also experienced three different teacher educators and had a raised level of consciousness around the modelling of values and how this differed in each case. However, neither had recorded themselves teaching prior to being filmed for the study.

Whilst the majority of modelling of values by the teacher educators, both in the formal taught sessions and outside the classroom, was implicit, there is evidence that this did have an impact on the trainee teachers’ modelling of values with their own students and thus of a layered pedagogy of teacher education (Boyd, 2014, p.70). “...all teacher education experiences, many of them beyond intentional planning by the teacher educator, are likely to have some influence on the practice of the student teacher” (Boyd, 2014, p.58). The trainee teachers may not have been aware of the levels of purpose (Boyd, 2014) in their formal taught sessions although TE B did frequently refer to the experience of the learners and to see the learning from their perspective.

7.4.4 The pandemic

The recording of TT 2’s teaching took place online during the second lockdown of the pandemic. TT 2 had developed the digital skills required to teach asynchronously and teaching online did not impede the modelling of values. It is possible, however, that TT 2 amplified particular values around an ethics of care (Noddings, 2013) in recognition of the unprecedented situation in which the students were completing their learning.

7.5 Summary

This chapter has demonstrated that trainee teachers are able to articulate their personal and professional values and that they model these in their “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) as explanations, actions and interactions with students. It has also demonstrated that there is evidence of a layered pedagogy of teacher education (Boyd, 2014) in that the trainee teachers’ modelling of values is influenced by that of their teacher educators. Both teachers were able to link their rationale for their classes to their values using a sophisticated level of “student as teacher and learner” in terms of Taylor’s (2008, p.8) three tiers of understanding. There was a high occurrence of combined action and interaction or explanation suggesting a strong link between what the trainee teachers are doing and how they relate to students. In both cases, the trainee teachers had developed strong relationships with the students combined with a clear focus on learning, seen as enabling practice architectures (Kemmis et al., 2014a). The dichotomy of implicit and explicit modelling (Lunenberg et al., 2007a) holds less relevance for the trainee teachers who were not modelling pedagogy. However, the modelling of values by both trainee teachers was conscious and intentional.

The students of the trainee teachers were able to readily express the values they had seen modelled and conveyed a significant level of respect for the learning approaches adopted. They also illustrated that the trainee teachers cared about their wellbeing. They appreciated the positive relationships that the trainee teachers had established, both in the physical classroom and online during the pandemic.

The chapter also illustrates the fact that the trainee teachers have been influenced by their previous occupations and dual professionalism (Robson, 2006; ETF, 2019). These have shaped the values of the trainee teachers and how they bring these into their practice. The speed of trajectory in FE is a feature for both trainee teachers (Fuller et al., 2005) with rapid promotion particularly for TT 1. They had also been influenced by their involvement in the study and it is likely that they had a raised level of consciousness around modelling of values (Powell, 2016). The pandemic and teaching online did not impede the modelling of values and may have amplified this aspect of TT 2’s practice.

Chapter 8 The impact of teacher educators modelling values on the trainee teachers' values

8.1 Introduction

This chapter is structured around the narratives of the trainee teachers at the end of their ITE programme. The conceptual frameworks of a layered pedagogy of teacher education (Boyd, 2014), modelling (Lunenberg et al., 2007a) and practice architectures (Kemmis et al., 2014a) have been utilised to better understand the impact of the teacher educators' practices and what shapes the values of the trainee teachers.

This chapter seeks to answer the final research question: To what extent does modelling of values by teacher educators develop values in trainee teachers? The question 'How have your teacher educators modelled values over the period of your teacher training and how has this helped you to develop your own values?' was posed to the trainee teachers. The narratives of the five trainee teachers who participated have been presented in categories which represent the key themes of values identified (Appendices 21 and 22).

8.2 Relationships

The trainee teachers noticed the way that the teacher educators modelled their values through the professional relationships (ETF, 2014) they established and maintained with both colleagues and students. This shows similarities with the research of Stenberg and Maarenen (2020, p.202) where more than one third of their beliefs "concerned matters related to both values and pedagogical interaction." Stenberg and Maararen (2020, p.198) refer to Toom (2006) and the importance of the "pedagogical relationship" in developing student teacher identity, fostering their growth through encouragement and appreciation. One trainee however did mention the dangers of being overly supportive and caring which could be perceived as a 'weakness'.

TT 8: *I do feel that (year two) wasn't as forgiving / understanding as in Year 1 was however from that perspective I think learners would feel this is a weakness and it isn't always a positive.*

A positive relationship between teacher educator and trainee teacher is seen as an enabling practice architecture in the social-political arrangements (Kemmis et al., 2014a). Equally, the relationship may prove to be a constraining factor. Eliahoo (2014, p.231) refers to Murray (2006) when stating “The model of the female, caring teacher educator might ensnare teacher educators in a maternal metaphor while trapping students in a dependent and child-like position”. The lack of diversity in the FE-based teacher educator is considered to be relevant to the gendered nature of the FE teaching profession although it is not suggested that this might create dependency in trainee teachers (Noel, 2006; Simmons & Thompson, 2007; Crawley, 2013). One female trainee teacher suggested that being supportive and caring as a teacher educator could be seen as a ‘weakness’ although there was no evidence that they, or any of the other trainees in the study, felt disempowered by this or to be in a child-like position.

TT 7: *Maintaining a professional relationship with all learners. This is something that I found extremely important in the development of my own values.*

TT 7: *As a teacher you need to be friendly with your student but ensure boundaries are not crossed. Being a young trainee teacher, many of my learners are close in age to myself and therefore some may assume I am their friend. I have set clear boundaries to ensure they are aware that I am friendly and there to support them but not their friend. This can cause a range of issues such as a lack of respect or willingness to do what they are told. Maintaining a teacher/student relationship was something that has always been modelled by my teacher educator throughout my PGCE.*

8.3 Managing a class

The trainee teachers reflected on the values modelled by the teacher educators in the way they managed their own group and at the end of the programme, they were able to compare the different approaches that had been taken over the two years. This aspect of the teacher educator’s practice had evidently had a significant impact on the trainee teachers’ values and beliefs about how to manage a class. They appreciated an approach which was collaborative and where a safe space (Orr & Simmons, 2010) was created. Donovan (2019, p.193) found that building trust is

essential to building relationships and the cultivation “of collaborative spaces in which moral spaces can develop”. A focus on what the trainee teachers perceived as “unreasonable and authoritarian approaches” (ibid, p.175) led to an “incompatibility of values”. In this instance, the values of the teacher educator prevented them from constructing meaningful relationships with the trainee teachers as the ‘moral space’ (Sztompka, 2019) that had been created in Year 1 no longer existed. The dynamics of the group had also changed in that one trainee teacher had left and another had joined the class. Trust and a safe space are seen as enabling practice architectures in the social-political arrangement (Kemmis et al., 2014a).

TT 1: *The way she managed the classroom...the behaviour...I completely copied her ...the supportive and caring way she was and her negotiation techniques... I modelled completely.*

TT 6 : *She was very encouraging. She had a presence without being stern...she would just put her hand up and we would all stop talking immediately. That was really good classroom management and we were a noisy group. Then to ... sit there, do as you're told and listen to me...I was very shocked. The group were miffed .*

TT 13:*Sticking to the rules come what may.*

TT 8:*I felt very patronised when I started being taught in year two and as though I was behaving like a school child and this is something I will take away with me. Acting or feeling superior is not how to gain the respect of learners.*

TT 1: *It was a massive culture shock from Year 1 to Year 2 in the way we were taught. We had this teacher at the beginning of Year 2 and she didn't get what HE was, she didn't understand about teaching adults in a HE environment and the way we were treated...the way she was with us...a ten minute break and tutting if we came in late. That changed me into how I teach. I said I am not going to be like that...unapproachable. I could see how I didn't want to be.*

TT 13: *They helped with my development as I have observed how a carefully nurtured group of students can fall apart and the level of vitriol that adults (teacher to student and student to student) are capable of. An eye opener. I also realised they were probably under pressure in their own life which may have made the situation harder for them. It has made me aware that teachers need to access help before their own situations affect their students.*

TT 13: *Certain assumptions were set in stone, however, we had been encouraged by * to challenge our assumptions (an ETF standard). I experienced how hard it was to discipline a furious and badly behaved class. Comments from* of the importance of owning the classroom and*

changing seats of students to regain control might have helped, I can try this if the occasion arises in the future.

8.4 Honesty

The trainee teachers reflected on the authenticity of the teacher educators which also developed positive relationships and impacted their values. Donovan (2019, p.175) states that “honesty and integrity lubricate trusting relationships”.

TT 7: *The teacher was very much ‘real life’ if you will.*

TT 8: *With regards to my values when being taught later in Year 2- it’s enhanced my confidence that all teachers are nervous- whether that be new to teaching, teaching a new class from year to year or teaching in a different education setting. She certainly gave an insight on nerves being normal but not to let this get the better of your teaching. And that’s it’s also ok to admit “I don’t know this system works yet so bear with me” (for example).*

8.5 Listening

The importance of listening and acting on feedback was also identified as a value that had been modelled by the teacher educators.

TT 7: *There have been some occasions where my peers have struggled with certain concepts within the course, my teacher educator has always taken feedback on board and reflected on how to improve. This has then been evident in the follow up lessons where changes have been made to aid our learning and understanding in a different way. This has shown me the importance of being flexible and adaptable, what might work for one class may not work for the other and it is important that as a teacher you make the conscious effort to reflect on each lesson and consider ways to improve your delivery.*

TT 8: *Listening to students to resolve problems.*

TT 13: *The teacher was thrown into a very turbulent group. Teacher tries very hard to listen to class issues. Takes time with feedback. Generally calm.*

8.6 Other

There were a number of values identified by the trainee teachers which were outside of the themes identified.

TT 13: *Empathy, humour, championing the underdog (from their own experience), challenging assumptions, respect and encouragement. I observed how students respond positively to these...*

TT 13: *Teacher has to adapt quickly and is able to recognise that this is necessary.*

8.7 Changing values

There was a recognition amongst three of the trainee teachers that their values had changed during the ITE programme. This was related to their teacher identity (Stenberg & Maarenen, 2020) and how they viewed their role.

TT 7: *I'd say my morals and values have continuously changed*

TT 1: *I've changed from being a stern matron type to being a 'cuddly, come and talk to me'. I have gone from teaching 16–18-year-olds to teaching adults who have so much baggage, so many barriers. I've become more caring. You want them to do well as this is their ticket out of *****. I'm less stern.*

TT 8: *To summarise my values of teaching have most likely changed, took a U turn and then changed again! I thought I would be a strict, no mess teacher that isn't afraid of learners. When in actual fact I've learnt that students are terrifying but most likely just as frightened as us!!, it's ok to be unsure of the answer, have confidence in not knowing and that sometimes being extra soft and also extra strict will not work to my benefit. But to get to know my learners first, evaluate how they are going to learn, how to keep them interacting and avoiding disruption / distractions... to put myself in the learners' position and try to plan lessons from their perspective.*

8.8 The mentor

Two of the trainee teachers cited their mentors as being a significant influence in the development of their values during the ITE programme particularly as the “workplace learning” (Boyd, 2014, p.70) became more important during Year 2.

TT 6: *My mentor has been a huge influence...she is pastoral through and through. I've gone down this route. You've got to have distance but...she is very caring, holistic and hands on.*

TT 8: *I have also learnt a lot from my mentor from year two. I struggled with mature and extremely challenging students in year two and felt very much alone, these learners massively knocked my confidence- however my mentor never once made me feel that I was failing. It was super important and had a huge impact in my confidence of how to deal with these elements. She also made me think from a different perspective in that not all classes will be like this class and to avoid taking it personally. She reminded me that I'm the teacher and although I may not know everything, there's a reason I am where I am and am able to teach this subject... a kind of “pull yourself together girl!!!” moment.*

8.9 Changing roles

It was evident that two of the trainees who participated in the final discussion had experienced significant changes to their job roles during Year 2 of the ITE programme and had both become full- time teachers with additional course leadership responsibilities. This reinforces the complexity of the dual identity of being a trainee teacher in FE as both a student and a paid employee (Orr & Simmons, 2010) and the potential tensions between the demands of the teaching role and the pedagogical relationship (Stenberg & Maararen, 2020) in the teacher education class. Taylor (2008, p.79) explains this as trainee teachers seeing themselves “as both learner experts and expert learners” and the difficulties of “learning a profession and also being expected to deliver as a profession” (ibid). TT 6 explains:

TT 6: *You change from being a student in class one day to being a teacher a few hours later.*

TT 1 described the situation with TE D who was new to the college and to the role of teacher educator in Year 2 of the PGCE. They both worked in the same team and subsequently, TT 1 became the Programme Leader within that team. TE D frequently came to her for advice around teaching on that programme in terms of using the various systems and processes. This placed both the trainee teacher and the teacher educator in a unique position where the teacher educator was teaching a colleague (Springbett, 2015) and the trainee teacher had more experience in teaching in FE and teaching HE in FE than the teacher educator. TT 1 explains:

TT 1: *So one day I am telling her to do this, this and this and then in the PGCE class, she is telling me to do this, this and this. I was helping her.*

This illustrates the complexities of learning to teach in FE as the trainee teacher navigates the boundary crossing between the formal projects (Kemmis et al., 2014a) and the workplace learning and the conflicts of expectations experienced in both.

8.10 Summary

This chapter has illustrated that the modelling of values by teacher educators in a layered pedagogy of teacher education (Boyd, 2014), through a range of “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) does impact the values held by trainee teachers at the end of their ITE programme and that these cascade down into the trainees’ students’ values. It also contributes to the formation of their identity as teachers (Jephcote & Salisbury, 2009; Orr & Simmons, 2010). The trainee teachers noticed (Powell, 2016) the values in their teacher educators, making comparisons between the different teacher educators they had experienced. Where there was an incompatibility in values (Donovan, 2019) this created a tension in the pedagogical relationship (Sternberg & Maarenen, 2020) between the trainees and the teacher educator.

The way the teacher educators modelled values through their professional relationships with colleagues and with trainee teachers was highly influential as was the way in which they managed the ITE class which experienced several changes over the two years. Further values were identified in the teacher educators including honesty, listening, empathy, humour, being calm and championing the underdog. These acted as enabling practice architectures along with the creation of a safe

space in the practices of learning to teach (Kemmis et al., 2014a). The modelling of values, the “sayings, doings and relatings” of the teacher educators (Kemmis et al., 2014a, p.38) became the practice architectures for the practices of the trainee teachers as they were interdependent as ecologies of practices (Kemmis et al., 2014a). The teacher educators’ practices in this study enabled and changed the trainees’ practices as they learned to practice differently and, in the process, modelled their own values to the students they taught in a layered pedagogy of teacher education (Boyd, 2014).

The trainee teachers recognised that certain values had changed since the beginning of the ITE programme, primarily related to their teacher identity and their perception of the role of the teacher.

The importance of the mentor’s values in the work-based learning aspect of their teacher education was also cited by trainee teachers as being significant in the development of their values.

In the discussion around the values of the teacher educators, a tension was illustrated between the expectations of being a teacher with the responsibilities that accompany that role whilst in the next moment being a student (Taylor, 2008; Orr & Simmons, 2010). This illustrates the complexities of boundary crossing between the college-based and workplace learning aspects of the teacher education programme in FE.

A final and perhaps unique situation arose where one of the trainee teachers found themselves in a position outside of the teacher education classroom where they had greater experience and course leadership responsibilities than the teacher educator and that their roles were reversed in the workplace. This led to a further complexity in the modelling of values and to the identity of both trainee teacher and teacher educator.

Chapter 9 Conclusion

9.1 Introduction

I began this research journey with a curiosity around the process of learning to teach and the impact of the FE-based teacher educator on trainee teachers. I also wanted to better understand the practices of FE-based teacher educators and to bring about changes to practice, thus aligning with two of the aims of action research (Kemmis et al., 2014b, p.59) “to change practices, people’s understanding of their practices, and the conditions under which they practice”. The conditions under which the people concerned in this study practice were changed immeasurably by the unprecedented events of COVID-19. The metaphor of “learning as becoming within a transitional process of boundary crossing” (Hager & Hodgkinson, 2009, p.635) has been prevalent throughout the research and the recognition that learning to be a teacher “starts well before any formal educational training” (ibid, p.633) and is never complete. The values of the teacher educators and the trainee teachers are formed prior to becoming teachers and continue to develop and change during the continuous meander of boundary crossing. Having selected an action research methodology, I have had the privilege of researching the modelling of values with a team of FE-based teacher educators and trainee teachers over a number of years which coincided with a momentous period in our global history. In this chapter, I will consolidate the key findings and conclusions around these, reflect on the methodological journey, state the central claims of the study and discuss the implications for the practice of FE-based teacher educators and those learning to teach in the FE sector. I also draw conclusions around my own professional learning. I explain the original contribution to knowledge of the work of FE-based teacher educators and the generation of a personal theory of practice.

9.2 Overview of findings in relation to the research questions

Analysis of the initial research for question 1 revealed the accidental nature of becoming an FE-based teacher educator (Simmons & Thompson, 2007; Loo, 2020) and the varied routes that practitioners take to becoming a “teacher of teachers” (Russell, 1997, p.44). The profile emerged of being female, white and middle aged

and of having multiple roles within the FE college. Each teacher educator was engaged in a number of different roles and at a different stage in the transition from “first order to second order practice” (Springbett, 2015, p.37) resulting in the employment status being unique to the individual. The teacher educator who spent the least amount of time in the role experienced the highest level of personal conflict in their professional identity. This suggests that other roles can detract from the role of the teacher educator and that the additional role of quality assurance (Powell, 2016) is an area of tension (Crossland, 2009; Boyd et al., 2010; Boyd, 2014). The teacher educators in their identification of values, did not differentiate between personal and professional values. The analysis revealed three orientations to values as learning, the end product of the qualified teacher and relationships with students. These orientations would prove to be significant in their modelling approaches and in their “sayings, doings and relatings” (Kemmis, 2014a, p.38). Analysis of research question 2 revealed that the teacher educators demonstrated a limited knowledge of modelling, restricted to ‘being a good teacher’ and a role model and they struggled to articulate how they model (Swennen et al., 2008) beyond the planning of lessons and choices around teaching approaches. The teacher educators’ understanding of learning indicates a range of sophistication which in turn, impacts their explanation of modelling.

Analysis of responses to question 2 and the ways in which the teacher educators modelled values in the formal taught sessions showed that this is implicit and is done through a series of actions, explanations and interactions. The number of times a value was modelled in cycle 1 by TE B were twenty-eight and twenty-seven times in each of the SRIs and eleven times in cycle 2 by TE D. A teacher educator who is new to the role is more likely to focus on actions and on *getting it right* without the additional modelling through explanations and interactions. This suggests that a lack of confidence in the role and being at the early stages of the transition from teacher to teacher educator has an impact on the extent to which they model values. The data in this study suggests that initially, trainee teachers notice very little of the modelling of values in the taught sessions by the teacher educator as they foreground the content of the class (Boyd, 2014) although they progressed in their capacity to notice over the two-year programme. The trainee teachers did notice the practices and behaviours of the teacher educator outside of the formal taught

sessions and whilst not able to articulate specific values, they noticed how they transpired during their observations of teaching, tutorials and in feedback they received (Harkin et al., 2003) The pivot to online teaching due to COVID-19 resulted in changes to the role of the teacher educator and in the nature of the relationships with trainee teachers as what happened within the three dimensions of intersubjective space (Kemmis, 2022a) had altered. There was a reframing of discourse and values, care, kindness and patience were foregrounded and a co-learning approach adopted.

