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Selecting potential teachers-‘gatekeepers and gut feelings’.

Fiona Jayne Woodhouse

**A thesis submitted to the University of Huddersfield in partial
fulfilment of the requirement for the degree of Doctor of Education.**

May 2009

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Abstract

One route to becoming a qualified teacher in England is to complete a Post Graduate Certificate in Education. The first obstacle for these potential teachers is to be successfully selected onto a course. The potential teachers need to possess the appropriate personal and intellectual qualities required to become teachers. This study has sought to uncover how the gatekeepers to the teaching profession- the subject tutors and practising teachers involved in the selection process make the decisions as to whether a potential teacher has these appropriate personal qualities.

The study considered what the potential teachers own construct of a teacher was, as they arrived for the selection interview. It explored what the practising teachers and subject tutors consider as appropriate qualities for these potential teachers.

This research used grounded theory as the methodology for exploring how these potential teachers are selected onto an Initial Teacher Education programme.

The analysis of the research has led to five emerging themes and a possible model to illustrate how the subject tutors and teachers select these potential teachers. The research highlights that the subject tutor interviews are semi structured in nature. It suggests that subject tutors expect these potential teachers to exhibit some evidence of six groups of 'qualities'. These include; personal qualities (including the ability to reflect on their own development), subject knowledge for teaching, enthusiasm for the subject, experiences of observing or working with pupils, some knowledge of schools settings and some knowledge of the teaching profession. The practising teachers similarly expect potential teachers to have, personal qualities, vocational qualities, some knowledge of their subject and some knowledge of teaching. The research suggests that there is congruence between what the gatekeepers to the teaching profession often refer to as their 'gut feelings' about the potential teachers and the qualities referred to in research studies. This may give the gatekeepers greater confidence that their professional judgements are secure, and that 'gut feelings' masquerading as professional judgment can be relied upon!

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Chapter One

Background to the Research

Introduction

The selection of potential teachers is an important process. There are approximately 441,000 full time equivalent teachers employed in state funded schools (DCSF 2008). Each year the Training and Development Agency for Schools (TDA) plans to recruitment further potential teachers who will complete a period of training to enable them to work in schools. In 2006, 20,392 potential secondary teachers began a training course to join the teaching profession (TDA 2009). These potential teachers will follow a course which will lead to an academic award and a recommendation for Qualified Teacher Status (QTS). The award of QTS enables these newly qualified teachers (NQTs) to begin their teaching career in state schools. As teachers they will have direct and indirect influences on the lives of the nation's children and ultimately influence many aspects of society.

There are several different routes which a potential teacher can choose to follow. The choice depends on the age range a teacher wishes to teach, - early years, primary, secondary or post 16 students. There are options of three or four year undergraduate routes, or following the award of a first degree, a postgraduate route. The postgraduate routes offered at present include a postgraduate certificate in education (PGCE) which includes study at Masters Level. Alternatively a professional course with the award of QTS (without Masters Level credits) is offered. These routes are mainly offered by Higher Education Institutions. There are additional routes such as the Graduate Teacher Programme (GTP) and School Centred Initial Training

Schemes (SCITTs), which are mainly school based. Whichever route these potential teachers choose to take, the first hurdle is to be selected onto the course. Challen and Byrne (2004) comment that:

...there appears to be little in the way of an evidence base for effective recruitment of trainees, individual providers basing their practices on tradition, opinion and administrative expediency. (p.3)

With this significant number of secondary potential teachers being recruited each year (20,392 in 2006; TDA 2009) it is essential that these potential teachers, are able to rise to the challenge of teaching effectively. The recruitment and selection of these potential teachers is the responsibility of the teacher educators and those providing the training and preparation of the new teaching workforce. Calderhead and Gates (1995) refer to these teacher educators as having a:

...gatekeeping function, guarding the entry and ensuring quality control in the production of teachers... (p.4)

This research aims to explore the selection of potential teachers onto a secondary postgraduate certificate in education course. Whilst it centres on the selection processes undertaken at one institution it draws on applicants and teachers beyond the institution.

Context of study

The impetus for this study arose from a desire to understand the admission process at the institution, where the author had taken on the challenge of Admissions Tutor for the secondary PGCE course. It was relatively straightforward to establish the mechanistic processes and systems that enabled this selection of potential teachers. On reflection however it was difficult to quantify what actually happened during the interview processes and how the decisions about the suitability of a potential teacher

were reached. It appeared that literature in this area indicated there was little research into this aspect of selection as indicated earlier by Challen and Byrne (2004).

Teacher education

This research study considers the selection of these potential teachers (applicants) onto a PGCE course which aims to enable course participants to become effective teachers. The Sutherland Committee's report to Dearing (Sutherland Report 1997) suggested that:

...the purpose of teacher education and training should be to produce professional teachers who have the theoretical knowledge and understanding, combined with practical skills, competences and commitment to teach to high national standards. (p.4)

The debate over the role of teachers and subsequently the role of teacher education has been long standing (see Lomax 1973; Dent 1977; Alexander, Craft and Lynch 1984; Pring 1999). Presently the selection and education of these potential teachers by institutions is governed by the guidance from the TDA. The TDA determines the numbers of teachers required to maintain a well resourced profession. The TDA also outlines the initial requirements for potential teachers as well as the professional standards they have to meet for the award of QTS. These professional standards are themselves underpinned by the standards set by the professional body for teachers, the General Teaching Council for England (GTCE) and further explored in their statement of professional values and standards (see Appendix 1a). It is within this framework that the teacher educators work when selecting potential teachers.

Historical perspective

The development of an organised teaching profession in England began in the nineteenth century. Prior to that time a graduate possessing a Masters degree from Oxford or Cambridge would be considered qualified to teach by nature of their subject knowledge. They would have had no formal training on 'how to teach' and required no further qualifications. Williams (1965) and Gillard (2007) discuss the development of schools from the 6th Century onwards. The first recorded training of teachers is attributed to Joseph Lancaster in 1805 who created the 'Teacher's Certificate'. Lancaster (1808) advised the general public to:

...consider no person practically qualified to teach who have not a certificate from J. Lancaster. (p.12)

Around 1810 the Rev. Dr Andrew Bell began a similar establishment to Lancaster's. A training school for teachers was established alongside an actual school. Arising from Bell's training schools, which were grounded in the Anglican Church, arose the first requirement in the selection of teachers. The National Society (based on Bell's monitoring systems and formed into the National Society for Promoting the Education of the Poor in the Principles of the Established Church) discovered that many applicants for teaching could neither read nor write and resolved that:

...either a certificate of their having these qualifications must be required, or an examination by us take place before they are admitted to be trained. (Southey 1844 cited in Hewett 1971 p.13)

In 1839 the Government announced that it intended to establish a State Normal School at which both Anglican and Nonconformist religious instruction would be available. This was quickly suppressed by both the National Society and the British and Foreign School Society (having developed from Lancaster's first model). This

resulted in the voluntary organisations retaining a key role in the training of teachers. One outcome was that of Governmental grants now being made available for the construction of training colleges. In 1846 a new development in the training of teachers began, called the *pupil-teacher apprenticeship* where pupils worked alongside teachers helping younger pupils (Aldrich 1990). This pupil-teacher apprenticeship system involved the apprenticeship of promising pupils for five years under the Head Teachers. It was expected that they would work (paid) during the day and study during the evenings and weekends. At the end of this apprenticeship they sat for the 'Queen's Scholarship'. Passing this scholarship enabled them to access the training colleges with a grant for two years training. This move provided the schools with better-trained teachers and enabled apprentices to continue studying with some payment towards their own education, particularly as the usual school leaving age was 12 and the entry into the colleges not until 18. Whilst this resulted in pupil teachers who had more training it did give teaching a low status:

That the pupil-teacher system which proclaimed that teaching a class of some 60 children was a task which could be entrusted to a teenage apprentice, was a significant factor in depressing the status of teachers and teaching. (Aldrich 1990 p.16)

Kay-Shuttleworth (1862) (Secretary of the Government's Committee of the Privy Council on Education) noted that the initial teachers were entering the training colleges:

...not because they had any peculiar fitness for this vocation, but because they lacked qualifications for any other. (cited in Hewett 1971 p.15)

From 1860 payments for the pupils to study for the 'Queen's Scholarship' ended and consequently the numbers entering the training colleges dropped. However the rising population of pupils due to the 1870 Elementary Education Act which introduced

compulsory education for children aged between 5 to 13, meant that there were too few teachers coming through the system (Gillard 2007). In 1888 a major change in the training of teachers was introduced. To increase the numbers of trained teachers, the Government allowed the development of non-residential colleges, which enabled day training (these had already been operating in Scotland for many years).

Universities and University colleges quickly took up these day training courses (Aldrich 1990). This brought the training of teachers into an academic arena and removed the influence of the religious denominations (Dent 1971). This also mirrors the development of state schools governed by school boards following the 1870 Elementary Education Act (Gillard 2007). Initially this was only for the training of elementary teachers. These elementary teachers would undertake part of their time working in schools and part of the time studying teaching methodology in colleges. At the beginning of the 20th Century the statutory bodies, now newly designated Local Education Authorities, were allowed to develop training colleges and the Board of Education began to direct the future of teacher training by removing the pupil-teacher system. The 1902 Education Act which enabled this, consequently resulted in the training of teachers moving away from the control of the Church (Gillard 2007). Eventually in 1911 elementary teachers were able to gain a degree as part of their training over their four year course (Dent 1971), although this opportunity afforded by Morant (the first Permanent Secretary to the Board of Education) was used by Universities to begin to train secondary teachers (Dent 1971).

The First World War (1914 -1918) had a huge affect by reducing the numbers going into teacher training. No man fit for active service was allowed to enrol for training and many women preferred the Land Army or nursing (Dent 1971). Emergency training schemes were put in place for disabled ex-service men (and eventually for returning soldiers) to try and increase the numbers of teachers required. This became more critical as the Education Act (Fisher Act) of 1918 raised the minimum age for school leavers to 14, which by 1921 was in place.

In 1923 the Board of Education reviewed the training of teachers and gave recommendations both for the recruitment of teachers and also for their training.

Relating directly to the recruitment of teachers one recommendation stated that:

i. All intending teachers should stay at school until the age of 18 and take at least the School Certificate before entering training college. (Dent 1971 p.19-20)

With regards to the qualification another recommendation suggested:

iv. The training colleges and the universities should jointly take over from the Board of Education the examination for the Teacher's Certificate. (Dent 1971 p.19-20)

For the Teacher's Certificate, the Board of Education would retain the assessment of the practical teaching aspect of the Certificate. (Indeed this is still partially observed training institutions will, once a potential teacher has met all the conditions for the award of a PGCE *recommend* him/her for the award of Qualified Teacher Status.

This award being made to the teacher by the relevant governmental department responsible for education - presently the Department for Children Schools and Families -DCSF). These recommendations began to take effect in 1929. However the

country then began to enter a period of economic depression, which caused the number of unemployed teachers to rise (Dent 1971).

In the 1940's further changes to the training of teachers were made. A study into the training of teachers was undertaken to inform the 1944 Education Act. The McNair Report recommended the rationalisation of teacher training provision to a three year course (Gillard 2007). This Education Act hoped to develop a unified education system and train teachers to be competent to teach the whole age range. A consequence of this caused the creation of Schools of Education to be established within Universities, which would have their training of the teachers recognised by the Board of Education (Dent 1971).

In 1945 the Board of Education (which became the Ministry of Education) brought in an emergency scheme for the training of teachers. There was a shortage of teachers following the war and this shortage was further exacerbated by the leaving age being raised to 15 in 1947 with plans to increase this to 16 as soon as practicable (Gillard 2007). The normal entrance requirements for teaching were suspended and the courses condensed into thirteen months to train these additional teachers (Dent 1971). In 1949 the National Advisory Council on the Training and Supply of Teachers was established to make recommendations (Dent 1971). Along with the recommendations of the 1944 McNair Report, thirteen Area Training Organisations were established to coordinate the provision of teacher training. By the early 1950s the newly-established LEAs had opened 76 new training colleges (Gillard 2007). Local Education Authorities subsequently took over some of the emergency schemes

that the Government had operated. This increased the provision of teacher training in England.

The developments in teacher training in the 1960's included extension of the two year training course into three years (Gillard 2007), and the development of a four year Bachelor of Education course in 1963 (Gillard 2007). By the end of the 1960's 80,000 training places were available for student teachers (Gillard 2007).

The 1970's saw a peak in the number of initial teachers admitted onto teaching courses, but the type of courses were beginning to change. Following the James Report (1972) the one year Post Graduate Certificate in Education (PGCE) was becoming a more favoured route compared to the Teachers Certificate (this was phased out in 1979) or the four year education degree course (BEd) for progression into secondary education (Naish 1990; Gillard 2007). A PGCE for primary education was also introduced. With the dip in birth rate the number of student teachers was halved (Circular 7/73 cited in Gillard 2007). By the 1980's more students were admitted onto the PGCE programmes than the BEd programmes. Naish (1990) suggested that this seems to meet with the:

...current ideological preference of the Government for academic standards as expressed in the specialist study involved in a single-subject first degree.
(p.27)

In the late 1970's and early 1980's the Department of Education and Science (DES which in 1962 had replaced the Ministry of Education) established a set of criteria for the training of teachers and put the emphasis on *training* of teachers rather than *educating* teachers (Naish 1990). In 1984, in response to the DES's Circular 3/84,

the Council for the Accreditation of Teacher Education (CATE) was established (Taylor 1990). The role of CATE was to advise the Government on the Initial Teacher Training courses in England and Wales and give the Government greater control over the training of teachers (Naish 1990; Gillard 2007). The criteria produced during this time to guide institutions in the training of teachers, paralleled the introduction of the National Curriculum in schools.

In the 1990's there was a shortage of teachers (New Scientist 1990). At the same time the Government introduced two new routes into teaching, that of the Articled and Licensed teachers. The Articled Teacher scheme ran between 1989 and 1994 and comprised of a two year PGCE where the potential teachers spend 80% of their time in schools (Furlong et al 1996). The Licensed Teachers allowed mature students (over 24) with a minimum of two years study in higher education to be recruited directly into positions in schools and provided with 'on the job' training by their employers (Furlong et al 1996).

In the early 1990's there was a paradigm shift in the preparation of teachers. The role of the higher education institutions were required to shift towards 'partnership' and school based training (Department for Education (DfE) 1992, Burn et al 2000). The emphasis of this being a common approach to school based Initial Teacher Education (ITE) with a list of shared responsibilities for both institutions and schools and a need for tutors and teachers to work together in preparing teachers (McCullough 1993). There has been a gradual restructuring of the training of teachers with a greater emphasis on school based training. This school based training has been

embedded with the requirement, that a minimum of two thirds of secondary teacher training must take place in schools (Boyd 2002) before a potential teacher can be awarded QTS. With the development of the Graduate Teacher Programme and the School Centred Initial Training schemes (SCITTs) (Poppleton 1999) this is further embedded. This shift in emphasis:

...away from the theoretical study of 'education' (which the universities claim to be good at) towards a more school-based model of professional preparation. (Pring 1999 p.291)

has led to questions being raised about the role of universities in the preparation of teachers (Pring 1999).

From the 1994 Education Act the Teacher Training Agency (TTA) was established to oversee all aspects of the training of teachers. In 2005 the TTA was renamed the Training and Development Agency for Schools (TDA). This change in title reflected the agency's wider remit within schools. This broader remit included an overview of the funding of the courses, the allocation to training providers of subject numbers of teachers to be trained and establishing criteria (standards) the potential teachers need to meet to achieve Qualified Teacher Status. Both the Circular 4/98 (DfEE 1998) and Standards for the award of Qualified Teacher Status (Teacher Training Agency 2003) give clear guidance on what the potential teachers must complete to gain the award of QTS. These changes have resulted in less autonomy for the universities and more central control of the training of teachers by the governmental department.

The most recent changes in the PGCE programmes began in 2007. These changes have been introduced following the Bologna Agreement on the classification of

awards. Courses that are offered as a post graduate course must have elements of study at Masters level. From 2007 many institutions are offering two courses which will enable a teacher to be recommended for the award of QTS. The potential teacher could follow either a:

- Post Graduate Certificate in Education (PGCE) at Masters level or
- Professional Certificate in Education (PCE) at higher level.

Alongside this change in the outcome of the course are the revised standards that the potential teachers need to meet to be recommended for QTS (The Training and Development Agency 2007). These standards now form the initial standards that are developed as a teacher progresses throughout their career. Additionally the requirements were amended for potential teachers entering the profession. The first cohort to complete these new courses started their training September 2007.

Selection criteria

The selection criteria used for selecting a potential teacher onto a PGCE course in any institution is guided by the requirements published by the TDA. The data for this research was collected between 2004 and 2007 when the underpinning guidance for ITE was that published by the TTA in 2003 (Teacher Training Agency 2003). The requirements and discussion of them are therefore applicable to that earlier guidance. In September 2007 new guidance was issued by the TDA (The Training and Development Agency for Schools 2007). The changes in the guidance however are small. These are compared in Appendix 1b. Many of the initial requirements are evident with some minor reordering and changes to terminology.

The TTA published guidance in 2003 for Initial Training Providers for all aspects of the Post Graduate courses, from recruitment criteria to course requirements. The section that gives guidance on the recruitment of these potential teachers is Requirement 1 (R1).

This states that:

The aim of the Requirements on trainee entry is to ensure that anyone admitted to ITT is suitable to become a teacher and has the potential to meet the Standards for the award of QTS.

Individual admission decisions remain a matter for providers' own judgement: the guidance given here is intended to help providers and their partners ensure that their entry procedures are as effective, consistent and fair as possible. Trainee selection is not an exact science and cannot guarantee subsequent success, but careful attention to selecting applicants should help keep wastage and failure rates to a minimum. It is important to consider personal qualities as well as academic qualifications, and to consider an applicant's full range of experience and achievement as evidence of their potential to meet the Standards.

Providers will also wish to ensure that trainees are given full information on entry requirements, including any additional requirements set by an individual provider.

Providers will be aware of their statutory responsibilities in relation to racial equality, gender and disability. They need to ensure that their admission policy promotes equality of opportunity and does not discriminate against any group of potential applicants. They should therefore monitor the impact of their admission policy. (TTA 2003 p.60)

This requirement is expanded into eight standards outlined in the table 1a below.

Table 1a. Expansion of Requirement 1

Standard	
R1.1 Potential to reach the Standards	All providers must satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers.
R1.2 and R1.3 GCSE requirements	All providers must ensure that all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics (R1.2). All providers must ensure that all entrants born on or after 1 September 1979 who enter primary or Key Stages 2/3 training have achieved a standard equivalent to a grade C in the GCSE examination in a science subject (R1.3).
R1.4 Physical and mental fitness to teach	All providers must ensure that all entrants have met the Secretary of State's requirements for physical and mental fitness to teach, as detailed in the relevant circular.
R1.5 Suitability to teach	All providers must ensure that systems are in place to seek information on whether entrants have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that entrants have not previously been excluded from teaching or working with children.
R1.6 Use of English	All providers must satisfy themselves that all entrants can read effectively and are able to communicate clearly and accurately in spoken and written Standard English.
R1.7 Degree requirements	All providers must ensure that, in the case of postgraduate courses of initial teacher training, entrants hold a degree of a United Kingdom higher education institution or equivalent qualification. (Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE level 3.)
R1.8 Interviews	All providers must ensure that, as part of the selection procedures, all candidates admitted for training have taken part in a group or individual interview.

Adapted from Teacher Training Agency (2003) *Qualifying to Teach. Handbook of Guidance*. London. TTA

Most of requirements are straightforward in terms of how to meet them. Certificates of academic qualifications help to match potential teachers against R 1.2, R1.3 and R1.7. Completion of Criminal Bureau Records (CRB) forms and subsequent clearance, along with List 99 checks ensure that R1.5 is covered. Potential teachers

complete a medical form and in some case are interviewed by medical personnel using the Fitness to Teach (DCSF 2007) guidance to ensure R1.4 is met and appropriate support is available for the potential teachers once they begin the course. All potential teachers are interviewed (R1.8) and during this time, a short exercise is used to ascertain their ability to communicate in written form in English and during their actual interview their oral ability in English is assessed for requirement R1.6. This is an improvement on the 1840's when considering the observation by the National Society that many applicants for teaching;

...were unable to write and in some cases even to read (Dent 1971 pg 13).

The more difficult standard to assess is R1.1, which states that:

R1.1 All providers must satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers. (TTA 2003 p.61)

The TTA expanded on this statement and suggest:

R1.1 is designed to ensure that, during selection, providers focus primarily on assessing applicants' potential to meet the Standards for the award of QTS. Providers need to consider the full range of applicants' knowledge, skills and qualities, and judge whether they will be able to reach the Standards in the time planned for their training...

The Standards on professional values (S1.1 to 1.3), inclusion (S3.1.2, 3.1.3, 3.3.6, 3.3.14) and subject knowledge (S2.1) will be particularly relevant to assessing applicants' personal and intellectual qualities. (TTA 2003 p.61)

By standards the TTA are referring to the standards that the potential teachers will need to meet in order to be recommended for the award for QTS. In the 2007 revised requirements this aspect has been rephrased and states that the potential teachers need to:

Have the intellectual and academic capabilities needed to meet the required qualified teacher status (QTS) standards.

Possess the appropriate qualities, attitudes and values expected of a teacher... (TDA 2007)

These new statements are considering two aspects; the first being the ‘intellectual capabilities’. In 2003 these were clarified by referring to ‘knowledge’ to meet the standards (TTA 2003) and in 2007 the ‘intellectual and academic capabilities’ (TDA 2007) perhaps alluding to the Masters Level qualification now inherent in the award. The second aspect considers the ‘personal qualities’- the ‘skills and qualities’ (TTA 2003). This is developed in 2007 to be ‘qualities, attitudes and values expected of a teacher’.

There are additional pressures that will also impact on the selecting of teachers. In the past 5 years how individual institutions train their potential teachers has experienced careful scrutiny by Her Majesty’s Inspectorate (HMI) and the Office for Standards in Education (OfSTED). To ensure that the outcomes of these inspection processes are positive it becomes important to recruit good quality potential teachers onto the course. Additionally with many institutions placing a strong emphasis on retention, the initial selection will look to consider good recruits and minimise risk.

In summary, the training of teachers has undergone a number of fundamental changes over the years. These changes have included the routes into teaching - how they are trained and by whom. More recently there have been developed clear guidelines in what the potential teachers need to achieve by the end of their training. In terms of selection there are guidelines from the TDA, however, although they state that potential teachers have the appropriate personal qualities for teaching, there is no further clarification on what these qualities should be. With the increase in both

internal and external pressure it is important the Higher Education providers are able to unpick this area successfully. It is this aspect that this research hopes to give further insight into.

Research aims

The aim of this research is to explore how the ‘gatekeepers’ to the teaching profession - those who select the new potential teachers – satisfy themselves whether the potential teacher possesses the appropriate personal and intellectual qualities to be teachers. Within this study these are the university subject tutors and the practising teachers both of whom are involved with the selection process. It proposes to consider the aspects of the selection process in which potential teachers are interviewed and illuminate how the university subject tutors assess whether the potential teachers have the capability to meet the standards. The research seeks to uncover what the subject tutors consider appropriate personal and intellectual qualities. Whether the subject tutors are consistent across subject disciplines. It seeks to consider whether the practising teachers have the same understanding as the subject tutors and what they are ‘looking for’ in a potential teacher.

The research institution

As outlined earlier, the impetus for this study arose from a desire to understand the admissions process at a higher education institution. The institution on which this study is based has a long experience of training teachers and has been involved with teacher education since the 1940s. It presently offers training for most stages of education provision from early years to post compulsory education. The research

however is concentrated around the secondary provision and the admissions processes that operate in this particular area. The research has been carried out over four years. At the beginning of the research cycle the institution had the capability to annually accommodate 180 initial teachers onto the secondary programme. Seven different subject areas are offered, Business Education, Design and Technology, History, Information and Communication Technology, Mathematics, Music and Science (Physics, Biology and Chemistry). The subjects have different numbers of initial teachers allocated by the TDA, the smallest cohort being History, the largest being the Science programme (although partway through the research Music was given additional numbers and became the largest subject area). All the subjects offer a one year course, additionally at the beginning of the research Design and Technology, Information and Communication Technology, and Science offered two year courses, although these were suspended during the research period. The present course, as required by the Bologna Agreement offers a one year PGCE with Masters Level credits in all the above subjects. The applicants to the PGCE course all undergo an interview in line with the TTA requirement R1.8 (and the subsequent new TDA requirements R1.4). The interview sessions are not subject specific. All potential teachers attend and are interviewed both by a practising teacher in a generic group interview and then usually by a subject specialist (subject tutors). Occasionally the potential teacher may find themselves being interviewed by a non specialist. This may occur if it is a late application or if there has been any unforeseen problems on the day. This however is rare. The subject specialist tutor and the teacher then discuss each applicant before deciding on whether to make an offer to them (Appendix 1c).

The present policy at this institution appears to be working successfully; the annual completion rate for the initial teachers is around 85% (Appendix 1d). The potential teachers that do not complete the course and withdraw must indicate the reasons for their withdrawal. These reasons are often as varied as the number of withdrawals. Rarely does a potential teacher fail to be recommended for QTS, the failure rate is about 0.5%. Within the institution the procedures for ensuring that the requirements R1.2 to R1.8 are met, are clearly established and transparent. They are detailed in the Department's Admissions Policy Documents (Appendix 1e). The first requirement (R1.1 whether the applicant has the potential to meet the standards set for qualified teacher status) however is more complex and less transparent. It is left up to the professional judgement of the teacher and the subject tutor to make this decision. Guidance is given in the Department's Admissions Policy however the methodologies of this process are rarely discussed or moderated by the team. The TDA, in their guidance suggest that providers seek to consider these questions when assessing the effectiveness of the admissions process with an institution R1.1.

