Innovations and Development in Initial Teacher Education

A selection of conference papers presented at The 4th ESCalate ITE conference, University of Cumbria - 16th May 2008
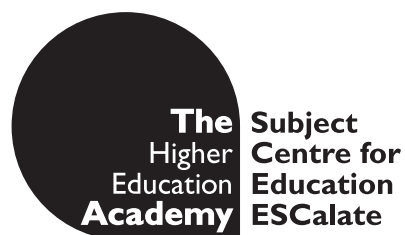
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Edited by Dr Alison Jackson, University of Cumbria

The Higher Education Academy

Subject Centre for Education ESCalate

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Contents

Introduction

The 2008 ESCalate Initial Teacher Education conference was held at the Carlisle campus of the University of Cumbria. The conference is firmly established in the Initial Teacher Education calendar and attracted a wide range of symposia, workshops and round tables of a very high standard. This booklet draws together papers from the conference and will be of interest to all staff in schools and Higher Education Institutions concerned with Initial Teacher Education. There is a wide selection of topics in these papers which reflects the equally wide-ranging conference themes. Thanks are due to all our contributors who have provided the sector with such a wealth of interesting and thought-provoking papers.

Kevin Mattinson and Andrew Connell from Keele university start us off with an in-depth study of the **revised standards for classroom teachers** (TDA, 2007) and discuss exemplification materials for the assessment of trainee teachers.

Lawry Price from Roehampton University asks us to consider anew the widespread use of **portfolios and learning journals** and challenges us to question the value and purpose of these learning tools.

Robert Heath, Marc Smale and Sarah Weatherhead from the University of Wolverhampton guide us through the possibility of making the **Record of Professional Development for the Standards** into an electronic rather than paper – based system.

Sarah Weatherhead and Clair Jenkins from the University of Wolverhampton introduced and embedded **e-portfolios** into Level One teaching modules with an aim to developing **reflection**.

David Longman, Lynne Jones, Kerie Green and Barbara Kurzik from the University of Wales, Newport present a report on their project to develop **online tools for assessment of subject knowledge in teacher** training. They recommend to us the considerable potential of such tools.

Pip McCormack from London South Bank University argues that student teachers need to be given the opportunity to explore the complexities of **Education for Sustainable Development** and outlines a case study which highlighted this need.

Sally Elton-Chalcraft from the University of Cumbria discusses children and **diversity** and shares her findings from research conducted in English and German primary schools into children's **multicultural awareness.**

The theme of **Creativity** is discussed by Josie Harvey from the University of Huddersfield whoand suggests to us the benefits of University Creativity cafés.

What happens to our student teachers once they are out in the world? Gerry Czerniawski from the University of East London considers the experiences of a sample of **Newly Qualified Teachers** from Norway, England and Germany faced with the global trends of convergence and homogenisation.

Kevin Flint and Deborah Robinson from Nottingham Trent University raise questions concerning the need for a more differentiated language of **reflection**. They ask us to examine with them forms of reflection used within ITE and give us suggestions to continue the debate.

Maureen Glackin and Maria James from St Mary's University College share with us their journey into **Masters level PGCE** and offer a glimpse into the transformational potential of Masters.

Ruth Heilbronn, Shirley Lawes and, John Yandell from the Institute of Education, University of London discuss **Masters level** and its implications for the teaching profession, with particular reference here to the development of **critical reflection.**

Do your students expect you to tell them what to do? Andrew Slater, Susan Shaw, Andrew Read and Donna Hurford from the University of Cumbria explain a new Education Studies course which looks to develop **independent learning** and give opportunities for reflection and collaborative engagement.

Tracy Whatmore from Newman University College, Birmingham shares ideas on **alternative and international placements** with us. The report on the ESCalate Placement Plus Day to which she refers can be found at www.escalate.ac.uk/4889 and videos of the students' presentations can be found at www.escalate.ac.uk/5167 .

Jane Dixon from the University of Cumbria recommends that we take another look at the potential of **Teachers' TV** and outlines the development of two programmes on the role of the mentor in schools.

Peter Cook, Daryll Griffiths, Karen Griffiths, Sue Horder from Glyndŵr University (formerly North East Wales Institute of Higher Education – NEWI - at the time of the conference) urge) urge us towards **innovative practice** to develop existing skills to impact on the improvement of teaching and learning.

Do student teachers feel prepared to manage **pupil behaviour**? Terry Haydn from the University of East Anglia explores the effectiveness of HEI input into this most essential of skills.

Every Child Matters is not a momentary whim and Christine Hough from the University of Cumbria reminds us of its importance with an in-depth investigation of the questions raised by, and findings of her study to date.

Anne Renwick and Lin Savage from the University of Cumbria suggest a need to reflect the developing role of **Early Years** teachers and prepare them for the complexities of leading pedagogy in **multi-agency** teams within Children's Centres.

Sue Hughes, Jane Andrews and Christine Screech from the University of the West of England (UWE) report on their research into the inter-relationships between language and learning and their intention to develop trainees' understanding of **children's learning through language**.

Have you considered your inevitable **use of PowerPoint** lately? John Lodge from Roehampton University challenges us to consider its use … and over-use.

Elaine Batchelor from the University of Leicester presented a poster on **working with a science technician during teaching practice** at the conference, and here she explains the research she undertook on this. The need to work with other professionals is paramount for teachers and the effectiveness of this cannot be taken for granted. Elaine's study highlights the importance of building relationships.

Elaine is joined by Carmen Mohammed, also from the University of Leicester for a paper with which every **New Teacher Educator** will empathise. They trace how they made the transition into Higher Education following attendance at the ESCalate workshop on Becoming a Teacher Educator and how they 'recovered' from the shock of changing sectors!

Neil Herrington from the University of East London closes our proceedings for this year asking us to look forward to 2012 as he explains the background to his fascinating round table presentation at the conference which drew on a research project considering the **educational legacy of mega-events.**

ESCalate is the Education Subject Centre of the Higher Education Academy, advancing learning and teaching in education. ESCalate at the University of Cumbria has responsibility for Initial Teacher Education, with particular reference to schools.

1. The use of exemplification materials and descriptors to embed the 2007 revised standards for qualified teacher status (QTS) and to challenge trainee teachers to go beyond 'satisfactory'. An analysis of feedback over the first year (2007-8)

Kevin Mattinson and Andrew Connell: Keele University

Summary

In September 2007, all teacher training institutions in England had to begin to use revised standards for qualified teacher status (QTS). This paper reflects on the development, introduction and impact of 'in house' exemplification documentation and descriptors, written to co-exist with official guidance from the Training and Development Agency for Schools (TDA), on a successful Initial Teacher Education (ITE) course.

The Paper reflects on and discusses the use of new 'grade descriptors' and internally and externally developed exemplification materials used to support the assessment of trainee teachers, from September 2007. It considers the opportunities and challenges in the introduction of new documents and evaluates the initial impact of these documents, over a twelve month period, on a successful ITE course. Research identifies that the documentation is impacting positively on practice, but that further development of stakeholders is required to improve consistency of engagement. It also notes some differences in practice between Professional (Senior) Tutors in schools and Subject Mentors. This may be a reflection of the relative roles of these school-based colleagues.

Key Words

Professional Standards for Qualified Teacher Status / Grade/Level Descriptors / Ofsted / Training and Development Agency for Schools /School-based tutors (Professional Tutors and Subject Mentors) / Assessment against the Standards / Standards exemplification / Review and target setting

Introduction

In September 2007 the Training and Development Agency for Schools (TDA) in England introduced a revised set of Standards to be met by trainee teachers in order to receive the award of Qualified Teacher Status (QTS) (TDA, 2007). In the light of this revision to the QTS Standards, Universities and other organisations involved in the training and education of new and beginning teachers had to re-examine their assessment processes and documentation. Assessment that failed to address all the QTS 2007 Standards would make the courses non-compliant, meaning that trainee teachers would not be qualified to teach and that the institution could have its role to train new teachers removed.

Keele University is a campus-based university in the middle of England. Keele University School of Public Policy and Professional Practice runs Post/Professional Graduate Certificate in Education (PGCE) courses in a range of Secondary age group (11-16 plus post 16 enhancement and 14-19) specialist subjects. The Keele Initial Teacher Education (ITE) Management Group saw the revision of the QTS Standards as an opportunity to move the assessment practice

on its PGCE courses forward in line with the vision of the ITE management and the wider team. This paper is a reflection on the development of new documentation for the Keele PGCE courses in the Summer of 2007, the training and development of stakeholders in its use and its implementation from September 2007 and the impact over the 2007/8 academic year. An initial small scale evaluation of the impact of the new documentation, from the perspective of different stakeholders, was undertaken in Spring 2008. This was followed up by a more extensive evaluation with school-based colleagues in the Summer of 2008. The findings will be summarised and possible future developments discussed.

Background

The Introduction of Standards, 1992
Concerns about the quality of Initial Teacher Education led to important changes in the monitoring and inspection of provision. These were, at least in part, in line with changes for the school sector. The setting up of the Office for Standards in Education (Ofsted) brought about a more rigorous and frequent inspection of training in the university sector.

There was a need to ensure higher levels of consistency of training across the sector and, within this, a more robust and consistent assessment framework. Competency/Standards-based assessment was being developed in a number of occupational areas as a framework of National Vocational Qualifications was developed by the National Council for Vocational Qualifications (NCVQ), working with Occupational Area Lead Bodies. Despite debate about whether teaching should follow a similar pathway, the symbiotic relationship between academic work and professional practice was retained through the continued predominance of HEI-based training. However, courses would in future work within a national framework of

benchmarked Standards. Some institutions were already advanced in their thinking and practice (Crewe+Alsager CHE, 1991). The first national Standards for QTS were introduced for September 1992.
At approximately the same time, the Teacher Training Agency (TTA) was established by the government to manage teacher supply and recruitment for the sector. Allocations to initial teacher education (ITE) institutions were largely determined by the outcomes of Ofsted Inspections.

Revisions to the Standards 1998, 2002
The Professional Standards for QTS were developed at the same time as a 'sea change' in the balance of the relationship between the university sector and schools was brought about by the Conservative Government. The move to a minimum requirement for days in professional placement, from September 1992, meant that schools had to have a much firmer understanding of their role. As a key element within this, there was a significant change between the ITE provider and schools, in respect of assessment of trainee teacher capability – both formatively and summatively. Consistency of practice could only be brought about if there was a clear framework in place on a national level.

Revised Standards in 1998 provided for a higher degree of 'prescription'. Despite the perceived tensions in some academics' minds between the desire for autonomy and professional determinism within Universities and the 'mechanistic' approach of Standards, effective practice ensured that standards of training – as defined by Ofsted – showed a year-on-year improvement. In addition, the Standards provided a language for analysis and assessment of capability – with ongoing professional development through target setting.

Institutions worked with schools to develop exemplar and support materials to enable school-based trainers to develop an

understanding of the Standards. The TTA also produced exemplification material.

The replacement of 4/98 by 02/02 reduced the number of Standards. There was a conscious attempt to reduce atomisation and repetition. Changes also took account of revisions to the National Curriculum.

Concerns about a purely Standards-based approach to training

From a university perspective, the principled belief that the development of beginning teachers was about much more than 'competence and compliance' meant that education and training required an appropriate theoretical underpinning, which was assessed through academic output. The Standards on their own did not recognise this. Genuine reflective and reflexive practice could only come about though the synergistic relationship between the work within the universities and the education and training within school-based settings.

The development of levelled descriptors against each Standard/set of Standards by many ITE providers, therefore, aimed to serve a dual purpose: firstly, the detail provided essential support for school-based trainers in the development of their understanding of the Standards to ensure consistency of assessment – in turn 'protecting' Higher Education Institutions (HEIs) in respect of the inspection of their provision by Ofsted; secondly, descriptors provided a framework for target setting and development that should enable individual trainees to progress to and beyond base-line competence.

2007 Revision of the QTS Standards

In the authors' view, the consultation process in the development and introduction of new Standards in 2007 was seen by ITE practitioners to offer greater opportunities to engage in genuine dialogue than had previously been the case. There was a belief

amongst the sector that their professional opinions were being listened to and a number of significant 'players' from ITE providers in the university sector were appointed to development groups.

The new Standards provide for greater autonomy and flexibility. The University sector has, over the past decade, demonstrated a strong upward move in respect of quality (Ofsted, 2007) and the new Standards are a reflection of this.

The Standards have built in the need for theoretical underpinning and criticality in the teaching force (TDA, 2007) They also recognise developments in the English curriculum and in the changing expectations of and from learners – personalised and individualised learning and Every Child Matters (Connell, Edwards and Hammond, 2007).

For the first time, the Standards for QTS fit within a framework that sets out and reflects the requirements for Continuing Professional Development (CPD). Standards have been developed for every stage of a classroom teacher's career (TDA, 2007). The Professional Standards are also 'nested' within the common framework for professionals working with children and young adults (DfES, 2005).

At an institutional level, the authors were keen to ensure that the Keele provision reflected this principle of CPD. In addition, the apparent 'contradiction' between an inspection framework that grades each trainee and institutions and a set of Standards that are 'pass/fail' informed the authors' work to develop new 'level/grade descriptors' to ensure that training and assessment of beginning teachers took place within a structure of incremental development. Evidence from internal evaluations over a number of years indicated that school-based staff were effective at using Standards and levelled descriptors to

inform understanding at the pass/fail boundary. There was less consistency of practice in respect of moving the trainees to higher levels of capability – with the consequent effect of a plateauing in performance. In too many instances, there has been an explicit or implicit acceptance that 'satisfactory' (i.e. achievement of base-line capability) will suffice. This runs counter to principles of CPD and to notions of individualised and personalised learning. The experience of Initial Teacher Education at Keele University is one that has been replicated across the sector and has been identified in all ITE training routes (Ofsted, 2008a).

Recent history of the Keele PGCE
Following an unsuccessful Ofsted inspection in 2003/4, the University made changes to its management structure for ITE. A Director of Initial Teacher Education was appointed (co-author). A range of new processes, procedures and documentation were introduced by the Director. A significant amount of work was undertaken with schools that were in partnership with the University to develop assessment policies and practices in order that trainee teachers were assessed more effectively against the QTS Standards.

The PGCE was re-inspected in 2004/5 and was graded as '2' (good) for Management and Quality Assurance. In addition, four full subject inspections resulted in grade 2s for Training and for Standards. Despite this progress, there still existed a culture in some schools of doing enough with trainees to make sure they achieved QTS i.e. passed, but not of challenging them to go beyond this in their development. This was in conflict with the vision of the Keele University ITE Director that development of new teachers was about much more that just getting QTS. Much good work was done within Keele to challenge trainees but the school culture had a major influence on trainee teachers and was a barrier to meeting the vision.

A further restructuring of the management of Initial Teacher Education occurred in 2006/7, with the appointment of new staff to the University. In particular, a Senior Manager (second co-author) from the Secondary ITE sector at a post 92 institution was recruited to work with and support the Director of ITE in driving forward a change agenda in line with the vision.

The announcement of revised QTS Standards for September 2007 meant that Keele University, like all teacher training/education institutions, was required to review policy and practice. The co-authors, along with the Director of Partnership, recognised the opportunities offered by the revision of the Standards to move practice further in alignment with the vision. Particular challenges would include: changing school culture to that of moving all trainee teachers beyond the baseline of QTS compliance; the lack of awareness of the revised Standards and the new professional competencies for the whole teaching profession.

The development of Keele 'in-house' exemplification material
In the consultation process that informed the development of the new Standards, there was concern about the delay in the development of support and exemplification materials by the TDA.

The need to ensure that the University had new documentation in place and that training programmes for school-based mentors taking place in the summer term were appropriate created a momentum for the authors to develop materials for Keele stakeholders. A further driver for prompt action was that the University would be inspected in the 2007/8 academic year by Ofsted.

The development of Keele 'in-house' exemplification material would be in parallel to, and support, the new assessment

documentation that would need to be produced.

One of the authors was a writer and editor on the project to produce exemplification for the subject of Information and Communication Technology (ICT) (Connell, Edwards and Hammond, 2007). This significantly informed the writing at Keele. In writing the new documentation, the authors sought to also take into account the move to offer level 7 (Masters) outcomes in the PGCE.

Our principles/ethos/vision
Whilst acknowledging that the primary role required of the PGCE by its funding agency, the TDA, is to produce teachers who meet the required QTS Standards, the authors' vision is to prepare new teachers who are subject specialists and who can demonstrate the qualities of flexibility, innovation, criticality, reflexivity, creativity and risk-taking. In a period of change and uncertainty in the world of education, teachers need to be capable of engaging with change in a critical and positive way. Beginning teachers will need to cope with change, manage it and hopefully be agents of future change. Further, every trainee has an entitlement to receive a 'personalised and individualised' training experience in that there should be a constant challenge – with structure and support- to move practice forward.

The authors recognise that a compliance culture in schools, brought about by successive government education policies, presents tensions between the models of the teacher presented in the university sector and the opportunities and training expectations within the school-based professional dimension of initial teacher education. Robinson (2005) suggests an additional dimension, in that new trainee teachers are likely to be products of the 'compliance' culture of education brought about with the National Curriculum. If Robinson is right, we face the dual challenge of meeting our vision and overcoming the compliance culture in both trainees and in schools.

The authors were conscious that, whatever documentation was produced, it would need to build upon that which had been developed in the previous three years, in order that successful transition could take place. In addition, materials would need to be manageable. Over a period of time, practice with trainees at the University had developed successfully so that a culture of reflection and self-review and assessment, against descriptors, had become established as practice – although there was variability in the level and way in which trainees used these. The variability in respect of school-based staff was much greater; whilst there was a strong and effective impact at the pass/fail boundary (leading to greater consistency in judgements being reached about base-line capability), practice in respect of moving trainees beyond this was less consistent – particularly in terms of formative assessment.

Descriptors and exemplification to scaffold development
Descriptors have been a proven model, not only at Keele but across the university sector. The authors chose to keep a levelled descriptor model that had been introduced in September 2004. This had been effective in bringing about immediate change in the quality of training and assessment in the training partnership. The descriptors as developed were in need of review, irrespective of the fact that the TDA was developing new national Standards on behalf of the government. It had been recognised that the language of the descriptors did not provide for the needs of the most able trainees.

Given that the new Standards were less mechanistic and atomised than previous versions, this gave scope for teacher trainers. However, there was concern that this could lead to misunderstanding and

missed opportunities, the more so as the lack of exemplification materials at the point of launching the Standards with colleagues in schools and colleges provided an immediate challenge in respect of commonality and consistency of understanding, interpretation and expectations. The authors, therefore, developed new descriptors which, it was hoped, would offer clear and unambiguous levelled statements. These were designed to ensure that the training and associated assessment would be consistent and effective; further, it would enable practice to become stronger in relation to structure incremental ongoing professional development. 'Can do' was a base-line minimum requirement for all trainees. (Appendix 1 shows an example of two Standards from the Keele descriptors).

Progressive descriptors were written that recognised that many trainees progressed beyond 'pass'. The descriptors also sought to embed the Keele vision of what was seen to be the 'model of an effective and successful teacher' (Keele, 2008). Some of the descriptors that emerged overlapped with the Core Standards for all qualified teachers but this reflects the reality of the range of capability across the profession. In addition, descriptors at the 'top end' enjoyed some similarity to the Standards that were being introduced for 'Advanced Skills and Excellent 'teachers in the profession (TDA, 2007). The descriptors sought to recognise the need to respond to an agenda of establishing cultures of continuing professional development and of preparing the 'teachers of tomorrow' for leadership roles.

The level descriptors that were introduced are one tool in a framework that is employed to encourage reflection, development and assessment (both formative and summative). The process commences at the point of the initial interview for a place on the PGCE at the University. A teacher training course is

an experiential learning process. The programme is underpinned by the principles of Kolb and Fry's Experiential Learning Cycle (1975) and by the work of Honey and Mumford (1982); however, recognising the critiques of Kolb's work in respect of the culture of organisations (Vince, 1998), the cultural aspects of self (Beard and Wilson, 2002) and the greater emphasis on the need for personal reflection (Atherton, 2002; Boud et al., 1983), the descriptors are central to informing and supporting the growth of trainees and challenging and developing the work of school-based mentors.

Managing the change

Agreeing the vision
The need for change was brought about by internal (evaluation cycle and expectation of Ofsted inspection) and external drivers (revision to the QTS Standards). Before change can take place effectively, a clear vision has to be articulated and shared. An important step for the Keele University PGCE was for the management group to agree what the vision for the programme was and then to share it with all stakeholders. The authors led this process. They began by reflecting on the vision for the PGCE programme as expressed by the Director, the existing culture in Keele and the culture in schools, the overarching Keele University vision statement, external influences and possible futures for Secondary education. They drafted a proposed vision statement, building on that which had emerged in the previous three years, and presented it to the ITE management team. A statement was agreed, but to be useful, it then had to be shared by all other stakeholders in the programme (Hillman and Stoll, 1994; Peters and Waterman, 1995; NCSL, 2006).

Selling the vision to stakeholders

'A shared vision is one to which many people are fully committed, because it reflects their own personal vision' Daiktere (2004). The

vision of the authors reflected that of many of the Keele University ITE Curriculum Tutor team, making the acceptance of it by them less problematic that might have been the case. This was an essential element of the revision process, as the curriculum tutors would be the people selling the vision to the subject mentors in school. If they were not in agreement with the vision, this would be difficult for them to achieve.

University tutors and school-based mentors were comfortable with the principle of using descriptors: the challenge was to gain acceptance of the new style of descriptors, of how to apply them and to respond to the higher level of expectations that were embedded within them.

'The hallmark of any successful organisation is a shared sense amongst members about what they are trying to accomplish' Peters and Waterman (1995). The ITE Steering (Partnership) Committee was consulted throughout the drafting process. Feedback was drawn on to develop revisions. Concern was expressed about the greater level of detail that was being presented in the new descriptors and what that would mean for the work of mentors and tutors, particularly those who were school-based. Whilst this was acknowledged, it was felt that this was a necessity: the lack of guidance available at the time of development meant that there was a significant 'risk' in respect of quality and practice without clarity of expectations; further, the desire to bring about further improvements in practice, to facilitate higher levels of trainees' performance, meant that the additional demands being made (at least initially) were appropriate.

Drafting documentation and consulting stakeholders

'Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world' Barker (1991). A decision was taken to use the Information and Communication

Technology subject area as a lead pilot in the development of the descriptors. The group of ICT mentors had already been involved in working with one of the authors in writing subject exemplification materials for a national subject association; they therefore had some familiarity with the new standards. As with the Initial Teacher Education Steering Committee, they had the opportunity to review and discuss drafts of level descriptors and to provide feedback.

Following feedback, from the various groups, the authors developed the final version of the descriptors and planned the introduction and dissemination of these to all stakeholders. A series of development events took place in Summer 2007. There were two foci in the dissemination events: in the first instance, there was a need to explain the new Standards, outlining key changes from the previous version that had been in operation since 2002. This process was supported by drawing on the new exemplification materials that had been developed. The second focus was to train University staff and school-based mentors in the use of the descriptors and to reinforce existing practice as well as to raise expectations in respect of how trainees should be supported and challenged in future. Mentor training and development in the University had drawn extensively on the ideas of Daloz (1986) in respect of support and challenge and the new descriptors were intended to provide a language to articulate the expectations and appropriateness to meet this goal.

Feedback at the summer events was, for the most part, extremely positive. The improvements, when compared to the descriptors for the 2002 Standards, were recognised. There were some expressions of concern about workload for school-based staff. Revisions to other elements of documents, which meant that the use of descriptors was more effectively embedded within practice throughout the duration of the training, meant that these concerns were

alleviated. The descriptors underpinned a continuous process of review, reflection and target setting, so that summative assessment was clearly informed by the formative process.

Impact and Evaluation - Discussion and Conclusions

Stakeholder feedback (Internal), April 2008
A small scale initial survey was undertaken with a group of trainees on the PGCE to investigate levels of engagement with the descriptors and exemplification materials (Keele, Connell and Mattinson, 2007 and TDA, 2007) and views on their effectiveness in helping them develop as beginning teachers. In addition a small number of subject mentors and professional tutors were questioned.

Feedback from the trainee sample was positive, showing good levels of engagement from the majority of the trainees sampled. This sample was approximately 12% of the total cohort, so, whilst not necessarily fully representative, the authors felt it was significant enough to draw initial conclusions from and to inform possible future actions.

Key findings from the April 2008 sample were:
■ Trainees did use the descriptors to support the formative review and target setting process;
■ Trainees found the descriptors helpful in this process;
■ Trainees were able to use the descriptors and exemplification documents, both in arriving in judgements about appropriate evidence to demonstrate achievement in specific standards and in determining actions that would enable them to provide further evidence of capability;
■ The level descriptors were valuable in informing and framing the dialogue between the trainees and mentors in school;

■ Trainees more readily used Keele University exemplification material than that provided by the TDA. (This may be due to Keele tutors and mentors giving a higher profile to Keele documentation than to the TDA exemplification document);
■ The majority of subject mentors of the trainees used the exemplification material in their work with the trainees, to help set targets, to arrive at judgement at summative review points and to inform decisions about the appropriateness of evidence against the standards;
■ There was some variability across mentors in practice, with a minority not fully engaging with the descriptors or exemplification materials;
■ Despite the use of descriptors, a significant minority of the trainees found them of limited value and may be drawing on other sources of evidence (written feedback on lesson observations and professional discussions at regular review meetings) to support the target setting process.

In the April 2008 survey, subject mentors had been contacted. However, the number who responded was too small to draw meaningful conclusions. There were a number of interesting features from mentor feedback which correlated with evidence from other sources of evaluation. Mentors who engaged with the materials seemed to have found them useful, but not all mentors engaged with the requirements. In addition, mentor practice appeared to be particularly strong at the summative review points and the quality of judgements was robust. However, some mentors failed to make full use of the descriptors and exemplification to inform the formative review and target setting process. Although there was some lack of full engagement, the quality of trainee outcome and the accuracy of assessment were good. However, this raised an interesting question: if they were all fully engaged in the formative use of the materials, what impact could there be on the

quality of outcomes, in respect of trainee performance? The authors decided, therefore, to conduct a wider survey in the summer, following further mentor development activities.

External Feedback

A number of other ITE institutions are using the exemplification materials that have been developed by the authors (either the Keele generic exemplifications or the ICT exemplification materials). Verbal feedback from these institutions is very positive.

Keele University's ITE provision was inspected by Ofsted in February 2008 (Ofsted, 2008b) and was judged to be a grade one provider (Outstanding). The descriptors were identified as a key strength of practice. In common with our own initial evaluations, the inspection team found that summative practice was excellent; however, formative practice could be improved.

Stakeholder feedback (Internal), June 2008

A larger scale survey was undertaken with Keele Initial Teacher Education Partnership schools and colleges in the summer of 2008. Professional Tutors and Subject Mentors were provided with questionnaires that sought to explore perceptions of their respective roles and the changes that had been made for the 2007/8. Within the survey were contained questions relating to the new Professional Standards and the associated support materials that had been developed. The analysis included in this paper relates directly to these questions; the questions formed part of a wider analysis of quality assurance and mentoring and tutoring practice, the outcomes of which are being utilised to inform improvement planning and training and development with both University and school-based staff.

Approximately 20% of Professional Tutors replied to the questionnaire. A similar percentage of Subject Mentors responded.

Whilst the returns were disappointing, they were sufficient in number to validate the research and to be able to draw informed conclusions, which in turn are to be used to influence future practice.

The questions asked of Professional Tutors and Subject Mentors were similar, recognising the complementary roles that they play in the education and training of beginning teachers. Professional Tutors have an identified quality assurance role, as well as the responsibility for developing programmes of generic professional training within their own institution. It is the role of the Subject Mentor, as the subject specialist, to engage and challenge the trainee teacher (referred to as Associate Teachers in the graphs in this paper). However, for both roles to be undertaken successfully, there is an expectation that colleagues have a clear understanding of the Standards and associated documentation, and how these should be used to support the continuous developing of the trainee teacher when on professional placement.

Figure 1
Professional Tutors: Did you use Level Descriptors with Associate Teachers in reviewing their progress and setting targets?
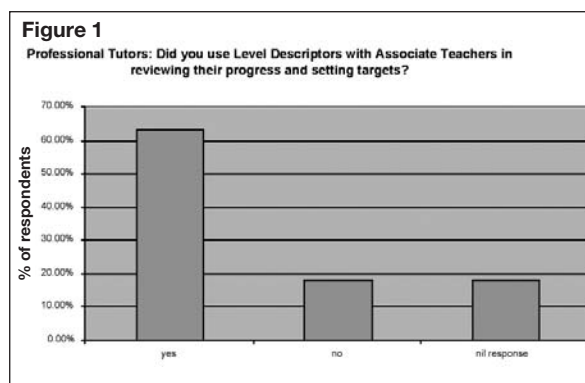
Whilst figure 1 might indicate that a significant proportion of Professional Tutors are not using the Keele Level descriptors to review the progress of trainee teachers, the information does indicate that progress has been made in the redefinition of the role of Professional Tutors. Prior to the Ofsted inspection in February 2008, many Professional Tutors saw their role as one that primarily was about the delivery of the

generic professional programme and the monitoring of provision. Many undertook classroom observation of trainees as part of quality assurance procedures but the use of the Descriptors to set targets would often come as a result of intervention to deal with a trainee who was giving cause for concern. In other words, their intervention was confirmatory prior to the initiation of a formal remediation procedure for trainees who were 'at risk of failure'. Following the Ofsted inspection, there has been an increased expectation that Professional Tutors should work along side Subject Mentors in the regular monitoring of trainees and in the setting of professional development targets. However, the fact that approximately one-third of Professional Tutors either indicate that they did not use the Level Descriptors to set targets and review progress or did not reply to the questions may indicate that there is still work to undertake in respect of redefining the role of Professional Tutors and in developing their understanding of this role.

Figure 2

Professional Tutors: Did you use the Level Descriptors when deciding if evidence was appropriate for use against the Standards in the Associate Teacher's Record of Professional Development?
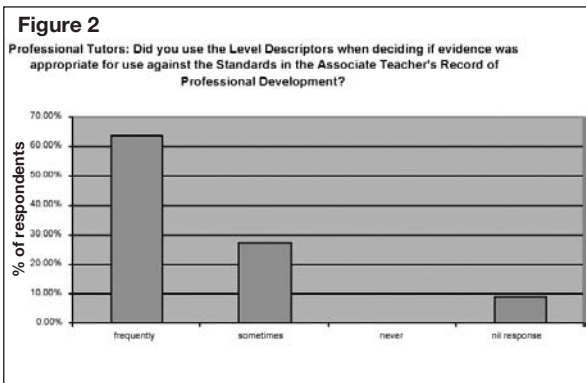
Levels of engagement with the Level Descriptors by Professional Tutors appear to be stronger when dealing with the development of trainee teachers' evidence against the Professional Standards for QTS. At the same time as the new Standards were introduced, the University reviewed and revised its process of 'evidence gathering' by trainees. The replacement of 'records of experience' with 'records of evidence' has given a 'harder edge' to the practice of

judging the 'appropriateness' of evidence against each Standard. This change complements the introduction of the new Descriptors, which are in themselves more robust than those developed to support assessment against the previous 'Qualifying to Teach' Standards (TTA, 2002).

The evidence is that many Professional Tutors have used the descriptors successfully in a number of ways and for a number of purposes, including:

- to inform dialogue with an Associate Teacher, providing a language for review and target setting;

- to support the moderation of practice across all Subject Mentors, validating the work of the mentors;

- to challenge trainees to review their own progress;

- to review progress at summative points;

- to inform the process of completing the Career Entry Development Profile (CEDP);

- to support the completion of the end of placement report.

However, a number of Professional Tutors appear to see the process of review, using the descriptors, as something that takes place between trainees and Subject Mentors. Further, as the descriptors are used by trainees to self-review, a number of Professional Tutors see this as the responsibility of trainees and part of the University's requirements. Although they engage with the descriptors to support dialogue, this is at the level of 'generic professional' matters.

This does raise ongoing training questions for the University, given the expectation that descriptors serve both formative and summative functions and that the Descriptors form a central part of the end of placement report process. It also reinforces the question raised during the Ofsted inspection; namely, if

Figure 3
Professional Tutors: Did you use the Keele exemplification document when looking at evidence for the Associate Teacher's Record of Professional Development?

Figure 5
Subject Mentors: How helpful did you find the Level Descriptors in enabling you to review and reflect on Associate Teacher's practice?

Figure 4
Professional Tutors: Did you use the TDA exemplification when looking at evidence in the Associate Teacher's Record of Professional Development?

Figure 6
Subject Mentors: How helpful were the Level Descriptors in setting new targets for Associate Teacher development?
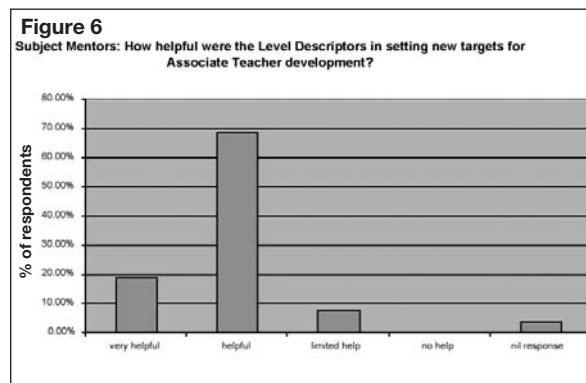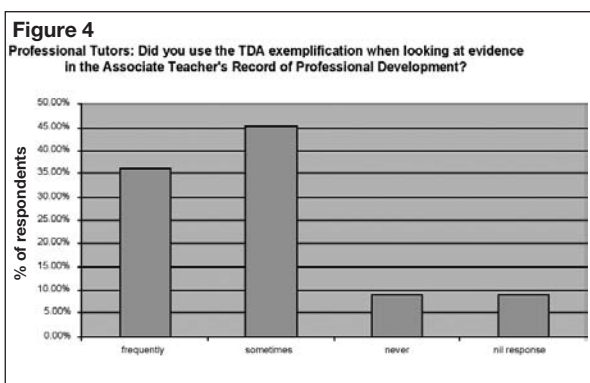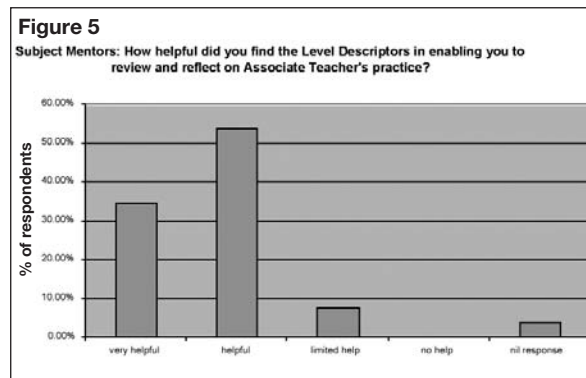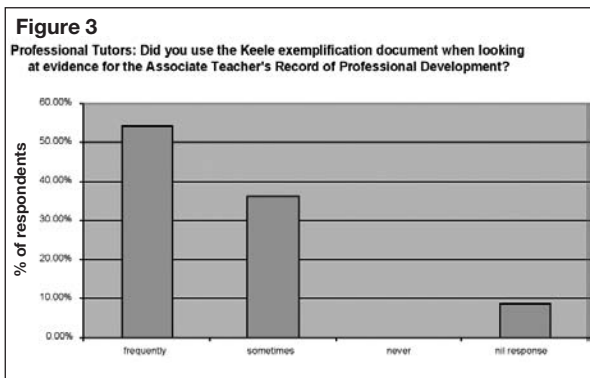
there were higher levels of engagement with the Descriptors to inform formative practice, what impact would there be on the final outcomes of the trainees?

In figures 3 and 4, it is evident that greater use is made of the Keele exemplification material to inform judgements on the evidence base for the Standards than the TDA materials. This is not surprising, given the involvement of Professional Tutors in the development of these materials, both in trialling the resources and through engaging with them at training and development events.

In respect of both sets of exemplification material, however, the regular use of the material to inform judgements is low. Whilst there is little in the evidence to date to indicate that there are any concerns about the appropriateness of the evidence bases that trainees develop (as they appear to be making quite extensive use of the exemplification material, particularly that developed at Keele), it might have been expected that school-based staff would draw on these more than

appears to be the case to support them in the development of their own understanding and requirements of the new Standards.
Subject Mentors indicate that that they find the Level Descriptors particularly valuable:

- in setting points for discussions in weekly review meetings;

- in providing a language for commentary on a lesson observation;

- in support the feedback process after a lesson observation;

- to highlight areas where action is required;

- in supporting trainees in self-review;

- in moderating judgement across subject staff involved in observation;

- in informing professional dialogue with other teachers involved in training, to establish a common framework of understanding and expectations.

Figures 5 and 6 indicate high levels of usage of the Descriptors. However, approximately

Figure 7

Subject Mentors: How helpful were the Level Descriptors in supporting comments on observation feedback forms and on weekly review forms?

Figure 8

Subject Mentors: Did you use the Level Descriptors when deciding if evidence was appropriate for use against Standards in the Associate Teacher's Record of Professional Development?
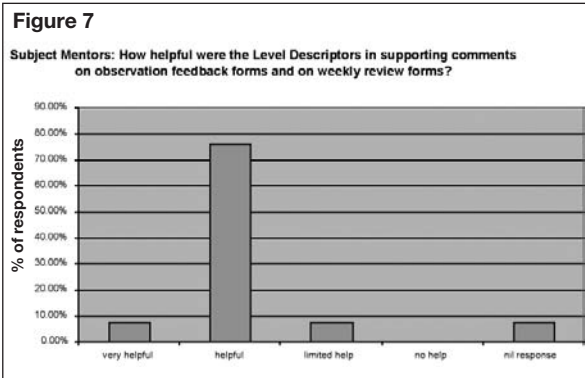
15% of Subject Mentors indicated that the descriptors are of limited help or have made a nil response. As noted elsewhere, the implication of this on trainee development is uncertain and is a question for further exploration.

The outcomes in figure 7 are important in light of Ofsted's findings in February 2008. In common with many ITE Providers, there are ongoing issues about the quality of feedback and target setting from some Subject Mentors. Comments tend to lack focus, are sometimes devoid of subject –related comments, focusing on generic classroom management issues, and targets are broad and are insufficiently scaffolded. With less than 10% of Subject Mentors indicating that they find the level Descriptors very helpful in supporting comments on observation feedback and during the weekly review meetings, it does raise questions about the extent to which mentors are fully engaged in the process and the extent to which the Standards are 'embedded' as a language of review, evaluation, and analysis. A majority of
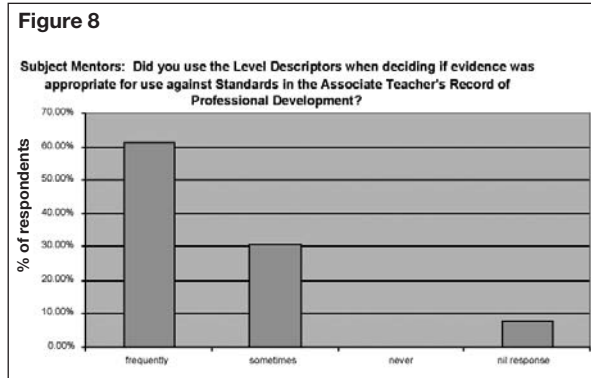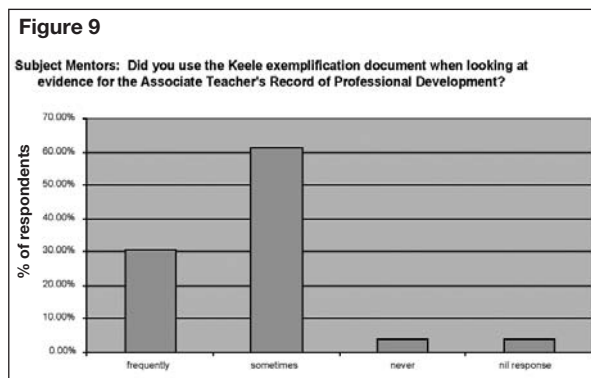
mentors who responded indicated that the descriptors were helpful in providing points for discussion and in offering reference points against which judgements about progress could be made. However, those who were less positive about the descriptors focused their criticisms around the complexity of them and how they found them less helpful in dealing with subject issues in the classroom; in particular, the nature of Standards Q10 and Q25 (which are two of the most important Standards in respect of knowledge, understanding and practice in the classroom) were seen to require further 'deconstruction' so that mentors could work with elements of these in a more 'structured' manner, addressing smaller elements of a Standard at any one time.

A similar development issue may be emerging in respect of the use of Descriptors to judgement the appropriateness of trainees' evidence (figure 8). Less than two-thirds of Subject Mentors use the descriptors frequently to support judgements about evidence. The new Standards had been in

Figure 9

Subject Mentors: Did you use the Keele exemplification document when looking at evidence for the Associate Teacher's Record of Professional Development?

Figure 10

Subject Mentors: Did you use the exemplification documents when working with the Associate Teacher?
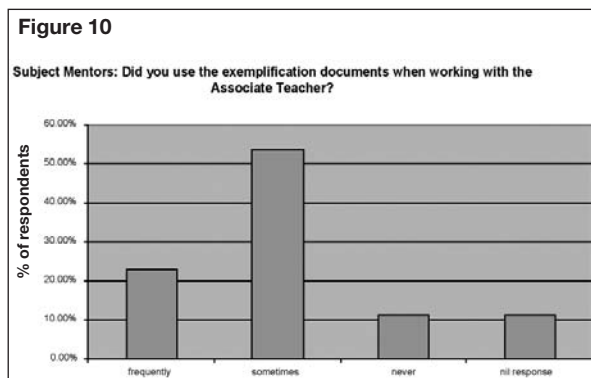
use for one year when the survey was undertaken and the extent to which they have firmly 'embedded' in practice is not yet clear. For the first time, Standards extend beyond initial training and the NQT year, and hopes and expectations have been that the extension of Standards to all teachers would lead to improvements in levels of engagement and understanding; however, it may be too early to note what impact their introduction has had on teacher practice more generally.

Further, figures 9 and 10 indicate that the number of Subject Mentors who use exemplification on a regular basis to support judgements against the Standards is not high. As with Professional Tutors, the Keele exemplification material is in greater use than is the case with the TDA exemplification material; however, might it have been an expectation that there would have been greater use of exemplification materials in the first year of new Standards. As the level of use of Descriptors to judge the evidence of trainees for the Standards is higher than either of the exemplification tools, might it be that Subject Mentors are using the Descriptors to fulfil the verification role and that they see only a limited role for the exemplification materials? This appears to be confirmed by the data in figure 11, whereby exemplification material seems to be used in a limited manner by the majority of Subject Mentors. An analysis of the evidence indicates that the same Subject Mentors tend to use the Descriptors and one

Figure 11

Subject Mentors: Did you use the exemplification documents when working with the Associate Teacher?

of the exemplification tools; therefore, a concern is the minority of mentors who do not find any of the support materials particularly useful. Therefore, is there a more general issue about how mentors engage, or do not engage, with evidence to support judgements that they make?

A final issue that has emerged in the survey, and one that is of particular concern, is that Subject Mentors (figures 9 and 10) appear to engage with exemplification materials to a lesser extent than Professional Tutors (figures 3 and 4). Yet, it is the Subject Mentors who have formal responsibility for developing the expertise of the trainees and for monitoring their progress against the Standards. Trainee profiles at the end of the academic year, and the exit review tutorials undertaken by University staff, confirm that outcomes are secure and show a year on year improvement; however, as already noted, would the outcomes be even stronger if there was a higher and more consistent engagement in the training and review process – using support materials – from school-based colleagues?

Challenges for the future
The Keele University ITE descriptors and exemplifications documents are effective and supportive when trainees and school-based tutors are fully engaged with them and follow the procedures, as detailed in the handbooks and training materials. However, evaluative research conducted during the 2007-2008 academic year shows us that not all stakeholders are yet fully engaged with these. This finding is consistent with our experience of practice is respect of earlier documentation and evidence across the sector.

The new documentation that has been developed at the University does promote the improvements in practice we set out to achieve. The challenge to the institution is to continue to evaluate practice and impact more extensively and to revisit the training
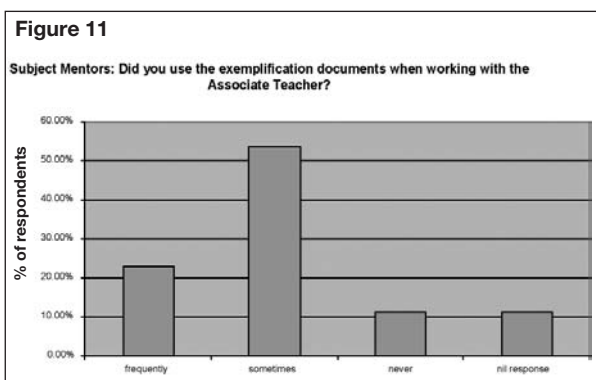
and development of school based mentors to bring about higher and more consistent levels of use. To this end, a detailed survey of all trainee teachers has recently been undertaken and the outcomes of this survey will form the basis of further research and actions.

A particular focus for development is the use of the documents and training materials for formative assessment of trainee progress and the setting of development targets. This will be reviewed during the 2008/9 academic year and the information will be important in influencing any decision to revise the descriptors in the medium term, as we align our practice to ensure that we meet the demands of the new Ofsted Inspection framework and the TDA's SED (Self-Evaluation Document) process.

Biographies
Mr Andrew John Connell
Qualifications: BSc. Hons. (Sunderland), PGCE (Leeds), MA (Manchester Metropolitan University.)

Andrew is the Course leader for PGCE ICT and the PGCE ICT Development Co-ordinator at Keele University. He is a member of the ITE management group. He has worked with other universities as External Examiner and as External Consultant for revalidations of courses.   He is a founding member of the West Midlands DT and ICT ITE Steering Group. Prior to the post, Andrew was Associate Director of Secondary PGCE, Course Leader Secondary ICT PGCE, Education Deanery Senior Manager and Senior Lecturer in Education at Liverpool Hope University. Before that Andrew taught in secondary schools for 11 years.

Research Interests: ICT teaching - pedagogy and practice Creativity in ICT Improving beginning teacher performance

Kevin Mattinson
Qualifications: BSc (Bradford), MA (Lancaster), PGCE (Leeds), Diploma in

Advanced Study in Education (Manchester). Kevin is Head of Teacher Education at Keele University. He has previously worked at Edge Hill University and Manchester Metropolitan University. Before entering the University Sector, Kevin worked for ten years in Secondary schools.

Kevin represents Keele University on a number of UCET Committees and has served on QCA and TDA/Ofsted/DfES Advisory Groups. He has also worked with a number of universities as External Examiner and as External Consultant for validations and revalidations of courses (within the UK and overseas) and for Ofsted Inspections.

Research interests:
Post-Compulsory Education and the development of the 14-19 curriculum
Economics and Business Education
Student decision making and recruitment to Higher Education, with specific reference to Initial Teacher Education and Training
Models of training and development, with specific reference to employment/school-based Initial Teacher Education and Training
Quality Assurance in Initial Teacher Education
Development of Teacher Education Frameworks across European Union Countries

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APPENDIX 1 – Keele University Level Descriptors for the Professional Standards for Qualified Teacher Status

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

Q25 (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion

Confident and effective use of a wide range of strategies within and across lessons. Confident and flexible use of resources that take account of individual need. Teaching strategies demonstrate creativity and innovation, including innovative use of e-learning. A proactive and effective approach to equal opportunities and inclusion.	Effective use of a wide range of strategies within and across lessons. Confident use of resources that take account of individual need. Teaching strategies demonstrate creativity, including use of e-learning. Effective approach to equal opportunities and inclusion.	Effective use of a range of strategies within and across lessons. Uses resources that take account of individual need. Appropriate use of technology, including e-learning. Practice takes account of equal opportunities and inclusion issues.	Uses a range of strategies within lessons and across sequences of lessons. These include: shared learning objectives; clear instructions; directed questioning; interaction with pupils; sequencing and structuring of learning activities; opportunities to reflect on learning and assessment. Appropriate differentiated resources are used, including technology. Practice takes account of equal opportunities and inclusion issues.	Consistently fails to: share learning objectives; give clear instructions; use directed questioning; interact with pupils; sequence and structure learning activities; provide opportunities to reflect on learning and assessment. Does not use differentiated resource. Very little or no use of technology. Does not take account of equal opportunities and inclusion issues.

Q25 (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson

Consistent and effective in managing, monitoring and tracking the leaning that is taking place within and across lessons. Flexible and confident within the classroom, being able to adjust teaching activities in response to evidence. Is prepared to give learners some influence over the flow of activities in lessons in order to support their learning.	Effective in managing, monitoring and tracking the leaning that is taking place within and across lessons. Able to adjust teaching activities in response to evidence. At times, gives pupils some choice over activities in lessons in order to support their learning.	Within lessons, manages and regularly monitors the learning that is taking place. Responds to individual, group and whole class need to maximise learning.	Within lessons, able to manage and monitor the learning that is taking place. Is able to respond to individual, group and whole class need to maximise learning.	Within lessons, is consistently unable to manage and monitor the learning that is taking place. Is unable or unwilling to respond to individual, group and whole class need to maximise learning.

2. Using Portfolios and Learning Journals in ITE

Lawry Price: Roehampton University

Summary
The use of portfolios and learning journals (or even logs or diaries) to support learning and teaching is commonplace practice across the HEI sector. Whether they are used as integral parts of taught courses within programmes, as assessment tools in their own right, or merely as 'bolt on' parts used for a whole range or variety of purposes, they undoubtedly represent a characteristic feature of the student experience. This paper describes four different versions of what might, for categorisation sake, be called either portfolios or journals in use at the writer's university. It also poses a set of questions for consideration by colleagues engaged in ITE as to the value and purpose of these learning tools.

Keywords
Portfolio / Journal / Learning Support / Initial Teacher Education

Introduction
In a broad sense the use of portfolios and journals can contribute to meeting the demands of commonly cited and current strategic educational developments within the university sector. These include:

- **_Diversity_** – enhancing the quality of learning; contributing to giving students a greater sense of achievement through an increased use of formative assessment;

- **_Distributed/blended learning_** - developing distance learning approaches/resources to support learning;

- **_Employability, Development of Skills and Work Based learning_** - using assessment to integrate skills development with the testing of traditional academic learning; employability skills embedded in the curriculum;

- **_'Learning to Learn'_** - development of discipline specific learning support packages;

- **_Quality of Learning and Teaching_** - development of student evaluation strategies; incorporation of innovative teaching methods.

Within Initial Teacher Education (ITE) specifically, the importance of students becoming self critical, reflective practitioners is a well defined goal. The use of diaries, logs, journals or portfolios for tracking, recording and setting future targets contributes markedly to this goal.
Log, journal, portfolio – whatever we call a maintained record of achievement or experiences gathered together in one particular format, they are in essence a flexible and useful mechanism to monitor the student experience, the evidence base for logging skills, increased knowledge and understanding as well as a possible 'vehicle for reflection' (Moon, 2006).

In general terms there is plenty of evidence in acknowledging that the use of journals as a tool to support learning in the university sector has become more widespread since 1998. The advent of personal development planning/profiling (PDP) in the UK might have prompted and kick-started this unique development but it is now possible to

witness reflective activity as a recognised element of (particularly) undergraduate practice. This is witnessed by the fact that relatively few subject areas do not use some recognisable form of documentation which would register as a learning journal of some description. That many of the tools for personal development are, in effect, highly structured journals adds weight to the significance of this trend in Higher Education.

The use of log/journals as a tool to aid and support learning has long been a practice in key professions. Nursing, the medical profession generally and teaching have consistently built into their training provision the need for the logging of events and key activities to support knowledge and skills development. That this might be in the form of a log, a journal or a portfolio is not for debate here. What is of interest is the use of these as pedagogic tools which emphasise learning through reflection. Drawing from Initial Teacher Education practice specifically, the best example might be the documentation that supports trainee teachers through teaching practice. The keeping of files and the mapping of the skills derived from the overall experience both informs and is the evidence base for considering progress made towards meeting the required Standards for Teaching, and clearly reflection upon this is crucial to the process.

This paper looks at the prescribed function and purpose of four particular types of 'learning journal', all currently in use at my own university. Two of these are more mature examples than the others, another is an example much more recently implemented into programme delivery, and the other is a recent innovation to support professional development within the field of primary physical education. What they have in common is that they seek to draw from the student user analysis and the reflection on progress being made at specific times of the students' personal, and in three of the cases professional, development.

The profile of professional development
This is a well established piece of documentation that both monitors and tracks the student experience throughout their training and specifically their teaching practices. It contains a comprehensive record of all taught courses undertaken as part of the training programme and the students' performance within these. The main body of the documentation provides commentary points for the student to field the evidence that contributes to the Standards for QTS, as well as reports from others involved in the training process, for example classteachers and mentors.

The personalisation and reflective potential lies in the students' own commentary sections where they record their own thoughts about the progress being made and used to target future plans for professional development. Importantly too, provision is also included for feeding into Career Entry Development Profiles as the last step from Initial Teacher Education (ITE) to Newly Qualified Teacher (NQT) status. Alongside these formal recordings the individual student will also draw from the School Experience files they maintain, containing planning and assessment detail for the work they have been doing in school settings. Evaluations of personal performance for activities conducted with children offer a further mechanism by which thoughtful reflection can happen, in addition to the feedback received from teachers and mentors about their practice.

The *Profile of Professional Development* is therefore both an assessment tool and a record of experience for the individual trainee. It serves as an essential mechanism for all parties engaging with teacher trainees and has the in-built advantage of serving postgraduate (PGCE) and undergraduate routes. It is also adaptive to the changes that beset ITE on a regular basis (for example the revision of Qualifying to Teach (QTS) Standards) and is a model for personal

tutoring adopted across subject areas within the Higher Education Institution (HEI) under discussion here.

The personal development plan (PDP)
Personal Development Planning is 'a structured and supported process undertaken by an individual to reflect on their own learning, performance and/or achievement and to plan for their personal, educational and career development' (Quality Assurance Agency for Higher Education (QAAHE) Progress Files Policy Paper, paras 30, 31).

It is intended to help students:
- Become more effective, independent and confident self-directed learners;

- Understand how they are learning and relate their learning to a wider context;

- Articulate their personal goals and evaluate progress towards their achievement;

- Encourage a positive attitude to learning throughout life.

The process of Personal Development Planning requires students to engage with a process which takes them through the 'where are you now…where do you want to be…and how to get there' line of questioning and is introduced to all year one students as a requirement of their programme of study. There is the expectation that this is maintained throughout the remainder of their programme and may be used as a basis for personal tutorials, group seminars and the assessment feedback process. At the completion of the course undertaken students are positioned to select aspects of their PDP as a particular presentation of themselves to potential employers.

The skills set which undergraduates are expected to achieve by graduation are clustered around three key areas – study skills, research skills and career

management skills. This is the students' focus when recording their progress and gives ample opportunity to meet the pronounced aims of the PDP process which is to help and ensure that students are able to be successful throughout their course and cope with the demands of Higher Education. The PDP is 'an important tool that students can use to manage their own learning to be used continuously to reflect, review and record their progress' (PDP, Roehampton University 2005).

Originally the Personal Development Plan was paper based but a review of implementation and usage has led to electronic recording of the process. It may be significant to note that student engagement is better when the PDP is an integrated part of programme or module delivery, in other words it forms part of the assessment requirements. Where it is 'an extra' evidence there is a suggestion that there is a reluctance to fully participate in what the PDP requires, although embedding the culture from the outset and the follow through rigour from overseeing tutors is a key to future success. As the process further embeds itself the optimistic view is that its usefulness will become more widely accepted but only if a value is placed on its content.

The primary physical education subject log/journal
From a personal perspective the use of a log/journal to support student learning was an integral part of the design of the first Physical Education subject specialism programme (within the Primary Education degree programme) at my own university. The intention of including it as part of the overall student experience was conceived as a useful support mechanism in its own right as it requires students to develop their subject knowledge beyond taught sessions. Additionally, the individual student is asked to annotate the contents they include within

the journal, thus contributing to their reflective skills. As a stated part of the teaching and learning methods adopted by this part of the programme it is also used in personal tutoring sessions and helps to monitor student progress over and above attendance at taught sessions and through module assessments.

The intentions and purpose of keeping the log/journal are clearly described in the programme handbook as 'a cumulative record of aspects of the students' experience related to an individual course or programme' (Physical Education Subject Specialist Handbook, 2007) and helps and supports students to demonstrate specific skills accumulation by:

- Identifying relevant experience(s) for observation and critical reflection;

- Showing discrimination in selecting significant features of the experience for recording purposes;

- Being reflective and analytic rather than purely descriptive;

- Relating the experience to appropriate theoretical and/or practical knowledge developed within the course;

- Demonstrating the significance of recorded experiences for her/his own development, knowledge or enhanced understanding within the course.

The major outcomes of completing such a journal are most vividly seen when the three year programme nears its end and when the accumulation of the whole learning experience comes into play. The journal stands as an additional tool in informing Career Entry Development Profiles (Transition Point One) statements. The keynote for this particular journal is that it is not an assessment tool but does inform and service the broader agenda of professional development through training and into first post from a specific subject area

perspective. That it also contributes to the development of personal philosophies for the teaching of the subject to young children is to all intents and purposes a bonus, but clearly a very beneficial one.

The Early Years and primary professional portfolio of professional development for physical education
The trialling of this particular portfolio has taken place over the past year. It has stemmed from an identified need to equip those in training with a record of their achievements to help them devise action plans for personal development, and includes a training checklist to help ensure that there are gains made from the experience and training provided that will lead to 'high quality learning experiences for all pupils.

Supported by the Training and Development Agency for Schools (TDA), and a result of a project conducted by the national ITTE network for PE, the portfolio is designed to be used flexibly in order to meet the differing needs of trainees and the very different structures and systems adopted by the range of training providers that exist. It makes a point about training to become a teacher not finishing when initial training is completed. The portfolio facilitates keeping a record of the training, skills and knowledge accrued and helps to inform the planning process for ongoing training needs in the first years of training. The roles of training providers and those responsible for CPD are stressed to 'ensure that you develop fully as a teacher and as a potential subject leader'.

The portfolio is divided into four distinct sections. These are:
- **Initial audit of experience and need** – this provides the trainee with the opportunities to identify knowledge and experience before training begins and to plan for further development through training.

- **On course audit of experience and need** – this section enables the student to develop a portfolio of Physical Education knowledge and experience and helps to identify what personal needs exist to help in the provision of high quality learning experiences for all pupils.

- **Course completion review/planning for future professional development** – this enables the student to identify the level of knowledge and experience achieved during training and to plan for ongoing training needs as they enter the teaching profession.

- **Subject Leadership Log** – this section enables those who aspire to become Physical Education subject leaders to record experiences and information relevant to the role.

The student is encouraged to add to each section on a regular basis and to take responsibility for personal reflection and development. The engagement with a range of personnel is advocated throughout the process – 'you should reflect on your work with children, mentors, teachers and all those involved in your development as a teacher'. There is an inference for maintaining this well into career not just the early years.

The intention is to roll this model out to all those training specialists for primary PE, but clearly it has mileage for other subject adoption across age phases. Linked as it is to QTS Standards it is a potential tool to support learning and practical application from initial training through to threshold and beyond.

Overview
My own personal interest in the use of journals or portfolios to support learning originally stemmed from a need to monitor and track students learning beyond taught sessions. As a vehicle to allow some

informed judgement to take place on a fairly regular basis (once a term), it has proven to be a useful device within its defined purpose. The standard of what might be considered a 'final' product at the end of three years is inevitably variable, but the engagement in the process is what is important and serves a primary task of reflection on both subject knowledge and practical application in the teaching situation. If the ultimate purpose at the outset was to facilitate the tracking of PE subject specialists' subject knowledge development and their evolving personal rationales/philosophies for the teaching of primary PE, then this has been achieved with successive cohorts of students.

Such developments have been reported on a regular basis at various conferences over a period of time since their inception in 1998. Additionally, the usage of the PE log/journal has proven to be of use as an evaluative tool feeding into annual programme review, new programme validations, and as a mechanism to inform CPD provision across the period. It has played its role too in feeding into the adoption of the attempt to introduce a national scheme for those training to teach in primary schools with a specialism in the subject area. It might be that a watershed has been reached with the introduction of a formalised approach to tracking competencies through the *ITE Portfolio of Professional Development for EYS and Primary PE* and clearly an evaluation of its impact will prove insightful over time.

An awareness of a growing usage of similar, but in their own way uniquely different, types of logs/journals and portfolios at my own institution has led me to the point of considering whether this is common practice at other HEIs. If there is a proliferation of such tools across the sector, are there different types and how effective are they in serving the function and purposes for which they are designed? This is the key line of questioning in mind here.

Discussion Points

The content of this paper therefore leads to a number of questions to which a wider audience might contribute having considered the use of logs/journals/portfolios described and in use at one particular HEI. An overriding purpose for the presentation of this paper at this conference was to attempt to elicit from colleagues from across the sector feedback on what is in use of a similar or contrasting type of such tools to support student learning. This perspective leads to a set of probing and therefore potentially informative questions as follows:

How widespread is the use of such tools that monitor the progression of student learning in other HEIs?

Where they are used what are the primary functions? Are they solely used as support for subject knowledge development and/or for tracking professional development? Or are they used as an assessment tool? Or for other purposes?

Are there other comparable/contrasting examples of their usage and application within the HEI sector?

Can we qualify and quantify their practicability, relevance and overall usefulness/effectiveness in supporting student learning?

If the maintenance and monitoring of their use is time consuming and difficult to achieve are ePortfolios the answer? If so are there further challenges to confront if this becomes an adopted strategy regarding ethics, appropriateness and manageability issues?