Analysis of the practice of the trainee teachers in research question 3 revealed that they are able to clearly articulate their values which are influenced by their previous occupations and the “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) of their teacher educators and that they can link these to their rationale for teaching. The modelling of values during taught sessions, through a range of explanations, actions and interactions, is implicit, conscious and intentional and is noticed by their students who appreciate the focus on learning and the strong relationships with their teachers. There is evidence of a layered pedagogy of teacher education (Boyd, 2014).

Further analysis of narratives from the trainee teachers at the end of the teacher education programme for research question 4 revealed the magnitude of the impact of the modelling of values by the teacher educators and that this extends beyond the formal taught sessions. The way in which the teacher educator establishes and maintains professional relationships and subsequently the “pedagogical relationship” (Stenberg & Maaranen, 2020, p.3) with colleagues and trainee teachers is significant. The approach to managing a class, the creation of a safe and collaborative space (Orr & Simmons, 2010), building of trust (Donovan, 2019) and a moral space (Sztompka, 2019) are all noticed by the trainee teachers. This is despite the modelling of values by the teacher educators being implicit. An incompatibility of values in how the teacher educator manages a class prevents the construction of meaningful relationships between the teacher educator and the trainee teachers. The situation in an FE college where the trainee teacher may have significant teaching and course leadership responsibilities can add to the tensions of the relationship as they navigate the boundaries between formal learning and that which occurs in the workplace. Further values including those of honesty, authenticity,

listening, empathy, and respect were all cited as having had an impact by the trainee teachers. They also reflected on how their values had changed during their teacher education journey and this related to their teacher identity (Stenberg & Maaranen, 2020). The significance of the mentor's values was also cited by the trainee teachers as being influential.

9.3 Reflections on the research process

The selection of action research as a methodology has chimed with the subject of values which are at the heart of this study. McNiff (2017, p.1) points to the need to interrogate “the vision that inspires our actions” and this vision is inspired by values. Kemmis et al., (2014b, p.4) state that the purpose of action research as a “practice changing practice” is to contribute to the evolution of practice and to help us to learn praxis. Involvement in this study has brought about changes to the practices of teacher educators and trainee teachers including a raised level of awareness of their own values and how these are practised through actions, explanations and interactions. In a discussion of ethics in action research, Brydon-Miller (2021, slide 1) states that the researcher must centre themselves “within a set of values, identify aspects and levels of power amongst stakeholders, anticipate ethical issues and be prepared to be surprised”. I have been surprised throughout the research and more on this later. I believe that the underpinning values of action research have connected to my own values and that the research has enabled the participants to interrogate their values and vision. I wanted FE-based teacher educators to “see into” (Loughran, 2007, p.1) their practice and to “re-read our world” (Brennan, 2023, slide 4). I also believe that I have honoured Bradbury's (2015, p.8) seven criteria for good action research as included in the methodology chapter. Framing the research around clear objectives, I have conducted the research in partnership with teacher educators and trainee teachers at one FE college and contributed to the existing knowledge around the “sayings, doings and relatings” (Kemmis et al., 2014a, p.38) of educators. Whilst the results of the research are not generalisable, the recommendations are actionable in other teacher education settings. Finally, I have maintained a reflexive disposition throughout the research.

Various events have contributed to the messiness of this study which is in the “swampy lowland” (Schon, 1983, p.42) of FE-based teacher educators' practices.

Cook (2009) argues that mess is integral to a rigorous approach in action research and that mess serves a purpose “to facilitate a turn towards new constructions of knowing that lead to transformation in practice (an action turn)” (Cook, 2009, p.277). McAteer (2023) refers to the importance of finding the “lily pads” amongst the swamp. The research followed three cycles and a spiral of actions, to plan, act and observe and reflect (Carr & Kemmis, 1986). However, there was also an element of “shifting the spiral to another plane ...adding new loops and pathways” (Cook, 2009, p.278) and the creation of a “messy area” which enabled “meaning making from serendipitous thoughts” (ibid). A series of events led to unexpected breakthroughs and surprise (Brydon-Miller, 2021) in terms of the findings. Whilst these events resulted in the reduction of open communicative spaces, they did yield unplanned and yet fortunate discoveries. One teacher educator left the site and one teacher educator made the decision not to participate in the research. This led to the appointment of a new teacher educator who was new to the role, to FE and to HE in FE. One of the trainee teachers who had agreed to participate left the programme at the end of year one. All these changes were then superseded by the global pandemic, COVID-19, which occurred during the second year of the research. The practice of the teacher educator had changed because the practice architectures had changed as the site of practice had become the teachers’ and trainee teachers’ homes and teaching took place online. This altered all aspects of the intersubjective spaces and the arrangements of the practice architectures (Kemmis, 2022a). It also has meant that this research tracks a unique period in our history and that it investigates the practices of the FE-based teacher educator and trainee teachers in FE both before and during the pandemic.

Action research requires its researchers to seek out “critical friends and validators” (McNiff, 2017, p.125) “where knowledge claims are grounded in subjective experience”. It is necessary to “submit your data and findings to rigorous critique at all stages” (ibid.) This has been an invaluable part of the study as I have had feedback from communities of action researchers, FE-based and university-based teacher educators. The critique started with the CARN conference in October 2018 when I received valuable feedback on the conduct of the research and continued until July 2022 with the ARPCE annual conference. The feedback informed the design of the study and enabled me to reflect on the data collected. It also provided

confirmation of some of my findings and supported my thinking about other aspects to research in the future. The rigour of the validation process which has been an integral part of the research adds to the trustworthiness and truthfulness of the findings (McNiff, 2017).

The research was not intended or designed to be generalisable in that it was a twenty-six month, longitudinal investigation of the practices of FE-based teacher educators and trainee teachers at one site. It was designed so that the FE-based teacher educators at one college of FE could 'see into' their values and recognise how they modelled these in practice (research questions 1 and 2). It was also designed to investigate the extent to which trainee teachers model values (research question 3) and to identify the impact that FE-based teacher educators have on the trainee teachers and ultimately their own students (research question 4) in a layered pedagogy of teacher education (Boyd, 2014). Therefore, if the reader is an FE-based teacher educator, they cannot generalise from the findings. However, they can begin an examination of their own values and explore how they model these through their practice of teaching and developing professional relationships with colleagues and trainee teachers. They may continue this through action research into their own practice and contribute to the "language of articulation" (Loo, 2020, p.6) around the "complexities of educators in the FE sector" (ibid, p.130).

Referring to possible omissions in the research and missing voices, it would have been beneficial to include additional trainee teachers in the study in order to further investigate how they model values.

9.4 Central claims of the research

This study contributes to the knowledge and understanding of the practices of the FE-based teacher educator and has been carried out by and with FE-based teacher educators and trainee teachers. It makes a claim to original knowledge about the ways in which values are modelled in the pedagogy of teacher education. It builds on the work of Boyd (2014), Eliahoo (2014), Powell (2016) and Springbett (2015, 2018) and adds another brick in the wall (Wellington, 2000) in relation to the practice of FE-based teacher educators. Utilising the conceptual frameworks of practice architectures (Kemmis et al., 2014a), modelling (Lunenberg et al., 2007a, Swennen

et al., 2008) and a layered pedagogy of teacher education (Boyd, 2014), it produces a number of claims and offers new understandings. The participation has facilitated “engagement in multiple perspectives, capturing kaleidoscopic views and new ways of interpreting what is seen” (Cook, 2009, p.280). The messiness of the research has illuminated the metaphor of learning to teach and teacher development “as becoming within a transitional process of boundary crossing” (Hager & Hodgkinson, 2009, p.635). The claims are arranged in what I believe to be their order of significance.

1. FE-based teacher educators have different orientations to values: towards learning, towards the end product of the qualified teacher and towards the building of relationships. This impacts their modelling of values and the “sayings, doings and relatings” (Kemmis et al, 2014a, p.38) of their practice.
2. FE-based teacher educators perform multiple roles (Boyd et al., 2010) and the combination of these roles seems to be unique for each teacher educator. The different roles can cause tension for the teacher educators, their professional identity and their pedagogical relationship with trainee teachers.
3. Those new to the role of FE-based teacher educator are more concerned with *getting it right* and model values through their actions rather than through explanations and interactions, resulting in a restrictive rather than expansive practice.
4. Trainee teachers notice the values of their teacher educators as translated into behaviours and actions and their enactment of practical wisdom (Lunenberg & Kortagen, 2009; Winch et al., 2015; Biesta, 2015; Korsgaard, 2020). Winch et al., (2015) explain that teachers may develop practical wisdom as a result of “learning from the virtuosity of others” (ibid, p.205). This enactment includes the establishment and maintenance of professional relationships with colleagues and trainee teachers and how they manage a class. These examples concur with the concept of phronesis or practical wisdom and the “capacity ...to deal wisely with particular situations in the course of teaching” (Lunenberg & Korthagen, 2009, p.226).
5. The modelling of values continues outside of the formal taught sessions and occurs during teaching observations, one to one tutorials and in the ways in which feedback is given to trainee teachers.

6. The layered pedagogy of teacher education (Boyd,2014) seems to exist and the impact of the FE-based teacher educator extends to the students of trainee teachers. This is despite the modelling of values by teacher educators being implicit.
7. FE-based teacher educators do not have a “language of articulation” (Loo, 2020, p.6) around their values or around modelling. Their conceptualisation of modelling is limited to implicit modelling (Swennen et al., 2008).
8. The modelling of values is different to the modelling of pedagogical strategies and requires a more complex categorisation than the dichotomy of implicit and explicit (Lunenbergh et al., 2007a).
9. The trainee teacher in FE is also influenced by the values of their mentor and their job role. They may experience conflict as they cross boundaries back and forth between formal learning and workplace learning.
10. Values are formed prior to learning to teach (Britzman, 2003) and being an FE-based teacher educator. These can and do change during the transitional process of becoming and being a teacher and teacher educator.
11. The pandemic of COVID-19 brought about unprecedented changes to the practice architectures (Sjølie et al., 2020; Kemmis,2022a) and to the values modelled by FE-based teacher educators. There was a focus on a practice of care, kindness and patience (Kidd & Murray, 2020, 2022; Timmermans & White, 2021). It also resulted in an increased vulnerability and openness in teacher educators and an emphasis on co-learning (McGrogan & Richardson, 2022).

9.5 Implications for practice

This thesis suggests five implications for practice and whilst many of these relate to the practices of the FE-based teacher educator, I have included recommendations for those responsible for the appointment and mentoring of teacher educators in the FE sector. The role of the FE-based teacher educator is combined with various other roles which may complement and conflict with the central purpose of supporting trainee teachers in the “transitional process of boundary crossing” (Hager & Hodkinson, 2009, p.635). This should be taken into consideration at the time of

appointment and reviewed at regular intervals. The values of the potential teacher educator should also be explored as part of the selection process and this could be done through the use of scenario-based questions. The traditional selection of FE-based teacher educators, based on narratives around teaching ability in their subject specialism should be extended to include their willingness to be vulnerable, their understanding of what it means to be a teacher educator and their suitability to develop positive professional relationships with colleagues and trainee teachers. Koster et al., (2005, p.173) recommend the “need to extend the competence profile of teacher educators to include attitudes, motives and personal characteristics”. The circumstances of the new teacher educator should also be considered in terms of their experience in the role, their experience in FE and in teaching HE in FE and in the multiple roles they may hold. The induction and mentoring of FE-based teacher educators would benefit the teacher educators and trainees if it were to move beyond the administrative and curriculum aspects of the role and include a values clarification exercise (Miller et al., 2001) and consideration of the layered pedagogy of teacher education (Boyd, 2014). This builds upon earlier recommendations to develop the induction of FE-based teacher educators (Powell, 2016).

In terms of the FE-based teacher educator practices, it is a recommendation that they complete the values clarification exercise (Miller et al., 2001) individually and share the results with colleagues to discuss the ways in which they practice their values. It is recommended that they also enable the trainee teachers to examine their values as part of the curriculum. It would also be useful to review this at least once per year in order to recognise that this is a challenging activity (McAteer, 2021) and that values change and develop over time. In terms of their professional learning, FE-based teacher educators should take time to better understand modelling practices (Swennen et al., 2008; Montenegro, 2020) and move towards a conscious, intentional and explicit modelling of values. A focus on congruent teaching (Swennen et al., 2008) which involves thinking aloud (Loughran, 1996) will facilitate the linking of theory to modelling of values. This could be approached through a professional community of teacher educators similar to the Dutch Association of Teacher Educators (VELON) or through UCET or the ETF. FE-based teacher educators should also be aware that modelling of values takes place both in formal taught sessions and elsewhere on the programme and that their unconscious

modelling, for example, of their professional relationships and class management, is recognised (Robinson & Skrbic, 2016).

There is scope for FE-based teacher educators to recognise the example they present to the trainee teachers who develop phronesis from observing and experiencing the virtuosity of others (Korsgaard, 2020). Korsgaard (2020) refers to Winch et al., (2015, p.204) in describing educational judgement as that “which distinguishes the very best teachers from others”. The FE-based teacher educator can take steps to develop phronesis together with episteme in the trainee teachers by being aware of their own actions, explanations and interactions and by “deliberating and making judgements about educationally wise actions” (ibid, p.205). There is scope, during the induction of trainee teachers, to include an emphasis on how they will learn to teach (Powell, 2016).

There are five actions that I will initiate as a result of the findings in this study and these are listed below.

1. My actions

I will create a guide for the FE-based teacher educator, both existing and those new to the role. This will include a values clarification exercise (Miller et al., 2001), an explanation of the layered pedagogy of teacher education (Boyd, 2014) and modelling (Lunenberg et al., 2007a; Swennen et al., 2008). The guide will also detail the link between values, phronesis and strategies to nurture educational virtuosity (Biesta, 2015) in trainee teachers. It will include practical steps to work with other teacher educators and develop conscious, explicit modelling of values. The changes that I have already introduced to my own practice are discussed in 9.6.

2. FE-based ITE training providers

Guidance for the FE-based ITE training provider on the recruitment, selection and induction of teacher educators. This will move beyond the taken for granted competence profile of the good teacher educator to include values, the willingness to be vulnerable, their understanding of the role of the teacher educator and their ability to develop positive relationships with trainee teachers and colleagues. Any additional roles should be taken into consideration and

reviewed in terms of potential conflict. Guidance on induction will stress the need to develop this beyond administrative and curriculum aspects to include mentoring on values clarification and modelling practices.

3. University-led partnerships for FE-based ITE

The findings of the research study will be shared with university-led partnerships via UCET in order that they can be disseminated across networks of providers. The two guides outlined above for the FE-based ITE training providers and individual teacher educators will also be shared.

4. Department for Education and ETF

It is envisaged that the findings of the study will be of interest on a national scale and potentially for ITE in schools. I will seek opportunities to share the findings with both the DfE and the ETF and approach the Gatsby Charitable Foundation to support the dissemination.

5. Further research

Further research is needed to explore the connections between values, educational virtuosity (Biesta, 2015) and professional judgement (Knight, 2023) so that FE-based trainee teachers are supported in developing virtuosity.

9.6 Reflection on own professional learning

A significant impact of this study has been the influence on my own professional learning and the changes to practice this has brought about. Winch et al., (2015) identify three aspects of teachers' professional learning as "situated understanding, technical knowledge and critical reflection" which they contrast with the more rudimentary conceptions of the good teacher "as craft worker and as executive technician" (ibid, p.203). I use the categorisation to frame the reflection. Firstly, in terms of situated understanding or tacit knowledge which Winch et al., (ibid) associate with phronesis, I believe that I have developed my own practical wisdom through undertaking this research and that I am even more disposed to making ethical choices. I have learnt through working alongside other professionals the importance of identifying my own values and practising these. To this end, I am clear about my values with trainee teachers and explain how they inform my practice and

decision-making. I regularly ask trainee teachers to identify the values I am modelling in their evaluations of my practice. I have also developed and taught sessions with trainee teachers which have enabled them to identify their own values and how these are practised.

Secondly, in terms of technical know-how, I have significantly developed my knowledge of learning to teach and modelling and now have an increased level of sophistication around both. This has in turn aided the continued development of my practice as a teacher educator and the ability to make this explicit and explain pedagogical choices with trainee teachers. I have generated a personal theory of practice around the orientation to values expressed by FE-based teacher educators and the ways in which this determines the modelling of values.

Thirdly, Winch et al., (2015, p.206) in their category of professional learning as critical reflection, refer to “a commitment to the value of teachers’ systematic enquiry as the basis for reflection on practice”. I have engaged in reflexive practice throughout this study which has been necessary to navigate the meandering path of changes to the site and participants of the research alongside a global pandemic. As a result of engaging in the systematic enquiry of action research, I believe that I am an “agent and source, and not an object, of reform” (ibid, p.207).

9.7 Final thoughts

To conclude this study, I return to Biesta’s (2015, p.21) argument for a “virtue-based rather than a competence-based or evidence-based conception of teaching and teacher education” and “the importance of working on educational virtuosity in order for teachers to become educationally wise”. The practices of the teacher educator have a significant role to play in the development of educational virtuosity and the ability to make wise judgments in trainee teachers. This study clarifies that modelling values by teacher educators plays a key role and that FE-based teacher educators are unaware of the impact they have both in formal taught sessions and elsewhere on the ITE programme. There is a “lack of awareness amongst teacher educators of the influence they may have on their students, merely by being the teachers they are” (Lunenberg et al., 2007a, p.589). To return to Hattie’s (2012,) conclusions around visible learning, he argues that this is

...a way of thinking: 'My role, as a teacher, is to evaluate the effect I have on my students.' It is to 'know thy impact', it is to understand this impact, and it is to act on this knowing and understanding_ (Hattie,2012, p.19).

The role of the teacher educator goes beyond that of the teacher in that they should also be able to make their pedagogical choices explicit (Lunenberg et al., 2007a) in order that trainee teachers are able to see into their thinking (Loughran, 2007). I argue that the same attention should be paid to the modelling of values as part of the pedagogy of the teacher educator. It is argued (Korthagen, 2010, p.408) that some of the learning in teacher education, the "notions and educational concepts" are "washed out" during the practical, workplace experience. I posit that the values of the teacher educator and how these are modelled do have an impact in a layered pedagogy of teacher education (Boyd, 2014) and that they influence the "sayings, doings and relatings" (Kemmis et al., 2014a, p.38) of the trainee teacher. They seem to have greater 'stickiness' as the trainee teacher continually crosses the boundary between the formal and workplace learning on a teacher education programme in FE.