- *Are the sources of evidence for R1.1 (for example information from application forms, referees' reports, advice from schools, results of any entry tests or tasks, applicants' portfolios, interviews) providing what we need to assess applicants' potential?*
- *Are the ways in which we assess applicants' personal and intellectual qualities at entry effective predictors of their subsequent achievement against the Standards? (TTA 2003 p.61)*

At a basic level the success rates and the low numbers of non completions would suggest that the processes are effective and that the selection processes assess these potential teachers well at interview stage. It is this aspect that this research is considering.

Outline of research methodology

The premise of this research study is to try and illuminate the processes that the tutors and teachers are using to make decisions about the potential of an applicant to become a teacher. The nature of this research has an interpretive approach (Blumer 1969). It required observing and evaluating interactions between teachers, tutors and potential teachers. To understand and learn from these human interactions it is impossible to just compile objective observational notes. It will require the interpretation of the events and situations. There are no hypotheses to test so a positivistic approach is unhelpful in this research context. The research methodology needs to allow the exploration of the events and situations and to discover what emerges. In terms of the methods used to collect the data, observation of the elements of the interview process were essential. An initial orientation exercise highlighted some interesting points. Whilst observing a feedback session between a teacher and subject tutor, who were discussing potential teachers they had both interviewed and were deciding on whom to discuss first. One applicant was discussed very quickly, both the tutor and teacher being highly positive. When asked why they had offered her a place the teacher replied 'gut feeling, she'll be good' and the tutor simply said 'ticked all the boxes'. His notes however didn't have any boxes on it. So how did both the teacher and tutor make these decisions, what had happened in both the group and subject interview that enabled them to reach decisions so quickly?

The research methodology for this study needed to support an interpretative approach. It had to allow an area to be investigated without an initial hypothesis

being used to test and validate. The grounded theory methodology suggested by Glaser and Strauss (1967) appeared to fit the purpose of the research. This methodology allows theories to develop which are grounded in the data collected during the research. One of the tenets of grounded theory suggested by Glaser and Strauss is that the researcher enters the field of research without preconceived ideas. This can be achieved by ignoring the literature and previous research that already exists on the subject to avoid bias. This will be discussed further in the methodology chapter but a quick search and analysis of the literature in this field revealed very little as Challen and Byrne (2004) and Delli and Vera (2003) also confirm. This additionally gave a justification for this study to try and add to the small body of research in this area.

Summary

The training of teachers has undergone many changes over the years and change is still an important driving force for any institution involved in this area. The numbers entering the teaching profession and the direct and indirect influence these teachers will have on pupils, make it critical that effective teachers are selected, trained and are then enthusiastically able to begin their teaching careers. A clearer understanding of the processes that occur during this selection process would help inform those involved and hopefully enhance the selection processes in institutions. This may contribute to ensuring that effective teachers are brought into the profession.

Chapter Two

Literature Review

Introduction

On beginning this research it became quickly apparent that there is a paucity of published research about the processes involved in the selection of teachers onto an initial teaching course. Research exists about selecting teachers for teaching posts in schools (Young and Pounder 1985; Castetter and Young 2000) and some of this research may help inform and explain the process of selecting potential teachers into the teaching profession. However as Delli and Vera (2003) in the context of initial teacher education selection imply:

...a substantial void exists in the educational research arena addressing this important administrative function. (p.137)

Additionally Challen and Byrne (2004) comment that:

... there appears to be little research into how accurately recruitment procedures can identify candidates with the potential to acquire or refine those skills and attributes which will enable them to become effective beginning teachers... (p.3)

Whilst some of the research into the selection of teachers for jobs in schools and colleges may help inform the ITE processes, these processes assume that job applicants will already have had experience in the classroom and will have followed a generic teaching course either in England, Scotland or overseas. The selection and interviewing for a specific job in a school will therefore assume that these applicants have the necessary personal qualities to be a teacher, having already completed this PGCE or alternative route and met the qualifying to teach standards. What this study hopes to gain is insight into this first stage of a teacher's journey-what the processes

involved in the selection of potential teachers are, which ensure they have the necessary personal qualities to teach.

The choice of methodology for this project is that of grounded theory which is further described in chapter three. One of the main tenets of this research methodology is that the literature review should not begin until the initial data has been collected and analysed. At the very beginning of this research there was a small study into the literature in this area. It was the lack of initial guidance in research that strengthened the impetus for the focus of this study. Hutchinson (1993) suggests that the review of the literature can identify the gaps in knowledge and provide the rationale for the research. Additionally Cutcliffe (2000) suggests that some review of the literature can provide a sense of the key elements and clarify some of the concepts. Indeed Smith and Biley (1997) suggest:

...general reading of the literature maybe carried out to obtain a feel for the issues at work in the subject area, and identify any gaps to be filled in using grounded theory.... But it is important that the reading is not too extensive... (p.20)

As Smith and Biley indicate it is important that the researcher does not conduct an extensive literature research at the beginning. This is to avoid bias or that they unconsciously begin to compare or to 'see' emerging concepts from their data to correspond with similar research studies. The complex question - at what point should the literature review be undertaken to help explain and support emerging ideas? Glaser (1978) suggests that this should be completed after the final stage of the process of grounded theory, i.e. once the emergent theories have been generated. Strauss and Corbin (1994) suggest that this should occur during the stage when the

theories begin to emerge. For the purposes of this study a combination of the suggestions of Smith and Biley (1997) and Strauss and Corbin (1994) have been used. An initial review identified the 'gaps', or the lack of research literature in this area, whilst further review into literature was undertaken as ideas began to emerge to confirm and inform the next stages.

With approximately 20,000 secondary potential teachers recruited onto training programmes annually (TDA 2009) it is essential that we get this initial selection as successful as possible. Although there are many routes into teaching (from undergraduate to postgraduate in addition to the employment based routes), this study concentrated on the postgraduate PGCE route. Some of the methods and processes used in the selection of potential teachers onto these different routes will be similar; however there are several differences. The BEd/BA (with QTS) programmes, when selecting, will need to consider the potential an applicant has to become a teacher, after three or four years of study and school experience as preparation. These potential teachers will therefore have time to develop and become aware of the personal qualities needed in teaching. The Graduate Teacher Programme (GTP) normally takes applicants who have already spent time in schools and are seeking to gain further progress with their qualifications and are mostly school based, so again selection will take a slightly different approach. The post graduate teaching course (PGCE) enables potential teachers with a degree in a relevant subject, but perhaps with limited classroom experience, to gain qualified teacher status by completing a course offered by a higher education institution in a short time frame. Whilst each institution will provide different experiences, most

follow the TDA guidelines (TTA 2003 and TDA 2007). These guidelines suggest that the PGCE is thirty six weeks in length, comprising both school and university/college based elements and are of a very intensive nature. Again the TDA gives specific recruitment guidance so there is some standardisation as to how institutions select applicants to these PGCE courses. A study by Turner and Turner (2000), illustrates why it is important that this selection process is evaluated and can select efficiently. They tracked potential teachers applying for a Science PGCE and found that of the 177 potential teachers interviewed, 81 registered at the start of the programme. This suggests that the selection process had been able to filter out those who did not have the potential to become teachers. However from these 81 who began, only 56 successfully completed the course (69%). Would improved selection processes have filtered this initial group out further to ensure that those that start are more likely to complete? A study by Chambers and Roper (2000) into the reasons potential teachers do not complete the course highlighted many different factors, for example, medical, financial, personal problems, facets of the job, commitment and confidence. Considering the impact unsuccessful potential teachers may have on the schools and pupils where they are placed, it becomes important to reduce this number. In the research institution studied similar figures exist, though slightly more encouraging. In the academic cycle 2005-6, 271 potential teachers were interviewed across the PGCE programme, of these 164 registered and 148 completed the course or progressed to year 2, therefore approximately 90% (Appendix 1d) of those that started completed, but could the 10% of non completers been filtered out more effectively? There are several issues that influence the non completion as Chambers and Roper (2000) indicated. One aspect that has some impact on the selection

process is why the potential teachers want to become teachers. There exists a body of research into why applicants choose teaching as a career (Lortie 1975; Lyons 1981; Reid and Caudwell 1997; Heafford and Jennison 1998; Kyriacou and Coulthard 2000; Moran et al 2001; Hammond 2002; Thornton et al 2002). Some potential teachers consider teaching for reasons, that once they experience classroom reality, are not strong enough to encourage them to remain on the course. This research study however focuses on how they are selected by the institution. Again completion rates may differ between the types of courses but why potential teachers choose a particular route for qualifying as a teacher is beyond the scope of this research, although it is an area that has been considered (Hobson et al 2004).

The remainder of this chapter is broken into two main sections. It begins with a discussion of what is understood by the concept of 'teacher'. The personal qualities that are used to describe an effective teacher are considered and how these change depending on the context. This research hopes to explore what the potential teachers have as their own constructs of an effective teacher and how tutors and teachers assess these potential teachers against the TDA guidance. The second part of the chapter considers the methods of selection. The TDA (2007) indicates that all potential teachers must be interviewed. This emphasis on interviewing may encourage us to ask if this an adequate method of selection for teachers entering the profession and what is the reliability and validity of the selection interview?

Perspectives on teaching

A teacher is someone who teaches. The Oxford English Dictionary defines a teacher as someone who teaches and:

...gives systematic information to (a person) or about (a subject or a skill), enable a person to do something by instruction and training, advocate as a moral or principle. (OED 1990 p.1251)

It is straight forward to find a simple definition of a teacher but more difficult to find a definitive definition of teaching. This suggests that different people have different understandings of a 'teacher'. The GTC, which is the teachers' own professional body, refers to teachers as:

...skilled practitioners who put the learning and well being of pupils at the heart of their practice. (2006 p.1/2)

This lack of a clear definition of a teacher has implications for the process of selecting them. The decision as to whether an applicant has the potential to become a teacher is made by the professional judgement of the teacher educator-the 'gatekeepers'. This professional judgement may vary, being developed from the personal perspective of a teacher by those selecting.

Many established teachers will not be aware of their own teaching perspective as this is rarely a subject of reflection and is more a way of 'viewing our work through a lens' (Collins et al 2001). Our own perspective on teaching can be described as a:

...interrelated set of beliefs and intentions related to knowledge, learning and the role of a teacher. (Collins et al 2001 p.1)

Pratt et al (2001) has undertaken research on teaching perspectives and have developed a Teaching Perspectives Inventory (TPI) which enables teachers to determine their orientation towards teaching (<http://teachingperspectives.com>). This inventory outlines five different perspectives on teaching, which are transmission,

apprenticeship, developmental, nurturing and social reform. The basic concepts of each perspective are summarised below and further described in Appendix 2a. The ‘transmission perspective’ is one which suggests a commitment to content or subject knowledge. These teachers are enthusiastic about their subject content and see their responsibility in enabling opportunities for the learners to master content and concentrate on providing clear objectives, adjusting the pace, making efficient use of time, clarifying misunderstandings and answering questions and well ensuring that there are activities to assess learning. The ‘apprenticeship perspective’ is when the main objective of the teacher is to pass onto the learners a set of social norms and ways of working. They will guide the pupils into the ways of skilled performance by providing simple tasks which are then built up into more complex activities as the learners become more independent. The ‘developmental perspective’ is where teaching is planned and conducted from the learner’s point of view. The teacher’s primary goal is to help learners develop increasingly complex and sophisticated cognitive structures for comprehending content. They do this by effective questioning which challenges learners to move from relatively simple to more complex forms of thinking, and by bridging knowledge by providing examples that are meaningful to the learner. The fourth perspective is that of ‘nurturing’. This perspective stems from the understanding that good teachers promote a climate of caring and trust, helping pupils set challenging, but achievable goals, and providing encouragement and support, along with clear expectations and reasonable goals for all learners. The final perspective is that of the ‘social reform’ stance that seeks to change society in substantive ways. These teachers challenge the status quo and

focus less on how knowledge has been created, and more by whom and for what purposes it has been created.

These perspectives are different orientations to knowledge and learning and related to the intrinsic beliefs held by different educators. In their research Pratt et al (2001) discovered that most teachers identify strongly with one or two of these perspectives and marginally with the others. They suggest that within each perspective there are both good and poor teachers - a teacher could hold a nurturing perspective – but whether they were a good teacher would be dependant on other factors. The perspective held by the interviewing tutor may have implications for the selection of a prospective teacher that holds a different perspective. A study of respondents that completed the Teaching Perspective Inventory were categorised by their occupation. It was found that of the 309 school teachers completing it 68.6% were of the nurturing perspective, with the next highest perspective being developmental. As this nurturing perspective appears the dominant one in school teachers the characteristics that underpin this perspective may help illuminate so of the personal qualities that the potential teachers need.

At the outset of the process

Potential teachers for the initial teaching courses arrive for their interviews with a set of constructs about teaching which they have developed and refined through each stage of their own experience. Many potential teachers entering a PGCE programme in England will have gone through the English education system and have had at least six years primary education at key stages 1 and 2 and five years at key stages 3

and 4. A significant number will have two years at post 16 and then an additional three years at degree level, in total a minimum of 16 years of being taught and exposed to a wide range of teachers. Even potential teachers applying from overseas will have experienced many different teachers and teaching styles. Many may also have personal experience of teachers, from family members to friends, which would give them another perspective on the personal qualities of a teacher. There is also high degree of media exposure about the teaching profession from documentaries and light entertainment series to a whole television channel -Teachers TV.

Additionally newspapers and news programmes have constant references to teaching and education. Education and the teaching profession are high profile in the political forum and discussed in a variety of ways and from many different perspectives. It is obvious therefore that no potential teacher arrives as a blank portfolio willing to embrace a given model. Collins et al (2001) suggest that we continually revisit some beliefs and assumptions about teaching and learning and often without knowing it. Calderhead and Robson (1991) suggest that potential teachers come with entrenched ideas and beliefs about teaching, learning and the curriculum as a result of their childhood experiences in school. Some potential teachers have conceptions of teaching associated with their beliefs and intentions (Pratt 1997), rather than with their subject disciplines. Collins et al (2001) drawing on research by Powell (1992) and Hollingsworth (1989) show that many of these potential teachers entering training programmes have a belief that good teaching is:

...highly related to their own content knowledge and the ability to relate that knowledge to others. (Collins et al 2001 p.1)

However drawing on the work of Rathbone and Pierce (1989) they found that students entering the secondary teaching programme thought that:

...teachers should treat their classes like family and emphasise affective and interpersonal skills over content knowledge. (Collins et al p.1)

Using Pratt's Teaching Perspectives Inventory, Collins et al (2001) tested cohorts of potential teachers entering a programme in Canada and found that the majority subscribed to the dominant perspective of nurturing. This parallels the research on school teachers by Pratt et al (2001). Collins et al further suggested that it was not surprising that those about to enter the profession, where the main agenda is to acquire and develop the skills for their own teaching, fall into the nurturing perspective. It could also be concluded that as the research by Pratt et al (2001) indicated, the norm in school teaching is the nurturing perspective those students that chose to enter the profession will be the same. They will have possibly subconsciously picked up the nurturing role model and feel that this is the social norm in teaching. Collins et al (2001) also found that women scored more highly on the nurturing and developmental perspective than did men and that there were some slight differences in subject areas. Potential teachers studying mathematics and sciences scored more highly on the transmission perspective as did those following a physical education programme. The language (English and French) and social science (Geography and History) potential teachers scored higher with the developmental and nurturing perspectives than the Sciences potential teachers. Collins et al (2001) suggest that the difference could be due to the nature of the subject content, where the transmission perspective favours subjects where the content is more clearly defined and one of the roles of the teacher is to deliver this content in the orthodox forms. Teachers with a social reform perspective were not highly scored by the potential teachers. These research findings suggest nurturing perspective is an important one for teachers to hold in secondary education and this

is evident with both established teachers and potential teachers. Could this help us to establish some of the personal qualities that the ‘gatekeepers’ need to search for?

Personal qualities of teachers-being a professional

If to define ‘teacher’ is difficult, as the concept is construed from within one’s own context, equally therefore it is also difficult to determine the personal qualities that a teacher should have. The initial guidance (TTA 2003) asks that the potential teacher possesses the appropriate personal qualities- this is developed in 2007 (TDA 2007) to ‘qualities, attributes and values’.

The TTA guidance (2003) stated that the potential teacher must possess the personal and intellectual qualities to be a teacher-they develop this further to say that providers must consider the full range of their knowledge, skills and qualities. The concept of a quality can be defined as:

a distinctive attribute or faculty; a characteristic trait. (Allen 1990 p. 977)

An attribute being:

a quality ascribed to a person... a characteristic quality. (Allen 1990 p. 71)

A skill being:

an expertness, practised ability. (Allen 1990 p. 1138)

There is no further guidance so by using their professional judgements and being aware of the standards which the potential teachers have to meet, these qualities are at the discretion of the providers. The new guidance in 2007 refers to the qualities, attitudes and values, the concept of qualities still inherent in the requirement, but not

being expanded on further. This research endeavours to consider what qualities the tutors are considering by observing the selection process. The term quality encompasses characteristics which would be classed a quality or an attribute but additionally characteristics which could be also classed as skills. It refers to the traits which tutors feel are required in the potentials teachers.

These personal qualities are not as easy to measure as aspects such as academic qualifications are. Whether the personal qualities a potential teacher holds is sufficient is left to the discretion of the provider:

All providers must satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers. (p.61)

This gives scope for the institution and indeed the tutor to use their professional judgement as to what is acceptable, and additionally how they make that decision.

The current research into the personal qualities teacher will hopefully inform the selection processes and can validate findings from this study. As the definition of a teacher needs a context so does that of an effective teacher. An effective teacher may be perceived differently by those working in different sectors of education and with a different remit. Beishuizen et al (2001) argue that what is an effective teacher and their skills, is a topic that has been studied since the time Plato discussed the craft of the Socratic dialogue. Most people construct an understanding of what a teacher is from their own experiences. The premise that teaching is a profession and that teachers are professional underpins this research. The General Teaching Council refers to teachers as professionals (GTC 2006) and the TDA further embodies this

with the standards a potential teacher is required to achieve under the heading of 'Professional Values and Practice' (TTA 2003 and TDA 2007). What does the concept of a 'professional' offer to aid the understanding of the personal qualities a teacher needs? This concept of professional is seen by Hargreaves (1994) and Caldwell and Spinks (1998) as a provider of a quality service rather than the status of the profession. There has been debate on whether teaching is moving from professionalism to proletarianisation (Helsby 1995 and 1996, Barton et al 1994 and Ozga and Lawn 1988). The characteristics of a professional and the nature of the concept of 'profession' will differ depending on the social and cultural context in which the concept is being defined. However there are key themes which are common throughout the majority of the discussions around the concept of profession and professionalism and are summarised by Helsby (1995) and Hughes et al (1985), these include:

- having a high level of knowledge and/or skills,
- being involved with providing a service,
- being part of a wider body with a code of ethics,
- being required to make judgements from their own experience.

From her interviews with teachers Helsby (1995) groups the teachers' views on professionalism into two categories. The first category included views that could be described as 'being a professional' and the second category as 'behaving professionally'. The teachers felt that they were 'professional' and the descriptions of a profession as suggested above fitted with their understanding, although they felt that this was not necessarily how teachers are viewed by the general public. In terms of behaving professionally the comments underpinning this belief included:

- having high standards,
- high levels of commitment,
- being prepared to work outside normal hours,
- treating people with respect,
- caring about the pupils,
- being able to use judgements about a situation,
- being responsible for developing one's own professional learning.

If we are recruiting people to join the profession these should be among the personal qualities evident in the potential teachers and indicated as such by the subject tutors and practising teachers undertaking the interviews.

The research evidence into the personal qualities of teachers draws findings from international studies of the profession and include Coultas and Lewin's (2002) study of initial student teachers entering training in Ghana, Malawi, Lesotho and Trinidad and Tobago; Collins et al (2001) study of teachers in Canada and Hattie's (2003) study into the concept of teacher in New Zealand. Whitehead (2003) offered insights into the personal qualities of teachers in the 1940's. References provided by head teachers regarding women teachers considering employment in Australia were studied and interestingly it seemed that:

The head teachers did not focus on these women's intellectual accomplishments and credentials...but on the ...teachers, personal qualities and attitudes. (p.28)

Words such as:

...cheerful, pleasant, attractive personality, vivacious, enthusiastic, keen, energetic, efficient, capable, hardworking and conscientious... (p.28)

are used to describe these teachers. A feature that was also mentioned frequently was that the teachers were good disciplinarians, 'firm' being the word used to describe them. It is interesting that as well as intellectual qualities, personal qualities were also considered important for teachers in the 1940s. It is also interesting to see that many of the personal qualities considered essential would be included today. Despite the ever changing nature of the world education and the role of the teacher within it, the 'nature' of a teacher remains familiar.

Studies in this area rarely produce identical lists or definitive attributes. Lonergan (1957) referred to teachers needing insightful common sense which enables someone to learn from their experience by reflecting. Harrison (2007) refers to the importance of the skills of complex verbal and non verbal communication as being essential teaching qualities for all teachers. Mortimore and Mortimore (1998) suggested a range of qualities that are critical to the daily functioning of a teacher. These include the ability to be self evaluative to be able to continually modify and improve their own teaching, however does not include directly the communication skills that Harrison (2007) felt were essential instead include a group of presentation skills, develops this aspect further. Table 2a summarises these qualities that Mortimore and Mortimore feel are essential.

Table 2a. Additional skills (qualities) for teaching.

Skills critical to the daily functioning of a teacher.
<ul style="list-style-type: none"> • <i>organizational skills</i> to sort out materials and sources of information, to create the right atmosphere and to organize suitable opportunities for pupils to learn and to be challenged
<ul style="list-style-type: none"> • <i>analytical skills</i> to enable them to break down complex bodies of knowledge into coherent components
<ul style="list-style-type: none"> • <i>synthesizing skills</i> so that ideas can be built into arguments, propositions and theories
<ul style="list-style-type: none"> • <i>presentational skills</i> for providing information to pupils of varying ages and abilities and, increasingly, for explaining their work to parents and guardians
<ul style="list-style-type: none"> • <i>management skills</i> so that the dynamics of individual learners, groups and classes can be effectively coordinated
<ul style="list-style-type: none"> • <i>assessment skills</i> so that pupils' work can be judged and appropriate feedback given informally through question and answer techniques and formally through tests and examinations
<ul style="list-style-type: none"> • <i>self-evaluative skills</i> so that their teaching performance can be continually monitored and improved
<ul style="list-style-type: none"> • <i>social skills</i> so that they are able to relate to the needs and talents of a range of pupils and communicate with them, with parents and with external agencies

(Mortimore and Mortimore 1998 p.213/4)

Studies on effective teaching (Fitzsimons and Fenwick 1997 and Hay/McBer 2000).

give rise to further qualities that are essential. Teachers need:

...a wide range of personal, interpersonal and professional skills and qualities, including good subject knowledge, classroom control, behaviour management, planning and preparedness, the ability to motivate, enthusiasm, clarity of exposition and questioning skills. (Challen and Byrne 2004 p.3)

Pratt (1997) suggests that:

...effective teachers are expected to know how to develop goals or objectives, give lectures, ask questions, provide feedback, conduct discussions, provide examples, use audio visual materials, set reasonable exams and assignments, and so forth. As well, they are expected to treat students fairly, be accessible to students, and be enthusiastic about their course content. (p.26)

Hattie (2003) considered the research evidence on what made a teacher excellent. He felt that by extracting the qualities of an excellent teacher it would help inform both training programmes and selection criteria to help select potential teachers. He identified five major dimensions of excellent teachers. They:

- ...can identify essential representations of their subject,
- can guide learning through classroom interactions,
- can monitor learning and provide feedback,
- can attend to affective attributes
- can influence student outcomes... (p.5)

Many of these are useful in identifying excellence in practising teachers as Hattie intended, and resonate with the personal qualities mentioned previously. The third point, 'can monitor learning and provide feedback' is the same as Mortimore and Mortimer's group of 'assessment skills' as outlined in Table 2a. The fourth point 'can attend to affective attributes', Hattie expands this to mean:

*Expert teachers have high respect for students.
Expert teachers are passionate about teaching and learning. (p.8)*

And by having high respect for students clarifies this and explains:

The manner used by the teacher to treat the students, respect them as learners and people, and demonstrate care and commitment for them are attributes of expert teachers. By having such respect, they can recognize possible barriers to learning and can seek ways to overcome these barriers. The picture drawn of experts is one of involvement and caring for the students, a willingness to be receptive to what the students need, not attempting to dominate the situation. (p.8)

These are useful qualities which it would be expected all teachers to subscribe to not just the successful ones.

The DES (1984), in the circular 3/84 listed the qualities that should be considered when selecting intending teachers. They are:

- the facility for effective communication,
- sense of responsibility,
- enthusiasm,
- awareness,
- sensitivity,

- robust but balanced outlook.

Guidance given for the selection of potential teachers in Northern Ireland (DENI 1989) is very similar to those above including;

- facility for communicating,
- a sense of responsibility,
- enthusiasm,
- sensitivity,
- a robust but balance outlook,

and additionally

- the potential ability to relate well to children

Schön (1983) in his work on the professional development of teachers describes the environments where teachers work. He describes how they need to deal with situations characterised by uncertainty, rapid technological change, disorder and rapidly accumulating knowledge. Blake and Lansdell (2000) build on Schön's findings to inform the structure of a course where one of the key professional qualities of a teacher, is adaptability.