I welcome responses and contributions from colleagues in lending insight from their own personal experience of working with portfolios and journals.

Biography

Lawry Price is currently Assistant Dean (Learning & Teaching)in the School of Education. He also lectures Physical Education on undergraduate and postgraduate programmes. Research interests lie in the fields of Motor Development and the advancement of a developmental approach to teaching quality physical education. Current investigative research focuses on tracking students through from undergraduate training through to NQT, and potentially beyond into first responsibility posts in schools.

Lawry Price, School of Education, Roehampton University
L.Price@roehampton.ac.uk

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3. An Investigation into the Implementation of Using an Eportfolio as a Record of Professional Development for Initial Teacher Trainees

Robert Heath, Marc Smale and Sarah Weatherhead: University of Wolverhampton

Summary

Students taking a course in teacher training need to gain Qualified Teacher Status (QTS). In order to do this they have to show evidence that they have achieved the required level of competence in the 'Q Standards' which are determined by the Training and Development Agency for schools (TDA, 2007). There are currently 33 Standards that trainees have to show evidence of their competence in e.g.

- Standard 4: Communicate effectively with children, young people, colleagues, parents and carers and

- Standard 22: Plan for progression across the age and ability range for which you are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Currently the Record of Professional Development (RoPD) is a paper based system but it was felt that the technology existed for this to now become an electronic system. In the second example above, a paper copy of a lesson plan would provide good evidence but in the first example, Standard 4, how much better the evidence would be if the student could include an audio example of good communication.

Keywords

Electronic portfolio / electronic record of professional development / record of professional development / handheld technology / Q Standards / trainee teachers

Context

There is some discussion in academic circles that says the current Higher Education student is a habitual user of technology, including a variety of handheld devices such as mobile phones and iPods (mp3 players), uses the Internet with confidence and ease and has embraced Web 2.0 technology extensively (Facebook, MySpace etc). This may or may not be the case, and this would make an interesting research topic in itself, but it is certainly clear that more and more resources, used by students, are in electronic form and are ever more detailed and complex. This is highlighted by Leh, Kouba and Davis (2005) who introduce the article on twenty first century learning by commenting that '*twenty first century learning transforms the ways 21st century citizens communicate with each other and provides 21st century learners with a variety of learning methods*.' (p.238)

Further in their article Leh, Kouba and Davis quote from the work of Weiser who first proposed the concept of 'ubiquitous computing' and this sums up the reason for trialling this electronic method of producing evidence. Weiser (in Leh, Kouba and Davis, 2005) puts forward the proposition that:

Ubiquitous computing names the third wave in computing, just now beginning. First were main-frames, each shared by lots of people. Now we are in the personal computing era, person and machine staring uneasily at each other across the desktop. Next comes the ubiquitous computing, or the age of calm technology, when technology recedes into the background of our lives. (p.243)

The 'blended' approach to teaching and learning is one that students find appealing as it allows a flexibility in learning that has previously not been available. You have only to see the speed with which images and video taken on mobile phones appear on news broadcasts and on the Internet to understand the power and immediacy of this growing technology. Podcasts of lectures are regularly downloaded and used in a variety of innovative ways by students and many other resources are available to the 21st century student.

These observations led to the idea that the ePortfolio, PebblePad, could be used to make the paper based RoPD, used by students undergoing training to become primary school teachers, an electronic system. PebblePad was chosen because all the students and tutors had access to it as it is a University wide resource and in addition, most of the evidence that students were presenting in their paper RoPD were in electronic form and so, if included in the electronic RoPD (eRoPD), the resource just needed 'pointing to' from the relevant part of the PebblePad document rather than the paper evidence being duplicated many times. Hartmann and Calandra (2007), in their work on using the ePortfolio to enhance the learning of teachers, concluded that following experience in ePortfolios the method used to develop the teachers use of the ePortfolio …

suggests that in a context where innovation, diffusion and reinvention are valued ePortfolio design practices, the use of ePortfolios can enrich the professional development of mathematics teachers. (p.92)

So in their conclusion Hartmann suggests that the eRoPD could add to the professional development of the trainees and the work of Meeus, Questier and Derks (2006) suggests that the ability to be able to assemble all the information and evidence available using an ePortfolio is a recent technique 'which until very recently was unimaginable.' (p.134)

In addition PebblePad has the facility to be viewed from mobile devices that can receive the Internet (and more and more devices have this facility, either using a local wireless connection or a 3G connection) but further, there is a facility (within PebblePad) to send a text message directly to a student ePortfolio, cutting out the requirement for an Internet connection.

It was also clear that, although much of the evidence students used in their RoPD was text based e.g. lesson plans produced on a word processor (usually Microsoft Word) or lesson observations (usually hand written by the university tutor or the school based mentor), there was also a great deal of evidence that was not in text form e.g. photographs, video of games/PE lessons, discussions with the mentor and tutor that was at present not able to be included in the RoPD. For this reason all the participating students were loaned an iPod or a small mp3 voice recorder to enable them to produce and upload audio evidence to their eRoPD.

Another major benefit of this system was that PebblePad documents could be shared by the student with other students or, more importantly, with their tutor in the University and their school based tutor, both of whom could then comment on any evidence

submitted without having to make a time consuming visit to the student. In addition this intervention could take place wherever and whenever the tutor chose in the same spirit as the blended approach to learning. This keeps the student at the heart of this work something that can easily be forgotten. Meeus, Questier and Derks (2006) are careful to remind us that:

> *Educational innovation is not the same as following fashion. Genuine educational innovation is aimed at benefiting students in one way or another.'* (p.137)

The methodology adopted for this initiative was an action research approach. The reason for this was that the problem that we were trying to solve i.e. how to develop the current paper based method of recording the Standards achieved by trainee teachers into an electronic based system, would need to be carefully and regularly monitored. The amendments made as the research was progressing to ensure that the student was in no way penalised for taking part in the research and that the final outcome – the evidence produced for the recommendation of Qualified Teacher Status (QTS) – would be of a quality at least equal to that of a student employing the traditional paper-based approach and ideally, would be able to show evidence of wider variety and in a way that would enable the student, the university tutor and the school based tutor to work in a closer and more meaningful way to enhance the experience in school for the student. This approach is outlined by Cohen and Manion, 1994 (cited in Bell 2003:8):

> *(action research is) essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation. This means ideally, the step-by-step process is constantly monitored over varying periods of time and by a variety of mechanisms so that the ensuing feedback may be translated into modifications, adjustments, directional changes,*

> *redefinitions as necessary, so as to bring about lasting benefit to the ongoing process itself rather than to some future occasions.*

During the year there were to be many occasions that modifications had to be made to many aspects of the work and several different methods were used to gather the evidence which led to these changes. These methods were:

- Pilot production of the profile which was then modified;

- Feedback from students in training sessions, when in school and by email;

- Feedback from mentors in training sessions and during school visits;

- Discussions between the academics involved in this pilot;

- Information gained through Surveyor.

The evidence gained led to changes in the project which were addressed through further training sessions with students and mentors. Much of this training was of a technical nature as the tutors and students became more aware of the requirements of the ePortfolio in terms of file types and sizes. Some students were trying to submit evidence in an inappropriate way, thinking that the technology demanded it; a good example of this being a student who took photographs of her lesson plans when the Word document already existed and would have been a more appropriate way of submitting evidence.

The innovation
The first task was to identify the students and academics that would be involved in this project. The choice of academics was straightforward and consisted of the two tutors who had devised the project and a further two tutors who had an interest and expertise in the use of PebblePad. The decision about the choice of students led to the one year PGCE group being the target group. This was for two reasons, firstly their

course was only one year in length and so any research could be completed within one year. Secondly, the 'Standards' had recently changed and the PGCE students would be amongst the first students to train under the new Standards and so it made good sense to develop a system under the new Standards, which would in time be used throughout teacher training, rather than use an old system which would need modification in the future.

It was clear form the outset that there would be problems but careful planning and training for all those involved would hopefully eliminate as many of these as possible. The most major problem was identified as being the ability of mentors in school to use the PebblePad system. Sharing of PebblePad assets was not an issue within the University as all members of the University have a PebblePad account but mentors in school do not have an account and so it was hoped that the ability to share a PebblePad asset by email address to individuals without a PebblePad account would be made use of. The second problem was identified as the students' and mentors' unfamiliarity with PebblePad but this was to be addressed through training sessions.

It was decided to pilot this project in the first year using 8 PGCE students, giving each tutor 2 students to supervise. The students were approached by their tutors and invited to take part. In these early stages the technical ability of the students was not known but this was not a problem, as for this system of gathering and presenting evidence to work with the whole student population, it must be capable of working with all abilities, those who have an aptitude for technology and those who find using technology a challenge. Several of the Standards now require trainees to have an ability to use ICT in their teaching and so a certain level of technical competence needs to be gained by all students during training in any case. It was anticipated that there may be some

technical issues involving school ICT systems, firewalls etc which were beyond the scope of the academic team and so a 'trouble shooter' was identified who would be able to offer assistance in schools should it be necessary (in fact this was not a problem and all students and mentors were able to access PebblePad from school and home, although one or two log in problems did occur).

The next task was to present the Standards in a form that would assist the students in presenting and organising their evidence. It was decided to use a new tool in PebblePad which enables the production for a new profile this enables a custom form to be produced. This profile tool was used to produce the same RoPD format electronically that was currently available to the students only in paper format. A screenshot of this first portfolio is shown in the Appendix. (see fig. i)

As can be seen, one of the benefits of this 'tool' is that when the mouse pointer hovers over one of the standards more information about what is required to meet that standard is revealed. This was the first version of the profile and as will be indicated later many modifications were required between the initial concept of this new method of working and the final version at the end of the PGCE trial year.

An initial training session for the students and their mentors was arranged before the students began their first block placement. This had two advantages, firstly the students and the mentors were able to work together and learn about a new technology at the same speed and secondly we knew that the mentors had some experience of using PebblePad. Training was about 4 hours in all and during this time the students and mentors were introduced to the various aspects of PebblePad that would be used and had experience of uploading evidence.

A particularly useful facility set up by the researchers at this stage was to develop a blog in PebblePad in which thoughts and comments could be recorded as to how the project was progressing and provide a focus of discussion which could be referred to at a later date when, for example, the project was being written up.

It was clear, following the first block placement, that problems were occurring in school and that, in some cases, to troubleshoot these problems was going to cause the student to have a less successful placement and so in many cases the students were advised to leave the electronic evidence collection and to continue with the paper based system. Clearly there was more training to be done and this was arranged during the next period of time the students spent in university. An additional complication arose at this time as the trained mentors would not be the students' mentors for the next placement and so there was a need to train the new group of mentors which was done along side the students as before.

The second time the students went into school the process of uploading evidence to the PebblePad profile was much more successful and a higher proportion of the students ended the placement with evidence in their profile that would provide good evidence towards the Standards. A second training session for students and mentors was delivered and this built on the findings from placement one and on comments from mentors, students and university tutors. Several students embraced this new technology and produced some outstanding examples of evidence and became very skilled in the manipulation of different file formats and uploading techniques.

Outcomes

It is clear, from looking at the comments from the students, that there is still much work to be done. Particular areas that stand out are the technical issue of access to PebblePad and the uploading of evidence; clearly there are training issues here in terms of checking student systems for the suitability of their system to use PebblePad, and the most suitable ways of uploading files, and the format of those files. Also some school based tutors are not comfortable using PebblePad and so in these cases the student experience was restricted.

It was clear however, that the competence with which the students used the profile, and the quality of the evidence being submitted developed greatly as the second school placement progressed. Initially the evidence was word processed documents, mostly lesson plans, which were referenced for the ability to plan, for differentiation and subject knowledge. This evidence in itself was an improvement to the current system as specific areas of a lesson plan could be referenced and highlighted for the tutors to see where the specific evidence was to be found within the lesson plan. As the confidence and competence of the students developed they became aware of the potential of electronic evidence and the range of evidence submitted grew in quantity and quality. You can see in the Appendix (see fig.ii) the way the evidence built up and was presented by the student:

One student in particular used the facility of a scanner to include a variety of pupils' work to evidence some of the standards. There was wide use of digital photographs of work, displays etc in many of the eRoPDs and this added to the quality of evidence provided. Some students chose to use a digital camera or phone to take photographs of pupils' written work and this proved to be less successful than using a scanned image due to lack of clarity in the final image with the photograph often being very difficult to read.

Meeus, Questier and Derks (2006:135) consider the portfolio in education to be:

1. Student centred,
2. Competence orientated
3. Cyclical with regard to action and reflection
4. Multimedia orientated

This study fulfilled the first and last points here, was developing in terms of the competence of the students but needed more work to make the work by the students more cyclical in terms of action and reflection.

Benefits

The main benefit of this method of recording a student's progress towards the Standards lies in two areas. Firstly the ability to present evidence in a variety of forms not previously available to the students and to be able to use evidence that is already in electronic form without the need to print off large quantities of evidence. Secondly the facility for tutors to have access to student evidence whenever and wherever they want to look at it was invaluable and certainly proved of great benefit to the students who embraced this project and worked hard in the early stages to overcome the early problems.

It was clear from the final survey of student opinions of this project that they could also see the benefits of having the evidence recorded in this way. One student summed up the experience as follows:

'I think it is a very good idea and will be very useful to demonstrate ICT ability and also have experience with a variety of ICT resources. It allows students to confirm with their mentor if the evidence is appropriate for their RoPD. So far the process of uploading evidence has been easy to understand.'

This comment suggests that this student was very comfortable with the process and the early 'teething problems' did not have a lasting effect on their perception of the benefits of the project. Another student also wrote in a positive way about the project but was perceptive enough to see that it needed further work:

'The idea and the concept are very exciting and make a lot more sense that the paper version as all the information is synthesised in one area. Keep's it all nice and organised, much better than paper version. I did worry about how it would work in interviews though. However, I would still advise another trial year after this one as there have been a few teething problems.'

It was also good to see that school mentors were starting to become familiar with the technology by the time the students had completed their second placement; an example can be found in the Appendix (see fig.iii) which shows an example of a mentor 'signing off' the student work. (You can also see another benefit of an eRoPD in that there is a hyperlink directly to the Standards so the student does not have to have the paper copy with them to fill in evidence successfully).

Evaluation

The outcomes of this first phase of this project are encouraging but it is clear that more work needs to be done, with an increased number of students taking part, before this method of recording a students' Record of Professional Development could be considered for adoption by the whole Phase (i.e. the Primary Teacher Training Phase of the School of Education).
The students who saw the potential of recording their work in electronic form and who felt comfortable with the technology being used produced a RoPD which contained more quality evidence and more evidence than would not normally be

presented, than is normally the case with paper based RoPDs. What we were starting to see was the pattern of design influence shown by Hartmann and Calandra (2007) who, in common with Meeus, Questier and Derks (2006), saw the potential in a process which allows the student to share with fellow students and reinvent and develop their thinking to refine and improve their work. In brief the process outlined by Hartmann and Calandra (p.83) was:

Context ➔ Innovation ➔ Reinvention ➔ Reinvention and diffusion ➔ Adoption.

This will be an area of future development.

These students also persevered with the technical problems that arose to a point where the presentation of evidence in PebblePad became second nature. Problems arose with students who felt less comfortable, either with the technology or PebblePad as a tool and so made little effort to present their evidence using the ePortfolio. The reason for the lack of confidence in using an electronic method of evidence collection and presentation can be tracked to the early phase of this project where the tool being used in PebblePad was in development and so had periods where aspects were not working or had been changed. This made the early training difficult and caused the first attempt to use this method to be abandoned with some students. This has clear implications for training in the next phase and it is therefore hoped that all students will feel comfortable with the system from the outset.

A clear benefit of using PebblePad in this context is the facility for the tutor to look at the progress of the student at all stages of their placement in school. This enables early intervention and thus enables the student to work on areas for development earlier than would be the norm and also to build on identified strengths from an earlier point.

Future developments
We have worked closely with Pebble Learning on this project and several problems that we encountered when setting up the profile have been solved. There remain two main developments that we would like to see developed to make this system more 'user friendly' for both students and tutors. Firstly, one of the features we liked on the profile was the traffic light as this enables a tutor to see which Standards have had evidence added at a glance. Red indicates nothing has been added, green indicates evidence has been submitted. There is an intermediate stage of an amber light but this is not available at the moment and this is something we are hoping will be developed for this profile. Our hope is that a red traffic light will indicate nothing has been added, whereas an amber light will indicate the addition of some evidence and the light would only change to green once the tutor was satisfied that the evidence submitted was of a quality to award that Standard. In this way the quality of mentoring could be enhanced as the university tutor could look at the profile before visiting the student in school and already know specific areas that the student needed to have evidence for and so help the student obtain that evidence during the visit.

The second area that would greatly enhance this profile would be to alert the tutor by email that evidence has been submitted. At it stands at the moment the tutor has to go through all the Standards showing green to find out what has been newly added and this can be very time consuming and negates the value of the system as a time saving facility. At the moment tutors are dependant on the students emailing them to give notice of evidence added. There is the facility to add an RSS feed from the profile but this only notifies of a change in the profile and not where that change has been made.

A future development which is in the hands of the students is one that is an issue for both the paper based and the electronic systems

and that is the apparent reluctance of the students to keep up to date with the addition of evidence to their RoPD. Students with evidence in their eRoPD (or RoPD) early in their school experience is rare and they have to be reminded at the first visit to 'keep on top' of this. This is something the school based tutors could help with and something that was highlighted in this study, the tutors that reminded and helped the students identify evidence early in their school placement allowed the university based tutor to access and comment on the evidence from the student and those students were able to improve on their evidence much earlier in their training. In the worst cases students were leaving all their evidence recording to the end of the placement and this meant that 'gaps' in their evidence were much harder to address. I think that there are two ways in which this can be addressed, the first is more emphasis in the early stages of preparation for placement on the need to submit evidence to the eRoPD and the second is to make this a requirement at the time of the school visit.

A further, student centred, development for the next phase is to set up a blog between students and also to encourage the sharing of the eRoPD between students so that the cyclical phase of action and reflection leading to a greater quality of evidence as cited by Meeus, Questier and Derks (2006:136) could be made more effective.

This project grew from an initial idea during a meeting of ICT tutors reflecting on and thinking forward to future developments in the experiences that could be provided for trainee teachers. We believe that the research work this year demonstrates that the concept is feasible and that the ePortfolio is, potentially, an appropriate place to host this system. Development and refining are needed but the basic idea remains sound.

Biographies
Robert Heath is a Senior Lecturer, Technology Supported Learning Coordinator at the University of Wolverhampton.
Marc Smale is a Senior Lecturer, Primary Education at the University of Wolverhampton.

Sarah Weatherhead joined the University of Wolverhampton in September 2006 as a Senior Lecturer in the School of Education. She is passionate about teaching and excited about the endless possibilities of using Technology for Blended Learning and PDP. (Personal Development Plan) - *whilst remaining a realist*! Her research mainly includes the use of Technology to aid Reflective Practice and PDPs to aid continuing Professional Development in a progressive educational climate. Sarah is currently developing, with colleagues, an e-version Record of Professional Development (eRoPD) for primary teacher trainees and partnership primary schools.

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Appendix
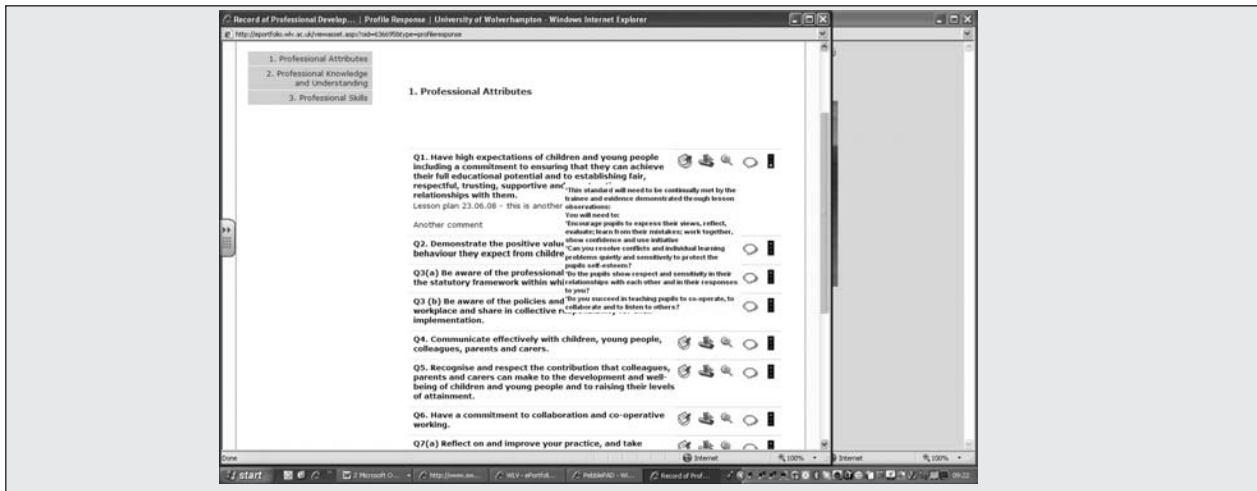
Fig (i). This profile tool was used to produce the same RoPD format electronically that was currently available to the students only in paper format. A screenshot of this first portfolio is shown.

Fig (ii). Evidence of a range of diverse evidence being uploaded and shared for discussion amongst University tutor, school mentor and trainee teacher.
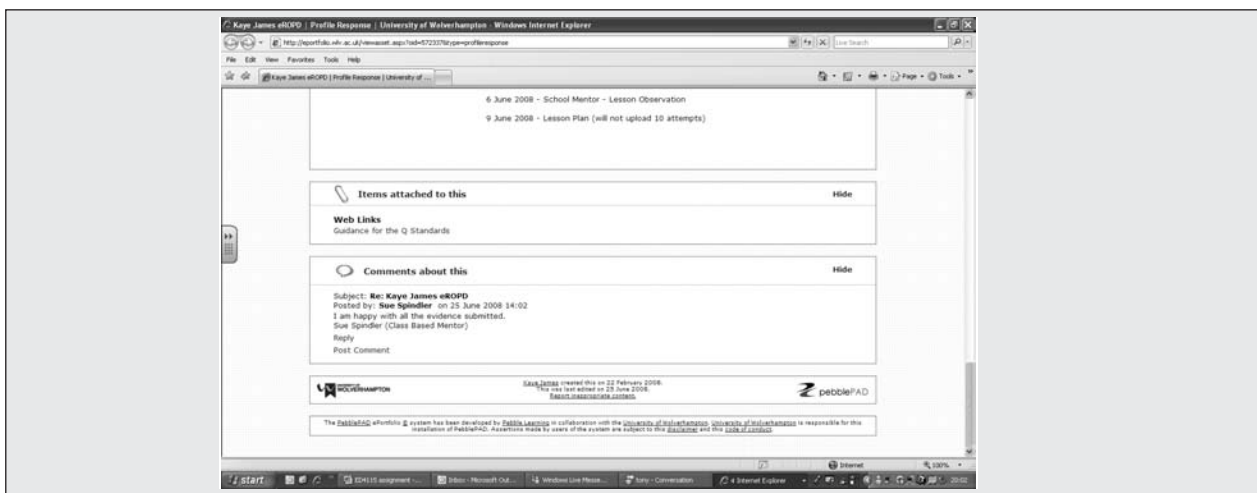
Fig. (iii) Evidence of a mentor 'signing off' the student work. You can also see another benefit of an eRoPD in that there is a hyperlink directly to the Standards so the student does not have to have the paper copy with them to fill in evidence successfully.

4. Rights, roles and responsibilities

Sarah Weatherhead and Clair Jenkins: University of Wolverhampton

Summary
This paper will share the experiences of how e-portfolios were introduced and embedded into Level One teaching modules as part of a Pathway project 'Embedding portfolios at Level One' (ILE - Institute for Learning Enhancement at Wolverhampton University) that commenced in September 2007. Tutors from all schools at the Wolverhampton University were asked to design and implement module-based ePortfolio mediated Personal Development Planning (PDP) tasks. These tasks would facilitate reflection on a variety of learning related issues to enable learners to better meet the challenges of Higher Education. The Primary Team project in the 'Initial Teacher training' School of Education considers the effectiveness of the use of Technology Support Learning and web-based activities, such as PebblePad as a medium for learning into the Bachelor of Education (BEd) level one trainees. The outcome was to develop reflective communities with work-based settings to develop their Literacy subject knowledge and themselves as reflective practitioners.

Context
The British Educational Communications and Technology Agency, (BECTA), is an agency of the Department for Education and Skills (DfES) which led a study into the potential impact of eportfolios on learning and suggested that, 'e-portfolios benefit learning most effectively when considered as part of a joined-up teaching and learning approach, rather than as a discrete entity' (BECTA, 2007:4). The Government's e-Learning strategy (DfES, 2003) notes that the DfES has set the expectation that by spring 2008 every learner should have access to a personalised on-line learning space and states, that 'e-learning and e-delivery have the potential to offer complete and personalised support for learners' needs throughout the learning process'. Beetham (2005), an e-learning consultant, whilst discussing the benefits of e-portfolios also has a balanced view believing that 'it should

be emphasised that the capacity to record evidence about individual learners is no guarantee that the evidence can or will be used to personalise their learning experience in a meaningful way' (p.7).

The current three year Bachelor of Education (BEd) course at Wolverhampton University is designed to implement a range of 'action learning' components and strategies throughout all levels and in both Semesters 1 and 2, such as school placements, focus days, school visits, short exams, peer teaching and so on. Through the modules, 'Professional Studies' and 'English in the Primary School', the trainees were invited to respond to these on-line activities, create their own 'digital space' using the webfolio template to access School based tasks (figure1) and share their reflective thoughts with their tutor to develop themselves as practitioners.
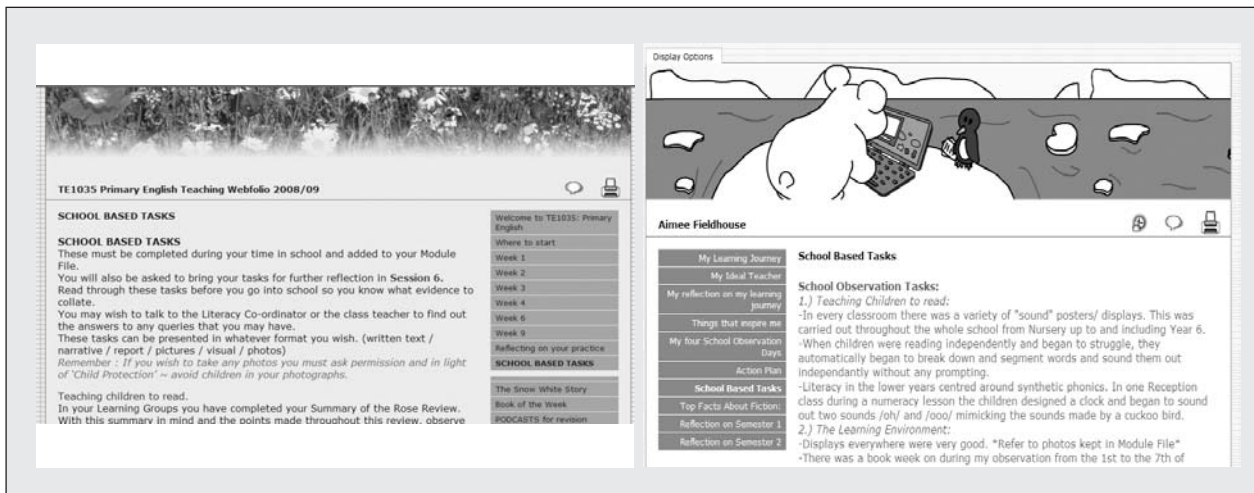
Figure 1: Teaching page from the webfolio and a trainee's response to one School Based Task.

Our trainees needed: to understand the purpose of a digital space; how digital space/web-based applications can enhance learning and teaching; and how digital space/web-based applications can be managed and inevitably change how we learn and teach. Personal Development Planning (PDP) is defined by Cottrell as, '...a structured reflective process (figure 2) which gives individuals greater insight into their own development with opportunities to explore what is valuable to learner's personal, professional and academic development' (Cottrell, 2003).

The Primary Team project explored the challenges of implementing this as a 'medium for learning' for trainees to extend their subject knowledge and to develop their reflective thinking as deep surface learners. During the initial stages of this project, discussion transcended and developed questions such as; in what ways can this learning experience of using 'asynchronous on-line discussions' (figure 3) as a medium for learning be improved? How new digital technologies may transform how we educate new teachers?
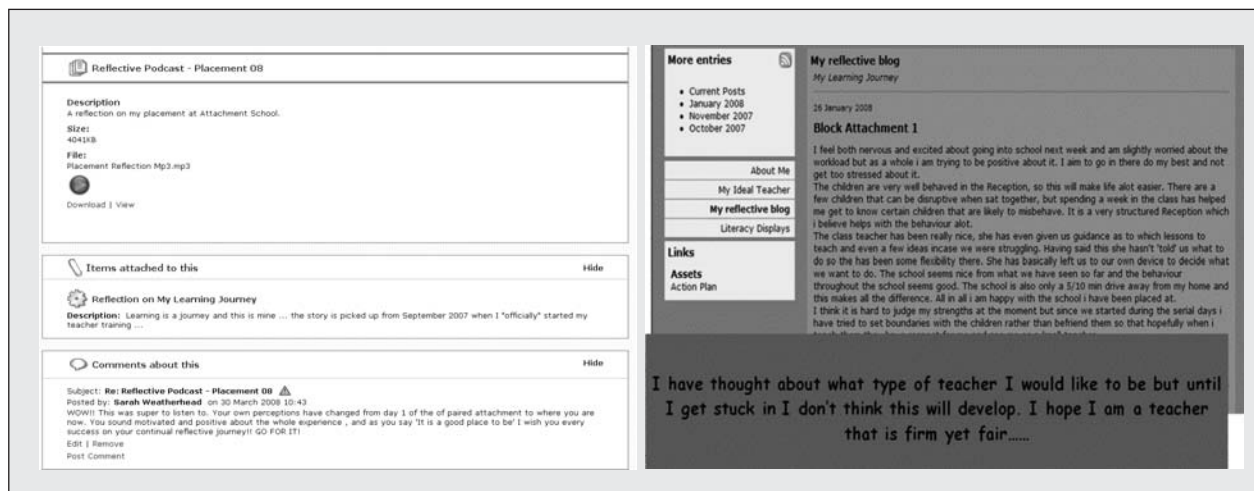
Figure 2: The reflective process - Reflective podcast and an extract from a trainee's Reflective Blog
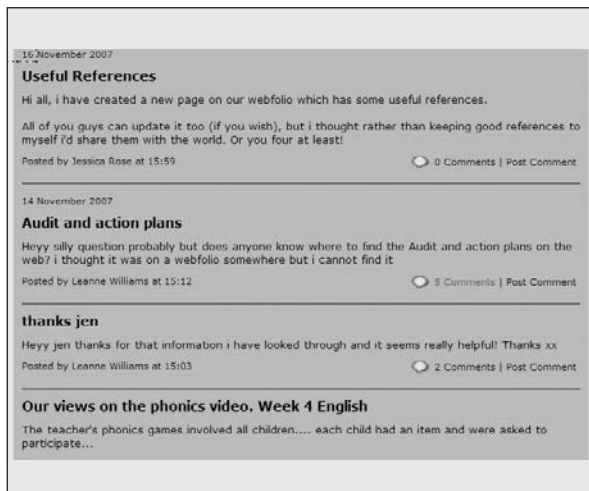
Figure 3: On-line discussion amongst the trainees in a Learning Group

Figure 5: 'Professional Dialogue between Tutor and Trainee'. (p.2)

How was PebblePad being used?
For the tutor, it was an 'on-line space' where tasks and information were provided via the 'Teaching Pages' (figure4) to model the use of PebblePad and support learning and teaching, giving immediate feedback and support for trainees (formative assessment). For the trainee, opportunities were provided for the trainee to organise on-line documents and information (digital ring-binder), develop an action plan, and submit school based tasks (assessment tasks) and to keep an electronic portfolio, including a learning log. The examples shared are from the cohort of Level One trainees (2007 / 2008).

The introduction of this teaching method was unknown territory and the trainees' response could have gone either way. In face to face sessions, 'Learning Groups' were introduced to encourage professional dialogue (figure 5) and team work in developing the subject knowledge. The intervention of these tasks meant that those trainees who find speaking in larger groups difficult could take advantage of the organisational element of the tasks which lend themselves to 'asynchronous on-line discussions' to develop their thinking skill as reflective practitioners.
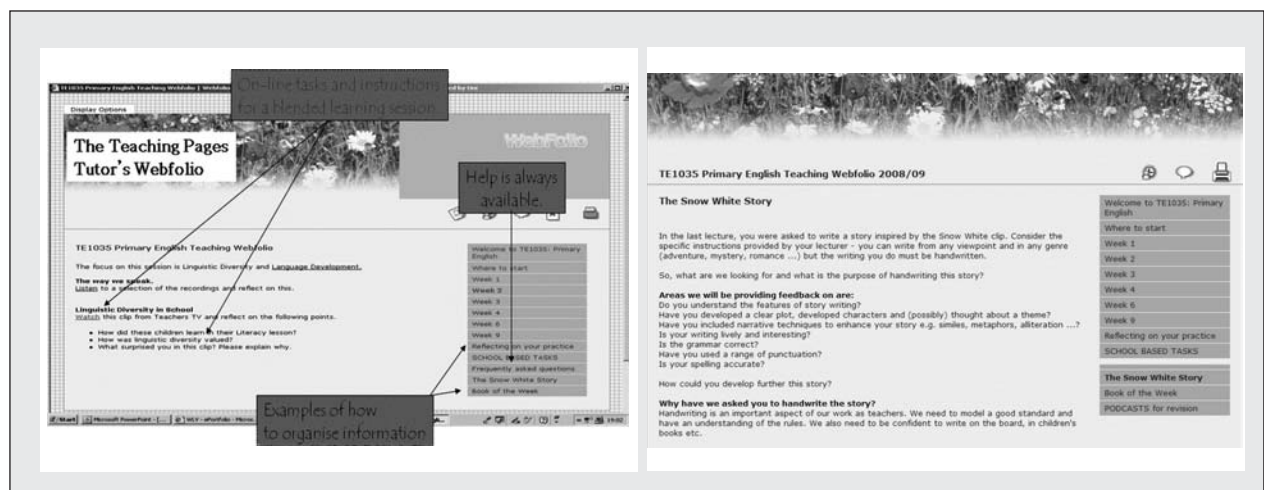
Figure 4: Teaching Pages from Level 1 English Teaching webfolio.

The choice to implement this TSL (Technology- Supported Learning) was to consider whether the PebblePad activities would assist them to make the link between theoretical conceptual base and their own practice, and encourage deep-surface learning. Wilson and Fowler (2005) state that whilst the typically deep surface learners were engaged and motivated to complete these components, the surface learners utilised the strategies of a deep learner but did not mirror the motivational aspect to become deep learners. The study, (Watkins and Akande, 1994; Cassidy and Eachus, 2000 in Wilson and Fowler, 2005) supports this view that the use of group learning may contribute towards a greater shift in their learning.

However, introducing an e-portfolio and developing more effective use of technology supported learning requires tutors to re-create materials and consider the 'intelligent transference' of teaching to the online environment (http://www.jiscinfonet.ac.uk/InfoKits/effective-use-of-VLEs). This could require an improved tutor capability and, potentially, further commitment to developing their practice and the curriculum (Wergerif, 2002). In this case, the curriculum had been designed to incorporate technology and encourage a flexible way of working and it was acknowledged by team leaders that the success of technology supported learning would depend on a number of factors including the structure of the organisation, the culture, indivdual habits such as the way of working, and security (Holmes, 2003:142), as well as a clarity of roles and expectations (http://www.jiscinfonet.ac.uk/infokits/change-management/roles/index_html). This was also commented on by Kruger who referred to this aspect as 'evolutionary change' (http://www.12manage.com/i_co.html, 2008): the attitudes and behaviours of the stakeholders, without doubt, significant and contributory factors in the success of the project.

The new 'tool' for encouraging development of subject knowledge in English has already proven to be a success and it is evident that critical reflective thinking is progressing in its quality, showing an awareness of the pedagogy in schools. The trainees having been given this experience are able to successfully highlight areas for their continuing professional development.

Learning that transpires throughout the modules can not be just a spectator sport listening to the lecture impart information. It is vital that the trainees have the opportunity to talk about what they are learning and build on previous subject knowledge. This is supported by Ramsden (1979), 'motivation is the product of good teaching'.

Face to face sessions versus Blended Learning
Face to face learning is said to provide a flexible environment that allows the facilitator to respond to a learner needs as it allows the educator to conduct ongoing needs assessments in an informal manner, and adjust accordingly, to assure relevance of discussions and content. Alverez, (2005) states that 'the online environment is not the ideal setting for all types of learning. Classrooms are not perfect either…. That's why so many teachers and corporate trainers are concentrating their efforts on integrating internet-based technologies and classrooms to create blended learning environments. It just makes good sense'.

Blended learning allows the educators to choose which learning activities they teach within the classroom or online. It has been noted that instructors are more comfortable and effective employing the teaching techniques that come naturally to them. Using an online course as an extension of the classroom allows instructors to apply their most effective traditional classroom methods in the physical classroom, while using the online portion of their course to gain advantages offered by an asynchronous space.

What does research suggest? In a study by Dean et al. (2001) findings displayed that by providing several online options in addition to traditional classroom training actually increased what students learned Another study showed that student interaction and satisfaction improved, along with students learning more in courses that incorporated blended learning (DeLacey and Leonard, 2002).

Responses from the trainees
From evaluation of the verbal and written responses in April 2008, the trainees said they have felt less overwhelmed with the concept of on-line activities since September 2007 and believe they are succeeding with the 'on-line' challenges. The tasks set are more of an 'asynchronous on-line activity' as some of the trainees stated they '…liked having the time and option to think before responding'. This is in line with Wegerif (2002, p.4) who suggested that collaborative distance learning can be more motivating and can stimulate higher quality thought than thinking together in the same classroom: the time delay as well as the use of technology being an effective teaching and learning tool.

This project has proven that it is possible to influence trainees and their approach to learning from surface (instrumental, reproductive and minimalistic) to deep (striving for meaning and understanding) (Marton and Salijo, 1976; Entwistle, 1991).

One Level One trainee (2007/ 2008) stated that 'WOLF (Wolverhampton On-Line Framework) has been a positive experience through enabling me to keep in contact with peers and share thoughts and ideas and consolidate learning through shared views and reflecting on experiences'. Another said that, 'Using PebblePad has been really useful. It introduced me to the concept of online activities. It was a gentle way in'.

However, it should be noted that for many trainees there was a significant transition

from using technology in a social setting to using it to support learning and teaching. For some trainees, even those considered to be 'digital natives' (Prensky, 2008), transferring their personal ICT skills to the professional workplace was challenging, and support for these trainees was essential with regard to enhancing their learning experience. This transference of skills is discussed and commented on by van't Hooft (2008) and Wegerif (2002), this issue being a significant factor in technology supported learning.

Further to this, it was interesting to consider the range of technology available to trainees in a social setting (including social networking areas, blogs, instant messaging, podcasts, vodcasts, gaming technology, digital images) and those used within the professional workplace. Trainees were encouraged to consider how an improved use of technology and a better understanding of the 'digital tools' may have significant implications for learning as suggested by van't Hooft (2008). Exploring this available technology became a catalyst for teaching and learning. In particular, it led to the introduction of the use of podcasts to support the revision process. Trainees were expected to work collaboratively with peers to develop a podcast for revision, sharing this with peers through PebblePad thus strengthening learning and developing a 'collective intelligence' (Oblinger, 2008). The peer supported element of creating these podcasts enabled all trainees to participate and to learn new skills, but did not require technical support from tutors. The trainees led this development gaining relevant skills independently, whereas the role of the tutor had been to provide permission for a way of working and to allow trainees to access a range of technology.

Alongside this, some trainees produced Podcasts to capture their reflective thoughts, after attachment and at the end of the

'academic year'. The styles are different and complement their preferred 'learning styles'. Schön (1993) brought 'reflection' into the centre of what professionals do. The notion of 'reflection-in-action' and 'reflection-on-action' is less familiar to trainees.

Ways of working for trainees and tutors also needs to be considered. For example, using PebblePad or other forms of e-portfolios and a blended approach to learning rely on those involved having reliable access to the internet, connectivity and compatibility. If these basic requirements are not fulfilled a 'digital divide' is created (Oblinger, 2008) and the system may disadvantage some users. In addition to this, when making more use of technology and on-line materials, van't Hooft (2008) warns that whilst the internet has become an established part of the system to access learning, there are some issues which need to be addressed when using the internet as a source of information, not least, the matter of authenticity of sites.

Technology supported learning has also impacted on the learning environment as well as ways of working for trainees and tutors. For example, the use of PebblePad and an assessment gateway has enabled tutors to track when learning takes place: each document or modification to a webfolio being date stamped and time logged. In addition to this, it is interesting to note the time of blogs and communications to peers and tutors: trainees often expect an immediate response, perhaps, the learning style being influenced by the immediacy of the environment (Oblinger, 2008).

Tutors need to be aware of the expectations of trainees when assessing on-line tasks and documents. This case study has highlighted the expectation of an immediate response from trainees with regard to answering questions, formative marking and summative comments, and the inevitable need to develop an e-marking policy. Furthermore, it is important that the use of e-portfolios and technology supported learning does not increase workloads for trainees or tutors: the clear purpose being to enhance learning and teaching.

What have we learnt from the project?
There are potential barriers to the introduction of technology supported learning which are significant and should not be underrated. Successful change depends on a number of factors including the structure of the organisation, the culture, indivdual habits such as the way of working, and security, as well as a clarity of roles and expectations (http://www.jiscinfonet.ac.uk/infokits/change management/roles/index_html, 2008).

The processes involved in with regard to implementing a different way of working (http://www.businessballs.com/changemana gement.htm, 2008) and the technology do not present a particular challenge as, at an instutional level, this was enabled and supported. However, the culture and capability of tutors and trainees is more difficult to change; the attitudes and behaviours of the stakeholders are without doubt, significant and contributory factors in the success of the project.

The experiential learning process may be frustrating; trainees through informal discussion do say they have learnt far more. The preconception that something might be lost in the face to face delivery, overlooks the fact that this extends and projects learning opportunities across time and it supports experiential learning modalities that are not feasible in a face to face lecture room. PebblePad could be seen as technology-enabled pedagogical approach and encouraging trainees to engage in collaborative learning. However, technology is only an enabler; the challenge now is to take those trainees further forward in their reflective thinking and in their understanding

of the pedagogy. The tutors are ever mindful of the ever increasing ICT capability that the trainees are bringing to these learning environments and, as a result, the online tasks are being reviewed and re-designed to match those needs.

For the next academic year, and to sustain and develop further work within this aspect of teaching and learning, it is essential that the project team share their knowledge, understanding and experience with trainees and tutors and that this way of working becomes embedded within the culture of the module. Further thought has already been given to support those who are less confident with technology, tutors accepting that workshops are an essential element when using technology supported learning. However, it is important to acknowledge that whilst it is our intention to support learners in using PebblePad, trainees will be expected and encouraged to independently use other technologies available to them. Trainees will also be expected to consider the wider use of e-portfolios within their teaching and the relevant pedagogies to pupil progress.

> *It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may be quickly forgotten or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. And it is generalisations that allow new situations to be tackled effectively*. (Gibbs, 1998)

Biographies
Clair Jenkins joined the University of Wolverhampton in January 2006 and is a dedicated primary practitioner and lecturer who is passionate about providing high quality teaching and learning experiences, responding to the challenge of an ever changing educational landscape.
Most recently Clair has undertaken research

in the area of technology supported learning and has explored the use of Professional Development Profiles to support student progress.   Peer support and the use of Learning Journals have also become central themes to her research profile and exemplify her interest in developing and extending pedagogy and practice.

Sarah Weatherhead joined the University of Wolverhampton in September 2006 as a Senior Lecturer in the School of Education. She is passionate about teaching and excited about the endless possibilities of using Technology for Blended Learning and PDP. (Personal Development Plan) - *whilst remaining a realist*! Her research mainly includes the use of Technology to aid Reflective Practice and PDPs to aid continuing Professional Development in a progressive educational climate. Sarah is currently developing, with colleagues, an e-version Record of Professional Development (eRoPD) for primary teacher trainees and partnership primary schools.

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5. Teaching and Learning Project Report: Auditing and Assessing Subject Knowledge in Initial Teacher Training using Online Methods

David Longman, Lynne Jones, Kerie Green and Barbara Kurzik:
University of Wales, Newport

Summary
This project developed online tools for auditing and assessing subject knowledge in English and Mathematics in primary and secondary initial teacher training courses. The objective was to design, implement and test online tools for formative and ipsative assessment. The tools provide immediate feedback to trainees including links to support materials. In addition the data was also used to inform tutors about areas for development across the cohort. In English a version of the audit tool was adapted for use as an online, summative examination (without the immediate feedback).

Keywords
Audit / Online Assessment / Formative / Summative / Feedback / English / Mathematics / Knowledge.

Introduction
Interest in Personal Development Planning (PDP) is currently widespread across the education sector. Usually in initial teacher training courses it is standard practice that the PDP process should include action planning, reflection on achievement and the regular monitoring and recording of progress against targets. This covers a range of professional requirements including improving subject knowledge. In this research online tools were developed and implemented to support assessment for learning, summative assessment (i.e. assessment of learning), curriculum development and professional development planning. It therefore contributes to the wider strategy behind PDP.

This project built on earlier work carried out by members of the team at Newport since 2001, all of it involved with building and using versions of computer-based self-assessment tools in mathematics, English, ICT and science. Some of these have been reported, e.g. the 'Use of Audits to measure change in ICT knowledge' (Longman, 2001-2002) and 'Primary Interview Audits' (Green, Kurzik, Theophanides, 2004-2005)[1], while other examples have been ongoing: Jones and Longman at Newport have constructed and trialled pilot versions of several subject knowledge audits (using ASP[2] and Access) and more recently Theophanides worked with Kurzik and Jones to develop an earlier version of the Primary English audit using an application called 'Question Mark Perception' (QMP).

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[1] These are internal university reports – please contact the author for further details – david.longman@newport.ac.uk

[2] ASP = Active Server Pages http://www.webwizguide.com/kb/asp_tutorials/what_is_asp.asp (accessed 8.10.08)

This project has been successful in producing prototype online tools; however their integration into the wider practices of PDP in the Newport School of Education (NSE) will take longer and indeed will form the basis of future research.

Overview

The online subject knowledge audits in Secondary Mathematics and Primary English provide diagnostic feedback on subject knowledge to trainees and tutors. For trainees the feedback incorporates links to support materials that help to focus on areas for development. In addition, a version of the diagnostic audit was devised and implemented as an online examination in English for Primary Studies trainees. The data generated from these audits and the examination were analysed to provide module tutors with information relevant to curriculum planning for each cohort by highlighting the areas needing focussed work.

QuestionMark Perception

QuestionMark Perception (QMP, 2008) was adopted as the 'platform-of-choice' for the project because it is licensed and supported by the University. In broad terms the current version of QMP used by the project appeared to offer the right kind of functionality, namely support for authoring data capture forms and reporting on results. However, for purposes of this research it was found that QMP had a number of limitations. A key element of any assessment for learning approach is a range of methods for collecting data about learning. But on its own, data is not enough; it has to be presented in structured ways to make clear the underlying patterns and issues. Assessment for learning should provide for two kinds of audience: the learner and the teacher. It was found that QMP is well designed for the data capture element of online self-assessment tests but somewhat inflexible on the reporting side. It does not lend itself well to the presentation

of feedback to the learner. The style of reports that can be produced using the built-in authoring tools is limited. Nor is QMP very subtle in the way in which cohort level data is generated and displayed, so it is difficult also to present data to the teacher in useful ways. It is possible that the basic design model for the version of QMP used is oriented toward a 'polling' model of data capture in which the data subject does not expect to see the individual results of data entry. QMP does not lend itself well to presenting useful feedback to the learner - helpfully laid out and organised to provide meaningful information relating to the subject content of the audit.

Online Methods

(i) Mathematics subject knowledge audit

The rationale for the design of the mathematics audit was:

- The pre-course expectation for Year 1 trainees on entry is mathematical knowledge equivalent to GCSE Higher Tier;

- GCSE level content is not covered as part of the course (only the teaching and learning of it);

- Trainees tend to overestimate their own ability, particularly at GCSE level;

- Therefore an audit that monitors this knowledge base is an essential tool for trainees to evaluate and update their knowledge of secondary school mathematics.

This audit was initially designed in three sections:

1. number and algebra

2. shape, space and measures

3. data handling.

Each question is multiple choice, offering four choices comprising the correct solution plus three typical misconceptions. The audit was developed to include randomisation of the order of each multiple choice list. Three

equivalent versions of each audit question were also created. At each 'sitting' therefore (it is intended that the audits would be done twice a year) each user has a one in twelve chance of being presented with the same audit item.

Trials were conducted with trainees, secondary mathematics teachers and Year 12 pupils as well as selected university staff to ensure accuracy and coverage. Feedback from these trials included some issues with presentation and length of time to complete the audit. The latter was reflected in a noticeable decline in achievement by the whole cohort in the later questions. As a result, cosmetic changes were made in the layout of some questions but more importantly, the audit was separated so that each section became a standalone audit. Submission of an audit generates immediate feedback on performance and includes verbal hints and hyperlinks to further learning materials. These are particularly successful aspects of the audit process as they support the user in taking responsibility for their own learning. The audits therefore do not only have a diagnostic purpose but facilitate assessment for learning.

(ii) English subject knowledge audit
The rationale for the design of the English audit was:

- An entry requirement for Year 1 trainees is English language knowledge equivalent to GCSE grade B.

- Trainees are not all subject specialists but all will be teachers of English.

- Therefore an audit that monitors this knowledge base is an essential tool for trainees to evaluate and update their knowledge of English language.

The online audit was created with questions grouped into three sections:
1. lexical understanding

2. grammatical understanding

3. textual understanding.

Questions are presented in a combination of multiple choice format and free text entry where sentences and phrases are required to be typed. As for the mathematics audit, questions are drawn randomly from a bank to minimise the chance that a repeat audit presents the trainee with the same questions. The question banks range from three items to as many as ten and over time it is planned to increase the size of each question bank. Trials were conducted with trainees, secondary English teachers and Year 12 pupils as well as selected university staff to ensure accuracy and coverage. As with the mathematics audit user and tutor feedback informed future developments. Again, submission of an audit generates immediate feedback on performance with hyperlinks to support materials.

(iii) The online examination
An online English examination was devised for Primary trainees. This was conducted under strict examination conditions and was in two parts:
1. a test of trainees' knowledge and understanding of functional English (grammar, spelling, punctuation etc). This part of the examination was a version of the audit but without random question selection and without user feedback;

2. an essay using a basic word processor (no spelling or grammar check available) on a seen question of pedagogical significance.

Feedback from trainees was predominantly positive. Aside from some unavoidable issues concerning comfort, room temperature and background noise, the majority of trainees found the assessment was relatively straightforward and caused no significant problems. However, one issue that emerged is to make the alteration of earlier answers before final submission of the test less prone to error.

Data Analysis

The data that forms the feedback provided to the individual is straightforward and helps a trainee address, clarify or remediate any underlying difficulties or misconceptions within the subject. However, it was found that the collective data for the whole group or cohort had very significant value for the tutor or programme leader.

A typical dataset for a group of trainees includes:

- the user identifier;
- the date;
- the time started, finished and total time taken;
- the answers as chosen or typed;
- the score obtained per question.

QMP allows for some reporting of data at the 'cohort' level but not in a format or layout that is particularly useful for the purpose of identifying strengths and weaknesses in the knowledge base of an entire group. For this reason the report data was exported to Excel for further organisation and analysis. Excel was used to calculate descriptive statistical information such as the maximum/minimum score, the arithmetic mean and the standard deviation. A particularly useful feature in Excel is conditional formatting which allows for automated colour coding of cells that meet certain criteria. Given that the data tables generated from a cohort can be quite large and dense such colour coding enables the ready identification of aspects of the data that require attention. For example, trainees whose score does not reach a required standard will be highlighted according to conditions specified. Similarly it is possible to draw attention to audit questions where the cohort, in general, scores poorly as a result of lack of knowledge or ambiguity in the wording of the question. A traffic light colour code system was used to demonstrate stratification of the groups into three percentage bands i.e. red < 60%; amber 60% - 80%; green > 80% (any other suitable stratification may be employed).

Figure 1 shows clearly that six secondary mathematics trainees have difficulties with shape and space having achieved < 60%. It also shows that three trainees have a generally sound knowledge in this area having achieved > 80%. From the cohort perspective it can be seen that question S39 is either ambiguous or poorly understood as only 25% answered correctly. The tutor needs to investigate. Also of potential

Figure 1: Shape and Space Results for Mathematics Audit
A typical results table using Excel conditional formatting to highlight percentages

Student	%	S 38	S 39	S 40	S 41	S 42	S 43	S 44	S 45	S 46	S 47	S 48	S 49	S 50	S 51	S 52	S 53	S 54	S 55
A	78	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0
B	78	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1
C	72	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1
D	72	1	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1
E	83	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1
F	67	1	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	1	1
G	61	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1
H	56	1	0	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1
I	89	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
J	78	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1
K	39	1	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	1	0
L	89	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1
M	28	0	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0
N	56	1	1	1	0	0	1	0	0	0	1	0	1	1	1	0	0	1	1
O	56	1	1	1	1	0	0	0	0	0	1	1	1	0	1	1	0	0	0
P	44	0	0	1	0	0	0	0	0	0	1	1	1	0	1	1	0	1	1
Total		14	4	11	6	9	7	5	9	5	16	14	15	13	14	14	9	11	12
Percentage		88%	25%	69%	38%	56%	44%	31%	56%	31%	100%	88%	94%	81%	88%	88%	56%	69%	75%

concern is question S47 which was correctly answered by the whole cohort. This question may be too easy and not at an appropriate level of difficulty.

This cohort level data appears to have considerable potential in relation to learning and teaching. From the tutor's perspective, individual trainees who have not met the required standard can be examined for diagnostic purposes and at the cohort level, question items can be analysed to indicate any potential general areas of weakness. This can provide tutors with a formative tool that allows them to target specific areas of knowledge and perhaps inform curriculum planning.

Some additional comments about the online English examination are worth including in this report particularly in respect of the word processed essay component. Word processing for assessment purposes assumes a trainee population with the necessary typing skills[3] but, although many commented on the relative unfamiliarity of using a word processor to type an essay response under examination conditions, the majority of trainees welcomed the trade-off between speed of typing and ease of correction in their extended writing. All essays were saved under an individual user identifier and printed for marking. The essays were opened using MS Word and subjected electronically to the readability statistics (although this was not used for assessment purposes there may be some potential here for this type of statistic to be used as an indicator in assessing trainee writing). In the marking strategy typographical errors were ignored but obvious and repeated spelling, grammatical and punctuation errors were taken into account.

Although the two sections of the online examination examined different aspects of

English (the first was decontextualised, factual knowledge about syntax and grammar) it could be reasonably expected that there should be some relationship between knowledge and use of English which would be evident in the scores obtained. This was investigated by converting scores of both sections to percentages for comparative purposes. Again the descriptive statistics informed on the range (wider in the essay component) and mean values (very closely correlated). On the whole, trends of achievement were consistent in both sections of the examination. However, where a significant disparity was indicated (>20%), the essays were selected for further scrutiny. These indicators will also allow for targeted moderation.

Concluding remarks

This research has enabled the creation of effective resources relevant to learning and teaching. The routine reporting of assessment data, whether formative or summative, is an important aspect of learning and teaching. This project has explored and developed, in a relatively small scale way, both aspects of this process.

The processes of creating these materials have generated significant expertise and knowledge of the issues surrounding electronic methods of assessment. Subsequent research and development is anticipated and will be underpinned by findings of the project.

There is clearly considerable potential for such tools to support curriculum development and planning through the formative data they generate. Tutors can make use of the data to evaluate whole cohort patterns of trainees' knowledge. Where the data indicate shortfalls in understanding or take up of concepts, tutors

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[3]There is a question here about sort of level is required, although we do not ask such questions about handwriting. Is 40 words a minute with 90% accuracy a suitable standard? 50 words a minute? Should we include typing skills as a key skill for all trainees (and school pupils)? What is a suitable standard to aim for?

might be able to respond by targeting particular aspects of the curriculum that they are teaching.

The use of such online tools requires time and staff development to become a natural part of course management routines. However, some aspects are controversial and here the use of online examination techniques which have proved to be viable and acceptable to trainees may require a more fundamental shift of values among staff, notwithstanding the fact that substantial parts of the marking are instantaneous!

To be effective, particularly as formative tools, knowledge audits need to be repeated at sensible intervals. This needs to be embedded in the normal timetable. Contacts with external agencies and teachers in partner schools have allowed for widening of interest in using the mathematics and English audits for both diagnostic and support processes. Initial feedback from the two pilots conducted in school classrooms during the project have indicated that pupils, like HE recruits, tend to overestimate their level of knowledge. Indeed, we have found that the tools we have created have a wide relevance and there is an opportunity to enhance our relationship with our partner training schools by making these materials available for their use.[4]

Biography
David Longman, Lynne Jones, Kerie Green and Barbara Kurzik are Senior Lecturers in the Newport School of Education. They teach across a range of teacher education programmes and Masters courses.

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[4] We are grateful to QuestionMark Computing Ltd for permission to vary the terms of the University license in order to extend this pilot phase into schools

6. Embedding education for sustainable development in the Art and Design curriculum: a digital media project with student teachers

Pip McCormack: London South Bank University

This is an edited version of a chapter from 'Teachers for a Better World: Education for Sustainable Development/Global Citizenship in Initial Teacher Education', Eds. Inman and Rogers (2008), CCCI, London South Bank University

Summary
This case study explores how Education for Sustainable Development (ESD) can be embedded in the Art and Design curriculum using an integrated approach. Student teachers took part in a project which required them to make a short animated film about issues related to ESD. Student understanding of ESD was reviewed before and after the project. The case study highlights the need for students to be given the time and opportunity to explore the complex issues related to sustainable development, not only through discussion groups and seminars, but also in concrete and practical ways that they can then apply to the classroom.

Keywords
Education / sustainability / creativity / integrated / digital / media /cross-curricular / art and design

Context and background
This case study builds on the considerable research that has been undertaken by a project team from the Centre for Cross Curricular Initiatives (CCCI) in the Department of Education at London South Bank University. A recent publication by the group in conjunction with World Wildlife Fund (Inman and Rogers in Inman and Rogers, 2006), involved exploring different areas of the curriculum to investigate how Education for Sustainable Development could be embedded in particular subject areas using a more integrated or thematic approach. The Art and Design curriculum in particular can be used as a vehicle for creative, interdisciplinary projects that develop skills, attitudes and values that relate to sustainable development. This has already been demonstrated in the work done by LaSER (2006) in Reading. Their project on Art and Global Citizenship (GC) focussed on

the work of contemporary African artists who used recycled and reclaimed materials. Student teachers introduced this work to children and it was used as a medium to explore issues related to GC.

In addition to sharing a commitment to the importance of including ESD as part of the curriculum there are appropriate vocational reasons for doing so. There are, for example, four government initiatives that are particularly relevant and significant:

1. The Primary Strategy document 'Excellence and Enjoyment' (DfES, 2003a). This document encourages a more integrated approach to the teaching of the National Curriculum and has provided teachers with the opportunity to teach in more interdisciplinary ways. This in turn has provided opportunities to incorporate ESD into the curriculum.

2. 'Every Child Matters' (DFES, 2003b) and the Children's Act of 2004. The details of the outcomes of these documents that relate to ESD include requirements that children should '... engage in decision making and support the community and the environment', 'live in decent homes and sustainable communities' and 'develop positive relationships and choose not to bully or discriminate'.

3. The revised standards for QTS (Qualified Teacher Status) which came into force in September 2007 require beginner teachers 'to make effective provision for all learners and to take active and practical account of the principles of equality, inclusion and diversity in their teaching' (TDA, 2007). Equality and diversity are key concepts of ESD (Wade in Inman and Rogers, 2006) because ESD concerns values and the way people choose to live their lives. A sustainable world will be one that challenges injustice and inequality. It will also be a world where communities can live together in peace. This will only be possible if those communities are made up of people who value difference and diversity.

4. The present government's focus on 'sustainable schools' provides an opportunity to embed sustainable development education across the curriculum. In England the government has suggested eight 'doorways' through which a school can pass on its journey to becoming a sustainable school (Sustainable Schools, National Framework, 2006). If you follow the links through these doorways to the sustainable schools framework you will note that each doorway places an emphasis on the contribution that can be made by the curriculum. For instance in the 'Global Dimension' and 'Purchasing and Waste' doorways it is stated that

'Schools can use the curriculum to cultivate the knowledge, values and skills needed to act as globally aware citizens' (Sustainable Schools, National Framework, 2006). Acting as a globally aware citizen is a crucial element in the development of a sustainable world.

Most recently the interim report from the Primary Review (Alexander, 2007) has drawn attention to the importance of ESD issues. The 'Community Soundings – regional witness sessions' (2007) highlighted the concerns of both children and adults with regard to climate change, environmental sustainability and global poverty. These concerns form some of the 'significant questions' that have been generated during the consultation process and which will be considered in relation to other strands of the Review and the national soundings.