Participation in the study led to an increased awareness of this impact and TE B discusses their involvement:

Once I had got over that initial nervousness of being videoed as it's still in the realms of being observed...once I got over looking at the video ...I really saw the benefit and of looking at my teaching practice through a particular lens...through the lens of how I'm developing values that are core to teaching in my new trainee teachers. Initially, when I was involved in the study, I thought well it's easy, I just model them, that's what I do. But the more I got into it and the professional discussions, it was really key to my own learning and to how I develop my students' learning. It made me think more deeply about my own practice and then in turn, it encourages trainee teachers to do the same...and to really think what are the values of a teacher educator and what do we need our teachers of the future to be able to do? ...it's that human thing that you are a teacher inside. I would encourage others to be a part of this type of research to develop our profession and to really look at your practice and what you do. (TE B reflection, July 2022)

This research links to the themes identified by Murray (2021, p.xvii) as being significant in research to improve the practice of being a teacher educator in that it is "about and by teacher educators...the knowledge of the work of teacher educators...and the professional development of this group". This is an "insider

insight” (ibid) into the field of ITE in FE at a time of significant change. There are high expectations of the FE sector in the Post-16 Skills and Education Act (2022) and this extends to ITE in FE (DfE, 2023). In an arena of “scholarly silence” (Dennis et al., 2016, p.9) where FE-based teacher educators are seen as “semi-academics” (Crawley, 2016, p.1), this research seeks to empower FE-based teacher educators and to help to overcome the “academic marginalisation” (Fisher & Powell, 2023, p.73) of this occupational group.

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Appendices

Appendix 1 Questions used in semi-structured interviews with teacher educators.

1. How did you become a teacher educator?
2. How would you describe what you do as a teacher educator?
3. What values do you bring to the role?
4. What values do you bring from work and/or life experience?
5. What do you understand by the term modelling?
6. How do you plan for the modelling you are going to do?
7. When do you demonstrate your values?
8. What 'in here' drives you?

Appendix 2 Questions used in semi- structured interviews with trainee teachers.

1. What was your profession before you started your teacher education ?
2. What is your current employment status ?
3. What values do you bring to your role of teacher ?
4. What do you understand by the term modelling ?
5. How have your teacher educators influenced your values as a teacher ?

Appendix 3 Structured Ethical Reflection grid (Stevens et al.,2016)

Values	Analysing data	Validation
Open-mindedness	Suspending judgement and conclusions	Seeking multiple opportunities for feedback
Integrity	Position the participants' voice and the different perspectives	Being honest and open at validation events
Respect	Taking the time to analyse data	Recognise the positionality of the participants' contributions
Trust	Sincerity in analysis to accurately represent the voice of the participants	Recognise the value of feedback and fully utilise
Caring	Follow up with participants any clarifying questions	Acknowledge the contribution from validators

Invitation to participate

Research Project Title: Crossing Boundaries: Learning to teach in Further Education. An action research study of how Further Education teacher educators use modelling to teach values.

You are being invited to take part in my Doctor of Education research. Before you decide, it is important for you to understand why this research is being done and what it will involve. Please take time to read the following information and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information.

British Educational Research Association (BERA) ethical guidelines

This research will be carried out in line with BERA's 2018 guidelines for educational research. I am happy to provide you with a copy of these guidelines if you wish to read them before agreeing to participate in the research.

The research project and its title

The aim of the research is to examine how teacher educators model values in their practice with their trainees. I am seeking to work collaboratively with teacher educators from the lifelong learning sector to jointly explore modelling values as part of the pedagogy of teacher education. My working title for the research is 'A study of how teacher educators model values in their practice with their trainees'.

Why have I been chosen?

I have approached you because your college is a well established centre for teacher education, and I am interested in working with teacher educators who are interested to explore the concept in their own practice and to jointly develop their pedagogy.

Do I have to take part?

Participation on this study is entirely voluntary, so please do not feel obliged to take part. Refusal will involve no penalty whatsoever and you may withdraw from the study at any stage without giving an explanation to the researcher.

What do I have to do?

Firstly, to identify one of your classes that you are happy to be filmed and indicate the teaching value(s) you will seek to model in the session and then allow this class to be filmed by one of your trainees or myself. Afterwards participate in a stimulated recall interview in which you will identify and discuss your pedagogical decision making that session. Secondly, allow me to lead a focus group with your own trainees about your use of modelling and how this has contributed to their development as a teacher. Thirdly, participate in an interview about how you became a teacher educator, your role as a teacher educator and how you work within a teacher educator team.

Are there any disadvantages to taking part?

There should be no foreseeable disadvantages to your participation. If you are unhappy or have further questions at any stage in the process, please address your concerns initially to the researcher if this is appropriate. Alternatively, please contact the research supervisor.

Will all my details be kept confidential?

In line with the General Data Protection Regulation, the consent form, video recordings and taped interviews will be securely stored by me during the research. You may access the material I collect from you at any time during the research. To ensure your anonymity, I will ask you to choose a pseudonym so that when I make any reference to you in the research your identity will be protected.

What will happen to the results of the research study?

I will write up the research and it will be presented to meet the assessment requirement of my Doctorate in Education. I will securely dispose of the video recordings, interview tapes and my research notes after the conclusion of the research.

Who has reviewed and approved the study, and who can be contacted for further information?

The research supervisor .

Name & Contact Details of Researcher:

Heather Booth-Martin

Invitation to participate

Research Project Title: Crossing Boundaries: Learning to teach in Further Education. An action research study of how Further Education teacher educators use modelling to teach values.

You are being invited to take part in my Doctor of Education research. Before you decide, it is important for you to understand why this research is being done and what it will involve. Please take time to read the following information and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information.

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Why have I been chosen?

I have approached you because your college is a well established centre for teacher education, and I am interested in working with teachers who are interested to explore the concept in their own practice and to jointly develop their pedagogy.

Do I have to take part?

Participation on this study is entirely voluntary, so please do not feel obliged to take part. Refusal will involve no penalty whatsoever and you may withdraw from the study at any stage without giving an explanation to the researcher.

What do I have to do?

Participate in a focus group to discuss your tutor's use of modelling values. I will ask a sample to participate in an interview and to select a class that you are happy to be filmed. Then participate in a stimulated recall interview to jointly reflect on your modelling of values.

Are there any disadvantages to taking part?

There should be no foreseeable disadvantages to your participation. If you are unhappy or have further questions at any stage in the process, please address your concerns initially to the researcher if this is appropriate. Alternatively, please contact the research supervisor David Powell.

Will all my details be kept confidential?

In line with the General Data Protection Regulation, the consent form, video recordings and taped interviews will be securely stored by me during the research. You may access the material I collect from you at any time during the research. To ensure your anonymity, I will ask you to choose a pseudonym so that when I make any reference to you in the research your identity will be protected.

What will happen to the results of the research study?

I will write up the research and it will be presented to meet the assessment requirement of my Doctorate in Education. I will securely dispose of the video recordings, interview tapes and my research notes after the conclusion of the research.

Who has reviewed and approved the study, and who can be contacted for further information?

The research supervisor.

Name & Contact Details of Researcher:

Heather Booth-Martin

Appendix 6 Consent Form

'Crossing Boundaries: Learning to teach in Further Education. An action research study of how Further Education teacher educators use modelling to teach values.'

Heather Booth-Martin

	Please tick
I confirm that I have read and understood the participant information sheet related to this research, and have had the opportunity to ask questions.	
I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.	
I understand that all my responses will be anonymised and that my identity will be protected by the use of a code or pseudonym.	
I give permission to be quoted (by use of a pseudonym) and understand that direct quotes may be used in the research, future publications, training and conference presentations.	
I give permission for the researcher, a transcriber and supervisors to have access to film, stimulated recall interview, interview and meeting recordings.	
I understand that all data will be securely stored during the research by Heather Booth-Martin and then securely disposed after the conclusion of the research.	

Name of participant:

My preferred pseudonym or code is:

Signature:

Date:

Name of researcher:

Signature of researcher:

Date:

Two copies of the consent form should be completed. One copy is to be retained by the participant and one copy to be retained by the researcher.

Q.1 What do you make of these findings? What strikes you about them?

- Very interesting. We talk about modelling in our team and we usually use this to model teaching strategies. I think the values part is not explicit or thought about by us but used in the class without thought. Something we can think about making more explicit.
- Intuitively plausible
- I am a guidance practitioner by profession. I have since taught in FE and HE. I qualified a long time ago. In guidance we trained with demonstrating values and modelling values. Sharing to model behaviour during 1:1 interventions. As I haven't done specific teacher training, my qual trained me in teaching guidance in school settings and I then transferred to working with adults in later years. I am fascinated in this topic and your research and what appears to be different in the training of different professions. I assumed this would be more similar.
- It struck me that whilst we might all subscribe to specific values in the abstract , the issues are in the details of how we behave and our understanding of the potential impacts of our own behaviour. I also thought about the extent of those things which are both unintentional and of which we are unaware.
- Your study is really interesting as I have been thinking about the same questions throughout my own practice as well as teaching and supporting new teachers. I love the way you presented examples from your study. There is a need for all teacher educators and educators to explore values and how to model them more explicitly. Thank you for sharing.
- Interesting findings.I have started to have more discussions with trainees about their values and how they model these in their own teaching. Some had not thought about this before but it does make for an interesting discussion!
- Your study has resonated well with me because I have had to learn to make my modelling more explicit to my trainees - talking through my decision making, explaining my choices etc. I perhaps overlook the values aspect, so this is really helpful to prompt me. Thank you.

Q 2. To what extent do the findings resonate with your own experience as an FE teacher educator?

- Loop Input / modelling. I started my teacher education life by doing the Cambridge Train the Trainers course for the CELTA, and Loop Input is strongly encouraged on the CELTA, so modelling pedagogical practices in my sessions has been central to my practice. To consider how I model my values is a great question, and I liked the quote 'How I teach IS the method'. We talk about values a lot in my sessions, especially in relation to ETFno2, we can't challenge our values until we are able to articulate them, but I'm not sure that I explicitly talk about my values with my trainees. It's one to ponder.
- Steiner Education? They really resonate with me. I am an educator at a specialist college for students with learning difficulties and mental health problems. The college is based on the Steiner ethos. Therefore, the emphasis of what we do is based on values and educating the 'whole human' rather than just educationally. My college has an 'apprenticeship model' of educating. In that educators are expected to model values and best practice, morals and behaviour. I am on the in-service course now and have been surprised by the lack of focus on this within teacher training but also the impact this can have on inclusion.
- I've sometimes been surprised at the things trainees have picked up that I wasn't explicitly modelling. Some of them do become very good at noticing and will comment on something from months ago.
- Very much so. I can resonate with your study and findings as trying to model the value in my daily life. It is not easy though as there are always conflicting 'tasks' and pressure to 'complete' them. However, it is really important to remind ourselves who we are and why we are working in education.
- Teaching is physical, cognitive and emotional. I think that our values are at the heart of what we do as teachers and as teacher educators. If there a consensus on what those values are, is there also one on how they might be enacted? I have wondered to what extent the practices we model as teacher educators in our classroom activity are transferable into subject specialisms other than our own?

Q.3 Do you think there is anything missing from these findings?

- Not sure but maybe something about the extent to which one is aware of exactly the signals one is sending out.
- Is an outcome going to be practical suggestions for how teacher educators can model their practice, at what points in the course this could be introduced and the influence this has on trainee learning?
- Not sure yet but would love to hear more stories from your study and perhaps more about any challenges or possibly dilemmas that have been experienced by teacher educators.
- Tensions. I think xxxxx's example of the pressure of time versus the need to provide time to students is a very good one, as it is something many of us experience and there isn't an easy answer.
- I wondered about the issues around dilemmas in values, where compromises are made and how those thought processes are shared and exemplified.
- I was also interested in xxxx's discussion of time pressures, specifically in relation to one to one interventions. When I trained I wasn't taught how to 'contract' at the beginning of a 1:1 intervention, this was something I quickly realised was an issue for me (similar to xxxx's experience). I know this is now part of guidance training and I assimilated and learned how to do this for my personal benefit and the students. Will you be looking at if there any changes that will be made to ITE from your findings?

Q.4 If storytelling is a way to model values, what stories of challenges in practice (White and Timmermans,2021) do you tell your trainees?

- Those of personal revelation that show fallibility, reflection and progress linked to my theme.
- Those where the IT didn't work. Nightmare observations I have had (student shot past on a typing chair at speed, narrowly missing the observer).
- I tell a story about when I answered a knock on my classroom door. I went to answer it with a potential to growl at the disturbance, thinking it was going to be some students wanting to find their teacher. When I found out it was 2 ESOL students, I instantly softened, and helped them with their issue. It really made me

challenge why I am happy to help ESOL students, but would have been more dismissive of other students :(We then talk about if they've ever experienced something similar, or if they are aware of how they may treat students differently (and not in a good way).

- I share stories of my own experiences of celebrating diversity, ways of being inclusive etc.
- As I have got older I have become more prepared to share more. This has just occurred to me recently. I wonder if this is about age and recognising that we are not perfect and it's ok to acknowledge this. If an issue presents from a student and I have some experience I am generally happy to share, so nothing specific but most things if I am able to share sensitively to the situation.
- I have shared the development of my own practice and reflections on how I respond to challenging situations now compared with how I responded as a new teacher (to show how confidence and the ability to think on one's feet develops in time along with the acceptance that it's OK not to be perfect).
- I share my own critical incidents throughout my teaching career (but make sure that confidentiality applies) with my students. I share my thinking and struggles when I started as a new teacher and throughout my career.
- We often tell students to give examples when they are teaching their subject eg What a good one looks like. I'm very keen on what a bad one looks like as well! Our trainee teachers have to apply this to their own context/subject eg what a good paragraph on this topic might look like. Or to write one for their students to find the specific mistakes in it. So I think storytelling is possibly a way of exemplifying a topic, in our own subject of teacher education for good and bad. And that while we attempt to be open and honest and congruent in our approaches, we are nevertheless using our teaching expertise to select from our experience and open this to discussion. But I'm also thinking about the often unplanned nature of some of these stories and what that might reveal too!

Appendix 8 Full transcript of the padlet at validation event on 20th May 2022 with UCET

Q. 1 What do you make of these findings ? What strikes you about them ?

- I like how you're linking values and modelling.
- I think modelling is also about being a bad or mediocre teacher not just a good teacher as we would wish to model the less desirable characteristics to enable reflection on practice.
- I was re-assured to hear that teaching online during Covid led to a vulnerability and openness in teacher educators - it wasn't just me!!
- I found your initial findings really interesting and I'm curious to see how these will be developed and explored further as the research progresses. It strikes me that there are many further avenues to be explored, and I wonder if there are links between teacher educators' values and the unintended routes they take. Maybe teacher educators are not conscious of the reasons why they end up there, but your research might be able to make these links and explore these.
- Myself and colleagues all ended up in the role as part of a natural progress and not as an end goal. Going up meant less or no teaching whereas this option enabled the teaching to remain. It's much easier to think and explain strategies and then the softer bits. I am very open with my students about my values and also share the values of others in the team which are not the same. This is done at the beginning of the course when trainees are thinking about themselves. They are often surprised later in the course when they thought they would be like me but ended up being like one of the others, and vice versa. Being open about your values also makes you vulnerable, a little like the teaching online in the pandemic.
- I have also seen some emerge in the teacher educator role in response to tiring in their role as a full on FE teacher. Also see that some feel by working in the role to model teaching they can reignite their glory days as a teacher.
- Time and again research shows that having a pulse and a good QA teaching observation outcome are the only requirements to become an FE teacher educator.

- REALLY interesting! There seems to be an implicit acceptance that we are competent and that there's no need to evidence that. I wonder if it's because we're not as regulated as primary and secondary, and external scrutiny is just around the corner.
- I completely agree about routes into teacher educator roles not being defined.
- I am interested that initially teacher educators found it hard to notice (explicitly) notice their values. I agree absolutely about the importance (overriding importance) of the place of reflective practices on teacher education courses for all of the reasons you have identified.

Q 2. To what extent do the findings resonate with your own experience as an FE teacher educator?

- My own trajectory was coincidental (I teach on the course I did), accidental (invited back to represent the course as an alumni) and intentional (I hoped I would be able to work in teacher education - a long term aim). I always say to my students that I model an example of practice, but it is up to them to interpret and take/leave aspects that do/don't resonate with.
- I am explicit with my students about my values and the importance of them in teaching particularly FE teaching .I am explicit about role modelling practice sharing my thought processes in my planning and the choices that I make and throughout the course asking them to critically evaluate the choices made.
- I came into teaching by accident - never mind teacher training.
- I am also conscious that when you model practice, it is important to draw attention to what you are doing else students will tend to 'see' only the content. This can be quite time consuming.
- I agree the dual professionalism and biography creates a nuance in the way we model.
- I too fell into teacher education by accident , in that they wanted someone with vocational experience when the PGCE Voc Diplomas were introduced and I was seconded. I knew nothing and based my role on previous teachers I knew.

- I came in to it accidentally and actually I am reflecting now on my own submission to the first question. I am going to be honest and say while I would have been able (I think; hindsight being a wonderful thing) to express my values.....I was not as experienced as I am now and though core values remain the same, I would suggest I shout louder about some of them at times (my own learning over time).
- Very much so in my case! Many of the teacher educators I know like myself have emerged following mentor roles for trainee teachers or within the FE settings. Some have emerged through the quality of teaching and learning route also.
- Really interesting! I recognised myself in several of the descriptions e.g., falling into ITE by accident; HOW I teach IS the message - I'm an ESOL teacher and base my teaching very strongly on ESOL approaches; unaware I'm modelling my values in my teaching.

Q.3 Do you think there is anything missing from these findings?

- The other education experiences of teacher educators could also be a double-edged sword, as we found ourselves no longer 'the experts', whilst having to model how to do it. To me, it was a bit like the trainees we get who were highly respected experts in their vocational field and feel completely lost in teacher ed, more so BECAUSE they're having to adapt to no longer being experts, which adds a layer of vulnerability.
- Is there a question around whether modelling and values are different on line and should they be? if so is there a new pedagogical approach arising from this?
- While teacher educators might have been in the 'same boat' concerning the use of technology during the pandemic, I suspect that their other teaching and education experiences meant that they were in a good place to deal with doing new things.
- I think there is even more scope looking at the role of educator post Covid as I too agree the we have been challenged in the modelling approach to blended and online learning as I too can see the care/integrity values of supporting trainees has developed.

- Not as you have framed it no. There are potential strands coming from it perhaps i.e. looking at mentors.

Q.4 If storytelling is a way to model values, what stories of challenges in practice (White and Timmermans,2021) do you tell your trainees?

- I draw on my experience of working with young people with SEND, often giving examples of where something went wrong or where I had a critical incident which led to a change in practice / perspective. I explain how my perspective and assumptions have changed over time and how these continue to change with each new cohort helping to further shape and develop my practice. I draw on their subjects to give examples in the classroom (with permission, and anonymity, I ask them beforehand).
- We use story telling as a weekly feature in that we discuss experiences on placement and I use this as a monitoring process but also to help students to make links between their own practice, the practice of others and the theory covered in the course .
- I would agree that class management or promoting positive behaviour.
- Usually those around managing behaviour and the different challenges they may be faced with that they may not have expected.
- To get trainees to realise that not all learners will have or have had a nice upbringing and that they have to start to review their values and thoughts in relation to this. This might also be around mental health as someone who hasn't struggled and how they can support and empathise.
- Discussions on the challenges of doing what is right for their students especially when this doesn't necessarily fit with what the management want due to other external factors.
- Stories around mistakes I've made, such as when managing poor behaviour (a term I hate), but also success stories about students who turned their lives around as a result of taking a certain course, or gaining a qualification (particularly CELTA trainees, but also asylum seekers in ESOL classes).