Day (2000) in his vision for the future of teaching suggested the following personal qualities:

...qualities of honesty, courage, care, fairness and practical wisdoma continuing demand for commitment, enthusiasm and integrity as well as a high level of craft knowledge and practical wisdom. (p.112)

These studies have considered the personal qualities expected of a teacher. Some studies have considered what potential teachers understand to be the qualities that

teachers should possess. Cameron and Baker (2004) suggested that there is little information available about the possession of qualities that these potential teachers have even though this has a huge impact on the quality of the teaching profession. McPherson (2002) in his study of pre-service teachers in New Zealand found that academic qualities of knowledge, enthusiasm and passion for subject, and personal qualities and dispositions were suggested. Shechtman (1998) studied the interviewing of potential teachers and suggested the personal qualities, which are required by teachers are: sensitivity, enthusiasm, responsibility, and communication skills. She groups these qualities into three clusters:

- behaviour,
- verbal communication,
- human interaction and leadership.

Challen and Byrne (2004) considered the effectiveness of the selection procedure at their institution by correlating potential teachers' performance at selection with their teaching performance and the end of the course. From their findings they suggest that those potential teachers that were considered good at the end of their training were those able to cope with the complexities of the nature of teaching:

...candidates potential to manage the challenges and complexities they face as they become teachers that needs to be the key focus of selection procedures. (p.9)

In a small study of the process of Science graduates applying for admission onto a PGCE course Turner and Turner (1997 and 2000) were interested in whether there was mismatch between staff perceptions of the interview process and that of the

potential teachers. As part of the study the potential teachers were asked to identify from a list criteria qualities they felt were important in the selection of teachers. The list was ranked as shown below in table 2b:

Table 2b. Important criteria in the selection of teachers as viewed by potential teachers.

<ol style="list-style-type: none">1. Enthusiasm for science2. Ability to communicate clearly and confidently3. Ability to work with other people4. Ability to explain things5. Knowledge of a specialist subject6. Enjoy the company of young people7. Supportive of equal opportunities practices8. Dress appropriately for interview9. Show awareness of current educational issues10. Show evidence of having read the National Curriculum documents11. Bring a portfolio to the interview <p><i>*the term subject could used instead of Science as used by Turner and Turner</i></p>
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(Turner and Turner 1997 p.133).

These findings indicated that the potential teachers felt that enthusiasm for the subject (Science) was the most important quality followed by the ability to communicate clearly. Interestingly the potential teachers felt that dressing appropriately was more important than having an understanding of educational issues.

A study by Raffo and Hall (2006) into the qualities of teachers from a cohort of potential teachers included, emotional qualities such as patience and tolerance; understanding; being caring; and having a positive mental attitude. They explained how these potential teachers' own views are underpinned by their own contexts, this Raffo and Hall linked to the *habitus* theory.

Younger et al (2004) again studied potential teachers to discover some of their preconceptions of good teachers. Most of the potential teachers' thinking is based upon the type of teachers they aspire to be, from their own observations or experiences of outstanding teachers, what this study discovered were that whilst the potential teacher discussed qualities such as enthusiasm, they also referred to the teacher's class management skills. In explaining why they would become good teachers the potential teachers linked their recollections to the strengths they felt they held, which they described in terms of personal characteristics rather than teaching skills. Again similar qualities emerged such as enthusiasm, imagination, organisational qualities, patience, a good sense of humour, encouraging, possessing strong interpersonal skills, generating confidence in pupils and possessing energy.

The research suggests that the potential teachers do come with preconceived ideas of qualities are needed for teachers. Their views are similar to those that research has indicated stem from teachers. There is another strand that could be considered when exploring the idea of personal qualities of teachers from the pupil perspective.

Beishuizen et al (2001) delved into pupils' perceptions of teachers to understand what pupils felt were important qualities for teachers to hold. They used a method which they refer to as 'free essays' to ask both pupils (at a variety of ages) and teachers to express their views on good teaching. (This free essay method refers to an exercise that the pupils were asked to complete without reference to stimulus material that may bias their thoughts). Beishuizen et al grouped these findings into two. One group was the *personality perspective* which they linked to the humanistic

tradition in education. This, they imply is where the development of human values with pupils is an important educational task. Qualities the pupils highlighted which link to this personality perspective are ‘manifestations’ of a balanced and mature personality, and include concepts such as kind, enthusiastic, friendly and ‘attractive’. The second group they termed the *ability perspective*. This ability perspective highlighted the skills, knowledge and experience elements of good teaching. Examples they gave of this included descriptions such as ‘explains well, knows a lot of examples, gives clear outlines, able to improvise’, adapts explanations flexibly to the needs of the students’. The study additionally highlighted that there were some differences in the qualities that pupils of different ages expected. 11 and 12 year olds characterised good teaching which comments such as having a ‘didactic role’ and ‘promoting a well organised class’. 16 year old pupils gave characteristics such as ‘professional, devoted, a brilliant teacher, working towards outcomes that have both long and short term value’ as important elements of good teaching.

Arnold and Hughes (2005) also considered the concept of teacher qualities from the pupils’ perspective. They studied a group of pupils attending a University taster day, and as part of the day they asked the pupils the question, ‘what makes a good teacher’? There were many comments from the pupils and these are outlined in Table 2c.

Table 2c. Qualities of teachers

Question 2. What qualities do good teachers have?	
Have a thorough knowledge of the subject he/she teaches They maintain discipline but not too much They have experience (<i>a good teacher was one who knew how to organize a class so that the learning was pitched at 'an appropriate level for students and that they could see a subject from the students' point of view</i>). Understands student abilities and potential Ability to control the classroom atmosphere without being a dictator Promote confidence in students They see the subject from the students' point of view Have an understanding of young people's issues They have no favourites amongst the students They have an understanding of students They are appreciative of students They are able to understand different perspectives of students They understand that everyone is different	Display flexibility and a flexible personality Have intelligence Have a sense of humour Great communication skills Ability to admit his or her own faults Is a good role model They are creative Are confident and have high self esteem. Have a passion for teaching Like kids and young adolescents Like teaching and kids Love their subject Tolerant and patient They are patient They have tolerance They are not judgmental They are approachable and not patronizing They have a friendly attitude They are open-minded They are encouraging

Adapted from Arnold and Hughes (2005)

Some of these suggestions are clearly qualities that a teacher has prior to beginning teaching, whereas others are teaching skills, learnt over time. It does imply however that pupils begin to understand the qualities that are essential for teaching at an early age, which would support an assertion that our own construct of a teacher is embedding in the experiences we have whilst be taught. The implications for selection processes being that potential teachers come with some expectations of what they should have as a teacher.

Rosenshine and Frust (1973) in a research study considered the processes that effective teachers used and produced nine variables which enabled this effective teaching, these are; clarity, variability, enthusiasm, task orientation, criticism, indirectness, providing students opportunities to learn, structuring comments, varying the level of questions and cognitive activities. These mainly fall in the ability perspective suggested by Beishuizen et al (2001) and are qualities which the PGCE course hopes to develop during the year and it would difficult to expect potential teachers to hold them at such an early stage in their teaching career.

Several of the studies outlined have indicated that the concept of subject knowledge is important, (Helsby 1995; McPherson 2002; Challen and Byrne 2004; Arnold and Hughes 2005). Shuleman (1986) suggests three forms of conceptual knowledge for teachers. 'Content knowledge', which constitutes the facts and ideas within a subject. 'Pedagogical knowledge', which is the knowledge of examples and analogies that would enable effective teaching of the subject. The third concept being 'Curricular knowledge' knowing about the routes through the subject. Whilst it is expected that the potential teachers have subject and some understanding of the curricular knowledge, the PGCE course hopes to enable them to acquire skills in the pedagogical element of subject knowledge.

Summary of teacher qualities

It seems that as with defining a teacher, giving a definitive list of qualities that a teacher needs is complex and extensive. There are however certain qualities that emerge from the research and seem to be mirrored in the responses from practising

teachers, potential teachers and pupils. Calderhead (1996) however, does critique some of these studies. He cites the vagueness and the often contradictory nature of the findings. These qualities can be divided into two groups. One group encompasses the qualities expected of good teachers that are already established in their career, qualities such as good classroom management skills, the ability to plan effectively, being able to adapt to the pupils needs and being flexible. What Beishuizen et al (2001) refer to as the *ability perspective*, -qualities that the PGCE course would endeavour to develop and enhance, during the course and may be identified in a small degree form those seeking to enter the profession. The second group of qualities, which Beishuizen et al (2001) in their study refer to as the *personality perspective*, include such qualities as enthusiasm, commitment and honesty, which could be the key elements that the potential teachers should have. Table 2d attempts to draw together some of these qualities which are consistently referred throughout all the research studies and which it could be realistic to expect of potential teacher at the point of their selection interviews.

Table 2d. Qualities to be considered for PGCE potential teachers.

<p><i>Adaptability</i> (Blake and Lansdell 2000)</p> <p><i>Approachable</i> (Arnold and Hughes 2005)</p> <p><i>Caring about pupils</i> (Helsby 1995; Day 2000; Raffo and Hall 2006)</p> <p><i>Cheerful</i> (Whitehead 2003)</p> <p><i>Confident</i> (Arnold and Hughes 2005)</p> <p><i>Conscientious</i> (Whitehead 2003)</p> <p><i>Efficient</i> (Whitehead 2003)</p> <p><i>Enthusiastic</i> (DES 1984; DENI 1989; Turner and Turner 1997 & 2000; Shechtman 1998; Whitehead 2003; Younger at al 2004)</p> <p><i>General management skills</i> (Mortimore and Mortimore 1998; Arnold and Hughes 2005)</p> <p><i>Good classroom management skills</i> (Challen and Byrne 2004; Younger at al 2004)</p> <p><i>Good communication skills</i> (DES 1984; Turner and Turner 1997; Shechtman 1998; Arnold and Hughes 2005; Harrison 2007)</p> <p><i>Good social skills</i> (Younger at al 2004)</p> <p><i>Good subject knowledge</i> (Helsby 1995; McPherson 2002; Challen and Byrne 2004; Arnold and Hughes 2005)</p> <p><i>Hardworking</i> (Whitehead 2003)</p> <p><i>High level of commitment</i> (Helsby 1995; Day 2000)</p> <p><i>Integrity</i> (Day 2000)</p> <p><i>Organised</i> (Younger at al 2004)</p> <p><i>Open minded</i> (Arnold and Hughes 2005)</p> <p><i>Passionate about teaching</i> (McPherson 2002; Arnold and Hughes 2005)</p> <p><i>Patience</i> (Younger at al 2004; Arnold and Hughes 2005; Raffo and Hall 2006)</p> <p><i>Planning skills</i> (Challen and Byrne 2004)</p> <p><i>Pleasant</i> (Whitehead 2003)</p> <p><i>Reflective</i> (Helsby 1995; Mortimore and Mortimore 1998; Challen 2005)</p> <p><i>Responsibility for developing their own professional knowledge</i> (Helsby 1995; Mortimore and Mortimore 1998)</p> <p><i>Sense of humour</i> (Younger at al 2004; Arnold and Hughes 2005)</p> <p><i>Sensitivity</i> (DES 1984; Shechtman 1998)</p> <p><i>Treat pupils with respect</i> (Pratt 1997),</p> <p><i>Tolerance</i> (Arnold and Hughes 2005; Raffo and Hall 2006)</p> <p><i>Understanding</i> (Raffo and Hall 2006)</p>
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How are potential teachers selected? The process

McPherson (2002) describes the selection process of:

...predicting the likelihood that candidates will have the passion, knowledge and personal qualities that will help them become professional educators
(p.1)

is like 'searching for angels'. In England the selection system is managed by the Graduate Teacher Training Registry (GTTR -part of Universities and Colleges Admissions Service -UCAS) on behalf of the TDA and individual providers. The first stage of the selection process is managed by GTTR. The potential teacher applies through the registry for a particular course at their chosen institution, completing the standard application form on which they are asked to give academic qualifications, experiences and include a personal statement giving their reasons for wanting to teach. These forms are then forwarded to the institution for consideration. The second stage is that the institution will consider the application using the guidance produced by the TDA, and comparing it with both the requirements from the TDA and any additional ones from the institution has included. These requirements the potential teachers need prior to entering the course are outlined in both chapter one and Appendix 1b. An institution can expand the baseline entry requirements given by the TTA (TTA 2003) for example R1.7 states:

All providers must ensure that, in the case of postgraduate courses of initial teacher training, entrants hold a degree of a United Kingdom higher education institution or equivalent qualification. (p.61)

Whereas an institution may ask for a degree at a minimum of 2.2 at honours level or similar. If the potential teacher successfully meets these initial requirements they will be invited for interview to explore further whether they have the potential to become teachers. (All potential teachers must take part in an interview prior to being offered a place on the course; requirement 1.8 TTA 2003 and requirement 1.4 TDA 2007).

Leask et al (1996) described this selection process by outlining four main parts:

- Prior selection
- Course outline presentation

- Group interview
- Personal interview

The selection process in the research institution follows this pattern described by Leask et al (1996) with some adaptations. The process begins with prior selection by considering the application forms. The first adaptation is then the addition of pre interview information. All potential teachers are sent details about the interview, along with some generic pre interview tasks, this following the recommendation from Turner and Turner’s (2000) study on the selection process:

More guidance for all applicants may be needed prior to interview. (p.173)

After the course outline presentation the second adaptation from Leask et al’s (1996) model is the addition of written tasks, both generic and subject based during the interview morning. The purpose of these is to ask the potential teachers to begin to think about their own subject knowledge, by completing a subject audit, and thinking about the subject from a teaching context. It also ensures that the potential teachers can write in coherent English. The interview process follows the structure shown in Fig 2e.

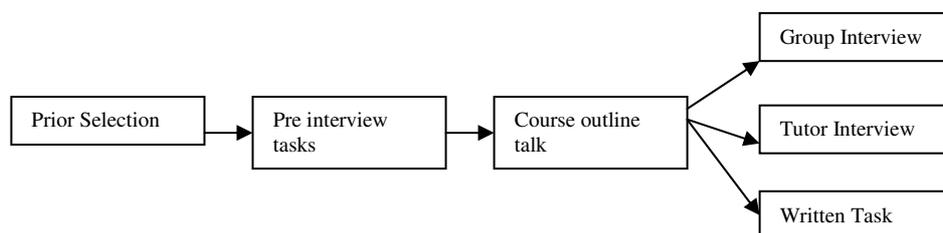


Fig 2e. Overview of Interview Selection. Adapted from Leask et al (1996)

Interviews have always been the most popular method of selecting a teacher, although more recently a requirement to teach a sample lesson has been added to many of these selection processes in schools. The employment interview as a means of selecting employees has been well researched over the last eighty years (Campion et al 1997). There has been some more specific research into the employment interview as a technique for selecting teachers (Young 1983; Young and Pounder 1985) but as Delli and Vera (2003) suggest:

...a substantial void exists in the educational research arena addressing this important administrative function. (p.137)

As Delli and Vera continue:

...the employment interview represents one of the first pre-employment evaluations of teacher candidates by education administrators, this evaluation represents a cornerstone in the employment process. (p.137)

There are alternatives to the interview which include methods such as the use of assessment centres, personality tests, using simple application forms or psychometric tests (Tett, et al 1991; Ones and Viswesvaran 1996; Paunonen and Jackson 1996; Paunonen et al 1999). However as the requirement from the TDA is that the potential teachers undergo an interview, it is the main form of selection for PGCE courses. Interviews are also expected by potential teachers. A study by Taylor and Bergmann (1987), suggested that potential teachers are more likely to accept a job having had an interview.

The interview as a selection technique

Interviewing is still the most commonly used method of selection in employment, in spite of the fact that many studies have shown it to be a very flawed technique. (Barclay 1999 p.134)

There are several definitions of an interview and several types of interview. Each type has a distinct purpose; it could be for counselling, research, medical, appraisal or employment. Many sources discuss these in detail (Courtis 1988; Fletcher 1988; Millar et al 1992; Eder and Harris 1999; Salgado 1999 and Moscoso 2000). The type of interview being considered from this research perspective is the selection or employment interview. These terms are referred to interchangeably in many texts but for the purposes of this study they will be referred to as a selection interview. The outcome of the process is not a job, i.e. employment, but entry into a profession. The potential teachers are being selected for initial entry to the teaching profession to develop and enhance the skills and requirements to teach. Eder and Harris (1999) provide a generic definition of a selection interview which gives a useful insight into the processes involved during these interviews.

The employment interview is defined as an interview-applicant exchange of information in which the interviewer(s) inquire(s) into the applicant's (a) work-related knowledge, skills, and abilities (KSAs); (b) motivations; (c) values; and (d) reliability, with the overall staffing goals of attracting, selecting and retaining a highly competent and productive workforce. (Eder and Harris 1999 p.2)

One aspect that many studies reveal about the interview is that each interviewer will have a slightly different construct of what an interview means to them (Eder and Harris 1999; Millar et al 1992) Whilst the purpose of the interview is to evaluate, assess and recruit employees, Eder and Harris (1999) also indicate that a key aspect of an interview is the exchange of information between the employer and applicant, which differentiates it from the simple offering of information.

Barclay (1999) suggested that many studies have shown the interview to be a flawed technique and there are mixed views on the validity of the interview. Goodworth (1979) and Barclay (1999) both show that it has poor predictive validity and that there are alternative methods of selecting applicants such as psychometric testing and assessment centres (Wilson and Rosenfeld 1990), which may have greater validity. Despite this the interview is still a very popular selection technique in the United Kingdom (Williams 1992, Kumra and Beech 1994). Reasons why interviews are still popular are explained by many authors (Einhorn and Hogarth 1978; Arvey and Campion 1982; Kumra and Beech 1994 and Barclay 1999) and include suggestions such as managers being unaware of the research evidence discrediting interviews, they are aware that the interviews have some limitations, but they believe them to be effective in their own experience. Managers also believe that interviews have an additional role in answering questions that applicant may have, 'selling' the job and correcting misconceptions. Briggs (2005) suggests that interviewing is useful as it is flexible, particularly when interviewing for small numbers and therefore financially more viable than using the alternative methods of selection. It is also postulated that the use of interviewing could simply be due to tradition (Goodworth 1979; Arvey and Campion 1982; Wilson and Rosenfeld 1990 and Williams 1992). A systematic study of some of the literature on personal selection by Robertson and Smith (2001), gives a different view of the validity of the interview. They holds that the structured interview has greater validity in the overall job performance criteria than some of the alternative methods such as personality tests and assessment centres. He states:

...several methods...interviews...have all been shown to have reasonably good validity. (p.444)

Despite these conflicting views interviews remain a requirement of the selection onto the PGCE course.

For interviews to be effective there are key elements that need to be considered.

These are summarised in Robertson and Smith's (2001) systematic review. Most employers before requiring people to apply for a job will form a clear outline of both the job task and the personal specification required. This can be seen in many of the interview requests from schools for teachers. The schools provide a generic outline of the responsibilities of a teacher as well as specific aspects of the post applied for. The personal specification, if included rarely goes beyond the requirement for the potential teacher to have met the QTS standards and to be able uphold the professional code of conduct outlined by the GTC. As the PGCE course is designed to enable this it becomes even more difficult to develop a personal specification or professional specification for potential teachers.

The interview is where the interviewer meets the applicant face to face and has to make a professional judgment about whether the applicant is suitable. This involves social interaction and the personal judgment depends heavily on perceptual interpretation. We become aware of the world and our surroundings but we don't see things in isolation. The psychology of perception suggests that, how we interpret our surroundings, is by distorting them to make it congruent with our own set of beliefs. That our insights into knowledge do not enter our minds as raw data but as abstracted forms or structures (often referred to as *gestalt*). We select and interpret our surroundings in terms of a classification system or frame of reference that we already

have in our own minds. It is understood therefore that there are many barriers to the accuracy of our own interpretations which may lead to misinformation from the simple interview situation. It is also useful to try and unpick these structures (gestalts) within the interviewers. This is discussed in detail by Arvey and Campion (1984), Dipboye (1989) and Millar et al (1992). The following are aspects that could be perceived differently and affect the outcome of an interview:

- The halo effect. Once an interviewer has identified a few positive attributes or has a particular empathy with the applicant the interview responses are seen in a positive light and there is an overall positive evaluation of the interview (Delli and Vera 2003).
- Attractiveness. Often attractive people are rated more highly than less attractive people, either because attractive people are assumed to be more effective in other areas or that the interviewer flattered is by an attractive person seeking their approval (Shahani et al 1993; Delli and Vera 2003).
- Likeability. Does the interviewer like the applicant? Will they fit in with the existing members? This is one factor that does have an influence in the selection of teachers (Keenen 1977; Delli and Vera 2003).
- Similarity. Again research has found that the similarity between interviewers and interviewees has a positive impact on the ratings of the interviewee (Young et al 1997; Byrne 1992; Delli and Vera 2003).
- The influence of interviewee's nonverbal behaviour on the resultant evaluation by the interviewer (Arvey and Campion 1984; Millar et al 1992).
- First impressions. These often influence the later judgements (expectancy effect) (Jones 1990).

- Perceptions which are made are not always accurate (Millar et al 1992).The perceptual bias of the different interviewers may cause different conclusions about the same candidates.
- Information about the candidate from their application form may create a negative (or positive) perception by the interviewer which is difficult to move beyond at the interview (Millar et al 1992).
- Primacy/ recency effect, first and last, do they remain the clearest in the interviewers mind. Also the previous applicant can often inflate the view of the subsequent one (Anderson 1992; Taylor and O'Driscoll 1995).
- Negativity, looking for reasons to fail a person (Anderson 1992; Taylor and O'Driscoll 1995).
- Validity of information provided, is the interviewee being honest or answering what they think we want to hear (Millar at al 1992)?
- Cosmetic effect, the initial appearance of the interviewee, have they taken the trouble to dress smartly, are they attractive (Wicks 1984, Millar et al 1992, Fincham and Rhodes 1993, Shechtman 1998).
- Experience and training of the interviewer. The experience and the training that the interviewer has had could affect the validity of the selection process, can they differentiate between relevant and irrelevant information during the interview process (Delli and Vera 2003)?

The experience and training of the interviewer has been discussed by Delli and Vera (2003) who suggest that:

...the effect of interviewer expertise is a very under-researched component of the interview literature. (p.144)

Chi et al (1988) found that the experience of the interviewer did affect the outcome but alternatively Schmitt (1976) and Gehrlein et al (1993) did not draw the same conclusion from their studies. How much training the interviewer has had, may influence their approach and their skill in both asking and interpreting the information given during the interview.

These are all aspects which may influence the tutors as they make their professional judgements on whether the potential teacher has successfully met the criteria in the interview situation. It may well be however that these will subconsciously make an impact and the interviewer will not be aware of them.

Interview formats

There are several types of interviewing techniques that can be used in a selection interviewing. The main ones are structured, semi structured and unstructured interviews. There are also key stages within an interview. The first part or opening of the interview is all about first impressions from both the interviewer and the applicant. It is at this point at which the interviewer will perhaps intrinsically lay the foundations for the following interview, how formal it will be and whether some of the aspects described above are making an impact. The second part of the interview is when the interviewer seeks to extract the information required to make a judgement as to whether the applicant has the required attributes for the job. The final part, the closing of the interview is when the interviewer thanks the applicant and discusses what the next stages are.

Structured interviews

A structured interview is one where there is a clear format with a series of pre determined questions which each applicant is asked and then given the same possible response opportunities. These are seen as having more predictive validity than unstructured interviews (Huffcutt and Arthur 1994; Salgado and Moscoso 2000, Robertson and Smith 2001 and Blackman 2002). Although the concept of a structured interview may seem straightforward, in reality the ‘operationalization of structure has varied widely across studies’ (Campion et al 1988). It is perceived as critical that there is some structure to ensure that the decisions can be more easily made between applicants and also that they can then be defended. Blackman (2002) define the structured interview as having three main characteristics:

- highly structure questions without the opportunity to use follow up or probe questions,
- questions based on job descriptions,
- a standardised rating form used by the interviewers.

The rating scales can be used either in the interview or afterwards when the notes taken during the process are reviewed. Champion et al (1988) developed this model further to suggest a 6 step guide to a good structured interview as outlined below:

Step 1: Develop questions based on a job analysis. These could be a range of questions but need to be accurate, unambiguous and avoiding bias or possible misunderstanding.

Step 2: Ask the same questions of each applicant.

Step 3: Anchor the rating scales for scoring answers with examples and illustrations.

(This could be using a scale of 5 for good, 3 for moderate and 1 for poor and brainstorming possible answers beforehand).

Step 4: Have the interview panel record and rate answers.

Step 5: Consistently administer the process to all candidates.

Step 6: Give special attention to job relatedness, fairness and documentation in accordance with testing guidelines.

The structured interview can be further divided into a situational interview or a behavioural interview (patterned description interview). The former is describing an interview where the questions focus on what the applicants anticipated behaviour would be in a given situation and the latter is when the questions ask the applicant to describe their past responses to situations. These are discussed further by Campion et al (1988); Eder and Ferris (1989); Taylor and O'Driscoll (1995) and Barclay (1999).

The structured interview has a formal overture, the roles of the interviewer and applicant clearly understood. The questions are predetermined and carefully selected to ensure all the required details are collected. The advantages of a structured interview are that it allows the observer time to observe as well as listen to responses as the questions are preset. It is easy therefore to code and interpret these responses.

The interviewer can ensure that they collect all the necessary information by planning the questions and these can be in the detail required, hopefully avoiding misunderstandings. It allows for some formative assessment of the applicant at this early stage. The questions are standardised enabling the interview to be easily

replicated with other applicants. There are disadvantages in using structured interviews, there may be aspects which it would have been useful to have discovered but were not discussed during the interview process as the opportunity did not arise. It can be time consuming as each applicant is seen individually. There is often limited scope for the applicant to answer in detail or depth. The factors such as the halo effect, as discussed earlier, would also need to be considered.

Structured interviews can be individually led or undertaken by a panel. In terms of enhanced reliability and validity, research has given equivocal results as indicated by Weston and Warmke (1992) and Delli and Vera (2003).