Case study development
The Primary and Early Years Post Graduate and Professional Certificates in Education (PGCE) courses at London South Bank University aim to cater for a diverse group of students who have pursued a range of pathways into the teaching profession. The cohorts of students who took part in this study were primary students being trained to teach KS1 and KS2 and started the twelve month course in September 2006. This project was undertaken during the period March and April 2007, towards the end of the university based component of the course.

The project involved students taking part in two university based sessions in which they would learn how to use some simple digital cameras and editing software. Using this equipment they would then go on to complete a short animated film which had subject matter that linked to sustainable development. Inspiration for this came from the work of Miles Tandy[5], who has made short films with primary school children as

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[5] Miles Tandy is Aspect Leader for Curriculum and Pedagogy in Warwickshire County Council's Educational Development Service.

young as reception age and Paul Feltz, a year 5/6 class teacher at Dulwich Hamlet Primary School in South East London. Over the past few years he has made a series of animation and live action films with children in the school.

The fact that other areas of the PGCE course included reference to and discussion of sustainable development issues was critical, as students had had opportunities to explore issues surrounding ESD in a range of contexts. This is evident for example in Geography (Norman, 2006) where students undertake activities related to investigating the diversity of their local environment, learn about climate change, and explore issues around stereotyping. In the specialist unit on Equality, Inclusion and Citizenship (EIC) students have lectures and follow up seminars on subjects such as social class, race, ESD and global citizenship (Inman and Blunden in Inman and Rogers, 2006). In the additional educational setting (AES) placements students are encouraged to spend time in educational environments that challenge their preconceptions and broaden their understanding of the multi-layered concepts that relate to ESD (Blunden in Inman and Rogers, 2006). Placements include special and alternative schools, community centres, hospitals and prisons. The university based sessions and experiences on the AES placements support the development of the values and attitudes that are required of teachers in relation to ESD. These are, for example, the valuing of the physical environment, the valuing and celebrating of diversity, a commitment to justice and equity, and respect for ourselves and others, including future generations (Inman in Inman and Rogers, 2006).

Figure 1: Pre-project understanding – questions

1. Briefly explain what you understand by the term 'Sustainable Development'?

2. How much did you know about 'Sustainable Development' before you started the course? Please give examples.

3. How far do you think ESD should be an important part in children's education today?

4. How do you feel the course so far has further developed your understanding of sustainable development and ESD?

Pre-project understanding of ESD
The Art and Design animation sessions took place towards the end of the PGCE course. Before the students took part in these sessions their views and understanding of sustainable development and ESD were assessed by giving a sample a questionnaire to complete (Figure 1). The case study would involve two different cohorts of PGCE students, flexible primary and primary[6]. Each of the two cohorts had been split into two groups of approximately 25 students. This meant that about 100 students would make the films. The sample of students consisted of one group from each cohort, this was fifty students in all and responses were received from twenty-two. The questionnaires could be completed anonymously if the students wished.

Finally students were asked if they would be prepared to be interviewed. Six students volunteered to take part in a group interview that would take place after the project sessions had been completed.

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[6] The flexible-primary and primary students are trained to teach KS1 and KS2 children. The flexibility in the 'flexi' course allows some trainees to be part-time or alternatively they have the option to interrupt their course if needed. This means the trainees in this group are more likely to be mature students, some come into the profession from other careers and others have family commitments.

Figure 2: The project task

An integrated cross-curricular task:

- The task to make an animated video sequence

- The video will be short and go some way to answering the question
  'What do we mean by a sustainable world?'

- No spoken word, you can use text if you want to and music

- You will need to work in groups of about 4 to complete the task

The animation project

The project consisted of two three hour sessions. During the first session the students were given the opportunity to familiarise themselves with the equipment. They were also introduced to the task (Figure 2).

The task was introduced in the form of a problem, in the hope that this would encourage students to grapple with key ideas and concepts around ESD. They were asked to use the content of their film to respond to the question 'What do we mean by a sustainable world?' The task was designed to relate to the students' own experience and enable them to make use of the understanding and knowledge they had developed so far during the PGCE course. By 'problematising' (Hiebert et al. in Murphy, 1999) the activity in this way students were given an opportunity to link and integrate curriculum areas and further their understanding of ESD, while at the same time providing a starting point that was firmly grounded in the Art and Design curriculum

Across the four groups, students made a total of twenty two films on a variety of themes connected to ESD. Some of the films were as short as thirty seconds, some lasted

up to three minutes. The films also showed a range of technical expertise and understanding in both the use of the digital camera equipment and software, and in the making of an animation film. In terms of subject matter and content the films could be divided into two broad categories, those that dealt with the more 'physical' side of sustainability such as deforestation, recycling, pollution, climate change and so on, and those that dealt more with the 'social' side such as respect, equality and diversity etc.

In reality it is not possible to separate the 'physical' and 'social' sides of sustainable development, the two are interlinked. The 'physical' aspects, such as deforestation for example, do in fact have massive social implications, both locally and globally. However the content of the students' films and the way in which many of them referred to ESD in their answers to the questionnaire and subsequent interviews led to the construction of the categories in this way. Breaking the subject matter down into two categories would hopefully give an indication of how many students had deepened their understanding of ESD to include the social implications and socially based solutions that could support progress towards a more sustainable world.

The following photographs are examples of animated films from these two categories. Photo 1, 'Look After Me' is a short film concerned with a 'physical' theme relating to sustainable development.
An animated green Earth is gradually

overcome by rubbish and laid to waste, finally the remains of the Earth form a message, 'Look After Me'.

Photo 2, the 'Story of Blue', is concerned with the 'social' side of ESD and has a theme relating to equality and diversity.

It tells the story of the 'blue balls' who keep to themselves. The red and green balls however feel differently and enjoyed mixing with each other. A night at the disco finally brings the two sides together, their shared enjoyment of a favourite song helps them to understand that they do have things in common and in many ways they are not so different after all.

Out of the 22 films made 19 dealt with the 'physical' side of ESD and 3 with the 'social' side.

Evaluation
This project set out to explore an approach to embedding ESD into the Art and Design curriculum in a way that was both integrated and creative and that also involved the use of new technologies. It was intended that students, having made some films themselves, would feel confident enough to be able to take a similar project into the classroom. The final aim was to develop student understanding of issues related to ESD. The evaluation of the project included the feedback from the group of students who volunteered to take part in a group interview the day after the final project session. These comments from two of those students

certainly seem to indicate that confidence had been gained:

'it has been interesting to get right inside and see what you can do in the classroom rather than just talking about it, it wouldn't have worked so well if we'd just talked about it.'
'I don't think I'm the most creative person in the world, but I found that yesterday showed me that you can do it and it is quite simple and you can take what you want from any given subject and children could do that as well. I think it really could be applied to children.'

How far did the project go to develop the students' own understanding and attitudes, did any of the discussion and problem solving move them on in any way? The comments from the questionnaires that were conducted before the project sessions indicated that many of the students had, during the course, developed their understanding of sustainable development as more than just recycling and global warming. If this was so, why was this not more evident in the themes the students chose for their animated films, especially as the films were made towards the end of the course? Many of the students stated in their initial questionnaire that before they started the course they associated sustainable development with issues such as recycling, pollution and global warming. This was the aspect of sustainable development that they felt most comfortable and most familiar with. When embarking on a project which involved using unfamiliar technologies it was not surprising then that they opted to explore more familiar territory, especially when the finished project was going to be shown to and judged by their peers.

Comments from the post project student interviews showed some movement and development of ideas in terms of the way they viewed the place of ESD in the curriculum:

'First of all when I heard 'sustainable development', recycling was all I could think of and then when I realised more and more how complex it could be … then I realised yesterday how easy it would be to link it to other subjects, that's where I was sort of panicking at first, I can't just teach it on its own, I think because perhaps … I learned that it's separate, it's kept in one box and everything else in another, whereas now I can see, well, yeah, you can put that in PSHE, DT you name it! You can get it in there in Geography, everything really.' (Student A).

This statement further supports the supposition that some students were finding it difficult to integrate ESD into the curriculum partly because they had a limited understanding of some of the more complex issues.

On reflection it is clear that the project has been useful in consolidating the understanding that students have developed on sustainable development throughout the course. It has also provided them with a practical, integrated way of introducing ESD into the curriculum. Following on from the outcomes of this project, changes have been made to the existing sessions. Students are now explicitly asked to focus on equality and diversity issues within the context of ESD and GC. This has already produced more in depth discussion amongst the students during the planning stage of the film making. These sessions also now form part of the assessments for the Foundation Subjects Unit, and this has made a difference too.

However, in order to further develop the opportunities students have to increase their understanding of ESD issues, still more time is needed within the course to discuss and develop ideas. It could prove difficult to find this space in the tightly packed PGCE timetable unless a more joined-up approach is taken and more integrated projects are developed across the ITT curriculum.

Biography
Pip McCormack is Senior Lecturer in Education at London South Bank University. She taught for a number of years in schools in South East London before moving into higher education. She teaches Art and Design on the Postgraduate and Professional Certificates in Education courses, the Graduate Teacher and Registered Teacher Programmes. She is Unit Coordinator for the Foundation Subjects and Course Director for the Primary Postgraduate and Professional Certificates in Education. She has a particular interest in developing an integrated approach to teaching and learning across the curriculum areas.

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7. Children and Diversity, the Effects of Schooling, and Implications for Initial Teacher Education

Sally Elton-Chalcraft: University of Cumbria

Summary

I present the findings and implications resulting from empirical research conducted in primary schools in central England and Southern Germany where I investigated 9 and 10 year old children's multicultural awareness. I explored the opportunities for multicultural education in both the hidden and formal curricula for this age group. The project is located in the wider debate about cultural identity, racism, 'equality' and multiculturalism. The research draws on literature concerning multicultural and anti-racist education.

Methodologically I adopted a qualitative research paradigm and I was influenced by feminist methodology. The empirical work in England was more substantial and I employed a 'least adult role' and worked 'with' not 'on' the children. In Germany I worked to a more limited timeframe but nevertheless gained an insight into multicultural education in another European context.

I discovered that many children, whatever their background, displayed anti-racist behaviour and opinions, and that attending a school with a high proportion of minority ethnic children did not necessarily lead to anti-racist tendencies. Moreover, there were children from schools with a high proportion of minority ethnic backgrounds who displayed overtly racist behaviours. The organisation of the school curriculum and the school ethos in both England and Southern Germany had an influence on whether anti-racism was promoted or whether racism remained unchallenged. My research offers insights into aspects of white, Western privilege in both the formal and hidden curricula in the selected schools in England and Southern Germany. The paper concludes with a discussion of the influence of schooling on children's multicultural awareness, and explores the implications of my findings for policy and practice in Initial Teacher Education Institutions.

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1. Research findings: England

During the empirical work in England I adopted a 'least adult role' (Mandell, 1991), working alongside the children in a non authoritarian way to investigate their knowledge of and attitudes towards their own and other cultures (Elton-Chalcraft, 2008). I discovered that the children's attitudes and knowledge could be categorised (see table 1).

Racism and Children's multicultural awareness

The majority of the 9 and 10 year old children, in my study were naturally anti-racist whether they were knowledgeable about other cultures or not. I would place them in quadrants A or B in table 1. A small minority displayed racist or negative speech or behaviour as identified in quadrants C and D in table 1. I feel these findings are significant because they correlate with other

research (Brown, 1998; 2001; Connolly, 1998; Lewis, 2005) which identified that children often 'learn' to be racist/prejudicial from society, but, these theorists state, they are not born so.

they have to go to Mosque and pray.'
Zena: 'And the girls like have to wear long dresses and pray and go to a mosque [...]'

Table 1: A diagram charting children's attitudes and knowledge

**Anti-racist/
Positive**

B

*Anti-racist/Positive
Less Knowledgeable/
Less Multiculturally aware*

A

*Anti-racist/Positive
More Knowledgeable/
Multiculturally aware*

**Less Knowledgeable/Less
Multiculturally aware**

**Less
Knowledgeable/
More Multiculturally
aware**

D

*Racist/Negative
Less Knowledgeable/
Less Multiculturally
aware*

C

*Racist/Negative
More Knowledgeable/
More Multiculturally
aware*

Racist/Negative

Anti-racist and More Knowledgeable: Quadrant A

Approximately a third of children felt positive about their own culture and so wanted to accord the same degree of respect to those of a different culture.

For example Tazia and Zena were fairly strict Muslims, Zena wore the hijab (head covering), and their religion provided their moral code. (I use protective pseudonyms throughout this paper (David et al., 2001).

> *Tazia: 'You're not allowed to eat other, White people's meat because, in a day we have to pray 5 times a day and we have to keep a scarf over our heads sometimes when we pray and Muslims, when it's a special Friday, all the men*

> *Tazia: 'If your hair comes out you have to cover it because you get bad luck you mustn't be dirty. And if you like if you like fart … miss you get a really bad look and you have to go back to the toilet and wash yourself again.'*
> *Sally: 'Right…………..'*
> *Tazia: 'Ummm You know like Muslims, if they swear there's a fairy on the shoulder, one is bad and one is good [....] And they say that if you be, if you swear, a bad fairy writes a line down and when you go to God he repeats it.'*

Anti-racist and Less Knowledgeable: Quadrant B

Approximately a half of children were anti-racist despite having limited knowledge of other cultures and they thought it was

'important to be nice'. Also many were aware of the need to be politically correct and thus displayed anti-racist speech and behaviour because they believed it to be the right thing to do (Troyna and Hatcher, 1992).

Racist and More Knowledgeable: Quadrant C
There were three types within this category, firstly a few children who were generally knowledgeable about most cultures were, however, negative about cultures with which they were unfamiliar (Gittings, 2005). Tejpreet and John, both British Asian, Sikh boys, and Marshall, of Black Caribbean heritage, claimed that British Chinese eat cats, dogs and snakes. D school was a high proportion minority ethnic school which had no children of Chinese heritage.

> Marshall: 'I don't know much about Chinese people but I know they have plain faces and their eyes are a bit weird.'
> Tejpreet: 'They have snakes or stuff like that.'
> John :(at same time) 'Not snakes do they?'
> Marshall: 'They don't eat snakes, they eat cats and dogs that's what Iv'e heard I could be wrong and chickens everybody eats chickens.

The children expressed disgust at these eating habits. Such prejudicial attitudes towards Chinese culture are discussed by Gittings (2005) and Hesler (2002). D school was a high proportion minority ethnic school but there were no children of Chinese heritage. I would argue that these boys were being negative because they were ignorant of Chinese culture. Throughout the rest of the interview these boys had been very anti-racist, and in the Interim report feedback session I conducted with the children, Marshall in particular had been very vociferous about a 'Rule out Racism' initiative which his school had been involved in.

Secondly a few made a racist/negative remark or displayed racist/negative behaviour which they subsequently regretted, for example Rachel, of African heritage, at another high proportion minority ethnic school, made offensive gestures when speaking about British Chinese but almost instantly she said, 'I shouldn't have done that' (Rachel).

Thirdly one child, from a high proportion minority ethnic school, whom I considered to be knowledgeable, was described as both a racist and a bully to children of his own culture and also different cultures.

Racist and Less Knowledgeable: Quadrant D
I deemed the minority of children who made negative or racist comments to be less knowledgeable about different cultures. Most of these children were white, male, low ability and tended to be younger than the other children in the study. Most negative comments came from the research which I undertook *after* the events of September 11th 2001 in B school, predominantly white. Their comments seemed full of anger and they felt threatened by what they perceived to be 'alien' and 'bad' cultures. These children mainly seemed to be repeating the views they had heard from their parents or in the media. Bart from one of the predominantly white schools discussed British Asians:

> Sally: 'Bart what did you put [in answer to the question "what do you know about British Asians"]'?
> Bart: 'They are coloured.'
> Sally: 'Coloured?'
> Bart: 'Horrible.'
> Sally: 'Why did you put horrible?' [all children in interview giggle]
> Bart: 'Because I don't like looking at them. They talk a lot...................Miss they wear rags, talk a lot and I don't like the look of their faces.'

One of the most explicitly racist comments was made during another interview in the same predominantly white school. Max and Jeremy, both British white, said:

Max: 'My dad's ermm a racist because he don't like no brown skinned people but he does like half caste 'cos there's a wrestler that's half caste De Roc … but he does like half castes, 'cos he's just fine with half castes, 'cos he used to take the rip out of half castes but I said "'don't dad because it's a bit nasty but you can take the rip out of Hindus because I don't like them"'.
'Cos it's Bin Laden he's like the boss of all the Hindus. That's about all I know … '
Jeremy: 'My dad says like errmm: "I'm not going to let you go to a
mosque because it's not for your type and it's only Pakis that go" and
because my Dad doesn't' like 'em.'

2. Influence of the School, conclusions drawn from research conducted in England and Southern Germany

Despite the majority of children expressing anti racist attitudes, nevertheless I also noted a 'white western privilege' stance in all four English schools, and this was also dominant in the German fieldwork. I drew conclusions from my data concerning the influence of a school on a child's multicultural awareness. Firstly, I discovered that the organisation of the curriculum in England and also in Southern Germany reinforces a white Western standpoint. Secondly, the formal curriculum in England and also Southern Germany is often ineffectual at challenging stereotyping, reducing prejudice and questioning the domination of a white Western perspective (Blair et al., 1999; Kincheloe and Steinberg, 1997). Thirdly, the hidden curriculum in England sometimes reinforces stereotyping and can implicitly communicate white Western privilege (Back and Nyak, 1993; Jones, 1999; Gaine 2005). Finally, I suggest that some of the children in the English schools seemed to be dominated, either intentionally or unintentionally, by authoritarian teachers who had a view of children as inferior (James, 1995). I proceed to argue that the domination of children by adults may be linked with the domination of white Western culture (Adorno et al., 1950).

Organisation of education system in Germany

The German Education system is quite different to the British one in several respects; children attend Kindergarten (aged 3-7 years old) before starting formal Grundschule (primary school) at 7 years old in Klasse 1. In Klasse 4 children undergo tests and assessments to determine which secondary school they will attend. It is difficult to present definitive percentages and obviously each local area is different but generally I was told by one of my respondents in the German fieldwork:

'About 30-50% go on to Gymnasium, age 10-18/19 (grammar school), and 20-30% attend Realschule age 10 - 16 (secondary modern), the last group continue on to Hauptschule age 10-14 (for the less academic children), which often has strong links with Berufschule (apprentice work).' (Frau I)

I had a discussion with one mother at a local Kindergarten who told me that this tier system did not work as well for borderline children who may just have missed getting into the Gymnasium, and then they did less well than other children who managed to attend the Gymnasium. Likewise, those who just missed being placed in the Realschule and who ended up in the Hauptschule, were equally disadvantaged. A retired Gymnasium teacher, Frau I, spoke of upper class Afghanistan, Italian and Iranian people who arrived in Germany 40 years ago and whose children speak perfect German and who usually go to the Gymnasium. These children are seen as 'virtual' Germans because they are from the upper classes of their countries, and yet the lower socio economic classes, the migrant workers, who are also necessary to Germany as they provide cheap labour, are viewed less favourably according to Frau I. She said most of these 'lower class Ausländer' go to the Realschule and then take apprenticeships or go into the catering business:

'Many [lower class Ausländer] work in restaurants. Most [indigenous] Germans don't like to do that because the hours are unsociable and the pay isn't very good.' (Frau I)

During an interview with Prof Boes, who had conducted research into immigration issues and modes of multiculturalism (2000), a similar point was made. He described the difference between nationality and citizenship in Germany:

'Many immigrants try to 'become' German by applying for citizenship – there is a new law about this, but there is resistance to this. There is a difference between citizenship and nationality. Some [immigrants] cannot gain German nationality – therefore they cannot be voted into a democratic political position.' (Prof Boes)

We discussed the consequence of this as being the insular nature of German society and the continued ostracisation of 'Ausländer' who were often seen and treated as second class citizens. This is consistent with claims by Boes (2000) and Hoff (1995).

Student teachers Herr R and Frau R, both of Muslim background, discussed the factors underlying immigrant underachievement:

Herr R:' Immigrants often don't speak German at the age of 6 or 7 when compulsory education begins. Many do not send their children to the Kindergarten and so they don't get to learn German – they are therefore at a disadvantage when they start in Klasse 1 and they never catch up. When they get to take the test at 10 [Klasse 4] they don't do well and most go to Hauptschule.'
Frau R: 'We both did well at Primary school and we made it to Gymnasium but most Ausländer go to Hauptschule.'

It is important to note that Germany does not have a private school system (fee paying schools) as exists in Britain and so the high achievers go to the Gymnasium and the less able students tend to attend the Hauptschule. Herr R added:

Herr R: 'Hauptschulen are not very good schools and no one wants to teach in them – the children who attend are really difficult. Hardly anyone from the Hauptschule and very few from the Realschule make it to university.'

Thus it could be argued that the organisation of the schooling in Southern Germany discriminates against Ausländer who find it difficult to get in to the Gymnasium and therefore their prospects of attending University are reduced, thus limiting their job prospects. This is a similar finding to Lewis (2005) who, in her study of American schools, claimed that Latinos and African American children were disadvantaged because of the schools they attended, and their life chances limited compared with their white peers who attended predominantly white schools in 'nice' neighbourhoods and went on to 'get good jobs (2005:155).

Organisation of Education system in England

In England there are also different types of schools but currently parents can, to a certain extent, choose which school to send their child to, for example community schools and various types of faith-based schools (Francis and Lankshear, 1993; Parker-Jenkins et al., 2005). Also in England parents can choose to send their children to fee paying schools which, by nature, usually bar children from low socio economic backgrounds, although scholarships are sometimes available (Independent School, 2007).

When considering racism Blair et al. (1999) consider the very organisation of the curriculum to be at the heart of the problem of the underachievement of minority ethnic children and they highlight, among other

things, the very poor academic level of ethnic monitoring nationally. This has improved in recent years (DFES, 2007); however, it is still the case that minority ethnic pupils are often disadvantaged. The Training and Development Agency (TDA) funds a project, *Multiverse,* which developed a website for supporting the achievement of minority ethnic pupils and exploring issues of diversity (Multiverse, 2006). I would argue that minority ethnic children, in England, are beginning to receive a more 'equal' education than previously after the Macpherson Report (1999).

Formal Curriculum: Germany
In these sections I show how the design of the curriculum in both Southern Germany and England promotes, to varying degrees, white privilege (Heldke and O'Conner, 2004; Lewis, 2005).

Education in Germany is decentralised and each of the provinces (Länder) have autonomy (Hull, 2005) and in turn are influenced by the ideologies of the particular political party in power, for example the Christliche Demokratische Union or the Green Party. Many parties have a Christian base for example the Christliche Demokratische Union, and so this is transmitted into the school curriculum. The curriculum in the German province of Baden-Württemberg is set out in the Bildungsplan (syllabus), which all schools follow (Baden-Württemberg, 1994). The schools in my sample had a content-led rather than child-led curriculum. The teaching and learning which I observed was mainly whole class teaching of a particular theme which had been dictated by the Bildungsplan (Baden-Württemberg, 1994). However the Early Years education in Baden-Württemberg was very different. This was predominantly a very child-centred curriculum. I visited one Early Year's Setting, which was a Katholische Kindergarten (Catholic Pre-school) on a regular basis for two months and here the children were engaged in Early Years

activities. Early Years educators who are particularly interested in issues of discrimination, for example Brown (1998, 2000) advocate a system which is more 'play' orientated:

> *How we encourage children to learn is as important as, and inseparable from the content of what they learn. Active collaborative learning in small groups can promote the development of concepts, skills, attitudes and the ability to argue rationally. It is a challenging approach which does not fit easily with a curriculum geared to compartmentalised knowledge, back to basics and formal teaching methods. (Brown, 1998:91)*

Thus the German system in Baden-Württemberg supports the ideologies of a child-centred and 'play'-led curriculum for the Early Years, yet ironically I would argue that the German system after pre-school is less child-centred. Similarly the pre-school curriculum in Southern Germany advocated a more egalitarian ethos whereas the upper schools segregated children and Ausländer often seemed to be at a disadvantage (Lähnemann, 2006).

I would argue that the organisation of the formal curriculum has an impact on the development of the children's conceptualisation of learning. For example Heimat and Sachunterricht (homeland and topic) lessons I observed included a study of indigenous Germans and 'others' who have come to live in Germany therefore creating, a 'them' and 'us' culture. Religion lessons are monitored by the Protestant and Catholic churches. Herr R told me that the newly instigated Islam Religion classes will be monitored by Muslim communities because there is no formal hierarchy of Islam in Germany comparable to the Evangelische or Katholische churches. Teachers of religion are expected to have a personal belief and all priests have an obligation to teach in schools each week whether they are particularly

suited to this or not. Religion lessons are mainly confessional in approach and appeared to concentrate on faith nurture which is in contrast to British Religious Education (RE), which, in community schools, focuses on 'learning about' and 'learning from' religion in an educative rather than faith nurture approach (QCA, 2004). However RE is given a very high status in Germany which is different from many schools in England where sometimes RE has a very low profile. Herr and Frau R both said that Islamophobia had become a problem for Muslims and they felt it their responsibility to inform indigenous Germans, through the curriculum, that Muslims, as well as others, condemned the attack of September 11th, and that this was not 'true Islam' (Lähnemann, 2006).

There were opportunities for Multicultural and Intercultural education in the Lehrplan (Curriculum Syllabus) in the sections 'Cross Curricular themes' which Baden-Württemberg teachers follow in the Grundschule (Baden- Württemberg, 1994). The guidance states that Christians believe that in spite of differences 'we' are 'all God's children' and Biblical references are given (Baden –Württemberg, 1994:173). Thus despite the good intentions of encouraging these children from other lands to tell about their country, animals, religious beliefs, cuisine etc this is done from a monoculture perspective (Kincheloe and Steinberg, 1997).

This monocultural, white, western, privilege perspective is evidenced by Frau B, the headteacher of a Grundschule, and, perhaps significantly, former Olympic swimmer, who spoke of the 'lazy' and 'wrong' lifestyle of 'Turkish immigrants'. When she was describing what was covered in Heimat (homeland) studies she said:

Frau B: 'They [Turkish immigrants] do take part in swimming lessons though, at least. I think swimming is very important. In the Turkish bath they just sit and talk. In our

culture it's important to swim. There was a Greek philosopher who said if you are educated you can read and write and swim. So I explain to them it's a part of our life. If you can't swim you are stupid. In India they don't swim. When you are born you have an instinct- you want to crawl, walk and swim. You have to learn [to do them all]. Poseidon was a very high God – everyone ought to swim, including girls.'

Frau B made a clear distinction between the Turkish immigrants and the indigenous German children using 'us' and 'them' language and the indigenous Germans are definitely seen as the superior group. However this white western privilege attitude was not prevalent in all the schools in my Southern Germany study. Frau N, a class teacher in N school, talked about a Turkish girl in her class:

'We talk about her difficulties, yes, but look at what she can do- she has 2 languages- she's clever. My classes are very tolerant- today they clapped her [the Turkish girl]*.'*

Frau N was a very caring teacher who strove to address inclusion issues by not stereotyping. She had high expectations of all children and she kept behavioural problems under control without being authoritarian.

Formal Curriculum in England
In English faith-based schools, RE is often confessional in nature, but the extent to which the faith community has an influence on the curriculum is dependent on the status of the school (Francis and Lankshear, 1993; Parker-Jenkins et al., 2005). In all community schools and many faith-based schools RE is taught as Religious *Education* and not faith nurture as set out in the Non-Statutory National Framework for RE (QCA, 2004:3). In my English research I found that children's multicultural awareness was often developed through the Religious Education curriculum

as well as through the general school ethos. Religious Education in England is determined by the local SACRE (the Standing Advisory Council for Religious Education) who produce an Agreed Syllabus for all state schools to follow (QCA, 2004). Faith-based schools have their own diocesan or faith syllabus.

I would argue that it is more likely for children to be anti-racist and have positive attitudes towards different cultures if they have learnt about them and learnt how to be respectful towards those who are 'different' from them. Unfortunately, despite these 'worthy' aims of RE, in England, in practice, the aims are not always translated into effective teaching and learning as I discovered in my research. For example when I asked the children about their curriculum, RE was nearly always one of the last subjects to be discussed. Despite being in one predominantly white school for six weeks in the summer term, I did not observe any RE lessons. Stuart told me about the Friday afternoon RE slot on the timetable, 'We don't do RE if it's sunny – we do PE outside' (Stuart, X school).

However, the children of X school, despite being arguably the least knowledgeable about different cultures, were not the most racist. The most racist comments came from white boys from B school, as I discussed earlier in this paper. I noticed in the predominantly white schools, that Christo-centric dating was used, dating systems AD and BC, rather than BCE and CE (Before the Common Era and the Common Era).

Impact of the Hidden Curriculum on children's multicultural awareness
I would argue that the hidden curriculum, or the ethos of the school, is influential on the children's multicultural development. As I had an opportunity to spend longer in the English schools than in the Southern Germany ones my discussion here draws predominantly on the English context to explore this view further (Elton-Chalcraft, 2008).

I would argue that teachers' comments and ways of communicating with children had a bearing on the children's multicultural awareness. I believe that the teacher's view of children (James, 1995) and the way they behave towards children can be linked with a domineering ethos (Devine, 2003). Thus if adults see children as inferior, then children grow to learn that inferiority and superiority exists, which in turn could be directed towards different cultures being superior and inferior. This is a similar finding to Adorno et al. (1950).

In R school, Mr Denton had 'favourites' who were encouraged and praised for contributions and only mildly rebuked if at all for misdemeanours. Conversely, the 'non-favourites' were often criticised for the same behaviour which had been admissible for the 'favourites'. For example, Rosanne, a white girl, was often singled out by Mr Denton as being 'annoying.' During a music lesson in Mr Denton's class, children on the right hand side of the class dominated the discussion about tempo and style of music after listening to some excerpts from a Compact Disc. Terri especially became very animated and called out several times. However Rosanne called out an answer and was reprimanded by Mr Denton; 'You are really beginning to annoy me Rosanne Smith'. I think Mr Denton must have realised what I was thinking as he looked at me and then stated; 'The people over here, although over excited, have something to say which is relevant'. I was not convinced. This provided more evidence pointing to the crucial role of the teacher in promoting children's self esteem. The teacher's expectations also play a part in children's achievement (Brown, 1998; Arthur et al., 2006). Rosanne remained silent for the rest of the lesson. Terri continued to exuberantly shout out answers and was praised by Mr Denton. From my observations I considered Mr Denton to be a caring and competent teacher, but nevertheless, I felt that he did not treat the children with equal respect. This of course is

very difficult to do when as a human being we naturally have preferences for certain types of people, usually people who are more like ourselves.

In D school Mrs Moser did not, I felt, treat the misdemeanours of Melissa, a girl of Caribbean heritage, with the same leniency as other children. In fact both she and Mr Millan seemed very intolerant of Melissa. Melissa was described by both Mr Millan and Mrs Moser as a 'troublemaker' and their expectations for her to act as such reinforced their assumptions. Mr Millan described her as 'a right pain. The children have to take it in turns to have her on their table'. Connolly (1998), Blair et al. (1999) and Lewis (2005) have all noted such behaviour, where African Caribbean children were stereotyped. The treatment of Melissa described above can be contrasted with that of Rachel, an African heritage girl in the other high proportion minority ethnic school, whose behaviour had been recognised as 'disruptive,' but she was offered support in the form of 'sharing sessions' with other children, inspired by the work of Moseley (1998). Thus I would argue that in comparing the treatment of these two girls, Rachel's school's ethos reflects egalitarian principles more so than Melissa's school, which incidentally was also Roy's school – the boy who was deemed a bully and a racist in quadrant C.

In X school, predominantly white, the high turnover of staff, and also of headteachers, had an influence on the relationships between staff and children. I would argue that the instability of staffing at this school led to an ethos of authoritarianism which was felt necessary to achieve and maintain discipline. There had been an arson attack on the school by a former pupil the previous year and several members of staff treated children as though they were soldiers in an army being told what to do, rather than children in a school engaging in learning. Lewis (2005), in her research at West City Elementary school, noted a similar trend

where 'authority and control were regularly asserted in dramatic fashion' (2005:42). I would suggest that some of the children in the English schools seemed to be dominated, either intentionally or unintentionally, by authoritarian teachers. I would argue that the domination of children by adults may be linked with the domination of white Western culture. Cultures of oppression (Devine, 2003) have institutional settings, and the formal and hidden curriculum (ethos) in each school provided climates for the children's positive or negative attitudes to thrive or remain unchallenged.

3. Implications for Policy and Practice

Finally I discuss several action points from my research findings which are particularly relevant for Initial Teacher Education (see also Elton-Chalcraft, 2009).

Planned Opportunities for Teaching and Learning in Different Types of Schools

Do Initial Teacher Education Institutions ensure student teachers recognise the importance of incorporating planned opportunities, in curriculum time, for positive discussions about different cultures, and the diversity within as well as between cultures? I found that the most knowledgeable children were also anti-racist because they respected the variety of different perspectives on life from a variety of cultures with which they were familiar (quadrant A table 1). I am not advocating a bland 'acceptance of all' cultures without any critical analysis, rather that the planned opportunities should encourage informed, rigorous debate coupled with respect for difference.

ITE institutions need to dispel the myth that the 'contact hypothesis' (Troyna and Hatcher, 1992; Connolly, 2000) alone can eradicate racism and develop anti-racism. The 'contact hypothesis' is the belief that by integrating children of different ethnicities in one school, children will necessarily be less racist because they work alongside each

other and thus will necessarily get on with each other. This has been challenged by Troyna and Hatcher (1992), and in my own research, because I discovered that there were racist children in the high proportion minority ethnic schools and there were a great many anti-racist children in the predominantly white schools. Thus teachers in high proportion minority ethnic schools cannot rely on osmosis alone to eradicate racism and promote human equality.

Nevertheless ITE institutions need to ensure that student teachers realise it is even more important to learn about different cultures for children in predominantly white schools because they do not have the advantage of high proportion minority ethnic schools in having a variety of cultures represented (Troyna and Hatcher, 1992). But teachers in predominantly white schools often fail to recognise the need for multicultural education (Gaine, 2005; Jones, 1999). Gaine (2005), Jones (1999) and Lewis (2005) have all conducted research which correlates with my own findings, namely that teachers in predominantly white schools think that multicultural education is for minority ethnic children. Therefore it should be highlighted to ITE student teachers that planned opportunities for multicultural and anti-racist education are crucial in all types of school to combat both ignorance and potential racism. Numerous resources are available to support the teacher such as Dadzie (2000) and Knowles and Ridley (2005), and websites such as Oxfam Cool Planet (2007), and Multiverse (2006).

Teaching and Learning: Starting Early to Eradicate Racism

Do ITE courses in Early Years Education encourage student teachers to foster in young children positive attitudes towards different cultures and discourage young children from copying the discriminatory attitudes which surround them from, for example, the Media, their families, the school, the local community etc (Brown,

1998; 2001)? In my study I found that the most racist children were the youngest and least able, (in category D table 1). It has been argued that prejudiced attitudes remain unchallenged throughout the primary phase and possibly continue into secondary education and adulthood (Brown, 1998; 2001). The use of Persona dolls can support learning about different cultures and encourage adopting positive attitudes (Brown, 2001; Elton-Chalcraft, 2006). In order to eradicate racism I would argue that racism needs to be 'unlearned' (Brown, 1998).

Awareness of Macro and Micro Climate

Many of the children in my research were either naturally respectful or had learnt to be respectful towards those of another culture. However, anti-racism is not just about 'being nice' to a particular person (Blair et al., 1999), institutional racism must be avoided too (Macpherson, 1999). I would agree with Troyna and Hatcher (1992:37) that it is not sufficient to think about the 'micro perspective' of bullying and racist incidents in the school without also taking into account the 'macro' situation which could be described as 'institutional racism' (Macpherson, 1999; Lewis, 2005). Thus issues of equality need to be extended beyond the concept of equal opportunities within the classroom to realise that equality is not in evidence in society at large (Troyna and Hatcher, 1992; Lewis, 2005). The implication is to encourage children to 'be nice' to each other in school, but also to encourage them to acknowledge, explore and challenge injustices that they see in the world outside the school gates.

Awareness of White Western Privilege, Promoting Anti Racism

Do ITE courses encourage students to consider the influence and dominance of white Western culture (Jones, 1999; Gaine, 2005; Lewis, 2005)? I found that many children used white Western language and referred to white Western culture as being

the 'norm'. Some teachers argue that they do not want to discriminate between children of different ethnicities because this in itself is racist and may lead to conflict but this has been disputed by Jones (1999). I would agree; such an attitude denies a child's identity and also may deny that prejudice exists (Jones, 1999; Gaine, 2005). Thus teachers need to explore differences as well as similarities between peoples. I agree with both Gaine (1995; 2005) and Jones (1999) who acknowledge that racism can flourish where there is 'colour blindness' and a denial of difference.

Also it is important for teachers to explore the multi faceted nature of identity, (Back and Nyak, 1993; Modood, 2007). People cannot be stereotyped into one category, and the concept of identity is an important issue which can be explored in the classroom for example using 'Philosophy for Children' (P4C) to consider prejudicial and stereotypical attitudes (Knowles and Ridley, 2005; Philosophy for Children, 2006).

I have found that the organisation of schools and the very curriculum itself may be partly responsible for allowing racist attitudes to flourish. This is a similar finding to earlier work by Troyna and Hatcher (1992) and to Lewis's American study (2005). Guidance to support ITE and Continuing Professional Development (CPD) programmes includes the Multiverse (2006) and DfES (2007) websites. There also needs to be an overhaul of the curriculum which Parker-Jenkins et al. suggest is 'at best Eurocentric and at worst Britocentric but rarely multicentric' (2005:145). My findings support this claim as does Lewis's work; she calls for schools to fulfil 'the role they have been cast in- that of the great equalisers' (Lewis 2005:37).

Considering the Links between Racism and Bullying Behaviour

Are concepts such as 'domination' and 'oppression' rigorously debated in ITE courses? As my research progressed I considered the links between domination of children, racism and oppression (Adorno et al., 1950; Devine. 2003). Further research is needed to correlate this finding, however I believe it is important for teachers to consider how they treat children; because if there is a domination of teacher over child, or child over child, then this could foster 'domination tendencies' which could result in racism and discrimination (Troyna and Hatcher, 1992; Devine, 2003). In my own research, the one child who was deemed to be racist and yet knowledgeable was also deemed to be a bully (quadrant C table 1).

Racism is often linked with domination of one group over another (Adorno et al., 1950).The influence of the school 'climate' should not be underestimated. Similarly if teachers view children as 'inferior' and lacking in status (James, 1995), then they are creating an atmosphere of antagonism which could promote racism and prejudice. I would agree with Devine that 'treating children seriously as humans in their own right' is a relatively new phenomena (2003:2). This is despite the existence of a children's rights movement which spans many decades (Parker-Jenkins, 1999). Policy on teacher training should more adequately reflect emerging norms and values concerning the status and treatment of children.

Teacher's Mind Set

What mind set do student teachers hold concerning diversity issues? When discussing different cultures with my students, I often use the *Dr Xargles: An Alien's View of Earth Babies* picture book (Willis and Ross, 1988), as an illustration of how language can be culturally biased. Dr Xargles, an alien teacher who instructs his

class about 'earthlets' (human babies) uses terminology from his own species or the 'jargon' terminology of the humans, thus demonstrating cultural dominance for example:

> *They [earthlet babies] have one head and only two eyes, two short tentacles with feelers on the end and two long tentacles called leggies.* (1988:3)

Dr Xargles has five eyes and two long tentacles and is thus using his own cultural language to describe another culture. This is similar to Kincheloe and Steinberg's pluralist multiculturalism, 'Hannuka is the Jewish Christmas' (1997) and in my own research one Sikh girl referred to the 'Gurdwara' (Sikh place of worship) as 'Church'. Teachers could avoid this by ensuring their mind set is non- biased and they refer to a religion or culture using its own terminology (Elton-Chalcraft, 2006). I would agree with Brown who states (my italics):

> *Racism and other social inequalities are deeply rooted in British history and still profoundly affect the lives of children and their families. These inequalities were created by and are being perpetuated by people so they can be changed by people.* (Brown, 1988:2)

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Sally Elton-Chalcraft is Course Leader for the 4 yr QTS Primary Religious Education, Minority Ethnic Recruitment and Retention Project Co Ordinator.

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8. Welcome to the Creativity Café: Developing a network of shared creative teaching practice amongst academic staff

Josie Harvey: University of Huddersfield

Summary

This paper presents the findings and developments to date of a TQEF (Teaching Quality Enhancement Fund) project on Creativity and Innovation in Teaching in Higher Education. The purpose of this project is to develop and promote creative and innovative teaching across the University.

Findings from the project suggest that academic staff want to share their creative and innovative teaching with colleagues from all disciplines, and that, presently, little is known about creativity elsewhere in the University. Creativity Cafés have been organised to give academic staff an opportunity to work together informally, to share best practice and germinate 'Communities of Practice' (Wenger, 1998) around four broad areas of creativity that have been identified.

The positive feedback from these events has been overwhelming and the sharing of good practice has engaged staff with different perspectives of creativity across the curriculum.

Keywords

Creativity in teaching / Communities of Practice / Engaging students/ Encouraging learning / Networking

Introduction

This TQEF project, 'Developing and Building Excellence – Creativity and Innovation in Teaching in Higher Education', funded by HEFCE (Higher Education Funding Council for England), started at the beginning of 2007. Its purpose was to develop a unit which will encourage and support creative and innovative practice within the University of Huddersfield and amongst its partners.

This paper focuses on the following outcomes of this project; to stimulate, evaluate and promote effective innovative practice in teaching and learning that is transferable between different disciplines, and the adoption of creative approaches that facilitate learning amongst Higher Education students. The first theme of the paper considers how the Creativity Café was built. It concentrates on the inquiry that developed at the start of the project and the emerging methodology. The second theme concentrates on how the idea and the activities of the Café Menu were developed. The third theme reflects on working with the 'customers', the effectiveness of cross-university involvement and some of the key learning points around creativity. The fourth and final theme is the digestion of learning, which analyses the benefits, or otherwise, of the Café and its future.

Theme 1
Building the café: the methodology behind the concept

In May 2007, initial meetings with over 40 key University academic staff took place to enquire into the first aim of the project; to identify examples of innovative and creative pedagogy across the University.

There had already been emerging communities of practice (Wenger, 1999)

focused on innovative practice in Higher Education, built from recent activities and achievements within the School of Education and Professional Development. (The School has just been awarded a Centre for Excellence in Teacher Training, one of only eleven in England in 2007.) However, the purpose of the TQEF project was to provide a basis for widening engagement with pedagogic innovation, and to tap into a wider range of expertise and experience amongst all university staff, and not just the one school. As Grainger, Barnes and Scoffham (2004:244) state:

> If teachers and lecturers are to adopt innovative ways forward, they need to recognise the tension between the incessant drive for measurable standards on the one hand and the development of creative teaching on the other. Finding the energy and enterprise to respond flexibly to this working reality is a considerable challenge and teachers need to be convinced that creativity is a critical component in a world dominated by technological innovations.

The starting point, the puzzles I faced, the emerging methodology and the subsequent learning from the Creativity Café has formed the basis of this paper.

Being new to the university, I had no preconceptions of staff, university politics or barriers which might have influenced an existing staff member at the start of this project. I felt like I had a blank canvas to be able to contact who I wanted and to find out who would be valuable in my research. I was able to use a source of creativity which De Bono (1996:43) calls 'Innocence':

> If you do not know the usual approach, the usual solution, the usual concepts involved, then you come up with a fresh approach. Also, if you are not inhibited by knowing constraints and knowing what

> cannot be done, then you are more free to suggest a novel approach.

As a researcher, my experience was what Mezirow (1990) called 'transformative learning', using creative thinking skills of my own to solve novel problems:

> For the present purposes transformative learning would enable people to break away from seeing the new in terms of the past and always dealing with it in the same way as previously, and thus facilitate production of novelty. (Cropley, 2001:161)

Over the course of six weeks I set out to collaborate and listen to staff interests in creativity. To ensure consistency, a checklist of questions was used for these interviews. These were:

1. What is your connection with the project to date?
2. How do use Creative and Innovative practice presently in your Teaching and Learning? If you do use this, what methods do you use? (e.g. workshops, role plays)
3. How do you believe this helps facilitate learning in your discipline, and why are creative and innovative approaches important to you?
4. How would you like to be involved with this project in the future?

The first question centred on tracking links with existing staff. It was interesting to find out who suggested particular contacts and their connection, if any, with creativity or innovative practice in their teaching. This information was transferred onto a network map of the University schools, so links between disciplines and staff could be seen visually. This also showed up the staff that were key to this enquiry, and would continually provide a useful source of contacts.

The second question generated a very interesting debate. What are creativity and innovative practice in teaching? All agreed that the purpose of their creative ideas was to engage the students and encourage learning. Responses from staff fell into four broad categories:

- The Process of Creative Thinking
- Creative Teaching Techniques
- Creativity in Community and Employer Engagement
- Creative and Innovative Use of Technology in Teaching

First, some staff considered creativity in teaching to be about making their students think more creatively, to 'live outside the box' and to take risks with their ideas. Students are encouraged to analyse and sort problems out for themselves, to think 'laterally' and find better ways of doing things.

As Cropley (2001:158) points out:

….people need to adjust to change that is both rapid and sweeping, both for their own well being and for that of societies in which they live…… to foster flexibility, openness, ability to cover novelty, ability to tolerate uncertainty and similar properties – in other words, creativity.

Secondly, there were staff members who focused on using creative teaching techniques to engage the students with their learning, making it more fun and memorable. Cropley (2001:160) comments that traditional education favours linguistic and logical-mathematical intelligence (left-brain learning), but neglects what Gardener (1983) calls 'intuitive' intelligence (which is a feature of the visual, imaginative and holistic right-brain learning). Many staff wanted to redress this balance by using all the senses in their students to nurture creativity.

Craft et al. (2001:39) identify four key environmental conditions for creative learning. The first is the need to be challenged, by having goals set and being helped to set our own. Secondly, negative stress should be eliminated as this prevents the brain functioning at a higher level. Thirdly, the need for high-quality feedback to acquire self-knowledge, deepen our self-esteem and continue to be motivated to learn. Finally, Craft mentions the capacity to live with uncertainty. Creative teachers cannot expect to have all the answers, but can offer robust and workable structures and processes to their students. Therefore, in addition to fostering student engagement, attention needs to be paid to the creative learning environment.

Thirdly, creative use was made of employer and community engagement to bring real-life case study scenarios into the curriculum through problem-based and work-based learning. Increasingly, students need to have problem-solving, independence and critical thinking skills to deal with novel situations in organisations competing in 'highly competitive markets or in service industries that are underpinned by high levels of accountability' Craft (2001:4).

Finally, colleagues employed creative and innovative ways to bring technology into the classroom, through utilising learning platforms such as Second Life, wikis, and the virtual learning environment, thereby facilitating communication between learners and changing the way in which instructional resources might be organised and presented.

The third question I asked staff was how they thought creative and innovative teaching enhanced learning, and why it was important to them. All said it was about engaging the students in their learning; preparing students with skills and experiences to equip and prepare them for a world requiring more

transferable skills, enhanced by a creative-thinking mind.

The final question proved to be the most interesting though, and this led to the creation of the Café. All wanted to be involved in the project. Their enthusiasm was based on a lack of knowledge about creative and innovative teaching occurring in the university outside their immediate department. They were not often aware of their own departmental or school innovations, so they were keen to network and share creative ideas with colleagues across disciplines.

Through the project, I have met many academic staff, and often I asked whether they knew a particular person in a different school who was working in a similar creative way. Usually these staff did not know each other and I started to realise how valuable it would be to get them together. At first, I had little idea how to do this. I voiced my dilemma to an interviewee, and she suggested getting everyone together in an informal way to share ideas around creativity. Normally staff do not have this opportunity and it would be well received. Wenger's (1999) communities of practice, where groups of people come together through shared common interests, was an influential guide here.

In the context of organisations, such communities might be professional groups crossing organisational boundaries. Alternatively, these could be internal groups within organisations - not task, project or line managed groups, but possibly a group of women managers sharing experiences from different departments, having a common interest and culture and so communicating and sharing knowledge. In this context, a group of University tutors may be seen as a community of practice. The organisation does not force us to communicate, but through the University intranet, we have the ability to share knowledge across the

Schools if links exist. Thus a core of people could establish 'communities of practice' around their creative ideas, so assisting in their practice, with a sustained and valuable effect on the organisation as a whole. The concept of the Creativity Café emerged from this.

Theme 2
Creating a Menu – How the idea and activities for the Creativity Café were developed
The idea of a 'Café' emerged from the aim of providing an informal, but constructive day where staff could network and share good practice. As the project is about creativity and innovation in teaching, the café needed to be 'creative and innovative' in its approach too. Therefore, the theme of a 'café' was used to design the day's event. It needed to have impact and not be 'just another conference'.

Tables were set out 'bistro' style, with tablecloths, candles, flowers and napkin holders with cards on each table identifying the different themes that were going to be addressed, and a menu showing the agenda for the day. The facilitators at each table, dressed as 'waiters' in black and white uniforms, were there to help 'spill' ideas from the group onto the tablecloth and feedback the discussions; the purpose was to set the right 'mood' for the day. The participants enjoyed the fun and creative feel to the room, and this encouraged them to be innovative in their thinking too.

As 'diners' entered the room, music played linking pictures with creative phrases such as 'I break tradition', 'Speak the words on your lips', 'Open the window', and 'Let the sun come in', which helped 'inspire' our delegates for the activities ahead. All were given colour coded name badges for each of the different University schools. As they sat down, one of the café rules was to sit with staff from a different School, and not beside anyone they already knew. Business cards

were given with the participant's e-mail address on, so that everyone could make at least one link before they left the café, and other informal networks could start and continue afterwards.

The cafés have been organised around the four creative categories.

- The Process of Creative Thinking
- Creative Teaching Techniques in the Classroom
- Links with employers/ clients
- Technical on-line developments

The café had a Menu for the day. 'Starters' provided the introductions and aims, and then the 'Entrees' began with the 'Dips'. These were short talks given by a selection of staff who presented their own creative teaching techniques, which became a topic around at each table. For example, at the cafe on Creative Teaching Techniques, the topics included: use of music and games; use of metaphor; and the difference between creative teaching and creative learning. During 'Cocktail Appetizers' 'diners' got the opportunity to select a table with other staff they did not know, introduced themselves, and started networking, and shared experiences and ideas.

After 30 minutes, the delegates moved to a new table and selected a new topic to discuss. The 'waiters' stayed to capture the new discussion, and then at the end of the next 30 minutes fed back to the whole café. All the points were recorded on flipchart paper so that they could be written up and distributed to the delegates after the event. It was found that networks developed out of the morning sessions carried on over lunch. This created a very easy and informal atmosphere which encouraged others to join in. Music played in the background to add to the 'bistro' feel.

Afternoon activities varied at different cafes. Often delegates were given a chance to

share creative techniques they had developed since the last café with the other 'diners'. Sometimes they had an opportunity to think creatively for their teaching. For example, in one exercise, each table was provided with a plate of sweets and fruit. Each 'diner' had to select an item, and think of a creative way to use it in one of their lessons. This activity was one that I thought would not work very well, but many of the delegates enjoyed this part the most, with some very practical activities developing from it. For example, items could be used for a lesson on pricing strategy or supply chain. Others suggested that sweets could be handed out to all students in a discussion to give everyone a turn to talk. I was amazed at the variety of interesting ideas the delegates came up with.

Before delegates finally departed, they were required to comply with the 'café rules'. Everyone should have handed out their 'business cards' to ensure they had networked with at least one new contact during the day, and also that they had 'spilled their ideas' about future events and ideas they had onto the tablecloths, so that the feedback could be used to plan for future networking.

Theme 3
Working with the Customers: Reflections on the effectiveness of cross-university staff involvement and key learning points
As academic staff chose to come to the event, they already had an interest in creativity and innovation in teaching, and brought a wide range of knowledge and expertise. Some visited the cafe to find out more and to be inspired by others, whereas others had been working creatively with their students for a long time, and wanted to network with other like-minded staff from across the University.

As the café was the first major event I had organised since joining the project, a lot of effort was placed on preparing for the café

and its activities. Fortunately, the Creativity Café was well-received and the opportunity to network and discuss their ideas around creativity in teaching was positively welcomed by the delegates. The atmosphere was relaxed, everyone was willing to make a contribution, and learn something from it.

The café evaluation forms showed that 30 out of 40 of participants found the most useful part of the day was meeting staff from across the University, discussing and sharing ideas, and networking. The remaining 25% mentioned the usefulness of the actual activities. Examples of comments were: 'Time out with others to focus on a particular theme'; 'sharing and learning from others'; and the possibility of 'networking opportunities'.

One of the main points made to improve the day was to 'give more time to discuss good practice already in existence'. One delegate said 'More discussion and fewer exercises. Feel we could make more progress with longer.' But others countered this view by commenting 'Timing was right-didn't go on too long' and 'This day worked-no real change.' Some were disappointed that no discussion time was given after the speakers at the first café. In the later cafes this has been addressed with enhanced discussion space.

Theme 4
Digestion of Learning: The benefits, or otherwise of the Creativity Café, and the way forward
The benefits of the Creativity Cafés have been notable, making an impact on staff for days afterwards. I have been thanked for an inspirational day, and absentees wanted to be involved in the next one. One of the factors contributing to this response was the appreciation of support from peers, and another from the benefits of networking with other staff. (For example, one colleague is raising money for equipment through the help of a tutor and his students doing an

Events Management module in another department.) This supports the work of Senge (1990) where spaces such as this contribute to the breaking down of boundaries between different parts of the organisation. There was a willingness amongst colleagues from different faculties to engage in a creativity dialogue to look at possibilities from other areas of the University.

Although the Cafés have been successful events, the outcomes and learning from it need to be developed and sustained. It is now part of the staff development calendar next year and creativity lunches will be introduced as staff do not always have the luxury of devoting a whole day to developing creativity in their teaching, so offering one-hour Network Lunches at the Creativity Café gives more staff the opportunity to become part of the network system.

As well as organised Café events, informal links made by staff through the sessions are starting to develop through the exchange of 'business cards', recognising valuable associations for the future. One facilitator believed that changes in creative thinking would only be sustained through one-to-one or small group discussions in this way. Partnership working can also expand through shared teaching across disciplines. For example, Media staff could offer sessions on Advertising to Business Studies students, whilst Business Studies tutors could offer Media students classes on setting up a business. Departments have approached the project team to provide creative workshops to offer the opportunity to communicate research and innovative ideas with their own colleagues.

Some of the 'diners' were keen to observe other staff teaching to see creativity in the classroom in action. Teaching commitments and time are potential barriers, so a DVD is being compiled to record 'cameos' of creative teaching using staff from across the

University for July 2008. This will enable viewers to observe different creative teaching techniques, and the contents will also be downloaded onto a university website, a vehicle for staff to access information about Creativity in the University. Also, the project team's book 'A Toolkit for Creative Teaching in Post-Compulsory Education' is to be published by The Open University in March 2009, offering staff innovative teaching ideas to use with their students.

This paper has presented a very positive view of the Creativity Café and its benefits, but there are issues to consider. Although staff are keen to share ideas, teach and communicate across the University, would this always be encouraged by senior management when budgets and resources are held by the individual Schools? How can these links be supported, and who will pay for them?

Furthermore, developing creativity in the classroom often means taking risks. In an education system that is increasingly measured by targets and results, how many staff would prefer to follow safer options rather than risk failure? Eastwood and Ormondroyd (2007) comment 'are teachers really encouraged to take risks in their teaching in an ever accountable and unpredictable educational world?'

The work so far on the Creativity Cafes has not addressed diversity and inclusion in the classroom. To what extent are gender and ethnicity taken into account when calling upon others to consider different perspectives and potential change to practice? Additionally, where is the student voice? Has this been listened to sufficiently to determine what works and how they may be involved in subsequent creative innovation? These puzzles form my next cycle of inquiry for this project. Finally, there is the issue of sustainability. Will there be enough momentum generated by the key staff once the project ends?

Conclusion – Washing up and clearing away

This paper has focused on one outcome of the project, which was to stimulate, evaluate and promote effective creative and innovative practice in teaching and learning across the University. After engaging with a large number of academic staff through utilising a collaborative methodology, it emerged that many wanted to share their ideas and network with others across the University. The concept of the Creativity Café was created from these discussions.

The aim of the Café was to provide an informal, yet constructive setting where staff could network and explore issues around creativity and teaching. However, the 'café' process stressed that this was to be achieved through fun and creative means – with its 'bistro style' setting and its 'waiters'. The 'menu' of the day was organised around the delegates' four broad constructions of creativity generated by the initial collaborative methodology. These were: The Process of Creative Thinking; Creative Teaching Techniques in the Classroom; Community and Employer Engagement; and Technical on-line developments.

An overriding conclusion is that for this group of participants the Creativity Café has had a lasting effect. From the evaluation forms and subsequent comments, all the delegates valued the opportunity to network with their colleagues from other Schools. The construction of the café rules prompted and enabled such interaction. There was also overwhelming support for more of these Cafes to take place in the future and these have been planned.

However, questions remain concerning sustainability and systemic tensions in the University. However, the informal networks, inclusion in the staff development calendar and the DVD hope to alleviate potential problems and enhance the profile of creativity in teaching and learning at the University. Although the Creativity Cafes have created a

positive buzz around the University and aided the formation of a community of practice (Wenger, 1999), it is important that the TQEF project stays focused on the value of creativity and innovation in teaching. To do this, other stakeholders and issues must not be overlooked. For example, the views of students must be considered and also the importance of diversity and inclusion in the classroom.

Biography

Josie Harvey is the research project leader for 'Creativity and Innovation in Teaching in Higher Education' and also a Senior Lecturer in Post-Compulsory Education at the University of Huddersfield. Until May 2007, she was a Senior Curriculum Manager in Business at Sutton Coldfield College, with twenty-five years of teaching experience across all levels from 14 year-olds to adult, specialising in finance. Her managerial role generated extensive experience of staff development, curriculum design, and operation. Presently, as part of the project she is running creative teaching workshops, and writing a book on creative teaching techniques with an accompanying DVD.

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9. New Values – New Careers: examining the values of newly qualified teachers in Norway, Germany and England

Gerry Czerniawski: University of East London

Summary

Much literature (Hirst and Thompson, 2002; Green et al., 1999; Hartley, 2003) has been generated about globalisation exploring the dynamic interrelationship said to exist between economic convergence and integration, education systems, institutions and social actors at local levels. This paper problematises overly deterministic themes within the literature on globalisation as applied to the teaching profession in which a convergence and homogenisation of the profession is implied (Ritzer, 1993; Chappell, 1998; Ball, 1999). It achieves this by focusing on the early experiences of thirty-two newly qualified teachers in Norway, Germany and England and is part of a more extensive study (Czerniawski, 2007). Based on a grounded analysis of interview data with teachers at the end of their teacher training courses and throughout their first two years as qualified teachers, the study shows how the professional values of these teachers are mediated in different ways through the situatedness of key values surrounding becoming a teacher. The paper emphasises the role the institutional setting and individual agency play within professional identity formation that other literature has glossed over when addressing theories of globalisation.

Introduction

Much literature (Hirst and Thompson, 2002; Green et al., 1999; Hartley, 2003) has been generated about globalisation exploring the dynamic interrelationship said to exist between economic convergence and integration, education systems, institutions and social actors at local levels. Explanations that connect the processes of globalisation to what takes place in the classroom abound. Ritzer (1993), for example, refers to the 'McDonaldization of society' which leads to the 'dehumanisation of education, the elimination of a human teacher and of human interaction between teacher and student (Ritzer, 1993:142). Ball (1999), referring to 'northern countries' (Ball, 1999:5) describes a move towards a 'paradigm convergence' that can rework or 'remake' teachers within the context of converging educational systems. He points to the existence of the post-modern 'reformed teacher' who is 'accountable, [and] primarily oriented to performance indicators, competition and comparison and responsiveness'(Ball, 1999:26).

This paper problematises such overly deterministic themes within the literature on globalisation as applied to the teaching profession in which a convergence and homogenisation of the profession is implied (Ritzer, 1993; Chappell, 1998; Ball, 1999). It achieves this by focusing on the early experiences of thirty-two newly qualified teachers in Norway, Germany and England and is part of a more extensive study (Czerniawski, 2007) that posed three research questions: What values do 'becoming' teachers hold in relation to their

proposed occupation? What similarities and differences in teachers' values are evident in three national settings under examination? What part is played by national pedagogic traditions, national policy contexts and institutional settings in the changing values of newly qualified teachers? Based on a grounded analysis of interview data with teachers at the end of their teacher training courses and throughout their first two years as qualified teachers, the study shows how the professional values of these teachers are mediated in different ways through the situatedness of key values surrounding becoming a teacher. The paper emphasises the role the institutional setting and individual agency play within professional identity formation that other literature has glossed over when addressing theories of globalisation.

The paper firstly examines some of the value ambiguities, tensions, conflicts and dilemmas that many writers (Hatch, 1999; Hobson et al., 2005) argue make up this most dramatic period of teachers' careers. After introducing the reader to the methodology deployed in the study, aspects of similarity and difference, convergence and divergence between the three education systems are then used to focus on generic as well as culturally specific issues raised by some of the interview extracts. These extracts reveal important similarities and differences between the teaching professions in the three countries under examination.