- Stories, too about emotional challenges e.g., feeling overwhelmed by workload, challenging managers etc. , what I learned from them and how I addressed them - successfully and unsuccessfully.
- Whatever context (teacher education, professional development for education professionals) I think story telling as story sharing is incredibly helpful for all sorts of reasons - cathartic, validating, belonging, signposting, and that naturally includes stories of when Iit didn't go so well ..because ...
- I use past experiences as a story to create group discussion on how as teachers we can deal with challenge and how we can use values to help our practice.

Appendix 9 Transcript of participants' responses at the validation event 16th July 2022 ,ARPCE Oxford.

- What are your thoughts about this research ?
- How does it link to your own practice ?
- What do you think the recommendations from the research might be ?
- What might teacher education look like as a practice of values ?

It is dangerous to lose sight of values. The research needs to feature as part of the curriculum.

I loved the 'site of practice' and how this changed during the pandemic.

We don't want to lose the focus on wellbeing that happened during the pandemic. There's a feeling that people were more their authentic selves. There was more trust.

The focus on values led to an increased sense of hope which is still coming through after the pandemic. There is more emotional support.

I appreciated the use of virtuosity as opposed to mastery. A focus on language and nuanced differences in these two words. We should perhaps be aiming for the former.

Appendix 10 Details of Trainee Teachers

Participant ID	Qualification	Subject	Number of years teaching prior to the course	Location of teaching
TT1	PGCE	Nursing & Psychology	0	FE
TT2	PGCE	Forensic & Medical Sciences	0	FE
TT3	PGCE	Business	0	FE
TT4	Cert Ed	Hair	0	FE
TT5	PGCE	Sport	0	FE
TT6	Cert Ed	Engineering	0	FE
TT7	Cert Ed	Beauty	0	FE
TT8	PGCE	Biology	0	FE
TT9	Cert Ed	Hair	0	FE
TT10	PGCE	Early Years	0	FE
TT11	PGCE	Computing	0	FE
TT12	PGCE	Psychology	0	FE
TT13	PGCE	Geology	0	Sixth Form College
TT14	PGCE	Business	0	FE
TT15	Cert Ed	Beauty	0	FE
TT16	PGCE	Early Years	0	FE

Appendix 11 Full transcript of SRI with TE B

Copy of the full transcript and analysis of the stimulated recall interview (SRI) with Teacher Educator B of their filmed class on 11th December,2018 , 9.00 to 10.30 am.

Date of filmed class: 11th December,2018.

A Year 1 Cert Ed/PGCE class on Managing Behaviour. Class duration one and a half hours. Eight students present.

Date of SRI: 22nd January,2019.

Location: Teacher Educator B's office at North West College

Timings: 00.00.01 = 1 second, 00.01.01 = 1 minute and 1 second, 01.01.01= 1 hour,1 minute and 1 second. These indicate when TE B stopped the recording to comment.

Time	Speaker	Transcription	Analysis and comments
00.00.00	HBM	To explain, I am going to show the recording of your class on 11 th December,2018. I haven't watched it since, only to check that it had worked. This is a video stimulated recall interview so we are going to watch the film and you are looking for examples of how you model values. In the earlier interview, you identified some of your values that are important to you. So, it's a question of watching the film and then when you think you can see you are modelling one of those values, you are going to stop the film and then I might ask you a question or you might have something to say about it. We probably won't have time to watch all of it because I recorded the whole class which was an hour and a half. I know you've only got an hour so we'll watch what we can in that hour.	Explaining the interview process
00.03.48	TE B	It's sod's law that when something is happening your class are late in. Oh, it's not quite 9 o'clock. Is that around values where I'm sort of ...? (Phone rings). I'll just get this it's admissions.	TE B engages in a phone call.
00.07.43	TE B	No that isn't values is it? I was just thinking...I need to get my brain back in gear. We were talking about observations in the last week. Yes, things do wind down but there is still teaching going on and sometimes why shouldn't	

		you see a bit of that winding down and down time.	
00.08.23	TE B	So that was one. I did comment on punctuality here.	Punctuality
00.08.57	TE B	This is hard because the lesson hasn't started.	
00.10.50	TE B	So I don't know if that's a value but I closed the door because I do think it's about, they have to come in and they are late. They are training to be teachers and it's about punctuality. So I close the door and it makes them more aware.	Physical closing the door.
00.13.15	TE B	I do a lot of pacing up and down don't I? I've never noticed that before. I'm a fidget.	
00.13.56	TE B	When I'm observing this with you, I have to try and think what are values and what is a lesson observation and that's what I'm finding hard to be honest. I was about to explain what I'm doing with that activity but that's nothing to do with it.	Observing the class
	HBM	You are seeing it from the perspective of an observer.	
	TE B	Yes I am.	
00.16.14	TE B	I think something, I don't know if it's about values. There's something about when we're teaching values that we are modelling good practice and a lot of that is about relationships and I do feel that, I mean I feel I've got quite a good relationship with my students and I don't know if it's at all relevant but I can see that a little bit there. I know that they're adults and I know they are trainee teachers but I can just see by what they're doing and what they're thinking that they feel comfortable.	Relationships Rapport Interaction Students feel comfortable
	HBM	Yes, so the way you've built up that relationship with them.	
00.17.26	TE B	This lady here, she's very well qualified in her subject. She has a PhD and she challenges me in a good way. She has a lot of experience in archaeology. They're keen to join in , they're getting up. I'm still observing it as a lesson aren't I?	Observing
00.19.03	TE B	Being reflective is very much a value of teaching and I know that is the subject we're talking about but I think what I'm doing here is making the students really think about the purpose of reflection	Explaining Relevance of reflection

		because it is, you know, there's no point just being told to reflect, that you have to see the relevance of it and I think to begin with when you put the models up it's like you know, it's a model, it's descriptive. So I think, what I hope I was doing there was making it relevant and saying why they need to do it. Having actions on it, not just a process.	
00.20.16	TE B	And that again about the student aspect in Brookfield's lenses. This is very much a value. We can stand up and think we're delivering the best lesson.	Students' view is the most important
	HBM	Yes I noted that you said that Brookfield was your favourite and that the students are the most important. To me, that was your values coming across.	
	TE B	Well, I think that's one of the things about being a teacher educator is trying to get these trainees to...and we do a lot of that here...to know all the background and everything that goes on that you, you know it appears, often you are accountable for data and all the things like that but ultimately, you've got to focus on learning and on your students. Then you're doing your job right aren't you ?	Highlighting the importance of focusing on the students
00.21.25	TE B	And that's the other thing, highlighting something like that, that you are, it's not just coming out of the classroom and thinking what didn't go well but it's about using these models to help those values and of continually thinking is it going well? How can I support this person and then what can I do differently ?	Making it clear the value of reflection
00.22.55	TE B	Is that a value ? Just making it really relevant. Do you know what I mean ? Not just churning out theorists but making that really clear. There isn't any point , you're not really learning unless you're continually thinking back.	Reflection Thinking
00.23.50	TE B	It's good that they've changed that this time. They've made it so that you're just getting used to reflection at this stage. Is that a value ? That kind of sharing practice so coming out and really thinking all about reflection. It's not just about yourself but you're actually thinking how can I share this ? This	Sharing with others Not just about self

		worked really well so how can I share it ? This is a value of teaching, if something works, how can I use it to support others ?	
00.26.20	TE B	I think a little bit because stuff about behaviour is to each individual's perception not necessarily a value but getting people to identify a little bit.	
00.27.24	TE B	There's collaboration going on there isn't there which is a value. Hopefully the activities I've put in will enable the students to work collaboratively. They're sharing ideas and ...	Collaboration Planning for activities in class Thinking time
00.29.22	TE B	What I might have done at that stage is perhaps ask them why and challenge them. Again, I'm doing an observation aren't I ?	Observing
00.31.13	TE B	I think I'm quite a calm teacher am I ? I don't know if that's a value, you have to have patience don't you ? I think the fact , when they were coming in late, maybe I hope that I'm modelling that calm environment that allows for thinking and learning. I hope.	Creating a calm environment
0032.14	HBM	Something that I picked up on was about you bringing in your own stories. What do you think ?	
	TE B	Well I think that depends who you're teaching . As a value it's good to make things and I think it's good to show real life and I think it's an honesty. I wouldn't share...do you know what I mean? I think it makes you more personable, you're a real person and not just this person who stands at the front. I am being very real and my brother was a monkey at school you know what I mean ? I think narrative and story telling is really important to teaching and in terms of a value point of view I would say that is about honesty and openness.	Story telling Being honest Openness Narrative
	HBM	Yes I definitely picked up on that.	
00.33.15	TE B	I think you have to be and if you're not, you don't engage people the same. There's something about what is the value of a good teacher and what is the value of being a good person and a good citizen. Do you know what I mean ? I guess some of the characteristics we talk	Being a good teacher Being a good person

		about are what you would like people to be like in real life .	
00.34.30	TE B	So that as well knowing your students and relating to the subject. Knowing when you can challenge and when you can't and that's really key to teaching because you can actually ignite a situation when it doesn't need to be. It's very much about understanding individuals and group dynamics.	Challenge Knowing when to challenge Knowing your students
	HBM	And making those judgements at the time isn't it ?	
	TE B	Yes and I think that comes from...I harp back to I think we are actually a teacher and then you get the skills that come down, being able to engage and being a good communicator. It's a skill of teaching . You either have it or you don't.	Being a teacher
00.35.37	TE B	He's talking about the lesson observation I did. And I think this is something that we do a lot and I hope I encourage in the classroom is that they share. He was talking about a lesson observation that we chatted about after and what he could have done differently . We do allow this kind of open forum that hopefully is a value in terms of sharing you know things that have happened and how they can improve things. That's sharing good practice . they often give each other like resolutions to things.	Sharing practice Open forum
00.36.36	TE B	This is another value in giving people the time to speak. This was actually quite important. I know **** and he teaches a lot of classes and at times he's struggling and this kind of stuff is important. I know the rest of them will be fine in giving him the time to listen and to share.	Giving trainees time to speak
	HBM	Yes I noted that .	
00.37.40	TE B	That's something that's good as he said that he thanked his students for how they did. I told them when they first started they wouldn't have done that. I think that's a value that relationship that I hope I am modelling, sort of the way to interact with students. He thanked them and I'd forgotten about that. It's because they'd really learned from it, they'd developed and engaged so that's good.	Interaction Relationship building
	HBM	So, giving them positive feedback.	

	TE B	Yes but also actually saying thanks, I enjoyed that and it was good.	
00.38.45	TE B	Back to knowing your students but also preparing them for future life as well. We can't just wrap them up and protect them. It's finding a strategy...working out strategies to individualise whilst not being too, you know... There you go, punctuality.	Knowing your students
00.39.50	TE B	I don't know if that's a value. It's about employability skills and I'm encouraging them to prepare students these young people, for life and work.	Role of the teacher
00.41.41	TE B	I don't know if it's a value but getting them to differentiate between you know, how they would think about things. I suppose the value is not to be too blinkered in the way you think. That activity is getting them to think about the differences in behaviour that you see in adults, young people, groups so that you're not having this one size fits all approach to managing behaviours. To consider how different we all are and how that manifests itself.	Difference Activity
00.42.37	TE B	It's hard watching it and think of modelling values and not teaching practice.	
00.42.48	TE B	I think I treat them all equally do you know what I mean in term of variability and listen to them all equally.	Listening
00.43.48	TE B	They're all engaged now and they're thinking about it.	
00.45.24	TE B	So is that around a value? So again, perhaps I'm repeating myself a little bit but about considering who they are teaching and adapting their teaching practice because you do get sometimes, especially these people might teach the same module but it is a value understanding individuals and groups and how you adapt to make sure that learning is taking place. I think that's the point I'm making.	Difference
00.46.48	TE B	That's the other thing, I don't always have an answer. I think I said then, I don't have an answer. There isn't an answer to everything This is about getting them to question themselves and	Question

		their practice. Not necessarily reflecting but just thinking about it.	
00.47.32	TE B	Relating to the curriculum and things we have to be aware of in terms of teaching. It might not be an innate teaching and learning thing but we do have to be aware of what's underpinning what we do...what impacts teaching adults and what approach you have to have because of other stresses that they have.	Role of the teacher
00.48.49	TE B	I'm annoying myself walking up and own. I actually am. Why don't I just stand still? Do you walk about or stand still? I've never noticed that before.	
	HBM	I think I move about too.	
00.49.44	TE B	I think maybe that's a value that like being prepared to think beyond. All the neuroscience is important and trying to get them to understand why things are a certain way about young people. They do behave differently, there's a mixture, they must be thinking beyond. Not just that the group doesn't behave or he doesn't behave.	Thinking beyond
	HBM	But also bringing in some evidence.	
00.50.24	TE B	That as teachers and professionals I would hope that's the sort of thing they'd search out for themselves. Erm, it kind of interests me the physiological and biological stuff but there's the reason and it makes sense why young men take risks. And you go, why have they done that? That is a value, being prepared to look beyond and find out what is happening. I usually have a scientist sat here and she's got a Master's in biology and I'd ask her to explain.	Research Looking for evidence
00.51.39	TE B	And I hope what I do there and I don't know if I do is start them to think about how as teachers, they can support them because not thinking about the consequences is alright and there might be a reason for it. I would say that is a value, trying to offer /linking things to possible strategies.	Linking to strategies
00.52.51	TE B	A value. I send them to the LRC to do more research.	Research

00.53.16	TE B	I'm giving them the option to agree or disagree so that kind of, they don't have to just because I'm saying it.	Question
	HBM	Not to just accept it.	
00.55.14	TE B	Is that a value? That accepting that you don't like everyone the same regardless. There's not much we can do about that. We don't love everybody.	Not always liking your students
00.57.00	TE B	That must be a value...have presence in the classroom. Don't be afraid. We want to like each other but at the end of the day, you're managing an environment where people need to learn and to make progress so I wonder if I change a little bit there? It's your classroom, don't be afraid to make changes.	Having a presence
	HBM	It's about that presence.	
00.59.49	TE B	Is that a value again? Honesty? Let's not sugar coat everything erm because we do have to think about things. So, it's preparing people for being aware of that.	Honesty
01.00.00	TE B	That's a value. Ginott...you are the weather in your classroom. That's what I wanted to get across.	
	HBM	I have stopped the recording of the class.	
	TE B	I would like to watch the rest of the recording . I want to see the role plays.	
	HBM	I think it's interesting that what you have identified, I picked up on a lot of that. You didn't pick up on your humour.	
	TE B	I suppose it is a value.	
	HBM	Very much that the students are the most important, having stories, a lot of focus on them thinking things through and finding things out.	
	TE B	I suppose being a post 16 teacher that's what we're trying to do. Hopefully, I am modelling so that they will do it with their students.	
	HBM	You were clear on not using sarcasm. You value them collaborating and sharing in learning activities. We had similar thoughts.	
	TE B	Did the students notice? Because they are brand new trainees.	

	HBM	That's a really interesting point. Who do you think was really noticing and picked up on it ?	
	TE B	Trainee * or trainee * ?	
	HBM	No.	
	TE B	Trainee * ?	It was TT 1
	HBM	Yes, they were getting there to realise.	
	TE B	Yes, they are more experienced. It will be interesting as we talk about the ETF professional standards all the time particularly now the curriculum has changed. But it's whether they appreciate what those values are because it's hard to think. We know about skills and strategies but the other stuff...what makes you a teacher.	
	HBM	I hope you found it interesting.	
	TE B	Yes, although it's hard not to observe. In my head, I'm thinking I talked a lot there but then it's a HE lesson. Maybe I should have put more questions in there. It was hard not to do that, not to be an observer.	TE B found it hard not to be an observer during the SRI.
01.05.00		Recording is stopped.	

Appendix 12 Values identified by TE B in SRI 1

	Value
1	Teaching happens in the last week of term
2	Punctuality – start on time
3	Punctuality – close the door after 5 minutes.
4	Relationships with students
5	Purpose of reflection and relevance
6	Students are the most important lens
7	Not learning unless you are reflecting
8	Sharing and collaboration
9	Collaboration in activities
10	Being calm, environment that encourages thinking time
11	Honesty, narrative and story telling
12	Knowing students, knowing how to act at any one time
13	Sharing, open forum about teaching experiences
14	Giving people time to speak
15	Interaction with students
16	Preparing for life and work. Not molly coddling.
17	Differences between students, individuals and groups
18	Listening to them all equally
19	Understanding individuals and groups
20	I don't always have an answer. Getting them to think things through.
21	Relating to the curriculum
22	Get students to think beyond and look for evidence
23	Linking evidence to possible strategies
24	Giving them the option to agree and disagree. Think for themselves.
25	Accepting that you won't like all your students. Be professional.
26	Having presence. Not being afraid to manage the environment. Get this sorted.
27	Honesty. Preparing people not to sugar coat.

28

You are the weather in your classroom.

Appendix 13 Values identified by TE B in SRI 2

	Value
1	Punctuality – start on time
2	Punctuality – close door at the start
3	Organised
4	Teaching is a vocation
5	Motivation
6	Authenticity
7	Giving choice
8	Collaboration
9	Links to theory
10	Students able to show what they know
11	Praise
12	Formative assessment
13	Willing to challenge
14	Active learning /movement
15	Links to theory
16	Honesty
17	Self-assessment
18	Watching others teach/learning from others
19	Reflection
20	High expectations
21	Movement
22	Fun
23	Knowing your students
24	Thinking time
25	Respect
26	Reflection
27	Punctuality

Appendix 14 Full transcript of focus group with trainee teachers

Copy of the full transcript and analysis of trainee teacher focus group/interviews with trainee teachers during the class workshop on 23rd April 2019.

Date and time of focus group: 23rd April, 2019, 11.30-12.30pm

Location: Cert Ed/PGCE classroom

Interview 1 with TT1 Total time 6 minutes and 10 seconds

Speaker	Transcription	Analysis and comments
HBM	So, we've been looking at how your teacher educator models values when she is teaching. How does your teacher educator model values outside of the formal taught sessions ?	
TT1	When people have been coming in late, she had noticed and while it's not addressed in a confrontational way, it is acknowledged as in for example, she may ask the person who has come in late a question first to get them focused with what is going on in the lesson which I think I can see her addressing the lateness but not in a 'see me after class' type of thing. As well, when she has been doing questioning er she does the pose, the pause, pounce and bounce and she does that whilst she's doing her lesson.	TT1 talks about what she has noticed in class. Punctuality. Questioning .
HBM	Yes, we saw that the last time. What about outside of the classroom itself? In other parts of your teacher education programme ?	I prompted TT1 to think beyond the classroom.
TT1	Er...	
HBM	For example, when she is coming to observe your class?	I mentioned the teaching observations.
TT1	She's very...she sits like I the corner and she doesn't really get...she tries to be as minimal as possible. She doesn't impact on the actual lesson. To the point of because she is respectful that everyone forgets that she is there... me and the students. She is always on time when she comes to do the observations. She's very...and always instills in us how to be organised and she gives back your marks when she says she's going to . So she'll mark and when she says it will be back with you by a certain time it always is. Er...	Respectful Punctual Organised
HBM	What about feedback on your observations ?	