Research into what interview can actually measure has shown interesting results. Huffcutt et al (1996) suggest that these structured interviews can measure factors such as cognitive ability, whereas Schmidt and Rader (1999) consider all interviews:

...measure a mélange of experience, cognitive ability, specific abilities and aspects of personality such as conscientiousness. (Cited in Robertson and Smith 2001 p.456)

In their review Robertson and Smith (2001) considered several studies and tentatively suggested that the evidence suggests that all interviews are:

...primarily measuring social skills, experience and job knowledge... (p.456)

Reviewing the literature on the selection of teachers, Delli and Vera (2003), highlighted several studies that questioned the use of structured interviews for selecting teachers. Although they observed that structured interviews are increasing in popularity due standardisation and to help with defending decisions, they offered evidence that they were not the best format. This evidence included Blackman and

Funder's (2002) study suggesting that structured interviews are less useful in assessing personality- important for teacher selection, and are seen as detrimental to recruiting teachers (Dipoye 1997), that they are expensive (Terpstra and Rozell 1997) and that they do not reduce bias (Micelli et al 2001).

Although there are both positive and negative aspects of structured interviews, as a method they could easily be applied to the interviewing of the PGCE applicants where the job description could be replaced with the TDA requirements. The structured interview would allow for questions to be carefully thought through beforehand and for the tutors to have an awareness of what they were considering and to be able to rate the answers to give some clear explicit information to reflect on when making a decision as to whether to offer a place to the potential teacher. It allows for some formative assessment to be made particular within the context of admissions onto the PGCE courses, and would allow consistency within the interview process as these interviews take place over a ten month period.

Unstructured interviews

An alternative to the structured interviews are the unstructured interviews. This is where there are many open ended questions and applicants are not asked in a precise way and there are fewer constraints within the procedure. It is usually informal and allows for spontaneity and digression. These interviews will give a general overview of the applicant but may not be easily used for comparative uses. Within the process of selecting applicants onto a course to train them to become teachers, those with potential are selected and can in some subjects admit up to 40 students. There is

therefore no need to directly compare candidates for the 'one place' unless towards the end of the recruitment cycle there are only a few places left and several potential teachers in the system. There are additionally a variety of teaching styles and personalities and therefore at the interviews we are not looking for a specific 'fit' for a job.

With the unstructured interview it may be that there is little factual information provided during the interview. This is could be because the interview focuses on the:

...here and now: how the applicant responds to the stresses and demands of the interview itself... (Barclay 1999 p.137)

as opposed to what the interviewer is trying to elicit. However Blackman (2002) suggests that these unstructured interviews are better at predicting the applicants' personality characteristics as their behaviour will be less scripted and unrehearsed.

The tone of the interview is more informal and relaxed and often goes beyond the 'interview room', perhaps in the case of teacher appointments over lunchtime and during a guided tour of the school/department. Blackman's (2002) research highlighted that in the unstructured interviews, the applicant did more of the talking and was more behaviourally expressive. This will give the interviewer more personal information on which to base their judgement. Blackman discovered that the interviewer asked less personal questions during the interview but that the applicant gave more personal information, theorising that this could be due to the more relaxed informal nature of the interview.

One of the criticisms of the unstructured interview; however is that it may lack validity and may be susceptible to bias with its inherent subjectivity (Campion et al 1988).

Again this format of interview could be used within the context of a PGCE selection interview. The applicant will have more freedom to express ideas which can be used to discern personality characteristics in order to help make decisions on their potential to achieve the necessary standards. It will allow for some initial formative assessment of the applicants skills and knowledge before beginning an intensive course.

Semi structured interviews

This is a hybrid of the previous two formats, like the structured interview it has predetermined questions with a clear focus on what the interviewer wants to achieve from the interview process. However, it also has some flexibility built in to draw out the applicant further and to probe further with the questions some consider it to more like a 'face to face questionnaire' Parsons (1984). The semi-structured interview approach allows;

...the respondents to say what they think and to do so with greater richness and spontaneity... (Oppenheim 1992 p81)

Gall et al (2003) further clarify:

The semi structured interview involves asking a series of structured questions and then probing more deeply using open form questions to obtain additional information. (p.240)

Bryman (2008) describes semi structured interviews as those in which the interviewer can vary the sequence of the questions and that the questions are more

general in nature that would be found in structured interviews. Additionally he refers to the option in semi structured interviews of being able to ask further questions in what are seen to be important replies.

The semi structured interview is often classed as being more similar to the unstructured interview in that there is usually no rating scale used. They are usually semi formal in tone but unlike the unstructured interview do not require a high level of interviewer expertise. The semi structured interview combines the flexibility of the unstructured interview but enables some comparability of key questions between applicants. In semi structured interviews it is important to plan the questions to ensure that the interview is used to maximum effect and the interviewee's time is not wasted (Millar et al 1992). It is important to ensure that the questions are relevant to the purpose of the interview (Breakwell 1990). This enables the interviewer to gather what they need to support a decision but also endeavours to reduce subjective bias and errors (Millar et al 1992). The flexible nature of a semi structured interview allows the interviewer to structure the questions so as to have the same meaning for each applicant, rather than asking the same question and hoping the interviewee has the same understanding of the question being asked (Millar 1992). It allows for the interviewer to clarify aspects or return to responses that the applicant has made. It also gives the opportunity for new information to be revealed that a structured interview may prevent.

Unlike the unstructured interview the semi structured model gives the interviewer greater confidence in making judgements. With establishing key questions the

relevant information needed to make a decision should be revealed during the interview, validity should be ensured. Field and Gatewood (1989) suggest that the lack of coverage of job related information and the impact of non job related factors contribute to the low validity of an interview, therefore by planning the key questions this will increase the validity of the interview.

The less formal nature of a semi structured interview should help with drawing out the potential of a candidate whereas the more structured interviews can appear to the applicant as an interrogation (Goodale 1989). These semi structured interviews have more open and probing questions where a probing question is:

...designed to encourage respondents to expand upon initial responses...(Hargie et al 1987 p. 77)

Within the context of interviewing potential teachers this type of interview could easily be used. The planning of key questions which are used for all potential teachers would ensure that the information a subject tutor requires to make a judgement is covered during the interview and this would increase the validity of the interview. It as it would create an opportunity for in depth information and explanations to be gathered. It would be possible for the subject tutor to collect information gained by further responding to the initial answers from the potential teachers (probing questions). It would allow questions to be explained or altered depending on the age or experience of the particular potential teacher. This flexibility with the semi structured interview format would enable a subject tutor to:

...satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers. (TTA 2003 p.61)

All three of these interview formats could potentially be a possible model for the selection process in initial teacher selection. Finn, Elliott-White and Walton (2000) compare the three types of interviews in Table 2f below.

Table 2f. Comparison of the different types of interviews.

<i>Type of interview</i>	<i>Advantages</i>	<i>Disadvantages</i>
Structured	<p>Interviewees answer the same questions, increasing the comparability of the responses</p> <p>Interviewee bias reduced</p> <p>Data easily analysed using statistical techniques</p>	<p>Very little flexibility and the standardised wording may inhibit responses</p> <p>Pre-determined questions may not be relevant</p>
Semi-structured	<p>Combines the flexibility of the unstructured interview with comparability of key questions</p>	<p>Bias may increase as interviewer selects questions to probe and may inhibit comparability of responses</p>
Unstructured	<p>Interviewer responds in a flexible way to the interviewee</p> <p>Interviewer's role is minimal allowing interviewee to express ideas in his/her own words</p>	<p>Comparability is much reduced and data analysis is more difficult</p> <p>Data quality depends on listening and communicating skills of the interviewer</p>

(Adapted from Finn, Elliott-White and Walton, 2000 p. 73)

Interviewing and potential teacher selection

Whilst there are many studies into the use of interviewing in situations where employers are seeking employees (Courtis 1988; Fletcher 1988) there are fewer studies specific to teaching. Delli and Vera (2003) began to explore some of the issues behind the interview process for hiring teachers and highlighted that:

...a substantial void exists in the educational research arena addressing this important administrative function. (p.137)

In their research into the types of interviews used to hire teachers Delli and Vera found that many are becoming more structured in nature to enable clear comparisons to be made and to defend the outcomes. Some of the studies emanating from the USA are more concerned with the testing of potential teachers. Each State can set their own policy for the selection and the training of teachers and there is no national overview as in England. They also make heavy use of testing the potential teachers using the National Teacher Examination (NTE) Praxis or standardized teacher examinations offered by the Educational Testing Service, which enables a teacher to then be employed as a teacher in many States (Strauss et al 2000). Winter et al (1998) in their research undertook a study of principal work values (achievement, concern for others, fairness and honesty) and examined effects of these on the teacher selection process. They were concerned that the concept of values had not previously been empirically researched with respect to teacher selection decisions. They used simulated interview situations to explore the feasibility of measuring these values during the selection process. They concluded that this area is one which needs to be explored further as it may give further insights into teacher success. This builds on the earlier suggestion by Schön (1983) who believes that teachers tend to have a clear value base which informs their practice.

The interviewing of potential teachers is an even narrower subset of the educational interviews. Unlike a job interview these are interviews for a study course which has imposed on it layers of professional requirements and expectations, and where the successful applicants are asked to begin teaching in schools they will be based in. The tutors at the initial teacher education providers are the gate keepers for the

profession, but not the employers of the applicants. They control entry into the profession but not the funding (the TDA funds the courses and the students). These interviews are on two levels, first the selection of potential teachers that have the intellectual rigour to complete the academic elements of the course, this becoming increasingly a key factor with the Masters level PGCE, and secondly that they have the potential to complete the professional element of the course and be awarded qualified teacher status.

An international study by Shechtman (1998) considered the use of interview techniques for selecting potential teachers. She undertook an evaluative study into the use of group interviews for this selection as oppose to one to one interview. These group interviews are conducted on a streamlined assessment procedure based on a single technique of group interaction. This study followed her earlier work on streamline assessment centres where she based the technique in the business world to predict successful management performance (Shechtman 1991). She uses the premise that teacher effectiveness falls into three clusters of behaviour, verbal communication, human interaction and leadership, (Lowman 1984, Shechtman 1989) and these can be used to predict teacher success. However measuring these qualities is the essential aspect:

...recommendations regarding the qualities prospective teaches should have are of limited value unless accompanied by effective assessment procedures...
(Shechtman 1998 p.5)

Her assessment of teachers consisted of a two hour interview procedure with four activities, which a group of eight potential teachers complete together. The activities included: a 'self presentation', a 'guided group discussion', a 'leaderless group

discussion' and 'feedback provision'. For the 'guided group discussion' they are given both an educational issue and a non educational issue to discuss (to prevent the possibility of preparing answers). For the 'leaderless activity' they may be asked as a committee to solve a problem and for the 'feedback provision' it involved each individual giving oral feedback directed to every other individual in the group. As these group activities are being completed, each applicant is assessed by two trained assessors who use a scale of 1 (low) to 6 (high) for the four dimensions below for each of the applicants:

- **Oral communication**; clarity and organization of thoughts, focus on essentials, logical presentation of thoughts, verbal expressiveness, and fluency of speech
- **Human interaction**; expression of warmth, friendliness, display of respect, sensitivity, and support
- **Leadership**; dynamism, alertness, initiative, responsibility, and the ability to influence others
- **Overall rating**; the general fitness of the individual for the teaching profession. (Shechtman 1998 p.9 and10)

Any applicant who is given a score of 3 on any of the areas is not offered a place on the teacher education course. (This level is below the mean score of 4 from her previous evaluation of the group assessment procedure-GAP). Shechtman is confident that this approach works well, and her evaluations (Shechtman 1998, 1992a and Shechtman and Godfried1993) have concluded that there is agreement between the assessors, and also between the assessors and the applicants being interviewed. This could be a technique that would help with the selection of applicants, it avoids the subjectivity of the interviewer, helps to avoid the self report nature of the applicant giving all the information to the interviewer, and it is also cost effective in terms of administration of the interview process. Shechtman concludes that:

...in our studies, the overall impression was always the best predictor of teacher success. Teaching is such a complicated processes that it may be unwise to look for specific traits or skills. (1998 p.15)

Kinicki et al (1990) found that interview impressions have been better predictors of hiring recommendations and of the employee's job attitude than are the applicant credentials. Shechtman in her study indicated that about one third of those invited for interview didn't get offered a place. At the research institution on average around 18% (Appendix 1d) of potential teachers who are invited to attend the interview on the strength of their application are subsequently not subsequently offered a place, slightly less than Shechtman's study.

Challen and Byrne (2004) undertook a small scale study of the recruitment procedures onto a primary PGCE course. They were investigating whether it is possible to forecast teacher competence. The potential teachers as part of the selection process took part in an one-to-one interview which was graded in ten cells (reasons for choosing to teach; contribution to teaching; relevant experience; awareness of teachers wider responsibilities; response to a hypothetical classroom problem; career aspirations; attitude to the course one-to-one communication skills; professionalism and apparent commitment to a teaching career). They also took part in a presentation graded in 6 cells (interest level; interaction; structure and organisation; communication skills; awareness of general educational issues and quality of analysis). The grades were 1 to 4, where 1 was very good and 4 poor. The potential teachers were then graded in these cells at the end of their course to compare the correlation between entry and exit points. Their analysis suggests that one of the issues to address at the selection process is the applicants:

...potential to manage the challenges and complexities they face as they become teachers. (p.9)

Turner and Turner (1997) considered some of the issues that need to be addressed as part of the selection process for potential teachers and suggested the following points:

(1)...the need for procedures and criteria for selection and interview that are fully understood by all candidates;
(2) the importance of the personal profile of candidates, including their experience beyond academic study, as a factor in their selection;
(3) the development of criteria and procedures by which the ability of candidates to communicate clearly and effectively can be assessed; (Turner and Turner 1997 p.127)

These three important points need to be addressed regardless of the format of the interview and offer good practice guidelines for the selection of any employees not just potential teachers.

Chambers and Roper (2000) undertook a study considering why initial teachers withdrew from a PGCE course, one of the aspects they considered briefly was the initial interview process. In compliance with the TDA guidelines the candidates were interviewed by both a practising teacher and a course tutor. They concluded that:

...little was to be learned from the vast majority of answers about the interview.....most found the questions appropriate and for the most part predictable. A few candidates were very enthusiastic about the process. (p.29)

Their study showed that during the two years of the research, of those that withdrew, the school partners felt that 31% would have failed. 22% they were unsure about and 9% were possible passes whilst 38% would have passed (amended from Chambers and Roper 2000 Table 1 p.30). This seems like a large wastage rate of potential teachers that perhaps could have been highlighted at the selection point. They then

reviewed the experience of these withdrawing potential teachers in terms of their initial selection and gained some insights about the interview experience. One initial teacher commented:

It was a tough interview. I think I should have been turned down because of my lack of experience.

A second felt:

... annoyed at having travelled over 200 miles to attend an interview which lasted only 15 minutes. (p.29)

Chambers and Roper (2000) also considered some of the reasons for withdrawing and although some reasons that are outside of the control of the course, e.g. financial and personal problems, some did indicate that facets of the job, commitment to the job and suitability/confidence were the key issues in their decisions. There is a fine line between recruiting those that appear to have the potential at the beginning of the course and those that just do not quite have the potential but if given support will complete and are therefore given a chance. In conclusion Chambers and Roper (2000) do give some pointers to help with the interview process. They suggest:

The interview procedure must be rigorous; the university tutor and teacher-tutor must make every effort to assess the quality of the candidates' motivation to teach and commitment to the profession. Before reaching the decision to offer a place on the course, they must be as sure as they can that the candidates are not covering up any doubts that they may have and that their perception of the reality of teaching is reasonably accurate. (p.33)

...students expect and demand that the interview should be rigorous and challenging; their motives for entering the profession should be examined in detail; they want it to be tough. (p.39)

A study by Challen (2005) into the hurdles (obstacles) are that initial teachers needed to clear during the PGCE year, concluded that for many it is their ability to reflect on

their experiences which enable them to overcome these hurdles. The ones that failed to overcome them are not as effective at the self reflection skill. She suggests:

Admissions staff may find it useful to provide candidates for places on a teacher training course with opportunities to demonstrate their capacity to reflect constructively on their experience. (p.84)

This must be balanced against avoiding undue pressure on the potential teachers at interview. Teaching often appears easier when observed than it is in reality. It is not often until the potential teachers are on serial placement that the realities of teaching become apparent. Perhaps in this light it is useful to consider the whole of the PGCE year as a selection process.

An additional factor that may also have some bearing on the interview decision in selecting potential teachers is the role of Office for Standards in Education (OfSTED). Along with the question of whether to select those applicants who have the potential to become teachers there is the question of whether they will be good teachers. As in all areas of Education the ITE courses are externally evaluated by OfSTED (Chambers and Roper 2000). These inspections are regular and frequent and impact on the Higher Education Institution in many ways. In order for the provider in a given subject to be a Grade A (important for keeping allocated numbers) it has to ensure that more than half the initial teachers are rated as very good and a minimum of three quarters as good or very good (Chambers and Roper 2000). Would an interviewer therefore 'take a risk' on a borderline potential teacher? They may enable them to meet their target but might not help towards attaining a good OfSTED grade. These borderline cases will undoubtedly increase

both the workloads of the tutor and the school based staff in supporting them to achieve QTS, which is an issue each interviewer may be aware of.

The selection process a summary

There seems to be a clear understanding and consistency in the mechanical process of selection, (i.e. the application form, references and an interview). This has been the general format for many years and seems to be one that will continue for the foreseeable future (DES 1984 and TDA 2007). What is less clear is what happens during the interview process to help select those that have the ‘right’ personality to become a teacher. The studies into this area suggest that the personal qualities are important elements to consider alongside the academic qualifications when selecting potential teachers. A small study of primary PGCE potential teachers by Coleman (1987) however concluded that there was no correlation between the personality judgements (made at the selection period about the potential teachers) and their success in completing the PGCE. What these personal qualities should be is not definitive. Whilst some qualities do appear in many studies, others are not as widespread but equally important and could be included. McNamara (1986) states:

Research has not established the truth of what is the personality of the effective teacher, only the intractable nature of the problem. (p.33)

In 2009 the quote still has resonance in the complex activity of selecting potential teachers to a PGCE programme. The selection interview is the first gateway into the profession, a very important first stage into ensuring effective teachers are selected.

Perhaps as Trown (1985) indicated about the selection interview:

I suspect their main use is that they do at least help identify those applicants who are not ready or suited to enter a teacher training course. (quoted in Coleman 1987 p.201)

As Delli and Vera (2003) state in their review of their research into the selection of teachers:

It is only through a careful analysis of the interview process that the field can be more confident about its effectiveness as a primary means of identifying the best qualified teachers. (p.152)

Chapter Three

Methodology

Introduction

This chapter discusses the methodology that was used for this research project. It will include a rationale behind the research methods selected and the main tenets of the methodology. There will be an explanation of how this research project employed the chosen methodology, including a discussion of the ethical stance which informed the data collection and analysis. Finally a discussion of validity and trustworthiness is included.

To enable a theoretical underpinning for this research to be established, it was important to consider the research aims, how they could be explored and what data needed to be collected to understand this area. Also required was a valid system for analysing the data and being able to discover what this added to the understanding of the complex processes in the selection of teachers. The research study aimed to explore the processes that selectors (tutors and teachers) used to establish that potential teachers possess the appropriate personal qualities for teaching. This study is an interpretative one and as such the methodology would need to be qualitative.

Hitchcock and Hughes (1995) qualify the qualitative method further:

By qualitative methodology, we mean approaches that enable researchers to learn at first hand, about the social world they are investigating by means of involvement and participation in that world through a focus upon what individuals say and do. (p.12)

Denzin and Lincoln (1998) suggest the word qualitative implies an emphasis on process and meaning (p8).

Researching the complexity of phenomena that humans engage in, necessitates the research being placed in a specific time and context. With society rapidly changing in the present technological age, insights gained will help inform further the complexity of these phenomena but not create definitive theories. With this complexity in mind it is important to use a methodology which is sensitive to these changes but will enable the context to be studied with validity.

Qualitative methodologies, whilst not having the same established history as the more positivistic methodologies, still do have rigour. Kierkegaard (1813-1855) was amongst philosophers who argued against the imposition of rigid inflexible rules on human behaviour. The qualitative methodologies became more established in academic research following the work of sociologists in Chicago during the 1920s and 1930s. Qualitative research methods have gained more credibility in recent years but there are still interesting debates as to their rigour in some academic circles. This is discussed by Cutcliffe and McKenna (1999) and Cutcliffe (2000). However Khun (1970) suggested that qualitative research had achieved the status of 'paradigmatic normal science' and was felt to be acceptable for this research project. The use of a positivistic research stance has been rejected in favour of a qualitative methodology. Primarily the research is studying human interactions, which need a flexible methodology that allows these interpretive studies to be undertaken.

The overriding research perspective in which this research is positioned is that of the tradition of Symbolic Interactionism. This tradition involves the study of how

individuals engage in social transactions and how these then contribute to the maintenance of social structures (Charon 2001). Within this research study the subject tutors, practising teachers and potential teachers are the individuals engaged in a social transaction. The tutors and teachers are all practising professionals who are selecting potential teachers to join a programme which will subsequently lead to Qualified Teacher Status. This qualification aims to enable the potential teachers to become effective practitioners in the profession -secondary education system. The selection of teachers into the profession, although having evolved over the years, has a long tradition as described in chapter one. Symbolic Interactionism is a paradigm which enables situations, (where people construct their realities from the symbols around them and through the interaction with others), to be described; therefore the individuals are active participants in creating meaning in a situation. In this social transaction studied all the participants have an active role in creating meaning from this selection process.

Within this qualitative perspective the methodology that appeared the most useful and 'fit for purpose' was that of 'grounded theory'. The rationale was based on the following premise. At the onset of the research there were no assumptions or expectations as to what the outcomes would be- there were no theories to test. It is understood that the selection process occurred and that potential teachers were admitted onto the course. How this happened was not understood and as data is analysed it is hoped these processes become transparent and give greater insights into this area. Grounded theory (Glaser and Strauss 1967) provides a model which has a flexible approach with academic rigour. Grounded theory enables the researcher to

search for social processes in human interaction (Hutchinson 1993) and to discover patterns and processes to understand how a group of people define, via their social interactions, their sense of reality (Stern et al 1982). As a methodology it enables the researcher to collect data using data collection tools that have academic rigour and have a clear framework. It also provided a system for analysing and then constructing theories from the emerging results, by again using a model that has an academic precedence. As a methodology it has been employed in social science research since the 1970s (Backman and Kyngäs 1999). It has been:

...claimed that grounded theory is the most widely used qualitative method in social science research. (Locke 2001)

There have also been precedents in educational studies both in schools and initial teacher education (Taber 2000 and Hayes 2003). It is a methodology that has also been seen as useful in generating theory in areas where there is little known or a paucity of integrated theory in the literature (Goulding 1998, 2002), the context within which this research study is in. It also, through analysis, discovers basic social processes that are of direct interest and relevance to practitioners (Jones 2002).

Grounded theory- an overview

Glaser and Strauss published their book *The Discovery of Grounded Theory* in 1967. Prior to this time the main research methodology was positivistic-the scientific method, with quantitative methods that could be triangulated and repeated (Charmaz 2006). This meant that the positivistic, quantitative methodologies were seen by many as more rigorous and had greater credence in terms of research funding and prominence. Qualitative research was seen as less academic and more anecdotal. It was into this climate that Glaser and Strauss offered an alternative methodology with

systematic strategies for qualitative research. Strauss based at Chicago was involved with qualitative research and was involved with Symbolic Interactionism and ethnographical studies (Charmaz 2006). Glaser had a more systematic approach through his quantitative training at Columbia University. The two collaborated with their research into dying patients in American hospitals. They suggested an alternative way of conducting this social research. Instead of beginning with theories and then testing them against collected evidence and observations, as was the prevailing paradigm for research, they postulated that theories could be developed from analysing the data they had collected. They argued against the testing of hypotheses which had been generated before the research began (often referred to the *hypothetico-deductive* approach).

Within the hypothetico-deductive procedure the substantive hypotheses have to be formulated before actually beginning the research. They are deduced from general theories which have often been developed in other fields of research or originate from some researchers' speculative thinking. The possible detrimental effect of this procedure is that social reality of a specific field of research has to be pressed into categories of an 'alien theory' developed in quite another field. (Glaser and Strauss, 1967, p.34 and p.98)

They contended it was more useful to build theories within the research, that these theories are not deduced from general theories but that they emerge during the research process and are therefore grounded in the data. This led to the development of a methodology called 'grounded theory'. This provided a systematic strategy for undertaking qualitative research. The key tenets of this methodology are:

- *Simultaneous involvement in data collection and analysis*
- *Constructing analytical codes and categories from data, not preconceived logically deduced hypotheses*
- *Using constant comparative methods, which involves making comparisons during each stage of the analysis*
- *Advancing theory development during each step of data collection and analysis.*

- *Memo writing to elaborate categories, specify their properties, define relationships between categories and identify gaps*
- *Sampling aimed towards theory construction, not for population representatives*
- *Conducting the literature review after developing independent analysis.* (Charmaz 2006 p.6)

Since the beginnings of grounded theory both Strauss and Glaser have independently taken it in different directions. Glaser remaining consistent with his earlier view that grounded theory is a method of discovery and that categories emerge from the data. Strauss moved more towards verification and along with Corbin considered technical procedures rather than the more comparative methods of earlier (Strauss and Corbin 1990). Other researchers have developed the theory further (Turner 1983, Seale 1999, Miller and Fredericks 1999, Charmaz 2000 and Bryant 2002). As the methodology has developed so has the terminology, Strauss and Corbin refer to it as the *grounded theory approach*, Glaser as *grounded theory research* and Chenitz and Swanson as the *grounded theory method* (Backman and Kyngäs 1999). All these approaches provide a possible methodology for studying the meanings of events for people.