Research into teachers' values
As a focus of research in education, the role of values in relation to teachers' work, has gained momentum in recent years (Collay, 2006; Halstead, 1996; Hobson et al., 2005; Hofstede, 1997; Tan, 1997). Values associated with people wishing to become teachers have included a commitment to children's welfare, justice, equality and intellectual growth (Mimbs, 2000; Sachs,

2000). Teaching has been variously described as a 'vocation of care' (Collay, 2006) and a 'journey of the heart' (Bogue, 1992). By teachers' 'values' I refer to what teachers regard as worthwhile. These values are constructed over time, through social interaction in the home, school, community and wider social setting. Values are carried by people but they can change, be extended and elaborated on through life experience. Values are also not of a piece but can come into tension and conflict with the values that circulate within the institutions in which people work. This in turn can create dissonance for teachers if these values differ from some of their own.

Research related to new teachers suggests that the first few years of teaching are significant in relation to influencing teachers' values and, for many, the decision whether or not to remain within the profession (see, for example, Kelchtermans et al., 2002). The first few months of teaching have been described as a period of 'sink or swim', a term used by Hatch (1999) to describe the isolated conditions of teachers work. Referring to this initial period as one of 'survival', Shindler et al. (2004) argue that this time can involve feelings of inadequacy, stress, confusion and disillusionment. In the UK Tickle (2003) is similarly pessimistic about many aspects of the transitions from teacher training to classroom teaching arguing that many classrooms are sites where 'the crucifixion of teachers' learning occurs (Tickle, 2003:2). However, not all accounts of this transition are painted in this negative light. Writing about Australian teachers, Carter (2000) has suggested that the processes of becoming a teacher involve varying degrees of personal and professional growth. Nearly all of the beginning teachers involved in Carter's study indicated that their values concerning teaching had changed over the course of their first year as a teacher to accommodate a broader social agenda. Serving as carer, role model, guide and

teacher of life skills had become key aspects of their work which they valued. This study indicates that the transition from university initial teacher education to full-time work can broaden the stock of values for some teachers as they encounter new roles, new professional contacts and different institutional expectations.

The complex experience of being a newly qualified teacher is frequently subject to chance placement in employment; institutional conditions of service; the views of senior teachers about their own roles as professional tutors and mentors; along with assessors, and managers and their conceptions of newly qualified teachers (Tickle, 2000). Tickle (2000) recognises the complexities and ambiguities emergent teachers may experience:

> We should not, I believe, simply assume that continuity is achievable in some smooth, transitional sense…Rather we might be prepared for discontinuities; for new radically different experiences; for turbulence both between and within the pre-service, induction and in-service periods of professional education (Tickle, 2000:11).

Turbulence may exist for many newly qualified teachers when the values that drive them are at odds with the values of the schools in which they gain first employment. For many newly qualified teachers this period involves a transition from some of the idealism and the theoretical input they have received during training to the relative isolation of being a full-time teacher. This transition can provide a variety of value tensions that emerging teachers encounter once into the 'reality shock' (Veenman, 1984) of the classroom.

Theoretical Framework
This paper has been theoretically and methodologically framed by questions related to globalisation and the work of

Layder (1993; 1998). Layder (1993) suggests a layered analytical approach to research that focuses on macro phenomena (i.e. at the global, national, cultural and institutional levels) as well as micro phenomena (i.e. those related to individual social interaction and teacher identity). These layers can operate on different 'time scales' in a social world that is complex, multi-faceted and densely compacted. Layder recognises the existence of a social reality, with social structures and currents which have an existence over and above the existence of individual actors. Yet he also recognises the significance of human agency in the formation of those structures.

The practice of teaching does not take place in a vacuum but within a variety of often, conflicting personal, social, political and ideological values that shift, vanish and often reappear – frequently under different guises. Research (McLean, 1990; Pepin, 1998) has attempted to demonstrate that while globalising tendencies may well be at work at influencing the world of teaching, national cultural traditions can influence the system of schooling in general, on national curricula, and on teachers' values and classroom practices in schools. Dale (2004) argues that national filters:

> modify, mitigate, interpret, resist, shape, accommodate etc. all the external pressures on national states and societies that have traditionally received more attention than the nature of globalisation [p. 106]

In adopting a suitable analytical framework that acknowledges the contextual specificities (Furlong et al., 2000) that relate both the 'macro' large scale structural processes that can influence the professional lives of teachers to the 'micro' small-scale individual actions and meanings important to me as a qualitative researcher and teacher I have drawn on Layder's (1993) work. He suggests, when embarking on the early

stages of research, using the following resource/research map:

This research map sets out 'clusterings' of analytic and empirical characteristics which represent levels or sectors of social life and social organisation. This 'framework' was used to initiate the research by providing 'sensitising devices' of theoretical thinking in relation to particular areas of fieldwork and during the coding of the data. Layder's 'context' refers to the wider socio and economic environment in which the social activity of teaching is located. His map

Figure 1: The Research Map

	Research Element	Research Focus
H I S T O R Y	CONTEXT	***Macro Social organisation*** Values, traditions, forms of social and economic organization and power relations e.g. legally sanctioned forms of ownership, control and distribution; state intervention
	SETTING	***Intermediate Social Organisation*** Work: Industrial, military and state bureaucracies; labour markets; hospitals; social work agencies, domestic labour; penal and mental institutions Non-work: Social organization of leisure activities, sports and social clubs; religious and spiritual organisations
	SITUATED ACTIVITY	***Social Activity*** Face-to-face activity involving symbolic communication by participants in the above contexts and settings. Focus on emergent meanings, understandings and definitions of the situation as these affect and are affected by contexts and settings (above) and subjective dispositions of individuals (below).
	SELF	***Self-identity and individual social experience*** These are influenced by the above sectors and as they interact with the unique psychobiography of the individual. Focus on the life career.

Figure 1 Derek Layder's 'Research Map' (Adapted from Layder. D., (1993) "New Strategies in Social Research" (Blackwell) Cambridge)

highlights how values are at the heart of this category along with the significance he places on tradition as macro-phenomena worthy of analysis. Layder's 'setting' has been used to focus on organisational cultures and communities of practice (Wenger, 1998); patterns of social activity and many of the power and authority structures within the school in which the teachers in this study work. Layder's (1993) use of 'self' as a level of analysis focuses on how teachers' identities might be influenced by certain social situations. At the level of the 'self', a focal point for this research has been how teachers are affected and respond to certain social processes that reflect their values and the values that circulate within the contexts and settings in which they are located.

Three National Contexts

Previous research has characterised the Norwegian education system as one in which equality is valued over and above cultural and academic achievements (Tjeldvoll, 2002). Generally speaking Norwegian schools are 'schools for all' i.e. comprehensive and form the same system of education that the Norwegian teachers interviewed in this study experienced when they were pupils. Setting and streaming does not exist and goes against the Norwegian cultural belief that everyone should be treated in the same way (Stephens et al., 2004). Norwegian teachers are introduced, during their training, to an anti-authoritarian stance that is embedded within the teaching profession (Korsgaard, 2002). The Norwegian teacher is trained to be a 'guide/supervisor' (Stephens et al., 2004) rather than the more authoritarian notion of teaching not uncommon to the English or German school settings (Kron, 2000).

While making generalisations about teaching in Germany is problematic, previous research has characterised its education system as hierarchical and fragmented (Kron, 2000). The majority of German *Länder* (federal

states) have a tripartite system of schooling containing the following types of school: the *Hauptschule* (providing a basic education with preparation for employment in manufacturing industry or manual work), the *Realschule* (providing preparation for employment in the technical, financial, commercial and middle management sectors) and the *Gymnasium* for which teachers in this study were trained to teach. Gymnasium pupils are generally considered in Germany to be the most able pupils within the German tripartite system. Broadly similar to the English Grammar school, the *Gymnasium* consists of lower and upper secondary schools. Teacher training varies depending on the type of school the teacher is being prepared for and the federal state in which that teacher is being trained in. This training takes place within differentiated contexts with Gymnasium teachers accorded significantly higher status than their colleagues in other forms of German schooling.

The training of teachers in England takes place within a highly regulated system, under a variety of pathways and within a much greater diversity of types of school than in either the Norwegian or the German settings. The teachers from England interviewed in this study received their training on the Postgraduate Certificate of Education (PGCE). This one-year training course available to graduates who wish to become secondary school teachers is the most popular training route into secondary school teaching. In contrast to both Norway and Germany, there is *no* relationship in England between the educational background (i.e. the type of school the trainee has attended) and the type of school the trainee will eventually qualify to teach in. Although all nine teachers interviewed in this study were teaching in London, their schooling backgrounds varied from comprehensive, to private (fee paying), to grammar school (schools targeting high ability children) providing a rich and varied set of values relating to what 'being a

teacher' might conceivably mean. This means that during their training these teachers will have encountered (directly or through seminar discussions) a variety of values related to teaching and learning in very different contexts.

Methodology

In this small-scale and interpretive study three groups of teachers (thirteen Norwegian, ten German and nine English) have been interviewed three times (with the exception of two teachers) during the course of two years making a total of ninety-two interviews. The first interviews were carried out in the final weeks of initial teacher training with the following two interviews taking place at approximately twelve month intervals. The method of data collection took the form of guided/semi-structured interviews which followed a format that borrowed much from my experience as a teacher and from a previous study (Czerniawski, 1999). Interviews in Germany were mostly carried out in German whereas all Norwegian interviews were carried out in English.

The approach to data analysis adopted for this study owes much to the grounded theory tradition associated with Glaser and Strauss (1967). This tradition is not a consistent single methodology but has a number of interpretations (Charmaz, 2000; Kvale, 1996). Using the sensitising categories of 'self', 'setting' and 'context' from Layder's (1993) research map (see above) the transcripts of the interview texts were coded. Initial open coding (Glaser and Strauss, 1967) forced me to make analytic decisions about the data while selective/focused coding highlighted more frequently appearing initial codes to sort and conceptualise the data sets (Charmaz, 2000). Comparisons took place at a number of levels i.e. individual teacher over period of research; teachers compared with members of same sample group; and common themes between the three sample groups.

Sample

The study adopted a purposive sampling strategy composed of trainee teachers from the same teacher education courses within the three national settings. All the samples were small and in some ways not directly comparable. For example in relation to the Norwegian sample, these teachers were trained to teach a much wider age-range (six to fourteen) whereas those teachers used in the samples for Germany and England were trained to teach pupils from eleven to eighteen/nineteen. However, from the onset of the study the focus was on values and how they related to national context and institutional setting and that still stands in this paper.

Details of the sample group in each country are given below in Tables I, II, and III.

Table 1: The Norwegian Sample

Name of teacher	Age at first interview	Gender	School size	Age range in school	Age taught (in years) (approx)
Jacob	26	Male	320	6-16	10
Tine	34	Female	450	6-16	8-9
Inga	22	Female	300	6-16	13
Henning	25	Male	300	6-13	10-11
Albert	25	Male	N/A	N/A	N/A
Julie	21	Female	180	6-13	9/10/12
Georg	26	Male	500	6-13	8-13
Jens	23	Male	150	5-16	12
Jan	29	Male	160	12-15	12-15
Svend	22	Male	420	6-13	11-12
Beate	22	Female	320	6-13	12-13
Vivi	34	Female	310	13-16	13-14
Hanne	31	Female	500	6-13	11-12

The Norwegian sample was taken from student teachers in a city in Norway on the last year of their teacher training. These trainees are qualified to teach all ages from six to fourteen, this latter point marking out a significant difference between their training and early experiences of teaching compared with the English and German sample. Because of the nature of their training this Norwegian group are 'generalist' teachers rather than 'subject specialists'. They are trained in a variety of subjects and are

expected to be able to deliver these subjects across the 6-14 age range in comprehensive/unitary schools. In most cases they had gone straight into teacher training after leaving school. All trainees have attended comprehensive schools when they were pupils. Most schools in which these teachers eventually worked were located in the town in which they had received their training.

Name of teacher	Age at first interview	Gender	School size	Age range in school	Age taught (in years) (approx)
Magda	28	Female	900	11-18	11-18
Katarina	27	Female	780	11-18	11-18
Harald	31	Male	700	11-19	11-19
Claudia	29	Female	800	11-18	11-18
Elsa	32	Female	400	11-16	11-16
Nikolas	28	Male	950	11-18	11-18
Ursula	36	Female	1100	11-19	11-19
Michel	31	Male	950	11-18	11-18
Anna	28	Female	1000	11-18	11-16
Dagmar	30	Female	950	11-19	11-19

Table II: The German Sample

The German sample consisted of ten trainee teachers from Munich attached to one of the Gymnasium (the equivalent to English Grammar schools) training schools. These teachers were initially based at a school that specialised in the training of Gymnasium teachers covering the age range of eleven to eighteen. All trainees shared a Gymnasium background as pupils themselves and were expecting to get work as teachers in Munich after qualifying. All teachers qualified and were employed in Gymnasium schools. In most cases these student teachers had gone directly into training, having completed a significantly longer period of study at university than either their Norwegian or English counterparts. These teachers are regarded, within the teaching profession, as subject specialists.

Table III: The English Sample

Name of teacher	Age at first interview	Gender	School size	Age range in school	Age taught (in years) (approx)
Liz	24	Female	1100	11-18	11-18
Carmen	36	Female	1250	11-18	11-18
Eleanor	22	Female	900	11-19	14-19
Nora	23	Female	1400	11-18	11-18
Rob	23	Male	1350	11-18	11-18
Edward	27	Male	1700	11-18	11-18
Cara	24	Female	950	11-16	11-16
Jim	24	Male	1500	11-18	11-18
Sylvia	36	Female	1200	11-18	11-18

The English sample was taken from a cohort of Postgraduate Certificate in Education (PGCE) students at a university in London. As secondary PGCE student teachers they would be expected to teach pupils aged between eleven and eighteen. The catchment area of this particular teaching college meant that many beginning teachers interviewed would be trained for, and working in, different types of secondary school within the inner city area.

Findings

In this section the ways in which teachers are both positioned, and position themselves by the variety of values shaping what it is to be a teacher in Norway, Germany and England are discussed. The table below summarises the dominant trends in the values of the teachers who participated in this original study. These trends are illustrated in more depth drawing on quotes from some of these participants:

Table IV: Table summarising the dominant trends in the values of teachers in this study

Values	Norway	Germany	England
Democratic	✔		
Authoritarian		✔	✔
Control	✔	✔	✔
Child-centred	✔		✔
Teacher-centred		✔	
Subject-centred		✔	✔
Equality	✔		
Professional Status		✔	✔
Humanistic	✔		✔
Efficiency		✔	✔
Inclusiveness	✔		✔
Exclusiveness		✔	
Creativity	✔		✔
Friend	✔		
Care	✔	✔	✔
Collegiality	✔	✔	✔
Security (Job)		✔	
Parent-oriented	✔	✔	
Promotion			✔
Staff Development	✔	✔	✔

Norway

The findings indicate that tensions in values generated between context, setting and self exist for some Norwegian teachers when cultural and professional values centred around democratic open relationships collide with their personal values about the nature of being a teacher. For Beate, these tensions are apparent between the democratic ideal of teaching she values, the cultural expectation of what 'being a teacher' in Norway should be, and for her, what is pragmatically possible as classroom practitioner:

> *'I have worked both in American and Norwegian schools. The Norwegian way is certainly more democratic. And I like it. We resolve conflicts, we give voice to the pupils and there is a supposed equality of status between the two [teachers and pupils]. But I find this does not reflect my reality. I cannot be that person a lot of the time. When you have pupils that want to fight or come in from the playground aggressive and rude then I am not going to sit down and ask them 'what is the*

matter'. I do get angry and I do, at times, tell them what to do and punish them and shout. It's not the Norwegian way as you say, but it's my way.' Beate (third interview)

Beate's use of the phrase 'I cannot be that person a lot of the time' highlights a dynamic yet fragile process of developing not only her values concerning teaching but her professional identity as a teacher. An aspect of being a teacher i.e. the culturally expected role of facilitator and democratic practitioner is, at times, part of her professional identity i.e. how she perceives her 'self' as 'teacher' while at other times it is not.

For many Norwegian teachers it is expected that parents have access to their home telephone numbers and, that it is acceptable for many parents to call teachers in the evenings or at weekends (Stephens et al., 2004). Hanna's own experience of being both a mother and a teacher influences her resentment of this particular aspect of the work she does:

> *'The other day one parent said 'I tried to call you this weekend but you wasn't [sic] home'. They were expecting me to apologise. "Sorry, I have been away." I feel that they expect it to be but I don't think that is the right way. I don't think that is the way it should be. In a way I think that responsibility is put on me. Some of the parents say "we don't want to help them with their homework…you are supposed to do that…you are supposed to teach them so they understand so they can do their homework at home alone' and many of the parents work and they don't have the time for it."*
> Hanna (second interview)

Hanna's dual-identity as teacher and mother collide and serve to play-off each other in a complex process of value deconstruction.

She acknowledges her role as viewed by the parents i.e. the responsibility placed on her to be there for them but she also acknowledges her own role as a parent in the education process. By doing this she concludes that this responsibility is too much.

Norwegian values voiced by these teachers clustered around notions of democracy, child-centred teaching, inclusiveness and equality. Norwegian teachers are, as we have seen, trained for a wider and younger age-range and there is a propensity for them to engage with values that are more child-centred (Stephens et al., 2004). Child-centred values tend to be more common with teachers working in the early-years sectors (Furlong and Maynard, 1995). This wider age-range necessitates a more generalist subject knowledge base which diminishes the importance of subject-speciality. This also makes it less likely for Norwegian teachers to define their professional identities in terms of being subject specialists (Day et al., 1993).

Germany
The separateness of the various categories of teachers within the tripartite system in Germany, reflecting social selectivity at school level permeates the data from this set of interviews:

> *'There is one fourth or one fifth of the pupils that should not be in this class. That might sound hard but I think they should be in a different type of school. I do not think I should spend too much time revising things, doing the same things repeatedly in order to push them so that they can reach the next level and at the same time, may be four fifths of the class fall asleep because they are bored. When I talk about efficiency I mean I would rather focus on the majority of the class than the minority who should not be there'.* Harald (second interview)

As noted earlier, Gymnasium teachers are trained as subject specialists of two to three subjects for a period of between five to eight years. The nature of the recruitment is such that Gymnasium trained teachers are all former Gymnasium pupils. This lengthy period of training with teachers sharing similar educational experiences provides little disruption in the educational values many of these teachers were introduced to when they were themselves were pupils. Gymnasium teachers are trained to be subject 'instructors' with greater priority being given to teaching and assessment than to pastoral care. For some teachers however this instructor role fuels frustration:

> *'You have to do the book [the particular text she was teaching her pupils]…it's a shame because sometimes you would like to do other things, like I said, read or do more project work, in some classes its ok but in one class there is a English for pupils doing it as a second language…they have Latin as a first language and the book is crammed full…there are 42 texts I'll never finish the book …I'll never finish the grammar…I can't do anything with them…I would love to show them a Monty Python video at the end…just have to always in one lesson a text…grammar and questions on the text and It's so boring and they hate it and I hate it too [laughs with frustration].'*
> Elsa (second interview)

While there is a desire amongst some of these German teachers to deploy a variety of strategies and ideas about education introduced during their training, many get drawn into a Gymnasium ethos in communities of practice (Wenger, 1998) that are content-driven and targeting narrow ability ranges. Elsa experiences value turbulence and discontinuity (Tickle, 2000) as her own values about teaching are in tension with a system in school that values content over pedagogic delivery.

Both German and Norwegian teachers in this study share one common experience. These teachers have experienced, as pupils, the same forms of schooling they are trained for and employed in. And yet the differentiated and fragmented tripartite system of education in Germany may provide significantly less value disruption for these Gymnasium teachers in their journey from pupil to school teacher than their Norwegian counterparts.

England
All teachers in England are responsible not only for the academic but also for the pastoral care of the child (TDA, 2007). In her second interview, Carmen talks about how values related to both the pastoral and academic can merge, albeit uncomfortably, when 'critical incidents' take place (Tripp, 1994). A critical incident refers to an experience which, as defined by the respondent, results in a change of professional behaviour:

> *'You do take the work home with you and my husband tells me off for this. Just recently we had a boy who had been off school for several days. A good boy from a caring family and he hasn't been into school now for a long time and he always attends. I was worried and called home and was told that he had witnessed his older brother being attacked at the door by a gang of youths with a baseball bat. He was beaten in front of his family and*

> *what do you do? I have spent so much time worrying and trying to get counsellor and police and his family are afraid for him. And this worries me and when I see his friends in class it's difficult not to think of him and try to get them to get him to come back.'*
> Carmen (second interview)

Critical incidents can be experienced by emerging teachers like Carmen and can lead to crises for some newly qualified teachers as they struggle, very often alone, to find a solution. For the teachers in this sample, the contextual factors of challenging schools in London provide many such 'incidents' and can serve to disrupt and interfere with those sorts of values that attract many teachers into the profession in the first place. Such incidents require the teacher to possess physical, mental and emotional stamina in order to cope with the often painful process of reappraising their personal and professional values in light of the real experience of being a teacher.

Teachers' values are reformed and adapted as they move from one period of their professional development to the next (Willemse et al., 2005). Sylvia's enthusiasm radiated throughout the interview and this was partly due to her work with trainee teachers about which she was extremely enthusiastic. However new interactions that come about as a result of job promotion can foster the emergence and development of new values and therefore the potential for new teacher identities (Ibarra, 2003). Thus while the English policy context is one that very obviously, for some, is cause of stress, tension and dilemmas, for others it provides a rich, dynamic environment that offers future possibilities

Discussion
Insights gained from examining interviews from teachers coming from the social democratic traditions of Norway (Esping-Anderson, 1990), the 'corporatist welfare'

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regime seen in Germany (Jones, 2001) and the more individualised, market-led approach to education adopted in England (Stephens et al., 2004) provide contexts and settings for a fruitful exploration of some of the dynamics behind the construction and deconstruction of teachers' values. The historical processes associated with globalisation could not possibly be explored in such a short time-scale. Nor are the study and its samples of teachers meant to be representative of the whole teaching workforce within the national locations from which the samples are taken. However this qualitative and interpretive small-scale *is* illuminative in that it recognises the specificity of context and setting in which these teachers are located. In particular, the paper raises a number of issues about teacher values in relation to global, national, institutional and local contexts. Two dominant themes are addressed below. The first relates to the tensions experienced by teachers in values circulating at national, local and individual levels. The second relates to the reproduction of values in each of the three national contexts.

In relation to the first of these themes, throughout these interviews the dominant values in these three different locations that construct the role of the teacher are played off against the individual values of teachers as they gain experience. These values may or may not necessarily match with national values, expectations and assumptions about the role of the teacher. National settings construct what it means to be a teacher while teachers simultaneously deconstruct this meaning in relation to their own individual values and the values within the locale where they work. I have, in this paper, not attempted to show how teachers' identities and values are *determined* by the national culture which they inhabit but rather to show, at a number of levels, how teachers' identities and values are *influenced* by their national contexts, institutional settings and personal biographies. These levels

interweave in ways that construct, inform, contest and distort values about teaching to complicate any generalisations made about teaching occupations in different countries. In all three national locations these teachers' values are mediated through tensions generated by conflicting constructions of what teaching and learning is. This study reveals, on the one hand, clear patterns of adherence, on the part of the teachers interviewed to national values and role expectations about being a teacher. However the study also reveals the many ways in which these teachers resist and deconstruct these values.

The second theme relates to the complexities in the reproduction of values in each of the three national contexts. Schooling is crucial in understanding the values that some teachers absorb when they are pupils. It has for example, been argued (Lortie, 1975) that having experienced classrooms for many years as students themselves, teachers internalise many of the values of their own teachers through an 'apprenticeship of observation' (Lortie, 1975). What emerges in this study is that in both Norwegian and German cases, teachers are educated, trained and employed in one kind of system (Norwegian unitary/comprehensive schooling and the German Gymnasiums). This contrasts strongly with the variety of pathways (or 'apprenticeships of observation') trainee teachers in England experience in their journey to become qualified teachers. However this study also reveals that the degree of freedom teachers have to determine their own practice largely depends on the values of the 'communities of practice' (Wenger, 1998) they inhabit. To draw on Goffman's (1959) dramaturgical approach to identity, the social actor is, to a degree, free to interpret the script that she/he is given. The teachers interviewed are caught between conflicting values of what kind of teachers they would like to be, the kinds of teachers they think they are,

what their training and the school in which they work tell them about the role of the professional teacher and the forms of assessment teachers needed to deploy with their students.

Common for many of the case study teachers in all three national locations, is their recognition of a shift in teaching from a more inductive and student-centred approach introduced to them during their training to a more teacher-centred one once they encountered the reality shock (Veenman, 1984) of the classroom. This means that the values that most emerging teachers have are not fixed or constant but shift as they gain experience of teaching.

Concluding remarks

Three countries, three pasts and three presents - all with different cultural traditions and subject to the forces of economic globalisation that, for some, point to a more homogenised future and the end of history as we know it (Fukuyama, 1992) rather than the 'glocalised' (Held, 2004) heterogeneity that I have encountered during this research. Strong versions of globalisation can reduce hope in an increasingly complex world. They can both frighten, and be used to frighten, all occupations including teaching. Often couched in terms of inevitability, the pressures associated with economic globalisation can drain energy and commitment from teachers. And yet this study offers complex hope in these globalising times by showing how teachers' values are, in part, contingent on their own identities as well as local conditions and the local and national cultures in which teachers are situated. The study indicates that expectations of what being a teacher means can be constructed locally despite converging tendencies at a global level. The

values of the teachers in this study and their concerns for their students give rise to complex hope in exceedingly complex times. There is an understandable tendency for teachers to concentrate on their own policy setting and on their own institutional locations. Sharing the experiences of teachers who do similar work but in different settings helps produce a more complex, sophisticated and nuanced understanding of what it is to be a teacher.

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Biography

Gerry Czerniawski is a Senior Lecturer in Education at the University of East London.

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10. Reflecting on Reflection: Towards a critical appraisal of 'Learning about Learning' within Initial Teacher Education

Kevin J. Flint and Deborah Robinson: Nottingham Trent University

Summary

Against a background of issues concerned with student motivation and retention within Initial Teacher Education (ITE) at Nottingham Trent University and nationally that emerged at the turn of the Millennium, this paper explores the issue of reflection. It raises questions concerning the need for a more differentiated language of reflection incorporating ITE and the wider scope of teacher education provided by forms of lifelong learning and continued education (CE). Examples are given of the structures used at Nottingham Trent to provide a scaffold for student reflection and to open further discussion concerning the structures used in other institutions to support reflection in ITE. The paper concludes with a brief examination of three forms of reflection used within ITE and ends with some further questions as a basis for further possible debate.

Key Words

Reflection / Critical reflection / Reflection-in-action / Initial Teacher Education / Learner identity / Self esteem / Transition / Journal

Background: Development of Learning about Learning

The concept of 'Learning about Learning' first came to light in the development of practice of an eponymous module at Nottingham Trent University (NTU) in response to concerns about levels of retention in Initial Teacher Education.

In 2002 within the context of Initial Teacher Education (ITE) nationally, official figures at that time suggested a 'drop out' rate of 30%, although this data would appear to be no longer available[1]. Although our figures were always well below the national average 'drop out' rate, within the BA Primary Programme at NTU, this figure had grown to 20% in 2001/2. At that time, Deborah Robinson was a member of the Recruitment and Retention Committee at NTU which involved itself in analyses of NTU retention patterns. Three key findings emerged concerning the structures that might enhance student retention:

- frequent, formative contact with oneuniversity tutor early in their programme
- early feedback on work submitted together with structured and 'scaffolded' approaches to study
- enhanced personal support with study and integration into the styles of teaching and learning associated with higher education.

At the time, one colleague at NTU, Chris Slade, had developed a module entitled 'Learning to Learn' which was designed to support student induction into an undergraduate programme leading to a BA in Educational Psychology. In addition to the provisions listed above, this module sought to induct students into critical engagement with the epistemology of this subject. Contingently, what had been significant to Robinson were the group principles of 'learner identity', 'self-esteem' and 'reflective learning' which were key elements of the pedagogy developed by Slade. In fact,

Robinson's principles occupied the same ground as McPhee and Skelton's (2002) study, 'Gaining access, gaining confidence' that centred on the 'Glasgow access to Primary Education project', which had concluded that 'motivation and self esteem are key to academic success'.

Since the inception of the 'Learning about Learning' module the learning outcomes associated with it have retained their integrity and significance within the BA programme. Essentially these outcomes make reference to:

- being self-critical, self-motivated and able to take responsibility for own professional development in an independent and self-motivated way;
- recognising a capacity to analyse situations and processes reflectively (in relation to the learning of self, others and children);
- accessing and critically interpreting a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place;
- beginning to appreciate and to bring into question the complex and interactive nature of learning and education.

One of the challenges in developing the 'Learning about Learning' module has involved foregrounding the complex question of the changing identity of student practitioners mediated by their journey towards such outcomes. In a sense, the module attempts to provide a structure and a series of practical and interactive approaches that enables such a journey and makes the abstract nature of 'reflection' more concrete. For example, in figure 1 the illustration shows how a specific learning experience has been designed to scaffold reflection on teaching and learning within the context of a model for 'good practice'.

Inevitably, during the passage of time, the evolution of the module reflects both ongoing evaluation and the particular interests and experiences of the staff involved in teaching it. However over the last three years at least two significant issues have emerged. First, in the light of changes within the framing of ITE we have continually sought pragmatic and practical resolutions that work in our own practice to the complex and abstract question of reflection and its relation to students' development of practice. Secondly, in looking to the future development of the 'Learning about Learning' module it has been apparent to us that the dynamic of our earlier evaluations of the module were always 'self-contained' in nature and have never sought to examine the implications of the 'Learning about Learning' pedagogy for the BA programme as a whole, for wider ITE provision at NTU and for ITE provision more generally.

What is the purpose of this paper?
The aim of our paper is to open discussion and invite debate about the process of 'reflection' and its place within ITE. Given the abstract nature of reflection, the paper begins by attempting to unpick and to broaden out the notion of reflection. Such deconstruction provides the basis for a proposal at the heart of this paper concerning a differentiated language for discoursing about students' progression in their capacity for reflection. The specific context for such language is, of course, that of the continually changing face of Initial Teacher Education.

The object of our paper is to make concrete what, for many, would be an abstract process of reflection in terms of the practicalities of supporting undergraduates in their first year of study. We would also like to raise further questions about the place of reflection in ITE, which we see as an important foundation stone for Continued Education (CE) and Lifelong Learning.

Figure 1: Learning about Learning, Module Handbook 2007 p.6

Aims of the Module

In relation to yourself and others (with 'others' meaning a particular emphasis on children) the module aims to:

- develop your awareness and understanding of the abilities, attitudes, practices and approaches that influence learning
- develop your awareness of possible ways in which learning processes might be developed or enhanced
- develop your ability to value the different learning styles and strategies for learning that others might have
- develop you independence and confidence in new learning situations

Key questions addressed by the Module

How do I learn?

How do children learn?

How can I enhance my abilities as an independent learner?

How can children's learning be enhanced?

1. How do I learn? You will gain insights into your own style of learning, ways of thinking, strengths, abilities and preferences through the process of reflection.

2. How can I enhance my abilities as an independent learner? You will learn to learn with more self-awareness and self direction. In your reflective journal you will set your own personal and professional goals.

3. How do children learn? You will learn about the theoretical underpinnings of children's learning and relate these to your own experiences as a learner.

4. How can children's learning be enhanced? You will learn about how learning environments and various approaches to teaching and designing learning experiences can enhance learning.

Being a Teacher
- To model pedagogic proecesses and activities
- To provide a context for reflecting on these

Being a Learner
- To scaffold the development of reflective activity
- Thinking
- Writing
- Collaboration
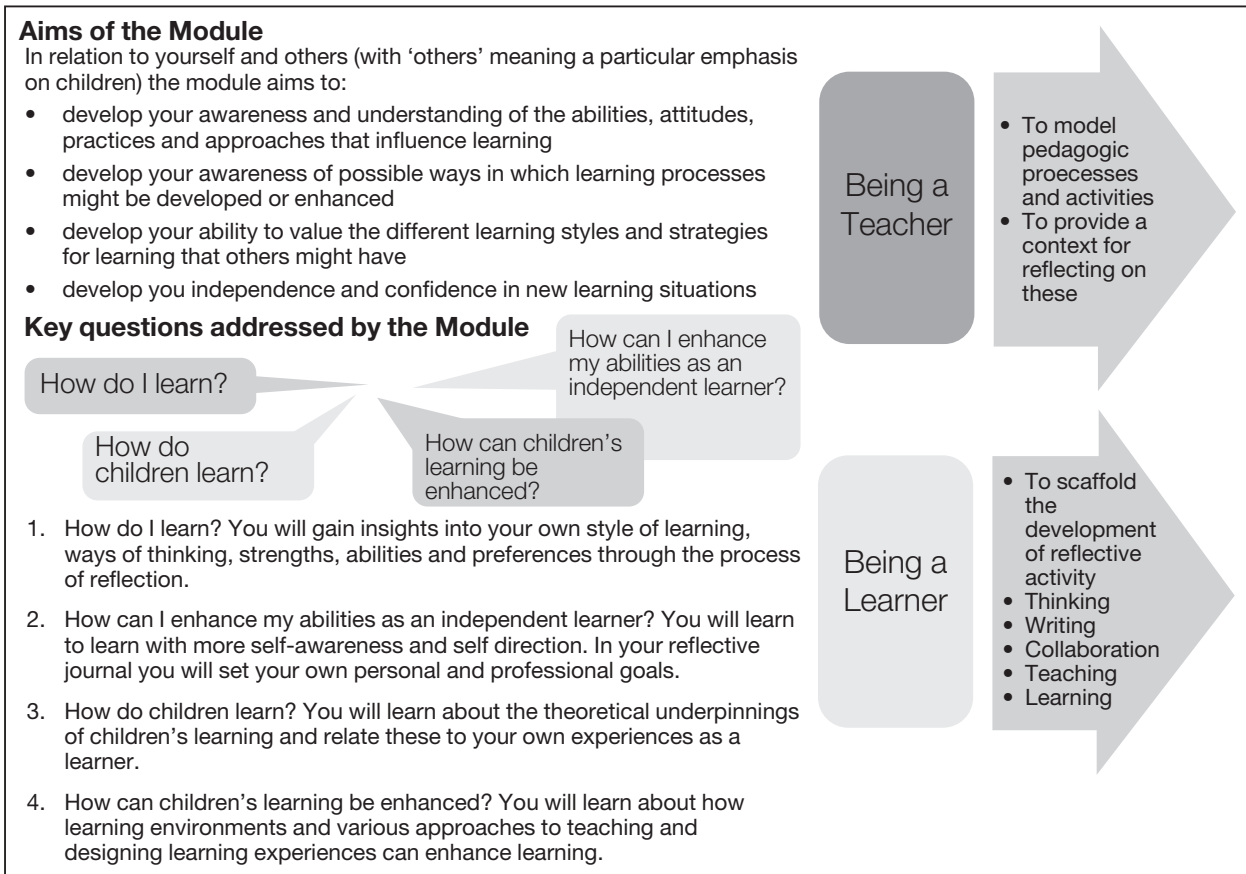- Teaching
- Learning

Figure 2: Ways of Being Teacher and a Learner

Student Perception	Official Standards Discourse
I will engage with it if I can see myself in it. I will take what is on offer if I know that I own it. The place where I locate myself is me. The story I tell is me. It defines my past, present and future and shapes my allegiances and attachments	**Related Professional Standards** **Key Standards for the award of Qualified Teacher Status related to this module** Those recommended for the award of qualified teacher status should; • Q7; (a) reflect on and improve their practice and take responsibility for identifying and meeting their developing professional development needs • Q18; understand how children and young people and that the progress and well-being of learners are affected by a range of development factors • Q8; Have a creative and constructively critical approach towards innovation • Q10; Have a knowledge and understanding of a range of teaching and learning strategies, including how to personalise learning Module Handbook Page 9

The ESCalate Conference Presentation

This particular presentation, 'Learning about Learning': A module to support the Induction and Retention of Year One Undergraduate ITE students' centred on the changing identity of the *self in transition* from secondary or further education to Higher Education.

At issue in this paper is the complex question of reflection which is conceptualised in the module as a medium through which students can make the transition to develop their capacity for scholarly, independent and professional ways of being. The module attempts to provide a scaffold for the transition that new entrants to ITE take in assuming two principle roles: 'being a teacher' and 'being a learner', and acknowledges the importance of trust and security within the institution of education.

Figure 2 points to some of the commonalities and differences between the official institutional discourse of Professional Standards and the changing identity of an idealised new student in transition. We suggest, on reflection, that one of the issues

Figure 3: Extracts from guidance given to help students structure their reflections

Further advice on journal writing.

▥ You will be expected to develop your journal in your own time but tutors will give you space to record entries during sessions too.

▥ You may wish to bear in mind that your journal will be read by tutors and by other students (though in the case of students only with your permission and consent). Some students prefer to be very open and personal in their journals and others prefer to be a little more private and formal. *Both approaches are absolutely fine and acceptable; the important thing is to make the reflections analytical.*

▥ You are advised to keep *one side of your journal pages blank* so you can go back and add further notes and reflections. You are also advised to *number your journal pages* for easy reference.

▥ The other purpose of your journal is for assessment. You will hand it in at the end of the term, accompanied by the report which is outlined later in this handbook.

Ways to structure reflective entries based on module sessions
(NB: This structure is not compulsory; but you need to ensure that your entries are analytical and that they make reference to personal goals and targets)

1. Write the date and time of the module entry
2. Write a title that describes the overall theme being considered during the session (such as 'What is Reflection?')
3. *Refer to your previous entry* and to anything that may have changed and developed since then; write down **the goals and targets you set for yourself previously and review your progress.**
4. Summarise *the main content of the session being considered today.*
5. Describe which parts of the session seemed most significant.
6. Explore your own response to the session; what did you connect with, understand, not understand, agree with, feel, think about, wonder, question? Why and how did this happen?
7. What relevance did this session have to you and to your learning? What did you learn or achieve?
8. What connections did this session have with your future role as a primary teacher?
9. **Summarise what you have learned and achieved through this session and what next steps could you plan to further develop your learning? Write down your learning goals and targets.**

who what when where why how

here is to keep in play the two contrasting discourses as a way of structuring support for students.

It was apparent from discussions at the Conference that many colleagues identified strongly with the issue of 'transition' and the need to manage this transition in ways that help programmes to retain students and to ensure their capacity for independence. In outlining the challenges faced by students at NTU (in terms of engaging them in the process of reflection) delegates were asked whether they faced similar challenges; including, for example:

- Teaching trainees to learn how to learn
- Students thinking for themselves
- The dialectic of performativity [2] culture and of the independent practitioner
- The interplay of constraints and freedoms within the ITE curriculum
- The contradictory forces of 'needy' students who are not always academically assertive
- Deeply ingrained student perceptions of knowledge and teaching derived from their own experiences which provide both insights and sources of understanding but also sometimes serve to block entry into new forms of learning

Delegates reflected on their own programmes in which they had employed 'study skills' in response to the issues raised above. The limitations of this pedagogy were apparent. They warmed to the possibility of exploring more directly the pedagogic approaches that we were presenting in terms of their potential to secure the development of reflective 'ways of being'.

During the presentation there had been a shared sense of a moment, a tipping point, where all delegates strongly identified with

the professional challenge of inducting new entrants into ITE. It raised questions about an appropriate, practical framework for enabling students to engage meaningfully with the process of reflection in their practice. For example, on the first day of their work with a reflective journal students are given the guidelines presented in figure 3 and other similar ideas to structure their work.

These guidelines are also supported by associate tutors (year two students) who share their experiences of writing a reflective journal, small group tutorials and formative feedback which is provided during the module. The principle of modelling high expectations carries with it a responsibility to support the students in taking 'a leap of faith'. Experience suggests there is always a 'leap of faith' required, on behalf of the students, to take the practical steps which we have structured and which aim to engender the students' trust in their own capacity for reflection *and* trust in our pedagogic leadership. In Rogers' (1995: 271) words, 'there is (an) attitude that stands out in those who are successful at learning… it is a basic trust – a belief that somehow this other person is somehow fundamentally trustworthy'. Support for students who are just beginning to take their first tentative steps on a journey to writing a professional and reflective journal, in part takes the form of examples of reflective writing from students and tutors as well as alerting them to further readings from the literature (figure 4).

One of the distinct advantages of making a conference presentation about a particular aspect of one's own practice is that in the changed context that it creates for practice there is nearly always the grain of an idea that has been around for sometime and deserves a little more attention. Here, the issue of a differentiated language of reflection as a contribution to developments in ITE came into view.

Figure 4: Examples of reflective writing taken from a student journal.
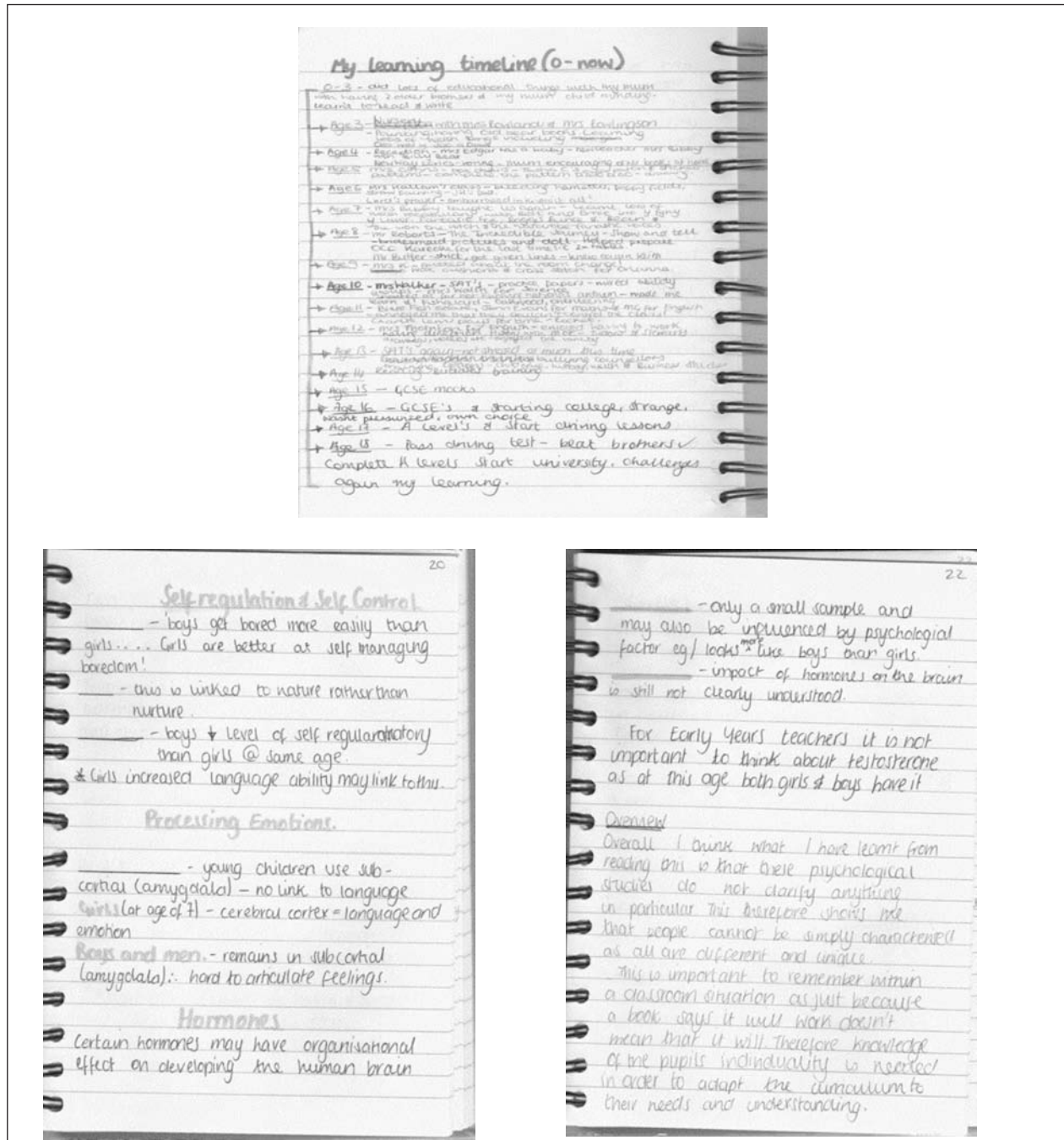
Towards a differentiated language of reflection for ITE

It is proposed that we need a differentiated language of reflection which can be situated within the context of the current professional standards for QTS 'Q7 and Q8' [3].

The 'Learning about Learning' module currently incorporates three forms of reflection, which are explored briefly as follows.

- Instrumentalist, technicist and functionalist forms of 'reflective action' (Dewey, 1910, 1933)

- Professional Reflection (Schön 1983, 1987, 1991)
- Critical Reflection (Brookfield, 1995, 2004; Brookfield and Preskill, 2000; Mezirow 1990; Mezirow and Associates, 2000)

1. Instrumentalist, technicist and functionalist forms of 'reflective action'

Bringing together Dewey's (1910, 1933) reflective teaching, characterised by open mindedness, responsibility and whole heartedness, with the more instrumentalist demands made within the 'apparatus of education', where there tends to remain a technicist and functionalist stress on the utility of practical results, carries with it the challenge of giving full attention to 'alternative possibilities' and an openness to the possibility of being in error. Such instrumental demands made with the apparatus of education might include requirements:

- To engage in 'plan, do, review' cycles in attempts to develop a professional response to a particular issue within the classroom, school or community…
- To ensure that the objectives have been met in a lesson
- To make things happen within the classroom, the school, the community…
- To make decisions concerning particular actions
- To take responsibility for decision making

In the light of dominant forms of instrumentalism within the apparatus of education we suggest that Dewey's (1910, 1930) 'reflective teaching' still has much to offer as a vital source of reflection within ITE.

On reflection, however, it is clear that new entrants to the profession require time to build up their own experiences to be able to recognise some of the limitations of such instrumentality in practice. There remains the question of the extent to which such 'reflective action' is encouraged and facilitated later within forms of ITE and CE provision.

Within Dewey's writings, despite his notion of reflective thought always looking for alternative possibilities, there remains, too, an unwritten assumption that all of the problems within the classroom can be fully rationalised and ultimately may be subject to scrutiny on the basis of the 'principle of reason': 'nothing is without reason'.

In his exploration of the 'swamps' of professional practice in his seminal text, *The Reflective Practitioner*, Schön (1983), of course, rejected Dewey's binary divide between reflective and unreflective practitioners and the traditional view of reflective teaching as the application of professional expertise to the real situation of the classroom. Rather than a straight rejection of Dewey's conception of 'reflective action', this paper works from the standpoint that there are challenging aspects of this particular modality of reflection that deserve to be reworked and developed in the context of the more instrumental demands made within ITE.

2. Professional Reflection (Schön 1983, 1987, 1991)

Under the umbrella of professional reflection we have incorporated three types of reflection that Schön had identified in his exploration of the wider question of the constitution of professional activity; namely:

- Intuitive reflection
- Reflection-in-action
- Reflection-on-action

Schön's 'intuitive reflection' is very much akin to Polanyi's (1974) *Tacit Knowledge*. In *Educating the Reflective Practitioner*, Schön's (1987: 25) intuitive reflection 'is revealed in spontaneous, skilful execution of the performance'. And, in much the same way as Polanyi he goes on to add the important caveat that 'we are characteristically unable to make' such spontaneous performance 'verbally explicit' (ibid: 25). Schön's 'intuitive reflection' is similar to Dewey's routine action, in that although reflection does not necessarily reflect an 'active, persistent and careful' consideration (Dewey, 1910: 6), it is none the less 'skilful'.

In their reflections on *Mentoring Student Teachers* and the *Growth of Professional Knowledge,* Furlong and Maynard (1995) recognise the possible emancipatory effects of Schön's (1983) 'reflection-in-action', which for them opens the possibility for teachers 'progressively to gain control of their own teaching' (ibid: 49).

In Schön's (1983) examination of professional activity the issue of 'reflection-in-action' arises in professional settings characterised by uncertainty and the unknown. Schön (1983) notes how the practitioner is able to bring 'certain aspects of their work to a level of consciousness and to reflect on it and to reshape it without interrupting the flow'. In writing these words it is possible to recall examples from experience of ITE where students in the final stages of the professional training are sometimes able to move fluidly and fluently through a number of multi-layered decisions and actions that subtly and meaningfully reshape a particular episode in their work with children without appearing to alter the flow of their lesson.

In the classroom 'reflection-in-action' may begin to unfold in a number of circumstances; for example:

…in situations when a teacher feels secure in themselves and their own management of the class and they are able to respond appropriately, so reshaping and redirecting social activity within a classroom in ways that help to make its purpose and meaning clearer for some or all of the participants; …in situations where a teacher is engaged in various forms of dynamic, which is on-going and questioning and leads to the reshaping of their practice in ways that enhance the engagement and interest and motivation of participants within their social group;

… in situations which require 'intelligent action'; as Ryle (1949) suggested, in such cases the teacher is undertaking one action and not two;

…in contingent situations encountered within the classroom in which such reflection-in-action make demands upon a gestalt view of education within the community. Such contingencies can arise from the particular settings in which individuals or groups within a classroom may themselves be situated; contingencies that arise from anywhere along a number of complex continua of human experience, from fear to humility, from trust to distrust, from constraint to freedom…

Such reflection-in-action requires sensitivity to self and to others, which is the hallmark of the approach we have adopted in the 'Learning about Learning' module, but there remain questions concerning the extent to which, in the context of the contemporary Q standards for ITE, such reflective conversations described by Schön (1983) in any way assist students in their practice, or, indeed, whether they actually take place in practice between students and their tutors.

In 'reflection-*on*-action' (Schön, 1983; emphasis added) it is apparent, also, that the current design for the module presented at the conference falls short of its full potential to open more formal continuous reflection and sensitivity to the complex transformation from being a completely new entrant to the profession through to moving on from Higher Education into a first teaching post as a newly qualified teacher. Reflection-on-action in this sense draws attention to the way in which the module design presented at the conference is already situated within a particular discourse and a particular form of institutional machinery characteristic of a particular training regime situated, in this case, at NTU.

On further reflection it is apparent already that there has already been some *critical reflection* in the on-going attempts to examine and to rectify at least some of the hidden lacunae in the form of the unfolding argument.

3. Critical Reflection

The implicit challenge of this form of reflection is to be able to look afresh and to question and to take seriously what is happening within the context of a specific episode within ITE. In *Becoming a Critically Reflective Teacher*, Brookfield (1995: 214-220) provides ample support for the claim that critical reflection has received a rich coverage in the research literature. He also suggests that for theorists professional education has taken the 'wrong turn in seeing the role of the practitioner as interpreter, translator and implementer of theory produced by academic thinkers and researchers' (ibid: 215). Perhaps, such a 'false turn', itself, reflects the complex interplay of the 'polymorphous and polyvalent' [4] dynamics of power at work in our institutions.

Certainly there is agreement that critical reflection is characterised by attempts to shine a light on the dynamics of power in operation within a particular setting, and as such again this process makes its own demands on new entrants to ITE gaining experience of such relations of power. Tacitly, at least, they nearly all arrive in Higher Education with much, often unspoken, experience of such relations and in the 'Learning about Learning' developed at NTU there is in place a direct source for critical reflection involving both students and their tutors.

In being critically reflective it is apparent that the reflective journal students are required to produce, which forms the backbone of the 'Learning about Learning' module developed at NTU, is always in danger of turning into a 'mandated confessional' (Usher and Edwards, 1994) – 'the educational equivalents of tabloidlike, sensationalistic outpourings of talk show participants' (Brookfield, 1995: 13). Such an approach to the development of the module helps to inform, to structure and provide a rationale for the approach to critical reflection adopted. It is modelled within a clear framework for critical reflection where the emphasis is placed on its status as a professional journal which may be used as a source of further reflection for other interested professionals.

The question remains, however, concerning students' perceptions and interpretations of the process. Informally, assistant tutors who have experienced writing their own journals, are also invited to discuss their experiences with the first year students as part of their induction into writing a reflective journal. It is also possible to obtain a more formal evaluation and assessment of how students have responded to the process. At NTU, students are given formative feedback

Table 1: Extracts taken from members of the 'Learning about Learning' group writing about reflection

What does reflection mean to me?

Sometimes I can't be bothered to reflect. I want to switch off, put my feet up and watch a bit of telly. Everyone needs a break and reflecting on things isn't easy. If I start reflecting on things it means putting in some effort; I might have to work really, really hard to resolve some confusion or other; I might have to see myself for what I am; I might have to say sorry; I might have to let go of my certainties.

I avoid it. I put it off. It can hurt.

When I choose to reflect though, I know that I am doing something that is good for me. I know that I am taking responsibility. For me, reflection means being active rather than passive. I am not watching the train as it passes me by, I am on it and sometimes I am driving it!

There are times when I would rather watch Corrie though. I know myself well. I know that I am ruled by my emotions and there are times when my emotions lead to some irrational thinking. For example, if I have a bad teaching session I can wind myself up into quite a state of anxiety. I can think things like; 'I don't deserve to be in this job.' 'What good am I?' and this may finish with something like 'I just can't get it right EVER!' This style of thinking does not help. When I reflect I can take a step back, weigh up the evidence, put things into perspective and put unhelpful anxiety into abeyance.

What reflection means to me

I used to think that reflection was something I did a lot of the time – a bit like talking to myself; the kind of chatter that runs through my head. At the moment this includes things like:
It's a good idea that Debs has asked us to write a bit about what we mean by reflection, and I want to do it now, but I know I have a meeting in less than ten minutes that I need to prepare for, and I'm not sure if I can do a decent job in that time…

I call it my chattering monkey – the incessant flow of thoughts and their associated feelings in my head.

Being Reflective

In the space and time of a moment's *reflection* there are always many possibilities in being reflective…

Being on the Moor

Not only words move
Earth moves
As a harbour
for the heron and the whale
a fold
that in its unfolding
Eliot is found with a cargo
of dead negroes and torn seine
thrown out over distant shores
where leaves gather
the sun
rising and falling.

In the play of the seasons
words move,
not only in the signifier
as a monument on the page
a gift to the signified
seeking to uncover
so many dissembled ways.
A direction that is direction-less,
A point that is pointless
in this endless twittering world.
Made and remade,
slaked moves
on a dry canvass
towards a perfect world...

Reflecting on reflecting

The first thing I notice is that although I do reflect and do consider it important, I don't quite know what 'reflecting' means… When faced with this situation I might:

> look at what somebody else has written about it and see if that makes any connections for me;
> just 'live with' the question of what it is and as it runs in the 'back of my mind' see what comes up. What I notice is that thoughts come up at unusual times when I'm not consciously reflecting at all;
> start a conversation with somebody and see what happens. I notice that ideas will start off being quite vague and will hopefully become more formed as the discussion develops…;
> > just start writing and see what happens.

regarding their journal at the midway stage in the module. Experience suggests that given an appropriate structure for reflection, Usher and Edwards' (1994) criticism is a little wide of the mark.

Critical reflection, it is suggested, provides a basis for informed action and a rationale for the development of practice. At the heart of the 'Learning about Learning' module is the significance of the model it provides students in working to develop pedagogy which is grounded in 'democratic trust'[5]: in taking our new professionals seriously and attempting to model and to maintain an integrity, practice is directed towards helping students to make sense of the effects we have as teachers in working with others. A very important lens for critical reflection within the 'Learning about Learning' module is provided by students' engagement in writing a reflective journal. At NTU this begins from the first day of the BA Primary education programme. In reflecting upon 'the self' students are placed in the role of the 'other'. Sometimes vicariously; in such a role students become essentially connected to, and increasingly aware of, what other students and children possibly may be experiencing. Through such self reflection students gradually develop clarity and a more incisive awareness of the assumptions and instinctive reasoning framing professional practice.

The 'Learning about Learning' module also presents another lens for critical reflection from Day 1 of the programme in the form of colleagues' writings on the process of reflection (table 1). In using this lens the aim is to shine a light on a model of practice which begins to open conversations between beginning teachers and their professional colleagues about phenomena of interest within their practice; for example, 'reflection'. Students are introduced to, and become open to, the possibility of other ways of seeing phenomena within their developing practice, including, for example, reflection.

The module also makes a big play on introducing students to reading the literature critically. Students are presented with extracts from a range of contemporary literature, which they are invited to read. Again the aim is to open students to multiple interpretations of familiar situations within their own nascent practice. The texts open them to new concepts, to the identities of new phenomena, to new ways of theoretically framing particular issues; differences providing them with a rich source of critical reflection and the grounds for shaping their own developing practice.

Within the 'Learning about Learning' module support for such critical readings is provided by small group tutorials. At issue are attempts to enable students to gain confidence in their own perspectives and to recognise that their peers sometimes hold quite different views based on quite different assumptions about the same readings. It is the beginnings of a model for critical reflection that continues to develop through the BA Primary education programme, where the beginning teachers are encouraged to find out how children and other colleagues may view their own practice; so making them aware of 'those actions and assumptions that either confirm or challenge existing power relations within the classroom' (Brookfield, 2004: 30).

In thinking ahead, and in developing their capacity for reflection, the BA Primary education programme aims to provide the grounds for more experienced teachers to begin to recognise overarching forms of episteme in which their reflections are situated.

Reflection upon Reflection and ITE
In the context of debates concerning lifelong learning and CE, we end this paper with a series of issues which we hope will open further debate concerning the development of a differentiated language of reflection within ITE.

Experience within Primary Education at NTU suggests that, formally, reflective thinking, in its various guises, has tended to remain confined to the 'Learning about Learning' module. Working on this paper has encouraged further reflection on the way in which we structure support for reflection across the whole of ITE. What are the experiences of other centres of ITE in structuring support for reflection across the whole of ITE?

Other forms of reflection are also evident, as a basis for refining and developing practice; not least, everyday and intuitive, pre-reflective forms of understanding along with reflection on episteme that overarch and structure ITE. What forms of reflection are identified by other centres of ITE? Is there, perhaps, a need for a more differentiated language of reflection that provides the basis for structured support and development within ITE as a foundation for further lifelong learning and CE? Should we, perhaps, make time for more of a focus upon reflection at other stages in our Primary Education programme?

These issues then highlighted the more deeply seated issue of the role of reflection within ITE. In looking to develop the process of reflection in ITE does this subject not deserve further research to uncover, first, 'some likely sources of metacognitive rambles based on token observations of minor aspects of teaching' (Grushka et al., 2005) within the UK system, and, perhaps more productively, a grounded basis for the development of a more differentiated language of reflection across ITE?

Endnotes
1. Alastair McPhee and Fiona Skelton's (2002) study of the Gaining access to Primary Education project' in Glasgow had concluded that 'motivation and self esteem'are key to academic success'.
2. Performativity has its roots in J.L. Austin's (1975) remarkable book, *How to Do Things with Words*. Austin works with the notion that everything we say can be considered in terms of two categories – the constative and the performative. 'A performative utterance is when you not only say something but *do something by saying it*'. Performative utterances might include 'promises, threats, prayers, confessions, challenges… declarations of love, acts of naming (during baptism or in launching a ship) and acts of founding' (Royle, 2003:22).
3. Professional standards for Teachers published by the TDA (2007) include the following two Qualified Teacher Status standards for 'Personal Professional Development', Q7 a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs. Q7 b) Identify priorities for their early professional development in the context of induction. Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.
4. The phrase is borrowed from Michel Foucault (1994)
5. The term is borrowed from Stephen Brookfield (1995).

Biographies
Kevin Flint is a Senior Lecturer in Education at Nottingham Trent University. Kevin has worked in secondary education in various schools, with first hand experience of discourses of improvement. Doing doctoral study while teaching and engaging in mountaineering led to an interest in European philosophy and grounds for reflection that has changed his understanding of schooling and education. Heideggerian philosophy and some of its descendants has provided a framework for rethinking the fundamentals of education. Kevin has published work challenging dominant ideas of teaching and learning, on the performance culture in teaching, on the framing of lifelong learning and on the pervasive ethic of improvement (with Nick Peim).

Deborah Robinson is a Senior Lecturer in Education at Nottingham Trent University, where she has been the Year Leader for our 1st Year Primary BA in Education programme for nine years. She has recently taken on a new responsibility for leading developments in school-based training within primary education. Deborah has worked in primary education in schools in London, Nottinghamshire and Nottingham city; she completed her work in this domain as a deputy headteacher and SENCO in a large junior school. She currently tutors on an Initial Teacher Training route; 'Teach First', which recruits high achieving graduates to work as teaches within secondary schools that are situated within challenging communities. Deborah is an Associate Lecturer for the Open University where her principle interest is the issue of 'inclusion'.

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11. From Values to Vocation: Designing and delivering Primary PG Masters Modules at St Mary's University College

Maureen Glackin, Maria James: St Mary's University College

Summary

As we prepared to introduce Masters level into the PGCE programmes, some lecturers voiced critical, pedagogical opposition to the imposition of Masters modules. Some students questioned their integrity and value. The process has nurtured and challenged students and lecturers into a growing awareness of themselves as educators and educational theorists, generating theories of practice. 'From Values to Vocation' elucidates this journey.

This paper will contend that appropriate Masters modules are those that focus on the emergent teacher and not the teacher in practice, and a critical and reflective examination of self and the values that have led one to teaching. It is hoped that these modules will generate: a critical stance towards one's own learning as pupil and teacher; research that is unique to the individual but resonates with and contributes to the academy; and a growing realisation that teachers can exert change in their own classroom and not only influence but also become policy makers.

Key words

Self study action research / values / vocation / influence / accountability / integrity / 'living contradiction' /collaboration

The Context

We are two lecturers from the PGC ITE Programmes at St Mary's University College Twickenham. Like many other institutions and in line with government policy (DCSF, 2007 section 21; Internet 1) we introduced Masters modules to our courses in 2007/2008.