TT1	<p>Yes she does good critical...so she is always positive and tells you a bit about the negative. Moreso than my mentor here because I've found the mentor being very critical and it's put my defence mechanisms up a little bit because yes, I know but I'm only learning whereas TE B was very this was really good and it just needs a bit of work here and a bit of work there. But my mentor said I was training and not teaching and I was quite, oh...like a big slap. So I appreciate it more when TE B was feeding back rather than my mentor. I mean she was doing it for a reason and to be fair, we get on very well and I have left her now as I am in *** (location) so I don't have the same mentor now. In fact, I don't have a mentor because...anyway. So , it was quite...I don't think I'd want to be observed again with her because I was nervous about it whereas with TE B ...I've got one on Thursday and it doesn't come out and make me nervous.</p>	<p>Puts trainees at ease during teaching observations. Balanced critical feedback.</p>
HBM	<p>Yes. And what about communication such as email? How do you think TE B models values ?</p>	
TT1	<p>Very well. There was only one instance and I don't like emails as a communication tool anyway as I think there are a lot of sub contexts that you can read into it. I prefer face to face or telephone but I know it is the way of the world. I'd got my hours at the other college and I'm never late and always here. I'm here every single lesson till the end until I started teaching at 1pm. I'd emailed this to TE B and she sent us something back saying I'll have to double check that it's not going to impact on the university. I thought you can forget that because I've been here all the time . So I emailed back and said I'll speak to the university and tell them this is the situation. What do you mean it's going to impact ? No way, no way. That was probably me being over sensitive but I don't like emails or texting for communication.</p>	<p>Generally good via email . Potential for misunderstandings in tone .</p>
HBM	<p>Thank you and I'll email you to arrange doing that. It will be one filming ,just like I've done here with TE B and then a short focus group with your students. We'll then need</p>	<p>TT 1 has volunteered to be in the sample next year for me to visit and film their class.</p>

	an hour to watch it together but I know that TE B has found it really useful .	
TT1	Yeh ,no problem at all.	
HBM	And hopefully you can use it for one of your reflective blogs next year.	
TT1	Yeh yeh. I'm not sure what teaching I'm doing yet you see. I presume I'll be doing psychology but there's nothing firmed up. I have put my notice in at work because I didn't want to get to August/September and then being told I've got hours and me having to say no. So I thought right, give my notice in now for August and then if I get nothing here I'll come back to ***** college	Uncertainty about teaching hours next academic year.
HBM	Thank you so much.	

Interview 2 with TT 2 and TT 4 Total time 6 minutes and 52 seconds

Speaker	Transcription	Analysis and comments
HBM	So, I've been looking at how your teacher educator models values when they are teaching you and you kindly participated in focus groups after the filmed sessions and said what values they are modelling . I've really thought about it during the research so far and I think there are other places on your teacher education course where TE B is modelling values other than when you are being taught. So I am asking if you can think of any other examples of where TE B is modelling those values during your teacher education programme outside of the classroom?	I felt I needed to explain the question in more detail after TT 1 started off talking about values being modelled in the classroom.
TT 2	I think when we are handing in assignments, that is done outside the classroom and we are emailing her. She is picking them up straightaway , gets them marked and send them to us even if it's a weekend. Obviously we're not in college at the time and she is giving us timely feedback which is the most important thing.	Timely feedback on assignments.
TT 4	And she has one to one with us as well straight after.	One to one.
HBM	Is that a one to one tutorial ?	
TT 2	Yes and also when we are being observed we also book in a time with her . That's again outside of this class.	

HBM	What about when TE B comes to observe you ?	
TT 4	Erm...	
TT 2	I'm trying to think. She actually engages in some of my lessons, some interesting topics when I'm teaching anatomy and physiology and she is joining in with the students. They like that and I really enjoy that and it doesn't feel like...	Contributes from own subject specialism.
HBM	Yes, that's part of her subject specialism isn't it ?	
TT 2	Yes, and it's been really good to have that extra support. There's a few things that she's said that I didn't know and I was getting that extra support. When I've had lessons with other classes I have implemented that in, what she said. I teach the same lesson across three different groups so when I've been observed in one of them if there's anything extra, I'll tell the class.	Support.
HBM	What about her approach when she comes to do an observation?	
TT 4	She gets there a few minutes early and lets you know, she won't say nothing and just lets you get on , just sit in one corner.	
TT 2	She's very organised and we don't have to worry about anything.	Organised.
HBM	What about afterwards and the feedback?	
TT 4	She lets you know , she says I'll give you feedback on this particular day . Or if you've got time afterwards, then maybe after.	
TT 2	Usually she'll send a calendar invite just to make sure that we've got that. The feedback is very detailed .	Makes time to give feedback.
TT 4	Detailed and positive as well.	Detailed feedback.
TT 2	Yeh, it's not just about the criticism and you know exactly what you are doing well and areas to maybe improve on and it's always a balance between the two . It's not just all this went terribly, it's a case of this was good but maybe have a look into it, is there any other way ?	Balanced feedback.
TT 4	And you get ideas don't you ?	Ideas.

TT 2	It's more of a supportive role .It's not oh, you've done that ,it's let's have a look at how we can improve on this. In our forms that we have to fill there's actually a section where we can say if there is anything we are struggling with so when TE B is reading our forms she knows what to give feedback on. She'll sit with us and go through it and direct us ...she's done that with me quite a lot. To help us if we are struggling.	Supportive. Gives time .
HBM	What about when you get feedback on assignments?	
TT 2	Yeh it's very detailed again.	Detailed feedback.
TT 4	Yeh,it's grammar and everything. What makes sense, what doesn't make sense .	
TT 2	It's more research as well, directing us as well. That's why when we have a plan, she marks everything in detail , gives suggestions, questions for you to also think about. So not just constantly giving you the answers but giving you questions to support that idea so you can go out and research with that question.	Questioning.
HBM	How do you think that will impact you as teachers ?	
TT 2	I think it's making us constantly reflect on ourselves and I think that's really important as a teacher to constantly reflect and having someone to direct you as well. It's really good because when I come into this lesson I'll watch TE B and I think ok,she's doing this and that's a good thing because I am following the same kind of order in my lessons that she's also implementing in her lessons. It's kind of having that role model as well to see how she maybe gets English in the lessons without making it like a prescription . So yeh.	Reflection. Role model.
HBM	What about feedback that you give your students ?	
TT 2	I think again it's in the same way. I've been doing a lot of marking so it's slowly getting easier. When you first start it's a lot harder . Feedback as well...it's a case of not giving them the answers straightaway . You can get it out of them by structuring your	Asking questions.

	questions slightly differently if they've not understood it the first time. So it's those kind of things that we've picked up on .	
HBM	Good because you've come a long way since when I first came last September and you're nearly at the end of year 1.	I explained to TT 2 that I will contact them to arrange a visit to their class next year.

Interview 3 with TT 3. Total time 4 minutes and 30 seconds

Speaker	Transcription	Analysis and comments
HBM	So, I've been looking at how your teacher educator models values when they are teaching you and you kindly participated in focus groups after the filmed sessions and said what values they are modelling . I've really thought about it during the research so far and I think there are other places on your teacher education course where TE B is modelling values other than when you are being taught. So I am asking if you can think of any other examples of where TE B is modelling those values during your teacher education programme?	
TT 3	Well, I started teaching higher education after a bit and I were a bit worried about the step up cos I was just doing BTEC initially. So I talked to TE B about that and we started having one to one's. I was unsure about the step up to level 6 cos obviously I've only done the qualification up to that level. I went to see TE B for a one to one and she were more than happy to so. She really went through it all and like helped as much as she could in them areas. The breadth of knowledge and the specifics it just helped loads...the marking side to the physical work and how you should approach the classroom and stuff like that. So it helped massively really and made it a lot easier for me cos it's a very different style of teaching . Obviously she's teaching at that level here so there's no-one better to talk to regarding that so it was really helpful.	One to one. Support with teaching HE. Helpful.
HBM	So she took the time outside of the class. Any other aspects do you think ?	
TT 3	Well next week actually in one of my higher education classes they've got an	Helpful. Ideas.

	assessment which is like a dragon's den style presentation when they do a pitch on an innovative idea. We're going to have a panel of people to do this and it's going to be me, another business teacher and TE B's husband is actually coming in because he is self-employed and he's going to be on like the panel of judges and is helping. So she's organised all that so that's really helped and she came up with the idea of doing the dragon's den style thing to help with the assessment. So that's helped massively and obviously her husband getting involved .	
HBM	That sounds great . What about when you are being observed ? How do you think she is modelling values ?	
TT 3	Well, during the observation they don't even realise she's there cos she's like noting away in the corner but then after you get that instant feedback and mentions points that you wouldn't have even thought of and how you can approach them . She obviously gets your take on how you thought it went . Things like that...the feedback is really useful. It helps you come up with strategies to like fix areas for improvement or strengthen areas you're already doing well at. That's good in that sense.	Inconspicuous. Instant feedback.
HBM	What about feedback on your work ?	
TT 3	Yeh, feedback on the work is really thorough as well. The comments and then she'll sit down with us and have one to one's as well to run through the comments to make sure we understand what she's saying and why she said certain things . And it's a mixture of positive feedback and constructive criticism so yeh it really helps massively so you always know what you need to do to your work to get it to the right standard before you upload it. So that's really good.	Thorough feedback. Takes time to check understanding. Constructive .
HBM	And how do you think that will help you with your students ?	
TT 3	I feel like I've been giving them the right information and I know cos in our...when we're writing these essays it's like evidence-based practice and the feedback I get from TE B that's why I know which	Gives confidence. Takes the time.

	<p>areas I've talked about ...I've spoke about it right so I know I'm going into my classroom and putting strategies into place I'm confident I'm doing the right thing. It's because she has sat down with me and talked about it , run through it and has either reinforced my pre-existing ideas or corrected me or helped me so I know what I should be doing in the classroom and why I should be doing it based on what I've been reading and stuff so it's really helped in that sense.</p>	
HBM	<p>Great, thank you very much and I'll be in touch to arrange coming to your class next year .</p>	

Interview 4 TT 6, TT 8 and TT 13. Total time 9 minutes and 46 seconds.

Speaker	Transcription	Analysis and comments
HBM	<p>So, I've been looking at how your teacher educator models values when they are teaching you and you kindly participated in focus groups after the filmed sessions and said what values they are modelling . I've really thought about it during the research so far and I think there are other places on your teacher education course where TE B is modelling values other than when you are being taught. So I am asking if you can think of any other examples of where TE B is modelling those values during your teacher education programme outside of the classroom?</p>	
TT 13	<p>I haven't had much teaching . I think these two might be able to say more.</p>	
TT 6	<p>It's quite relaxed. She doesn't want to put too much pressure on somebody . A couple of week ago and *** from the university was in observing TE B while she was observing me so it was a bit of a double whammy . He's not observing you but at the end of it we had a really nice discussion between TE B, *** and myself not only from the observer point of view but from somebody who is involved in what we're doing but also putting something in there...It wasn't about too much pressure it was letting you get on with things and do things the way</p>	<p>Relaxed. Not putting pressure on.</p>

	you should be doing or you've been told to do but mindful of somebody else has got to be watched as well. It's kind of not putting too much pressure on. It's like she say, it's not life or death.	
TT 8	No it's not life or death it's more about getting feedback and seeing things from a different perspective . Not ,you're doing things wrong , you could do it like this.	Not life or death. Seeing things from a different perspective.
HBM	What does TE B do to allay your fears , that it's not life or death ?	
TT 6	She doesn't get too involved does she ? She just lets you do what you need to do and you do your thing and I try to blot her out bless her as she's sat at the back of the class	Inconspicuous.
TT 8	Yeh she tucks in...she's not sat at the front with a giant clip board...she's hidden.	Hidden.
HBM	Anything else ?	
TT 6	Yeh ,I do one to one tutorials on a weekly basis where I have a time slot every week with TE B for half an hour or forty-five minutes if necessary. It's a straight discussion ...it's not about technicalities all the time, it's about anything I want to talk about . Any fears, hopes or expectations I've got .	One to one . Listens.
HBM	Can everybody do that then ?	
TT 8	Yeh, she's made it pretty clear that anyone can.	Inclusive.
HBM	What about feedback on your work ? How do her values come across ?	
TT 6	(Pause .) That's quite a difficult question to answer. It's quite subjective the way she marks it and writes about it. It's constructive and it's adding to your knowledge, it's adding to your skills . Erm, it's something there to I suppose to take on board or to not take on board. It depends on how you want to...that's TE B's perspective on things . It might improve your techniques, your skills and the learning .	Subjective. Constructive feedback. Different perspective.
TT 8	Yeh, it's not...the feedback isn't just change this and this . It's like ,I like this, that's a good point or maybe you could write this in a different way. It's not necessarily this is right and this is wrong ..her opinion I suppose.	
HBM	Yeh and helping you ...	

TT 8	To see things differently. And then she tends to just do comments on the document and then if it's something a bit more extensive she'd rather talk to you about it then she'll say I'll find you in class.	Seeing things differently. Takes the time to talk with trainees.
HBM	So she'll follow it up ?	
TT 8	Yeh,if it's something that doesn't quite come across in a little text box.	
HBM	So in terms of being available as a teacher educator ...it sounds like ...	
TT 6	And that passes onto us . We all try to be available where we can for the learners, our own students . It's not always possible because of other commitments but where we've got that time slot if they want to come and speak then they come and speak.	Being available to own students.
HBM	I'm interested in how the way you are being taught and what impact this has on the way you are with your own students and how you model values with your own students. So if you're having a positive experience in terms of your teacher educator , you're taking that on board even if you're not particularly thinking about it .	
TT 8	Yeh, I think that sounds pretty reasonable. TE B is available and she makes it quite clear that she is available and I think everyone probably does the same don't we ?	Available.
TT 6	Yes.	
TT 8	I just don't have a room.	
HBM	Yeh, that can be tricky can't it ? If you don't have a space .	
TT 6	Staff rooms can be quite noisy and er busy .	
HBM	So you've obviously... from when I came last September , you've come a long way and (to TT 13) I'm sorry to hear about your teaching .Sometimes it happens like that doesn't it that things don't quite work out . Is it hopeful for the future ?	
TT 13	Erm...we'll see. (Laughs nervously)	
HBM	You've come a long way since last September.	
TT 6	Yes, a lot of hours, a lot of knowledge, a lot of experiences, a lot of ups , a lot of downs	Knowledge and experiences.

	. It's about taking them all on board and moving on. The experience.	
HBM	And trainees say when they start the second year they know more about what's coming.	
TT 8	Yeh, I've mentioned it a few times in different bits of work we've done but there's definitely things I will do differently from the start next year. Once you're half way through and the realisation that...	Doing things differently next year.
TT 6	That it's too late to change it.	
TT 8	It's too late to back track.	
HBM	In terms of the way you approach your ...	
TT 8	For the students I think how I'll be different on day one next year than I was this year. It's the kind of things that you can't just change half way through the year...just start doing differently cos they'll look at you like ...	
TT 6	It's difficult to reset your stall out ...they've got into their habits and you've got into habits. Then something comes along here and you think, that's good. It's difficult to then integrate that ...	Learning to be a professional whilst being a professional . Reference .
HBM	Yes, those first few weeks are so important aren't they, setting your stall out .	
TT 8	And you can definitely see that now. I'm quite excited to get fresh students.	
HBM	Brilliant thank you and I'll let you get on. Thank you and I will see you next year as I will be coming back to do the same thing.	I checked subject specialism with the three trainee teachers.

Interview 5 with TT 7. Total time 5 minutes and 33 seconds.

Speaker	Transcription	Analysis and comments
HBM	So, I've been looking at how your teacher educator models values when they are teaching you and you kindly participated in focus groups after the filmed sessions and said what values they are modelling. I've really thought about it during the research so far and I think there are other places on your teacher education course where TE B is modelling values other than when you are being taught. So I am asking if you	

	can think of any other examples of where TE B is modelling those values during your teacher education programme outside of the classroom?	
TT 7	So, TE B used to teach the same subject that I am teaching so that's quite helpful. Is that the kind of thing? So in the beauty therapy industry she also had her own salon which I also have so we've kind of got a lot in common with that kind of thing. Erm...	Same subject specialism. Helpful. Shared experiences.
HBM	What about in observations, how do you think TE B models her values? You've mentioned her subject specific knowledge and she shares all of that with you.	
TT 7	Erm...I think quite fair in being aware that things change over time since she did it and then now. Things are obviously quite different. The industry has developed and you have to move along when you are working in the industry ...we have to move along with that and it's really hard to do that when you're not in the industry any more. Erm...but then also there's other things like tools she's perhaps given me that she used to use in her classes when she taught beauty therapy .	Tools.
HBM	How about the way the feedback is given to you on your teaching?	
TT 7	Erm...I think it's the same really, very fair. Yeh quite open-minded to the changes in industry and how things...and different colleges as well cos obviously I'm teaching at ***** college. So, open-minded to every college does things slightly differently.	Open-minded to change.
HBM	Yeh and how do you think you've learned through that process?	
TT 7	Well, I suppose it's given me like a varied sort of set of knowledge. That doesn't make sense but (pause) ...from how it was taught when TE B taught it perhaps now and in a different college it's nice to know the variation of how it was done and give me different options as well. Yeh.	
HBM	So, different perspectives?	
TT 7	Yeh.	

HBM	What about any other things like tutorials or...	
TT 7	I don't teach in any tutorials.	
HBM	No , sorry I meant with TE B as part of your teacher education .	
TT 7	Oh I see. In what way, what do you mean ?	
HBM	Well if you're thinking about all the values that you have identified in TE B , is she making herself available, is she listening ?	
TT 7	Oh yeh. Everything that you need somebody to be is how she's been as a teacher. Yeh. Yeh definitely. As flexible as you'd expect someone to be anyway.	Flexible. Everything that you need somebody to be as a teacher.
HBM	What about when you are handing in written work and getting feedback on that ?	
TT 7	Yeh, yeh, the same really. I think you get out what you put in don't you? And, I don't know ...she's, well we've all got a lot to do so you can't expect it to be straight back to you do you know what I mean? But when she says she'll send it back she always does in that time frame .	Timely feedback.
HBM	That's great. So, you've nearly finished year 1.	
TT 7	Yeh, it's within reaching distance I think. I hope.	
HBM	Yes. So, I'll be coming back again next year to follow you through year 2 with whoever is teaching you next year and filming a few classes. It will be quite interesting for you to make comparisons.	
TT 7	Yeh from year 1 to year 2. Yeh.	
HBM	Brilliant. Thank you.	

Appendix 15 Full transcript and analysis of semi-structured interview with TE C

Date and time: 20th September 2019 at 2.15pm

Location: Teacher educator C's office

Total time of interview : 32 minutes

Speaker	Transcription	Analysis and comments
HBM	You can stop this at any time and feel free to do so. If you don't want to answer a question, just say so. It's about what you want to say. My first question, and you might want to think about these questions, so don't worry at all if there's silence and you're thinking. How did you become a teacher educator? What was your journey to becoming what you do now?	I explain the interview process.
TE C	Ok it was because there was the opportunity to take up a curriculum leader post. My manager at the time said there is a curriculum leader post, it's in teacher education. How would you fancy doing that? So at that time I was teaching A-level, business and economics and I'd never thought about teacher ed and he said I think you'll be really good at it , you need to be really organised to run all the courses and that sort of thing and it would right up your street.I went for the job and I got it. I didn't start teaching on the courses initially as it was part way through the academic year and for the first six months I was just managing the programmes. So, centre manager for the university and we also ran the PTLLS course. It wasn't until the September that I started teaching on the courses. It was about fifteen years ago now and I still see some of the staff around college who were on that teacher training course. Yes ,we used to have some offices in the middle of **** so we ran it in the adult centre. I remember I used to have to take the laptop and projector and everything with me and all the resources and everything else once a week.	A management opportunity.
HBM	Just to rewind . Before that you were teaching A-levels here?	
TE C	Yep.	