Charmaz describes a structure for supporting researchers using grounded theory, taking into account theoretical and methodological developments (Charmaz 2000, 2005, 2006). In her later work she views:

...grounded theory methods as a set of principles and practices. (Charmaz 2006 p.9)

That serves to:

...learn about the worlds we study and a method for developing theories to understand them. (Charmaz 2006 p.10)

And unlike the original premise from Strauss and Glaser suggests that:

...neither the data nor theories are discovered. Rather we are part of the world we study and the data we collect. We construct our grounded theories through our past and present involvements and interactions with people, perspectives, and research practices. (Charmaz 2006 p.10)

She provides the researcher with a clear journey for constructing grounded theory and for using this research methodology, which as a novice researcher has been invaluable in understanding the complexities and the development of this methodology. Her systematic processes have provided a structure and guidance and her interpretation of grounded theory underpins this research activity into investigating the selection of potential teachers.

An additional aspect of the grounded theory methodology is ‘theoretical sensitivity’; this refers to the personal quality of the researcher and the understanding of the subtleties of the data. As Glaser described it is the process of developing insight into the research situation which is conceptual rather than concrete (Glaser 1978). This is important within this context as an understanding of the subtleties of the data will be invaluable in implementing and changes which arise from the analysis of the research.

Using grounded theory as a research tool

Grounded theory is used as an approach to create theories about the phenomena being studied, a theory being composed of concepts and their mutual connections. It is suggested by Glaser and Strauss that this method provides a way of inductively deriving theories about the phenomena it is studying. There are two possible theories that can be generated, a ‘substantive theory’ which is relevant to the phenomena

studied and can be readily modified or a 'formal theory' which is further developed for wider use.

Strauss and Corbin (1990) identify a formal theory as meeting the criteria of 'fit', relevance and easy modification (Backman and Kyngäs 1999). Fit means that the theory fits the data collected; relevance means that the grounded theory approach allows core problems and processes to emerge. Glaser (1978) judges the formal theories as having fit, relevance, workability and modifiability. Fit refers to the categories used to analyse the data and develop theories, they must be developed from the data and preconceived concepts not used. Relevance means that the theory is of real concern to the participants and not just academic interest. Workability is when the theory explains how the problem is being solved. Modifiability means that the theory can be altered when new relevant data is compared to existing data. Wells (1995) alternatively suggests four central criteria to define a formal theory which are fit, understanding, generality and control. All of these required criteria for a theory to be classed as formal indicate the need to carefully develop the substantive theories further as they are more general and have wider relevance. The substantive theories could be tested by applying the traditional logico-deductive techniques. To develop the substantive theories further in this research would involve applying the theory, which is beyond the limits of this study.

Grounded theory provides a basic set of guidelines for organising the research process; which provides a clear path for a research study. Guidance on using grounded theory can be followed using many sources, including from the original

authors Glaser and Strauss, interpretations of both their early work and subsequent developments. Some researchers give some generic guidance, one of these being Easterby-Smith et al (1994). They outline seven stages for completing grounded theory research, whereas other authors described their own research journey as a guide for others (for example Backman and Kyngäs 1999). The researcher can follow closely the methodology suggested by the initial work of Glaser and Strauss or from the emerging methodologies that have been refined and developed. The particular guidance on which this project is based is using that from Chamaz (2000, 2005, and 2006). This guidance resonated with the methods of data collection and appeared to offer a clear and well documented methodology which enabled a systematic model for the researcher to follow. Each part of the process along with the underpinning theories and assumptions is explained below.

The first stage of grounded theory is to decide what the research focus will be. In the case of this study the focus was to consider aspects of the selection process in which potential teachers are interviewed to illuminate how the subject tutors assess whether they have the capacity to meet the standards. Additionally what are seen by these subject tutors as the appropriate personal and intellectual qualities. Glaser and Strauss (1967) suggested that the researcher enters the field of research without preconceived ideas:

The researcher has to enter his/her field in an unprejudiced state of mind without any preconceived theory that dictates, prior to the research, 'relevancies' in concepts and hypotheses. (p.33)

This will include ignoring the literature and any previous research that exists on the subject. This is suggested as it would perhaps draw the researcher towards a bias and

reduce the open minded approach required for grounded theory. Charmaz (2006) however appreciates that the researcher cannot enter into the research in a vacuum but that we are part of the world in which we work. She suggests that this does not preclude us from engaging with grounded theory as a methodology. Instead we need to avoid bias and by carefully following the mechanisms for the analysis of the data, validity of the research remains. Once the focus has been clarified the methodology develops through stages of theoretical sampling, coding and to the development of emerging theories. These stages are described below although as one of the original tenets of grounded theory implies:

...simultaneous involvement in data collection and analysis. (Charmaz 2006 p.6)

This highlights that there are overlaps between these processes.

Theoretical sampling

Glaser and Strauss (1967) use the term theoretical sampling to describe the process of data collection for generating theory. The researcher:

...collects, codes and analyzes is data and decides what data to collect next and where to find them in order to develop his theory as it emerges. (p.45)

This second stage in the grounded theory approach is the collection of data. This data collection can take many forms but is mainly from qualitative methods. Grounded theory then does provide guidance as to how this data can be systematically collated. The researcher can confidently employ a variety of data collection methods depending on what best fits the activity being studied. A second useful aspect of grounded theory is that as the data is collected it is simultaneously analysed. This allows themes or concepts to begin to emerge early enabling the researcher to refine collection mechanisms without compromising the data. It also can highlight possible

gaps in the data collection which enables the researcher to adapt the data collection methods to ensure good quality and relevant data is collected.

Coding

As the data is being collected the third aspect of grounded theory begins, the analysis of the data. One of the main tenets of grounded theory is the analysis of the data.

Coding is the tool that is used to make 'sense' of this collected data and to inform the researcher about the processes occurring. There needs to be an ongoing dialogue with the data:

Grounded theory coding requires us to stop and ask analytical questions of the data we have gathered. These questions not only further our understanding of studied life but also help direct subsequent data gathering toward the analytical issues we are defining. (Charmaz 2006 p.42)

Data analysis is usually the process in research where the data collected is used to test the theories. In grounded theory the analysis or coding of the data has a much wider purpose, as there are no theories at this stage to test. As Strauss and Corbin (1990) clarify the analytic procedures of grounded theory. They suggest the procedures are to:

1. *Build rather than only test theory.*
2. *Give the research process the rigour necessary to make the theory "good" science.*
3. *Help the analyst to break through the biases and assumptions brought to, and that can develop during, the research process.*
4. *Provide the grounding, build the density, and develop the sensitivity and integration needed to generate a rich, tightly woven, explanatory theory that closely approximates the reality it represents. (p.57)*

There are successive forms of coding that are used to analyse the data and allow theories and ideas to emerge, open coding, focus coding, axial coding and selective coding.

Open coding

Open coding is usually the first part of the analysis of data, where the collected data is considered and placed into initial categories. The data is first examined and compared for similarities and differences as well as the researcher asking questions of the data. It is about thinking about concepts that are found in the data and naming them. The initial trawl through the data may give rise to many different concepts or phenomena. There are three main systems of initial coding, word by word, line by line, and incident by incident (Chamaz 2006). Word by word coding requires the researcher to consider the images and meanings in the data collected as they work through each word of the data. Line by line coding is the most favoured method of considering the data collected. The researcher numbers each line of the transcript and then picks out ideas that appear from the lines of text. It enables the researcher to look at the data without assumptions of what the following part of the sentence may reveal. Once this initial line by line coding has been completed the transcript should be again considered and checked for validity by testing the ideas generated from the lines within the sentences in which they are embedded. Incident to incident coding is where incidents are initially analysed and then the researcher then begins to consider comparisons between these incidents. This second part helps to mitigate against the researcher's own approach to collecting the data, by observing incidents in a more

critical way and beginning to have a set of concepts and ideas to categorise and record observations.

Although time consuming, the coding of the data should enable the researcher to consider the data, rather than using their own assumptions to interpret the data.

Chamaz (2006) suggests:

Careful coding also helps you refrain from imputing your own motives, fears or unresolved personal issues to your respondents and to your collected data.
(p.55)

By considering the data line by line, ideas and concepts (codes) evolve but the researcher needs to be careful to try and mirror what has been observed and not what is assumed to have been observed. Using the language and descriptions offered rather than converting them into words that are more familiar, is important as this stage of the analysis. The codes that arise from the data Glaser calls '*in vivo codes*' (1978:70) where the conceptual name comes from the informant. Questions need to be asked of this data as the categorising develops particularly when using *in vivo* codes that have arisen directly from the data.

The open coding tool dissects the data collected and tries to allocate it into groups that have some form of relationship. This brings the data into a microscopic field and creates many different themes and ideas. This input stage is often difficult. It is often difficult to know how the codes are related to each other or whether the codes are the right ones. Backman and Kyngäs (1999) discuss this phase and suggest that one way to help overcome this is to discuss the data; however this may result in a different perspective from outside the data, which could confuse further. Glaser's (1978) advice is to read the data several times and to write down ideas as they emerge. It

could be these that are then discussed with others. This stage highlights what data has been collected and can inform further data collections if gaps or further questions arise. The next stage of grounded theory is to look for ways of bringing this disparate data back into similar groups that enable patterns and themes to emerge from it. Charmaz (2006) refers to this next stage as focus coding whereas Strauss and Corbin (1998) termed it axial coding. An additional method that Charmaz (2000) advocates is that of memo writing which helps as a bridge between open coding and focused or even theoretical coding

Memo writing

These are the notes made during the research processes, both in the collection of data and also in the analysis of it. The memos could contain details about the context of the data collected, any nuances observed, or any ideas or insights garnered, as the data is being analysed or the interviews listened to. These can then be used to understand further the findings or perhaps may become part of the research data themselves.

Focus and axial coding

After the data has been through the process of open coding the next stage is to bring some element of categorisation into this data. Charmaz (2006) refers to this part as *focused coding*. Emerging ideas can be grouped together if they seem to have similar resonance and then together given a conceptual name, which is of an abstract nature, to allow initial grouping of the ideas. The giving of a conceptual name is chosen by

the researcher and is the most logical term for the group of phenomena. Strauss and Corbin (1990) suggest that the name given is one:

...which you can remember it, think about it, and most of all begin to develop it analytically. (p.68)

They counsel away from using borrowed concepts as these often:

...have commonly held meanings and association...s (p.68)

These meanings and associations may affect how others view the work and indeed how bias could be introduced. These codes are used to begin to synthesise the data using the frequent or significant terms. At this point the researcher begins to interpret the data and as these line by line codes are subsumed into the more focused categories it is important that the original data is reconsidered to ensure the data is being categorised as closely as possible and no loss of original meaning is encountered.

Axial coding is the point which the fractured and broken down codes from the processes described above begin to be reassembled in give greater coherence.

The major purpose of axial coding is to bring the data back together into a coherent whole. Axial coding:

...treats a category as an axis around which the analyst delineates relationships and specifies the dimensions of this category. (Charmaz 2006 p.186)

This stage was later introduced by Strauss and Corbin (1998) and specifies the properties and dimensions of a category. It enables the data to be sorted in new ways after open coding and brings the analysis of data into a conceptual level rather than a descriptive one. It seeks to link categories together and helps understand the context of the data by answering the where and why questions of the data. Strauss and

Corbin (1998) suggest and use a system which gives a structure to the axial coding. An example is to consider the *conditions* of the (i.e. study why the phenomena is occurring and where and when). The second aspect considers the participants strategic responses to the situations –the *actions/interactions* and finally the concept of the consequences of the outcomes of the actions/interactions. This gives a framework for the researcher to analyse the data further in a controlled and systematic way. Glaser (1978) also suggested developing the stage beyond open coding further and offered 18 different paradigms to guide researchers.

Saturation

Saturation is when the recently collected data does not change the categories that have emerged from the previously collected data. It may be that as the analysis begins to produce some ideas and theories, gaps in the data will arise at this point allowing the researcher to go back into the field to collect specific data around these conceptual gaps. Saturation can only occur when the researcher is following the grounded theory methodology carefully as there needs to be a continual analysis of all the data, as it is collected to see when this saturation occurs. At this point of saturation it suggests that further data collection would not lead to further refinement of the categories that have been selected. Once this stage has been perceived to have occurred, emergent theories should begin to develop from the analysis of the data.

Theoretical coding

The final stage is when theoretical coding begins, when the codes that have been developed in the previous stages are pulled together to produce hypotheses that can

be developed into theories. This theoretical coding suggests the relationships between the categories generated in focus coding. Glaser (1992) suggests that this stage of theoretical coding relieves the necessity of the axial coding stage introduced by Strauss and Corbin (1990). Glaser produced a series of categories that the data could be placed into to help the development of this stage. Once the categories have been pulled together the emergent ideas can be formulated into theories which are either substantive or a formative, substantive being relevant to the phenomena studied and can be readily modified or a formal theory which can further developed for wider use. The emergent theory can then be validated by comparing it with the collected data. Eisenhardt (1989) suggests that this could be developed a stage further by:

...tying the emergent theory to existing literature enhances the internal validity, generalizability, and theoretical level of theory building from case study research. (p.545)

Alternatively the validity of the theory can be found by using it in other situations with a positivistic approach, and comparing the findings.

Theoretical sensitivity

A major aspect of grounded theory is theoretical sensitivity (Glaser 1978). This is often called the 'creative' aspect of grounded theory (Strauss and Corbin 1990). It is based on the personal qualities of the researcher and how aware they are about the subtleties of the data collected and their insights into it. It requires the considering of the emergent ideas at a conceptual level. Strauss and Corbin (1990) suggest that this theoretical sensitivity comes from two major sources. One is from the reading of relevant literature and the other from personal experience.

Further sensitivity is gained from interaction with data; this is termed sensitivity from the 'analytic process' (Strauss and Corbin 1990). As data is analysed ideas and concepts may emerge from the data which may direct closer consideration of further data or to consider it from a different angle. With theoretical sensitivity being described as the creative aspect of grounded theory it is important to ensure that this creativity is embedded in the data not purely in the mind of the researcher. Therefore Strauss and Corbin (1990) suggest the following considerations need to be included to ensure validity:

- Asking what is really going on here?
- Maintaining a healthy sceptical attitude to the categories and hypothesis brought and repeatedly validating them.
- Following clear methodological data collection techniques.

It is important to ensure this process of data collection is integrated with the data analysis.

Taber (2000) suggests that having some knowledge of the area studied gives the researcher some theoretical sensitivity to understand the context of the situation and to be better able to interpret the data.

Challenges of using grounded theory

There are two main challenges to using grounded theory as the research tool for this study. The first is the challenge of using a complex methodology as a novice

researcher and the second being the academic discourse as to the rigour of grounded theory as a methodology.

As a research theory there are many issues to be resolved in understanding how this methodology can give ‘grounded theories’, indeed the idea of a ‘grounded theory’ needs to be explored (Miller and Fredericks 1999). Backman and Kyngäs (1999) point out that:

...data collection, data analysis and the formation of grounded theory often take place at the same time. This may be problematic for the researcher, because it may cause difficulties in shaping the research process as a whole.
(p.148)

This is particularly an issue for a novice researcher using grounded theory for the first time whilst also compiling their study. They need come to the research with as few preconceived ideas as possible to avoid a risk of bias (Glaser 1978). This will avoid bias in the collection of data, the analysis of and finally the interpretation of. The researcher must ensure that the codes that arise from the data are real and not ‘forced’ or produced from their expectation of what should be found or from their own preconceptions. However it must also be considered, that having some understanding of the situation will help inform and become aware of nuances that arise during the research process.

Similarly an issue for the researcher is that because the data is simultaneously collected and analysed, this early analysis can often guide the researcher down a particular direction and may result in some of the data being ‘lost’ as the collection methods are amended following the pilot studies. Often at this stage it is not be yet clear what should emerge from the situation (Backman and Kyngäs 1999).

Following the research path is often difficult for those outside of the data. The research journey that has been taken needs to be carefully articulated, with the details of coding events transparent for others to follow. One suggestion is that this data is considered by someone outside the project (Backman and Kyngäs 1999), although Sandelowski (1998) suggests the outsider can only advise and not evaluate the interpretations made by the researcher.

As with many theories there are questions about the 'rigour' and use of grounded theory as a research methodology. Some of the discussions stem from the premise that grounded theory mainly concentrates on interpretative studies which are idiographic, concerned with individual cases and use qualitative data. The more positivistic studies however are concerned with uncovering general laws (Reynolds 1991, Hammersley 1993 and Taber 2000). Some of the criticisms levelled at grounded theory, question whether the researchers 'choose' evidence selectively and then make assumptions about the data collected (Richardson 1994).

Grounded theory is established in the health related fields where it began and has been further developed. There are examples of where this methodology has been used for educational settings (Taber 2000 and Hayes 2003). Miller and Fredericks (1999) suggest that it has become apparent that it is the paradigm of choice for much of the qualitative research in nursing and education. That grounded theory has as a research tool been further developed has caused some unease as to whether researchers are using grounded theory correctly (Stern 1994). It is suggested by

Skodol-Wilson and Ambler-Hutchinson (1996) that it must be specified which method of grounded research is employed. The fundamental differences between the dichotomy of the Strauss and Corbin (1998) grounded theory approach and the Glaser grounded theory research is further discussed by Buckley and Waring (2005). Charmaz (2006) considers some of the criticisms of grounded theory particularly relating to the methodology. She argues that the methodology comes under the tradition of positivism in that there are:

...assumptions of an objective, external reality, a neutral observer who discovers data, reductionist inquiry of manageable research problems and objectionist rendering of data. (p.510)

She suggests that with the direction that Strauss and Corbin have taken it, the approach is moving more towards postpositivism as they are proposing to give a voice to their respondents. Charmaz offers an alternative view, that of the theory being described as 'constructivist grounded theory' which falls between positivism and postpositivism. This she explains:

...assumes the relativism of multiple social realities, recognises the mutual creation of knowledge by the viewer and the viewed and aims toward interpretive understandings of subjects meanings. (p.510)

She suggests that grounded theory strategies need not be rigid or prescriptive and that focusing on meaning furthers the interpretive understanding. She suggests that:

...the rigour of grounded theory offers qualitative researchers a set of clear guidelines from which to build explanatory frameworks that specify relationships among concepts. (p.510)

Similarly Taber (2000) suggests that grounded theory is a methodology which builds on the strengths of both the interpretive and positivistic paradigms and has a useful purpose in research.

Hall and Callery (2001) discuss the issue with rigour and the way in which grounded theory analyses the data as reproductions of the participant's realities and doesn't further explore the relationships between the researcher and the participants. They suggest that introducing reflexivity and relationality into the process will enhance the rigour of the emergent theories.

As grounded theory becomes a more practised method for qualitative research, aspects of the theory are questioned, explored and developed. It seems to the novice researcher that the methodology is still emerging and developing and that does create issues when using it.

There still remain those that feel that the methodology is not yet fully developed to be used for research purposes. Altrichter and Posch (1989) discuss the validity of the grounded theory approach to research in teaching environments. They feel that there is insufficient distinction between 'theory' and 'perspective':

... we should be very careful not to fully include it in a methodological justification of teacher research for two reasons: first, it operates on a rather doubtful distinction between 'theory' and 'perspective' which does not seem compatible with the notions of 'theory' as used by, e.g., Elliott ('practical theory') and Schon ('theory-in-use'). (p.26)

Secondly they question the ability of a teacher researcher to enter a field without having preconceived ideas or perspectives which is what they argue Glaser and Strauss expect. This they argue is due to the reflective nature of the teachers' profession. They live and work in the field, they have acquired prejudices through their experience in the field which should be taken into account and is often a reason for their motivation. They also suggest that Glaser and Strauss imply the researcher

should be separate from the practice into which they are researching. Parker and Roffey (1997), argue however that a researcher using grounded theory should not profess neutrality but to refrain from prior commitment to any particular pre-existing theory.

Shipman (1988) is concerned about the possibility of evidence and interpretation running together in using grounded theory. Carefully processing of the data and using theoretical sensitivity should offset this. However it is undisputed that there will be interaction between the area being studied and the researcher and this in turn will have some effect on the emerging theory. Hutchinson (1993) suggests that the researcher is aware of their own preconceptions, values and beliefs, so they are able to discern where the emergent ideas are arising from. However Turner (1981) and Stern (1994) both suggest that it is the researcher's creativity and intellect that enables the demanding process of interpreting the data and developing theories.

Miller and Fredericks (1999) discuss this final stage, the theoretical sampling, and question how are these theories are inductively generated, why particular theories are selected as oppose to others and what they tell us.

As with many methodologies used there are both advocates and dissenters. The researcher needs to carefully select the most appropriate methodology for their study and be aware of some of the issues and difficulties when using it.

The research study

As explained earlier, the acceptance of the role of admissions tutor had caused questions about the interview process to emerge. Reflecting on what actually happens during the interview processes (and how decisions to offer a person a place on a course were made), it became important to ensure a rigorous system was in place at the institution being studied. Initial research into the literature on teacher selection was surprising, most of it concentrated on selecting teachers to schools and from a management perspective of selecting employees, which includes considering the construction of job and personal specifications. It seemed that the selection to teaching courses, where the applicant's potential to become a teacher is critical, is less prevalent and the major studies focused on the American system of admissions tests and examinations as discussed earlier (Strauss et al 2000 provides a further overview). At this stage, the methodology of grounded theory became a flexible method of conducting the research. There was a paucity of literature to guide any change so the need to observe what was happening and to try and understand this became important.

Data collection-mechanisms and participants

Most data collection methods used in grounded theory include interviews, observations, diaries, written documents or a combination of these (Backman and Kyngäs 1999). This collection of data in grounded theory is the stage of theoretical sampling. The initial data collection (pilot studies), will inform and perhaps enhance the next stage of collection, as the researcher becomes more sensitive to the nuances of the data. In this research project the data was collected through three main

methods, free essays, observation and interviews. The data was also collected from the three main groups involved in the interview process; the potential teachers coming for interview for a place on the PGCE course, the school based practising teachers who conduct the group interview and the university subject tutors who interview each potential teacher individually.

The theoretical underpinnings of data collection methods used are discussed below along with the rationale for their selection. The choosing of the participants within grounded theory should be theoretical (Glaser 1978) in that at the beginning of the study there should be no set limits on the number of participants. Instead the selection of them is a function of the emerging data. Selection of and data collection from participants should continue until the point of saturation. This suggests that the sampling should be theoretical at all stages rather than purposeful (Becker 1993). Purposeful sampling involves the calculated decisions to sample specific participants according to preconceived but reasonable initial premises. Theoretical sampling as suggested by Glaser is not the only model offered within the grounded theory method. Lincoln and Guba (1985) and Morse (1991) suggest that these two types of sampling, theoretical and purposeful are interchangeable and that by describing the sampling process in detail it should avoid confusion as how the sample was chosen. Baker et al (1992) suggests that the researcher will interview significant individuals, who are described by Morse (1991) as those that have the knowledge and experience the researcher requires, have the ability to reflect, are articulate, have the time to be interviewed and are willing to participate in the study. Cutcliffe (2000) in his overview of some of the methodological issues in grounded theory suggests that the

researcher begins the research by purposeful sampling, selecting the participants who could provide the necessary information initially. As the sample is analysed, further sampling becomes theoretical in that it is in response to the emerging concepts from the data. This is supported by others including Sandelowski et al (1992). The sample for this research study was partially purposefully selected due to the nature of the context and due to the knowledge of the potential group. This is discussed further in the analysis but is supported by the observations from Morse (1991):

...it is essential for the researcher to discover who will be the most appropriate informant before beginning interviews and that informants must be carefully selected or carefully chosen according to specific qualities.....informants must be knowledgeable about the topic and experts by their virtue of their involvement in specific life events and/or associations.
(p.129)

Similarly, Cutcliffe (2000) raises the issue of whether the sample should be a wide and diverse or narrow and focussed. Support for both of these different standpoints can be found and is disseminated in his overview. Within this research project the sample is narrow and focused. This is again due to the contextual nature of the study, the social processes being studied needs to be undertaken by the participants:

...otherwise if an individual has no experience of the social or psychosocial process, how can they comment on it? (Cutcliffe 2000 p.1478)

As this study is of the processes involved in selecting potential teachers it is therefore limited to those that are involved in the process. Glaser and Strauss (1967) highlight that the samples size will be determined by the conceptual level of the theory that the researcher intends to induce. With substantive theories the researcher needs to sample within the substantive group. If a formal theory is hoped to be generated the sample would have to go beyond the substantive group. This study hopes to explore the processes within one institution to begin to generate research

data to inform substantive theories which may have wider relevance to the practice in other institutions, but that would require future studies.

Processes

Free essay – potential teachers

One of the first strands in the research was to try and elicit the personal qualities required for teachers from the potential teachers' perspective. It is important to try and understand their constructs and if they mirrored those of the subject tutors and teachers interviewing them. Consciously or subconsciously they will be trying to 'put across' during the interview that they have the qualities that they think they need to be an effective teacher. The method of collecting this data follows that used by Beishuizen et al (2001) and Kutnick and Jules (1993) and which they termed the 'free essay' methodology. Both of their studies explored what students thought were the qualities of good teachers. Much of the previous research looked at teacher's views, or pupil's views of their own teachers, some considered pupil's views after using stimulus material. All used methods such as; simulations, commentaries, concept mapping, ethnography, case studies and narratives, which are described by Calderhead (1996). All these methods Kutnick and Jules (1993) called 'normative' methods as they relied on source material to help inform the views of the respondents. Beishuizen et al (2001) used a method of asking pupils to write a free essay on 'what is a good teacher' without any stimulus material or guidance so they could write without any restrictions on the generation of their ideas. This seemed to match with the hope of generating ideas from the potential teachers without providing guidance. Beishuizen et al also used a coding method to analyse the data

which first involved considering the concepts that emerged from the results. This could be adapted as a method using the open coding techniques of grounded theory. It was therefore decided that this method was a good 'fit' for this aspect of the data collection.