This paper is a reflection on this journey within a form of self study action research as proposed by McNiff and Whitehead (2005). We contend that this is a fitting methodology as we are practitioners studying our own practice in order to improve it and in so doing seek to inform the practice of others as well as enhancing the social formation of our place of work. Therefore, this research has been carried out with a social intent.

This report takes the form of living educational theory (Whitehead, 1989) which draws on some empirical and traditional forms of research. When speaking of living

theory it is our claim that our values are embodied and lived out in and through our practice. As a team we have spent much time in dialogue this year. A dialogue of equals, engaged in different research processes, holding different epistemological stances and with background experience of various methodologies of scholarship. However, whatever our respective research traditions, our collective ontological stance is that we see ourselves as fellow learners alongside the colleagues and students in our care.

For the purposes of this paper our inquiry takes the form of the following questions:

- What was our concern?
- Why were we concerned?
- What experiences can we describe to show our concern?
- What were we prepared to do?
- What kind of evidence drawn from the data do we have to reveal and explain our educative influence?

What is our concern? Why are we concerned? What experiences can we describe to show our concern?

In 2007, in preparation for the integration of 'M' level modules at the start of the new academic year in September 2007, two modules were co-opted from an existing Masters in Education programme into the PGC ITE (M). These modules focused on theories of educational leadership and the change agenda driving education at macro and micro levels. The PG team had strong reservations about this process, with concerns focusing on three main issues:

Concern 1
Whilst acknowledging that the teacher can be understood as a leader in the classroom (Owen, 2006; Cruz, 2003) the PG team felt modules focussing on leadership, innovation and change were incompatible with the incoming students' perceptions of themselves as emergent teachers. The proposed modules were part of a successful Masters programme directed at and, it was felt, best suited to practitioner teachers. There was strong feeling that the vocabulary and the conceptual frameworks were not appropriate for the emergent teachers with whom we worked and tacitly (Polanyi, 1958) the team felt that these modules were not suited for purpose. This was summed up by a colleague who asked: 'How can we with any integrity deliver modules focusing on innovation and change when the students will have little idea about what they should be innovating or changing? The title is not appropriate let alone the content'.

Concern 2
There were epistemological and pragmatic dilemmas around whether having two MA modules would better prepare or qualify the emergent teacher for the art of classroom teaching. One colleague questioned:

'Is this the means by which we value the development of classroom practice in the emergent teacher … theoretical study at Masters level instead of a focus on actual classroom practice?'

These misgivings were also echoed in students' perceptions which revealed a reluctance to engage in what they considered to be 'extra' study at an advanced level with limited relevance:

'I have come to be trained as a teacher.'
'I will do an MA later in my career.'
'It will be too much work on top of a busy year.'

One student asked:

'At interview will the head look more favourably on the additional work?'

In considering these comments, whilst admitting to some sympathy with their views, we were aware that they revealed perceptions around teachers' identities based on positivist assumptions of educational research.

Concern 3
In addition, there were the ontological perceptions of some of the tutors who considered themselves as subject specialists and felt unprepared and uncomfortable lecturing in a context that they perceived as being beyond their discipline. Although often holding Masters and other qualifications within their area of expertise, they did not feel equipped to teach prescribed Masters modules dealing with general pedagogical issues and methodologies of research:

'I have been employed to teach...subject...I am highly qualified in it and that is my passion. I am out of my comfort zone with this.'

Some felt there were issues around integrity; they felt unqualified, epitomised in the following statements:

> 'As I do not have a Masters of my own, I felt rather hypocritical, teaching others when I have no qualification to do so.'
> 'Although I have been studying for my Masters, I have struggled with the work and felt rather negative towards having to show myself in a weakened position of knowledge.'

The issues outlined above indicate that the situation within which we were being placed as course tutors was challenging deeply yet tacitly held professional and educational values. In acknowledging this we came to realise that the manner in which this process was being driven was compromising and ignoring these values and causing us to become what Whitehead defines as 'living contradictions' (Whitehead, 1989: section 2).

What are we prepared to do?
We shall deal with each concern separately.

Concern 1
With reference to the appropriateness of the co-opted modules in leadership innovation and change, the PG team challenged the process by which the modules were being imposed and through dialogical and collaborative working, designed two modules that were felt to be more appropriate for the emergent teacher.

Module 1: Values to Vocation
Aim: To develop students as reflective professionals through investigation, critical analysis and evaluation of their own values and beliefs concerning teaching and learning.

Module 2: The Emergent Teacher
Aims: To reflect critically upon theories about teaching and learning, their own and others. To gain critical insights into issues concerning diversity, inclusion and equality and to assess the impact on learning and teaching.

Believing education to be a value led activity (Ghaye and Ghaye, 1998; Pollard, 2005: Internet 2; Internet 3), we decided that a consideration of values was of paramount concern. One practical reason for this was that we wished to avoid starting with the students as 'teachers' because of their disparity of classroom practice and our lack of knowledge of their personal experience. In Module 1 we wanted the students to unearth tacitly held values through reflection on their own experiences of teaching and learning, thus bringing them to a fuller realisation of their importance in their further development as reflective practitioners. Module 2 gave them the opportunity to reflect and critically engage with an educational issue emerging from their reflection on values in Module 1. This was also practically explored with reference to their classroom practice from their first block school experience, thus both modules employed a strong element of self study, contributing to their critical ability to reflect on practice. In this way, the seminal importance of the critical link between reflection, scholarship and practice, and college based and school based learning was exemplified in a cohesive and synthetic fashion. Referencing the modules to the Q standards (Internet 4) further evinced this relationship.

Concern 3
With reference to the ontological perceptions of some tutors who felt unprepared and uncomfortable lecturing in a context that they perceived as being beyond their discipline it was decided that all sessions would be team taught. Teams would consist of a colleague already holding a Masters qualification or above, and /or a colleague with some experience of working within the self-study action research paradigm. This not only allowed the opportunity for a mixture of expertise but also, crucially, meant that no colleague felt disempowered by the subject

matter or personally isolated within their teaching of it. As a result all colleagues on the PG team agreed to teach on the modules. This decision had a profound effect on the manner in which the modules were delivered, in that it allowed the Masters to be seminar rather than lecture driven. Whilst agreeing that a number of lead lectures were necessary and desirable at certain points in the process, it was clear that the nature of the exploration that we were asking students to engage with demanded a relational approach which was best suited to a seminar environment. This was a brave step as a more personalised approach ran the risk of exposing our own insecurities within this area to the students and further questioning our own ontological and epistemological assumptions around practitioner identities. However, as a team we believed that good practice would emerge and be modelled through this collaborative process not least in the inevitable questioning and renewal of practice that is at the heart of good team teaching (Buckley, 1999; Benjamin, 2000).

What kind of evidence drawn from the data do we have to reveal and explain our educative influence?

Concern 2
With reference to the epistemological and pragmatic dilemmas around whether having two MA modules would better prepare or qualify the emergent teacher for the art of classroom teaching, the response to this concern is articulated in the assignments of the students themselves. These also provide evidence and an explanation of our educative influence. One student wrote:

> 'The critical thinking skills I have acquired and the teaching I have practiced through the process of self-reflection have given me the skills to support the children I teach in PE and raise self esteem.   This is the person I am, these are the qualities I bestow, and

> I now know that my continuous self-reflection will enable the transfer of my values to my professional life, where they matter most.'

This educative influence has also impacted on tutors' thinking around the inclusion of Masters modules within the PG programme. As part of our journey we have also come to understand that the perceived contention and positivist positioning between M level research and classroom practice does not have to be an 'either / or' situation but can be an 'also /and' experience. This comment from a tutor encapsulates how the process has become one of life affirming and challenging opportunity which many colleagues have embraced:

> 'Still feel that there is an enormous amount of work to do and that some aren't able to cope. Can see, however, that it has made the students more reflective and aware of the bigger picture, the purposes of education and what teaching and learning is. My personal confidence has increased too, realising that the modules are so rooted in primary practice that we are all experts!'

This has led to a growing confidence amongst tutors as engagement with M level work has led both students and tutors to realise that they are capable of theory engagement and knowledge generation; this, in turn, has developed a growing understanding of the importance and validity of their contribution to the academic debate in education (Stenhouse,1975). One student wrote:

> 'I was initially sceptical of the benefits this work could bring, but through firsthand experience in the classroom and by using reflective techniques I can see how my own journey has brought me to an understanding of the teacher as

researcher. I hope to be able to continually improve my practice throughout my career as a result of the work I have done this year.'

What has emerged is that both students and tutors have been involved in an increased culture of academia and research, which is particularly important to the social formation of St Mary's as we aspire to grow from a University College to a University. This sense of confidence has been further enhanced by the adoption of our Masters modules by other educational programmes within the University College.

We believe that our account reveals not research 'into' education, but educational research; a type of research that educates all involved in the process. Its educative influence centres upon improvement of our learning, the learning of others and the learning of the social formation of which we are a part. These claims are evinced through the assignments from both modules that reveal students' emerging realisation of themselves as capable of their own knowledge and theory generation. Evaluations from the work reveal the students as developing a growing confidence and ability to critically evaluate and reflect on their own work and the writing of others. Ontologically, students' self-perceptions have altered as they have been empowered to engage with and talk more confidently in terms of their own research interests. In addition, tutors have been challenged to grow in their own practice:

'I have enjoyed studying and teaching around the ideas of Action Research. The focus on the individual gives students a personal and relevant topic to investigate, improve and continue to research. It links into ECM and the CPD for life long learners.'

'I have actually grown to enjoy the work and the interaction with the students. I feel more secure in my own knowledge as I am at the end of my own Masters and have achieved within my modules. The students have progressed in their own learning and this has been reflected through their conversations, in lectures and within their written work.'

Drawing, therefore, on the criteria of Whitehead and McNiff (2006) for validation of our claims to knowledge we maintain that we have improved our learning, the learning of others and the learning of our social formation through the manner in which the PG team has collaboratively developed and practically realised the PG Masters modules at St Mary's University College. Arguably, what is of greatest significance is how this has been achieved; the ability to work as a combined team exercising negotiation and compromise through dialogue where necessary has been tangible. We have all felt empowered through the experience as we have influenced and learned from each other in a spirit of reciprocity:

A vibrant professional culture depends on a group of practitioners who have the freedom to continuously reinvent themselves via their research and knowledge production. Teachers engaged in critical practice find it difficult to allow top-down content standards and their poisonous effects to go unchallenged. Such teachers cannot abide the deskilling and reduction in professional status that accompany these top-down reforms. Advocates of critical pedagogy understand that teacher empowerment does not occur just because we wish it to. Instead it takes place when teachers develop knowledge-work skills, the power of literacy, and the pedagogical abilities befitting the calling of teaching. Teacher research is a central dimension of a critical pedagogy. (Kincheloe, 2004:19)

The integration of Master modules into the PG course of study has certainly challenged our professional values, however their realisation has reaffirmed and re-imagined our sense of vocation as teachers.

Biographies
Maria James is Chair of Kingston upon Thames SACRE (***Standing Advisory Council for Religious Education***) and senior lecturer in Religious Education at St Mary's University College. She teaches on BA ITE and PG courses.   She is engaged in doctoral research about faith based practice through using a self-study action research methodology.

Dr Maureen Glackin is the Programme Director for PG ITE courses at St Mary's University College. She is senior lecturer in Religious Education and teaches on BA ITE and PG courses. Her research interests centre on chaplaincy in Catholic schools, Global Citizenship, SMSC (Spiritual, Moral, Social and Cultural) issues and pastoral care.

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12. Developing articulation of critical reflection in ITE: writing at Masters level for a Professional Learning Portfolio

Ruth Heilbronn, Shirley Lawes, John Yandell: Institute of Education, University of London

Summary

A Masters in Teaching and Learning (MTL) for all teachers was recently announced, with a pilot of trainees in initial teacher education (ITE) due to begin in the academic year 2008-9 (DCSF, 2008). The MTL will eventually impact on all ITE programmes and routes, as trainees will need to gain a number of Masters level credits, which they will build on when they move into induction and Continuing Professional Development (CPD). It is to be hoped that the MTL qualification will bring CPD funding to enable teachers to buy into Masters courses of their own choice. However, fears remain that the MTL may be conceived in a more reductive manner, linked to the school effectiveness agenda and high stakes target setting. As with most Higher Education Institutions (HEIs), we view working at Masters level (M Level) as a critical engagement with theory and research. This paper results from experience during 2007-8 at the London Institute of Education. It focuses particularly on how to support ITE trainees to develop and articulate critical reflection on their practice, whilst simultaneously preparing them to gain accreditation as teachers and at Masters Level.

Introduction

In developing our assignments we were conscious of the dual contexts and dual outcomes of M Level PGCE. For trainees to achieve the standards for the award of Qualified Teacher Status (QTS), a heavy emphasis needs to be placed on practical teaching experience. From the trainees' point of view the school is primarily the site of practical teaching experience, where they where they learn by observing and doing. If on an M Level trajectory, the HEI experience is one in which they are expected to write academically at M Level, showing critical reflection on practice, articulating the practice through analysis, using research and theoretical elements. It may seem that these requirements create two different kinds of demands on the trainee. However, their M level writing needs to be both informed by practice and to show development in their practice. Writing at M level in ITE includes

articulating applied theoretical elements and critical reflection on professional learning. It is clear that an M Level PGCE is a vocational, or a professional qualification, and therefore places different demands on the student than those of a purely academic Masters degree. Since ITE M Level courses need to deliver both a nationally recognised qualification (QTS) and Masters level credits, and do so within tight time constraints, we have to conceive these requirements as part of one developmental process. Even without these external pressures, however, our conception of initial teacher education is one that insists on the inseparability of theory and practice on the central, formative role of critical reflection on the development of professional practice.

As Winch (2004) argues, teaching is a form of high skilled vocational practice and learning to teach requires 'formation' rather than

'training'. This formation requires engagement with theoretical elements at a high level. Applied theoretical elements are reflected in the trainees' examples and the theory is drawn on and illuminated by practice. It is not about theory on the one hand and practice on the other. It is rather that trainees need to articulate a scholarly view of their practice. We believe that shoe-horning ITE into general M level criteria, as happens in some HEIs, can raise issues around the relevance of these criteria to the kind of assignments trainees should fruitfully engage with. It is important to develop grade-related descriptors rooted in the complex context of learning to be a teacher, rather than attempting to apply generic Masters criteria to PGCE M level assignments.

Early indications show that some institutions hold to the academic nature of their M Level when applied to ITE and appear to foreground 'academic objectivity', characterised perhaps by third person register, even when trainees are reporting on a piece of small-scale action research. M Level needs to be conceived in terms of professional learning, so that the trainee does not experience a split between the evidence- and research-informed contexts and skills, developed primarily by university tutors, and the experience of practical teaching in school. It could be helpful for working groups of school-based and HEI or other consultant mentors to work together in developing assignments, thinking about what a professional M Level assignment should be. This means considering how such an assignment might need to be different from a traditional M Level assignment, and how to apply M Level criteria to the kind of assignments which are required in ITE to develop professional learning.

Portfolios of professional learning

Many of the traditional school-based and reflective tasks which are normally set on ITE courses can be used as a basis for M Level

assignments. At M Level trainees need to refer to the Masters level criteria and be supported in producing pieces of scholarly writing on the areas studied. Creating a portfolio of assignments can allow trainees to write on several topic areas, adding up to an overall required word count. The use of portfolios in ITE and in professional development for teachers is a recent development (Lyons, 1998; Wenzlaff, 1998; Klenowski, 2002). Even so, there is evidence on their use in ITE assessment, testifying to 'the power of the portfolio' (Goff, 2000) as an evaluation tool which 'carries a wealth of professional information' (Andreko, 1998).

Darling Hammond has suggested that:

> *early research on the effects of these assessments suggests that they may be more valid measures of teacher knowledge and skill and that they may help teachers improve their practice. The stimulus to teacher learning appears to occur through task structures that require teachers to learn new content and teaching strategies as part of their demonstration of performance and through the processes of required reflection about the relationships between learning and teaching.* (Darling-Hammond, 2001, p. 11)

The work produced for a professional learning/development portfolio should exemplify critical reflection on practice and at its best the articulation of scholarly teaching should be rooted in scholarship and research and the trainees' own personal experience of learning to teach. In 2007-8, 320 trainees in 7 subject areas on the London Institute of Education Secondary PGCE course registered for a module called the *Professional Learning Portfolio* (PLP), consisting of several pieces of reflective writing. A working party met regularly to monitor and develop the module and support QA and staff development.

The Module aims and learning outcomes were:

- To promote an understanding of the process of learning, by engaging in critical reflection on own professional learning;
- To provide a critical, research and enquiry-led approach to teaching and learning, which explores the relationship between practice, policy, theory and academic debate;
- To support student teachers to articulate their learning;
- To promote collegial relationships which enable professional dialogue.

In taking the PLP Module, trainees learn to view the portfolio as a way of articulating their professional learning:

A portfolio is a narrative that tells a coherent story of your learning experiences in the program, and highlights thoughtful reflection on, and analysis of, those experiences. It is not simply an accumulation of pieces and products, it is an unfolding of your understandings about teaching and learning, and about your development as a professional.
Farr Darling (2001:111)

I The philosophical statement
A key component in the PLP was a 1000-word *Philosophical Statement.* The *Philosophical Statement* (PS) provides a synoptic overview and the other components relate to this statement, exemplify the points raised and depend on the PS for their context and sense. These pieces of reflective writing represent the trainees' understanding and articulation of their learning journey in the widest sense. They are not narrowly defined in terms of a particular subject area, although they may be based on a topic that arises in the context of subject studies. When mentoring and peer review are successful, the new teacher is generally able

to reflect on what is happening in her practice by discussing, analysing and synthesising aspects of her experience. Such articulation can help to integrate the initial teaching 'curriculum' of the standards with the experience of the trainee, within nested contexts. Useful prompt questions for producing a statement are:

- What do you view as the aims of education?
- How does your view on aims relate to your role in the teaching situations you have encountered?
- How do the teaching methods you typically use reflect your interpretation of your role as a teacher?

The questions have proved good starting points for reflection, as teachers are not generally asked to reflect on the aims of education in the current, standards-driven context. When the questions are sympathetically and collaboratively discussed, the teacher becomes an active participant in constructing her own learning curriculum, based on her values and experiences. Further, in drafting the teaching statement values are explicit (Heilbronn, 2008:191-2).

The following sections of the paper analyse the kind of writing involved in producing pieces of critically reflective writing and argue for a view of ITE in which professional Masters level work involves critical reflection on practice.

II Cross Curricular reflective writing
Cross-curricular reflective writing provides student teachers with the opportunity to engage with differing perspectives on teaching and learning and to draw on these to develop a deeper understanding of their own subject teaching. The focus of a piece of cross-curricular reflective writing should therefore be chosen carefully so that specific comparisons can be made that shed light on

a particular question or problem and lead to a broader understanding through critical reflection. This involves reviewing practical experience in relation to an articulated problem or issue of professional knowledge, and in the light of knowledge acquired through reading of principles, or of theoretical perspectives, gaining further insights that are then expressed through reflective writing.

In the piece of work considered here, Jane, a Modern Foreign Languages student teacher, chose to consider the role of grammar teaching in the foreign languages classroom, by investigating how grammar is taught in English. In order to do this, she began by undertaking a range of background reading of policy documents relating to the two secondary curriculum areas and the primary framework for literacy. Having already visited a primary school, she was able to draw on her experience of observing the daily 'literacy hour' and discussions with a class teacher. With that background of information and experience, she then arranged to team up with an English PGCE student to observe some lessons and have follow-up discussions with both her peer and the English Subject Mentor. Jane had also observed a number of MFL (modern foreign languages) lessons in which grammar had been a focus, and had taught a number herself for which she had evaluations to refer to. Equally, of course, she had already been required to read a number of 'key' texts on the teaching of grammar in the foreign languages classroom.

In a short piece of reflective writing of 1,500 words, Jane was able to demonstrate that she had grasped the issues and understood the objective problems, and also to show that she was making sense of the issues in relation to her own professional practice and outlook. How was this achieved?
To begin with, Jane had familiarised herself with both relevant policy documents and

academic texts to enable her to take a position with regard to the teaching of grammar in MFL, referring to a text:

> *The traditional role of grammar as a backbone providing rules and patterns for the study of languages has in recent years been somewhat 'diluted' by the National Curriculum in favour of 'other more communicative considerations' (Meiring and Norman, 2001:59), only to be reinstated once more since the end of the 1990s, reflecting research evidence to confirm its fundamental importance in language learning.* (Town, 2008)

She demonstrated her knowledge and understanding of policy documents by identifying key points and by making pertinent reference in passing to classroom observations. She quoted succinct extracts of relevant materials, related these to her practical teaching experience in a secondary school and commented on how a school department interpreted policy. Jane then went on to make links with her primary school observations, commenting:

> *'The primary school where I observed lessons had daily objectives related to phonics, spelling vocabulary and grammar… The sheer range of texts and activities covered termly was impressive, clearly providing a solid foundation in grammar and communication skills which the children would later be able to employ when learning a foreign language'* (ibid.).

Jane then focused on lessons she had observed in the English and MFL departments of her placement secondary school. Here she made specific comparisons between the two subjects, commenting on practices and then going on to raise a critical point:

'Both departments use schemes of work based on the National Curriculum and KS3 National Strategy frameworks…. Surprisingly little liaison occurs between them given the clear potential benefits of greater collaborative teaching in this area' (ibid.).

She then reflected over the practice she had observed and discussed in the secondary context with her experiences in the primary school, observing that 'it was striking that in a Year 7 grammar-based English class I observed… similar ground was covered to the Year 4 objective'. She then raised a question for further consideration as to *why* this should be the case. She had thus identified an issue of progression and continuity which she saw as problematic, both for English and MFL, but then went on to show her understanding of the dilemmas teachers face by recognising that the teacher's first responsibility is to use policy guidelines as a tool rather than allow them to dictate classroom practice:

'… teachers will naturally deviate from (these) plans to attend to pupils' individual needs…' (ibid.).

Jane finally arrived at professional principles that inform the practice she has observed, drawing a tentative conclusion, that there is no single 'right way' and supports the notion of an eclectic approach with reference to the literature. She had explored her own beliefs about the teaching of grammar in MFL through a small investigation into another curriculum subject and another school phase and in so doing had begun to think critically about an area of fundamental importance to her as a teacher of modern foreign languages. She maintained a tight focus for her reflection and through the process of writing the piece, she learned to consider both policy and practice critically and to reflect on and finally confirm her views.

The example of Jane's short piece of assessed coursework examined here in no way implies that there is a 'formula' for developing critical reflective writing. It is used to suggest that the essential feature of *critical reflection* is the consideration of an objective problem and an orientation towards the outside world, rather than inward-looking, personal reflection.

III The point of writing – where theory and practice intersect
We have suggested that one of the dangers of the move to Masters level might have been a tendency to widen the gulf between university- and school-based elements of the course to encourage a view of the course as an oscillation between the distant poles of theory and practice. The written assignments which we ask our students to produce are designed to cut across such unhelpful oppositions. The act of writing is intended to provide our students with the means to bring theory to bear on practice and to mobilise practical experience in the reading and critique of theory.

As has been seen in part 1 of this paper, central to the PGCE course on which we teach is a conception of the role of the beginning teacher and of the nature and function of school experience. Part of what is involved in this is, necessarily, learning by doing; an equally important part of the learning entails standing back and reflecting critically. In this sense, the student is confronted with two kinds of text: one is the body of research and scholarship that might, for the sake of convenience, be labelled theory; the other is the particular site of schooling – the institutional setting, the department, the classroom – in which the student is placed. And the student should be encouraged to reflect critically on both kinds of text.
Halfway through the English and English with Drama PGCE course, at the point when the students begin their second block of practical teaching experience, they are asked

to write a 1 500-word essay on 'The Place of English'. In preparation for this assignment, they are presented with extracts from a variety of policy documents, ranging in time from the 1862 Revised Code (Maclure, 1969: 80) to part of QCA's recent consultation on the future of the subject, English 21 (Hackman, 2006). They explore these texts collaboratively, are invited to consider points of continuity and discontinuity with the present and to think about the practice that they have met as observers and participants in school. This is the brief for their written task:

> Drawing on your knowledge of policy and practice, now and in the past, write about the place of English in the curriculum.
> What place does English occupy?
> Why is this, and how might it be differently imagined in the future?

The assignment, which encourages students to engage with the discourses of policy, necessarily presents the curriculum subject as a product of historical processes, as a changing and contested space. At the same time, the assignment asks the students to consider how the subject is instantiated in the singular, specific sites of their teaching practice schools. What, in effect, does it mean to do English here, now, in this school? What histories lie behind these practices? How can such practices be theorised? How else might the subject be imagined?

What the assignment seeks to enact is precisely the integration of practice and theory that we see as constitutive of the PCGE course. It demands, simultaneously, engagement in the local, the particular of practice and critical reflection, the stepping back from practice to gain a wider perspective. And, as in the earlier example of the exploration of the role of grammar teaching, the trainee is reflecting in writing on a problem that exists in the world.
In what follows, we look in some detail at the

response that this task elicited from one of our students. Rob takes as his starting-point one of the course readings (Zancanella, 1998) that opens up issues of canonicity and curriculum design:

> Don Zancanella in 'Inside the Literature Curriculum' examines two opposing philosophies of English pedagogy: one that encourages students to assimilate into the dominant culture of literature, providing a point of access into high socio-economic statuses; the other encourages students to make an evaluation of several different kinds of literature, especially ones more locally relevant to the area and ethnicity of the school. (Stott, 2008)

Zancanella's essay is an account of the literature and language arts curriculum developed by a single teacher in a school in New Mexico. It presents the possibility of a local curriculum – one that was constructed by a teacher sensitive to the lives, experiences, histories and cultures of his students – while acknowledging that the majority of the department remained (for instrumental reasons, in that they felt that their approach prepared students for the demands of the next stage of education) committed to 'an English curriculum that focused on canonical works of literature and traditional modes of discourse' (Zancanella, 1998:103). Rob's summary indicates his understanding of the terms of this debate: it shows, in effect, that he can do scholarly reading. The question that confronts him, though, is a much more demanding one; what light can Zancanella's account shed on the different context of his own school? Can a curricular initiative in New Mexico simply be transposed onto a school in East London? What gives urgency to this enquiry is Rob's sense of the specific characteristics and needs of the school where he has been placed. It is an inner London school, situated in an area of acute poverty and

deprivation, a school where almost all the students are from minority ethnic communities, the large majority of them of Bangladeshi heritage. In this site, questions of the relationship between school and community, questions of curricular design and access, questions of culture and identity, are sharply posed.

> *'After reading this essay I was struck by how unworkable both these teaching approaches would be if transferred into my new school. I am very much of John Hardcastle's opinion in "Carlos' Task" [Hardcastle, 2002] that by ignoring a student's origins you are reducing the boundaries of that child's self-expression. English, the subject, suddenly becomes a means of devaluing certain voices; self-knowledge is discarded in favour of social assimilation.*
>
> *However, with the range of ability in English in the school so great, and the overall prospects of advancement in the area surrounding the school being so small, a less "traditional" method of English teaching might be unpopular with students, and their parents, who would perhaps be appreciative of any chance to study the dominant culture as a crucial point of social and economic access. One could argue that diverting from the current curriculum to suit the students would be more patronising to the community, as if they required exclusive assistance, than if their culture had been ignored at all'* (ibid.).

Rob's reading of Zancanella and Hardcastle provides him with perspectives from which he can (re-)examine the issues that confront him in his placement school, partly because these readings, too, challenge any easy notion of generalisability; to say that both papers are engagements in specific, situated debates is not to deny their wider resonance, but it is to insist on an attentiveness to local

circumstances. And Rob's attentiveness to the context of his school leads him recognise that the question of the place of the subject cannot be dissociated from the bigger question of the function of education. What is schooling for in this place? Whose interests must it serve?

Rob understands what is at stake here. He recognises that schooling cannot be separated from issues of power. He acknowledges that some configurations of the subject can exclude and demean students' subjectivities and affiliations just as surely as other versions of English might create curricular spaces in which important identity work could be accomplished. And yet this does not lead him to a position of simple, programmatic support for localised curricula because he recognises the legitimacy of the demand from students, their parents and communities, that the school should provide them with access to cultural capital, to 'the dominant culture'.

Rob starts with a binary opposition – the binary of Zancanella's essay; a curriculum constructed from local and locally valued texts, reflecting the particularity of students' cultures and histories, or a curriculum whose content is derived from the high-status texts of the dominant culture? He uses the writing of his own assignment to reflect on what these poles of attraction have to offer – to him and to the school students whom he has just started to teach. What enables him to resolve, or at least to move beyond, this opposition is that he shifts the focus from curricular content to pedagogy:

> *'… attention should be diverted away from which texts are taught and towards the status a text should assume in teaching. From my small experience in my new school, deciding how ethical one text is above another can be mind-bendingly complicated. What is important is how texts are taught. Students should be allowed to build up a range of perspectives to*

*inform their reading, rather possessing
a set of useless nuggets of information
gleaned from the usual series of texts,
knowledge that might come in handy in
a pub quiz, but with little application
elsewhere'* (emphasis added) (ibid.).

Writing the assignment thus enables Rob to
work towards a properly theorised practice –
and one which restores, both to him as
beginning teacher and to his students, a sense
of their shared agency.

In conclusion
In working on our Masters level Module *The
Professional Learning Portfolio* (PLP), we were
aware of the limitations of both the term
'teacher training' and 'teacher education'.
'Formation' seemed to us to sum up better
what the student teachers were undertaking,
relating as it does to a 'a deliberately
conducted practice' (Dewey 1916:387). The
assignments set up in the PLP enabled a
discourse that recognised that:

> *teaching and learning as a human
> practice…(involves) not merely a
> fluency in skills and strategies of
> communication but also something
> qualitatively different: a commitment to
> teaching and learning as a distinctive
> way of being human in a world that is
> now one with an unprecedented
> plurality of lifestyles, value orientations
> and careers.* (Hogan, 2003, p.209)

Teaching calls upon the resources and
qualities of the teacher and learning to teach is
a particular kind of learning journey, related in
some sense to self identity.
More widely, as tutors we were able to be
comfortable with our interventions and
tutoring of the student teachers' writing,
because the mode of assignment prohibited a
false split between so called academic and
theoretical elements on the one hand, and
skills and strategies learnt in practice, on the
other. In undertaking the kind of assignments
required for the PLP, students were able to
integrate their learning experiences and were

given the opportunity to articulate them within
a scholarly discourse that did not require them
to 'take themselves out of the picture' in a
discourse of academic 'objectivity'. However,
this in itself required us to consider the kinds
of activities and writing support that would
enable articulation at the level, and of the kind
required.

Biographies
Ruth Heilbronn, is a lecturer in education at
the Institute of Education, University of
London, specialist in teacher education,
languages in education and education and the
philosophy of education. She is currently
engaged in teaching, research and PhD
supervision. She is a member of the editorial
committee for the website for support for MFL
tutors in initial teacher education, ittmfl.org.uk
and the Initial Teacher Training Working Group
of the Centre for Information on Language
Teaching and Research. Responsibilities have
included subject leader for the PGCE MFL,
team leader for PGCE Professional Studies,
and module leader for the Masters of
Teaching. Her most recent book is *Teacher
Education and the Development of Practical
Judgement,* (2008), London, Continuum.

Shirley Lawes is subject leader for the MFL
PGCE at the Institute of Education, University
of London, editor of *Francophonie*, and a
member of National Centre for Languages
Advisory Group on teacher training. Current
responsibilities include teaching, research and
PhD supervision.   Recent publications include
*Modern Foreign Languages: Teaching School
Subjects 11 – 19*   (*19* (2007) Ed. with Norbert
Pachler and Michael Evans RoutledgeFalmer;
Cultural Awareness and Visits Abroad   (2005),
in Pachler N. (Ed), *Teaching modern foreign
languages in the secondary school: a practical
guide, R*outledgeFalmer ; *Practice Makes
Imperfect,* (2002) in Hayes, D. (ed) The
RoutledgeFalmer Guide to Key Debates in
Education.

John Yandell taught in inner London
secondary schools for twenty years, including
eleven years as head of English at Kingsland

School, Hackney, and three years as head of the Ethnic Minority Achievement Team at Haverstock School, Camden. He now leads the Secondary PGCE English and English with Drama course (Initial Teacher Education) at the Institute of Education, University of London.   Recent publications have appeared in the *British Educational Research Journal*, the *Cambridge Journal of Education*, *Changing English*, *English in Education* and *English Teaching: Practice and Critique*.   He is currently engaged in research on how literature is read in English classrooms.
 r.heilbronn@ioe.ac.uk;
s.lawes@ioe.ac.uk;   *j.yandell@ioe.ac.uk*

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13. 'Tell me what to do?'

Andrew Slater, Susan Shaw, Andrew Read, Donna Hurford: University of Cumbria

Summary
The paper discusses and critiques the development of a new Education Studies course for student teachers on a distance learning programme. The course was developed in line with the principles of Assessment for Learning with a strong focus on enabling independent learning. Students' perceptions of independent learning are reviewed and an alternative strategy, designed to scaffold independent learning with a focus on success criteria, is trialed through the Round Table event. The significance of opportunities for reflection and collaborative engagement with new approaches is discussed.

Introduction
This paper reviews the rationale and processes that led to the development of a new Education Studies course for Initial Teacher Education (ITE) students on a distance learning Professional Graduate Certificate in Education (PGCE) course. The expectation that students would be self-informed and critical participants in discussions on current educational policies and approaches is apparent through the nature of the new course. Whilst the course was built upon Assessment for Learning (Assessment Reform Group, 2002) principles with a clear focus on independent learning the paper also reveals that not all students embraced this approach. The notion of having unrealistic expectations about students' readiness for independent learning is discussed and the reasons why some students found independent learning challenging and potentially de-motivating are explored. The paper goes on to present alternative strategies to scaffold student engagement with independent learning and AfL (Assessment for Learning). Learning gained from trialing a strategy to support independent learning at a Round Table event at the ESCalate conference in Carlisle, 2008

is discussed with recommendations for further course-innovations.

Rationale for the development of a new Education Studies course
Following the changes to the Professional Standards for Qualified Teacher Status (TDA, 2007) the implementation of the Primary Strategy (DfES, 2003) in schools and the development of the 'big picture' (QCA, 2008) it was felt appropriate to look at the content of the Education Studies module, which is part of a wider Flexible Modular (FM) Distance Learning Programme for student teachers to study for a combined qualification: QTS and PGCE. The FM Programme attracts a wide variety of students who are looking for an opportunity to study for QTS as distance learners. Many of the students manage other commitments such as part-time work and care responsibilities alongside their studies and school placements.

The content was reviewed by Education Studies tutors, but also, importantly, students who had just finished the programme and were now teaching. Their feedback provided the students' perspective

on how the Education Studies course complemented the whole Programme, a view that subject-based tutors can often miss. Other colleagues including teachers from placement schools, the Programme Leader and the External Examiner were also involved in the critique of the old course and the development of the new version.

Discussion took place regarding key areas that were felt to be important to explore through the nine Base Day, face-to-face sessions e.g. Assessment for Learning, Behaviour Management and Planning. In view of the limited number of face-to-face sessions, alternative pedagogies such as interactive online units and the use of discussion boards were also discussed. It was also the opinion of the planning group that there were fundamental underlying themes that needed to be blended into the seminars; these were reflective practice, inclusion and the Every Child Matters (DfES, 2004) agenda.

The philosophy for the new Education Studies course emerged from these initial discussions. It was apparent that the new course would be based on the tutor team's commitment to enabling the student teachers to 'broaden(ing) responsibility…for their own learning' (Light and Cox, 2001:84) as independent learners and reflective practitioners. Students would be expected to participate in discussions, during Base Day sessions and through on-line forums, about educational issues from informed and critically evaluative perspectives. The tutor would adopt the role of facilitator and would be open and responsive to innovative ideas and pedagogies that could foster more effective independent learning. To achieve these aims the new course would redirect the focus to formative feedback and assessment and accommodate more personalised learning.

Prior to the review of the Education Studies modules on the Flexible Modular Programme the students were required to engage with mainly summative, online, multiple-choice tests related to the old QTS standards as well as submitting two PGCE assignments. The review highlighted the need to reduce the assessment load as students were feeling overwhelmed and there was little evidence of deep engagement with the online, multiple-choice tests. As the students are enrolled on a dual-award course the assessment had originally been designed to rigorously assess their engagement with the TDA's Professional Standards for QTS and to assess their capability to engage with academic assessment at the appropriate PGCE level. However, after consultation with the External Examiner and the Programme Leader it was agreed that the assessment load could be significantly reduced and that school placements would provide sufficient scope to assess the student teachers' capabilities to demonstrate their engagement with the Professional Standards.

In response to student feedback, that indicated that they did not always see the links between the course and school practice, opportunities were sought to establish more overt connections between the course and the students' school-based placements. These connections were highlighted through questions for dialogue between the students and their school-based mentor. The intention was that these discussions would guide the school-based mentors and the student teachers, enabling them both to make more informed reflections and assessments of the student teacher's engagement with the QTS standards in the classroom. This formative method of feedback and was seen as more effective assessment than using online multiple-choice questions and answers. The focus on formative assessment was closely aligned to the notion of Assessment for Learning in the classroom.

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Although the students were still required to submit two PGCE assignments for Education Studies, which would count towards the summative assessment for their PGCE award, the new course was developed around these assignments. Sessions and activities related to the assignments were incorporated into the face-to-face sessions and the online discussion boards. It was made clear to the students from the start of the course that we would focus on enabling them to engage with the assignments by providing support for them as independent learners. Personalised Learning was defined by the Report of the Teaching and Learning in 2020 Review Group: 'Put simply, personalised learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate…we must begin by acknowledging that giving every single child the chance to achieve their full potential…is the fulfillment of it'. (Teaching and Learning in 2020 Review Group, 2006:6). As teacher educators we are no different in wanting our students to progress and achieve their full potential. Through this personalised approach to learning and assessment with our students we can model current classroom pedagogy.

The new course is currently being trialed with students. There is on-going development of the course as new classroom pedagogy and government policies change the goal posts for the students and require them to embrace further new ideas.

Links between the new course and current educational policies and approaches
In an era when the concept of 'teacher training' rather than 'teacher education' tends to be prioritised there is a danger that some students may approach the training process with unrealistic expectations about the path to be followed. The title of our presentation captures, albeit with some

degree of irony, this phenomenon: for all too easily some students may perceive training to be simply about the achievement of required 'standards' by the careful and somewhat mechanical following of tightly focused advice and guidance. Of course, it is important that this claim is not overplayed. The students who opt for the Flexible Modular Distance Learning route to QTS have typically pursued a wide variety of degree routes in their undergraduate studies. The differences between the students are at least as marked as any obvious similarities. These days many degree programmes may be informed by a network of transferable work-related skills. But they are also characterised by huge variations in content and approach. And no two students are the same.

Beyond differences in prior academic achievement there are complex variations in motivation, experience and confidence. The students beginning the Flexible Modular Distance Learning PGCE course are faced with the expectation that they will readily understand that a capacity to work independently will prove beneficial. In practice students may initially vary in their capacity to cope with such work. Prior to beginning the course students may have experienced undergraduate courses offering meaningful opportunities for 'independent learning'. Yet there can be no easy assumption that all of the students have risen to the challenge presented by such opportunities with equal success.

The changes embedded in the new Education Studies modules represent a response to all of these factors, taking into account the central imperative to cultivate a more obviously 'personalised' approach to learning. At the same time the changes are designed to offer a framework which supports the students as they continue to develop as independent learners. The developing approach is underpinned by a determination to take the new emphasis

upon Assessment for Learning seriously, drawing upon the work of the Assessment Reform Group (2002). Research shows that the focus upon Assessment for Learning can help to transform learning experiences in primary and secondary classrooms (Black and Wiliam, 1998). But how can progress at school level be sustained? It is arguable that this implies a parallel willingness to innovate in ITE programmes. Certainly it is important that student teachers recognise that the skilled application of the core approaches associated with Assessment for Learning will have a positive and enduring impact upon children's learning.

The new Professional Standards for Qualified Teacher Status (TDA, 2007) are noteworthy in this context. The importance of formative assessment and the provision of constructive feedback are clearly recognised - see, for example, Standards Q12 and Q27. Equally significant is a strong emphasis upon reflection: Standard Q28, for example, focuses upon the need to support and guide learners as they reflect upon their own learning.

The continuing dialogue relating to the primary curriculum should also be highlighted. Currently the QCA's 'big picture' identifies the need to encourage all children to become successful learners – that is, learners 'who enjoy learning, make progress and achieve' (QCA, 2008). In thinking about the organisation of learning the 'big picture' also stresses the need to 'involve learners proactively in their own learning'.

One key question must be raised. How can student teachers genuinely gain the sense of imagination and vision which will encourage the adoption of innovative approaches to learning in their own classroom work? One helpful starting point is surely to embed these approaches within the student teachers' learning experiences whilst accessing the PGCE course. By seeking to support student teachers in their continued

development as confident, independent and constructively reflective learners the revised Education Studies module seeks to promote this change.

The new Education Studies course
One of the key aims for the new course was to move Base Day session content away from tutor-centred input and to provide instead opportunities for students to participate in critical discussions informed by preparatory work. The new course framework (see Fig. 1) places high expectations on students to engage with online units related to specific session content.
 At the end of taught sessions, students are directed to the online unit appropriate to the next session. As noted the overview of Base Day sessions addresses themes and approaches, such as reflective and inclusive practice, that run throughout the course. However, this could be critiqued on the basis that, although students can access the overview, the 'current themes and approaches' are arguably often only implicit in sessions. Students are also introduced to tutor-facilitated discussion boards, via Blackboard, where forums continue to explore issues raised in face-to-face sessions.

The online units follow a set model: after explicit reference to QTS standards, a series of questions lead to a range of relevant readings and web-based materials; reference to further reading and links to related units are also provided (see Fig. 2). The new course no longer requires online assessment: we felt that non-assessed study of the online units would allow students to engage at a higher level and therefore come to face-to-face sessions with a deeper understanding of issues. The online units do not provide answers but information and opinion, leaving students to develop their own perspectives and understanding. By dividing the online units into a series of questions we felt that students would be able to make choices about which areas to focus
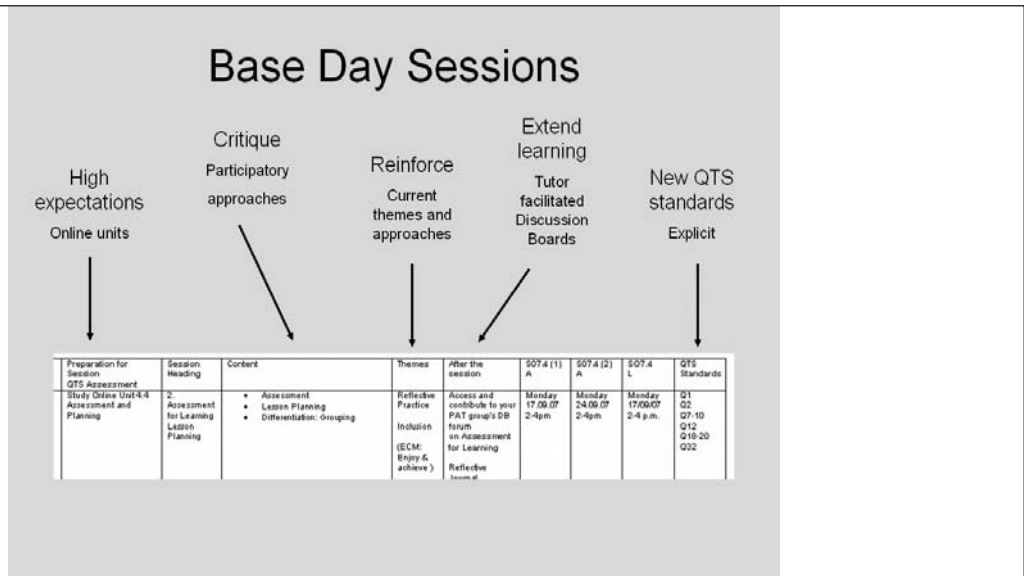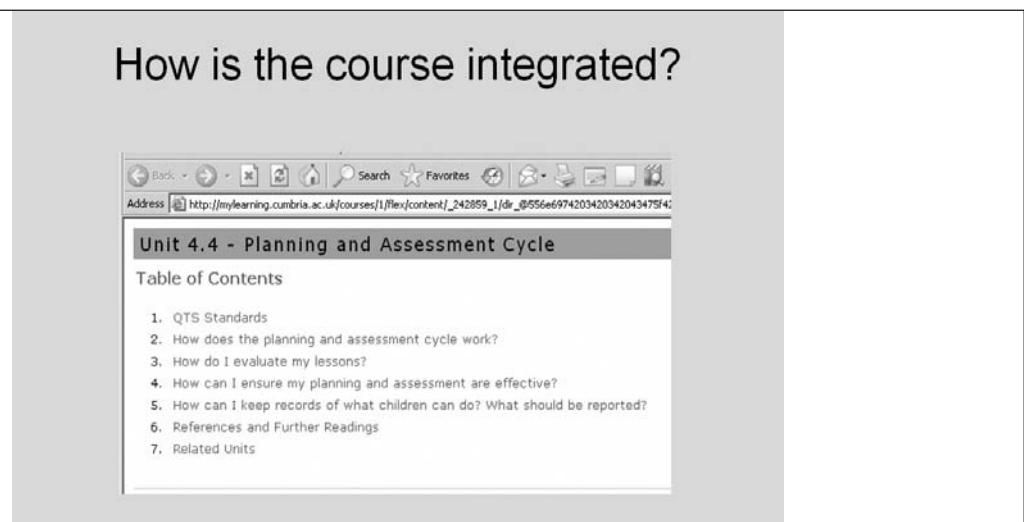
Figure 1

Base Day Sessions

Figure 2

How is the course integrated?

Figure 3

School Placements

on, guided by their reflections on their own understanding. Subsequently we have questioned our assumptions about the effectiveness of this question-led, arguably personalised approach (Read and Hurford, 2008).

The placement handbook was designed to again reflect and facilitate this integrated approach. Suggested questions for school-based tutorials offer opportunities to further explore online and taught session content within the school context. Students are directed to online units to prepare for tutorial discussion: this mirrors the online preparation-taught course model described above, and reinforces the links between the course, independent learning and placement. Related QTS standards are also identified (see Fig.3).

Assessment of the course is through collaborative online discussion and individual written submission on a devised case study, consisting of a fictitious student teacher's lesson plan and lesson evaluation sheet, and a fictitious mentor's evaluation of the same lesson (see Fig.4).

Students are required to draw on their own experience in school in both the collaborative and individual elements, identifying and discussing parallels and conflicts between the various elements of the case study and their own classroom practice. The case study itself is introduced within a taught session, allowing students to identify key issues in a supportive and, where appropriate, facilitative environment, before developing their thinking though the online discussions. Generic feedback on the students' contributions to these online discussions is provided at the base day following the closing of the discussion forums. This allows students to familiarise themselves with tutor expectations and the language of assessment feedback, and provides opportunities to challenge students to engage with reflective thinking at a higher level by identifying generic examples of unreflective writing (see Fig.5).

This more critical approach to evaluative thinking also links to the QTS standards related to personal professional development (Q7-9), emphasising the integration of face-to-face sessions, independent study, and teaching practice that underpins the new course.

The role of success criteria
A mid-course evaluation had indicated that not all of the students were comfortable with the course's expectations for independent

Figure 4

Case Study

Student teacher lesson plan — University and Serial Attachment — First Block Placement

Student teacher lesson evaluation — Discussion Board tasks — Critique aspect of Case Study through own practice

Mentor (AT or LT) lesson evaluation — Assessment — Collaborative critical evaluation — Critical evaluation — Assessment
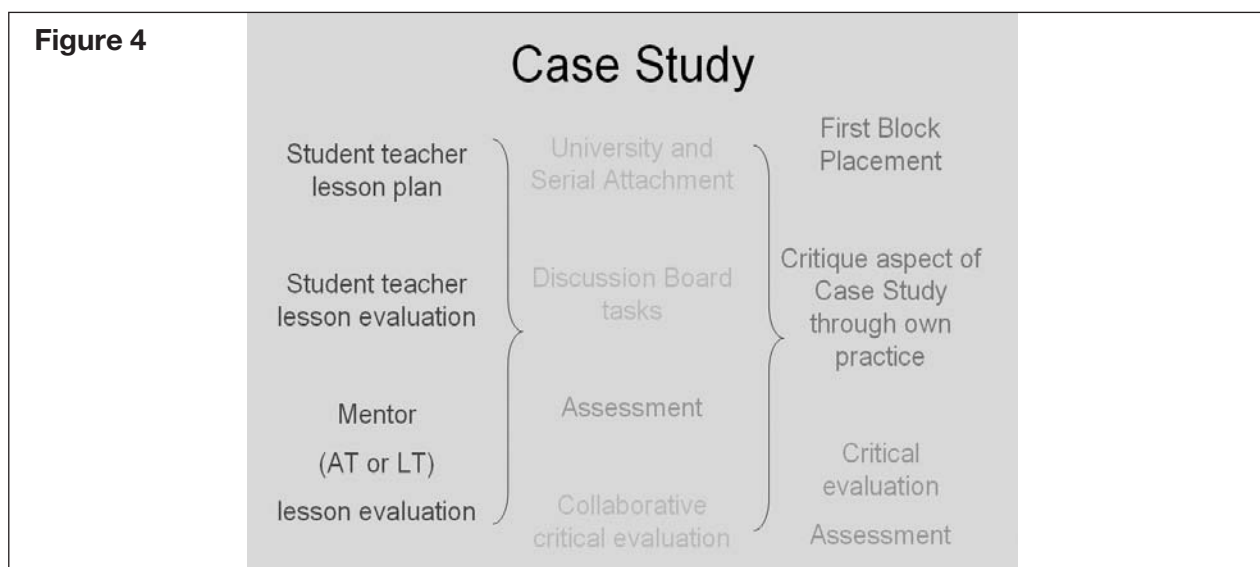
Figure 5

Feedback: Discussion Board tasks

without clarification of reasoning (e.g. "The teacher's use of _____ was inclusive… The use of _____ helps inclusion… The teacher demonstrates a lack of understanding of this group's needs.")

accept the strategies employed by the teacher as effective; describe what the teacher does without evidence of reflective thinking

learning. Despite having planned and implemented a course that was designed to focus on enabling students to develop as independent learners it was apparent that some students found this approach challenging and potentially de-motivating. Student feedback revealed how some found the online modules overwhelming: '(I) need to know how to prioritise, (it) seems quite daunting at the moment, (it's) difficult to break down' (student feedback, 2007). Comments on the lack of course direction on how to engage with the online modules were re-iterated 'I don't know where to start, what to prioritise' (student feedback, 2007). These comments suggested the students were unfamiliar with having to identify their own learning needs and choose appropriate sources from a selection of online materials. However, it could be argued that the problem arose because they were very unfamiliar with the subject matter and therefore lacked sufficient background knowledge to effectively scaffold their own learning. If this was the case it would suggest that the course had been designed with the unrealistic expectation that students would know how to identify their learning needs, even when studying an unfamiliar subject area.

This would be an example of an unrealistic expectation, one that warranted more careful scaffolding if all learners were to be included, whilst not perpetuating a state of dependency (Light and Cox, 2001:141).

Some students indicated a preference for the guidance and re-assurance offered by deadlines and assessment tasks '(I would) Prefer more direction on where to start, like other subjects with unit assessment deadlines' (student feedback, 2007). Noting this evidence of some students' dependence on external assessment to structure and possibly motivate their learning the tutor team looked for alternative scaffolds. The Bridge Model 'a tool for visioning and planning, helping people to identify where they are, where they want to be, and how to bridge the gap between the two' (VSO, 2005:70) was identified as a possible scaffold. During a Base Day session, focusing on using assignment feedback formatively, the students were presented with generic assignment feedback from their first PGCE Education Studies assignment. They were asked to identify what a student would need to do to move from writing a weaker assignment to a stronger assignment. Their ideas were recorded on a version of the Bridge Model, see Fig 6.

Figure 6

Weaker assignments tended to provide	How could you get from the weaker to the stronger? Identify some effective strategies.			Stronger assignments tended to provide
limited evaluation without clear reference to wider reading	Back up own viewpoints with relevant readings.	Read more critically – Is this viewpoint backed up with evidence?	Reflect on own experience; analyse in light of reading and other people's experience.	evidence of analysis and reflection with clear reference to wider reading

What was apparent from the students' engagement with the task was their identification of success criteria alongside the necessary strategies, e.g. '(I can) Read more critically' (see Fig. 6). The students' involvement with identifying success criteria mirrors one of the core principles of Assessment for Learning (Assessment Reform Group, 2002:3) and led the tutor team to review how deepening understanding of success criteria could be integrated into the new course.

Sharing the development of the new Education Studies course with colleagues from other HE institutions through a Round Table activity, at the ESCalate conference in Carlisle, 2008, provided a further collaborative opportunity to share ideas about course development. Involving colleagues, who were unfamiliar with the course, in an activity similar to one being introduced to the students provided something of a test for the tutor team's emerging thinking about enabling independent learning. Once colleagues had been introduced to the rationale for the changes to the course, the development of the new course's philosophy and what it looked like in practice they were invited to consider: 'What could be the success criteria

for student teachers who struggle with independent approaches to learning?' Colleagues were asked to share their perceptions of students on their courses and how they demonstrated independent learning. Colleagues were asked to imagine 'I can' statements that students might share indicating their levels of knowledge, confidence and skills when they described themselves as learners, e.g. 'I can reflect on my own strengths and weaknesses and apply this to my own practice', see Fig. 7. Colleagues worked collaboratively on the task and developed eleven different 'I can' statements, see Fig. 7.

Once the statements had been developed colleagues were asked to sequence them to show progression from a statement that suggested a preference for dependent learning and limited reflection, see Fig.7, statement 1, to a statement at the other end of the continuum, showing a confident and reflective approach to independent learning, see Fig 7, statement 10. Statements 7a were 7b were ranked equally.

When the activity was discussed it was apparent that colleagues shared similar perceptions of how students demonstrate independent learning. Arranging the

Figure 7

> 10. I can use a new strategy and I can reflect on why I implemented it and how I can implement it in the future.
>
> 9. I understand the relevance of advice given and I am able to adapt this to my learning needs.
>
> 8. I can initiate discussion with my mentor on using a strategy that is new for me.
>
> 7a. I can identify the area of my practice that I need to change. (student supports this with critical reference to current practice)
>
> 7b. I can reflect on my own strengths and weaknesses and apply this to my own practice.
>
> 6. I appreciate the value of independence in learning. I can begin to take the initiative.
>
> 5. I can listen to advice and respond to the feedback.
>
> 4. I know what a critique is.
>
> 3. What could I do to make this better?
>
> 2. Something wasn't right about that lesson but I'm not sure what it was.
>
> 1. That was fine. A really inclusive lesson. I followed my plan.
>
> **What could be the success criteria for student teachers who struggle with independent approaches to learning?**
>
> **The student says**

statements in order provoked discussion but there was sufficient agreement amongst the participants to produce a shared outcome. Clearly this activity was completed through HE tutors' perceptions of students demonstrating independent learning. These perceptions were likely to have been influenced by their tacit understanding of independent learning and may not therefore be the same as students' understanding of the concept. Based on these findings and the students' engagement with the Bridge Model it was decided that a similar activity would be introduced to students to see if it offered them a framework to scaffold their own engagement with independent learning.

Concluding Remarks

The learning illustrated in this paper indicates the importance of having opportunities to reflect and collaborate when developing innovative approaches for teaching and learning. It is probably unsurprising that the first edition of the new Education Studies course identified issues that had not been fully considered, such as the unrealistic expectation that all students would engage with independent learning. Putting Assessment for Learning (AfL) into practice presents challenges for both learners and teachers or tutors. The challenge for teachers is illustrated by James and Pollard's research for the Primary Review that notes how some teachers struggle to move from the 'letter of AfL' (James and Pollard, 2008:12) i.e. Writing the learning objective on the board to the 'spirit of AfL' (James and Pollard, 2008:12) i.e. Embedding the principles of AfL into the lessons. ITE courses need to implement and evaluate strategies that enable student teachers to engage with the challenge presented by AfL. If they are to become confident and informed practitioners of AfL in their own learning and as teachers they need to experience and recognize the value of AfL for all learners. Feedback from a student, engaged in identifying success criteria for a fictitious student wanting to develop their assignment writing skills, suggested that she valued this approach: 'I wish we had done this earlier in the course, this approach will be really helpful'. The challenge ahead is to ensure that this Education Studies course continues to provide student teachers with innovative approaches, designed to enable independent learning and deeper understanding of AfL, both for them as learners and as classroom practitioners.

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Susan J Shaw, S. Lecturer- Education Studies Co-ordinator, University of Cumbria. susan.shaw@cumbria.ac.uk
Andrew Slater, S. Lecturer- Education Studies, University of Cumbria.

andrew.slater@cumbria.ac.uk
Andrew Read, S. Lecturer- Education
Studies, University of Cumbria.
andrew.read@cumbria.ac.uk
Donna Hurford, S. Lecturer- Education
Studies, University of Cumbria.
donna.hurford@cumbria.ac.uk

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14. Alternative and International Experiences

Tracy Whatmore: Newman University College, Birmingham

Summary

Undergraduate ITE students at Newman University College have the option to undertake a three or a four-year Initial Teacher Training (ITT) degree. If the students opt for the four-year degree programme, then in their third year they can undertake an international or alternative module and experience. Newman has been involved in the Erasmus European student exchange programme for a number of years, which had been evaluated very successfully by the students and institutions involved. The simultaneous legislative changes to include alternative settings as a placement opportunity, led to the decision to extend and develop alternative and international modules, as part of the validation of ITT provision. The modules would include extended experience in a range of alternative educationally based settings, or school based settings across the world. The Escalate Conference provided the ideal forum to outline the developments and to disseminate some of the initial findings.

Keywords

International / Alternative / Educational Experiences

International and Alternative Experiences

The Teacher Development Agency (TDA) produces statutory Requirements and Standards for Initial Teacher Training, which include 'settings' as an alternative to schools; 'Time training in schools or settings requirement: That training programmes are designed to provide trainees with sufficient time being trained in school and/or other settings to enable them to demonstrate they have met the QTS standards' (TDA, 2008:R2.8, p.16). Thus, the opportunity to enable teacher training students to gain experience in non-traditional educational settings or in international educational settings was one that was embraced by tutors and students alike.

Newman has developed a diverse range of 'experiences' for students over a number of years, including visits to the Gambia to work with children in schools and nurseries. Students have also participated in the Erasmus scheme:

Erasmus is the European Commission's flagship educational programme for Higher Education students, teachers and institutions. It was introduced with the aim of increasing student mobility within Europe. Erasmus forms part of the EU Lifelong Learning Programme (2007-2013). It encourages student and staff mobility for work and study, and promotes trans-national co-operation projects among universities across Europe. The scheme currently involves nine out of every ten European higher education establishments and supports co-operation between the universities of 31 countries. Erasmus has developed beyond an educational programme - it has acquired the status of a social and cultural phenomenon. It gives many European university students their first chance to live and thrive abroad. Well over 1.5 million students have benefited from Erasmus grants to date and the European Commission hopes to reach a total of 3 million by 2012. (British Council, 2008)

The benefits to be gained from such international experiences, for the children and teachers in the settings, and for the students and tutors, were clearly apparent in the evaluations and the feedback from all involved. Therefore, in order to formalise the experiences, and to recognise the significance of these to professional development and personal growth and understanding, the international and alternative modules were created and validated.

International Module and Experience

The International module was designed to give students an insight into the learning and teaching and development of skills in an international context, in one or more settings. The module and experience encouraged the development of knowledge and understanding of international educational contexts, educational structure and organisation, the development of language skills and teaching EAL (English as an additional language). The experience focused on the ability to relate knowledge, understanding and skills gained to learning and teaching in an international context and setting, to monitor progress and assess learning, and reflect on and analyse professional development.

Aims of the module and experience

- to extend knowledge, understanding and skills in relation to learning and teaching in an international context;
- to gain experience of preparation for learning and teaching in an international context;
- to demonstrate critical awareness of how international settings and facilities can be used effectively to implement relevant curriculums;
- to critically analyse practical and pedagogical issues encountered in learning and teaching in an international context;

- to investigate the structure and organisation of learning and teaching in international contexts;
- to gain experience of international settings and the wider context of educational provision;
- to reflect critically on the requirements of the Professional Standards for QTS and other relevant legislation and documentation.

Students spent a minimum of 20 days in an international, education-based setting and undertook a range of activities with children and staff. The students completed a daily journal in which they reflected on their experience and linked this to the Professional Standards. Students went to educational settings in a number of countries including Austria, the Gambia, India, Ireland, Japan and Spain.

Assessment

Students were required to undertake an International placement, to keep a reflective journal and to produce a summative report. It was necessary to successfully complete at least 20 days in an international setting, working with children and adults, teaching a variety of lessons and activities. A report was completed by the setting against a number of specified criteria, and a tutor, who made a visit to the student during the experience, also completed a report outlining the teaching and learning undertaken and the progress made. Students completed either; a 1500 word analytical report based on the planning, preparation, implementation, assessment and critical evaluation of activities/programmes of work/resources/packages in an international setting, and the consideration of the impact of the experience on professional development; or a 1500 word analytical report based on comparative education and the impact of the international experience on professional development.