HBM	And before that?	
TE C	Well this is my twentieth year at college and I came here to do my teaching practice. So I did a full time PGCE at **** but I did my A-levels here and I always stayed in contact with the economics teacher when I was at university and then when I was working, as I worked for three years , I contacted him and said I'm thinking of doing my teacher training and he said brilliant, you can come here and teach with me. So yeh.	Previous student at the college. Teaching placement.
HBM	You must have been a good student.	
TE C	(Laughing) Or that he just remembered me. Yeh, so I came back here and I've never left.	
HBM	You said you worked for three years. What did you do?	
TE C	I worked at **** for a short time, it wasn't really me but I got a job straight out of university and then I worked in financial services for three years.	Financial services background for three years.
HBM	And then you thought you'd like to train to be a teacher?	
TE C	Yes, I enjoyed my job but I felt I wasn't using my degree. My degree is in European Economics and I loved it. I thought I'm really missing this subject. I started to do my financial planning qualifications which was great but I knew it wasn't what I really wanted to do. I thought, right, I'm going to look into teacher training and then I can get a job as a teacher.	Became a teacher.
HBM	So did you go away to do your degree?	
TE C	Yes I did and now I've been here for twenty years which is really scary (laughs).	
HBM	That's great and people have different routes to becoming a teacher educator in FE. Some quite by chance. How would you describe what you do as a teacher educator? If someone was to ask you what you do, what do you say?	
TE C	Erm...I actually always find that a really difficult question these days because I only teach a really small part of my	Difficult to explain the role of TE.

	<p>contract and then because the rest is in quality. If you say to someone you've got a job in quality, they go what's that? And then I think if you say to people I teach the teacher training courses they always think what's that and what are you doing ? Yes, so I would always say to people I'm a lecturer at **** college and then if asked I would give more information on that. But I really enjoy what I do. There have been times where I've not enjoyed it as much as teaching my subject. Erm but I think that's part of the profession within teaching that you can sort of fall out of love with it at different phases. I think that's followed, those bits where I've found it really difficult , because other things have been happening that's when I've found that bit of the job difficult . But for me now and I always say that to my groups and they never believe me , that is the best four hours of my week because I am in that classroom and for those four hours, nobody else is coming in and nobody else is going to ask me anything and the only thing that matters is anything that they want and I love it. Yeh and it makes me so proud when I see the former trainees we've got around college and what they've been able to do . It's been a difficult one and I always think it's a weird thing to say that you do the teacher training courses but I am really proud of it and I'm really proud of the people that I've worked with.</p>	<p>Multiple roles in college influence practice (Boyd et al,2010)</p> <p>At times enjoyed it less than teaching own subject.</p> <p>Very proud of role.</p> <p>Proud of trainees .</p>
HBM	<p>So just going back to when you became curriculum leader and then teaching on the programme, did you carry on teaching your subject?</p>	
TE C	<p>Yes , it's only the last three years that I haven't delivered my subject and that I've just done teacher training . Erm it's great and I love it . Nothing is ever the same and I think the new curriculum that we've got now where I think it makes it much easier to do in year 2, around how you teach and the craft of teaching rather than the theory of how we put it all together . I think that's really exciting as I want to see people, I want to light that</p>	<p>I want to light the spark.</p>

	spark in people so they think that's what I want to do.	
HBM	Great. In some way, you've already talked about this but what values do you bring to the role?	
TE C	<p>I think it's really important that if people want to do this job they need to do it properly .Teaching is not something you come into because you work 9 to 3.30 and you get all the holidays which is what lots of people say . And it's not the sort of job that you should want to do in a mediocre way. I'm really passionate about that because those people that come into your classroom deserve to have the best experience and if you are enrolling somebody on your programme then it is your responsibility to get them through to the end . I always say that to my trainees that if you've accepted that student into your class then it's your responsibility to get them through. Because you've said that's alright for them to do so they need to have those high expectations around what they are going to do and how they are going to do it . I find it really frustrating when we get trainees who, in effect, think I'm going to get a teaching qualification cos I'm going to do the tick boxes cos teaching is not a tick box profession. Erm and I want them to be able to want that spark and make them want to deliver the best possible lessons for their learners. I want them to be better teachers than I am and I always say to them, I'm not standing here as the expert of all teaching. I am telling you what I've learned from my experience and then over the next twelve months we are going to learn together.</p>	<p>Do the job properly. Responsibility to students . Deliver best possible lessons. High expectations . Be better teachers than them. Not the expert . Learn together.</p>
HBM	Great. Ok, what do you understand by the term modelling in the context of teacher education?	
TE C	I would say it's doing the things that people are then going to repeat and look to do. And there are certain things that are more obvious than others that you see in the students . So sometimes they'll take an activity that you've used and they'll go an do it and I'll see them	Doing things in class they will repeat.

	ask the questions and I know that's the same way that I've asked the questions. In other ways, they've taken something that we've used and then deliver it in a completely different way. So I think there are lots of ways of doing that modelling but I think it is about the core things that you would expect and I want to see them doing in their teaching.	
HBM	So would you say it's about activities and strategies?	
TE C	Yes and also about their presence in the classroom and how they are and I would hope that they get how important it is that you take every minute that you've got of your lesson and that you have those high standards and that you put in place those strategies. We can all forget to do things and sometimes it's difficult in a class so I'll tell them my strategies to help me not forget them and it's nice to see them come up with ideas of their own. I always give them the one cos I'm terrible at remembering to collect homework in so I put it on the slide. I always say to them, anything you want to remember, stick it on a slide, stick it on your presentation and then you're not going to forget and I remember I've got to collect homework in. And they need to get that. I think it's about everything you do and that's where it's ...I'm a stickler for detail and that is what I want them to be able to model as well. I think it's back to the it's not ok to turn up with a bit of a plan. Actually, they need to turn up with an hour and a half of really good learning opportunities for their students.	Presence in class. Using time effectively. Strategies. Stickler for detail.
HBM	Yes, thank you. Any other examples of how you use modelling in your classroom?	
TE C	Just within the classroom ?	
HBM	At all.	
TE C	Right cos I'm a bit of a one. We've got students that work in most departments in the college. I don't think there's on department where we haven't got former trainees working so I like to go ...I'll often wander down to staffrooms and go and see people. But if I see my trainees or	Example of modelling from outside the classroom in their quality role.

	<p>former trainees, for example, I'm walking down the corridor and it's five past nine and they're just walking into the classroom , I will go, are we running a bit late this morning ? Just that reminder cos I think it's important and sometimes they'll see me and say, I'm coming, I'm coming, don't worry . But I think it's knowing that I am going to be looking for things like that and it doesn't stop when you finish your teacher training .And I do then...I also keep in touch with them and find out how they are getting on and what they are doing and what opportunities have come up . We've had some trainees who have gone on to become advanced practitioners in college which is the team I used to head up Erm...looking for them to be able to take those opportunities as well.</p>	
HBM	<p>Do you think then that your quality role, as you've got the teacher education role and the quality role, do you think that the fact that you can walk round the college in your quality role ...</p>	
TE C	<p>I think it's a bit of both cos I've been here a long time and going forward my quality role is different so in terms of quality improvement and that sort of thing, that's not me anymore, that's somebody else and I'm actually pleased cos I think you need to get different people's views on things and I don't want people to just have mine . So it's quite nice that there's going to be somebody else heading up quality improvement. But I think because people know of my quality background and that I'm involved in teacher training, sometimes they'll say oh you're really going to be a stickler for ... And I'm not particularly a stickler for paperwork if it's not one of the trainees. I'm interested if they're delivering a really great session and if they're delivering a really great session but they can't write the best objectives, I can help them write objectives but I'm really happy that they're doing it in the classroom .I want them , in terms of modelling, I want them to be able get that, that what's important</p>	<p>The importance of delivering great sessions.</p>

	<p>is actually what they are delivering and not necessarily what's on the paperwork which I do think crosses...It's difficult for them to say but you're quality manager so why are you saying that but I can now do it with a different hat on . I can say I'm not bothered whether your plan is written on the back of a fag packet as long as you've got one. As long as I can see it and I know what you're doing and I know that it's working.</p>	
HBM	<p>Thank you. Great. How do you plan the modelling you are going to do when you're teaching trainee teachers?</p>	
TE C	<p>I don't know but I've thought about this a lot as I knew I would be talking with you. I think before I thought about it I would probably have said no but I think I do cos when I'm planning my lessons I want to make sure that everything is there in the way that it should be to be delivered and in the way I would like my trainees to take from that . So I think, you know in terms of getting the importance across of what they're doing and how they're doing it in different activities and that sort of thing . I think subconsciously, yes I do and I think I probably think about it more than other teachers cos I've got to be saying this is how we're doing it and this is how we work through this. I had a student last year and I was feeding back on his lesson and he'd done something in groups. Erm and we'd done something in groups that week in a lesson and I said, do you know you need to engage them more and be doing this. And he said, you never did that with us and I said, you're absolutely right I didn't but I should have done shouldn't I ?And do you know what, I want them to be able to do that because I want them to be able to say, that's not how I've seen you do it or you haven't done it like that . And sometimes I will do things in lesson and then I'll say right, what haven't I done , what should we have done ? What haven't we got out of that that we could have done? Just to make them think about it and I keep thinking that maybe I</p>	<p>Planning lessons to make sure that everything is there to model to trainees.</p>

	should do a lesson where I'm really unorganised and where I don't have everything and I need to run out and get it photocopied and there's just something in me and I just can't do it (laughs) and I just keep thinking ...	
HBM	That's an interesting idea .	
TE C	I think I really should do that and then ask them what was wrong with today's lesson in the hope that they would recognise it but I'm just not sure I can bring myself to do it .	
HBM	Maybe you could do part of a lesson?	
TE C	Yeh	
HBM	A before and after.	
TE C	Then explain that's been really hard for me cos that's not about me and the way I am and how I do it.	
HBM	Yeh, so subconsciously you think you've probably done it all the time to plan for that modelling.	
TE C	Yeh, because that's what I think needs to be there . But I'm always happy to see people do things in different ways. It's not to say that my values mean that you have to teach in this way because I would always encourage my students to teach in different ways but, you know, they need to be there on time , they need to be organised, they need to have everything ...it's that sort of thing that I think they need to have.	Professionalism .
HBM	So we've talked about values and we've talked about modelling so when do you think you demonstrate your values? You've talked about demonstrating your values when you are teaching so can you think of anywhere else?	
TE C	Erm...I think it's having high expectations erm and expecting people to do what you want. Er however, I think it's really important to listen to your students be that they're saying I really don't get this or if they're struggling with something or struggling with some sort of idea of that and I think the students need to get that. It's really important that all students achieve but we need to take care of them and the wider issues that are associated with that and so I think	High expectations . Listen to students. Students as individuals .

	<p>that's probably changed because initially at time I've thought no they need to do it and then I think I probably went soft , they've got this issue and we'll make ...I like to think I've got a nice balance with that now . So I think it's understanding that the students are individuals and that they're all different and want to try and help them with that. This will be the first year in three years, and I might not be right because they might tell me something different next week, but it's the first time I haven't got a student who is pregnant in year 2. And, what's really great is ...actually the first time we had a student whose baby was due in December and she'd come through year 1 with standards met and she was like, I don't know how I'm going to do this, I'm not going to get my hours,I'm going to really struggle . And I said right, let's have a plan because you can do this and we set out a plan and we did it and the college that she was teaching at cos she was a volunteer teacher, they let her go in still off on maternity leave and she came out with an outstanding at the end of the year and I think that's the first time I thought, you know what ,you can do this and it doesn't matter you've got lots of other different things but we need to find a way through. So I always give her as an example to the students we've had for the next two years . I can remember the student we had last year and she said, I really need to speak to you and you'll be really mad at me and that made me think why, why are do you think I'm going to be really mad at you when you're telling me that you're pregnant cos I think that's wonderful news. She said because you might think I don't want to do the course and I said I think you really want to do the course because you've come to tell me. Sometimes I need to think how I come across to the students so that they get that I do care as well as wanting them to be the best that they can.</p>	
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HBM	Yes so you've mentioned there conversations that you have one to one with students so maybe outside of the class and with that particular person that would have been outside the class perhaps in a tutorial?	
TE C	Yes, yes so I always offer tutorials and I always say to any of the students that if you have any issue, please just come and find me which will be more challenging when I'm possibly at a different site but sometimes you can do it over email. But I think it's really nice when you are that first person that they want to come and talk to you cos in some cases it's, I've got this issue and I don't know what to do with it and I don't know where to go or who I need to talk to and it might be that someone has mentioned something that's not safeguarding but it's a welfare issue and they don't know what to do or it might be about their lessons and I've got this group and we talk it through .	Offers tutorials.
HBM	Brilliant. So you've mentioned a couple of values, you've mentioned high expectations and being the best possible teachers and learning together , that you're a stickler for detail .	
TE C	Yes .	
HBM	Do you have any other values that you consider to be important in your practice of being a teacher educator?	
TE C	I think you've got to be really passionate about what you do.	
HBM	Yes, so having that passion.	
TE C	Having that passion and having that drive and really wanting to make the best trainees and I really want them to get the most out of the course. I don't want them to feel that it's a tick box and I don't want them to feel that they get to the end of the course and they don't know what to do cos they don't feel they could go and be a teacher. Because the course isn't about ticking the boxes, it's about making them great teachers and that's what I want to be able to do.	Passion. Not a tick box.
HBM	Do you think there are any values from what you did before , so you did	

	business and economics and then you worked in finance for a few years , do you think there are any values that you bring from this , working in business and being a business lecturer ?	
TE C	<p>Yes I think it does because it is a profession and you have to survive in that within an organisation or some people work for training providers or they work for themselves and they are going out and doing that role so I think it understanding the bigger picture and probably more so in business because it's meeting those deadlines and knowing there are consequences if you don't. And we do come across trainees who have never worked outside or been outside of education because they've been to university and then they've thought right, I'm going to go and teach and it is that , they don't know there are consequences. One of the things I was outlining to the trainees we were talking about marking is if I'm setting some homework for the students to do then I'm also setting a time when I'm going to do that marking so if you don't hit your deadline then I can't hit my deadline cos I have to allocate that time in the same way that you have to allocate that time. And I could see they were like , oh yeh, because I think they forget. They know what it's like when their students do something but when they hand it in to me I think they forget that I've got to do the same as they have. I say to them I will be marking that probably Sunday afternoon as that is probably the only time in the week but that will be my time so that will be when I'm going to going through it and that's when you can expect to get the feedback the following week. So yeh.</p>	Meeting deadlines. Consequences.
HBM	Yes, so it's about scheduling and meeting deadlines .	
TE C	Yeh, yeh and then probably from the economics background it's the analysis of the data and being able to look at the bigger picture rather than just the simple facts and things.	

HBM	That's interesting. So, what in here (hand on heart) drives you as a teacher educator ?	
TE C	Because I want other people to love it as much as I do and I want to see my students do well and we've got former trainees that are in the senior leadership team at college, are heads of division or are amazing teachers and I don't think you can judge it by they've been promoted or they've done this . I love to hear that my trainees are doing well and I love it when they say I've got a contract or when they get up to full time hours and we had a student last year ,erm one of our trainees was the runner up in the AOC's student of the year.	Wants trainees to love teaching and to do well. Success of former trainees.
HBM	Wow, one of the trainee teachers in the second year?	Feels proud of former trainees and their success.
TE C	Yes, he finished the year before so when we had our graduation last year, he won the overall award at that and so that nomination went through to the AOC . I was just so proud of him and it was so amazing just seeing him.	
HBM	What does he teach ?	
TE C	He teaches on the foundation department, business and IT . He had a difficult year 1 and his brother passed away and he made the decision to keep going and he persevered. He'd been a student here and he would help anyone . He was always really eager and wanted to do well. At his graduation he brought his mum and dad and his brother's widow and children and I was so pleased for him. Now I see him around and he always says hello and every now and again he drops me a cake off.	
HBM	So he still teaches here?	
TE C	Yes, he still teaches here and he's just applied for a permanent position as he's still only part-time hourly paid. So fingers crossed.	
HBM	So seeing success in others and wanting them to love it as much as you do?	
TE C	Absolutely.	
HBM	Well thank you. We've talked about how you became a teacher educator and	

	actually now the teacher education role is 90 hours a year.	
TE C	I know, not a lot.	
HBM	And you're going to be moving premises to **** college as a quality?	
TE C	Well, I don't know my new title yet but it will be quality assurance. I'll still be teaching here and I did have the option to just going to do observations of trainees erm but I said I really didn't want to do that cos I want to work with the trainees and in some ways I don't want to front load all my hours if that's what I end up doing because I don't want to get to January and then not see them all again . Even though I don't see them in year 1 I like to be able to follow...I'm hoping I can keep a group of tutees and see them once a week and then do their observations so I can see them through.	
HBM	Right. So we've talked about your journey into teacher education, how you see yourself as a teacher educator, your values and the sorts of values you've talked about are having high expectations, being the best possible teacher, learning together, being a stickler for detail and having passion. We talked about what you understand by modelling and you've given some examples of that and how and when you demonstrate your values. So thank you very much for that and I'll switch the recorder off now. That was 32 minutes.	

Appendix 16 Full transcript and analysis of focus group with students of TT 1

Full transcript and analysis of focus group with students following the recording of TT1's class on 7th February,2020.

Location : Classroom at North West College

Time :10.35 . Total time 9 minutes and 18 seconds.

Number of students present: 10. All contributed in the focus group.

Speaker	Transcription	Analysis and comments
HBM	Hello. I am looking at how teachers model values when they are teaching . So they are teaching you knowledge and skills but also, by the nature of who they are and what they do they are sending out messages about what is important to them . I am asking you to think about the class and how you think TT 1 models those values. What do you recognise that isn't the knowledge and skills?	I explained the purpose of the focus group TT 1 had already gone through the participant information and gained their consent.
Student 1	She does mention a lot of her own experiences and that teaches us a lot more...than if she didn't.	Uses own experiences.
Student 2	She is passionate.	Passion.
Student 3	She's still doing her degree isn't she? She's still being educated herself so ...	Still a student.
Student 4	She's relatable.	
Student 6	Yeh she's relatable. She's got homework just like we have.	
HBM	How does that make you feel that your teacher is a student?	
Student 5	Approachable.	Approachable.
Student 2	She makes me feel like you can do it . She motivates you.	Belief which is motivating.
Student 3	She's inspirational.	Inspires.
Student 6	Yeh inspirational.	
Student 3	Listening to her stories makes you think actually you can do it and one day I might be like that. I love (name) TT 1. Being such a good teacher.	Love.
Student 6	Yeh, yeh.	