The potential teachers were attending an interview and therefore care needed to be taken not to influence them. It was felt that this free essay method would provide a useful tool to discover what they felt were important qualities for teachers to have. All potential teachers had to complete a literacy exercise during the initial part of the interview process (see Appendix 3a) and this was used to provide the opportunity to collect data for the research exercise -particularly without adding further pressure to interview morning. With the literacy exercise they had the option of selecting one of three questions and answering it. One of the questions asked directly, 'what are the qualities required to be a good teacher?' The potential teachers were not enlightened as to which of the three questions was used for the research- this would enable data to be collected which was free from unintentional bias from the researcher. The potential teachers were asked if this literacy exercise could be collected for research purposes. They were given an explanation that the 'literacy exercise' is used by the subject tutors to consider their ability to communicate in written English and their answer (to whichever question was chosen) would be used to help initiate discussion during the interview with the subject tutors. They were given no further guidance on the completion of the task. After an initial talk which gave an overview of the course the potential teachers were then given some time to complete some of the required paperwork including the literacy exercise. Although 'unsupervised', in that they were

completing the paperwork individually, the researcher was present (as Admissions Tutor). Following the interviews all of the potential teachers' papers were consulted and those that had answered the question on qualities were copied and any personal or subject identification marks removed. The exercise was initially completed on two of the interview mornings and six initial forms were collected. These were initially coded to ensure that the potential teachers answered the question in a way that would provide useful data. Having decided that the exercise did provide some useful data the exercise continued over several months until a total of 46 were collected and the pilot responses added into the whole pool. All the scripts were read through, the lines were numbered and line by line the qualities were highlighted. This open coding generated a wide range of responses. By further focus coding the qualities were grouped into logical categories forming smaller groups. These categories were validated by going back to the originals to ensure that the essence of the collected data fitted into these new categories as grounded theory methodology suggests. The number of scripts collected (46) was determined by saturation. When the final few scripts were analysed and this data added to the collected data no new categories were observed and the decision that further collection of scripts would provide no new categories was made.

Interviewers -teachers

The second group of participants involved in the process were the school teachers. The group interview which the teacher manages consists of two parts. The first part is involves the teacher directing the potential teachers in an activity in which each potential teacher gives a short presentation. The second part is a discussion where the

potential teacher can ask questions or are given questions to discuss. From their presentation and their involvement in the group discussion the teacher has to comment on each potential teacher and they decide whether they indeed do have the 'potential' to become a teacher. All the teachers involved in this activity are mentors working in partnership schools and will be supporting and working with these potential teachers on their teaching placements. It is expected these teachers will have an implicit understanding of what they want from the potential teachers having worked alongside them in schools. At the end of the morning the teachers then share their views of each potential teacher, with the relevant subject tutors. This procedure leads to the final decisions being made. To try and gain insights into what these teachers consider when making a decisions about each person's potential, they were asked to complete a short exercise, again in the style of a free essay, with very little initial direction and guidance. They were asked to reflect, before they began the interview, on what qualities they thought they would be looking for from the potential teachers to persuade them that they have the personal qualities required as a teacher. The first two teachers sampled were asked to consider what they would be looking for prior to the interview. However in conversation afterwards both teachers mentioned that there were others things that arose from the session that they hadn't initially considered but which had become apparent during the activity that they were important and should have been included. Subsequently this initial activity was modified to include a before and after activity (see Appendix 3b and 3c). Ten teachers in total were included in this data collection. This data, as with the earlier data from the potential teachers, was then open coded, line by line, following the practice of grounded theory.

Observation-non interventionist observation

From the initial collection of data from these ten teachers it was felt that it would be useful to try and observe how the information was elicited during the group activity.

In order to explore how these decisions emerged from this activity observational methods were used. This is a method of systematically and purposefully gathering many kinds of information including, visual, audible, and impressionistic of the environment for a purpose. Gold (1958) described four main forms of observation:

- the complete participant
- the participant-as-observer
- the observer-as-participant
- the complete observer.

These models of observation can be described as being on a continuum from the complete observer where the observer is completely removed from the situation and the participants are completely unaware that they are being observed, to the complete participant where the data is somehow collected whilst the researcher is involved in the activity. Since Gold's models were offered new conceptions of observational techniques in research have evolved. One model that has resonance with the role that was needed in this study was suggested by Adler and Adler (1987). They suggested that a researcher could become a member of the participants being studied to further understand the nuances of the data collected. These membership roles fall into three groups, the 'complete-member-researcher', where the researcher is either a member or becomes a member in the course of their research of the participant group being studied. The second is the 'active-member-researcher', where the researcher is involved but not fully committed to the values and goals of the

participants. The third model is of the 'peripheral-member-researcher' where the researcher interacts to form a relationship with the participants to develop an accurate understanding of the events from an insider's perspective without taking part in the activities.

Within this research project it was important that the type of observation used was non interventionist and that the researcher is not part of the situation. This was to ensure that the potential teachers were able to respond in a natural way without feeling that the researchers' presence would affect the outcome of their interviews. As it was qualitative information that needed to be elicited there were no simple pre-existing codes or words that could be easily observed and ticked off. It was unclear what would emerge from observing the situation and as Adler and Adler (1998) point out:

Qualitative observers are not bound, thus, by predetermined categories of measurement of response, but are free to search for concepts of categories that appear meaningful to subjects. (p.81)

The very essence of grounded theory is searching for and observing the emergent themes through qualitative methods. To be able to understand and recognise these emergent themes it would be advantageous for the researcher to have an insider's perspective on the situation. A good model therefore for the observation of the interview process would be Adler and Adler's peripheral-member-researcher. The researcher is able to observe and interact with the participants without participating in the activity itself. The researcher has some initial contact with the participants, but then observes without taking any part in that activity.

Observation - teachers and potential teachers

The activity of the group interview was observed first. The potential teachers were chosen randomly and given a brief overview of the nature of the research – to explore the selection process. One group were given an explanation about the need to audio tape record the session but that no identifying names would be used. They were reassured if they did not want to be involved in the research, they could say, and it would not have any bearing on the interview process neither would the presence of the researcher have any affect. It was unrealistic to follow the complete observer model, as ethically the potential teachers needed to have a choice in whether they wanted to participate. Secondly logistics meant that the researcher needed to be in the same room as the potential teachers so they could be observed. As a partial compromise the researcher was positioned out of immediate eyesight behind the group to avoid being distracting. The researcher also left before the end of the session. The final part is a question and answer session about any aspects of the course and teaching from the perspective of this visiting school teacher. It was felt the presence of the researcher at this point could have a detrimental effect on what they asked and that it was ethically inappropriate for the researcher to remain for this activity. Notes were made by the researcher in the first two observations, and additionally an audio tape recording of the activity was made in the third in order to be able to review the data. The data was analysed after each event.

Observation - subject tutors and potential teachers

To try and observe what processes were occurring during the one to one subject interviews at least one interview undertaken by a subject specialist was observed. As

with the group interview the researcher used the peripheral-member-researcher method. The potential teachers were aware of the activity and had given permission to be observed as had the tutor. The researcher observed the interview but contributed to no part of it. The potential teachers were chosen at random. The first interview involved notes being made, the subsequent interviews were audio tape recorded and the interviews transcribed.

Interviewing

Interviews are a useful and long established method of collecting data. It is where there is some 'interactional exchange of dialogue' (Mason 2002). Interviews can be grouped by how they are conducted (face to face, over the telephone or internet, on a one to one basis, as a small focus group or larger group) or by how they are structured (they can be classed as structured, semi structured or unstructured and can be formal or informal), or by who conducts them (again one to one, two or a panel of interviewers). Interviews can also be used in many different situations, this has been discussed previously as the interview forms a large part of the selection process. The interviews in this context are as part of qualitative research and are used to discover the views and processes that are occurring during a particular activity. Kvale (1996a) refers to qualitative interviews as involving the construction or reconstruction of knowledge.

Interviewing - teachers

This was conducted simply with one of the teachers to check the validity of the data that had been collected in the earlier activities. Specific questions were asked to

check the validity of the ideas that were beginning to emerge and to check or expand on them. Notes were made of the interview.

Interviewing - subject tutors

Following the analysis of the data from the observation of the interview process two of the subject tutors were interviewed to consider the validity and trustworthiness of the emerging themes. These were semi structured in that there were specific questions but also the opportunity to develop and expand on their understanding of the process as they reflected on it. These were audio tape recorded, although notes were also made.

Ethical considerations

The most basic concern in all research ethics is that people are not harmed by participating in research studies... It is the researcher's responsibility to be aware of the physical and psychological dangers that are present in a study and to guard against them. (Berger and Patchner 1998 p.95)

There are several ethical considerations that must be considered whilst undertaking any research, both in the collection of data, but also in the reporting of the data. All research will give rise to ethical questions as Oliver (1997) states:

Any activity which involves interaction between human beings can raise questions regarding how we ought to behave towards each other. (p.61)

However being aware of what ethical considerations are needed is more complex. As

Soobrayan (2003) indicates:

...the ethics...of a research project are contextually driven and simultaneously contextually bound. (p.107)

Soobrayan goes on to discuss how the ethics of a project are additionally often shaped by the political context in which the research is occurring. Flinders (1992) uses a model of four different frameworks to try and understand ethics. These four models are:

- Utilitarian ethics which considers the moral reasoning of decisions by looking at their positive and negative consequences.
- Deontological ethics which ensures that the research procedures conform to accepted codes of conduct.
- Relational ethics which suggests that research is informed by respect and consideration for those we seek to understand.
- Ecological ethics which considers the interdependent nature of relationships, striving to situate moral decisions within their broadest possible context.

(p101).

There exists guidance and discussions on ethics and a range of frameworks for shaping the ethics of social research. One such framework is discussed by Ramcharan and Cutcliffe (2001) who suggest an emerging 'ethics as process' model which considers researching human interaction with respect and does not undermine the participants emotionally, socially or physically. Beyond this it is the researcher's responsibility to ensure all the ethical considerations of their own study are accounted for.

The researcher in this research study is in an interesting position. This is referred to as 'insider-outsider duality' by Soobrayan (2003). The researcher is observing a process in which they play a role, researching into potential students they may teach

and observing colleagues with whom they work. Pendlebury and Enslin (2001) further discuss this dual role research where the researcher is a member of the community in which the research is conducted but also a researcher with the responsibilities of good ethical practise that this requires. Being part of the situation being researched also requires the ability to 'critically step outside' the situation. For this research project the model of 'relational ethics' as described by Flinders (1992) is felt to best fit the situation. It is very much informed by the respect for colleagues, their experience and knowledge and also consideration both towards the potential teachers and the application process itself. Additionally, though, it will also be informed by the utilitarian view in that it had to ensure that there would be no outward negative consequences for any of the participants. It could be argued that as the interviewers reflect on the processes they are undertaking there may be individual positive outcomes in terms of enhanced awareness of the process and resultant performance. As reflection is one of the key professional skills that teachers engage in it would perhaps be expected that as the teachers and tutors reflect on their own performance individual changes may arise. The positive consequences for the potential teachers are less obvious. Beauchamp and Childress (2001) use the ethical principle of 'beneficence' to describe where the risk of harm to a participant should be minimised, and the participants should benefit in some way from the research. Whilst the participant potential teacher will not directly benefit, it is hoped that subsequent potential teachers might benefit from an improved admissions system which is rigorous and informed by research.

Using grounded theory as a methodological approach also gives an additional issue with regards to the ethics of the research. It was clear at the outset what the area of study was. However what emergent themes arise and the impact of these is unclear (Ramcharan and Cutcliffe 2001). This requires the ethics of the research to be constantly reviewed as the study progresses.

In social science ethics it is essential that:

...participants should be informed about the nature and outcomes of the research and be free to decide whether or not to participate without any affect on the care they receive. (Gelling 1999 p.564)

These are still debates over the ethical code (Ramcharan and Cutcliffe 2001) and the area is still evolving. Within this study the overriding ethical premise is that of Berger and Patchner (1998) where the ethics will be constantly reflected on to ensure all considerations have been addressed and maintained as the methodology evolves.

Ethics and the potential teachers

The first group of participants are the potential teachers attending the interview for a place on the PGCE course. For many of them this would have been a difficult time, some may already have been rejected by other institutions; some may be worried about the selection techniques or were simply nervous. It was essential therefore that collecting data from them did not affect their own performance in any way by making them more apprehensive or feeling that they might have additional criteria to fulfil compared to other potential teachers. They needed to be able to undertake the interview without their responses to the questions and situations being affected by being part of the research group. This issue could be additionally compounded as the

researcher has a role as admissions tutor, perhaps giving an underlying assumption that they have a role in the selection of the potential teachers.

The interview process begins with an introduction to the course and an overview of the selection process they would have during the morning. It was then explained that there was some ongoing research into the interview process (ownership of the research was avoided at this stage) which would require the use of their literacy exercises for analysis. It was stressed that these would be used once decisions had been made and all identifying names removed. No further details about what specific aspects were being investigated or what the research hoped to show was given. They were offered the opportunity to decline to be part of the research at various stages of the morning. The second set of data was collected by observing the actual interview process. The potential teachers for this aspect were selected at random, the researcher having not previously seen their application form or discussed their application with the subject tutor. They were asked individually whilst working on their paperwork rather than in front of the group. This may ensure that others:

...who were not selected might feel resentment or loss of self esteem. (Gall et al 2003 p.69)

Again the rationale behind the research was briefly given and the potential teachers were then asked to sign a proforma to say they would be willing to be observed. They were assured that if at any time they felt the presence of the researcher (or the tape recorder) was affecting them they could ask for the observation to stop. They were also assured that no discussions about the information collected would be made with the subject tutors before decisions made about the outcome of the interview. They were also reassured that no one would be able to identify themselves from the

subsequent reporting of the research. They were given the opportunity of opting out without any adverse effect to their interview. Similarly when the group interview was observed the entire group were asked for consent and had the option of not being observed. This follows the recommendation from Berger and Patchner (1998), that participants needed to be clear that they have a choice without recriminations as to whether they participate or not and that they could withdraw their consent at any point:

The ethical codes governing research involving human subjects all require that the participation of individuals be completely voluntary. For individuals to be able to voluntarily participate they must be given an explicit choice about whether or not they wish to participate in the study. (1998 p.92)

Ethics and the teachers

The second group are the practising school teachers who conduct a group interview and then discuss their observations with the subject tutors. These teachers volunteer to be involved in the selection process and all were willing to participate in providing data when the rationale of the research was explained to them. They were willing to be observed conducting the group interview. Again all were asked for consent and given the opportunity to withdraw at any point. The anonymity of the teachers and the potential teachers involved in this part of the data collection was easy to ensure. The researcher did not influence the teachers decisions about the potential teachers and no discussions were taken until after feedback to the subject tutors was given.

Ethics and the subject tutors

The subject tutors are the researcher's colleagues; therefore it was essential that they were supportive of the research and the possible outcomes and were willing to contribute to the project. It was also important that the outcomes would be considering the processes and issues and not the personal conduct of individuals. Details of the project were given and reassurances about the reporting and dissemination of the findings given. There are no strict rules and guidelines for this insider-outsider research and relational ethics was prevalent in the approach to this area. In practice all were supportive with some asking for some modifications to how he/she wanted the activity to run. These modifications included wanting to confirm with the potential teacher whether they were comfortable with the task, to having control of the tape recorder, which was easy to accommodate without affecting the data collected. Ensuring that there would be anonymity of the subject tutors was more difficult. The name of the potential teacher that was interviewed was not recorded. During the coding and analysis, the comments are unpicked and reassembled as concepts and whilst individual subject tutors on reading the report may see similarities in their own practice, they should not be able to connect these to the specific tutors. Pseudonyms have been used throughout.

Micro-political considerations of researching colleagues

There is also a micro-political dimension to the research. Researching within one's own workplace brings issues of the data collection from colleagues. The skill of reporting the analysis requires respect and consideration being tantamount to decisions made on how this is completed. Consideration also needs to be given to

how reporting the findings will both affect the researcher's own role in the institution and what they may reveal about the practises currently in use within the institution.

This political context will have some impact on the research project although hopefully these are minimised.

Power and the researcher

The researcher in this study was part of the institution in which the study took place.

They taught on the course that these potential teachers were being selected onto as well as being the Admissions Tutor. This situation therefore has both advantages and disadvantages.

Gall et al (2003) suggest that most research in education relies on warm relationships between the researcher and the subjects of the research. They explain that researching within your own institution does have benefits.

Carrying out your research in a setting where you are known as a friend and colleague makes it much easier than if you are regarded as an outsider with unknown motives. If you develop a sincere interest...you will gain insights that improve your research design and contribute to findings...you will also receive a level of cooperation... (p 84)

This could have positive effects on the research; it would enable the researcher to have sensitivity towards the practises being observed so that nuances can be picked up. This is a useful asset when applying grounded theory methodology. It would also enable both the subject tutors and teachers to have confidence in the researcher and be willing to support and work with them. This would help to ensure that the responses from the subject tutors and teachers were honestly given and carefully thought about. It would also mean that the researcher was familiar with the routines

and practises within the institution which enables the smooth running of many of the activities. It would give the opportunity to extend or develop aspects as they became apparent, particularly relevant when using grounded theory as a methodology.

Disadvantages would include the possibility that those involved would be giving the information they thought the researcher would be expecting and not perhaps the information that they would have possibly shared with someone whom they did not feel they would have subsequent dealings with. Similarly the subject tutors may have changed their normal practise, as a colleague was taping their interview. Perhaps some evidence or nuance was not picked up by the researcher because of the familiarity with the routine of the selection processes. To mitigate against this interviews were recorded and there was continual immersion in the data.

Being Admissions Tutor and part of the department may also have unintentionally given a perception that the researcher held some 'power' over those taking part in the research. It may affect the potential teachers on interview. None of them asked not to be involved either from allowing their question response to be analysed, or to being observed either in the group or subject interviews. It is perhaps obvious that each potential teacher would be to agree to these, firstly they have no alternative to compare against and secondly they would not want to jeopardise anything which may in their view have an adverse affect on the outcome of the interview. There would be little to alleviate this perception that the potential teacher held therefore it was incumbent on the researcher to ensure that ethical concerns were part of the

fundamental design of the research project (Banister et al 1994).The research was therefore underpinned carefully by the ethical stance where:

... people (were) not harmed by participating in research studies... (Berger and Patchner 1998 p.95)

And that it was:

... the researcher's responsibility to be aware of the physical and psychological dangers that are present in a study and to guard against them. (Berger and Patchner 1998 p.95)

The methods used to collect the data were carefully selected, as was the time that the individual potential teachers were approached to explain the need for their participation. It has also resulted in very careful consideration as to how the collected data was reported to ensure that it would be unlikely that individuals could be identified.

Similarly the practising teachers, most of whom enjoy being involved and do want to return, would again agree to take part, possibly to ensure they would continue to be involved with the interviewing. This may also result in them giving the 'answers' they think the researcher is expecting to make them appear acceptable and knowledgeable. Again this could be a manifestation of the possible power role of the researcher and is difficult to assess. That honest responses were given relies on the suggestion from Gall et al (2003), that the previous relationship between the respondents and the researcher will promote a level of cooperation.

The subject tutors could be reluctant to be involved, but as their refusal to cooperate might suggest that their practise was not rigorous, they would have agreed but not willingly. This could have resulted in a false interview situation compared to normal

practice so as to conform to what they perceived the Admissions Tutor rather than a researcher would expect to see. Additionally they may have had concerns that their normal practise, may be found inappropriate-something they had previously been able to hide. Whilst when reporting back their anonymity would be preserved as the researcher was additionally the Admissions Tutor, these inappropriate practises would be highlighted. Again this manifestation of the power element of the role is difficult to explore unless the activities were confirmed by an additional person outside of the institution. Rather the honesty of the responses are reliant on the relationship between the researcher and the subject tutors.

These issues of power need to be considered and hopefully the ethical stance taken combined with the relationship between the researcher and respondents, any disadvantages have been ameliorated as much as possible to enable the emerging data to have validity.

Validity of the data

Validity refers to the methods of collecting the data, whether the methods the appropriate for the research and how reliable the results are. Are they grounded in the data and can they give new insights? This grounded theory approach uses different 'slices of data' to provide 'vantage points' as a means of methodological triangulation (Taber 2000 p470). The initial data is coded and then categorised and then subsequent data added and the categories tested against the new data. This gives a constant process of reviewing and clarifying the emergent data and provides a constant comparison method, giving triangulation of the data. That the emerging

categories and concepts are compared against subsequent data collection gives the research trustworthiness (Cutcliffe 2000) and validity. This is essential for the research to have any meaningful outcomes.

The researcher's position

It is difficult to be completely objective in qualitative research, -the researcher brings with them a set of constructs through which they view the social interactions around them. It is important that the researcher is aware of these and how they may shape the way in which they view the processes and interactions they are studying. It is important to understand that we may interpret our surroundings by distorting them to make them congruent with our own set of beliefs. To put this research study into context it is important to understand the value position of the researcher.

The background of the researcher lies in the science field where the systematic testing of hypotheses within a formal rigorous structure is the overriding paradigm. The positivistic approach to study is the natural disposition of the researcher. The focus of the study however was interpretive in nature and initially produced some interesting discussions into the methodology to inform a study where perceptions of an issue were to be explored. Without being able to use a familiar and scientific system of data collection a methodology which would provide the required rigour but enable a scientist to study in an interpretative study was critical. With the lack of initial testable hypothesis, grounded theory was a methodology which could enable this area to be explored. Since its inception in the social sciences grounded theory, as a methodology, has evolved and developed. One such development argued that

this grounded theory methodology came under the tradition of positivism (Charmaz 2005). This methodology Charmaz suggested came under the positivistic paradigm in that there are:

...assumptions of an objective, external reality, a neutral observer who discovers data, reductionist inquiry of manageable research problems and objectionist rendering of data. (Charmaz 2005 p.510)

She further suggests that:

...the rigour of grounded theory offers qualitative researchers a set of clear guidelines from which to build explanatory frameworks that specify relationships among concepts. (p.510)

It was this ability to have a clear set of guidelines onto which to build the frameworks to analyse the data that gave this positivistic scientist a structure with which to embark on a qualitative study in the interpretative paradigm.

With grounded theory Glaser and Strauss (1967) suggested that the researcher enters the field of research without preconceived ideas:

The researcher has to enter his/her field in an unprejudiced state of mind without any preconceived theory that dictates, prior to the research, 'relevancies' in concepts and hypotheses. (p.33)

However Charmaz argues that:

...neither the data nor theories are discovered. Rather we are part of the world we study and the data we collect. We construct our grounded theories through our past and present involvements and interactions with people, perspectives, and research practices. (Charmaz 2006 p.10)

This study explores how the 'gatekeepers' to the teaching profession satisfy themselves whether the potential teacher possesses the appropriate personal and intellectual qualities to be teachers. The **researcher** is part of this world that they are

studying both as a teacher, as a tutor in initial teacher education and as Admissions Tutor on an ITE course. As the data is collected and analysed the researcher's own perspective would shape the way in which it is interpreted. Knowing this it is essential that emerging ideas are firmly based in the data and the stages through which the interpretation of the data needs to be transparent.

As a teacher for over twenty years the researcher will have an:

...interrelated set of beliefs and intentions related to knowledge, learning and the role of a teacher. (Collins et al 2001 p.1)

In reality this will give her a perspective on teaching. Pratt et al (2001) have developed a Teaching Perspectives Inventory (TPI) which enables teachers to determine their orientation towards teaching. This inventory outlines five different perspectives on teaching, (transmission, apprenticeship, developmental, nurturing and social reform). Having completed this Inventory the researcher holds two dominant categories that of a nurturing teacher and that of a developmental teacher. This nurturing perspective is one which Pratt et al (2001) found most school teachers shared and Collins et al (2001) found most initial teachers held. This perspective believes teachers promote a climate of caring and trust, helping people set challenging but achievable goals, and providing encouragement and support, along with clear expectations and reasonable goals for all learners encouraging individual growth or progress as well as absolute achievement. The second dominant category the researcher holds is that of the developmental perspective in which the goal of the teacher is to help the learners develop increasingly complex and sophisticated cognitive structures for comprehending the content by adapting their knowledge to each learner's level of understanding and ways of thinking. These two slightly

different perspectives which are dominant in the researcher can be explained by the slightly differing roles of their teaching career, as a secondary teacher and then as a university tutor. Completing the Teacher Perspectives Inventory a second time but placing emphasis on her school teacher experience gave more prominence to the nurturing perspective.

These underlying perspectives will influence the way in which the researcher initially picks up on key ideas and information. It will perhaps control the way in which the data is coded and categorised. As focus coding begins and the emerging ideas grouped together and given a conceptual name, this will be within the constructs of the researchers own perspectives and understandings.

Conclusions

Although there appears to be a divide as to the use of the grounded theory approach in research, there is sufficient evidence to support the use of the methodology in interpretive studies. The emergent themes hopefully generated in this research study will help inform wider practice but that decision would be left to the reader.

The extent to which the findings from one study can be used as a guide to what might occur in another situation, ... puts a particular onus on the reader to judge the soundness of the generalization claim. (Kvale 1996b p.233)

Grounded theory however provides a systematic methodology for researching social contexts.

Chapter Four

Analysis of the potential teacher data

Introduction

It was important to collect data from all of the participants in the research study to consider the intrinsic processes that are occurring during these selection interviews. Many of these processes occurred simultaneously, however each strand (potential teachers, teachers and university subject tutors) will be discussed separately and then an overview of all the emerging themes described in chapter seven. This chapter will outline the journey involved in the collection and various stages of analysis of the potential teacher data.