Evaluation

The students completed evaluations at the end of the experience, which were reviewed and used to plan subsequent experiences. The students' analytical reports and journals were submitted and marked by the SE (School Experience) co-ordinators and the Programme Leader and a summary document for dissemination to students and tutors was produced. Students were invited to 'present' to the rest of the cohort and tutors as a non-assessed way of sharing their experiences. A group of students also participated in a 'Placement Plus' ESCalate Conference at the University of Cumbria where students from a number of Universities shared their 'real life stories' of a range of experiences they had undertaken. This was an inspiring Conference, valued highly by all involved, and reinforcing the belief in gaining experience beyond the traditional.

In the analytical Reports and evaluations, the students from Newman particularly noted:

- Austria: 'With MFL becoming statutory in KS2, the experience really developed my language skills and my confidence in speaking other languages. It has also given me a great deal of understanding about children who do not speak English- we had to undertake a lot of translation and it really emphasised the issues that children with EAL must face in school. The insights I have gained will aid my teaching pupils with EAL and pupils with SENs who may struggle to understand concepts. Teaching RE in English and German (with pupils between 6 and11 in two schools) also gave me more confidence in my specialist subject area.'

- Japan: 'It was a fantastic experience and gave me a lot of food for thought both within an education and a social context. There was a language barrier (I had taken Japanese lessons from a Japanese student for a few months before travelling) but all the children and staff were very welcoming. I taught English and joined in with extra-curricular activities. I saw a range of different approaches, which will impact on my own teaching, and very different relationships between staff. The 1500 word assignment has not justified my experience, and don't hold me to it, but I could have easily written 5000!'

- India: 'The whole experience was excellent. Day to day contact with the children, building strong relationships, and it was brilliant to see the progression in the children's art skills and capabilities over the four weeks. We created a 30 metre mural and got all the children involved, which was extremely different from the school's usual approach. The project gave them freedom to express their creativity and skills. I developed confidence, better understanding of having high expectations regardless of language issues or different abilities, and the value of collaborative team teaching and team work.'

- Spain: 'The experience was excellent. I was able to work with both primary and secondary departments. I gained from working with children from different cultural backgrounds and with teachers who had experience teaching in a range of different countries. I taught pupils and was involved in an extra curricular fencing club. It also showed me that I could be independent in a different country.'

Alternative Module and Experience

The Alternative module was designed to give students a greater insight into the learning and teaching and development of skills in alternative settings across the Key Stages. It encouraged the development of knowledge and understanding of alternative settings in the wider context of educational provision. The experience focused on the students' ability: to relate knowledge, understanding and skills gained to the practical implications of learning and teaching in an alternative educational setting; to monitor children's progress and assess learning and teaching; and to critically reflect on and analyse the experience and the impact on professional development.

Aims of the module and experience

- to analyse knowledge, understanding and skills in relation to learning and teaching in a specialist focus area;
- to diversify experience of planning, implementing, monitoring and evaluating strategies and approaches;
- to be critically aware of how settings and facilities can be used to effectively implement curriculums;
- to critically reflect and analyse practical and pedagogical issues encountered in learning and teaching;
- to critically analyse the role of major factors in the development of a key focus area;
- to extend experience of alternative settings and the wider context of educational provision;
- to critically reflect on the requirements of Professional Standards for QTS and other relevant legislation and documentation.

Students spent a minimum of 20 days in an alternative education based setting and undertook a range of activities with children and staff. The students completed a daily journal, in which they reflected on their experience and linked this to the Professional Standards. Students gained experiences in a range of alternative settings including: Nursery; Foundation Learning Unit; Children's Centre; SureStart Children's Centre; Primary Schools; Community College; Secondary Schools; High School (Learning Support Section); Special Schools; School and Centre for Motor Education; School Children's Hospital; Activity Centre; School and Sports Centre; Family Support Services; Farm Children's Centre; Farms for City Children; Education Centre; Centre for Excluded Pupils; City Development Directorate, Culture and Leisure; Art Galleries and Museums.

Assessment

Students needed to undertake a minimum of twenty days in an alternative setting and receive a successful report from the setting. During their time in the setting the students were expected to work with children and adults and to develop their understanding of learning and teaching. Students produced a 1500 word analytical report based on planning, preparation, implementation, assessment, and critical evaluation of activities/programmes of work/resources/ packages in an alternative setting, and the impact of this on professional development.

Evaluation

Based on the students' evaluations of the experience and the reports submitted, the following initial points were noted and disseminated at a presentation to the rest of the cohort:

- Outdoor Education Centre: 'I was given full training up to Activity Instructor Position, a uniform and accommodation. I took sessions, planned a rota, undertook risk assessments and worked as part of a team. I really valued seeing a more practical side of education and being able to work with children and teachers in a completely different situation.'

- Education Centre (for Excluded Pupils): 'The children had very challenging behaviour that could change at any time, which meant being very careful with what you said and using varied behaviour management strategies. I learnt so much about behaviour management and I believe this will really help when I teach. I feel that the placement was so useful that it's a shame others can't experience it.'
- SureStart Children's Centre: 'I really valued the freedom to plan and teach my own creative activities inked to the Early Years Foundation Stage and art/creative development and to show I could be an innovative practitioner. It was good to be able to observe and work with children learning through play in a relaxed, friendly environment, and researching and implementing elements of Reggio Emilia philosophy. I gained a greater insight into the Early Years, which will be useful for future experiences.'
- Museum and Art Gallery: 'I worked with primary and secondary pupils on school trips and a half-term activity week. I also planned and taught a lesson for home schooled children, and helped the Education Officer with ongoing family learning projects. The experience gave me a great insight into what is required of a class teacher in preparation for a school trip to gain the best experience for the children. I was able to work with older pupils and a range of professionals.'
- Learning Support Unit: 'I supported pupils with special educational needs in lessons and extra support sessions. It was useful to work with pupils and find out more about their needs and how to support them. It was my knowledge and understanding of working with pupils with SENs, which

will be useful in mainstream teaching. Although it was useful and interesting I think that I would rather have spent less time there and had a 'normal' school placement as well.'

Professional Development
During the experiences students kept a Journal and tracked their progress against QTS Standards. One standard that was particularly cited in student Journals and Reports related to working with children with EAL, with whom some of the students had had limited or no previous experience:

Know how to make effective personalised provision for those they teach, including those for who English is an additional language or who have special educational needs or disabilities and how to take practical account of diversity and promote equality and inclusion in their teaching. (TDA, 2008:Q19)

One student that gained experience in a German speaking school in Austria noted:

'As the Grade 1 class had very limited experience in English it was important that teaching involved lots of kinetics or communication by bodily movement. Fours aspects are relevant – smiling, head nods, bodily relaxation and gestural behaviour (Cohen, Manion and Morrison, 2005:186). These actions enabled us to praise the children and to show them that what they were doing was right. We demonstrated a game using your hands which the children followed without having to communicate verbally. Modelling what we wanted the children to do enabled them to do tasks, and non-verbal communication could be used to show praise.

The placement enabled me to appreciate the difficulties children with EAL in English schools may face. I found from observing lessons taught in German that a small basic picture can help explain an idea significantly and that body language and "acting" out can really help understanding. I now know what the saying "A picture paints a thousand words" really means.'

The DfES (2005) noted that: 'The cornerstone of the National Languages Strategy is the introduction of language learning in all primary schools by 2010. This means that all pupils throughout KS2 will have the opportunity to learn a foreign language and develop their interest in the culture of other nations'. Thus, from 2010 all pupils in KS2 must be taught a foreign language, and many of the students stated that the international experience had provided a significant opportunity to consider this, in relation to their professional ability to be able to teach a foreign language in school.

One student, having completed experience in an Austrian School, stated:

'The placement also allowed me to see how modern foreign languages can be taught in primary schools, as this was an area I had no previous experience of. I now feel more confident to teach MFL, and recognise the importance of developing conversational skills and being able to give children practical knowledge of a language that they can use. The children were really excited about using the English they had learned and wanted to ask and answer questions in English.

"Learners' attitudes to learning and their confidence in themselves as learners are key factors in successful learning. Feeling confident to have a go, without fear of failure, and developing a positive attitude to learning itself allows learners to develop

confidence in their ability to learn" (Gibbons, 2002:11). *This is a key idea, particularly when teaching languages. The children were encouraged to speak and answer as best they could and to develop confidence in "having a go".'*

Conclusions

The majority of students stated that they had gained considerably from the experiences they had undertaken, and commented on the fundamental and significant impact of these on their continued professional learning and development. A student who undertook a placement at a school in India stated:

'Art is most specialist area and I was particularly interested in the differences between approaches to learning and teaching art. Balancing respect for colleagues' approaches to art, whilst sharing our approaches, helped develop my collaborative skills. The mural project we undertook gave me experience of planning, organising and managing a large-scale project. This encouraged critical reflection of my own practice and how I can further improve my implementation of art in the classroom.'

Whilst another student wrote:

'Undertaking the international placement in a Montessori school for children with disabilities (in Ireland) has had an exceptionally positive effect on my professional development and future teaching career. I gained a significant amount of knowledge about a variety of disabilities including cerebral palsy, muscular dystrophy and epilepsy. I have interacted with and taught children with a range of disabilities; spoken to their teachers and parents/carers and observed a number of therapy sessions such as

physiotherapy, occupational therapy and speech therapy. These experiences gave me an insight into the support available beyond the classroom, and the way in which all practitioners need to work together to ensure children's specific needs are addressed'.

There were issues that needed to be reviewed, based on the feedback from all stakeholders involved and developments and amendments will be made. Appropriate preparation is fundamental to ensure that the maximum benefit can be gained by all those involved in the experience. For example, International Experience students gained from attending foreign language sessions prior to travel, which supported effective communication, learning and teaching. However students also needed the opportunity to consider the cultural aspects of working with children and adults in an international context, which could be fundamentally different from any experiences previously gained. Thus the future onus on more holistic preparation will be important, to include: opportunities to discuss and buddy with students who undertook experiences the previous year; input on cultural traditions and practices; further liaison with visiting Erasmus students to share their experiences; increased contact between a designated tutor and the alternative/international setting and student. The enthusiasm and exuberance of the students on return from their respective experiences and the value of the experiences in terms of professional development and increased confidence were significant and bode well for the future.

Bibliography
Dr Tracy Whatmore is the Undergraduate Initial Teacher Education Programmes Leader at Newman University College, Birmingham. She has worked in Higher Education for fourteen years, on Teacher Training and Early Childhood Education degree courses. Prior to this she worked as an Early Years and Primary Teacher in Worcestershire. Her particular fields of interest include: Early Childhood Education, Policy and Practice; Comparative and International Education; Developing Partnerships; and the impact of the Environment on Learning and Teaching.

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15. The use and development of 'Teachers' TV' to support Initial Teacher Training and in-service teachers' Continuing Professional Development

Jane Dixon: University of Cumbria

Summary

This paper outlines how one university became involved in the development of two programmes for 'Teachers TV' on the role of the mentor in schools. The reasons were both practical, and developmental, with short and long term gains for students and teachers alike. The original idea was to provide up to date video material of student teachers and mentors, tailored to support the initial mentor training courses run by the university as part of in-service teachers' Continuing Professional Development. Following the successful development of the programmes, they are now being used to demonstrate what makes for an effective mentor. The student teachers that took part were enthusiastic about the use of video as a starting point for discussion of their practice with their mentor, as featured in the programmes. The integration of such an approach is now being considered by those developing new QTS (Qualified Teacher Status) courses at the University of Cumbria. At the end of the process, both the students and the mentors felt that they had become more reflective practitioners. The materials have been picked up and used by other Initial Teacher Education providers and have proved valuable in their own context.

Why
There were several reasons why I wanted to work with 'Teachers' TV' to develop programmes on mentoring in schools, including:

- A lack of availability of current video footage of mentors in action needed for teachers attending University of Cumbria Primary Mentor Training courses;
- A desire for such programmes to consider our own contexts, such as rural, small schools. By working with 'Teachers' TV' we hoped to end up with useful programmes that were tailored to our specific needs and were relevant and up to date;
- The desire to encourage teachers who had not previously considered mentoring, that it is valuable both to

the students in terms of support, and the teachers in terms of their own continuing professional development;
- The desire to show would-be students that teachers come from diverse backgrounds, and that it is an inclusive profession; thus supporting the Widening Participation Agenda.

The Process
In June 2006 I contacted the Joint Head of Programmes at Teachers' TV to find out whether they had any programmes on mentors that could be used with our initial mentor training courses. At the time, nothing was evident, and the response was that such a programme did not seem like it would make for good television. The materials I had been using were really quite dated, so I was keen to pursue the issue, and developed a couple of ideas and submitted them. After

quite some time had elapsed, an independent television company was appointed to work on the idea and from this point on things moved quickly. I met with the editor, where we further developed ideas for the programmes, and I took on the task of finding suitable students. Due to financial constraints, the filming schedule was tight, with little margin for error. However, the students, mentors and children were all very enthusiastic, and the completed programmes which aired in September 2007, some fifteen months after the original idea was muted, were relevant and professional.

The role of the author
As well as developing the original idea, my role was to work closely with the television producer, to find students and schools willing to take part, to provide extra resource material, and to help with the final edit.

The filming
The filming of each student was completed in a single day. The student and mentor were briefed before hand and had an idea about what to expect. The television crew were professional and put everyone, including the children, at their ease. They filmed a whole lesson, which was then shown to the student and mentor for discussion. This discussion was also filmed, and formed the main part of the programme. The students were able to see their own 'performance' and comment on how they did. It was interesting to note, that on watching themselves, the students felt they did better than before they had seen the film. This led to a discussion about the value of using video footage to critically evaluate one's own performance, taking steps to improve future practice and becoming a reflective practitioner. The students commented that they felt this was the most useful aspect of the whole process, and that other students would benefit from such an opportunity. Analysis of their teaching, helped boost the students' confidence and

self-esteem. It allowed them to be more objective about their performance, than they would normally be when they relied on 'instinct'.

'Downloadables'
Whilst the television company took the lead in the direction of travel for the programme, they very much gave over ownership to the accompanying 'downloadables' to me. These were any resources that could be added to the 'Teachers' TV' website, including weblinks, case studies, relevant books and journals. I felt that I wanted to use these to encourage more teachers to become mentors. To this end I developed several downloadables including:

- An outline of the television programmes
- Why get involved in mentoring students? – this explored the benefits to schools, teachers and children, of having students in schools
- What skills and attributes does a mentor need?
- What does the role of the mentor involve?
- What students say about mentors – for this I canvassed 300 students and asked them what made for a good mentor. A selection of answers were added to the website
- What to do if a teacher is interested in getting involved

Some issues
Development of ideas – as a professional with a background in education, working with people with a television background, we inevitably came to the project from different perspectives. I wanted to get across the role of the mentor, exploring their skills and qualities and what made them become a mentor initially. The television producers were very much concerned with the visual element and the direction of the programme evolved from the earlier idea. It was through

close dialogue that we ensured the essence of the programmes was not lost, although at times communication was not easy.

Communication – this was sometimes a problem as the deadline given to the television company gave little time for planned collaboration as the project progressed. I would often be teaching when they needed to speak to me, so, on occasion, decisions were taken that, at times, I was unaware of.

Selection of students – once the independent television company was given the contract, the time scale was short. This meant that the number of students to consider was limited. At the time, we had second years of our three year QTS course on placement, and our part time post graduate students doing their first two week block placement. I spent a considerable amount of time trying to match up students and schools. This was difficult for several reasons, including the short notice given and the understandable reluctance of some schools or students to appear on television. On several occasions I had a willing mentor, but their student was not, and vice versa. In the end, the students and mentors chosen worked very well and helped to challenge perceptions. In the rural school we used, the mentor was Jude, a 24 year old teacher, whilst her student was Christabel, a thirty something mother of two, with experience as a classroom assistant. On first meeting the pair, it was tempting to think that Christabel was the teacher. The student from the second school was Emma, who, as a 19 year old might be seen as a more 'typical' student, but her role as a part time carer for her mother, also challenges perceptions. Hopefully, as well as challenging teachers' perceptions as to what a typical student teacher might be, these two students might also encourage larger groups of people who might not normally consider teaching as a career to do so, thus widening participation in higher education.

Limited budget – this not only meant that the filming was done quickly, but also that it had to take place in the North West. I had hoped to be able to film from our London campus, as I felt it might give a different perspective. It would have been interesting to have contrasted our rural school, with a large inner city primary, and to have compared the two mentoring experiences, exploring whether they were indeed different.

The issues that arose were not insurmountable and were far outweighed by the benefits.

The students who took part learned the importance of reflecting on practice and, through the process, felt they had a better understanding of where they were and what they needed to do next to develop as teachers. They reported increased confidence and self-esteem.

Students at the University of Cumbria have two programmes to watch. These show what a good mentor does and also demonstrate what they should be doing as students, such as listening to advice, sharing practice and so forth. We were also given the rough video footage of each lesson the students taught. This is proving useful both on the undergraduate and mentor training courses. Students are being encouraged to make use of other 'Teachers' TV' programmes to support their studies, but are learning to critically evaluate and reflect on what they see.

Potential students can be challenged in their views about what makes for a 'typical teacher', and hopefully see that ITE is inclusive and may well be for them.

The mentors felt they had learned a great deal from the filming process. They felt they were more aware of the importance of meeting the individual needs of students, and their role in helping them become

reflective practitioners. Through the use of the video footage to analyse the students' lessons, the mentors were also able to reflect on their own practice.

Continuing Professional Development at University of Cumbria - Teachers on initial mentor training courses as part of their CPD, have relevant and useful tailored television programmes on the role of the mentor that they are using to inform their own practice.

Teachers nationally can gain insight into the role of the mentor and decide if they wish to become involved in student support. They can also get an idea about the diverse nature of students.

The author – I have been able to update and improve the initial mentor training courses I run. I have seen the value to the students of the filming process in helping them become reflective practitioners, and it is something I will look into developing with my undergraduate students. The experience of film making was completely new for me, and really challenged and engaged me at every stage.

Unexpected bonus:
Whilst the programmes aired in September 2007, they have been archived into the video library of 'Teachers' TV' and are available for anyone to download and use. One ITE provider plans to use the programmes with their teachers and left a comment on the website: 'Will be excellent to use with ITT mentors – thanks'. It is encouraging to think it has a nation wide audience. The next step is to look at sharing materials and practice with other ITE providers, thus enriching our courses and programmes even further.

Concluding thoughts
This has been a positive and worthwhile experience and one I would consider again. The process could equally be applied to those wishing to make 'tailored' TV programmes for students in ITE or in schools.

Biography
Jane Dixon is a senior lecturer at the University of Cumbria. She has worked in Higher Education for eight years, having previously taught for fifteen years in primary and Eearly Yyears. She was a school mentor for several years, and is currently the co-ordinator for primary mentor training at the University. She teaches on undergraduate and postgraduate courses, with a particular interest in Early Years. She enjoys her work as a link tutor, working closely with schools in and around Cumbria.

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16. Developing Better Teachers; Innovative practice within a standards based framework

Peter Cook, Daryll Griffiths, Karen Griffiths, Sue Horder: Glyndŵr University (formerly North East Wales Institute of Higher Education - NEWI)

Summary
This paper examines the effectiveness of the 'Innovation in Teaching and Learning' module delivered as part of a PGCE programme at an HEI (Higher Education Institution). The module aims to: promote innovation in the pedagogy of subject disciplines; create opportunities for sharing best practice; embed the support of literacy and numeracy in classroom practice; and encourage scholarship in teaching and learning. The research involved 'a case study approach' aimed at identifying various innovative practices, the way they impacted on the individual's teaching practice and whether the module was an effective learning experience for students.

Keywords
Innovation practice / Creativity / Initial Teacher Training / Post-compulsory Education and Training (PcET)

Context
Innovation in teaching and learning has a substantial focus within the PGCE (PcET) programme at Glyndŵr University, reflecting the importance the staff team place on the continued development of existing teaching skills, both for the teacher/lecturer and the learner, in terms of critical reflection and evaluation that lead to the impact on the improvement of teaching and learning in the post compulsory sector.

Learning activities that emphasise branching out, finding out or inventing, such as discovery learning can be more effective than traditional methods such as face to face lecturing Cropley, (2001:6). The Innovation module supports learners in testing new situations in teaching and learning and the term 'Innovation' within the module is defined by the staff team as an interactive process of engagement with new understandings that impact on the development of existing 'curricula' and teaching strategies .

The 'Innovation in Teaching and Learning' module has a 66% weighting on the second phase of the PGCE programme and students' innovative practices are captured within two case studies where each learner produces one with a teacher development focus in their subject area and one which focuses on the integration of the Minimum Core of Literacy, Language and Numeracy (LLN). The PGCE programme celebrates an exposition in June where all learners from the partnership share their innovation projects. It is intended that all innovation case studies are compiled within a publication to be shared with the wider learning and skills sector community.

The Minimum Core of Literacy, Language and Numeracy (LLN) has been introduced into all PGCE programmes nationally and attempts to equip all trainee teachers to develop inclusive approaches to addressing the language, literacy and numeracy needs of their learners. The intention of the Minimum Core is to strengthen the focus on the minimum personal skill requirements of any teacher working in the learning and skills

sector. Leitch (2006) reports that skills are increasingly the key lever to prosperity and fairness (p.3) with one in six young people leaving school unable to read, write and add-up properly (p.14).

To address the aspiration of the UK becoming a world class leader in skills by 2020 (doubling the attainment at most levels) teachers need to develop *inclusive* approaches to learners that address individual personal skill development. The gauntlet of challenge has been clearly presented to teachers in the learning and skills sector with a target of 95% of adults to achieve the basic skills of functional literacy and numeracy (to achieve a total of 7.4 million adult attainments over the period) (Leitch, 2006:14).

The PGCE, LLN and Glyndŵr University
The notion of learning in and for the workplace is not new and the PGCE at Glyndŵr University embraces the broad principles of Problem Based Learning (PBL) where learners address problems that arise from professional practice. The diversity of the learning and skills sector is its strength where issues in practices can differ widely according to curriculum areas. Through the identification of subject specific curricula, learners are encouraged to become self directed, critical in their own teaching and reflective in their continued development. The Individual Learning Plan (ILP) underpins continued development through reflection and critical engagement of experiences. It is the ILP that enables initial capture of personal and interpersonal skills, LLN and learner's beliefs and values. This is achieved with some success, partly due to the efforts of subject specific mentors who help trainee teachers to connect with their organisation, learning and the development of specific skills, and partly through the learner's own commitment to the tutorial processes embedded within the PGCE.

The Glyndŵr University PGCE experience encourages teachers to extend their knowledge, change their practice and be innovative in their approaches to learning, teaching and assessment. Hefty word lengths that are usually associated with undergraduate programmes of this nature are no more, as assessments of modules are negotiated with individuals to suit their preferred want, need, characteristic and style. Learners are now presenting their learning and continued development through other media, examples of which include e-portfolios, videos, textiles, paintings etc. Literacy, Language and Numeracy is supported and developed in context with learner's specific work based experience and recorded within the Individual Learning Plan.

The first phase of the programme involves learners addressing their own personal skill development and also the embedding of LLN within curriculum. Phase two has a module devoted to innovative practice in teaching and learning and also the development of LLN within learners' own subject specialism. These practices are captured within case studies, each learner producing one with a teacher development focus and one focusing on the integration of LLN.

The success of the programme at Glyndŵr University could be attributed to its interconnectivity with:

- The individual's own learning need, identified and recorded within the ILP;
- National standards together with the 'Minimum Core';
- Curriculum focus groups reinforced by personal mentors;
- Innovative approaches to teaching, learning and assessment that include the development skills in Literacy, Language and Numeracy.

Continuing professional development is a central theme of the PGCE programme. Mentors have opportunities to engage in accredited training that encourages the development of 'communities of practice' (Lave and Wenger, 1991:29). The development of LLN skills can be further facilitated by subject mentors and programme tutors working together to identify subject specific and generic development opportunities with students. Mentors are valued as an integral part of the PGCE programme team as they enable a greater connection with the programme, work based learning and the individual, thus strengthening the processes of learning defined by Kolb (1984:4).

Literature Review

Robinson (2001:11) suggests that all students possess creative capacities, and that it is finding their cognisant 'element' or 'flow' that will allow them to utilise their creative thoughts to produce innovative actions which may enhance their teaching style. For the purpose of initial teacher training, instead of defining creativity, concentration is focused on the processes required to produce novel, effective and innovative teaching strategies. However, there are initial barriers to overcome. Mann (2001:13) makes clear the alienation of creativity in students that are created by learning and power relationships in higher education. The first task of the lecturer is to guide students towards a positive appraisal of their perception of creativity and innovation. This is achieved through pro-active sessions, introducing personal and professional characteristics of role models in their lives - the transformational mentor (Sternberg, 2002), a history of creative cultures - the rise of innovation as a distinct cultural value (Negus and Pickering, 2004), and an examination of explanations of the creative process by successfully creative icons past and present (Vernon, 1970 and Gibb and Gibb, 1999).

Sternberg (1999), Flynn (2007), Gardner (1983; 2003) and Cropley (2001) highlight the inter-relationship between creativity, intelligence and critical thinking. Students are informed as to the broad curricular base for creative intervention within the PGCE, and the concept of the 'three P's ' - people, processes and products - is explored through pro-active exercises, thus combining self-esteem and confidence with creative skills and knowledge in order to produce the product outcomes of creative effort (Fisher and Williams, 2004).

Distinctions between teaching creatively and teaching *for* (*sic*) creativity are made by Jeffrey and Craft (2004), suggesting that the former relates to using more imaginative approaches to make learning more interesting and effective, while the latter defines forms of teaching that are intended to develop young people's own creative thinking or behaviour. Jeffrey and Craft comment that teaching creatively could be interpreted as 'effective teaching' and that teaching for creativity may perhaps be interpreted as having 'learner empowerment' as its main objective.

Ogunleye (2002:177) suggests that underachievement of adults is a problem with 37% of adult learners in further education in England not achieving their qualification aims. He argues that fostering creativity in the learning process through creative curricula, teaching and instructional techniques could be one answer to the problem. Ogunleye (op. cit.) suggests that creativity within the curriculum is a process *and* a product, as well as a condition of the environment. In order to encourage students to apply knowledge and make new constructs, the underpinning knowledge needs to have an emphasis on both basic skills and subject specific knowledge. It is suggested that the ability of students to make new constructs and find solutions to a given task or activity within the classroom,

whilst improving academic achievement can also extend to skills needed beyond the classroom environment. The 'Innovation in Teaching and Learning' module supports Ogunleye's view through the two case studies, one related to developing innovative teaching methods within subject areas and the second developing the integration and embedding of language, literacy and numeracy (basic skills) within the subject area.

Methodology
This study is a small scale action research project using a case study approach at Glyndŵr University, employing students from the full time and part time PGCE programmes. The aim of action research is to arrive at recommendations for good practice that will tackle a problem or enhance the organisation and individuals through changes to the rules and procedures within which they operate (Denscombe, 2002). Critique of a case study approach, according to Bell (2005) and Newbold and Maddocks (2006) is to question the value of a study of single events as it can be difficult for researchers to cross-reference and check their findings. Whilst we agree, in part, with this view, in order to implement an effective change in the delivery of the PcET programme, it is necessary to focus on one institution.

Data Collection Methods
Data collection included the use of a questionnaire to part time and full time participants of the PGCE (8 part-time and 18 full-time). Students were asked how effective the 'Innovation in Teaching and Learning' module was in terms of developing their own practice within a scale of 1 – 5, with 1 being ineffective and 5 being very effective. Interviews with tutors from within our franchise partners were utilised in order to understand the effectiveness of innovation within the PcET programme from a tutor perspective.

The questionnaire design ensured both quantitative and qualitative approaches. Quantitative questions were analysed using an Excel spreadsheet. Tutor interviews were conducted using the same questions asked of the students, but from the context of the tutor's perception of the module and the learning outcomes demonstrated by the students.

Validity and Reliability
The questionnaire included relevant quantitative questions that offer valid data from this study and tutor interviews enabled additional reliable data to be collected that backed up responses in the questionnaire while supporting triangulation of data collection. During the tutor interviews, responses were summarised and repeated to the tutor to check that they had been recorded correctly. On reflection, interviews with mentors within the placement organisations may have ensured this study was even more rigorous, however time constraints influenced how many data collection methods could be utilised in this research.

Ethics
Questionnaires were completed anonymously, as was the recording of tutor interviews, thus ensuring the confidentiality of the responses in both methods. The reasons behind the study were explained to students taking part in both the survey questionnaire and the tutors being interviewed and their permission sought to use the findings in the study.
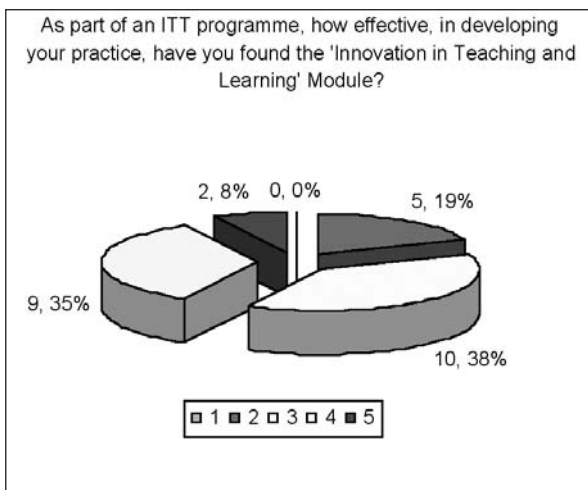
Findings and Discussion
Out of 26 respondents, 8% scored the module at 5; very effective, with 35% scoring 4 and 38% scoring 3. No students perceived the module as ineffective.

When asked to comment on the effectiveness of the Innovation module responses included:

- Improved confidence
- Researched more widely
- Opened eyes to new ideas 38%
- Greater awareness of integrating the Minimum Core into own practice 27%

Responses included two students who felt that they were already innovative and one student who felt confused as to how they might measure innovation. This student stated that what might be innovative to one student may not be innovative to another.

As part of an ITT programme, how effective, in developing your practice, have you found the 'Innovation in Teaching and Learning' Module?

Students were also asked to comment on the flexible delivery pattern offered by the institution with the majority of comments being positive and most common responses included:

- Moodle was useful 15%
- Directed studies and wider reading helped 12%

There was however, a mixed response to the attendance pattern. The full-time group were expected to attend sessions two days a week, with an additional day set aside as a 'virtual day'. Attendance was sporadic and feedback during the study confirms this. Out of 18 respondents, 39% felt that the flexibility enabled them to plan their time more effectively in terms of course workload and placement. In contrast, 33% felt that they would have preferred being in college

full-time and then out on placement during the three pre-arranged periods in the academic year. The part-time students' responses were all positive; they are all in-service and attending five hours a week.

When asked which specific areas of practice students developed as a result of undertaking this module, there were a wide range of answers. Students commented on a number of areas suggested and also commented on additional areas if they were not listed. The chart below identifies aspects of practice students felt they had developed.
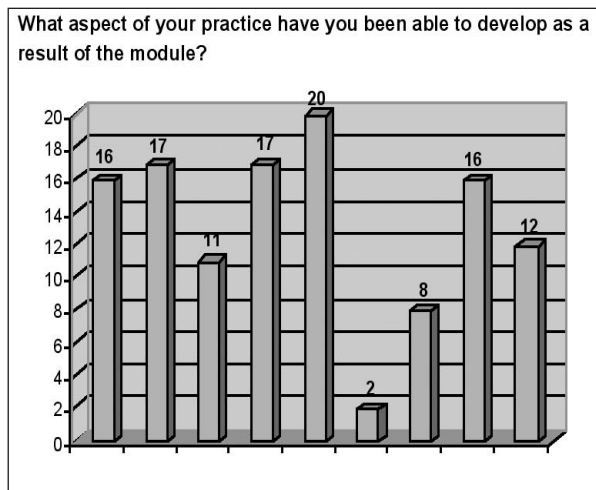
What aspect of your practice have you been able to develop as a result of the module?

Students were asked to consider the extent to which the module made an impact on their approach to innovative practice. Using a Students were asked to consider the extent to which the module made an impact on their approach to innovative practice. Using a scale of 1-5 with 1 being low impact and 5 being high impact, 67% of respondents agreed that the module had a relatively high or high impact on their use of innovative approaches during phase 2 of the PGCE.

Students were asked what they felt they needed to develop as a result of undertaking this module. The key area for development in the future in order to support innovative practice was Information Communication Learning Technologies (ICLT) (38%),

followed by a variety of Continuing Professional Development (CPD) requirements including; wider reading, subject specific research, numeracy skills and time management.

Tutors felt that the innovation module was very effective as it promoted autonomy and built confidence in students in terms of experimenting and developing their practice. One tutor commented that initially students were sceptical about the scope of innovation within the constraints of their subject areas. Following research and discussions with peers, they were able to identify innovative practice that had been developed as a direct result of the module, and examples include; presentation of work, interaction with the core curriculum; use of ILCT etc.

Whilst students did not make connections with the innovation module and scholarly activity, one tutor felt that the module developed this indirectly as colleagues had observed their innovative practice and were developing their own practice as a result. There was also a view that whilst supporting the development of the minimum core in terms of the production of a case study the module enabled students to develop their skills in writing and critical analysis.

Conclusions

There is a need in initial teacher training programmes to model best practice, according to Thomas and Pring (2004), who note that modelling best practice is one thing that influences and encourages tutors to change their practice to take account of new knowledge and is credible evidence that new approaches will enhance their students' learning.

Ogunleye (2002) suggest that colleges need to broaden the curriculum and encourage staff development in teaching approaches and strategies. By offering a module that focuses on innovative and creative teaching

methods, this development is supported in our student teachers. The Future of Higher Education (DfES, 2003) recognised the success of universities in the UK. Initial teacher training programmes need to embrace creative, innovative and flexible programmes to support the diversity of student teachers and to model practice that will encourage student teachers to embrace this pedagogy. Innovation and creativity in teaching and learning can foster skills that involve individuals having the flexibility to respond to problems and the demands of every day life (Banaji and Burn, 2007). The LLUK standards (2007) support the development of teachers who are able to use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence.

This case study has examined the effectiveness of the 'Innovation in Teaching and Learning' module delivered as part of the PGCE at Glyndŵr University. The results from the study confirm that 81% of students perceive this module as effective/very effective in terms of the development of their own practice. 38% of the students stated that the module opened their eyes to new ideas, with 27% stating that they now had a greater awareness of integrating the Minimum Core into own practice. In order to reach the target set by Leitch (2006:14) of 95% of adults achieving basic skills of functional literacy and numeracy, teachers engaged in post-14 education and training must become innovative in their approach to teaching, learning and curriculum development. Networks of professional communities need to establish best curricula practices that are specific to addressing LLN in specialist fields of learning. The teaching of LLN embedded in these fields of learning should be seamless in its presentation of curricula and sufficiently challenging to promote continued critical reflection on teaching practices with particular relevance to practices and learning in the workplace.

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The authors are Senior Lecturers in Post-compulsory Education at Glyndŵr University.

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17. Initial teacher education and the management of pupil behaviour: what experiences, resources and interventions do students find helpful?

Terry Haydn: University of East Anglia

Summary

The ability to manage pupil behaviour has always been an important part of competencies frameworks for student teachers in the UK. The 2006 Training and Development Agency for schools (TDA) survey of Newly Qualified Teachers (NQTs) found that only 25% of new teachers who had trained at our institution regarded their preparation for 'establishing and maintaining a good standard of behaviour in the classroom was 'very good', so we made a conscious decision to devote more time to this aspect of our course. However, the 2007 survey (TDA, 2007) reported that even fewer (19%) of our students felt their preparation was very good, so we conducted a study to see which inputs and experiences they had found helpful, and which less so. The outcomes of the study are reported below.

Context of the study

The ability to manage pupil behaviour has always been an important part of competencies frameworks for student teachers in the UK. It is also an area of professional practice that is a central concern (and cause of anxiety) for many student teachers.

The Training and Development Agency for schools' annual survey of NQTs gives feedback to Initial Teacher Education (ITE) providers on students' perceptions of how well they have been prepared in various aspects of their teaching competence, including the area of managing pupil behaviour. In the 2007 survey, only 25% of NQTs regarded their preparation for 'establishing and maintaining a good standard of behaviour in the classroom as 'very good', and just under a third of new teachers regarded their preparation in this area as 'adequate' or 'poor' (TDA, 2007).

The format of the TDA's reports makes it possible for providers to examine the feedback from their own students, as well as considering the feedback from NQTs across the sector as a whole. In the 2006 NQT survey (TDA, 2006), only 25% of our own students reported that their preparation was 'very good' in the field of managing pupil behaviour (as against an average of 21% across the sector generally), so we made a conscious decision to devote more time to this aspect of our course, more than doubling the time allocated to lectures and seminars on pupil behaviour. However, the feedback from the 2007 survey (TDA, 2007) reported that only 19% of our students felt that their preparation in the field of managing pupil behaviour had been very good, a decline of 6%. Moreover, this figure had now slipped to being below the average for the sector as a whole (23%), having been initially above the average for the sector.

These outcomes brought home the (perhaps obvious) point that it is not simply a question of providing more time for behaviour management issues, but of considering the impact of inputs and resources on behaviour issues. As one teacher educator I spoke to pointed out, '*You could devote the whole course to behaviour management issues and there would still be some students who thought it was not enough'*. The disappointing outcomes of the 2007 NQT survey in response to our more intensive and time-generous approach to dealing with behaviour issues on the course led us to consider surveying our students towards the end of the taught course at the university to see which inputs, resources and strategies had been thought to be useful, and which were not seen as relevant or helpful. We hope that the experiences and resources identified by the students in this study, and the methods used to elicit this information, will be helpful in enabling other ITE providers to refine and adapt their approaches to the challenge of improving the capability and confidence of their students in the area of managing pupil behaviour in an appropriate manner. The outcomes of the study will also be made available to this year's cohort so that they can reflect on what last year's students found helpful in the field of managing pupil behaviour.

Research approach
Although we felt that a combination of questionnaire and interview instruments would be the most appropriate research approach, time constraints precluded the use of interviews so the only instrument used in the survey was a questionnaire, which was administered to 75 students in five curriculum subjects in week 22 of the PGCE programme, the last full week of the taught programme, before students were to embark on their long second school placement. Cross subject analysis of the student responses suggested that there were no major differences in terms of which interventions, resources and course inputs

were thought to be helpful: students across all curriculum subjects identified very similar 'impact moments' in terms of aspects of the course which they remembered as having influenced their practice and their confidence in the area of pupil behaviour.

Student responses

To what extent did students feel that they had made progress in their management of pupil behaviour since the start of the course?
The first question on the questionnaire asked students to reflect on the extent to which they had made progress in managing pupil behaviour since the start of the course. Given the prominence accorded to behaviour as an issue, and the generally high quality of students on the course, it would of course be surprising if they had not made at least some progress in the course of the 22 weeks of school and university based experience. However, it was interesting to note the comparative proportion of students who self-reported making either *'a lot of progress'* and feeling *'much more confident now'* (23 out of the 72 respondents), as against *'some progress'* and *'a bit more confident'* (46 respondents). Three students reported that they felt *'about the same as at the start of the course'*, and there were no students who felt that they had *'got worse and lost confidence'* since the start of the course, although one student reported a loss of confidence in response to another question, and three students did not respond to this question.

To what extent had students taught classes that they felt were not fully under their control?
Given that some reports and comments on behaviour in schools suggest that pupil behaviour is only an issue in a minority of secondary schools (see for instance, Patten, 1994, Clark, 2003, Ofsted, 2005), it was interesting to explore what proportion of our students had encountered difficulties in dealing with pupil behaviour with at least

some of their classes. In answer to the question 'Have you sometimes had classes that were not fully under your control?', only five students responded '*Yes, lots of times'*, but 35 reported that this had happened '*Sometimes*', and 23 '*Occasionally*'. Only one student reported that this had '*never*' occurred.

In answer to the question, '*Have you sometimes had lessons where some pupils were impeding the learning of others?*' 11 students reported '*Yes, lots of times'*, 39, '*Sometimes*' and 23, '*Occasionally*'. No students reported that this had never occurred.

The responses suggested that nearly all of the students had encountered difficulties in gaining relaxed and assured control of all their teaching groups whilst on school placement. An important issue here is student perceptions of whether this constitutes 'normal' experience, 'to be expected', or whether, as former Secretary of State for Education Ruth Kelly suggested, there is a 'deficit model' in operation here, and that something or somebody is to blame if there are deficits in the working atmosphere in the classroom (Kelly, 2006).

Which aspects of the course did students feel had made the biggest contribution to their progress in managing pupil behaviour?
In terms of which aspects of the course had contributed most to *'getting better at managing pupil behaviour'*, we identified eight different 'inputs' which might conceivably have had an impact on students' ability to manage pupil behaviour, and asked them to reflect on the influence of the eight areas on their practice on a four point Likert Scale *('Major factor in progress'/'Played some part in progress'/'Peripheral to my progress'/'Played no part in my progress')*.

The eight areas of experience identified were:

a) My own experiences teaching classes
b) Observing experienced teachers
c) Advice from experienced teachers
d) General Professional Development sessions at the university
e) Curriculum Subject sessions at the university
f) Lectures at the university
g) Reading about managing pupil behaviour – hard copy and on the internet
h) Talking to fellow student teachers

As Fontana (1993:125) has pointed out, 'We each of us receive a constant and varied stream of experiences throughout our waking moments, each one of which can potentially give rise to learning, yet most of which apparently vanish without trace from our mental lives. Over the course of the PGCE year, students encounter hundreds of experiences, pieces of advice, conversations, and readings which might conceivably leave some mark on their consciousness and classroom practice and beliefs, but it is possible that some inputs and resources are not remembered and applied. The questionnaire was a way of trying to find out what had been remembered, and what had been considered to be of use.

a) What did students feel that they learned from their own experiences of teaching classes?
Perhaps unsurprisingly, this facet of the course elicited the highest proportion of positive responses, with 55 students reporting that these experiences proved to be a 'major factor' in their progress, and 20 reporting that they played at least 'some part' in their progress.

It was possible to code students' responses into a range of categories. In terms of describing *what they learned* from these experiences, the following points were mentioned by at least four of the students:

- Comments about consistently applying rules/expectations/school policy (49 students)
- Not talking over pupils, being prepared to wait for them to be quiet before starting to teach (11 students)
- Being prepared to send pupils out when necessary (and not leaving this too late) (11 students)
- Use praise rather than negative comments/emphasise positive behaviour, don't dwell on poor behaviour (9 students)
- Giving a clear warning before using sanctions with gradual escalation of sanctions(9 students)
- Act on low level disturbances before things escalate (8 students)
- Provide students with a 'lower level of offence' choice (5 students)
- Greet pupils at the doorway as they come in (5 students)
- Don't let attention seeking/disruptive pupils monopolise the lesson at the expense of the other pupils (5 students)
- Speak quietly rather than loudly (4 students)
- Don't take things personally (4 students)
- Learn pupils' names as soon as you can (4 students)

b) What did students feel they learned from observing experienced teachers?
This was the area of experience deemed to be of most value next to their own experiences of teaching classes. 35 students reported that observing experienced teachers was '*a major factor'* in their progress, 37 stated that it '*played some part'* in their progress, and only 3 students described observing experienced teachers as being '*peripheral'* to their progress.

In terms of *what* they felt they learned from observing experienced teachers, the following factors were mentioned by at least 4 students:

- Teachers talking in a calm manner (e.g. 'shouting does not help') (23 students)
- Teachers consistently giving and re-stating clear boundaries for pupils (20 students)
- Teachers using humour and/or polite tone and manner in talking to pupils who were transgressing (11 students)
- Teachers being prepared to send pupils out of the classroom (7 students)
- Teachers writing pupil names on the board as a quick way to indicate that their misdemeanour had been noted and would be dealt with later (7 students)
- Teachers being pointedly quiet when interrupted to make the point that pupils needed to listen (6 students)
- Teachers not getting drawn into attention seeking behaviour (6 students)
- Teachers knowing and using pupils' names (4 students)
- Teachers greeting pupils as they came into the room (4 students)
- Teachers' skill at classroom positioning and/or body language (4 students)

c) What did students feel they learned in terms of advice from experienced teachers?
There were 24 students who felt that advice from experienced teachers constituted '*a major factor'* in their progress in the area of managing pupil behaviour, with 46 regarding this as '*playing some part'* in their progress, and only 5 students saying that this was a

'*peripheral*' influence on their progress. The following forms of advice were mentioned as having been helpful by at least four students.

- Try to get across and enforce clear and consistent rules for behaviour (18 students)
- Be prepared to keep pupils behind after the lesson or at break/dinner/end of school (10 students)
- Use the school system for behaviour (10 students)
- Have a good 'starter' activity to settle pupils and get them learning as soon as they come into the room (6 students)
- Wait for silence before starting to talk (6 students)
- Be prepared to move or send out pupils who are not working or misbehaving (5 students)
- Don't shout but try to sound confident and relaxed when you are asking pupils to comply with your requests and instructions (5 students)
- 'Catch them being good' and use praise and rewards (5 students)
- Try to keep calm and not get flustered (4 students).

d) What did students feel they learned from the lectures on classroom management and pupil behaviour?
Lectures evinced less positive responses, with only three students reporting that information gained in lectures had been 'a major factor' in their progress. However, it is worth noting that more than half of the respondents (39) felt that attendance at the lectures on managing pupil behaviour had 'played some part' in their progress, and only one student reported that they had 'played no part'. There were fewer specific pieces of advice that were mentioned by four or more students, but there were many generally positive comments, such as:

'*Seeing the video extracts was really useful*'
'*Just learning that different teachers have different styles and approaches …*'
'*Just the fact that even experienced teachers sometimes have problems …*'
'*They were entertaining and down to earth.*'
'*I never felt lectures were useless or a waste of time.*'
'*The head from X school was realistic and inspiring.*'
Particular points remembered by four or more students were:

- X's idea of giving pupils a choice over which path they want to take (22 students)
- X's idea of 'take-up time' (4 students)
- 'Catch them being good' and use of praise (4 students).

e) What did students feel that they learned from curriculum and general professional development seminars at the university?
As with the lecture programme, these inputs emerged as less influential than school based experiences, but nonetheless, a substantial majority of students reported that they had played a part in their progress, and in a few cases, '*a major part*'. It is perhaps interesting to note that subject specific sessions came out as being more influential than general professional development seminars. The following were points made by four or more students:

- The importance of good lesson planning and its effect on pupil behaviour (16 students)
- The session on body language (12 students)
- The importance of waiting for silence (6 students)
- The opportunity to share ideas and experiences (4 students)
- The idea of the 'as if…' tone (4 students).

f) What had students found helpful in terms of their reading?

In terms of named authors, Bill Rogers (15 students) and Sue Cowley (10 students) emerged as the two most commonly cited influences, but the *Behaviour for Learning* website (www.behaviour4learning.ac.uk) and *The teachers' toolkit* (Ginnis, 2002) were also mentioned by several students. More than half of the students surveyed felt that reading had played '*some part*' in their progress, and eight students regarded reading as playing '*a major part*' in their progress. Only four students reported that reading had played no part in their progress, although 27 regarded reading as 'peripheral' to their progress.

g) What had students learned from talking to their peers?

Again, a substantial majority of students reported that this facet of the course had impacted positively on their progress, with 12 students describing conversations and discussions as a 'major factor', and 45 stating that it had 'played some part' in their progress.

There were 29 students who made some form of reference to the fact that knowing other students were going through similar experiences and emotions was helpful, and 12 students mentioned variants on 'exchanging ideas' as helpful. Other comments included 'being strict and then easing off…', 'giving pupils something to think about when they have been sent out', 'discussing things like seating plans… should you let friends sit together?', 'using scoring systems for behaviour', and 'the importance of following through threats and consequences'.

Conclusions

The findings of the survey suggest that school experiences (teaching, observing and receiving advice from experienced teachers) were considered by students to have had the biggest impact on their practice in relation to managing pupil behaviour. However, nearly all students reported that elements of the university based course and their own

reading and discussions with peers had also been helpful. The 'any other comments' section of the questionnaire provided a number of very positive responses about the overall quality of preparation for the trials of the NQT year in relation to pupil behaviour, as the following examples demonstrate:

> '*The course prepared me as well as possible but learning from experience is the most important.*'
> '*I feel I can manage most classes so you must have done your job OK.*'
>
> '*Very good.*'
>
> '*The total package of lectures, curriculum, PD etc really helpful. I feel I have been given the best possible opportunity to improve my classroom management.*'

In terms of our feelings about the outcomes of the survey, there are several tentative points which might be made. First, there appears to be some benefit in recapping, revisiting and reinforcing coverage of behaviour management issues, and the questionnaire was one way of doing this. It enabled us to also drop elements of the programme which evinced less positive responses. Although some of the points recalled by students seem quite obvious and less than 'rocket science', it is possible that we take for granted how much they remember of lectures, seminars and reading, and that the questionnaire 'brought back' some of the learning experiences in a helpful way. Many of our students read (and cite) the works of Bill Rogers, but, when presented with a list of techniques for managing pupil behaviour suggested by Rogers acknowledged that they had forgotten some of the strategies, until prompted by a group 'revision' exercise.

The survey also provided helpful information about which inputs students found particularly useful. Some video extracts, teacher testimony and particular quotations

from the literature on behaviour management clearly had a lasting impact on students.

One benefit of the survey was to make the point that problems of pupil behaviour are not, as Patten suggested 'limited to a small number of pupils in a small number of schools' (Patten, 1994), and that in most schools in the UK, teachers have to grapple with problems of pupil behaviour – it is part of the job of being a teacher and if you are having problems in your NQT year, this does not necessarily mean that it is necessarily 'someone's fault' – whether it be the school you are working in, or your ITE course (Haydn, 2007).

Another incidental benefit of the study was to draw attention to the breadth of issues which have a bearing on class management and pupil behaviour. Student responses shed light on the ontology of managing pupil behaviour – what is there to think about in relation to this phenomenon? (See slide 9 of *'Terry Haydn PowerPoint Presentation'*; http://escalate.ac.uk/391).

Above all, the questionnaire gets students to think about the complexity of issues relating to the working atmosphere in the classroom and the range of factors that influence pupil behaviour. As Elliott (2007) has pointed out, the issue of pupil behaviour cannot be solved through simple formulae and 'handy hints'. Students particularly appreciated resources and interventions that 'problematised' the issues involved in classroom management, and led to discussions which illustrated the importance of context, and experimenting with a range of approaches, rather than 'magic answers' (see, for example, http://www.uea.ac.uk/~m242/historypgce/class_management/welcome.htm).

Finally, it is perhaps worth noting that in the 2008 NQT survey, the proportion of our students reporting preparation to manage pupil behaviour as 'very good' has increased by 6% and is once again above the sector average. There is of course no evidence to prove that this is as a direct result of getting our students to reflect on what they have learned in the area of class management. Nor does this prove that they are actually better at managing pupil behaviour. However, it is possible that a greater proportion of our students feel confident in the area of managing pupil behaviour as a result of being asked to consciously reflect on what they have learned.

Biography
Terry Haydn is a Reader in Education at the University of East Anglia. He worked for many years at an inner city school in Manchester before taking up a post in teacher education at the Institute of Education, University of London. His research interests are in the history curriculum, the use of new technology in history education, and the working atmosphere in the classroom and he is author of *Managing pupil behaviour* (2007, London, Routledge).

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18. Every Child/Youth Matters, a government programme for welfare reform; the research findings of a Pilot Study conducted for a PhD research project that is focused on: exploring the impact of the Every Child/Youth Matters programmes on professional practice across the agencies of education, social services, health and youth justice

Christine Hough: University of Cumbria

Summary

Much has already been written and will continue to be written about the rationale for the Every Child Matters/Youth Matters (ECM/YM) programme (hereafter referred to as ECM). I chose it as the focus of my research proposal because I have a deep interest in the underlying principles that have led to the introduction of the ECM programmes as a result of my professional background. I have been a teacher and manager in schools for over thirty years and I worked as an Ofsted inspector from 2001 – 2005. As well as my research work, I also work in schools as an educational consultant for the Association of School and College Leaders (ASCL). My research for this PhD thesis focuses on just how the sweeping changes proposed through ECM are being implemented and the impact they may or not be having on the working practice of professionals across the welfare agencies.

The main purpose of this paper is to:
- outline the processes of analysis and interpretation of these findings, for which I used selected tools from the Grounded Theory process;
- explain how I was able to induct three hypotheses from the research findings and how these helped me to shape the focus and direction of my final study;
- summarise the findings from my Pilot Study, which comprised a series of loosely-structured interviews with professionals and young people from across the agencies concerned.

One of my intentions is to ground my writing and research firmly in the field of the workers, managers, children, parents and young people who are the direct recipients of the ECM agendas. These findings are drawn from original data and are in no way shaped around or attributable to what the legislation and government documentation tells us should be happening.

Keywords
Integrated services / targeted support / vulnerability / performance indicators

Summary of the three key, inducted findings from the Pilot Study research data

Induction 1 The intelligent use of 'hard' and 'soft' data by the different welfare agencies (education, health, social services and youth justice) helps to:

a) pinpoint/identify need and vulnerability amongst children, young people and their families and

b) provide a meaningful evaluation of or judgement about, children and young people's achievement.

The actual process of identifying these hard-to-reach groups does not necessarily probe the different cohorts (of children, young people and their families) sufficiently to identify the most vulnerable and the neediest.

Questions arising

The Every Child Matters programmes for change have certainly raised awareness across the different agencies of the heightened need to support the most vulnerable children and young people through effective, integrated services. However the Pilot Study research data shows that the actual process of identifying these hard-to-reach groups does not work as well as it might because of the nature of the centralised, performance indicators used.

Induction 2 Support that is accurately targeted at the most vulnerable children and young people enables the effective integration of services to support them and monitors the circumstances that might make them more vulnerable.

Questions arising

Where support for children, young people and their families is targeted to match their particular needs, there is evidence of an effective integration of services and early intervention. This suggests an effective approach to providing welfare services that are driven by *need* rather than *supply*. However, if this type of targeted support is triggered by centralised indicators, are those children and young people who are *not* at the lowest end of the socio-economic spectrum having their needs identified appropriately? Are they receiving less effective support from the universal services?

Induction 3 The way agency teams are structured and how/why they meet, directly affects how information on children and young people is used to implement support for them.

Questions arising

From the research data it appears that those teams that meet regularly and have a full representation across the agencies, exchange and use information effectively. The research data also shows that often the very localised nature of such a system is a major factor in its effectiveness. Therefore, is a national database for the most vulnerable children and young people really what is required?

Context and background of the research
The politics of New Labour provides an interesting discourse through which to analyse the language used by the government in its documentation for ECM and the way in which it has structured the aims of the ECM programme for change. An important element of the Labour party's 'third way' governance that has underpinned many of its revised social policies is its declared commitment to acting **in partnership with agencies** to foster community renewal and development. Nowhere has this aim been more clearly declared than within the ECM documentation, evident in the emphasis placed on multi agency working, and the need to involve 'other schools….culture, sports and play organisations and the voluntary and community sector' (DfES 2004:12). 'The reform of the state and government should be a basic orienting principle of third way politics – of deepening and widening democracy. This new "mixed economy" can only be effective if existing welfare institutions are thoroughly modernised' (Giddens, 1998). It was this shift in thinking that prompted – amongst many others - the transformational changes to social policy that championed the Every Child/Youth Matters programmes. These programmes for change proposed to address the inequalities of the 'old way' social democracy, through a modernising agenda, where public services that are

delivered locally, becoming *more user-centred and focused.* The government recommended the implementation of a significant organisational change that would help achieve the aims of the ECM programmes; 'key services for children should be integrated within a single organisational focus locally and nationally' (DfES 2003:9). This issue of integrated services figures significantly in one of the findings of my Pilot Study. Another of the aims of ECM is to address the achievement gap that exists between children from the opposite ends of the socio-economic spectrum. The government stated:

- … the gap in achievement between different socio-economic classes, and the number of children who are the victims of crime;
- … we need to do more to catch up with other countries. Overall this is a country where life chances are unequal;
- Our aim is to ensure that every child has the chance to fulfil their potential by reducing levels of educational failure, ill health, substance misuse, teenage pregnancy, abuse, neglect, crime and anti-social behaviour among children and young people. (DfES, 2003)

The intention of my research proposal was to conduct a closer examination of these proposed aims of the ECM programme in order to gain an insight into the potential conflict between what the government is actually proposing – or espousing - through these extensive welfare reforms and what is actually engaged with 'on the ground' by the professionals who are to deliver these changes. This has close links with the reality-rhetoric dichotomy referred to by Fairclough (2000:142). At the heart of this paper is the question: are Labour's proposed welfare reforms, through the ECM agenda delivering

a more user-centred and tailored provision for children, young people and their families?

The processes of analysis and interpretation

My analysis of the findings from my Pilot Study was based on selected analytic tools taken from the process of Grounded Theory. It is important to state that I have been selective in the application of Glaser and Strauss's writings on Grounded Theory to the analysis of my research data. I have chosen to use those analytical tools that I identified as useful to my own research, rather than attempting to apply the process of Grounded Theory wholesale. The main tools I used were:

i. Coding and abstracting categories from the data;
ii. Comparing incident with incident;
iii. Dimensionalisation and integration of the categories.

In my analysis of the interview transcripts, I coded by hand the main categories (identified through the literature review) which included any additional references that further encapsulated the essence of each category. This helped to identify further categories as they emerged from the 'language of the research' (Glaser and Strauss, 2007:107) and built up into an extended list of coded categories. I also recorded analytic memos, which identified the shifts in – or different emphases of – my thinking in response to the data. Through comparing the incidence of each category across the interviews with respondents from other agencies and in different roles, the nature of the main categories changed and developed to reflect the many different nuances of their occurrence in the data. Through this method of constant comparison the further development of categories emerged. The following is one example:

Managing change

This category was constructed from the Literature Review and referred to:

- how the new ECM programmes are being managed within Children's Services in local authorities;
- how the agencies are introducing the programmes into their own practice;
- how the programmes are actually facilitating the five outcomes and the chief aims of ECM.

a) After initial analysis, the new category of **'structure and planning'** emerged through 'abstraction from the language' (Glaser & Strauss, 2007:107) of the research and comparison with incidents from other interviews. Further, related categories that emerged included: models for change; new structures; co-ordination of support; re-structuring in response to ECM.

b) **'Structure and planning for ECM'** emerged as the final, newly-defined category, because the properties this incorporates best encapsulate the way most respondents described how the new ECM programmes were actually being implemented in their particular domain. This newly-defined category takes account of the structure of management teams, support for the new programmes by senior management and the way support for the most vulnerable children and families was co-ordinated within the communities.

I was careful to transcribe and analyse the evidence given by respondents in such a way that made it clear whether they worked at different levels of seniority within the same local authority or if their areas of responsibility were distinct from one another. For example, with reference to the initial category of 'managing change', the respondent who managed the Youth Offending Team in a local authority talked about aspects such as the size and structure of the team and streamlining of different roles. This reflected his **strategic view** of structure and change. The respondents who worked in education referred to aspects such as how the support for children and young people was actually delivered within the communities. This reflected a more **operational view** of structure.

The polarisation apparent across this dimensional continuum served further to inform my identification of new categories/sub-categories that might emerge as significant to my analysis. The above process helped me to 'begin thinking in terms of the full range of types or continua of the category, its dimensions, the conditions under which it is pronounced or minimised, its major consequences….and its other properties' (Glaser and Strauss, 2007:107).

Inducting hypotheses from the research findings

After analysing the interview transcripts I wrote out, in longhand, the findings from each of the interviews and put these into a

Operational (Education)
Issues arising: delivery of changes '"on the ground'," within the communities; partnerships that supported the changes; where and how training for this took place.

Strategic (Youth Offending Team)
Issues arising: systems - centralised or localised; influence of senior management team (SMT); need to eliminate duplications within roles; size of SMT in Children's Services seen as a strength.

table format. From the first analysis of the research data I identified some 12 categories and many more sub-categories. Within these there were many overlaps and duplications within the data, and through further analysis I was able to reduce the number of main categories to four, each with some 8 – 10 sub-categories. This process is what Glaser and Strauss describe as 'taking out non-relevant properties…integrating details of properties…and – most important – reduction' (2007:110). Further comparison and analysis gave rise to yet more reduction, until I was satisfied I had pinpointed the most original and significant data with which to consider drawing out my hypothesis or theory.

The final set of research data I produced from the above analysis, contained **three key issues** that underpinned the resultant three main findings – each of which had its origins in both the categories and sub-categories. I was pleased with this outcome because each of the issues clearly reflected (as a result of applying the analytic tools) an integration of the data and had extracted the most significant elements from the research data. Glaser and Strauss refer to these elements of data as 'elements of theory'. My final task was to induct, from these elements

of theory the findings that would help me to set the direction for the final study for my thesis.

Main findings from analysis of the Pilot Study research data

1. **The first finding** showed that the ECM programmes have certainly raised awareness within the welfare agencies of the heightened need to support the most vulnerable children, young people and families through effective, integrated services. The research data also shows that the actual process of identifying these hard-to-reach groups does not work as well as it might and that the indicators may need to be re-assessed. In one local authority from the Pilot Study, the agencies of youth justice and education worked together to identify isolated pockets of pressing need within the community that hitherto had not been recognised. This was achieved through the use of a new set of indicators that recognised many different forms of vulnerability. A whole new framework of indicators was pioneered that identified a number of families who clearly had need of support, but historically had not 'scored' the requisite number of

	Elements of theory
	Leadership and management: systems have generated centralised performance indicators for assessment and evaluation.
Category 1	These and other types of indicators are used to trigger support for children and young people and to evaluate their achievement.
Induction 1 i. The intelligent use of 'hard' and 'soft' data (by the agencies) helps to: a) pinpoint/identify need and vulnerability amongst children, young people and their families and b) provide a meaningful evaluation of or judgement about, children and young people's achievement. ii. The actual **process of identifying** these hard-to-reach groups **does not** necessarily probe the different cohorts (of children and young people) **sufficiently to identify the most vulnerable and the neediest.**	

	Elements of theory
	Assessment of the needs of children and young people.
Category 2	Targeted support for the most vulnerable children and young people enables early intervention.
Induction 2 Support that is accurately targeted at the most vulnerable children and young people enables the effective integration of services to support them and monitors the circumstances that might make them more vulnerable.	

government 'indicators' to trigger support. If significant degrees of vulnerability are not being identified through application of these centralised government indicators, are they actually supporting the fundamental aims of the ECM programmes? Similarly, provision of services is also measured, or judged, by the inspectorates using prescribed, centralised sets of indicators. So it might be that successful outcomes of provision are being missed (and similarly, inadequate outcomes misinterpreted as adequate), because the quantifiable outcome is what is measured, not the underlying factors that are qualitative – but no less significant.