Student 7	She very involved in all the class. All the time.	
Student 8	She always asks if you're alright doesn't she? If there's something wrong with you she always asks.	
Student 5	Yeh it's not only about the work she cares about your wellbeing and stuff.	Care.
Student 1	And she'll always understand anything that you say. She definitely doesn't judge you so you can say anything to her and she'll be so open about it and so honest.	Non-judgemental.
Student 3	Yeh, if she doesn't know something she'll say I don't know but I'll find out and ...	
Student 6	And then she does actually go and find out.	
HBM	What about over here? Is there anything you could add to that?	
Student 2	That's the quiet side of the room.	
HBM	You don't have to agree with what's been said. Please be honest.	
Student 9	I do agree.	
Student 4	It is true, we do actually love (name) TT 1.	Love.
Student 6	I feel like if I had an issue I would go to her.	
HBM	The Access course is a really challenging course isn't it ?	
Student 5	Yeh, when she's teaching us something and she thinks we're going to need it in the future , she'll always mention it to you when you go to do your degrees or go out into your careers or doing your jobs ...individually what we want to go into . She'll be like for people that want to do this, this is really good . She is always helping us and giving us advice.	Advice. Helpful. Tailored to careers.
HBM	I wonder if that has anything to do with TT 1's nursing background?	
Student 5	Yeh.	
Student 1	Yeh, she's very caring isn't she and she talks about that a lot and she's passionate about it. She loves	Caring. Passion.

	that she did that and she always tells us about it so...	
Student 2	It's really interesting actually.	
Student 4	Yeh it is.	
HBM	I picked up that she's quite funny. What do you think about that?	
Student 7	Yeh, she makes her powerpoints funny so that you remember.	
Student 3	Oh yeh (laughs) that dog.	
6	It was that Pavlov.	
Student 9	Oh yeh and I remember she made the dog die on the powerpoint and it like fell over and had stars in it's eyes and I'll never forget that.	
Student 4	If it's funny you remember it more.	Humour. Memorable.
Student 5	And like she's always taking account of what is going on with the group so like we love to eat cake (laughing) and last week she brought in cupcakes for all of us . Was it last week or Monday?	Kind.
Student 6	Yeh it was last week cos she said we'd done so well on our powerpoints the week before so...	Appreciation.
HBM	Aah ...kind.	
Student 2	I think we all have a good relationship with her.	Relationship.
Student 1	I think she's quite knowledgeable to be honest cos with all that experience she knows what she's talking about. She won't ever tell us about something that she's not sure about she will do her research about that information and she always will say go and do your own research, go and read this and do this and that and show...	Knowledge . Experience.
Student 6	Yeh she always makes the point of being... don't just take what I say as like everything...find out yourself like...	Question.
HBM	That's great. Is there anything else that you could add to that?	
Student 7	She like makes us feel relaxed ...in the way she teaches ...in the lesson I'm not tense or anything, thinking oh my god, I'm going to have to do this or that ...I'm pretty chilled in class.	Relaxed.

HBM	That's really interesting.	
Student 4	She always has a structure ...she has a plan at the beginning ...so she's like this is what we're going to do by the end of the lesson, always by the end ...	Organisation.
Student 6	And we always do reach it...we never like have anything left over. We always get what she wants us to do.	
HBM	I suppose because you are adults and you've been through the education system and some of you have left and come back in ...you're able to make comparisons I suppose with how you were taught before.	
Student 8	Even within the course ...obviously I'm not going to say others but as a group I think we've always preferred these lessons and I think it's because we feel like we achieve something in this one whereas others it's a bit...	Achieving.
Student 2	Vague.	
Student 4	It's a bit hit or miss.	
Student 7	And it's not just loads of paperwork thrown at us.	
Student 2	Yeh and she interacts with us and she respects us the way she respects everyone else ...she doesn't treat us like students, she treats us like we're on the same level as her. Like she's sharing her information...she won't even act like she's teaching us. It's just like she's sharing.	Respect. Democratic.
Student 3	Yeh, and you can see that cos when we're talking, when one person is saying something, she'll make sure that everyone is listening to them and get them to attention to get em listened to. She'll say listen to ...	
Student 10	Yeh, and if she misses you out she'll say I'm really sorry I missed you out, what did you want to say and she'll always give you a chance.	Inclusive.
Student 2	She's really good at timing ,like time management and we've always completed everything on time and our assignments and stuff.	Organised .
HBM	Brilliant and thank you so much.	

Appendix 17 Full transcript and analysis of SRI with TT 1

Copy of the full transcript and analysis of the stimulated recall interview (SRI) with Trainee Teacher 1 of their filmed class on 7th February,2020, 10.00 to 10.30 am.

Date of filmed class: 7th February, 2020.

An Access to HE Social Sciences class on memory. Class duration one and a half hours (30 minutes filmed). Ten students present.

Date of SRI: 14th February,2020

Location: A classroom at Craven College.

Timings: 00.00.01 = 1 second, 00.01.01 = 1 minute and 1 second, 01.01.01= 1 hour,1 minute and 1 second. These indicate when TT 1 and HBM stopped the recording to comment.

Time	Speaker	Transcription	Analysis and comments
00.00.00	HBM	To explain, I am going to show the recording of your class on 7 th February,2020. I haven't watched it since, only to check that it had worked. This is a video stimulated recall interview so we are going to watch the film and you are looking for examples of how you model values. In the earlier interview, you identified some of your values that are important to you. So, it's a question of watching the film and then when you think you can see you are modelling one of those values, you are going to stop the film and then I might ask you a question or you might have something to say about it. I recorded thirty minutes of the class so we'll watch what we can in the time we've got today. You also had your PGCE mentor observer in that day.	Explaining the interview process.
	TT1	Yes and I've had another observation with my PGCE teacher today too. I just think ,get as many done as you can cos it'll help when Ofsted come . Anybody can come in and watch, it gets to that stage when you're a student doesn't it ?	

	HBM	Yes and it's good if you are at that stage as some people struggle with observations and it means that you will have less to do at the end of the course.	
	TT 1	I was teaching them about memory over four sessions and we're just starting to link it to a literature review. They're going to do a psychology report. I've had them again this morning and we've started looking at journals and they're all terrified of these journals so we've started going through that. They are doing an experiment themselves and I gave them a couple of experiments to do so they could participate and they could criticise me cos I gave them a few things to throw them off a bit .	Explaining the context of the session. Lesson planned to facilitate critique. Ethics.
00.04.01	HBM	I'll start to play the recording now.	
00.04.21	TT 1	I suppose I'm a bit welcoming there am I? I'm welcoming to late students...greeting him, telling him what's going on so like including him maybe.	Welcoming. Inclusive .
00.07.03	TT 1	They're normally so noisy but they're a right good group.	Appreciation for students.
	HBM	There are two strangers in the room.	
00.07.07	HBM	I think you're giving out the ...	
	TT 1	Yes, I'm giving out the first experiment.	
00.08.12	HBM	Do you notice anything erm about being organised and ...?	
	TT 1	Oh I never thought of that, I thought it was just part of being a teacher. Er ...	
	HBM	It is but do you think that you are ...?	
	TT 1	I do like to be organised. I'm normally last minute with things but I always get it done on time. I suppose with the capacity experiments I was trying to give them a chance...they were so nervous. I can't begin to tell you how nervous they are about doing this report. They've been worrying about since we mentioned it at the beginning of the academic year and they're so nervous about it and I wanted them to dip their toe in nice and gently and not go straight in and I thought by doing the experiment it'll alleviate some fears. Er, my biggest value personally	Lesson planned to alleviate fears. Equality . Equity. Appreciation for FE .

		and professionally is equality and equity . I can't stand it when people are discriminated against for...especially working in **** and **** and the socio economic status. That's why I love HE in FE colleges because it gives people a chance who would never go to beautiful universities a chance to get a degree. I love it. I'm trying to make them feel not as bad about it and also give them chance to criticise the experiment that I was doing with them.	
	HBM	You could hear a pin drop now.	
	TT 1	It's because you and **** are there.	
00.11.11	TT 1	See that lassie on the end there she's finished? She's been through some real issues ...I've safeguarded her today to be fair. I've never known so much safeguarding and support. I was shocked how much pastoral care these adults need. I was so shocked and I thought I'd left that behind in my nursing . I'm doing more here as a teacher than I did as a nurse. Really really shocked. I thought the 16 to 19 year olds would be worse but it's the adults.	Safeguarding . Relates to previous profession.
00.13.06	HBM	So that was ...the student who said he got eight and you said it was still very good.	
	TT 1	Yes so I was praising even though he got the lowest score. Again, I was trying to ...I didn't want to say who had got the most and who had got the least and I got them to put their hands up and stuff and the guy who said it , he has got a speech impediment as well but he's so confident ...you know he's done a presentation this morning and he's so confident and he comes and speaks and he has a bad stammer . I've got to tune in with him, you know when I start the class with him I've got to tune in for a bit until I get what he's trying to say.	Praise. The importance of tuning in .
00.15.20	TT 1	I'm trying to link it, the experiment, back to the curriculum, I'm trying to get them to learn .	Learning.
00.17.00	TT 1	I was just thinking then that I'm interrupting somebody. I don't think I	TT 1 is making judgements

		<p>meant to but I'm trying to bring it round to something that I could use to it and I must admit I got that on my observation not so much interrupting but talking over slides and stuff like that and dual coding on my slides and stuff as well and the big old questioning . I always get questioning. I think I still get a bit nervous about ...when there's silence when you pose a question .That silence especially when someone is watching me . And the thing is when I'm on my own and there's no-one there I do that...and I always remember cos you taught me this ...pose, pause ,pounce and bounce and I do do that but when someone is here..I want them to answer me with no silence cos I'm being observed . I'm thinking the observer will think they don't know anything and that's my fault. So I've still not got that confidence yet to just let them have a think especially when someone is observing.</p>	<p>here about their teaching and the use of questioning . Avoiding silence when being observed as it will be a judgment about their teaching.</p>
00.18.45	HBM	<p>This must have...you must have found it difficult with all the silence.</p>	
	TT 1	<p>I thought when I was planning it they're going to be chatting away and the girls in the corner can be chat,chat,chat. They don't mean to but I thought Heather is going to think I've got no control (laughing) over my students .</p>	<p>Focus around judgements being made on their teaching.</p>
	HBM	<p>And actually it was the opposite.</p>	
	TT 1	<p>Yes I do think that they're scared they're going to get into trouble or something but they're all really on task. But they do, they get a bit giddy and I let it run and then I just pull it back and get them on task again cos they're quite a young group, bordering on how I'd be with 16 – 19 year olds . But I let it run cos they are adults and then I pull it back.</p>	<p>Let it run. Patience.</p>
00.21.38	TT 1	<p>I think what I was trying to get them to do here is start to criticising and being brave enough to criticise because when you're at level 3 you take everything as right so you just believe everything everyone tells you cos you daren't criticise a peer</p>	<p>Encouraging students to be brave and to criticise.</p>

		<p>review journal cos it's done by this professor so I wanted them to start criticising someone they would see as authority like me just to get that ...I mean they're only a very young group so they haven't got a lot of life experience but I wanted to try and get across to them that they can say that's not quite right . A lot of work I do with them, I know it's not so much here but it's stuff that is not the curriculum but stuff like general knowledge, the hidden curriculum, whatever it is , maybe it's called enrichment...I get them to do a lot of that because when you talk to them they say I don't vote, I don't do this , I don't do that and I think let's get them into things , common knowledge things because they're not questioning authority, they're not picking holes in things , they're just accepting what anybody tells them . Starting to criticise the teacher and ok I've got a good relationship with them and it's lovely but I'm still classed as the teacher and there's respect when I put my hand up and say let's get back to work . But getting them to start questioning and not to take everything as granted.</p>	<p>Teaching off curriculum.</p> <p>Enrichment.</p> <p>Developing criticality.</p>
	HBM	Yes I can see that.	
00.29.22	HBM	I think you are highlighting what is important	
	TT 1	Yes, I can't see that at all	
00.30.23	TT 1	I asked her if she's alright as she's got tissues up her nose. I think because I am a nurse I am very caring.	Caring.
00.30.40	TT 1	I say this all the time about pretentious words and get them to jump through the hoops because they get stressed about things. The referencing has got to be perfect, they've just got to do it.	
00.31.57	TT 1	I remember doing my degree and it helps me connect.	Being a learner themselves.
00.34.39	HBM	What do you think about your level of passion for what you're teaching here ?	
	TT 1	Oh I get all goose-bumpy when I hear that...when I can see ...I'm explaining something and they're getting it I am	Passion.

		buzzing all over. I'm up there somewhere and I hope that never stops. I love it, love it and then when I see like the work they produced today it's better than level 4, level 5. This access course is a phenomenal course. A brilliant course.	Appreciation for the students' work and the course.
00.36.04	HBM	That's the end of the recording and then they did the focus group with me. So, how did you find that?	
	TT 1	Actually, once I'd got over the shock of ,oh my goodness , after the initial shock I thought ,I'm quite enjoying watching myself teach because I can see in myself , I can see myself getting a bit passionate and in all fairness I was calming it down a little bit because there was you and **** in the room er but sometimes I just bounce about at the front and you know, get so ...	Initially a shock to see herself teaching . Enjoyed seeing her own passion.
	HBM	I know that some people find it excruciating to watch themselves teach but I think it's a brilliant way to have that reflective discussion afterwards.	
	TT 1	Yeh,yeh. This bit sticks in my mind because I was enjoying telling them... I hate it when they get these big words and they all go (sigh)... and they disengage or they don't look or whatever and when I put it in some real life context and they get it. I enjoy that, that's the bit I enjoy , Cos again, it's like ...some of these ...I mean she's about to be evicted and I've got one lass who everything that could happen badly to anyone has happened to her and these are adults that have so much baggage and been through so much trauma and they're so scared of the world and they're having to do all these big scary words and read big scary journals and if I can break it down to make it simpler and not as scary, then that's my job done isn't it ?	Care for the students. Breaks down the learning and contextualises it for them.
	HBM	Yes.	
	TT 1	So they can actually start to engage with it and have a laugh when they say, oh remember (name) and she said it was right pretentious but we've got to do it ,then that's my job done isn't it ?	

	HBM	Yes, and you did really break it down and made it accessible, doing the experiment and then explaining it.	
	TT 1	Yeh,yeh.	
00.38.08	HBM	It's fascinating. Thank you and I'm switching off the recorder now.	

Appendix 18 Values identified by TT1 in SRI 3

	Value
1	Equality
2	Organised
3	Patience
4	Praise
5	Equity
6	Care
7	Question
8	Enrichment
9	Passion
10	Teacher as learner
11	Ethics

Appendix 19 Full transcript and analysis of SRI with TE D

Copy of the full transcript and analysis of the stimulated recall interview (SRI) with Teacher Educator D of their filmed class on, 9.00 to 10.30 am.

Date of filmed class: 3rd December, 2019

A Year 2 Cert Ed/PGCE class on Creativity and Innovation. Class duration one and a half hours. Ten students present.

Date of SRI: 11th March, 2020

Location: A classroom at North West College

Timings: 00.00.01 = 1 second, 00.01.01 = 1 minute and 1 second, 01.01.01 = 1 hour, 1 minute and 1 second. These indicate when TE D stopped the recording to comment.

Time	Speaker	Transcription	Analysis and comments
00.00.00	HBM	To explain, I am going to show the recording of your class on 3 rd December, 2019. I haven't watched it since, only to check that it had worked. This is a video stimulated recall interview so we are going to watch the film and you are looking for examples of how you model values. In the earlier interview, you identified some of your values that are important to you. So, it's a question of watching the film and then when you think you can see you are modelling one of those values, you are going to stop the film and then I might ask you a question or you might have something to say about it. We probably won't have time to watch all of it because I recorded the whole class which was an hour and a half. I know you've only got an hour so we'll watch what we can in that hour.	Explaining the interview process.
00.00.46	TE D	That's interesting because I'm saying about the problems they've got but now I'm teaching on a Tuesday afternoon so I can't. And it's also quite interesting that I'm trying to put in support but none of them ever come and get it. They complain a lot but none of them have come.	
	HBM	And you offered and said I'm available then.	
00.01.18	TE D	It's useful to listen to that .	
	HBM	Because they've since complained ?	

00.01.25	TE D	Yes they will quite often say there's no support here at all.	
	HBM	And that is the new trainee. The dynamics have changed.	
00.01.48	TE D	Yes, the dynamics have changed massively . It's been quite er...	
	HBM	I didn't know if it was the room change ?	
00.02.00	TE D	The room change was huge I think .	
	HBM	Did you manage to get out of there ?	
00.02.09	TE D	Yes they got very ...I got to the point of asking **** to sort it out but one of the students said they would go straight to the university.	
00.02.49	TE D	(Laughing) They gave me a message that she would be five minutes late but she is always five minutes late.	
00.03.08	TE D	It doesn't sound like me. Well obviously it does but not to me.	Comments on sound of their own voice.
00.03.38	TE D	I'm trying to find everybody . This was only the third time I'd had them.	Getting trainees in.
00.05.21	HBM	We might be grateful for those screens now.	
00.06.34	TE D	That's quite interesting about ...from the values point of view, they have to do that as part of the presentation . They did the presentations in January and they said they hadn't gone through them but we did do it here as a starter activity and that's what we'd been doing the week before to start looking at policy .I'd done a writing frame for them.	Conflict with what the trainees had said.
00.07.00	TE D	I seem to go on a lot at the beginning about getting people in and getting settled . I think that's ...and I know we mentioned this before but that's one of the things that I've found quite difficult that everyone just seems to come in and go out as they please and that's something that I've not really got used to and I think once I start my own group from scratch ...but then again it's also this adult learning and I'm used to young people where you are trying to prepare them for being ...no phones on the table...in an adult world. But coming into adult learning , everything we try to teach them, they do what they want anyway. And they're training to be teachers. We've discussed ...you	Getting trainees settled. New to teaching adults.

		know...but they still ...not all of them by any means.	
00.09.21	TE D	There are issues of drinks. I've told them to pop them down but it has been ...TE C had really strict rules about drinks etc. and again this why they have been really quite militant because apparently they were allowed to have drinks and TE C is very strict on that and that had really upset them. And then I was trying to get the balance between them but even so , though as a group, we'd said what we were going to do about drinks particularly in IT rooms and they're still walking in. We did say cups with lids on and water and you know, I gave them a longer break so that this issue wasn't going to happen. But already ...even...that was only the week or two before.	Following rules .
	HBM	It's so hard when you take over mid year as the norms of behaviour have been established.	
	TE D	Yes and I think a lot do allow adults to bring in drinks and if you are at a table that's not too bad but the rule in the college is no food and drink. It's not too bad at **** as there's an HE corridor but here you've got young people all around and they are going to ask why the adult learners bring in drinks and this is what I've tried to get over to them.	Professionalism.
00.11.50	TE D	This is me repeating again as people keep coming in.	
00.12.52	TE D	I think that's a funny one as well. As teachers we are always saying to give time for learners to do things but how difficult is it when you're watching it? And you have to give them time to do things but you're just standing there.	
	HBM	Yes, it's like you want to step in.	
00.15.17	TE D	So I'm trying to go through values and they're finding it quite difficult from the values ...in that example with **** he's thinking about it from a practical point of view.	
	HBM	You were trying to get him to see both sides of it there.	
	TE D	Yes and I'm just thinking that now, we're doing stuff on reflection and I think it's only now that they see how their values link in .	