Potential teachers and the free essay data

The potential teachers may come to the interview with preconceived ideas of what they think the interviewers are looking for as they are interviewed. This will have arisen from many sources, from their own experiences in the classroom, from media information, anecdotal and indeed from information being sent to them from the institution containing the pre entry tasks. As Stokking et al (2003) explain teaching is a profession where everybody feels they have some insight, having at one time been in a school however:

....the reality of teaching is significantly different when seen from the teacher's perspective. (p.331)

Britzman (1986) and Bullough (1997) also explore this issue, and suggest these initial insights will consciously, and indeed subconsciously cause the potential

teachers to act in a particular way in order to present a particular message. The free essay exercise was to try and elicit what qualities potential teachers (and therefore themselves) should have. As described earlier these potential teachers were asked to complete a literacy exercise as part of the interview process and had the option of answering three questions one of which asked them to describe what they feel the qualities of a good teacher will be. This task provided the data to consider of what qualities the potential teachers believe they need to exhibit.

Pilot data

A pilot study was undertaken over two of the interview dates. The free essay exercise was built into this interview process and the potential teachers asked if they would be agreeable to their literacy exercise being used and reassurances that no individual identification would be possible. No one objected to the request so the whole of each group's interview literacy exercise responses were considered. In the first group 4 potential teachers completed the question and in the second group 2 potential teachers completed this particular question. The potential teachers came from a range of subject disciplines, ages and genders which meant that the sample provided a good cross section of the cohort that will be interviewed. The details of age, subject and gender were only collected from this first pilot study, for reassurance that the question was not biased towards one subject or gender and could be selected by any of the potential teachers. As this proved to be the case, this gave the researcher confidence that the research sample could be defined as 'purposeful' as indicated by Cutcliffe (2000). The participants selected for the data collection could provide the necessary information to explore the issue and these were not intentionally chosen by

the researcher, which would imply bias. This degree of randomness in the research sample would give greater credence to any emerging themes.

These first pilot sample of 6 scripts were varied. There was a range of responses to this question from a discussion of 10 lines to one of 17 lines in length. Some of the potential teachers chose three key qualities and discussed them in detail; some chose several points and gave fewer explanations as to why these had been included. These 6 scripts were line by line coded, which broke down the data and each line was separately considered to ensure nothing was missed. The qualities that arose were written directly as found on the scripts and produced a range of qualities (codes) which were added to a spreadsheet. These '*in vivo codes*' (Glaser 1978 p 70) were then analysed further to give groups of similar codes. For example subject knowledge is a key quality that was mentioned explicitly by 4 of the potential teachers, 2 of these referred to subject knowledge, 1 to good subject knowledge and 1 to strong subject knowledge. All these were grouped as subject knowledge. A fifth potential teacher wrote:

...the teacher is required to keep up to date with the National Curriculum and change the subject they teach. (Free Essay Script 41)

This was taken as implicitly suggesting that good subject knowledge is expected but also a second quality of a willingness to learn and a theme of updating knowledge emerges. This interpretation has been made by the researcher but the original script was checked to ensure that this was a legitimate analysis given the context of the quality within the script. This interpretation is underpinned by the suggestions made by Turner (1981) and Stern (1994) in that it is the researcher's creativity and intellect

that enables the demanding process of interpreting the data. It also suggests that the researcher has some understanding of the area being studied in order to appreciate and recognise possible concepts emerging. An understanding of the changing nature of examination syllabi and National Curriculum requirements would help explain this quality of updating subject knowledge. This open coding of the pilot scripts gave 33 different qualities or codes. The pilot data was then ‘manipulated’ and categorised using the focus coding as suggested by Charmaz (2006). The qualities listed by the potential teachers were grouped together where they seemed to have similar resonance and were given a conceptual name of a more abstract nature. These came into three categories which were called:

- subject qualities to indicate subject knowledge qualities,
- pedagogic qualities for those seen as qualities directly relating to pupil interactions and,
- personal qualities which a teacher would need.

The original qualities in the scripts were again matched with these three categories. These categories did seem to allow the qualities to be added into the first two categories of subject quality and pedagogic qualities easily; however the last category was perceived as more ‘limiting’. The data did not really seem to ‘fit’ as easily. This category was then sub-divided into:

- personal skills, into which would include qualities that can be enhanced further on the course and
- personal qualities which would seem to suggest qualities that would already be part of the potential teacher’s predispositions or characteristics.

When these new categories were considered against the original data was a better 'fit'. This gave four categories of qualities which emerged from the potential teacher's initial pilot data. (The coding of this pilot data can be seen in Appendix 4a).

- subject qualities
- pedagogic qualities
- personal skills
- personal qualities

Main collection

Confident that the pilot for this aspect of data collection suggested that the methodology could produce some interesting data to inform the study, further responses from potential teachers were collected. At the end of the formal part of the selection process potential teachers were asked if the responses from the literacy exercise could be used for a research study. Reassurances were again given that the data would not be traced back to the author and it would have no influence on any of the decisions about whether they would be offered a place on the PGCE course were made. It was explained that the scripts would be anonymously copied after the interview process once all the decisions had been sent to registry. They were given opportunities to not have their responses included as they individually handed in the interview paperwork. Again none of the potential teachers had any concerns or were unwilling to allow their responses to be included. At the end of the interviews a copy of the literacy exercise of all those that had answered the appropriate question was made and all reference to the individuals removed. These were then line by line coded and a spreadsheet of their answers constructed again using *in vivo* codes as

headings. The raw responses from the initial pilot study were also added to this group. Although the analysis of these had provided a base line of possible responses, which perhaps sub consciously were present when open coding them, they didn't inform directly the categories of the whole data set. The responses were added over time providing an ongoing dialogue with the data collected and enabling a sense of the responses produced by the potential teachers.

Open coding

The next stage was to begin to analyse this data which had been assembled. As with the pilot data, the line by line responses were grouped into similar ideas and meanings by questioning the data, as Charmaz (2006) comments:

Grounded theory coding requires us to stop and ask analytical questions of the data we have gathered. (p.42)

This interrogation of the data became more detailed as the process of open coding developed. Developing this open coding further it was easy to understand the concept of 'communication skills' as a quality, but the range of responses around this quality varied. Some potential teachers wrote 'good communication skills', some wrote 'ability to communicate' some wrote down terms such as 'communicator'. Some potential teachers suggested that teachers need 'communication skills', some 'good communication skills', whilst others referred to the need for 'excellent communication skills'. Did all the potential teachers mean the same thing; could they be grouped as the same? There was no possibility to go back to the potential teachers and identify and question them. These terms, although differently expressed, refer to 'communication skills' so the decision to group them into one category at this initial stage was made. It was assumed at this stage that the degree to which these qualities

are present was not essential and that all the potential teachers are implicitly suggesting that the communication skills are required for teaching but that poor communication skills would not be an option. This is an example of where Glaser and Strauss's (1967) requirement to enter a field without preconceived ideas may cause an overload of data or a misconstruction of data> This contrasts with the suggestion of Parker and Roffey (1997), who feel that it is acceptable to have some knowledge of the area. This highlights the very fine balance in interpreting data. This initial trawl through the data gave 286 responses (see Appendix 4b) from the potential teachers which produced 99 initial categories that potential teachers felt good teachers need, (the initial pilot study highlighted only 33 qualities).

With grounded theory it is often difficult to know when to stop collecting the data and the opportunity was available to collect large amounts of data for this aspect of the study. Four scripts were collected after one interview day and the line by line coding and marking of the qualities gave no new categories. It was decided that this would be a useful point to end this aspect of data collection. There were now 46 scripts in the sample and saturation was concluded to have been reached.

Subsequent open coding

Once it was felt, that due to saturation, there would be no new scripts added, the data was consulted again and the coding exercise repeated. As Glaser (1978) suggests the researcher should read through the data several times to get a better sense of the data. This also enabled the validity of the data to be confirmed. The categories the qualities had been placed in were compared against the context in which they were

written to ensure that the correct sense of the words had been recorded. Interestingly this gave rise to new qualities from the data. Initially Script 33 gave several qualities but nothing on ‘communication’ instead the potential teacher focused on leadership qualities:

Leadership qualities are essential, enabling you to gain the attention of the entire class and through the power of speech and suggestion steer the thoughts of the pupils towards the learning objectives of the day. (Free Essay Script 33)

The quality of leadership had been highlighted but when the script was reread given the variation in how the potential teachers had identified communication skills the term ‘power of speech’ was seen to be another quality that had been initially not included. Similarly although not an initial category it became apparent that several potential teachers were referring to the ability to appreciate the differing needs of pupils and to respond was important.

Pupils are all individuals, they all have different educational and emotional needs which need to be met by your teaching. An ability to recognise these needs is also very important. (Free Essay Script 31)

Be aware of individual student’s needs and requirements. (Free Essay Script 38)

It was felt that this quality should be included at this stage to the categories.

All of the qualities mentioned were included regardless of their ‘popularity’. Some terms for instance ‘communication skills’ were referred to by 32 different potential teachers, whereas being creative was only referred to twice. All the terms needed to be included as the researcher needed to be willing to consider all the data and not make judgements from outside the data, instead the challenge was to interpret what had been collected. Additionally, as the activity, was a free essay activity the

potential teachers approached the exercise in different ways; some basically gave a list with a couple of sentences (Free Essay Script 30, 28). Some chose a few qualities and explained and justified why these had been included in some detail (Free Essay Script 25 18), whilst others provided just a simple explanation of why they had chosen that term (Free Essay Script 16). Similarly some potential teachers (Free Essay Script 7) wrote very little whilst others produced two sides (Free Essay Script 12). This second 'smarter' open coding gave more initial responses from the potential teachers providing 355 responses. This does highlight the need to become immersed in the data. The ability to build on the data and 'fill in gaps' does seem to be a strength of grounded theory as a research methodology. It enabled the researcher to develop more informative ideas as the research progresses.

The researcher now had some sensitivity towards the data and was able to consider it with a different perspective. Instead of looking at the scripts and picking out the qualities listed, the question became *-what is this data saying and what is it about?* The qualities had been grouped into categories using terms that arose from the data, '*in vivo codes*'. The qualities given by the potential teachers were used as category headings and each methodically were placed into the appropriate category. Some were easy to place for instance *good communication skills*, *excellent communicator* and *communicate effectively* were all placed in a category of 'communication skills'. Qualities that were described differently such as *ability to convey information clearly* was also felt to belong to communication skills. Some terms needed to link back to the context in which they had been written. Script 8 referred to *good analytical skills*, the question that arose was should this be a category in itself? When however the

context in which it was written was considered it mentioned good analytical skills for marking coursework so it was decided to put that into a category of ‘teaching skills’. One potential teacher (Free Essay Script 33) mentioned that a teacher needed ‘eyes at the back of the head’. This is not a physical attribute that all teachers should have (though it would be useful) but rather a reference to a teacher’s need to see what is happening in the classroom all the time hence this was added to a category ‘observant’.

This exercise continued with the qualities being added to a category or placed in a new category and the constant back reference to the original script ensured that the qualities were placed according to the context of the reference to it. All the category headings are *in vivo* in that the heading is directly linked to one of the qualities in the group, apart from three categories. These categories were used to encompass a group of similar qualities that seem to be implying the same thing. One category was classed as ‘classroom discipline’ and was for references by the potential teachers to the teacher in the classroom and includes things such as *be in control of a class* (Free Essay Script 10) *ability to discipline* (Free Essay Script 43) and *authoritative* (Free Essay Script 22). The second of these was ‘teaching skills’ and again referred to such responses as *create a climate for success* (Free Essay Script 29) and *ability to teach accurately* (Free Essay Script 46). The final was ‘attitude towards learning’ and this included comments such as *make learning fun* (Free Essay Scripts 38 and 36) and *stimulate pupils interest* (Free Essay Script 14). These three categories whilst not strictly using the mirrored terms represented the context in which they were written. This subsequent open coding of the initial responses gave 43 different categories

shown in Table 4a, which represented the collected data much more closely and with more careful analysis.

Table 4a. Final categories from open coding of all collected scripts

Approachable	Enthusiasm for teaching	Relationship with pupils
Adaptable	Experience	Reliable
Attitude towards learning	Flexible	Respect
Caring	Good subject knowledge	Role model
Classroom discipline	Honesty	Self awareness
Commitment	Inspiring	Sense of humour
Communication skills	Leadership skills	Sociability
Confident	Listening skills	Teaching skills
Consistency and fairness	Motivation	Time management skills
Creative	Observant	Tolerant
Diplomacy	Organisation skills	Understanding
Energy	Patience	Willing to learn as teachers
Enthusiastic	Planning skills	Work well under pressure
Enthusiastic about pupils	Professional	
Enthusiasm for subject	Punctual	

Focus coding

The next stage was to then bring this data from the categories and discover if themes begin to emerge from it. This stage is referred to by Charmaz (2006) as focus coding, where the concepts and ideas that have similar resonance are grouped together and given a conceptual name. As Strauss & Corbin (1990) suggest the name given by the researcher seems the most logical term for the group of phenomena and is one:

...which you can remember it, think about it, and most of all begin to develop it analytically. (p.68)

This stage of the analysis raised the sorting of data from the descriptive to the conceptual level. There are paradigms as Glaser (1978) suggested for this activity but more latterly Strauss and Corbin (1990) counsel away from using borrowed concepts as these often:

...have commonly held meanings and associations. (p.68)

This stage of considering the categories is difficult and researcher skill is an advantage here. For the novice researcher it is a painful journey of discovery, self analysis and self doubt. It required the constant reference back the original data with the question; are these truly a representation of what the potential teachers are saying or the interpretation of the researcher? By making the process as transparent as possible the validity of the findings could be confirmed. Using these 43 categories and asking the question *what do these say about what potential teachers believe are the qualities needed to become a teacher* gave rise to further thoughts. It became apparent that there were issues within a category that had to be considered. One category was given the heading 'motivation'. The first coding exercise gave 6 scripts (5, 18, 28, 34, 39, 41) that had highlighted motivation in some form as a quality, for example script 34 said:

(Teachers) should be approachable, enthusiastic and motivated. If teachers aren't motivated then the pupils won't be motivated to learn. (Free Essay Script 34)

Script 18 had noted the ability to motivate pupils. Script 39, mentioned the need to be an excellent motivator, whereas the others had just referred to motivated implying the teacher had to be motivated. In the second coding exercise the idea of motivation was additionally highlighted in scripts 45, 38 and 16 but on closer reading the potential teachers referred to what happened in the classroom by implying the pupils needed to be motivated by the teacher but had not explicitly mentioned it as an attribute of a teacher:

...an ability to motivate your pupils. (Free Essay Script 16)

Scripts 18, had referred to the teacher being motivated but on further analysis also implied that the teacher needed to motivate pupils. This deeper focus coding gave a richer data stream than had been initially observed.

This highlighted the need to read and read again the data sources, to ensure that the *'in vivo codes'* are used and that the data does have validity-a learning exercise in the use of grounded theory analysis. Similarly considering the category 'respect' some potential teachers referred to the respect they believe a teacher should have for their pupils (scripts 9 and 28). Some implied it is the teachers' role to earn the respect of the pupils (scripts 10 and 13). Other potential teachers believe that it is a two way process and that the teachers need to respect the pupils but also be respected by them (scripts 15, 35 and 42) and as indicated by Script 12:

I believe a teacher should command respect and therefore must have the capacity to earn it. (Free Essay Script 12)

Script 43 refers to respectful but refers to being respectful of the students confidentiality implying a different context and hence the need to place within a different category.

Developing theoretical sensitivity

Going through each of the categories again and again themes did begin to emerge. There were categories that contained qualities that were more skill based (included as a quality in this study page 32). This includes skills such as time management. There were categories with personality qualities such as being approachable or having a sense of humour. There were other quality qualities that could be grouped in both of these, such as being organised, some people have a natural tendency to be organised,

others do not, but it can be an acquired skill. Subject knowledge can be learnt so should it be classed as a skill? Enthusiasm and passion for your subject perhaps cannot be learnt but confidence will enable greater enthusiasm. These were types of questions that were being asked of the data as it was grouped and regrouped through a series of conceptual terms. This process is often seen as the creative aspect of grounded theory (Strauss and Corbin 1990) and is referred to as theoretical sensitivity (Glaser 1978). Strauss and Corbin (1990) suggest that this theoretical sensitivity comes from two sources the reading of the literature and the researcher's own personal experience. For this research the many years of the researcher's own personal experience in the classroom will help with theoretical sensitivity and to see beyond the words on a page and perhaps understand where these terms may arise, although not necessarily always agreeing with them. Strauss and Corbin suggest maintaining a healthy sceptical attitude to the data is useful so 'enjoying being round children' stays as a possible quality of a teacher!

This stage included a lot of memo writing as the ideas were drawn together and extrapolated an example of this can be seen in Appendix 4b. One attempt to re-categorise the data opened up more questions. There seemed to be six clear conceptual groups emerging from the categories which had been originally suggested. These conceptual groups were:

- personal qualities,
- pupil related qualities,
- generic skills,
- teaching skills

- professional qualities,
- subject related qualities.

Table 4b shows what qualities were placed in these six groups.

Table 4b. Groups and qualities present.

Group	Attributes included
Personal qualities	Understanding Tolerant Sociability Sense of humour Self awareness Flexible Honesty Inspiring Motivation Patience Confident Creative Caring Attitude towards learning Adaptable Approachable Enthusiastic
Pupil related qualities	Respect Relationship with pupils Enthusiastic about pupils
Generic skills	Work well under pressure Time management skills Leadership skills Listening skills Organisational skills Planning skills Communication skills
Teaching skills	Teaching skills Experience Observant Classroom discipline Consistency and fairness
Professional qualities	Willing to learn as teachers Role Model Reliable Professional Punctual Diplomacy Energy Commitment Enthusiasm for teaching
Subject related qualities	Good subject knowledge Enthusiasm for subject

To enable this placing of qualities some were moved from initial categories. For instance *adaptable to classroom situations* now fitted better in the group of teaching skills group as oppose to the quality of *adaptable* which was placed in the personal qualities group. These groups gave one emergent pattern of the potential teachers' insights into teaching however it still felt limiting and there remained issues about where to place some qualities. Leadership skills were initially were placed in generic skills group but it could equally be placed into the personal qualities group. The data was recoded in a number of ways as a sense of the data began to unfold. In a final

attempt the initial coded data was placed into more than one conceptual group. This gave the following conceptual groups;

- Personal qualities

These included traits such as enthusiasm and a sense of humour. All teachers do not have a sense of humour, it is useful to be able to smile and laugh with the pupils and occasionally at yourself, but not all teachers need to be comedians.

- Vocational qualities

These are qualities needed for beginning a teaching career; potential teachers need initially to have some degree of these but would vary between individuals

- Generic qualities

This would include qualities such as creativity, good organisational skills and communication skills. These like those above will develop as the teaching career develops but would be useful to have initially.

- Professional qualities

This will encompass qualities which include trustworthy and honest. These qualities are those which could be argued are embedded within the understanding of the nature of being a professional.

Appendix 4c shows how the original qualities were sorted during this process of defining the conceptual groups. Many of the qualities fell into more than one group. This however does give an overview of the range of qualities that the potential teachers believe to be essential for teaching. These qualities are relevant at all stages of the teacher's life, from to applying for a PGCE place, to studying to become a teacher and to finally practising as a qualified teacher. What became evident was

that some qualities are expected but not well developed as they apply to a course. The potential teachers however, clearly, do come with a set of constructs about the profession before they begin teaching. Pratt (1997) suggests these are associated with their beliefs and intentions. Calderhead and Robson (1991) suggest that initial teachers have entrenched ideas and beliefs about teaching, learning and the curriculum as a result of their childhood experiences. This research illustrates some of the qualities that the potential teachers feel are important for teachers. They have an awareness of the role of a teacher.

Comparison with literature findings

How do these qualities that have emerged from this study compare to other research findings? Pratt et al (2001) implies that nearly three quarters of the school teachers sampled through their Teaching Perspective Inventory were of a ‘nurturing’ perspective. This model suggests that teachers need a caring role where they promote a good classroom environment which is supportive and tuned into the needs of the pupils. This concept appears to be understood by these potential teachers in that comments from them include ‘create good classroom atmosphere;’ ‘create a climate for success;’ and well as qualities such as ‘caring’, ‘being and aware of and understanding pupils’ and ‘listening skills’. Many of the qualities given by the potential teachers are ones that could be desired of a nurturing teacher (see Appendix 2a).

This could suggest that many of the potential teachers have this particular model of a teacher in their mind as they hope to join the profession. This was observed by

Collins et al (2001) who found that the perspective of nurturing was indicated by initial teachers. Powell (1992) and Hollingsworth (1989) suggest that initial teachers linked good teaching to having a good subject knowledge and having the ability to relate that knowledge to the pupils. Again referring back to the evidence from the potential teachers there are over 74 references to being a good communicator and having the ability to portray subject to different learners. Turner and Turner (1997) in their study on the selection of initial science teachers were able to rank order 11 criteria that the applicants indicated were important in the selection onto the PGCE course. Although the activity was slightly different there are some parallels between their findings and those from this study as Table 4c indicates. It shows that attributes such as communication skills, knowledge of subject, enthusiasm for subject and ‘relationship with young people’ are highly ranked in both studies, suggesting that these are key requirements for potential PGCE students.

Table 4c. A comparison between the data from Turner and Turner’s study in 1997 and these research findings

Ranking	Study of ranking of important requirements from Turner and Turner’s 1997 research	Rankings based on number of times the attribute was mentioned by potential teachers in this study. (Turner and Turner’s 1997 ranking)
1	Enthusiasm for science	Ability to communicate well (2)
2	Ability to communicate clearly and confidently	Patience (-)
3	Ability to work with other people	Knowledge of a specialist subject (1)
4	Ability to explain things	Organisational skills (-)
5	Knowledge of a specialist subject	Ability to build a good relationship with pupils (3/4)
6	Enjoy the company of young people	Enthusiasm for subject (1)
7	Supportive of equal opportunities practices	Ability to be flexible (-)
8	Dress appropriately for interview	Good listening skills (-)
9	Show awareness of current educational issues	Good sense of humour (-)
10	Show evidence of having read the National Curriculum documents	Enthusiastic (1)
11	Bring a portfolio to the interview	Ability to make learning fun (-)

Validity of the data

Eisenhardt (1989) suggests that the validity of the data can be validated by considering the literature in the subject. He suggests:

...tying the emergent theory to existing literature enhances the internal validity, generalizability, and theoretical level of theory building from case study research. (p.545)

Comparing the research literature with the analysis of the potential teacher data in this study does indicate that there is some resonance between the two. In studies terms such as 'motivation', 'communication skills', 'confidence' and 'patience' are common and are indicated in this study. It suggests that there are clear qualities that are essential for potential teachers, and whilst some qualities have commonality in many studies there is no 'definitive list'. Table 2d in chapter two attempted to draw together from the research literature the qualities of teachers. Table 4d (over) illustrates how these qualities compare with those from the potential teachers in this study.

Table 4d. Qualities to be considered for potential teachers.

Qualities suggested from the literature		Qualities suggested by potential teachers from this study
<i>Adaptability</i> (Blake and Lansdell 2000)		Adaptable
<i>Approachable</i> (Arnold and Hughes 2005)		Approachable
<i>Caring about pupils</i> (Helsby 1995; Day 2000; Raffo and Hall 2006)		Caring
<i>Cheerful</i> (Whitehead 2003)		
<i>High level of commitment</i> (Helsby 1995; Day 2000)		Commitment
<i>Confident</i> (Arnold and Hughes 2005)		Confident
<i>Conscientious</i> (Whitehead 2003)		
<i>Efficient</i> (Whitehead 2003)		
<i>Enthusiastic</i> (DES 1984; DENI 1989; Turner and Turner 1997 & 2000; Shechtman 1998; Whitehead 2003; Younger at al 2004)		Enthusiastic
<i>General management skills</i> (Mortimore and Mortimore 1998; Arnold and Hughes 2005)		Leadership skills
<i>Good classroom management skills</i> (Challen and Byrne 2004; Younger at al 2004)		Classroom discipline Listening skills Teaching skills
<i>Good communication skills</i> (DES 1984; Turner and Turner 1997; Shechtman 1998; Arnold and Hughes 2005; Harrison 2007)		Communication skills
<i>Good social skills</i> (Younger at al 2004)		Sociability
<i>Good subject knowledge</i> (Helsby 1995; McPherson 2002; Challen and Byrne 2004; Arnold and Hughes 2005)		Good subject knowledge
<i>Hardworking</i> (Whitehead 2003)		
<i>Integrity</i> (Day 2000)		Honesty Reliable
<i>Organised</i> (Younger at al 2004)		Organisational skills
<i>Open minded</i> (Arnold and Hughes 2005)		
<i>Passionate about teaching</i> (McPherson 2002; Arnold and Hughes 2005)		
<i>Patience</i> (Younger at al 2004; Arnold and Hughes 2005; Raffo and Hall 2006)		Patience
<i>Planning skills</i> (Challen and Byrne 2004)		Planning skills
<i>Pleasant</i> (Whitehead 2003)		
<i>Reflective</i> (Helsby 1995; Mortimore and Mortimore 1998; Challen 2005)		Self awareness
<i>Responsibility for developing their own professional knowledge</i> (Helsby 1995; Mortimore and Mortimore 1998)		Willing to learn as teachers Attitude to learning
<i>Sense of humour</i> (Younger at al 2004; Arnold and Hughes 2005)		Sense of humour
<i>Sensitivity</i> (DES 1984; Shechtman 1998)		
<i>Treat pupils with respect</i> (Pratt 1997),		Respect
<i>Tolerance</i> (Arnold and Hughes 2005; Raffo and Hall 2006)		Tolerant
<i>Understanding</i> (Raffo and Hall 2006)		Understanding Diplomacy
Additional qualities that emerged from the analysis of data from the potential teachers.		
Consistency and fairness Creative Energy Experience Flexible Inspiring Motivation	Observant Professional Punctual Role Model	Relationship with pupils Time management skills Work well under pressure

Qualities on a continuum

A further theme which has emerged from this data analysis is that there are many qualities that are required, however the amount or level to which that quality is present changes over time. Communication skills are required and this skill would fall on a continuum as shown below.