2. **The second finding** showed that where support for children, young people and their families is targeted to match their particular needs and levels of vulnerability, there is evidence of an effective integration of services and early intervention. This is evidence of a multi disciplinary approach to providing welfare services that more effective because they are **driven by need rather than supply.** Targeted support also serves to monitor the most vulnerable people and help them avoid other causes of vulnerability such as mental health issues, alcohol and drugs. If this type of targeted support is triggered mainly by indicators such as

those centrally prescribed by the government it poses a further question. Are those children and young people who are *not* at the extremes of need receiving less effective support from the universal services? Could this mean that the quality of welfare support provided to children and young people through the ECM programmes is actually favouring those identified as most vulnerable and perhaps failing to give effective support to 'the rest'?

3. **The third finding** was concerned with the how effectively the welfare agencies worked together. From the research data, it is apparent that the way agency teams are structured and how and why they meet directly affects how information on children, young people and their families is used to structure support for them. Those teams that meet regularly and have a full representation across the agencies exchange and use information effectively, to trigger support and early intervention. Where teams met with the specific purpose of identifying the most vulnerable children and young people, early intervention was successful and prevented them from getting into further trouble. The research data shows that often it was precisely the localised nature of such a system that was the major factor in its effectiveness. Where teams are familiar

	Elements of theory
	Integrated services and the extent to which agencies work together to support children and young people.
Category 3	The extent to which agency teams exchange and use information about children and young people.

Induction 3
The way agency teams are structured and how/why they meet directly affects how information on children and young people is used to implement support for them.

with the information about children and young people it is readily exchanged and issues that overlap across the different agencies are therefore quickly picked up. Often the managers themselves act on and implement the day to day interventions, obviating the need for communications through a time-consuming, 'arms length' chain of command.

Conclusions

1. Measuring performance – of pupils, schools and the other welfare agencies - through national indicators ensures a compliance with at least minimal standards. Is this good enough? Using similar types of centrally prescribed indicators to assess the degrees of vulnerability of children, young people and their families may mean that many are not identified as being in need of support, simply because they do not press the right 'buttons' that trigger the support. Both these and the indicators used by Ofsted and other inspectorates to make judgements about the providers of welfare services are mostly quantitative, referring to prescribed, centralised targets (HM Government, 2007). In the local authority from the Pilot Study mentioned, isolated pockets of pressing need within the community were identified, through the use of a new set of indicators that recognised many different forms of vulnerability. This Vulnerability Audit spawned a

whole new framework of indicators that identified a number of families who clearly had need of support, thereby successfully probing these hard-to-reach children, young people and their families.
(At no time during the Pilot Study did I come across any agencies using the CAF - Common Assessment Framework - as a common means of assessing children's needs.)

2. There might be significant numbers of children and young people who are in receipt of universal welfare services that are less effectively integrated than those supporting the most vulnerable and needy. What exactly is it about targeted support that makes these integrated services more effective – and why should there be a difference between targeted and universal services?

3. The final finding of what represents an effective or ineffective multi-agency structure gives an interesting insight into the whole issue of sharing information across the agencies. The analysis of the research data shows that rationales for teams and meetings are most effective when they are convened specifically for the purposes of identifying vulnerability and for sharing information about a *specific* group of vulnerable young people. This is all grounded in *localised* groupings of professionals who have a comprehensive knowledge about the children or young people concerned.

Such a concept would seem to be in direct opposition to the government's proposals for a national database – or the newly-termed Contact Point - which seems still to be in the inception stages. Is a national database of all children really what is required to improve information sharing? The government promised to 'remove the technical barriers to electronic information sharing through developing a single unique identity number for each child' (DfES, 2003:10). In 2008 we are no nearer to the creation of such a database or to agreement on which children should be included or exempted. There are many cultural and professional complexities implicit in working and sharing information across the boundaries of the different areas of education, health, social services and youth justice. Perhaps we should be asking what the key factors are that contribute to the effective sharing of and – more importantly using - information about children and young people. As already mentioned, the rationale for the way teams are structured/convened appears to be a critical factor in facilitating the flow of information across and between the different agencies. Can the localised nature of the successful multi agency teams from the Pilot Study be re-created, as a model of good practice for local authorities nationally?

Appendix - Grounded Theory analysis of Research Data: a Model.
In writing about the process of Grounded Theory analysis - as I applied it to my own research data – I wanted to construct a model that could be used as practical tool by other researchers in the process of their

work. To give a clear representation of the stages of the analytical process, I chose to adapt an existing model called the Ashridge Diamond, or Model for Strategy. This model shows four key stages of the process of constructing a strategy for an organisation. Each stage incorporates sets of important elements that underpin different features of the rationale of the organisation and it is through a process of integrating these features that an articulation of the strategic position of the organisation is arrived at, or induced. (See Diagram 1: The Ashridge Diamond – a model for strategy). This model provided me with a useful comparator for the process of inducting a theory or – in my case – a finding from my research data, as outlined in the process of using Grounded Theory.

In the original Ashridge model, the whole process of constructing an organisational strategy is iterative and the elements that contribute to it are always in a state of organisational 'flux', exerting an inevitable, mutual influence on and between one another. In my adapted model, (Diagram 2), we can see that iteration occurs as a discrete process in just two of the stages: stage 1, 'the construction of categories' and stage 2, 'processes', (in which the specific analytic tools of grounded theory are applied). The process of the application of the grounded theory tools constitutes the iteration, through the coding, constant comparison, dimensionalisation and integration of the categories.

The three hypotheses I inducted from my analysis served to direct me towards a more sharply focused starting point for the final research study. This enabled me to commence the final study with a research design that reflected the heart of the findings from the Pilot Study.

Diagram 1: The Ashridge Diamond - a model for strategy

Mission statement of the organisation

Strategic posistion of the organisation, incorporating:
1. **mission statement;**
2. **values and beliefs;**
3. **professional boundries.**

Inducting a strategy

Beliefs and values of the organisation

Professional boundries, codes of conduct and statutory requirements that regulate the organisation
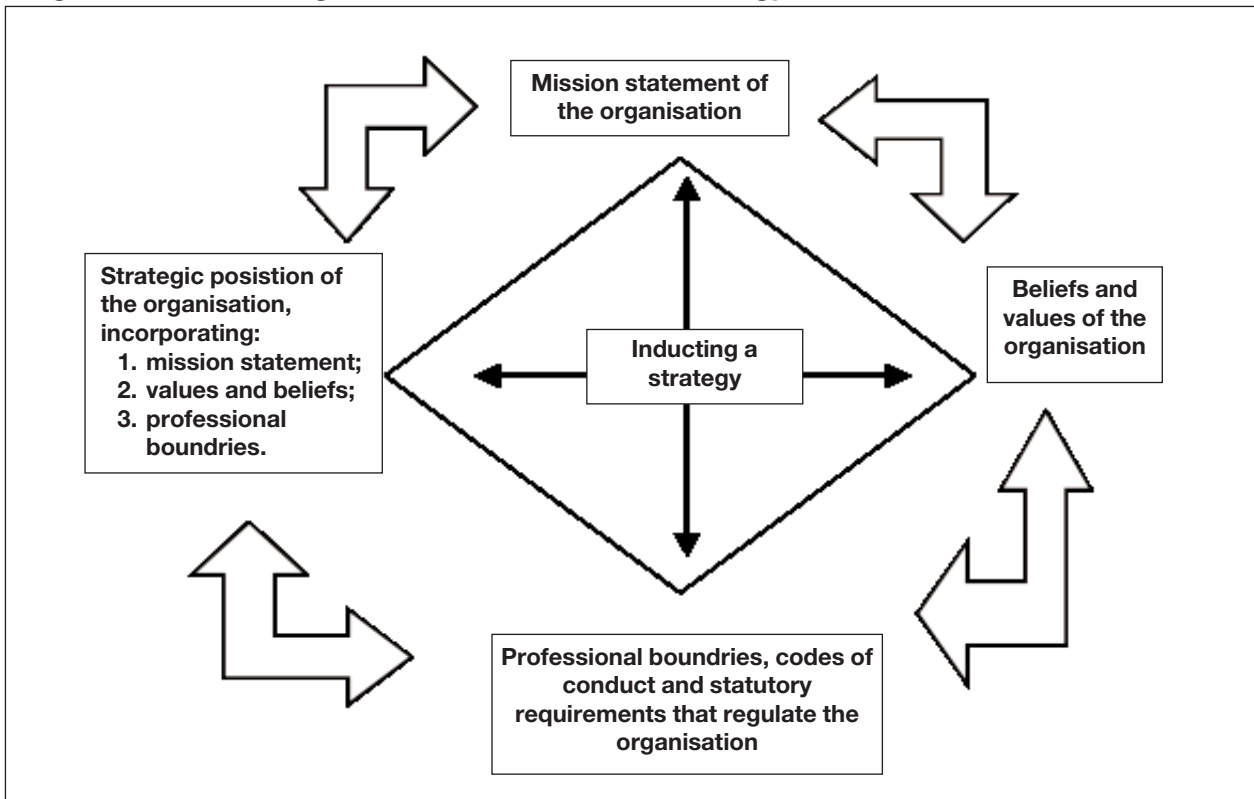
Diagram 2: Model for applying Grounded Theory analysis to research data

1) Construction of categories and concepts from literature review and using professional experience

2) Process

Coding for categories.

Comparing incident with incident.

Dimentionalising the categories.

Integrating categories.

Application of Grounded Theory processes

4) Induction of theory (or hypotheses)

3) Analysis of elements of theoryexperience
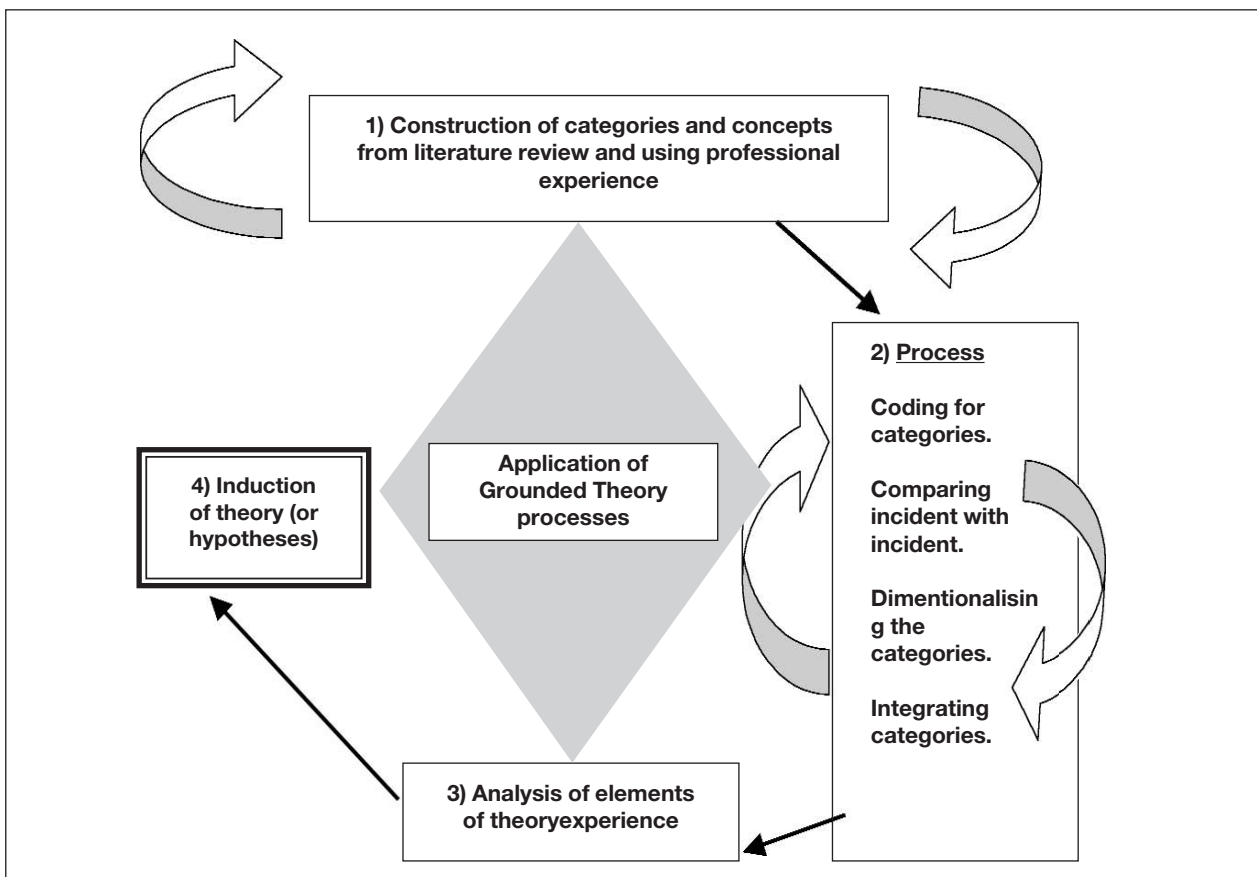
Biography

Christine Hough currently works as a Research Associate at the University of Cumbria and Lancaster University and is an Associate at Brathay Hall Trust. She is also a consultant for ASCL (Association of School and College Leaders) providing training and development for teachers and managers in schools throughout the UK and overseas.

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19. Initial teacher education - a sabre tooth tiger curriculum? The evolving role of the teacher in Children's Centres: implications for changes in initial teacher education

Anne Renwick and Lin Savage, University of Cumbria

Summary

The aim is to inspire educators to instigate change in initial teacher education for students working with children from birth to eight. Initial teacher education needs to reflect the developing role of Early Years teachers and prepare them for the complexities of leading pedagogy in multi-agency teams within Children's Centres. This paper will include a critical review of recent developments concerning the role of the teacher in Children's Centres, based on knowledge and experience of working with children's centre practitioners across the north west of England. We will encourage reflection on the key issues related to leading pedagogy in the context of Children's Centres. We will consider the implications for teacher educators in preparing their own students to: lead pedagogy with children aged birth to eight; work with families; influence, manage and support a range of practitioners involved in curriculum delivery and extended services; and work effectively in a multi-agency team. Finally, we will touch upon how to prepare students for the emotional issues they may face, such as isolation and retention of their professional identity.

Keywords

Children's Centre Teachers / Multi-agency teams / Early Years Foundation Stage (EYFS) / Early Years Professional Status (EYPS) / Sure Start / outcomes for children

Context

Children's Centres have evolved from the recognised benefits of developing community based provision that brings together care, education and a range of other services for families with young children, such as health and social services, all provided in the 'one stop shop'. The findings of Sir Christopher Ball's 'Start Right' report (1994:7) emphasised the need for 'political will' to commit to the provision of high quality Early Years provision that integrated care and education, incorporated within a community focus. A range of initiatives preceded the introduction of the children's centre agenda in 2003, such as early excellence centres, neighbourhood nurseries and Sure Start[7] local programmes. These programmes were all intended to provide high quality care and education for young children, along with extended, family focused services. Sure Start provision came under close scrutiny, with outcome focused research in the period from 2005 onwards, from the national evaluation of Sure Start. There was some political criticism that there was little evidence of value for the considerable funding that had been allocated to the programmes.

The children's centre agenda rose from the evaluations of the various programmes previously mentioned, combining the community based, interagency ethos with a more structured and specific remit expressed in the 'core offer'. Cleary linked to the five

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[7] http://www.surestart.gov.uk/(accessed 31.10.08)

outcomes of the Every Child Matters agenda, the core offer demanded that Children's Centres in the most disadvantaged wards must provide the following services:

- Good quality early learning combined with full day care provision for children ten hours a day, five days a week ,48 weeks a year;
- Good quality teacher input to lead the development of learning within the centre;
- Child and family health services including ante-natal services;
- Parental outreach;
- Family support services;
- Base for childminder network;
- Support for children and parents with special needs;
- Effective links with jobcentre plus to support parents/carers who wish to consider training or employment. (DfES)[8]

There is a clear expectation that Children's Centres will target services to motivate and engage the 'hard to reach' families in the communities they serve.

Children's Centres have grown from a variety of beginnings; nursery schools, primary schools, community based Early Years provision, Sure Start programmes, primary care trust provision, are some examples of settings that have evolved into Children's Centres. This range of histories, coupled with the emphasis on responding to local needs has resulted in many different models of children's centre provision, with centres developing distinctive characters reflecting local needs.

Background: research and policy
In1997, the newly elected Labour government undertook a review of services for children and young people as part of the Comprehensive Spending Review.[9] The DfES also commissioned several research projects related to Early Years provision. Significant investment in services for children and their families followed, through the National Childcare Strategy and Sure Start programmes 'aimed at improving the health and well being of children from birth to four and their families in the most deprived areas' (DCSF, 2008a:5). The Effective Provision of Preschool Education research project (EPPE) (Sylva et al., 2003) confirmed the benefits of early attendance at high quality pre-school provision, particularly for children from disadvantaged backgrounds, in centres where they mix with children from a range of social backgrounds. Integrated centres were found to be among the most effective type of setting. These findings led to the publication in December 2004 of 'Choice for parents, the best start for children: a ten year strategy' (DfES, 2004a).

Underpinned by 'Every Child Matters: Change for Children' (DfES, 2004b) and the Children Act (HMSO, 2004) the ten year strategy outlined the governments goals and vision for children and their families to be developed over the next ten years and identified three key principles:

- Ensuring every child has the best start in life;
- The need to respond to changing patterns of employment and ensure that parents, particularly mothers, can work and progress their careers; and
- The legitimate expectations of families that they should be in control of the choices they make in balancing work and family life.
  (DfES, 2004a:5)

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[8] http://www.everychildmatters.gov.uk/earlyyears/surestart/centres (accessed 31.11.08)

[9] http://www.hm-treasury.gov.uk/d/car (accessed 31.11.08)

The vision included 'a Sure Start Children's Centre in every community by 2010, co-ordinating a range of services for pre-school children' (ibid:33) seen as key to improving the outcomes of all children under five and closing the gap between the most disadvantaged and their peers. Children's Centres were seen as the way forward to ensure that services for children and their families were co-ordinated to meet their needs and appropriately integrated by all the agencies involved, whether health, social care or education. Removing child poverty by enabling parents to work is key to driving this agenda.

The Children Act (HMSO, 2004) had focused on the needs of children and young people and the Childcare Act (HMSO, 2006) which followed in 2006 sought to ensure that childcare provision was integrated, removing the distinction between care and education, and of good quality. It focused on sustainable, good quality care and education provided by a well qualified workforce, taking into account the needs of parents to balance work and family life.

The national evaluation of Sure Start reports (NESS) (DfES, 2005) and (DfES, 2008) would seem to signify that the move towards Children's Centres, and the introduction of the core offer, has improved the impact that provision is making on the lives of families with children under three. The research revealed significant variations in effectiveness of different centres with services provided by health agencies seeming to have a particularly favourable impact. It is likely that Children's Centres are here to stay for the foreseeable future and providers of Higher Education are beginning to consider the range of education and training they can offer to support centre development.

The Role of the Teacher in Children's Centres

The Researching Effective Pedagogy in the Early Years report (REPEY) (Blatchford, 2002), analysed the pedagogical strategies used in the most effective settings, the following finding corroborates the EPPE research:

> *We found in both interviews and observations that trained teachers used the most sophisticated pedagogy, including shared sustained thinking. When less qualified staff were working with qualified teachers we found significantly more sustained shared thinking interactions than when they worked alone or with other less qualified staff.* (Blatchford, 2002:14)

Research, has also focused on analysing the constituents of high quality Early Years provision and its benefits for children. The Study of Pedagogical Effectiveness in Early Learning (SPEEL) (Moyles, 2002) project resulted in a proposed framework for effective practice; knowledge of child development, commitment to Continuing Professional Development (CPD), and an ability to reflect and think deeply about the complex nature of pedagogy were among factors highlighted as requirements for the effective practitioner, and the presence of qualified teachers was indicated as having an impact on children's progress and the quality of settings. Specific findings from EPPE reported that:

> *Settings that have staff with higher qualifications have higher quality scores and their children make more progress.*
>
> *Quality indicators include warm interactive relationships with children, having a trained teacher as manager and a good proportion of trained teachers on the staff.'*
> (Blatchford, 2002)

The Children's Centre practice guidance (DfES, 2006) draws on these findings to explain and justify the requirement for the employment of a qualified teacher in every children's centre. But what is the role of the teacher employed in this way? According to the Children's Centre practice guidance, teachers working in a Children's Centre will be expected to have knowledge of child development, working with young children and leadership. They will have to apply skills in teaching and learning methods, developing colleagues and working with other professionals. It goes on to clarify that 'teachers will work closely with other Early Years staff in observing, supporting and extending children's learning':

> They will have substantial input into the planning of the integrated day, although their support may be offered in a number of different ways.
> For example:
> * by leading a team of key workers in working with children as well as offering support in planning and assessing, including the training and support of childminders;
> * by taking a coordinating lead for an area of learning or aspect of Birth to Three Matters or the Foundation Stage across age groups;
> * by leading curriculum projects across the centre reflecting the needs of children as they grow and develop.'
> DfES (2006:27)

Current practice varies between local authorities but also from centre to centre, depending on local arrangements, as well as the size and make up of the individual centre's workforce. The DCSF Standards Site[10] goes into further detail about the specific requirements teachers will need in order to lead practice in these multi-agency, integrated centres. Researching advertised vacancies for children's centre teachers confirms that teachers are being expected to not only model good practice, but also to provide professional development to staff and other providers of care and learning within the local area. The traditional role of the qualified teacher is being extended and now includes: the necessity for knowledge and experience of working with children from birth; leading, managing, supporting and developing practitioners from integrated teams; closer working relationships with parents and carers; and the ability to lead and influence the practice of a wide variety of professionals including childminders. Maintaining their professional identity may become an issue for those who find themselves in this role. The support that they might expect from colleagues will necessarily be different in a children's centre. They may have different terms and conditions, hours of work and holiday arrangements from those teachers who work in schools and perhaps have support staff on a range of contracts and with a range of qualifications. They will need to access professional development opportunities and support specifically geared to their role. The changing and developing needs of the Children's Centre teacher has significant implications for their initial preparation and continuing professional development.

The current position
A combination of factors has led to a complex and confusing position within current Early Years provision. Many Children's Centres follow the pattern of a single site on which all the services are delivered, while others are based on a satellite model with services delivered from a variety of sites around a central core. Whatever the pattern, it is a requirement, as outlined in the current Children's Centre practice guidance that:

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[10] http://www.standards.dfes.gov.uk/ (accessed 1.11.08)

all Children's Centres offering Early Years provision must have a minimum 0.5 of a qualified teacher involved in planning and delivering the service before designation. Centres should aim to increase this to be a full time post within 18 months. (DFES, 2006:27)

Qualified teachers are being employed in this role throughout the country; some are employed directly by the children's centre and are part of the staffing structure of the centre itself; others are employed by local authorities (LAs) and may be part of the LA advisory support for settings delivering the Early Years Foundation Stage (EYFS) (DCFS, 2008b). Since September 2008, the EYFS is the statutory framework for all those Ofsted registered settings delivering integrated care and education to children from birth to five. Its introduction confirms the integration of care and learning and will be a requirement for the full range of settings including Children's Centres. There are also a wide variety of qualifications within the children's workforce. Staff recruited to Children's Centres will come from a wide variety of backgrounds, including education, health and social care. They will also have a range of qualifications in care and education at a variety of levels, many at level two and three, but others with level six qualifications in a range of specialist areas.

The introduction of the Early Years Professional Status (EYPS), that is to say practitioners with level six qualifications who have evidenced a group of 39 standards, specific to working with children aged birth to five and their families, adds further confusion to the picture. The government has targets for the numbers of Early Years Professionals (EYP) to be employed in the children's workforce and the Children's Centre practice guidance outlines the target for Children's Centres:

By 2010 all Children's Centres offering Early Years provision are expected to employ an Early Years Professional (EYP) to plan and lead the delivery of the integrated day care and early learning provision. (DfES, 2006:27)

The relationship between the teacher and EYP has not, as yet, been clarified but the guidance goes on to acknowledge that some EYPs will also be qualified teachers. There are also fast track routes for qualified teachers to gain EYPS. If the QTS and EYP are not one and the same person it is very unclear as to how the professional relationship will develop and exactly who will be the lead responsible for the planning and delivery of the provision.

Given the confirmation of the benefits of the presence of qualified teachers from the EPPE and REPEY research, some have queried the need to introduce another graduate professional - the EYP. Sceptics would cite funding as the major motivation since EYPs have no guaranteed salary structure, however, an alternative argument points to the significance of experience with under threes as determining a distinct profession. As yet there is no research that establishes the effect of the EYP who is not a qualified teacher on quality of practice.

At present teachers employed within Children's Centres may have been employed in the setting's previous context as a nursery, their role having changed when the setting evolved into an integrated centre. They may not have applied for a Children's centre teacher post. Increasingly 'Children's Centre teacher' is named in the job description for newly appointed staff and the implications of this for teachers and in particular newly qualified teachers, their initial teacher educators, as well as those responsible for

their continuing professional development is considerable. Teachers are working with an increasing range of professionals. In some cases they may be responsible for leading colleagues from a range of professional backgrounds and in others, a health visitor, social worker or midwife may lead them.

The future and recommendations for possible ways forward
The development of the statutory Early Years Foundation Stage strengthens the commitment to a graduate profession for children from birth to five.
The changing face of Early Years provision and the consequent developments in the Early Years workforce need to be addressed by the providers of higher education, including initial Early Years teacher education.
While many tutors with an Early Years specialism have been actively involved in shaping new developments and reflecting new initiatives in course design, primary colleagues have not always had the same opportunities. A new language is developing among Early Years settings, and practitioners and tutors with a primary background contributing to Early Years courses will need to be supported in developing their understanding of the widening profile of the Early Years teacher's work and all tutors will need to keep up to date with new developments.

Recommendations:
- Inform colleagues within ITE of the changing nature of Early Years and offer support
- Early Years tutors need to keep up to date with new initiatives

The introduction of the Children's Workforce Development Council (CWDC) working alongside the Training and Development Agency for Schools (TDA) has split responsibilities of quality assurance issues related to the Early Years and provided two co-existing systems related to the two graduate career pathways in Early Years - Early Years Professional status and Qualified Teacher Status (QTS). The closer these two agencies can work together, the more chance there will be of a cohesive approach to high quality training for Early Years graduates, this is an area in which the TDA holds a proven track record, with its close scrutiny of initial teacher education through initial teacher education Ofsted procedures.

Recommendations:
- Advocate for closer working between the TDA and CWDC
- Advocate for parity of rigour in training and quality assurance practice across graduate Early Years career training
- Seek further clarification of EYP and QTS roles
- Encourage research to clarify the impact on practice of non QTS EYPs
- Advocate for parity of salaries for the workforce across sectors.

Working with children in the birth to three age group is a new aspect of work for many qualified teachers in Children's Centres. The necessity to develop this aspect of initial teacher education programmes, and support the academic study of care and development of babies and toddlers is becoming central to new course design in the Early Years. There is an established culture of academic knowledge based on very young children from psychology and health based courses and education staff have much to learn from other disciplines in this area.

Recommendations:
- Raise the academic status of working with children under three and reflect this in course design for Early Years initial teacher education
- Further develop the academic research base focused on working with children under three

The issue of placement experience with babies for initial teaching students is currently fraught with complexities, not recognised as an area for assessed placement by the TDA, and therefore relegated to 'additional' rather than central placement requirements. The current climate also raises challenges in finding sufficient placements with suitably qualified work based mentors, funding issues and the development of appropriate baby and toddler placement guidelines which reflect graduate level engagement.

Recommendations:
- Advocate for assessed placement opportunities for Early Years student teachers with children under three, reflecting the age range covered by the statutory EYFS
- During the transition period to a graduate profession, HEIs may need to provide suitably qualified mentors where there are no suitable work based mentors
- Develop research based guidelines for effective practice with children under three

The multi-agency ethos of the Children's Centre requires the Children's Centre teacher to work in a very different team than the primary school setting. Often there will be only one teacher in a centre, or working across a number of centres, and the planning and weekly meeting and work schedule will bring the Children's Centre teacher into close working relationships with colleagues from very different professional backgrounds and with different perspectives on provision. While the ECM agenda has resulted in the inclusion of multi-agency working in new course designs, this is often delivered solely by education staff and fails to result in the deeper learning inspired by working with colleagues from alternative viewpoints. The earlier students training to work in the Early Years workforce can benefit from co-training with students and tutors from other professional heritages, the more able they will be to deepen their knowledge of the broader issues in multi-agency working.

Recommendation:
- Shared modules taught to a range of students from different courses, across agencies, by a tutor team from a range of professional backgrounds

The trend for a growing Early Years workforce with level two and three qualifications has led to the graduate Early Years Professional and Early Years teacher being defined as 'Early Years leaders'. This has resulted in Early Years graduates taking on leadership roles early in their career. In order to prepare students for this role, there is a need to embed leadership and the explicit teaching of interpersonal skills in initial training courses. Students need to develop the ability and confidence to develop a personal philosophy and vision, learn about decision making and teamwork, as well as having a secure understanding of the curriculum and effective practice they are charged with leading. Opportunities to rehearse and receive feedback on aspects of leadership need to be established within graduate courses.

Recommendation:
- Embed opportunities to rehearse and receive feedback on leadership skills, including interpersonal skills within Early Years graduate courses.

One of the biggest resources available to HEIs is the experience of those previous students who are currently at the forefront of working in new ways in the changing Early Years world. Harnessing the experience of these ex-students and developing communities of practice, which enable CPD training, at Masters level, and support practitioners in a way that prevents isolation in the field, is one way of sharing information

and developing potential which could impact practice at varying levels within the Early Years workforce.

Recommendation:
- Develop learning communities with graduate practitioners working in the Early Years to promote a culture of shared learning and continuing professional development

Biographies

Anne Renwick is a Senior Early Years Advisory Teacher for Cumbria Children's Services, currently seconded as a teacher fellow in Early Years education to the University of Cumbria. Anne has worked in an Early Years advisory capacity for six years, supporting practitioners in a range of settings including Children's Centres. She has been involved in Children's Centre development in Cumbria and particularly the role of the qualified teacher in Children's Centres. Anne has recently become an assessor and mentor for Early Years Professional Status and is currently preparing a research proposal for her MA on teachers in Children's Centres.

Lin Savage is a senior lecturer in Early Years education at the University of Cumbria and previously worked for the advisory teacher team. In the last three years Lin has been involved in teaching, mentoring and assessing on the National Professional Qualification for Integrated Centre Leaders, visiting a range of Children's Centres in the northwest to support leaders from a variety of professional backgrounds. Lin has recently become an assessor for the Early Years Professional Status. Lin's Masters research was focused on the employment experiences of newly qualified Early Years teachers.

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20. Investigating language for learning – A collaborative approach in four primary schools

Sue Hughes, Jane Andrews, Christine Screech: University of the West of England (UWE)

Summary

Given the acknowledged significance of language use (in both monolingual and multilingual learners) in the learning process (for example Vygotsky, 1962, 19781986; Wells, 1999; Mercer, 2000) we believe that supporting trainee teachers' developing understanding of children's uses of language in their learning is essential. Taking an action research approach we had the following aims for our collaborative research:

> *to investigate our own practice as teacher educators in relation to developing trainees' understanding of the inter-relationships between language and learning;to develop trainees' understanding of children's learning through language;to build opportunities for knowledge exchange within the UWE partnership with schools in the Bristol area.*

In this paper we provide a selective review of the literature on language and learning with specific attention to primary school contexts. In addition we consider current expectations of teacher trainees in England regarding understanding of children's language and learning as expressed through the TDA (Training and Development Agency for schools) Standards (TDA, 2007). We explain our action research-based approach to exploring how teacher trainees might learn about children's language and learning during two school-based visits. The experiences of the cohort of trainees, children in the schools participating in the project and university tutors are analysed and discussed in relation to what has been learnt and how such school-based learning can be built on in the UWE PGCE programme in future. Attention is given at the end to ways in which the action research project stimulated university-based and school-based colleagues to collaborate as a community of language enquirers.

Why talk is important in learning and teaching

When embarking on a PGCE programme few trainees recognise that one of the most difficult challenges they will face is engaging children in meaningful learning experiences. It would seem on the surface to be one of the most natural of skills to acquire. However, in spite of the high status given to talk throughout statutory curricula documentation, inspection and research evidence clearly demonstrate that talk in the classroom needs further attention:

> *observations in primary classrooms suggest that children commonly interact unproductively. It seems that group- and pair-based activity is rarely organised in ways that will best achieve productive interaction (Howe and Mercer 2007:19)*

This 'unproductive interaction' is hardly surprising. As Alexander's examination of classroom discourse demonstrated:

> *Teachers rather than learners control what is said, who says it and to whom. Teachers rather than learners do most of the talking.* (Alexander, 2005: 2)

With the introduction of the national strategies for literacy and numeracy in the late nineties much emphasis and professional development focused on the teacher talk: whole class teaching became a common feature of primary classrooms; teachers were encouraged to establish clear learning objectives at the beginning of lessons and plan lessons that enabled children to meet these stated objectives. This new emphasis on teacher talk, together with the absence of objectives for speaking and listening in the 1998 Framework, had the unfortunate consequence of diminishing the perceived importance of children's interactions:

> *In too many lessons, teachers' talk dominates and there are too few opportunities for pupils to talk and collaborate to enhance their learning. This is a key feature of the lessons that are satisfactory rather than goodand is an impediment to raising standards further.* (Ofsted, 2003:3)

It seems remarkable, in an age when so much credence is given to the socio-constructivist and socio-cultural conceptions of learning, that the development of children's interaction has been given limited attention in policy and curriculum guidance. Over the last forty years we have learnt much about the relationship between talk and learning: The work of Vygotsky (1962, 197886), Wells (1986), Mercer (1995) have underpinned the education of primary teachers throughout the United Kingdom; their writings illuminate the interactive processes through which children learn.

In his call for a new 'dialogic' pedagogy, Alexander articulated the importance of talk for learning whilst recognising the challenge this brings for our cultural construct of what is educationally valuable:

> *On this side of the Straits of Dover we have England's traditional and unchanging definition of the educational 'basics' as reading, writing and calculation, but emphatically not speaking.* (Alexander, 2005:5)

Since the introduction of the Primary National Strategy, increasing attention has been given to the role of talk in teaching and learning: the new Literacy Framework (DfES, 2006) includes four strands for speaking and listening; professional development materials have placed increasing emphasis on the role of talk in learning and teaching. Such materials give explicit acknowledgement to Alexander's proposition that:

> *one of the principal tasks of the teacher is to create interactive opportunities and encounters which directly and appropriately engineer such mediation.* (Alexander, 2005:2)

This proposition is supported by and reflected in the new Professional Standards for teachers (TDA, 2007). In order to develop:

> *a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.* (Q10)

Teachers need to:

> *Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. (Q18)*

And, by getting to know the learners in their class and developing a range of dialogic teaching strategies, they are better equipped to:

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make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. (Q19)

What we sought to do in our action research was to disrupt the traditional start of the PGCE programme; to involve the trainees in enquiries into classroom interaction that would give them insights into the complex nature of classroom discourse. By providing such experiences we hoped that the trainees would begin to recognise the ways in which they as practitioners could develop their own dialogic pedagogy and practice.

The Research Framework
Reflective practice, characterised as a hallmark of quality teachers and as the bedrock of their professional growth (Bennett et al., 1999) has over many years been a perennial focus for UWE's PGCE trainees. Using Schön's (1983) definition of the reflective practitioner as one who strives for professional self-development through critical consideration of his/her own practice, we adopted an action based research approach in our language investigations to provide an appropriate framework to 'enhance and systematise' that reflection (Denscombe, 1998:67)

At its simplest level action based research involves a spiral or cycle of planning, action, monitoring and reflection. This basic structure has, of course, been proved successful (for example, Elliott, 1991; Kemmis and McTaggart, 1982; Ebbutt, 1985) and is particularly well-suited to classroom inquiry. However, this project was designed to provide a more divergent model in that the investigations took place on three distinct but interconnected levels, providing an opportunity for university English tutors and teaching staff from partner schools, in

addition to the one hundred primary and Early Years trainees themselves, to come together as a community of language enquirers to explore the inter-relationshps between children's language and learning and its impact for them as reflective practitioners. Stoll's (2007) discussion of professional learning communities provides five key characteristics that effectively underpinned our work on the project with partnerships schools and trainees:

- Shared values and vision that focus on improving teaching and learning;
- Collective responsibility for the learning of all pupils;
- Reflective professional inquiry to deepen practice;
- Collaboration and teamwork;
- Group and collective learning, as well as individual learning.

Through engagement with the work of, for example, Alexander (2005), Mercer (1995, 2000), Cazden (2001), and our own research, we felt that exploration of children's language was key in terms of developing trainees' knowledge and understanding of teaching and learning, not only in English but across the curriculum. To give trainees access to children's talk repertoire (Alexander, 2005) early in the programme and prior to professional practice one, partnerships schools were asked to consider how they might accommodate one tutor group of PGCE trainees (approx 25) for two consecutive Wednesday mornings in the autumn term. Week one would provide opportunities for trainees to observe one child on a one to one basis both in the classroom and playground as well as their interactions with adults and peers. On the second visit, trainees would be asked to plan an activity designed to promote speaking and listening which would be undertaken in a small group with other trainees. University English tutors would accompany trainees on both school visits in the role of facilitator. The knowledge and understanding gained

from the empirical language investigation alongside theoretical sources   would form part of the trainees' assessment in English, and classroom teachers would be invited to attend presentations alongside university English tutors taking on the role of 'critical friend' (Bassey, 1999: Pring and Thomas, 2004). The table below outlines the timing of the project and the nature of the activities within the cycle.

Despite the inevitable logistical problems of filling relatively small classroom spaces with large numbers of adults, the overwhelming response to the project from all participants was positive and, as demonstrated, by responses to the SWOT (strengths, weaknesses, opportunities, threats) analysis (see next section) trainees felt that their awareness of linguistic diversity within school contexts (including in the playground) was heightened. Our current trainees have recently completed their language

investigations in school and their response again demonstrates their engagement and enthusiasm.

Before we move on to the forms of evaluation we used to reflect on the project it may be useful for us to give a flavour of the school-based small group work undertaken by our trainees. The second school visit in one of the schools saw one whole class of children working in the school hall in small clusters with their groups of trainees. The trainees had developed their teaching and learning activities in diverse and creative ways having begun to get to their group of children in the previous week. A treasure chest, some dressing up clothes, a large map of the world were amongst the many stimulating resources set out for children and trainees to engage with. The university tutor and class teacher stood back to admire the purposeful nature of the engagements taking place around the room. These are the rich

The following table outlines the timing of the project and the nature of the activities within the cycle

Date	Activity
July 07	Initial meeting with partnership schools to ascertain capacity and interest – 4 Bristol schools selected
September 07	PGCE cohort begins programme. Input through English and professional studies modules to support language investigation
October 07	School visit 1 Focus: 1:1 observation of one child's language. School visit 2 Focus: Small group work. One student taking role of observe
November 07	Group presentation (25% of module assessment) based on empirical work in school and use of theoretical sources.
November/December 07	Professional Practice 1
Spring 2008	Ongoing discussion/collaborative activity with school partners Students complete SWOT analysis
Summer 2008	Analysis of trainees' SWOT analyses to evaluate success criteria to feed into planning for next cycle. Evaluation from participating schools ….. identification of schools for autumn 2008.

images that stay in the memory. The following section provides a more detailed account of the trainees' and children's experiences.

Trainees' and children's experiences

Trainees' Experiences
As outlined above, a SWOT analysis exercise was carried out with the trainees in the university towards the end of their PGCE year. The exercise itself provided the trainees with the opportunity to reflect on the experience of exploring children's language and learning in school and also provided tutors with valuable feedback as part of the action research cycle. The timing of the SWOT exercise allowed trainees to review the experience in light of their subsequent learning in university and their teaching practices. Such data would, it was hoped, reflect impacts on trainees' learning throughout the year rather than during the school visits alone. Data from the SWOT analysis took the form of written notes generated by small groups of trainees who had visited the same schools, although individuals would have worked with different children in those schools. As such the particularities of individuals' experiences are to some extent lost in this data and we need to recognise that the notes reflect an amalgamation of experiences.

The data were analysed from using a grounded approach so that themes which emerged from groups of issues were generated. Those themes were as follows:

- the feelings associated with learning
- awareness of self
- experience of educational contexts
- exposure to classroom talk
- timeliness

The work of Claxton (e.g. 1999) has raised awareness in the area of education of the importance of feelings in relation to learning, both those of learners and teachers. The terms used by trainees illustrated the significance of their emotions when recalling their experiences within this action research project. The trainees referred to feelings such as 'Scary', 'awkward', 'tense, 'shock' and 'unsure' when reflecting on their two visits to schools as a whole group to explore children's language and learning. The emotional reactions also related to their greater awareness of the part these visits would play in their wider programme; that is, they were asked to write and present their experiences as part of assessment for a module on 'language and literacy. As such, one expression of 'anxiety about assessment' was noted on one group's SWOT analysis.

Evidence of reflection about the self prompted by the experience of being in school was present in the SWOT analyses. Pollard (e.g. 19972002) has done much to promote the notion of reflection as a key component of the teacher training and development process and Turner-Bisset (2001) writes about the importance of 'knowledge of self' on the route towards being an expert teacher. The trainees in their SWOT analyses demonstrated their self-awareness through observations such as feeling that they began to 'think like a teacher'. Other self-reflective comments also explored prior assumptions which school visits provided the trainees opportunities to challenge, as seen in the following comment: 'removed a lot of the biased feelings many of us had regarding a multi-cultural inner city school'.
Many of the SWOT analyses recorded positive reactions to being in school early in the PGCE programme indicating a strong desire to apply university-based learning to schools and children at an early stage. Kolb (1984) has an experiential learning cycle which includes a reflection in action stage which could be applied to what trainees were describing here in their school-based

experience in this project. In fact certain comments reflected a degree of exasperation that this learning format was not used more, for example one comment was 'it reminded me of reasons for going into school in the first place' and another stated 'not enough activities done in school' and yet another 'I am on a teaching course!' More specific ways in which experience of being in school was evaluated positively related to trainees' own learning which indicates their application of prior learning as seen in the comment 'good way to consolidate information learnt on learning theories'. The school context was referred to as 'meaningful' which implies a less positive view of learning to become a teacher in a context which is not a school.

The focus of this project was to support trainees' investigation into language for learning, and specific comments on their exposure to classroom talk occurred in the SWOT analyses. The comments indicated trainees had appreciated experiencing classroom noting, for example, 'great exposure to EAL' and 'interesting to learn about peer to peer and teacher-pupil interaction'. Trainees also showed evidence of reviewing prior assumptions for example 'those who participate in class aren't necessarily the highest achievers in that area of the curriculum' and 'talking off task is not necessarily a negative'. A feature of the project which was deliberately included was to make time for trainees to spent time with children in class and in the playground, bearing in mind that language use is likely to be strongly influenced by the physical, social and cultural context in which it takes place (see e.g. Tizard and Hughes' 1984 work on young girls interacting at home and in a nursery setting). One group of trainees noted it was 'good to see children at play and at work'

Trainees' reflections as expressed in their SWOT analyses were, as mentioned earlier, collaborative and necessarily brief given the

nature of the exercise. It is perhaps valuable to draw on an extract which one of the trainees included in a written assignment based on the work reported here as a more detailed and individualised piece of feedback:

> *'although I have always held an interest in the role of language within society in general and the role of oracy in particular this episode was particularly illuminating and in many ways resonated with a deeply held value concerning the importance of being able to effectively converse and collaborate with others.'*

A more instrumental comment came from a trainee who evaluated the experience very positively and viewed as distinctive enough to highlight it on their CV when applying for first teaching posts.

Children's responses
Although children's voices are valued by the researchers in this project as they are by many other researchers into children's lives and educational experiences (e.g. Alderson, 1995; Christenson and James, 2000), data from children were not systematically gathered during the project. Nevertheless, teachers worked with children following the trainees' and tutors' visits and pictures and letters were sent back to trainees expressing thanks for the work that took place in the small group teaching.

Texts included below (figures 1, 2, 3) express thanks for 'teaching me' and for 'being gentle' indicated in children's writing and teacher' notations.

Where do we go from here?
In order to maintain the momentum from this collaboration with partnership schools we sought funding from the Training and Development Agency to form a regional language network, which would enable the teachers who hosted our trainees' language

Figure 1

Figure 2

Figure 3

investigations to engage in their own inquiry into the ways in which talk, language and learning were linked.

The funding from the TDA enabled us to engage in a programme of activity designed to give the teachers and tutors from our university the time and space to work together to develop deeper and new understandings of classroom discourse. In the early sessions trust and mutual interest was established through activities designed by us to engage the teachers in a shared enquiry.

Through these initial exchanges of knowledge, teachers gained confidence to direct their own enquiry. The project teams: one specialist working with two teachers one from each authority were established, teachers visited each other, observed recorded discourses and identified key themes to be explored. As the project developed the teachers took increasing ownership of the enquiry and with the support the specialist began to interrogate the data emerging from their enquiry.

Conclusion

The evaluative feedback gathered as part of the project reported here and the resulting development of a TDA funded regional language network provided us with a strong endorsement of our concern for language and learning in primary education. In the true spirit of action research we have continued in exploring our area of interest with a revised approach to engaging trainee teachers and partnership schools in collaborative investigation into children's meaning making.

Biography

Sue Hughes, Christine Screech and Jane Andrews are programme leaders in the Department for Primary Early Childhood and Education Studies at the University of the West of England. We collaborate as

university lecturers in our teaching and on language-related projects with partnership schools. Our particular interest is in the uses of talk for learning by teachers and children in primary classrooms.

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21. Travels with PowerPoint; reflections on using slideware in teaching

John Lodge: Roehampton University

Summary
This paper explores the use of presentation technology in lectures. It does so through the lens of one tutor's teaching experience. In a direct way it asks, 'What is the place of presentation technology in teaching?' The author reflects on this question in a way that draws on current research and his everyday teaching experience.

Keywords
Presentation / presentation technology / PowerPoint / pedagogy

When projector fails
I heard recently a report of a speaker who, at a nationally organised education event, kept a large audience waiting because he could not show his PowerPoint slides. He began only when the projection system was finally fixed. However it transpired that all he had to show during his talk were several slides with bullet points. One wonders why everyone was kept waiting. Could it be that the speaker was unable to perform without PowerPoint at his side? More worryingly, could this incident be symptom that some of us are moving into a kind of technological dependency?

I mention the incident above because something similar happened to me and it started me thinking about my own use of PowerPoint. Last year as I was preparing to give a conference presentation, I discovered that I had forgotten to bring along the slideshow file. With an expectant audience before me, there was little else for it but to make my apologies and begin – without the slideshow. In the circumstances the session passed off smoothly enough and I was able to present from my notes and by showing some samples of work using an internet browser.

Interestingly, something quite unexpected occurred. Without the PowerPoint presentation for support, I was obliged to rely on some old-fashioned teaching skills. I found myself using language more expressively to cover for the missing visuals, making more eye contact with my audience and even going so far as to inject some mild humour from time to time. I really enjoyed myself and felt like I had given a worthwhile talk. This episode was one of several 'critical events' in the last year or two that caused me to reflect on my use of PowerPoint in lectures and which is the subject of this article.

From acetates to digital slides
In the1980s when the overhead projector and the slide-carousel were the lynchpins of presentation technology, like many teachers I prepared material on transparent acetates and projected them on a screen for my pupils. This low-tech approach was flexible and generally reliable. For a more polished presentation, commercially produced 35mm slides were purchased and displayed using a slide projector. Whilst teachers used coloured pens and acetates to create their overheads, commercial organisations had theirs made up professionally but at some cost, since graphics

and photographs were expensive to produce at the time. However, the situation was about to change with the widening uptake of the personal computer and the appearance of the first presentation program.

Based on a slideshow metaphor (Gaskins, 2008) the very first presentation program, Presenter, was launched by a company called Forefront in1985. It was an instant commercial success and shortly afterwards acquired by Microsoft who renamed it PowerPoint and subsequently included it in the Microsoft Office suite (1990). PowerPoint sales have gone from strength to strength and several years ago it was estimated that there were 400 million copies in circulation and between 20 to 30 million PowerPoint presentations were given every day (Craig and Amernic, 2006).

It is not difficult to see why PowerPoint should be so popular with users. Engaging hypermedia slides can be designed easily and carried around or communicated electronically for subsequent projection or reading on the web. Business was quick to adopt digital presentation technology but others have followed suit, including universities which have equipped many of their teaching rooms with digital projection facilities.

Emerging criticism
Despite its ever-increasing popularity, concerns have been raised about PowerPoint's suitability for purpose. Its most devastating critic is Edward Tufte who in a controversial essay (Tufte, 2003a) claimed that, compared to more traditional means of presenting information, PowerPoint slideshows were of poor quality. He argued that PowerPoint corrupts statistical reasoning and that it often weakens verbal and spatial thinking. Further, he lambasted it for its 'Stalinist' control of slide design which, often as not, results in a hierarchical bulleted list. The bulleted list, he argued, is an

impoverished communication form and he illustrated his reasoning with some striking examples (e.g. Norvig, 1999; Tufte, 2003b). Tufte was far from a lone voice in this criticism. Sweller (2007) used cognitive load theory to show that PowerPoint usage in lectures ran counter to good learning principles. He argued that expecting students to read text displayed on a screen, whilst simultaneously listening to a teacher, put undue cognitive demands on students. 'The use of the PowerPoint presentation has been a disaster', he declared, 'it should be ditched.' These, and similar criticisms from others, have challenged the prevailing fervour for PowerPoint and generated a vigorous debate about the value of presentation software.

Educational research findings
In their comprehensive review of PowerPoint research studies, Levasseur and Sawyer (2006) reported that most students held favourable attitudes about using PowerPoint in lectures. Students found lectures more interesting and entertaining; they believed also that PowerPoint helped with the organisation of the lecture and assisted with note-taking. However, despite students' positive attitudes, the authors could find little convincing evidence from any of the studies they reviewed that using PowerPoint improved learning outcomes.

Some clues as to why this might be so are provided by Adams (2006). She reminds us that PowerPoint is a tool and as such it is an 'evocative object' and invites its users to employ it in specific ways. 'PowerPoint,' she argues, 'exerts invisible lines of force on the choices teachers make' leading them to produce poor slideshows consisting of bulleted lists.

The culprits here, asserts Adams, are the Microsoft software designers who made the assumption that a bulleted list would be what most users required and so the default

program options are set to produce this. The designers incorporated various support features into PowerPoint to make it possible for a novice to create a slideshow with a minimum of technical knowledge. They developed for instance the infamous auto-content wizard which allows a beginner to generate a complete presentation by entering content into a sequence of boxes on the screen. The software takes this content and creates a fully-fledged set of slides – in bulleted lists, naturally. In addition to the auto-content wizard, the PowerPoint user encounters frequent and intrusive on-screen prompts such as 'Click to add text' which serve also to automate the slide design. Finally, slideshow templates are provided which require only that the user types in at the prompts and PowerPoint takes care of the design.

So what is wrong with the bulleted list? Plenty, according to Adams. Every subject domain, she reminds us, has developed its own particular knowledge forms needed to communicate an understanding of its content. The bulleted list risks sidelining many of these and substituting them with an inappropriate alternative. PowerPoint's hegemony she argues 'is rendering obsolete valuable, perhaps critical knowledge forms'. Teachers need to act vigorously against PowerPoint's 'soft determinism' and design slides that go beyond the bulleted list.

And yet many of us are reluctant to do so. We have got into a way of working with the technology that suits us and we find ourselves resisting calls for change; even when those calls appear well grounded. In my case it took nearly two years for the implications of what the research was reporting to begin to influence my practice – and even then, the initial changes I made were slight indeed. Concerned about this mismatch between theory and practice I began to keep a reflective journal about my use of PowerPoint and I recount here some of the issues that have emerged in my writing and subsequent practice.

The start of a reflective process
I teach in the information and communications technology (ICT) subject area in the school of education at my university. There are two full-time tutors and several visiting lecturers who contribute to ICT classes in initial teacher education (ITE). We teach classes to around 1100 undergraduate and postgraduate students each year. PowerPoint is an important tool in our lectures. Every lesson has its own pre-prepared presentation together with linked digital resources, e.g. images, videos, web pages. Tutors invariably use the prepared PowerPoint presentations when they lecture.

Early changes
Because of the context in which PowerPoint is used in the ICT subject area, I began to experiment with PowerPoint in non-ITE modules where I was the sole module tutor. This allowed me to make changes without seeking the consensus of my colleagues. I felt that some of the modifications I had in mind could have taken a long time to negotiate with colleagues since it is unlikely that all would have agreed with them or found them helpful.

Early changes focused on the design of the slides and I set myself the task of reading some of the literature on this subject (Alley, 2203; Atkinson, 2005; Koslyn, 2007; Reynolds, 2008). Spurning bullet points, I wrote in short but complete sentences or in key phrases which I hoped would encapsulate the lecture topic. I developed also a 'billboard' style to slide design (e.g. Lodge, 2008a) aiming for a strong visual impact by the use of striking visuals which I hoped would complement rather than duplicate what I was saying in the lecture (as in figure 1). I displayed each slide for a short period to allow students to view it, then I would blank the screen so that their attention turned to me as I continued to teach. The aim here was to promote engagement with the class.

Figure 1: A slide design using a large visual in combination with a short phrase

Because bullet points were dispensed with in this design style, an immediate consequence was that I lost my on-screen aide-mémoire. To keep myself on track I printed out the slides on paper and added additional notes by hand. This worked reasonably well. But whether a 'billboard' approach to slide design supports learning any better than my former style is still in doubt. However, I continue to explore it.

Active learning
Some writers have noted that PowerPoint can favour a didactic style of teaching which can induce passivity in learners. In an attempt to avoid this, some educators (e.g. Centre for Teaching and Learning , 2008) have proposed ideas and developed materials to help students remain active in lectures. Although my classes include plenty of practical learning activities I find that there is a danger that I can still talk for too long. I quote from an extract in my journal.

> *'There is a risk that the presentation may go on too long without allowing students to get involved. It would be sensible to include an "active" slide which would engage students and allow a few moments' break before the lecturer continues. This is respecting what we know about learner concentration spans – as well as the need for social/personal engagement.'*

Figure 2: An 'active' slide included in a presentation

Questioning the need for PowerPoint
At first I did not seriously question the use of PowerPoint in my lectures. It was such a clever media management tool that it seemed to be ideally suited to teaching educational ICT. However, encountering a timely article by Howells (2007) and having to rush to prepare a lecture brought about a circumstance where I realised my reflections had to go far deeper than the design of slides. I quote again from the journal.

> *'It is rare indeed for me to give a lecture without using a PowerPoint presentation to accompany it. And yet two days ago I did just that – and it felt strange, unusual. I realise that PowerPoint has become an integral part of my lecturing style. Why has this happened? How did it come about? These are important questions and they deserve an answer. I have got into a way of teaching without fully realising what was happening. I need to reflect on this.*
>
> *I gave the first lecture in a Year 3 education studies module on Tuesday – and I did not prepare a PowerPoint in advance. What I did do was jot down my notes on paper and used them as an aide-mémoire to guide the lecture's development. I did use the projector and interactive whiteboard at certain points during the lecture, but I did so as I needed them.*

And was it effective? Well, yes, I believe it was. Using a presentation means one has to give a certain amount of attention to managing the PowerPoint. I didn't need to do this and so I was more relaxed. I think I was more spontaneous also.

My notes served to guide me but only in a general way and so I fancy I was more spontaneous in how I taught – more animated, making more eye contact with the students. When I use a PowerPoint I am more confined. In a sense I have mapped out the lecture in advance and it can be harder to deviate from this. Not least because the slides are projected in front of the class – essentially making a public statement about what is going to be discussed/covered. This creates an expectation on both tutor and students. However, [lecture] notes are private to the tutor. This provides more flexibility.'

Why must every lecture have a presentation?

The incident above led me to think more deeply about my lecturing style. How was it possible that I found myself in the position that every lecture I taught was mediated through a presentation?

'Why has PowerPoint become so integral to my teaching style? This week's lecture (without a pre-prepared PowerPoint) has made me realise that I am using a PowerPoint for every lecture I teach. This – on reflection – is quite an extraordinary state of affairs. How has this come about? To answer this I need to track back some years.

My first use of slides was with the overhead projector. I used this technology on and off until around 1996. At the time I was working in a special school and I would give occasional CPD. The school had an LCD projector and at this time I used a presentation program –

but only from time to time. This however changed radically when I returned to Roehampton [University] in 1999. The ICT rooms [where I taught] were equipped with projectors and I moved rapidly to transfer my lecture notes on to PowerPoint. My other ICT colleagues were also using the same presentation software.

What then happened was that the [ICT] teaching team moved to more collaboration in relation to the preparation of presentations. We teach multiple groups the same 'content' and so it was perceived that if tutors used a common PowerPoint then this would ensure that all students would receive the same course – even if they had a different tutor. This of course was driven by equal opportunities but also criteria used by Ofsted in their inspections.

As a consequence, the PowerPoint became the "authorised version" of the lecture. It had been constructed by one member of staff but in consultation with colleagues. So although "authorised", it had also been produced as a result of consensus. So we arrived at a situation where:

a. *Every ICT lecture had an associated PowerPoint, prepared in advance;*
b. *The PowerPoint had been prepared to cover the lecture content;*
c. *The PowerPoint becomes authorised or accepted by [teaching] staff;*
d. *It is a product of consensus.*

We had got ourselves into a situation where every lecture (for our ITE courses) had a pre-prepared PowerPoint in place and in practice tutors taught using PowerPoint.'

Considering consequences

'What are the consequences of this [use of PowerPoint]?
Tutors deliver similar content to all groups [of students]. This helps ensure commonality across groups/tutors.
It is a supportive mechanism, e.g. it supports visiting lecturers who are only occasionally at college. It is supportive in other ways.
ICT shows lots of examples drawn from the internet. Hyperlinks can be pasted into a slide beforehand. This makes PowerPoint an efficient launch platform to other resources.
ICT makes extensive use of multimedia resources – these can be marshalled in PowerPoint and made available at the click of a mouse button.
The PowerPoint provides a "road map" for the lecture. It may cause lectures to be predictable but it does assist in maintaining relevant content coverage.
PowerPoint presentations are centrally located on the server and accessible to all computers [and] make it easy for tutors to access them.
PowerPoints are uploaded to StudyZone so students can access them [online].

I've described the consequences only in terms of benefits but it could be that there are some significant disadvantages.

Teaching quality is impaired
Does this situation limit the scope of the tutor to teach as she or he wishes?
Does it limit spontaneity or enthusiasm?
Does it damage student-tutor interaction?

A narrow range of pedagogies are exemplified
Does using a PowerPoint encourage the tutor to "lecture", i.e. present rather than teach?

Are other pedagogies ruled out because PowerPoint does not easily support them?

Is knowledge representation impoverished?
Some kinds of knowledge suit screen display – but others clearly don't. Are we tempted to ignore this because it becomes easier, more convenient to display on the screen? e.g. no photocopies need be made. So we're more clinical but we could possibly be neglecting richer knowledge forms.

Is student engagement reduced?
Nothing seems to deaden, to quieten a group of students like a PowerPoint presentation. It puts the tutor (the pointer) in full control and the students can potentially become passive listeners. Indeed, in some lectures the students appear to be taking few notes since they know that the PowerPoint is up on StudyZone.'

An alternative role for PowerPoint
Recently, various factors required me to produce lectures at short notice. I did not have a ready-made PowerPoint to call on and so I began to use PowerPoint in a different way. The planning process now begins with pencil and paper rather than directly typing into the slideware application.

'I jotted down [on paper] what I thought would be the lecture's development. I knew what content needed to be covered and I reflected how I wanted to organise each part of the lesson as I developed my notes. Where I felt I needed some AV [audio-visual] support I indicated this in the notes, e.g. a PowerPoint slide. I did not write the notes out completely in advance and then begin to consider the content for the slides. When I judged that a slide was required, I went off to find one from a

previous presentation I had prepared. So the lecture notes were built up step-by-step with the AV aids being marshalled as needed.'