		They struggled to do their presentations and it was the same week that the conference paper had to be in so perhaps it was just a bit too much for them.	
00.19.20	TE D	I'm just looking at that as well , from a value point of view, one of the things is always to listen to students but then again some of them take quite a long time to explain things and then that...I mean they're all being quite polite at the moment but they're not always. But I always value that to listen to the students till the end but on the other hand ...it's just finding that place where you need to interrupt them.	Listening. Giving students time to speak.
00.22.11	TE D	Yes, we need to move on ...perhaps I could have drawn more out of her there. She's struggling in class and I don't think she's accessing ...it's difficult because you're at level 5 and again, from my school values , it's differentiation but there is a certain point where you're at level 5 and when you've got a learner who is not at level 2 academically , that from my values is should they really be on the course ? In some ways yes because they can teach and they can perhaps access but academically they're finding the course really difficult and one of the things I've noticed is it knocks their confidence and it knocks their self esteem and that ...It isn't just about getting somebody on a course ...yes you might get someone on a course who will struggle but they will really really work and they will achieve . But you also get students on who won't work and can't access it and then how does that affect them?	Differentiation. Concern about trainees not being able to access the course.
	HBM	Yes, and in these groups you have people from level 5 to master's level.	
	TE D	Yes and I've got two on master's one with a PhD. It's a massive range. The differentiation is stretched and you think, should you be stretching down to that level for a degree? At school there were people taken into sixth form to do level 3 and they could barely read and write but there were no other courses for them to go on. They should have gone somewhere else and done a level 2 and I don't know whether I'm seeing that a little bit here and I think	Differentiation. Concerns about stretch.

		I'm sort of grappling with that a bit . But it doesn't mean they're not going to be good teachers does it? With all these values in education and retention, they've got to meet the target but what if they can't meet the target? That's a big thing on my values at the moment and we were talking about this yesterday and it just made me think then.	
00.28.58	TE D	So I think that is a value. Creativity is not just about in the resources, it's also about how you meet needs .	Creativity.
	HBM	Yes and you really emphasised that.	
00.30.15	TE D	I think that's something I've tried to keep on about reflecting and reflection and how your classes... erm ...and at that time cos I'd just picked up that group and I was trying to work them out and reflect what they needed and at the time they were struggling with the classroom based particularly the Cert Ed ones . I'd done two lessons with them that were on the scheme of work and they were quite intense and I suppose I've got a passion for the sociology of education and that's another thing...it's a funny one the PGCE because you've got all of these people from different backgrounds and they've not got the same passion as me for the sociology of education , in fact they're not interested at all . All they want to do is to learn how to teach, get the certificate and get out the door. So that's sort of trying to inspire them to actually, you know, we were doing equality and diversity and it's so important. It's not just about equality and diversity in the class and in the resources, it's much wider than that. We were talking the other week about cultural capital and how Ofsted has brought this in and one of them said, how does that affect me in my classroom? I had to reflect and come back to it in a different way.	Meeting needs of students. Discussing own interest in the sociology of education.
00.32.49	TE D	So this is trying to now, for them to make sense and try and understand how they are feeling.	Helping them to make sense. Support for trainees.
00.34.10	TE D	So in some ways it's trying to scaffold it isn't it?	Scaffolding.

	HBM	Yes, almost you've got to get those basics in place before you've got the space to be creative.	
	TE D	Absolutely so yeh, that's something I find important to try and put that in and again, it's to try and get that understanding over .	
00.37.36	TE D	This is funny, I can see my hands and I was having this conversation yesterday and I was getting quite passionate about...I can't remember about reflection and I said you're laughing at my hands again. I say to them not to use your hands so much from a communication point of view cos I've taught communication and it's distracting but they said they really like that because you are showing that you're trying to get the point over . I do and I find it really difficult not to do it.	Noticing own hand movements .
00.38.41	TE D	It's unfortunate that we ended up in this silly room and it's one of the things we talked about ...they made such a fuss about this room. I told them they should see some of the places I've taught in but they said, we're adult learners and we've paid for this. I said you're teachers, you've got to be flexible. In schools you might have things falling around you, these rooms are fantastic.	Comments about the room.
00.42.50	TE D	I'm showing how to use timings in an activity and getting them to work together.	Importance of timings. Collaboration.
00.45.12	TE D	I got this activity from when I participated in it. We spent two days on it and they produced some great ideas. It's an activity that's about finding out what people's needs are ...as a teacher, what do people need? They've got to interview each other.	Planning an activity to find out people's needs. Questioning each other.
00.51.23	TE D	Some of them didn't get the point of the activity in this session. I'm not saying all of them. I'd treated them as colleagues but some of them said they didn't learn anything because they didn't take any notes. I was quite shocked and since then I put some clear boundaries in. I'd tried to meet them half way. I was quite sad about it and I was quite upset about the outcome of all that .	Comments around treating trainees as colleagues and concern that the activity hadn't worked.

	HBM	I've had a similar discussion with a trainee who taught in Germany where the students expected to be taught in a certain way and fed back that they had been entertained and had not learnt anything through active learning . It's interesting to think that culturally there are different views on what constitutes learning.	
	TE D	Yes and I think it stems from school although that's changed a lot in schools now but I think it took me back that this was coming from trainees whose subject is practical so that surprised me. I think because of that I got quite tense and I'm starting to relax a bit now.	Comments around how they felt at the time.
	HBM	Their feedback was actually very positive after the session.	I spent some time reassuring TE D at this point .
00.59.33	HBM	Are there any other values that you recognised you were modelling in the recording?	I tried to return to the SRI.
	TE D	I think the organisation and trying to ...I'd really thought about and it wasn't because of the filming. I'd already decided when I'd seen the creativity one that I wanted to do that ...I thought that's going to be really good and one of the things that I do and I've found it hard work since I've been here ...I spend so long planning my lessons because I want , you know, I want them to be right and I think that, I think that, from that, you know that is what I do .	Organisation. Length of time spent planning to get the lessons right.
	HBM	Yes as teacher educators we are being observed by a class of teachers...so it's different.	
	TE D	And I felt, oh that was an example. I wanted to bring in a few things that they could perhaps use so the lollipop sticks...you probably wouldn't do that with adult learners but if you do it with them they could then model it in groups. Er...one of er...drawing the learner, that's something they could adapt and then the snowball activity where you do a plenary. They did that and *** was hiding pieces of oranges in it and throwing them across the room at people and this is where I struggled with the fact that perhaps ...I	Talks about different teaching strategies they have used in previous sessions.

		wonder sometimes whether things that I've always been told in places that I've worked and I've always been very professional and where there has been conflict and this that and the other ...erm I remember we had a very difficult member of staff at one place and the deputy head said I can't believe how professional you've been . I've always tried to be that but sometimes I wonder whether I come over , the way I come over...**** said to me the other day you look like a head teacher and it made me think do I come over, do I have this persona that I'm not aware of ? So I've got these quite strong values of professionalism and organisation and getting...doing things right but does that come over in perhaps a ...	Mentions issues around behaviour. Professionalism. Organisation. Concern about persona and how they come across .
	HBM	Interesting, what does a head teacher look like	
	TE D	That's how I wonder ...I don't always relax maybe.	
	HBM	How useful have you found it to watch	
	TE D	Yeh, once I got over my voice (laughs). Actually when I listen to it I actually am quite clear in what I'm saying cos sometimes I feel like I waffle on a lot .	Concern about sound of voice.
	HBM	Hopefully it has helped you to reflect and as a reminder of what you said to students about the support in place.	
	TE D	Yeh and it was nice to hear the values of what they had said. I think we've relaxed a bit now and you get to the point where you've just got to get on with it.	
	HBM	Thank you so much and we've arranged that I'll come back to the class in May .	
	TE D	Yeh, the only thing that will be is it's going to be very much one to one because we've really finished the teaching now and we're going through ...	
01.05.00	HBM	That's fine. Recorder switched off.	

Appendix 20 Values identified by TE D in SRI 4

	Value
1	Settling in
2	Professionalism
3	Listening
4	Giving students time to speak
5	Differentiation
6	Creativity
7	Meeting needs of students
8	Support
9	Scaffold
10	Collaboration
11	Questioning
12	Timings
13	Organisation

Appendix 21 Full transcript of focus group with trainee teachers

Date: 16th June,2020

Location: Online on Zoom

Present: TT 1 and TT 6

Time: 11.00 am. Total time 20 minutes

Speaker	Transcription	Analysis and comments
HBM	Thank you for taking the time to meet online today . I haven't seen you both in person since last December when I came in to TE D's class on creativity and a lot has happened since then. I have been looking at how the teacher educators model values as part of your teacher education programme and as we are now at the end of year 2 , I am asking you to think about this question 'How have your teacher educators modelled values over the period of your teacher training and how has this helped you to develop your own values'?	I welcomed them both to the online space and asked the question that I wanted them to consider. We did also engage in some general discussion about lockdown prior to starting the discussion. TT 6 became full time in January 2020. TT 1 became a programme leader in January 2020.
TT 6	We are the committed two (laughs).	
TT 1	I know I have completely changed over the two years. I've gone from being a stern matron type to being a cuddly, come and talk to me. I've gone from teaching 16 to 18 year olds to teaching adults who have so much baggage ...so many barriers. At the start when people came in late I would put on my matron voice and my disappointed voice. I've become more caring. Now I'm teaching adults, you want them to do well as it's their ticket out of ****. I'm less stern.	Less stern, more caring . Changed when teaching adults.
TT 6	My mentor has been a huge influence. She is pastoral through and through.I've gone down this route. You've got to have a distance but ...Many students don't have access to technology, there's digital poverty. It's not their fault their parents have been furloughed. You've got to be a pastoral arm on the shoulder.	Influence of mentor. Pastoral approach.
TT 1	Yeh, I'm using more nursing and mental health assessment skills. My view of professionalism has changed. It was a complete shock to me what teaching is...I was surprised that no-one checked	Changed view of professionalism.

	up on me when I started...that's from my nursing background. There seemed to be a lack of professionalism but now I realise that we are more professional than I thought. It's been an epiphany.	
HBM	So, can you think of any examples where the teacher educator modelling their values has helped you to develop your own values?	
TT 1	It was a massive culture shock from year 1 to year 2 in the way we were taught. We had this teacher at the start of year 2 and she didn't get what HE was, she didn't understand about teaching adults in a HE environment and the way we were treatedthe way she was with us ...a ten minute break and tutting if we came in late...that changed me into how I teach. I said I'm not going to be like that ...it's very unapproachable...I don't want to become a boss in that way. I know it might sound negative but I could see how I didn't want to be. Someone came in ten minutes late with a chronic health condition and got tutted at ...that's not right. In year 1, **** was very caring.	Modelling how to build relationships with students. Reverse effect . Care in year 1.
TT 6	She was very encouraging. She had a presence without being stern...she would just put her hand up and we would all stop talking immediately. That was really good classroom management and we were a noisy group. Then to **** , sit there, do as you're told and listen to me...I was very shocked. The group were miffed ...the room had changed.	Modelling classroom management.
TT 1	And you changed from being a student one day to being a teacher a few hours later.	Trainees move from student to teacher within a day.
TT 6	I didn't learn anything in year 2 for my needs...no reflection on the teacher educators...but in terms of writing assessments for a new curriculum year 2 did not teach me anything about that, it didn't give me any tools. Yes, there might be reliance on your mentor for that but when you're in a busy department there isn't always time. Year 2 should be looking at a specification and how to write a programme and assessments. I learnt from my mentor in year 2 ...she's very caring, holistic and hands on. I'm sorry but I have to leave now.	Learning more from a mentor. Care.
HBM	Thank you for coming today.	
TT 1	That start to year 2 ...it was so strict and so rigid...I pushed back. And then I had that observation which completely blindsided me to the	Modelling approach in

	<p>point of I'm going back to nursing , I know how to protect myself when I'm nursing. They got hold of me and asked me not to leave. The start of the second year was a complete...I suppose I was sensitive as I had just started my new job but she used words like unsafe environment because I went to the LRC to check up on some students there while the others stayed in the class. Words like unsafe environment and competent person trigger me cos of being a nurse for twenty-five years ...I was teaching adults and everyone in the staff room does this. She said I wasn't allowed to do this . For me, my defences go up cos I'm about to get suspended because that to me is neglect or abuse. I spiralled...I didn't know how to defend myself...I didn't know who was right and who was wrong. I've carried on doing it as that shows I trust them.</p>	<p>observation feedback.</p> <p>Use of language.</p>
HBM	Did you have to repeat the observation?	
TT 1	<p>No and to be fair, apart from that bit, it was absolutely glowing. I had this conversation with her and she didn't take it at first ...she said I was wrong and she was right and then the next week she said she'd had a think about it and that she would take it on board in future ...about the language.</p>	Prepared to change language.
HBM	So, in terms of values, can you summarise this for year 1?	
TT1	<p>The way she managed the classroom...the behaviour...I completely copied her ...the supportive and caring way she was and her negotiation techniques... I modelled completely.</p>	<p>Modelling approach to classroom management.</p> <p>Copied her.</p>
HBM	You talked about the start of year 2, what about the rest of the year? Are there any examples of your teacher educator modelling values that helped you to develop your own values?	
TT 1	<p>It's been difficult as **** has been coming to me for advice. We work in the same team and then I became programme leader so I've been telling her what to do...she probably feels quite weird as well . So on one day, I'm telling her to do this,this and this and then in the PGCE class, she's telling me to do this, this and this. She took two weeks holiday in January and when she came back I was the programme leader.</p>	Reversal of roles between trainee and teacher educator.
HBM	As if the roles were reversed?	

TT 1	Yes, even in lockdown, **** was contacting me about plagiarism and Turnitin...I can spot things. I started six months before her so I was helping her with the systems.	Trainee advises and helps the teacher educator.
HBM	This is probably unique to FE, of HE in FE because of the way it is structured. Also of your rapid promotion...they saw your potential.	
TT 1	It's lovely and next year I'm going to be a mentor to a trainee. I see trainees coming into the staff room and I see what they saw in me. They just come in to teach whereas I stayed, I stopped, I listened and got involved. I'm a 0.6 and this will go to a 0.8 as I will be tutorial lead for adults in FE. And I'm starting my master's in September.	Rapid promotion in FE.
HBM	I didn't expect to find out what I have... the impact of the first profession ...it might be less so for a younger teacher.	
TT 1	I already had quite a lot of social capital when I started. There was a debate in class about younger teachers who come out of uni...how can you not be interested in politics and then inspire your students to vote? British Values and Prevent...how can you not be involved in democracy when you have to teach it ? When will you finish this as I'd like to read it ? I might do a PhD after my master's...I daren't stop.	Social capital.
HBM	Look how far you've come since the AET.	
TT 1	You had that presence...you were the first teacher since nursing school that'd experienced. I just aspire to be like that ...so calm, that presence...values of care and negotiation.	
HBM	Thank you ...I think it's about relationships.	
TT 1	Yeh and that's what is missing online...it's not the same.	
HBM	Thank you for your time today. Recording stopped.	

<p>I'd say my morals and values have continuously changed... In year one from a "being taught" perspective. The teacher educator was extremely supportive and very much "real life" - if you will. I do feel that (year two) wasn't as forgiving / understanding as in Year 1 was however from that perspective I think learners would feel this is a weakness and it isn't always a positive. I felt very patronised when I started being taught in year two and as though I was behaving like a school child and this is something I will take away with me. Acting or feeling superior is not how to gain the respect of learners.</p> <p>With regards to my values when being taught later in Year 2- it's enhanced my confidence that all teachers are nervous- whether that be new to teaching, teaching a new class from year to year or teaching in a different education setting. She certainly gave an insight on nerves being normal but not to let this get the better of your teaching. And that's it's also ok to admit "I don't know this system works yet so bear with me" (for example).</p> <p>I have also learnt a lot from my mentor from year two. I struggled with mature and extremely challenging students in year two and felt very much alone, these learners massively knocked my confidence- however my mentor never once made me feel that I was failing. It was super important and had a huge impact in my confidence of how to deal with these elements. She also made me think from a different perspective in that- not all classes will be like this class and to avoid taking it personally. She reminded me that I'm the teacher and although I may not know everything, there's a reason I am where I am and am able</p>	<p>Modelling being supportive and authentic. May be a weakness.</p> <p>Modelling a superior approach.</p> <p>Vulnerability.</p> <p>Learning from a mentor. Helped to build confidence.</p>
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<p>to teach this subject... a kind of “pull yourself together girl!!” moment .</p> <p>To summarise my values of teaching have most likely changed, took a U turn and then changed again! I thought I would be a strict, no mess teacher that isn’t afraid of learners. When in actual fact I’ve learnt that students are terrifying but most likely just as frightened as us!!, it’s ok to be unsure of the answer, have confidence in not knowing and that sometimes being extra soft and also extra strict will not work to my benefit. But to get to know my learners first, evaluate how they are going to learn, how to keep them interacting and avoiding disruption / distractions.</p> <p>Finally, after a terrible lesson teaching on my own for the first time- to put myself in the learners’ position and try to plan lessons from their perspective.</p>	<p>Values have changed .</p> <p>The importance of getting to know your learners and see learning from their perspective.</p>
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TT 13

Transcription	Analysis and comments
<p>Teacher a - all values already mentioned Very popular with students. Empathy, humour, champions the underdog from her own experience. Explicitly advises students to challenge their values. Creates a cohesive and cooperative class where students happily support each other.</p> <p>Teacher a has helped with my development as I observed how students respond positively to respect, humour, understanding and encouragement.</p> <p>Teacher b - none of the previous values were observed during the lessons. Values seem to be sticking to rules come what may, even if students are experiencing problems. Problems start and quickly amplify. Other issues also occurred and</p>	<p>Modelling how to create a cohesive and cooperative class. Empathy, humour, respect bring about a positive response from students.</p> <p>The impact on the group of changes in values and the prioritisation of rules.</p>

<p>fractured the positivity and work ethic carefully developed by teacher a.</p> <p>Teacher b has helped with my development as I have observed how a carefully nurtured group of students can fall apart and the level of vitriol that adults (teacher to student and student to student) are capable of. An eye opener. I also realised teacher b was probably under pressure in her own life which may have made the situation harder for her. It has made me aware that teachers need to access help before their own situations affect their students.</p> <p>Teacher c - teacher thrown into a very turbulent group. Teacher tries very hard to listen to class issues. Takes time with feedback. Generally calm. Teacher has to adapt quickly and is able to recognise that this is necessary.</p> <p>Teacher c has helped with my development as certain assumptions were set in stone, however, we had been encouraged by teacher a to challenge our assumptions (an ETF standard). I experienced how hard it was to discipline a furious and badly behaved class. Comments from teacher a in Year 1 of the importance of owning the classroom and changing seats of students to regain control might have helped, I can try this if the occasion arises in the future.</p>	<p>Modelling values of listening and adapting. The importance of challenging assumptions.</p>
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Appendix 23 Values identified by TT 2

	Value
1	High expectations
2	Respect
3	Patience
4	Resilience
5	Relationships
6	Professionalism
7	Equality