I felt more comfortable working with this approach. This is a shift from my usual practice in which I develop my ideas in PowerPoint itself. Two thoughts at this point:
  a. Developing a lecture's development/content on paper is much more flexible and comfortable an experience. It easy to cross out, to change the order of something. It's
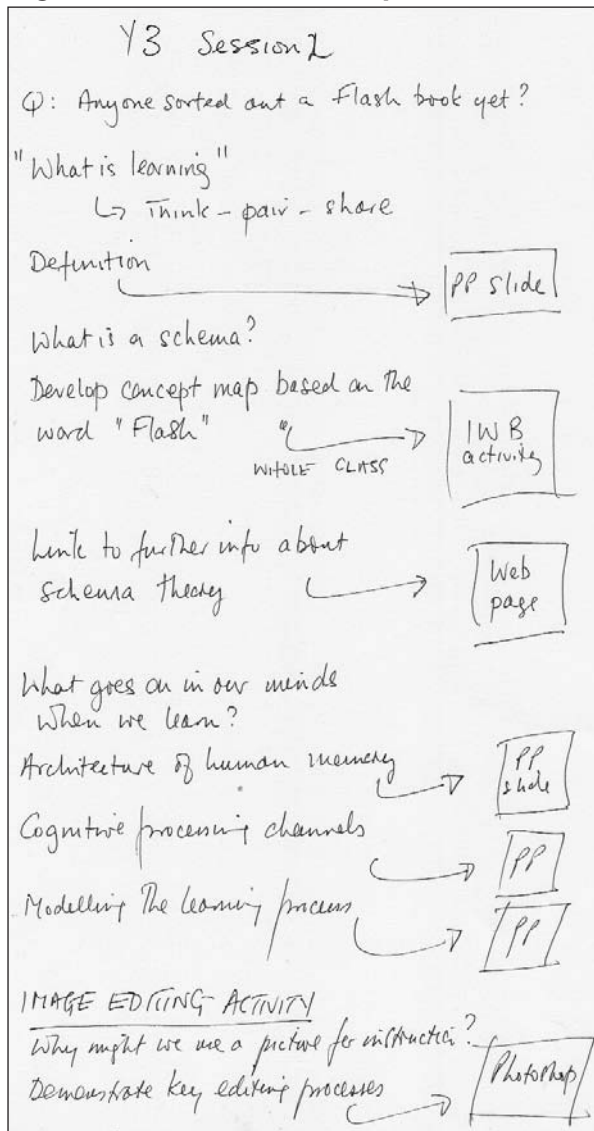
Figure 3: An outline lesson plan

also comfortable since it's easy to think with pen and paper.
b. Although I'm very experienced at using PowerPoint, and comfortable in developing presentations with it, if I design my lectures using PowerPoint then the software is inevitably going to play a significant role in the lecture. This may not be a good thing. PowerPoint may not be required at all – or only in a minor role. So, on reflection, perhaps it's best if I avoid using PowerPoint for designing the lecture.'

Student engagement in lectures
'I have noticed increased engagement with students when I teach with this style of using AV aids. Because the screen is only on intermittently – and neither I nor the students need to look at it – we are looking at each other more often. This gives me more opportunity to engage. So I make full eye-contact more often and directly. I direct questions more often to students. I query a student who may be working at her computer rather than engaging with the lesson. I get a stronger sense of a link with students and the development of a tutor/student relationship.

Teaching with the PowerPoint in pole position tends to be more presenting than engaging. Students read the screens and make notes – they often fail to make eye-contact with the tutor. As a teacher, my instincts are that the former teaching style is more effective.'

Note-taking and absences
Many students expect to see a presentation with lots of bullet points in their lectures. Since they are not encountering them with me, I will need to give further thought to the consequences of this.

'A detailed PowerPoint presentation with lots of bulleted text provides help for students with note-taking. The approach of these two lectures requires students to be much more self-reliant. It means also the students who miss a lecture do not have a detailed PowerPoint presentation to give them some idea of what was covered.'

Enjoyment

'I can't speak for the students' experience [yet], but I can say categorically that I prefer to teach in this way. I feel freer and I enjoy the increased engagement with the students. By avoiding an over-arching presentation, there is plenty of "space" for me to engage with students, to ask and invite questions, and to use a range of ICT and technical skills (instead of having everything in place [beforehand] on a PowerPoint platform.
I prefer this approach, decidedly.'

Conclusion

I find myself at the start of what appears to be an interesting journey of discovery into the relationship between presentation technology and pedagogy. But I have only just begun. I intend to continue reading, experimenting and researching in this area. Interested readers can follow progress on my blog (Lodge, 2008b).

Biography

John Lodge is a senior lecturer and subject leader for ICT in the School of Education at Roehampton University. He has been working in teacher education for 12 years, following 20 years teaching in primary, secondary and special schools. His research interests focus on the use of presentation technology in lectures.

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22. Ways of working with a school science technician during teaching practice; perceptions of trainee science teachers

Elaine Batchelor: University of Leicester

Summary
Trainee teachers need to demonstrate their competence to work with other colleagues including support staff. Before September 2007, this competence was embedded in Standard 1.6 of the Professional Standards for Qualified Teacher Status (TTA, 2002); 'understand the contribution of support staff and other professionals'. In the revised standards for classroom teachers this concept is found within 'Work as a team member and identify opportunities for working with colleagues' (TDA, 2007:Q32). A science trainee teacher will need to work with a science technician who, as a member of support staff, is essential to the ways of working for a science teacher since they provide the technical support for practical lessons. This paper reports on students' perceptions of working with technicians in their two school placements. Drawing on four questionnaires completed by 11 students during the year 2006-2007 and 22 reports written by the science co-tutors who assessed the students during each teaching practice, the study identifies: the initial thoughts of students on how a technician may support them; variations in the time they spend together; and a range of phrases used by co-tutors to judge the working relationships.

Keywords
Science / trainee teachers / technicians / support staff / collaborative working

Background
Various studies have attempted to describe an 'effective' teacher in terms of their qualities, skills, styles and behaviours. One common aspect of the 'effective' teacher according to many commentators (Cullingford, 1995; Harris, 1999; Flanders, 1970; DfEE, 2000; Cheng and Tsui, 1999) is that effective teachers will communicate with other staff; 'Teachers do not only need the art of communicating with their pupils, they need to communicate with each other' (Cullingford, 1995:20).

According to research commissioned by the DfEE into teacher effectiveness, an 'effective' teacher will demonstrate the characteristic of 'Relating to Others' (DfEE, 2000:1.3.11) through an ability to work in a team and communicate. Team working is described as 'between all school colleagues, including support staff' (DfEE, 2000:65). Busher and Blease (2000) found that science teachers

described technicians as being part of a team and, in a recent review by Hobson et al. (2006) of those training to be teachers, science students rated their relationship with non teaching staff more highly than other students did, suggesting the importance they place on relating to a science technician. This supports another study from the USA by Lee, Bryk and Smith (1993) which stresses the importance of human relationships in promoting a range of student academic and social outcomes.

Although communication between teachers and pupils and other teachers has been evident in some 'effectiveness' studies (e.g. Sammons et al., 1997), it has generally ignored the relationships and ways of working between teachers and support staff, especially in science departments in secondary schools (Busher and Blease, 2000). Given recent workforce reforms which are intended to increase the number of

support staff who are all engaging with pupils, 'staff communication and team building will become even more important' (Johnson and Hallgarten, 2002, 9). An effective science teacher will need to work with a technician who provides support by 'preparing, providing, maintaining, organising and managing the resources required for healthy, safe and secure, exciting practicals to be carried out by staff and students' (Cleapss, 2002, 6). Technicians provide technical advice to trainee teachers (RS/ASE, 2001) and will be showing, consciously or not, to the science trainees how they will communicate in the future in a science team which will be made up of teachers and technician(s) in an individual school. As trainees only work with a technician for a short while during a placement, they need to quickly relate to them (Sim, 2006) in order to demonstrate their ability to meet the standards which are assessed by a co-tutor.

Methodology

This study investigates the perceptions of eleven trainee science teachers (A – K) as they learn to work through verbal communication with a school based science technician in their two teaching practices, referred to as Phase A and B.

	Biology (b)	Chemistry (ch)	Core (co)	Physics (p)	Total
Female	4	1	3	1	9
Male	0	1	0	1	2
Totals	4	2	3	2	11

The science trainees completed four semi structured questionnaires over the year 2006 – 2007. This sample of 11 was chosen from the population of 38 science PGCE trainees because they gave consent for their responses to be analysed in conjunction with their teaching practice reports written by the science teacher (co-tutor) responsible for them during teaching practice. The 22 reports include a reference to a student's competence to 'understand the contribution of support staff to learning' (TTA, 2002:1.6).

What do students think a science technician does?

The study started with a questionnaire before their first teaching practice to find out what the students thought technicians do and how they thought they would work with them. Their responses were classified into groups identified by Cleapss (2002) on what 'most', 'many' and some' technicians do. Students identified tasks that matched with those that 'most' technicians do. These included:

- provide sufficient levels of stock of equipment and substances;
- provide the teacher with chemicals that cannot be stored in lab classrooms for demonstrations and experiments that pupils carry out;
- clean the laboratory and resources;
- keep a record of other resources i.e. tracking the stock of videos;
- set up experiments sometimes weeks in advance e.g. growing plants.

Some students identified tasks that 'many' technicians engage with, especially the provision of technical assistance to trainee teachers. Five of the 11 students commented on how they thought a technician would provide them with technical support. This compares well with the RS/ASE (2001) study which suggested from their survey of 5026 technicians that 52.6% of technicians 'often' provide technical assistance to students. None of our students identified a task that 'some' technicians perform.

Most of the responses were concerned with apparatus- assembling it, delivering it and collecting and checking it. This is similar to the RS/ASE (2001) study that found 95.2% were involved in delivering equipment to the room and in a smaller study of 11 technicians, seven of the 11 had the responsibility for getting the laboratories ready for the lesson and five of them for preparing the equipment (Busher and Blease, 2000). A noticeable difference though is the making up of chemical solutions which only one student identified

as a task of a technician whereas in the RS/ASE study 84.6% of the technicians carry out this task and six of the 11 technicians in the Busher and Blease (2000) study refer to making up chemicals. This may be a reflection of our students' subject specialism; there were only two chemistry specialists in the sample although neither of these mentioned making up chemical solutions in their responses.

Two comments do not fit into the list provided by Cleapss (2002) – 'keep the department chugging along' and 'a helpful person who works behind the scenes' – which may suggest that a technician is being seen as more than a person who is just doing a technical job but is more like the oil that makes things move smoothly. The verbs used by students in describing what they think technicians do are very similar to those used by Cleapss (2002) – for example, 'provide' and 'prepare'. There are more references to these verbs rather than 'organise' or 'decide'. There are more uses of the verbs 'help', 'support', 'aid', 'give', 'involve', which suggests a similarity with the Busher and Blease (2000) study where teachers also described technician support in terms of helping and co-operating.

How do students think a science technician will work with them to support them?
The first questionnaire asked students to suggest ways that they would work with a technician and how they thought they would support them. These were placed into five categories:
- School/Department Focus
- Equipment Focus
- Health and Safety Focus
- Technical Focus
- Support Focus

Most students identified that the support would be focused on equipment in terms of giving it out with only two references to health and safety. The comments referred to as 'technical' suggest a technician is seen as a source of advice– 'provide detailed information

about the practical, where the problem lies' and 'show me how to use equipment I've not used before'.

The comments were then regrouped into four categories on how they will work with a technician:
- Tell/Show/Provide;
- Comment about technician
- Advise/Guide/Suggest/Do things
- Personal/Affective

These included: 'best ways to do an experiment, what works and what doesn't', 'show me how to use equipment I've not used before' and 'let you practice first before the lesson'. A few comments referred to 'affective' ways of working with to a technician, for example, 'they understand, let you practice' which is similar to 'one less thing to worry about' and 'be understanding that you don't know everything as a trainee'. This may indicate that a student expects or hopes a technician will provide them with what Cooper and McIntyre (1996:97) call an 'emotionally supportive environment'.

Most of the comments refer to either how students think that a technician will 'tell' them things – 'direct', 'show', 'point out' - or to a suggestion that the ways of working and therefore communication will be more 'guidance' focused – 'suggest', 'advise', 'offer'. Only one student commented on how they need to be aware 'that there are other staff in the department who are also asking for equipment' which is a potential indicator of their individual awareness of the need to work in a team.

How did the students work with the technician?
The students were given questionnaires to complete after their initial visits of four days to each of their two placement schools, and at the end of the year, to find out how they worked with the technician during each placement.

During the Induction visits

Their responses ranged from 'no contact' to 'spending time talking about horror stories' or 'telling you where to hang your coat' to 'advice on schemes of work' and 'remedial treatment in case of accidents'. One student commented, 'they helped to explain who and how the department is run' which supports the study of Busher and Blease (2000) that suggests the relationship between teachers and science technician may go beyond what is their job description.

During the placement

In the final questionnaire the students were asked to indicate what they remembered about working with the technicians and to identify specific support given to them as shown in table 1.

Nine of the 11 trainees stated that a technician provided them with advice on equipment with eight of them indicating that a technician is the main person in the science department doing this. We found that students' specialism may influence their ways of working with a technician; two of the three core science students (those training to teach science up to Keystage Four) strongly agreed that they collaborated with a technician, whereas only one of four Biology students indicated this. Five of the 11 students agreed that a technician had communicated subject knowledge but this did not include any Physics or Chemistry students.

Table 1: Specific help by technician reported by trainee teachers

Trainee teacher	Specific help reported at the end of the PGCE by each science trainee teacher
A	Phase A - help with demonstrations. Phase B - advice on how to use equipment.
B	Phase A - organised course with teacher before hand and then followed it, Phase B- helpful and flexible
C	explain experiment that could be used, helped to practice them and give science behind the practical
D	Helping me practice / demos prior to lessons
E	In phase B -technician helped to set up a system for computer monitoring of sound waves
F	Phase A - often suggested practicals. Phase B- helped to collect photocopying, tidying up lab.
G	guided me through practice experiments when I was unsure, hints and tips
H	having the worksheets already in the room waiting for me as opposed to having to sort them out for myself, repro
I	I couldn't work the TV - she dropped everything and came and fixed it. No one else was around and so she helped out
J	in phase B practical - transpiration - using a potometer - technician showed me how to set up apparatus and delivered equipment to the room
K	Phase B she gave me a rough idea of the experiments already in use for topics so I put practicals into my lessons for boring topics

Five of the 11 students used the verb 'help' when referring to ways of working with a technician compared to 2 at the start of the year and there were two comments that indicated the students' perceptions of working with some technicians who can be 'more helpful and friendly' or where 'communication was much easier in Phase B'.

The questionnaires provided an opportunity to consider how working practices alter in the two teaching practices. This is shown in table 2 for two trainees (J and K).

What comments are written by co-tutors 'tutors'

There are no set phrases or words that co-tutors are required to write as their judgements on how a student is demonstrating competence in any Standard and therefore there would be a potential error in suggesting a hierarchy. There were a range of phrases used from 'good relationships' to 'worked with' to no mention of working with a technician. Four of the 11 co-tutors did not refer to a student working with a technician in Standard 1.6 in Phase A and two of the 11 in Phase B.

Table 2: responses from trainee teachers, J and K

Code	What do you think is the role of technician?	What ways will a technician support your learning?	Difference between A and B working with technicians	Specific help provided harder.	How did they help you become more effective?	Barriers to working with technician
J	helpful person who works behind the scenes who will provide me with equipment ask for as long as it within their power to do so	Teach me the systems used in the school. Show me previously used ideas for lessons when I need inspiration	In phase B I didn't have to give as much notice. There were many more set practicals. There was one technician per subject whereas in phase A there were 5 technicians who spread the load	in phase B practical - transpiration - using a potometer - technician showed me how to set up apparatus and delivered equipment to the room	showing me practicals I could try and suggesting ideas other teachers could use	I didn't know when they were off - they had part time/ days off sometimes
K	Technicians are support staff. They organise and control the use of equipment. They decide which equipment needs to be ordered in. They have an understanding of the way experiments and equipment work	A technician may have a better idea of how to show a concept for a class, or improve an experiment, than you. They can direct you to useful resources or help you to understand a concept yourself so you can teach it.	Phase B only had one technicians, however she was always willing to help and didn't mind daft questions. Technicians in both phases were good but phase A worked harder.	Phase B she gave me a rough idea of the experiments already in use for topics so I put practicals into my lessons for boring topics	She always went through the reasons why we used certain chemicals and what happens when it goes wrong, very useful as the pupils often asked if things would explode	somewhat frosty at beginning, laying down rules for handing in equipment sheets etc, very similar to starting with a new class, harsh at beginning and mellows out

Some co-tutors wrote about the relationship between a student and technician; for example, 'good relationship' and 'sought to build an effective working relationship'. Others comment on what they had communicated about, for example 'booked equipment ', 'discussed equipment and its uses' and ' gained guidance from the technician'. Two students (H and K) had reports from both schools which did not refer to how they worked with a technician in any standard. Table 3 shows the comments for trainee teachers F, G and H.

How much time do they spend together?

The time spent with technicians in Phase A, as perceived by the students, varies from five minutes to 45 minutes per day and in Phase B from 10 minutes to three hours per day as can be seen in table 4. Four students spent less time with a technician per day in phase B compared to Phase A, whereas six

increased the amount of time and one stayed the same. There is a range of time spent with a technician for the Biologists, Core Science and Physics students but both Chemistry students (E and F) spent less than half an hour each day in both placement schools.

Conclusion

The students in this study indicated before their first placement that they were aware of the tasks that 'most' technicians carry out according to Cleapss (2002). They expected to work with the technician in terms of the provision and preparation of equipment. Early in the PGCE course many of the students in the sample perceived that working with a technician would take the form of being told or guided by them on how to use equipment as they expected a technician to be more informed than themselves. At the end of the PGCE year, five rather than two students in the sample used the verb 'help' to indicate their new way of working with a technician.

Table 3: Comments from the reports written by co-tutors for trainees F, G and H

Code	Age	Subject	Sex	Comments for standards 1.6 phase A	Comments for standards 1.6 phase B
F	26	Chemistry	F	F has worked with technicians within school as well as setting up experiments with the assistance of other members of staff.	F has been able to work effectively with the dept's technicians in the preparation of lessons.
G	28	Biology	F	G has effectively liaised with science technicians with regard to ordering equipment.	G worked closely with science technicians with regards to ordering equipment and sought advice and help from them when planning practical sessions with classes.
H	22	Biology	F	H has liaised with support staff in the classes. H has attended a meeting with SENCO and understands role of EAL coordinator	H has made considerable effort to plan, in collaboration with the class teacher, appropriate lessons. H asks for guidance and works well alongside colleagues in team teaching.

Table 4: Time spent with a technician per day in hours as reported by trainees at the end of the PGCE year and the phrases in their teaching practice report on how they worked with the technician

Trainee	Approximate time spent with technician in hours	word taken from standard 1.6 Phase A report	Approximate time spent with technician in hours	word taken from standard 1.6 Phase B report
G	0.08	effectively	0.75	worked closely and sought advice and help
E	0.25	worked well	0.5	developed good working relationship and sought advice
K	0.25		0.55	works well
D	0.25	understands the invaluable support	0.5	more confident in her working relationship
F	0.33	worked with	0.5	work effectively with
I	0.33		3	
C	0.5		0.17	successful in working relationships
B	0.75	excellent working relationships	0.25	worked very well
J	1	worked well	1	very successful in working relationships
H	1		0.75	
A	2	close contact and good working relationship	1	worked effectively with

There are variations in the time spent with technicians but there appears to be a common focus on building relationships. Reports written by co-tutors vary in their comments on how the trainee science teachers work with a technician. Most students are judged to be at least able to 'work with' a technician with some being judged as having built 'excellent working

relationships'. Not all reports provide information about the way a student and science technician work together including the report for the student who reported she had spent three hours a day with the technician.

The implications from this study will be to consider developing opportunities to engage with the school science technicians in the partnership schools to optimise ways of working with the trainee science teachers. This will be supplemented from evidence from a recently completed case study using observation and interviews with one technician and two trainees in the second teaching practice during 2007 – 2008.

Biography.

Elaine Batchelor was the Secondary Science PGCE Subject Leader at University of Leicester from September 2006 to September 2008. Previous to this role, she was the Science Consultant for Leicester City Local Authority for four years after twenty years of teaching and leading science in four schools in Northamptonshire, Leicestershire and Leicester City. She will be taking up a new post at Riverside College, Leicester in September 2008.

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23. The process of changing identity: Pit Stops and Magic Moments of New Teacher Educators.

Elaine Batchelor and Carmen Mohamed: University of Leicester

Summary
The existing research on New Teacher Educators (NTEs) in the UK context indicates that the first year is a time of rapid learning and acquisition of new forms of knowledge and understanding. Research also indicates that there are three priorities for most NTEs in their first year; survival, shifting the lens and laying the foundations for research (Boyd et al., 2007:7). It is within this framework that we set our theoretical study using qualitative data in the form of transcripts from professional reflections written for the Postgraduate Certificate in Academic Practice in Higher Education (PGCAPHE), interviews with ITE researchers and self documented critical incidents.

Keywords
Identity / transition / teacher educators

Introduction
New Teacher Educators joining a university will come from various backgrounds although they are most likely to have been qualified teachers with considerable experience in school management. They bring with them pedagogical knowledge and expertise but 'often enter higher education without doctoral level qualifications or other sustained experience of research and publication processes' (Boyd et al., 2007:1). Research by Boyd et al. (2007) on journeys into Higher Education Institutions (HEIs) has indicated that whilst the shift from teaching in schools or a Local Authority context to Higher Education may appear small and professional skills transferable, there are moments of high stress and challenge. According to this research, these relate to uncertainty about the role, new ways of working with adult learners and an uncertainty about developing an academic base.

Our reasons for embarking on our theoretical study and engaging in this reflective process were both personal and professional. We had both transferred our professional expertise from working in Local Authorities to Higher Education. After a chance meeting in the car park, we recognised, at a personal level, a shared struggle to feel accepted. We were trying to create a place for ourselves within a disparate group of people but we did not really understand university life. We agreed to engage in professional activity to understand how we were experiencing the transition. We studied the literature relating to change management and transition; this allowed us to depersonalise our feelings. Our discussions provided the space to explore our interpretations of institutional workings by comparing experiences. We discovered shared events which could shed light on our understandings as Geertz suggests:

> *To form accounts of change in my profession, my world, myself, calls not for the plotted narrative, reminiscence or structural progression. It calls for showing how particular events and unique occasions, an encounter here, a development there, can be woven together with a variety of facts and a battery of interpretations to produce a sense of how things go, have been going and are likely to go.* (Geertz, 1996 in Kearney 2003).

We recognised that there was no set way to transfer our skills and knowledge as we had different work styles; our growing ease with the new situation came from varying and often unlikely events or 'unique occasions'.

The highs and lows of transition would continue for some time as new challenges confronted us and we became more familiar with the barriers we were dealing with. We kept diary style notes of events and experiences to map and analyse our transition experiences. One such event occurred whilst reading the ESCalate 'Guidelines for Induction' booklet (Boyd et al., 2007) on the train journey to a conference for New Teacher Educators. I noted at the time that reading the guidelines 'made me feel better as lots of the experiences appear to be shared within the field' and wondered, 'Is this institution specific or part of the process of change from one organisational structure to another?' (Carmen Mohammed (CM), month 5). On the return journey, discussion of our experiences at the conference and our prior learning experiences stimulated interest in engaging in a self study to begin our own research careers.

Method
Using the ESCalate Induction Model (Boyd et al., 2007) for newly appointed lecturers in Initial Teacher Education (ITE), we reflected on our own scholarship and research. We considered the professional activities of teaching and supporting learning using qualitative data from professional reflections written for the Postgraduate Certificate in

Academic Practice in Higher Education (PGCAPHE), transcripts from interviews with ITE researchers and self documented critical incidents. Giddens (1991 in Kearney, 2006) observes that the construction of identity is increasingly a 'self reflective project' though having a colleague mirror our experience of the process was extremely constructive to developing understanding and ultimately lead to what we termed 'recovery'. Whilst we recognise the limitations of using self reported histories to report our selection of memories, we hope that our shared experiences may be used to support the commitment to and enhancement of professional development for new staff experiencing difficulty in transition.

We demonstrated our personal journey visually as the process of deconstructing and reconstructing our professional identities within the first six months of taking up our new posts. We designed a visual map originally to create a poster for presentation, though we discovered that the visual representation enabled us to clearly see the pattern of change follow the parallel path of our journeys during transition. We used 'Magic Moments' to signify times when we felt that opportunities strengthened or affirmed our feeling of being accepted and 'Pit Stops' to signify the times when things went wrong or relationships were strained, when we felt held back by others or ourselves.

We engaged heavily in creative professional dialogue and set time aside for specific reading which helped us to use the theories
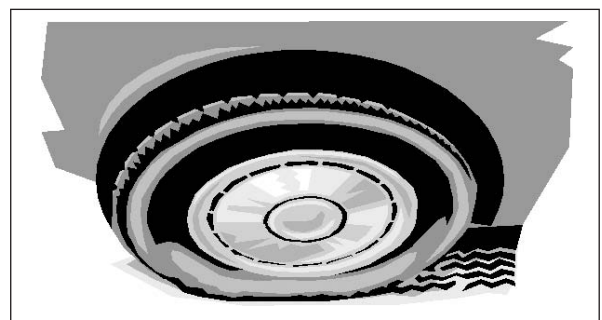
and experiences to consider what each was saying. In turn, this helped us redirect thinking or help one another to make firmer decisions about how we adapted to and accepted the role.

Professional identity and transition

For the purpose of this study, we have not focused on our personal identities or aspects of our social identity, instead we have focused on professional identity, an identity that lies within the framework of becoming a 'teacher educator'. Even though there have been many studies on self and identity, we feel that our professional identity is not defined. This is reflected by Korthagen (2004:82) who suggests that 'we can find no clear definition of the concept of teachers' professional identity'; identity is dependent on a person's feelings about a job and how this allows them to be part of a profession. Using the literature of identity we have adapted the concept of 'defining moments' (Williams, 1999) as the pertinent literature for our study. These are phrases or statements that we read or heard during our journey which have made us think, changed our perspective or helped us to understand our

career transition. So far the literature we had read informed us that it was quite natural to struggle with identity after a major change and those events, situations and interpretation could affect the experience. Other literature suggested that there was a timeline to the experience of transition. Plotting our own experiences along a timeline (Figure 1) in relation to the literature we found that we could identify our place on the journey and compare our experiences to those suggested by Williams:

> *Transitions often reach a crisis about 6 months after change. Sometimes a new event or 'defining moment' may trigger recovery from extended crisis. This cathartic release could be a key area for research.* (Williams 1999)

Our shared timeline (Figure 1) was plotted to take in the first six months of our journey in order to present the findings on a poster at a conference. However, it was noticeable that the crisis for both of us was easing and more manageable by this stage, there were more 'magic moments' than 'pit stops' by this time.

Figure 1: Phases and features of the Transition Cycle, adapted from Hopson by Williams 1999
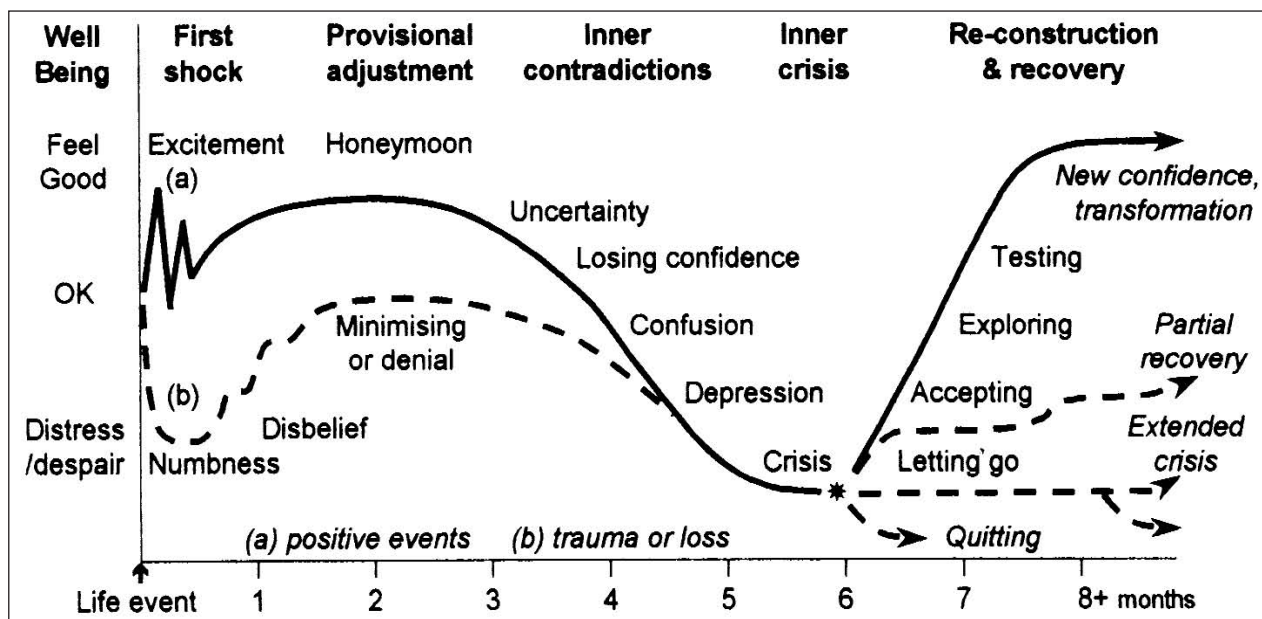
Findings

Our findings are set within the research of Boyd et al. (2007:7), using the three priorities; survival, shifting the lens and laying the foundations for research.

Survival

> Coping with stress and change have always been key issues for human survival' (Williams, 1999).

Stress caused by the change was displayed in how we experienced the differences between organisational structure and systems. We were left feeling confused and frustrated that we could not work out how the institution functioned. Feelings of incompetence created negative tension due to the high level of previous professional competence. Notes from our transcripts were used to display the context of 'pit stops' and 'magic moments' on the timeline to determine whether we could identify similar patterns in our experience of transition. We hoped that sharing these experiences would ease the crisis of transition for ourselves and other colleagues. We noted that the challenges (pit stops) recorded in the first couple of months included: working with a new team; learning about the way people work together; and just trying to infiltrate a team of people who have worked together for a long time as well as shifting our expectations of the role. These were expressed in the following quotations from transcripts:

> 'Spending time meeting people to gather the purpose and expectations of my new role, finding it very difficult as there are no job descriptions or expectations laid down for roles' (CM month 1).

> 'I feel inadequate, I feel scared, and I feel overwhelmed. Being observed by mentor has stressed me out, for years I have been admired and now it is back to being on probation, it feels horrible' (EB (Elaine Batchelor) month 2).

> 'I am finding it difficult to adjust to the different pace, lack of clarity, lack of sharing and the different thoughts on team work' (CM month 3).

> 'I had thought that I would be joining a team but am very isolated. No-one works in teams there is no creative dialogue and even my room is up in the gods with no possibility of passing conversation' (CM month 3).

Later the challenges were expressed as being more about the systems and structure of the organisation:

> 'It is not just who you are but how it works in the system' (EM month 4).

> 'The challenges are that there isn't a model framework, induction, timelines, guidelines, targets, and ways of working set up to put you into the other role. There isn't a hierarchy, there isn't a structure to guide you through' (EM month 4).

> 'I think the biggest learning curve for me was that I had to do all my own admin. I was very frustrated by the amount of time everything was taking me to do, I felt, I suppose, incompetent, I felt that I should have been getting much more done than I was' (CM month 3).

However, there were many occasions and events recorded which expressed adjustment as a more positive experience - the defining moments that ease the crisis - these were mapped on the timeline as 'magic moments':

> 'Spending time with the previous post holder provided helpful opportunities in learning how to interpret the forms and to be given information about the history of the department. The stories were good to hear because they made the place seem human' (EB month 1).

'First week of students in university. It has been fun, challenging and well organised. It was just like teaching' (EB month 1).

'Beginning to work out who to talk to about what, so am beginning to get things done. Feel more in control' (CM month 3).

'Getting an office, space I could adopt as my own, Made my own door label I can finally say I belong here' (CM month 2).

Through professional dialogue we used research literature to understand our shifting professional identity. The transcripts from diaries, interviews and critical incidents showed us that sometimes it was small personal details which made all the difference to the depth of transition crisis; for example, taking time to organise the furniture in your room and finding the staffroom are very important parts of feeling a sense of belonging which enabled recovery.

Shifting the lens

As Local Authority Consultants we had already transferred our professional teaching skills to working with adults rather than children and therefore we had no expectation of any serious concerns in this aspect of our new role, however, two issues have arisen. Firstly, the need to offer the adult students support that verges on personal counselling rather than teaching; this is significant in how the student teachers use our experiences within theoretical frameworks to analyse their own behaviours. Secondly, the necessity for us to acquire an academic profile has influenced our support for those adults who have not written for many years and offered theoretical models of the pedagogical demands of working with adult learners.

Our focus on how we were experiencing the transition was heightened by the fact that our students were undergoing similar experiences. We were learning and teaching about coping with change and at the same time relating our findings to the theoretical frameworks available. This provided an engagement in dialogue about identity change and transition at a crucial time for our reconstruction and recovery. Reflecting on expectations and focusing the purpose of professional transition helped to uncover what the institution has to offer. We found that being in control of your own journey is as important to recovery as support and guidance. Expecting structural progression and a defined way of immersing yourself into the new role would create a barrier to the reconstruction of professional identity; we discovered that it was far better to get a sense of the institutional systems and find a way to develop a personal style of professional working. Our diaries recorded how we uncovered this way of thinking:

'People would be encouraging and discouraging at the same time. It has taken time to sit back and listen to each person and understand where they are coming from so that I can put their advice into context and not take each conversation at face value' (CM month 5).

'Some people will say your main focus is teaching and learning, don't do anything else, get hold of PGCE, and equally someone shouting at you, the main purpose is to do research, learn this because you won't get promotion, you won't get recognised' (EM month 4).

'When starting a new career in a new institution it is important to accept everything, learn to make yourself invisible. Trying to drive change and develop practice is not acceptable' (CM month 5).

Transferring professional skills and knowledge to a new institution requires you to accept everything until you understand the

dynamics of the organisation, however, as challenging professionals we found that difficult; we were used to trying to drive change and develop practice. We had to learn to make ourselves invisible, not to challenge or offer alternatives until we fully understood the systems and structures and were accepted as having something valuable to offer. Because we did not understand the social or professional context, we found ourselves in a professional identity crisis, and because other colleagues understood the context, they found it difficult to support our confusion. In addition we found ourselves in the position that continued employment required an academic profile and quickly.

Laying the foundations for scholarship and research activities

According to Boyd et al. (2007:2) research is often the hardest part of the journey for new teacher educators as it is generally the newest element of work and also the main reason for the transfer to HE: 'It can be very hard to understand how people relate to each other within a research context or what their expectations of new staff members are. This is a struggle due to difficulties in organising internal registration on courses, being taught by colleagues in a public forum and learning how to write academically enough for peer review'. Being a member of staff and, at the same time, a student in the same establishment can be very challenging for the new member of staff; the voices of particular colleagues are very influential in creating the emotionally supportive atmosphere to lay the foundations of becoming a researcher. Gergen (1989 in Kearney, 2006) poses the theory that whose voice prevails in a sea of alternatives may be critical to the fate of the person. This was certainly the experience shared in our diaries from both positive and negative points of view:

'Comments received on my first assignment – really useful but also makes me feel embarrassed. I have to deal with this face to face and internally – not helping with self esteem'
(EB month 3).

'Feedback on my first assignment from tutor – I am making progress. I am now part of a group making a bid to ERSC on communities of practice. I feel good with this topic' (EB month 4).

'I keep finding out other expectations from the University which are not automatically apparent such as presenting papers at conferences and publishing in journals as well as registering for a PhD and completing a professional teaching certificate'
(CM month 3).

Where the colleague to whom we had to expose our insecurities was professionally supportive, we found the experience enabling and positive. However, if we felt vulnerable about exposing our incompetence in this area, we could spiral back into crisis. Being surrounded by colleagues who were willing us to develop into the profession, and who supported our learning, was crucial to our recovery. Having chosen to focus on the structure offered by Boyd et al. which shared three priorities for the first year of transition (as discussed above) we identified a fourth one, describing this as 'feeling a sense of belonging'. Many people gain a sense of positive self esteem from their identity group which furthers a sense of community and belonging:

'It is important to know how to use the photocopier and how the department fits into the university structure and it is essential to write academically and teach the students well but identities can be damaged because of a feeling of not belonging' (EB month 6).

Padilla (1980 in Kearney, 2006:37) found that acculturation into a new institution requires 'reaching some form of equilibrium after contact, conflict and adaptation'. Mapping our highs and lows on a timeline and considering how they related to research in this field enabled us to recognise when we were finally acclimatising to the new institution.

Conclusion

This study has been essential to our professional well being; we both strengthened our resolve each time we met, took time to remind ourselves of our professional credibility, and remembered why we made the transition. We spent time discussing what we hoped to get out of the work we were doing and what our ultimate aim was in taking on this new role. We spent time encouraging each other to engage in reading around the subject in order to become familiar with the theories which generated 'defining moments'. We realised that our crisis of confidence was directly related to our professional identity as academics and to the process of transition as neither of us is new to teacher education nor new to teaching. We came to understand that Teacher Educators do not necessarily have a shared professional identity and therefore it has been difficult to find a shared language or look for someone to identify with.

The experience of analysing our feelings within theoretical frameworks allowed us to come to terms with them professionally; the feelings could be depersonalised. This happened for us at the same time even though the length of time in post was almost a year different which led us to believe that the process was important to the success of the transition. We were in control of how we were experiencing the transition and began to understand that the events and situations we noted in our diaries were not the cause of our frustrations but a symptom of reconstructing our professional identities.

We were able to identify with Kanter's suggestion that:

> *Change is disturbing when it is done to us, exhilarating when it is done by us. It is considered positive when we are active contributors to bringing about something that we desire.* (Kanter, 1983:64)

Being a highly competent professional does not provide a safety net when you are shifting the focus of your identity. Having a supportive professional network is what provided us with the emotional confidence for transformation. Credibility with student teachers is based on school and classroom expertise not academic credibility though they need to believe that you have enough relevant recent knowledge of research in the field to support their academic work.

We believe that this study has a number of implications for the induction of staff new to university careers:

1. There should be an induction process which includes training in transition theory or a similar framework which would be enable newcomers to lay the foundations for their changing professional identities rather than assuming prior professional competence will ensure smooth transition. This will prevent newcomers from expecting an enabling process of change as we did:

> *'I have realised that there is no such thing as induction; whenever I ask how anything gets done, what the systems are I am met with the response: "When you find out, please tell me!"'* (CM month 2)

2. The mentor system should consider who is best placed to support a newcomer, recognising that unofficial mentors can provide coping strategies for the '*survival*' phase. Often the mentor is selected for their own professional

development rather than the person who is best placed to help the newcomer acclimatise, the person next door or a more recent NTE might be better placed.

> *'I had hoped to join the team for coffee at break time. Have asked several people what time they stop for coffee but am given a vague there isn't a particular time, my room is even up in the gods with no possibility of passing conversation'*
> *(CM month 2).*

In the very short time I (CM) have worked in HE two new colleagues have left because they were unable to make the transition successfully. For teacher education institutions to attract and keep highly competent professionals from other institutions it will be crucial for them to develop effective transition processes. Williams (1999) suggests: 'Some of the positive outcomes from enabling transition are high group morale and synergy, organisational transformation, high innovation, "rejuvenated" staff'. This is surely what learning institutions should be.

Biographies
Carmen Mohamed is a lecturer on the Primary PGCE at the University of Leicester. She is currently embarking on a PhD researching transition identity with PGCE students.

Elaine Batchelor is currently the Vice Principal of a large Secondary school in Leicester co-ordinating Science Networks for the area.

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24. An Olympic ITE Curriculum: how to become part of the legacy Background Paper and Outcomes of a Round Table Discussion

Neil Herrington: University of East London

Summary

This paper gives some of the background that was used to introduce the roundtable discussion which explored how the 2012 Games may impact on, or be incorporated into the ITE curriculum. This background draws upon a research project considering the educational legacy of mega-events, especially in relation to area regeneration. Particular attention is given to the Manchester Commonwealth Games of 2002.
Subsequent discussion included:

- How any initiative might equip and inspire trainees to be agents for change.
- The development of creativity through flexible interaction with content
- The localisation of response – how to engage with the international and national at the regional level
- Impact on the range and nature of partnerships

Keywords
Social Capital / partnership / Olympics / Megaevents / regeneration

Introduction

…increasingly, sports events are part of a broader strategy aimed at raising the profile of a city ... Often the attraction of events is linked to a re-imaging process and in the case of many cities, is invariably linked to strategies of urban regeneration and tourism development. (Gratton, Shibli et al., 2006:44)

Jacques Rogge, President of the International Olympic Committee (IOC), is clear that the Olympic Games should produce a sustainable legacy that is of long term benefit to the community of the host city and country. However, nobody really knows if these events generate a net community benefit, although an attempt, by Preuss (2004), to rank beneficiaries puts the local community into fifth place. Rarely, if at all, do the organisers of major sporting events/festivals review the net community benefit of the event. For sure, the IOC conduct a global impact study which utilises 150 indicators grouped into 3 dimensions: environmental, social and economic, but the economic justification tends to be so compelling that other impacts have a tendency to be diminished, with qualitative aspects being given less prominence. It is also the case that the 'legacy' only considers the two years after the Games. There is also the problematic nature of the term legacy - rarely defined and existing in Olympic discourse as being a worthwhile and self-evident given. However, it is clear that legacy doesn't flow automatically nor is it necessarily self-evident. There is also a potential for negative legacy, for example securing Olympic funding by delaying capital funding on non-Olympic budgets. Hall (2004) feels that:

investment in accessible and affordable education, health and communications technology, along with a diversified job creation strategy is far more likely to have long term benefits for urban economic and social well being than investment in elite mega sports events and infrastructure. (p68)

But to some extent this neglects the catalytic nature of the event, and the opportunity it affords for 're-imagineering' at all levels of society. The Olympic Movement itself is constantly reinventing itself even if, given that the Olympic Games have a big place in collective consciousness, it is sometimes difficult to realise that they did not emerge as a fully defined entity when they first arrived in Athens in 1896. Indeed, in their first few iterations the Games were part of other festivals. For example, the Paris Games of 1900 were held as part of the *Exposition Universelle Internationale*. The exposition organisers spread the events over five months and de-emphasised their Olympic status to such an extent that many athletes died without ever knowing that they had participated in the Olympics.

In some respects the Olympics and other sporting megaevents are extensions of the once popular World Fairs which were not just about selling goods but about 'selling ideas: ideas about the relations between nations, the spread of education, the advancement of science, the form of cities, the nature of domestic life, the place of art in society' (Benedict,1983:2). What we need to decide is what ideas do we want to 'sell' through an engagement with megaevents? And what types of engagement will allow the broader notions of legacy to flow?

At the 2007 *Pierre De Coubertin lecture* held at the RSA in London, Christophe Dubi, the Deputy Executive Director of the International Olympic Committee talked of the evolution that he can discern in the nature of the games; an evolution that has seen a shift from personal inspiration to the Games being used to influence the image of city and country and then onto a position where it is used to drive a deep transformation of shape and function in the urban fabric. In terms of the London Games Dubi talked about the integration of sustainable development into the equation of change as being at the heart of the event.

The scale of the London legacy plan is one of the largest ever and has sustainability as a cross cutting theme. London has high ambitions to carry on the development of the Games and their legacy, giving, for example, careful consideration to what do you do with venues when the Games have gone. Dubi sees this evolution as being vital if the Games are to remain a prime event which has meaning across generations.

The Manchester Case
Having successfully bid for the games in 1995, the 17th Commonwealth Games were hosted by the City of Manchester, from July 25th to August 4th. 2002. In the early 1990s, there was recognition by Manchester City Council and its partners that a mega-event such as hosting the Olympics could offer a mechanism for promoting the regeneration of East Manchester and also generate wider investment opportunities. The stated prime focus of Manchester City Council was to attract a major sporting event to the city which would act as a vehicle to bring substantial investment into East Manchester.

As such, East Manchester, one of the most deprived areas in England, had been chosen as the area where 'Sportcity' would be built in the early 1990s. East Manchester was, historically, characterised by expanding and prosperous light and heavy engineering industry. In the early 1970s, East Manchester supported 34,000 jobs, two thirds of which were in engineering, textiles and coal-mining. Industrial decline began to set in from the late 1960s, when a number of major employers closed their works, By the mid-1980s, 20,000 jobs had disappeared; unemployment rose, and firm closures created large tracts of vacant and under-used buildings and land. The economic decline of the area led to severe social as well as economic problems.
Being seen as typical of many inner city areas in the north of England - a declining economic base, high unemployment, low educational attainment, high crime rates, and

a poor quality environment – in 1992, the East Manchester Regeneration Strategy was produced based on three factors, one of which was the provision of sports and leisure facilities of international importance at the Eastlands site in East Manchester. A sports-led regeneration strategy began to evolve from this period onwards. This is in line with Marivoet (2006) who states that '[a]s globalisation intensifies, sport is increasingly being used as a vehicle for the affirmation of territorial or cultural identities on regional, national and continental scales'. (p127) Since 1999 East Manchester has been awarded a number of comprehensive regeneration initiatives:

- Beacons for a Brighter Future - There are seven programme areas within the 'Beacons for a Brighter Future' project: Crime, Education, Health, Worklessness, Physical environment, Local Services, and Community capacity and cohesion. The 'Beacons for a Brighter Future' Partnership provides strategic direction and aims to ensure complementarity between the New Deal for Communities and the Single Regeneration Budget initiatives and other regeneration initiatives operating in the area;
- New East Manchester (NEM) Ltd - launched in October 1999, and formally incorporated as a Company limited by guarantee in February 2000. NEM was the second pilot Urban Regeneration Company (URC) to be established in England.
- East Manchester Education Action Zone (EAZ) - Beginning in December 1999, the EAZ incorporates 17 schools and 6,500 pupils in East Manchester. Its stated aim was to 'ensure that all children, young people, and adults in East Manchester realise their educational potential, and are equipped with the confidence, qualifications, and skills, to enable them to make a positive

contribution to the social and economic well-being of their community' (East Manchester EAZ Action Plan).
- East Manchester Sports Action Zone (SAZ) - funded by Sport England through the National Lottery for five years commencing in September, 2000.

A key task for New East Manchester Ltd has been to co-ordinate the many funded and unfunded initiatives operating across all or part of East Manchester.

The evaluation report on the 2002 Commonwealth Games produced by Ecotec (2004) states that a key motivation for hosting the Games was the event's ability to stimulate sustainable regeneration. A central plank for securing these legacies came in the form of the 2002 Economic and Social Programme for the North West. This aimed to ensure that disadvantaged communities throughout the North West would benefit from Manchester hosting the event.

The stated aims of the Games Legacy Programme were:

- to improve skills, educational attainment and personal development;
- to develop skills and improve cohesion through participation in events and health improvement projects;
- and to improve the competitiveness of Small and Medium Enterprises.

The reports on aspects of the Manchester legacy point out that school attendance rates increased at both primary (by 2 percentage points) and secondary (4.4 percentage points) levels. Furthermore, a higher proportion of Year 11 leavers were seen to progress into higher and further education (an increase of 17.5 percentage points). It is also reported that resident satisfaction with

the quality of local schools increased to 76.5%. Some workers felt that opportunities were missed in terms of building a more concrete legacy able to operate after the funding allocated tailed off.

The 2012 Games, Social Space and Social Capital

It can be seen that, in Manchester's case, the Commonwealth Games was used as a planning tool. Drawing upon the stories from other cities Muñoz (2006) claims that 'Olympic urbanism has even transformed the urban profile of a city, having a strong impact on the post-Olympic evolution of the whole urban space through the intensive production of public spaces that are in fact used by different urban populations from all over the city…'(p181-182). This impact on urban planning and policy is globally important as at the start of the 21st Century the majority of the human population is urbanised, with economic growth being driven by investment in infrastructure, renovation and real estate. This is altering the physical and social landscape of cities. Policy has to struggle with the inherent tension within urban development – the complex issues around the size, shape, distribution and density of the city, along with the impact on social inclusion and the quality of life.

It is vital that we understand how urban living affects people and the environment. It is equally important that we use this understanding to develop an education that allows a proper engagement with the urban. We might even pose the question 'can education be planned for within regeneration?'

Studying megaevents, such as the Olympics, offers us a lens through which to explore such issues. This is a particularly powerful lens in terms of the 2012 Games as it is occurring in London, a global megacity with the challenges and opportunities that this poses. London's economic and demographic boom allied to the presence of

the Games throws the spotlight on it in terms of social trends in labour markets, housing, transport and public life. The 2012 Games are seen as being one of the key regeneration catalysts for an urban landscape that is fragmented and constrained by busy roads and train lines, but with large amounts of space and water in the Lower Lea Valley. The event facilities will be situated within this area, which it is envisaged will be an open environment and will engage local communities. The landscape architect, Jason Prior, states that:

> *Existing conditions on both sides of the Lea Valley reflect a geography of separation – the city has flown across its space. When talking to the boroughs and the community groups, it became obvious that we should be growing inwards from the edges, not creating new communities in the middle. The project should be about repairing the rift in the city fabric and promoting the greater integration of community with what we can bring forward as an improved environment. So what we are doing is extending existing frameworks and networks into the valley, whatever we put in the valley centre will be something that is accessible to a much broader group of people.* (Prior, 2007)

But as Sun (1999) puts it in a different context, '[w]hether these collectively owned resources can be successfully utilized for educational purposes largely depends on the strengths of social ties among community members, and therefore, requires collective investment in such social relationships' (p405).

A suitable framework for exploring this is to be found within the literature on social capital. There is scope for exploring the extent to which the megaevent with its associated symbols has the ability to generate social capital.

Social capital has at its core the idea that social networks have value, providing a set of resources that can be drawn down from the relationships that exist within the social organisation of the community. In doing this it allows consideration of the links between the micro-level of individual experiences, the meso-level of institutions, association and community and the macro-level of national and international policy makers.

Consideration of social capital resonates through the work of Bourdieu, Coleman and Putnam. All of these authors view social networks as being relational and lending themselves to being explored through the metaphor of capital. Thus '[s]ocial capital is a form of power, a currency, a resource: it can be utilised, traded, exchanged, drawn upon, invested or cashed in…social capital is a purposeful means toward other ends' (McGonigal, Doherty et al. (2007:80).This base metaphor of capital has been differentiated into 3 forms of social capital, namely:

- Bonding social capital which denotes ties between like people in similar situations- immediate family, close friends and neighbours;
- Bridging social capital, which encompasses more distant ties of like persons, such as loose friendships and workmates;
- Linking social capital which reaches out to unlike people in dissimilar situations, such as those entirely outside of the community, thus enabling members to leverage a far wider range of resources than are available within the community.

Sun's work (1999) clearly indicates that 'educational disadvantages of living in communities with a high concentration of large, and particularly, non-traditional families would be reduced by a small but statistically significant extent if members of the community could actively engage in community-based activities' (p422). This is in accord with Halpern (2005) who cites evidence that social capital at the micro-, meso- and macro- levels has significant impact on educational outcomes. For example, at the microlevel, higher levels of child-parent contact generally lead to higher educational aspirations and attainments. At the meso-level, some school types appear to perform significantly better than others with stronger parent-school relationships and parent-parent relationships appearing to explain the effect. There is some evidence that social capital within the school – that is teacher-teacher relationships - may also be important in explaining differences between schools:

> *many so-called school effects are really community effects. High concentrations of low social capital families in an area amplify disadvantage. The low average social capital of a community adds to the child's educational disadvantage creating a 'double jeopardy' effect.* (Sun, 1999:168)

An issue that will be explored in the second phase of this project is the extent to which the area is perceived to be impoverished by the professionals working in the area – do they see education as a way out and how does this aspiration affect the life of the area? McGonigal et al. (2007) point out that social capital 'will be encountered and made active by schools and by pupils in multiple and multiply related ways'. Whilst it is clear that not all of these 'networks' will lead to validated educational outcomes, it is important to realise that social capital is also of value in the evolution of a secure self-identity. Thus:

> *[s]chools offer each child contact with additional human capital in the persons of an intelligent and generally caring staff. This leads through curriculum and classroom interaction to the accumulation of cultural capital in the*

form of academic qualifications and also insight or entry into a range of intellectual and social activities, including sports and other interests, which allow a young person to profit at a deeper level from the culture into which he or she is being inducted, through an increasingly confident ability to read its semiotic codes and social norms.
McGonigal et al. (2007:86).

But the links extend beyond the school, forming a nexus of home, school and community that is configured and nuanced by the range of individuals within each of these. Sun (1999) speculates:

that community based social capital includes a process and a structural component. … the process component refers to intentional interpersonal interactions among community members and social ties built through such interactions… [t]he structural component refers to certain community characteristics which either facilitate or block interpersonal interactions among community members. (p407)

This is somewhat problematic because Sun's definition of community as being 'residential neighbourhoods in which children go to the same public school' does not reflect the London situation. Within London, the engagement of schools with communities is made more difficult because the size and fragmentation of the education system, allied to a good transport infrastructure enables a choice of schools for those families who possess the cultural, social and economic capital to negotiate these complexities. Thus, in London 99.6% of secondary school pupils have 3 schools within 5km (which compares to a figure of 78% in the rest of the country) and pupils are therefore less likely to go to their nearest one, in fact only 25% do so (Burgess et al., 2005).

[T]he impact of differential school reputations seems not to have been to reduce the overall desirability of the areas, but to encourage families to choose schools other than their most local one and hence to loosen the ties between particular schools and particular localities. (Crowther et al. 2003:23)

Even if this were not the case, the national educational policy context which focuses heavily on 'standards' of pupil attainment tends to override the desire for schools to engage with their communities. A study carried out by the Joseph Rowntree Foundation (Crowther et al., 2003) saw some eclectic if not incoherent practice from which the authors identified 3 basic models of school contribution:

- the community resourcing model in which schools seek to make their facilities, networks and expertise available to otherwise resource poor communities;
- the individual transformation model in which schools focus exclusively on improving the life chances of individual young people by raising their attainment;
- the contextual transformation model in which schools likewise seek to raise attainment, but feel that they can only do so by involving families and the community and that they must develop a wider range of attributes in their pupils. Schools were engaged in community oriented activities and could have considerable impact on individual pupils. However, there was no evidence that schools were able to have large scale impacts on the communities as a whole nor that they were able to bring about transformations of the life chances of large groups of young people.

Sun (1999) feels that more opportunities 'should be provided for community members to engage in community wide interactions. Policy-makers and community leaders should be reminded that in addition to other possible benefits to the community, tight interpersonal relationships also help the community achieve its educational goal' (p424). The development of social networks with the local community may be facilitated through engagement with the 2012 Games Whilst the opportunity to engage does not equate with engagement, the potential for high profile events to lever engagement, allied to 'an explicit attention to the mechanisms of trust and reciprocity within pedagogy could enhance young people's understanding of the need for such engagement, as might school-based developments towards the active used of social capital by disadvantaged youngsters' (McGonigal et al. 2007:83).

These levers of engagement might include the symbols associated with the Games. It was certainly the perception of those involved in the Manchester Commonwealth Games that they were 'a great hook and pulled people into activities that they would not normally be involved in'.

Conclusion

There was clear support for grasping the opportunity afforded by 2012 amongst the round table discussion group at the ESCalate conference. Individual colleagues were able to see ways in which engagement with the Games could be accommodated within the current structure of their provision, for example work can be slotted into existing assessment structure.

It was also clear that colleagues would be keen to use this opportunity to act as a catalyst to developments that would in all probability occur anyway. One such was in the area of ways of working with 'alternative' placements – working with others who work with young people: 'The Olympics can be a

catalyst for this providing a sharp focus, but once the Games have gone the links and developments remain'. Another colleague saw the potential for 2012 to act as a vehicle to explore issues around the Every Child Matters (ECM) agenda, to see how far this can this be integrated within ITT curricular. The potential of any work in this area to explore cross-curricular aspects was recognised by all participants.

Across all of the discussion the theme was that any engagement with the Games must produce a lasting benefit. It was recognised that some of this legacy would be delivered through the social capital generated whilst working on 2012 focused projects. It is likely that the impact on partnership will be a key indicator of success. What aspects of partnership will be strengthened? What new partnerships will be formed? What mechanisms need to be in place to develop these partnerships? It was felt that groupings that may be motivated to form because of the high profile nature of the Games might have a lifespan beyond 2012 and extend the networks clustered around individual providers. However, in order for the initial enthusiasm to be built upon it is necessary that there are meaningful outputs. Some thought will need to be given to the nature of the engagement expected from school based trainers. At the simplest level material may be produced that could be utilised within General Professional Studies sessions within the school. At a slightly more ambitious level there was support for the idea of teams of trainees planning events for individual schools, this will be even more powerful if the pupil voice is built in. This would be legitimate work for the trainee, form part of their assessment, produce a real benefit for the school and pupils and be a model of working that could operate post 2012 for other events. Hence, the group discussed materials and how these might be produced and integrated as well as developing models of ways of working. In both cases it was recognised that there

needs to be a forum to share ideas. The idea of some web based solution to this was discussed and broadly welcomed. Colleagues were well aware of the Teacher Training Resource Bank (ttrb) and used this regularly. If this is a method that is adopted for the aggregation of material and models then there will be a need to develop a framework for the material that goes into the site. Decisions will need to be taken as to whether this will be a general clearing house for all of the material that is generated in response to the Olympic agenda or will there be particular focus.

The nature of the engagement in terms of curriculum development was discussed. It was felt that any work done in this area should be about raising awareness and raising standards, a clear demonstration that benefit would accrue from the development. Some key areas were identified, a number of which recognise and 'plug into' school initiatives, and this included post 16 vocational curriculum development. There was a clear understanding that in many cases the Games would be used to give an up to date context for 'standard' activities, but there was a desire to develop ways of working that addressed issues of community education and cultural fragmentation. This, alongside a recognition that changes in the nature of schooling, would impact on patterns of ITT placements and models need to be developed that prepare the trainee to work in different ways as schools adopt different ways of working –for example suspending KS3. It may be that thematic work around the content area of the Games might catalyse the thinking here. Overall, any initiative must improve the quality of provision, by equipping and inspiring trainees to be agents for change. Giving them the confidence to use the curriculum rather than just follow it – spotting the flexibilities and being creative. Being concept rather than content driven.

Biography
Neil Herrington is a principal lecturer in the Cass School of Education at the University of East London, and a member of the London East Research Institute. He is interested in the interaction between education and regeneration.

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Glossary of acronyms

AES	Additional Educational Settings
AfL	Assessment for Learning
ASCL	Association of School and College Leaders
ASP	Active Server Pages
BA	Bachelor of Arts
BECTA	British Educational Communications and Technology Agency
BEd	Bachelor of Education
CAF	Common Assessment Framework
CCCI	Centre for Cross-Curricular Initiatives
CE	Continuing Education
CEDP	Career Entry Development Profiles
CPD	Continuing Professional Development
CWDC	Children's Workforce Development Council
DCFS	Department for Children, Schools and Families
DfES	Department for Education and Skills
EAL	English as an Additional Language
EAZ	Education Action Zone
ECM	Every Child Matters
ECM/YM	Every Child Matters/Youth Matters
EIC	Equality, Inclusion and Citizenship
EPPE	The Effective Provision of Preschool Education research project
ESD	Education for Sustainable Development
EYFS	Early Years Foundation Stage
EYP	Early Years Professionals
EYPS	Early Years Professional Status
FM	Flexible Modular
GC	Global Citizenship
GCSE	General Certificate of Secondary Education
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
ICLT	Information, Communication and Learning Technologies
ICT	Information and Communication Technology
ILP	Individual Learning Plan
IOC	International Olympic Committee
ITE	Initial Teacher Education
ITT	Initial Teacher Training
ITTE	Information Technology in Teacher Education
LA	Local Authority
LLN	Literacy, Language and Numeracy
M	Masters
MA	Master of Arts
MFL	Modern Foreign Languages
MTL	Masters in Teaching and Learning
NCSL	National College for School Leadership
NCVQ	National Council for Vocational Qualifications
NEM	New East Manchester
NESS	National Evaluation of Sure Start
NQT	Newly Qualified Teacher
NSE	Newport School of Education
NTU	Nottingham Trent University
Ofsted	Office for Standards in Education
P4C	Philosophy for Children
PBL	Problem-Based Learning
PcET	Post-Compulsory Education and Training
PDP	Personal development Planning/Profiling
PE	Physical Education
PG	Postgraduate
PGCAPHE	Postgraduate Certificate in Academic Practice in Higher Education
PGCE	Postgraduate Certificate in Education
PLP	Professional Learning Portfolio
PS	Philosophical Statement
QAAHE	Quality Assurance Agency for Higher Education
QCA	Qualifications and Curriculum Authority
QMP	Question Mark Perception
QTS	Qualified Teacher Status
REPEY	The Researching Effective Pedagogy in the Early Years project
RoPD	Record of Professional Development
RS/ASE	Royal Society and Association for Science Education
SACRE	Standing Advisory Council for Religious Education
SAZ	Sport Action Zone
SED	Self Evaluation Document
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SPEEL	The Study of Pedagogical Effectiveness in Early Learning
TDA	Training and Development Agency for schools
TQEF	Teaching Quality Enhancement Fund
TSL	Technology-Supported Learning
TTA	Teacher Training Agency Fund
UWE	University of the West of England
VSO	Voluntary Service Overseas
WOLF	Wolverhampton On-Line Framework

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ESCalate @ Bristol

University of Bristol
Graduate School of Education
35 Berkeley Square, Clifton
Bristol BS8 1JA UK

Tel: 0117 331 4291
Email: heacademy-escalate@bristol.ac.uk

ESCalate @ Cumbria

University of Cumbria
Centre for the Development
of Learning and Teaching
Bowerham Road, Lancaster LA1 3JD UK

Tel: 01524 384232
Email: escalate@cumbria.ac.uk

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