Point A refers to a person with very weak communication skills. Point B indicates a teacher with excellent skills. At what point on the continuum should the potential teacher (C) be at the stage of entering the course? If they are at Point C, is this sufficient? Do they have the ability to develop further? Some potential teachers referred to good communication skills others to just be able to communicate.

When the data was first considered the degree of quality was not felt to be important, however the concept of level or amount of the quality did begin to emerge as the data was analysed. This is developed further in chapter seven.

There were some issues that arose from the collection of data. The majority of the responses were written in the first part of the interview session, either before the introduction or just after a presentation about the overview of the course. Many potential teachers arrive early and rather than then waiting for the formal start to the morning are given the opportunity to begin to complete these interview exercises. Those that completed the task at this point would answer the question without any further input from the university team. Those that completed the task straight after

the introduction would perhaps have sub consciously picked up more ideas about the qualities of a teacher, although the introduction is mainly about the structure of the course and administrative issues such as term dates, funding and placements. Those that left the exercise until later in the morning may have been involved with the group activity with the practising teacher or have been already interviewed by the subject tutor which may have given a more informed response. There was no mechanism for indicating when the response had been made and there was no individual tracking of each potential teacher. Similarly some potential teachers may have spent time in schools and have a greater awareness than others who have perhaps only spent a few days visiting a school. This could have been tracked but the overriding concern was the ethical balance which was to ensure that the potential teachers were not harmed by the research.

The most basic concern in all research ethics is that people are not harmed by participating in research studies... (Berger and Patchner 1998 p.95)

In order to achieve this some of the richness from the context of the data may have been lost. The different approaches the potential teachers had to answering the question has resulted in a range of detail in their responses. However it was felt that further guidance or intervention would have compromised the ethical stance taken. The methodology has also given some interesting data to allow an exploration of the perceptions of the qualities of a teacher these potential teachers have before they begin the profession. The potential teachers certainly indicated qualities which have been observed in other research studies.

Chapter Five

Analysis of the teacher data

Introduction

This chapter will outline the analysis of the data collected from the teachers involved with the process of interviewing the potential teachers. After these teachers have completed the group exercise with the potential teachers they have to indicate whether they feel each person has the potential to become a teacher, which they then discuss with the university subject tutor. It was important therefore to try and ascertain what these professionals were expecting from the potential teachers. This aspect of the research study focused on getting the teachers to reflect on what they felt were the important qualities needed from the potential teachers to recommend them for the course.

Data collection -pilot study

The first two teachers in the study were asked before the interview to consider what qualities they expected from the potential teachers. They were given a proforma to complete (see Appendix 3b). On analysis they highlighted the qualities shown in Table 5a below.

Table 5a. Initial qualities indicated by teachers

Teacher A	Cheerful; Confident; Good Presence; Able to clearly explain things.
Teacher B	Determination; Perseverance; Communication skills; Willingness to learn; Ability to experiment try new ideas; Organised/organisation; Empathetic attributes; Willingness to change; Be able to operate under pressure; Toughness; Resilience.

Teacher A was asked to complete the exercise before the interview, however she mentioned that there were additional things that had been important in helping to make a decision which had not originally been indicated on the sheet and asked if 'enthusiasm for the subject' could be added. The second teacher was given the same task but at the end of the interview s/he was given the response back and asked if s/he would have added anything else to the list. This teacher also added additional qualities to their original response. From these observations the exercise was amended slightly. The subsequent teachers were asked to complete a short exercise before and then after the group interview. It was hoped that this would elicit what qualities they were expecting the potential teachers to display, and additionally give them an opportunity to reflect if there were additional qualities that they had felt were important. This should have provided more thorough data to be able to explore what qualities teachers were considering. (It may be useful clarify here that very few potential teachers had a 'question mark' placed by their names as to whether they have the potential to be a teacher -the interviewing teachers usually are quite clear as to whether they feel that potential teachers has the potential to work in a classroom as a teacher). This issue arose at a later stage of the research process, but as the teachers' scripts are filed with the interview data, a quick analysis of them showed that the teachers were clear as to whether they felt a particular potential teacher should be offered a place on the course or not. This issue was raised when one teacher pointed out they felt the potential teacher would be fine in the classroom but would not meet the requirements of this particular subject area which, due to the oversubscription of potential teachers, does tend to expect much higher standards than other subjects.

Data collection -main study

An analysis of the pilot exercise to identify what qualities the teachers were considering when making decisions suggested that it was appropriate as a method. It had highlighted the need to ask the teachers to reflect both before and after the activity to ensure that as much information as possible was collected. With these amendments the data collection was continued. A total of ten teachers were questioned over a period of a year, some of these teachers take part in the process on more than one occasion so care was taken to ensure that different teachers were asked and no one completed the exercise twice.

Open coding

The data was again analysed using grounded theory methodology; all qualities were transposed onto a spreadsheet and then coded. Two sets of data were given for each teacher, qualities they had mentioned initially and then those that they included later, the first in black and the second in red. If the identical term was found in both it was only kept in the first column on the assumption that the activity had reinforced the teacher's thinking not added to it. This gave 96 qualities that were initially coded into 18 categories. The initial analysis that came from this exercise were that there were some key qualities that are mentioned by several of the teachers. Eight of the ten teachers mentioned 'confidence' as being important and all but one referred to communications skills in some form, from 'being able to explain things clearly' to referring to 'good communication skills'. Some teachers clearly thought this was so essential that they mentioned it in several ways. Teacher G noted before the interview they would be looking for a 'communicator', 'eloquence' and 'use of

voice’ and then confirmed this afterwards by noting ‘ease talking to group’, both a commentary on confidence as well as communication skills (Teacher Script 16). Other teachers also referred to communication skills both before and after the activity (Teacher Scripts 12, 13 and 18). Again enthusiasm and knowledge of the subject or combining the two, enthusiasm for the subject came through on over half (6 out of 10) of the scripts. Another interesting fact that arose from these scripts was that of ‘presence’, four referred directly to being well dressed and smart whilst three included ‘presence’. The original terms had been grouped into 18 categories (see Table 5b) by using the headings taken from the raw data (*in vivo codes*). As with the potential teacher data these categories needed to be considered further by looking back at the original scripts and checking that the qualities had been coded appropriately.

Table 5b. Categories from teacher data.

Initial Categories from teacher analysis
Awareness
Commitment
Confident
Contributes in discussions
Determination
Enthusiastic
Enthusiastic about subject
General demeanour
Good communication skills
Good subject knowledge
Innovative
Listening skills
Sense of Humour
Think on feet
Understanding of pupils
Understanding of teaching
Well dressed
Work under pressure

Focus coding

Following from open coding the data was further considered (focus coding). The data seemed to fall into six groups and these were given the conceptual headings of:

- personal qualities
- subject qualities
- professional qualities
- qualities- skills
- understanding of teaching
- understanding of pupils

These groups emerged as the data was coded and checked against the scripts; however they were limiting in that some of the qualities are difficult to place when the original scripts were considered. The teachers seemed to be implying that there were specific expectations they had in terms of potential teachers. These potential teachers were expected to have a good understanding of their own subject and some insights into the profession they wanted to enter. The teachers were also looking for some qualities that may already be present but that could be further developed, for example communication skills. They also were looking for qualities such as ‘sense of humour’ and ‘friendliness’ as well as enthusiasm and good communication skills.

Theoretical coding

As the data was further considered four main groups emerged from this deconstruction and re-assembling. Within grounded theory methodology these would be the ‘selective or theoretical codes’ and the emergent idea was that the teachers were making an informed decision of the potential teacher by considering whether

they exhibited some level of possession of skills in these four groups. These groups were headed:

- Personal qualities
- Vocational qualities
- Knowledge of their subject.
- Some knowledge of teaching

Many of the teachers referred to subject knowledge as important quality for the potential teachers to have. Interestingly all the references to subject knowledge appeared on the reflection sheets the teachers completed prior to the activity. Only one reference was made to subject knowledge after the group activity, where ‘enthusiasm for subject’ was added. Although the teachers are subject specialists themselves they are not here as subject teachers, their remit is a generic one.

Assessing each potential teacher’s subject knowledge is part of the university subject tutors role but all teachers ranked it as important. Knowledge of teaching includes aspects such as ‘knowledgeable about current issues in teaching’ (Teacher C) and ‘has some ideas of what schools are like’ (Teacher E). The personal qualities can only be gauged within the confines of the exercise. The teachers appear to have been able to give some indication of these in that some of the teachers have mentioned them after the interview process, for example Script 19 mention ‘explains things well’ but doesn’t include communication skills initially. Script 17 mentions ‘listens and picks things up’ but doesn’t include listening skills initially. How these four main groups were arrived at is illustrated on one of the memo workings that developed as the data was studied and can be seen in Appendix 5a

Interestingly Script 16 mentions ‘that spark that you cannot define’. This mention of something that is intangible and difficult to define is similar to the term ‘gut feeling’ that was mentioned earlier by one of the teachers. From analysing this data ideas began to emerge about this dimension which is often suggested but rarely defined.

One issue that did arise from this data was that the teachers wrote down their ideas, (some wrote lists, some drew spider diagrams) but no one actually defined or explained what they had written. Often it would simply say ‘communication skills’, it was presumed that this did mean that they would have some reasonable good communication skills and not a lack of them, so an assumption was made that the things mentioned were in a positive way and required a certain degree of them. The researcher’s own experience in this area led to this assumption. It highlights again, however the question that also arose from the potential teacher data analysis, to what degree or level are these qualities required and is there a certain minimum level required.

Observation of the teacher interview

Having collected this data directly from the teachers, it was felt that it would enhance the analysis of the data by observing how the teachers made their judgements from the interview session they had with the potential teachers. Using Adler and Adler’s (1987) model of observing incidents the interview process was observed as a peripheral-member-researcher. The researcher had already interacted with both the potential teachers and the teacher so it was unrealistic for this to be observed as a complete observer model. There was however no intention of ever becoming part of

the session and after initial introductions and explanations to the group, the researcher sat behind out of sight of both the teacher and potential teachers. The definition of a peripheral-member-researcher also suggests the researcher has an insider's perspective, this was ensured as the scenario had been initiated by the researcher. Three observations of this part of the interview process were made. The first two were observed and notes written down as the activity progressed, the third was audio tape recorded. The first two teachers are referred to as Teacher X and Teacher Y and the last one as Teacher Z. Although there was an expectation of possible things that may arise from the analysis of these observations, there was awareness that:

Qualitative observers are not bound, thus, by predetermined categories of measurement of response, but are free to search for concepts of categories that appear meaningful to subjects. (Adler and Alder 1998 p.81)

The activity was the standard one that teachers carry out although they do have some flexibility on what they can do. The teacher may give a very short teaching biography of themselves - Teacher X emphasised her work in schools beyond the teaching of her subject and explained the activity the potential teachers would be doing, whilst Teachers Y and Z gave just a short statement on their teaching history then moved onto the task. The potential teachers were asked to write down three qualities that they felt were important for teachers to have and that they would then be asked to explain these to the whole group. Teacher Y gave them more guidance on this activity asking them to think about how they expressed themselves and their presence. They then had time to think of qualities without discussing it with each other. (Both of these groups were only small with 4 potential teachers, usually the groups range between this size, the smallest, up to about 15 which would be the

biggest. The time the activity takes depends on the numbers and the teacher, and can range from 20 minutes to nearly 50 minutes). Teacher X checked they had finished and then asked them one by one to go to the front and write two of the words on the board (she asked for volunteers and gave the pen to the first to offer). The potential teacher introduced themselves and what subject they were here to study and then wrote the words down and explained why they had selected them. Once they had completed this the teacher summarised what was said (as one always does when a teacher!) and expanded on them from her perspective. She then asked if anyone had questions. For the first potential teacher no one did. She then gave some praise for the words written up and gave examples of how these were important in the classroom. She then asked for the second volunteer and the activity followed the same format. This time when asked if there were questions, the first volunteer did ask a question about humour and another potential teacher also mentioned this. Again she summarised what had been said and added to the explanations from her experience in the classroom. She asked the third volunteer and the final one. All but one of the potential teachers had responded to what had been written on the board by the others. The words they had placed were enthusiasm, commitment, good sense of humour, love of subject, good subject knowledge, enjoy working with children and organised. All of which were suggested by the potential teachers questioned in the first data collection exercise. They then had a question and answer session which the researcher didn't stay for as it was felt that their presence may prevent them asking things they wanted to. After the potential teachers completed the morning and the teacher had discussed the potential teachers with the university subject tutors, the teacher was asked about her judgement of the potential teachers. She had indicated

that all of them in her view had the potential to become a teacher. When asked what she had used to inform her judgment she commented that it was their presence when they were at the front of the group, whether they stood in front, made eye contact and smiled. She also considered the words they had put on the board and explained, were they acceptable and thoughtful? She also mentioned how they explained them, were they easy to listen to. Interestingly she added that she had made the decision for each as they sat down and the rest of the session had just confirmed this decision. Her discussions with the university subject tutors had indicated that they were all in agreement and a decision to offer each potential teacher a place was made.

Teacher Y after giving them the task and getting them to write down their thoughts clarified the exercise again and then asked each candidate to go to the front to explain their words. They came up in the order in which they had been sat, -no volunteers here. Each of the potential teachers gave a short introduction of themselves, what degree they had done, why they wanted to go into teaching and what skills they felt were important. Throughout each potential teacher's short talk the teacher reassured with eye contact and lots of smiles. After the first one the others applauded which was interesting. This group didn't ask questions of each other at this stage. Once all of them had given their presentation the teacher thanked them all and said how interesting it had been. They then moved onto the next activity and, again for ethical reasons discussed above, the researcher left.

Again this teacher had no difficulty making decisions again surprisingly quickly. The interview notes also confirmed that the potential teachers chose and expanded on

some of the qualities that had arisen from the earlier data collection (potential teacher data). Teacher Y said she had made the decision by reflecting on each potential teacher towards the end and asking the question ‘would my year 11s listen to you on a Friday and would you be able to hold their interest?’ Apart from the speed at which the decisions were arrived it was felt that no new insights had been gained with this activity. As there were only notes that had been taken it was decided that a third session would be observed but this time audio tape recorded to see if the transcribing of the text would give any further insights.

This was again a small cohort of potential teachers that were being interviewed early in the interview cycle. Teacher Z was one who had worked with us before and was familiar with both the task and the expectations of the session. Again considering the ethical issues particularly as the session was taped the potential teachers and teacher were asked for their agreement and signed to say they were willing to take part, with the reassurance anonymity would be ensured. As with the previous groups interviewed the researcher introduced the teacher, and then sat behind the group, out of eye contact. Again resembling the peripheral-member-researcher model. Although the tape was running during the session, notes were made as with the previous two group interviews. This activity followed the same format, the only difference was that the tape was left running during the question and answer session which was interesting to hear some of the questions and concerns that the potential teachers raised and confirmed the researcher’s decision not to be present during this part. After the session was transcribed and read through a few times very little was added

to the original notes made. The focus on listening to the tape was on the intonation of the words and the timing of each potential teacher's contribution.

Having considered the data from these three samples it was decided that they were not really successfully providing any additional information beyond that that the initial exercises had generated. They had been useful in that they had confirmed that the teachers really appeared to be using the terms and ideas that they had given in the first exercise- they were considering presence and communication skills. What was surprising was the speed at which they made their judgements.

An additional advantage of this collection of data was to triangulate the potential teacher data. Listening to the potential teachers explain terms which had arisen in the earlier potential teacher data collection it provided an opportunity to validate the emergent ideas from this analysis. They talked about communication skills, but instead of having just the term communication skill on paper they went on to explain why communication skills were important and needed to be continually developed.

The main observation made about this part of the selection interview is that there is no clear audit of the outcomes from the teacher. The emerging information suggests that the teacher's decisions are made from their own evaluation of the potential teacher but there needs to be a more explicit way of tracking the decisions. This resulted in a new teacher interview sheet being developed for the teacher to complete during this selection activity. This will hopefully enhance the feedback from the

teacher to the tutors about each potential teacher. The sheet is based on the four main areas that have emerged from the analysis, namely:

- Personal qualities
- Vocational qualities
- Knowledge of their subject.
- Some knowledge of teaching

This may provide a more insightful overview of this aspect of the selection process for future but is beyond the scope of this present research.

The teachers are able to make judgements as to the potential of an applicant and they do have a set of constructs they are using to make these judgements. Again as Eisenhardt (1989) suggests the validity of the data can be determined by considering available literature on the subject. What emergent ideas that have been teased out from this aspect of the study, how do they compare with research in this area? Helsby (1995) considered the teachers' constructs of professionalism and from this arose some of the concepts of professionalism which included qualities such as; having high standards, high levels of commitment, caring about the pupils and being responsible for developing ones own professional learning. All the teachers are professionals and are part of a wider body with a code of ethics, so it could be assumed that they would only be willing to recruit into the profession people who have been seen to observe similar qualities although with an understanding that these would be further developed as their career progressed. How do the teachers' views compare with Helsby's findings? Helsby (1995) makes explicit the importance of:

- *having high standards*, this is picked up by the teachers referring to being smartly dressed;
- *high levels of commitment*, the terms commitment and determination were included in many responses;
- *caring about the pupils*, understanding and empathetic towards pupils was often mentioned;
- *being responsible for developing ones own professional learning*, being willing to learn was referred to by many teachers.

It could be argued that this concept of professionalism suggested by Helsby does have resonance with the views of the teachers. Additionally the comments about the selection of teachers in the 1940s as described by Whitehead (2003) earlier are still applicable and most have been indicated as important by the teachers:

...but the teachers, personal qualities and attitudes-cheerful, pleasant, attractive personality, vivacious, enthusiastic, keen, energetic, efficient, capable, hardworking and conscientious. (p.28)

Qualities such as cheerful, pleasant, enthusiastic, committed and determined are mentioned explicitly by the teacher. The teachers' views also correspond with those qualities suggested more recently by the DES (1984), which included the facility for effective communication, sense of responsibility, enthusiasm, awareness, sensitivity and robust but balanced outlook.

Table 5c compares how the qualities from research literature correspond to the emergent qualities from this study of the practising teachers.

Table 5c. Qualities suggested by the teachers compared to literature findings

Qualities suggested from the literature	Qualities suggested by teachers in this study
<i>Adaptability</i> (Blake and Lansdell 2000)	Adaptability
<i>Approachable</i> (Arnold and Hughes 2005)	
<i>Caring about pupils</i> (Helsby 1995; Day 2000; Raffo and Hall 2006)	Caring about pupils
<i>Cheerful</i> (Whitehead 2003)	Cheerful
<i>High level of commitment</i> (Helsby 1995; Day 2000)	
<i>Confident</i> (Arnold and Hughes 2005)	Confident
<i>Conscientious</i> (Whitehead 2003)	
<i>Efficient</i> (Whitehead 2003)	
<i>Enthusiastic</i> (DES 1984; DENI 1989; Turner and Turner 1997 & 2000; Shechtman 1998; Whitehead 2003; Younger at al 2004)	Enthusiastic
<i>General management skills</i> (Mortimore and Mortimore 1998; Arnold and Hughes 2005)	
<i>Good classroom management skills</i> (Challen and Byrne 2004; Younger at al 2004)	Listening skills
<i>Good communication skills</i> (DES 1984; Turner and Turner 1997; Shechtman 1998; Arnold and Hughes 2005; Harrison 2007)	Good communication skills
<i>Good social skills</i> (Younger at al 2004)	Good social skills
<i>Good subject knowledge</i> (Helsby 1995; McPherson 2002; Challen and Byrne 2004; Arnold and Hughes 2005)	Good subject knowledge
<i>Hardworking</i> (Whitehead 2003)	
<i>Integrity</i> (Day 2000)	
<i>Organised</i> (Younger at al 2004)	
<i>Open minded</i> (Arnold and Hughes 2005)	
<i>Passionate about teaching</i> (McPherson 2002; Arnold and Hughes 2005)	Passionate about teaching
<i>Patience</i> (Younger at al 2004; Arnold and Hughes 2005; Raffo and Hall 2006)	
<i>Planning skills</i> (Challen and Byrne 2004)	
<i>Pleasant</i> (Whitehead 2003)	
<i>Reflective</i> (Helsby 1995; Mortimore and Mortimore 1998; Challen 2005)	
<i>Responsibility for developing their own professional knowledge</i> (Helsby 1995; Mortimore and Mortimore 1998)	Responsibility for developing their own professional knowledge
<i>Sense of humour</i> (Younger at al 2004; Arnold and Hughes 2005)	Sense of humour
<i>Sensitivity</i> (DES 1984; Shechtman 1998)	
<i>Treat pupils with respect</i> (Pratt 1997),	
<i>Tolerance</i> (Arnold and Hughes 2005; Raffo and Hall 2006)	
<i>Understanding</i> (Raffo and Hall 2006)	Understanding
Additional qualities that emerged from the analysis of data from the teachers.	
Determination Eye contact Friendly Interesting Lively	Posture Presence Vocation Work well under pressure

The table shows that the qualities offered by the teachers do compare favourably with those of other studies. There is a reasonable match with some exceptions and additions but it suggests that these findings could be considered valid.

This was an interesting part of the data collection. It was exciting to begin to identify what the teachers were considering when making a judgement about the potential teachers in front of them. The data collection exercises produced information easily which could be coded and from the subsequent analysis, ideas and themes did begin to emerge. The observation of the teachers, which it was hoped would expand and develop the information further wasn't as successful. It did reinforce and validate some of the things that had been generated earlier but it didn't add much new information. Perhaps the issue was the lack of skill in analysing observed situations and perhaps a lack of focus by trying to use the grounded theory methodology as closely as possible. This area is one that could be revisited further at a later stage.

Chapter Six

Analysis of the university subject tutor data

Introduction

This chapter considers the role of the university subject tutors in the selection process. This part of the selection process meets this requirement by the TDA to interview each potential teacher (TTA 2003 Requirement 1.8) as commented earlier; interviews are also a key selection process.

Interviewing is still the most commonly used method of selection in employment. (Barclay 1999 p.134)

This analysis of the research was to investigate the processes involved in these one to one subject interviews. It was hoped that it would be possible to discover how the subject tutors gather evidence to satisfy themselves that the potential teachers have the appropriate personal qualities to teach and whether the interviews were of the same format across the different subjects. As these are individual interviews between the potential teacher and subject tutor, they are of a more formal nature than the group interview conducted by the school teacher. The potential teacher may feel under more pressure and therefore the collecting of the data needs to be carefully managed. Prior to beginning this aspect of data collection some of the potential teachers were asked about their experience of the interview morning to gain some insight into what method to use to observe this part of the process with the minimum of intrusion. It became apparent that this subject tutor led interview was the part of the process that caused most concern for the potential teachers. Ensuring that the potential teachers did not perceive that they had been disadvantaged in anyway by

having undue pressure placed upon them was an important consideration. It was my responsibility to:

...be aware of the physical and psychological dangers that are present in a study and to guard against them. (Berger and Patchner 1998 p.95)

Whilst simultaneously considering the ethical issues pertaining to the potential teachers, the ethical issues of working with subject tutors also needed to be considered. These subject tutors were colleagues and the researcher would need to be sensitive to both the process of observing the interview but also in any feedback given and how the observations were discussed in the research. With the team being small it is difficult to hide identities easily. The best type of observer role for this data collection method would be as a 'complete observer' suggested by Gold (1958) where the observer would be completely removed from the situation and the participants unaware that they are part of the study. As the researcher is part of the team with responsibility for the admissions process and with informed consent needed, this complete observer role was not possible. As with the earlier group interviewing, the observation of the interviews was as a peripheral-member-researcher (Adler and Adler 1987). This model gives flexibility to help understand the events without compromising the ethical issues.

There are seven PGCE subjects offered within the department and it was decided to observe all of the subjects to get an overview of the interview process and to explore any key themes that would emerge. A pilot interview was conducted to ensure that neither the subject tutor nor a potential teacher felt the presence of the researcher impacted on the process.

Pilot Interview

This pilot interview was to consider the feasibility of observing the process. The subject tutor was asked if s/he would be willing to trial the activity to highlight any issues that might arise. The potential teacher was also asked if they would be willing for the interview to be observed as a trial, and that their responses would not be used directly for the research. With the agreement of both, the researcher joined them in the interview making notes during the interview process. Afterwards the potential teacher was asked how s/he had felt by the presence of the researcher and if s/he felt that it had any influence on the responses given during the interview. In discussion they explained that they had no preconceived ideas as to what to expect, so the presence of the researcher was not an issue for them. The fact that notes were made but no contribution was made to the questions was slightly unnerving and if s/he couldn't see the researcher it would have been easier. The other comment was that they would have liked to know a little more about why s/he had been observed and what the purpose of the research was, but would have been concerned if it had been about them. The subject tutor however felt no concerns or misgivings about the presence, and stated:

...being observed is so much part of teaching now you have to expect it.
(Subject Tutor C verbal communication)

From this pilot a format was created for observing the interviews which would ensure parity and to try and address some of the concerns raised above. Prior to the interview the potential teachers would be individually asked if they would be willing for the interview to be both observed and audio tape recorded on the assurance that there would be no possibility of identifying them. The potential teachers would be asked to sign that they were willing to do this. They would be told that the research

was looking into the selection process and how subject tutors managed this. (This gave the potential teacher information about the research but they were clear the emphasis was not on them personally). During the interview the researcher would position themselves at the back of the room out of direct line of sight of the potential teacher. After the interview the potential teacher was asked if s/he had any concerns and that they were prepared for the observation and notes to be used by the researcher. The subject tutor was asked at the outset of the interview day if it would be possible to observe the interview, and if there were any issues that the researcher needed to be aware of. It was difficult to say in advance which potential teacher would be interviewed because the researcher is also the Admissions Tutor with some responsibilities that needed to be undertaken during the morning. This did not appear to be an issue. It was also decided in the reporting of the observations that no direct reference to subject would be used as it would be easy then to identify specific tutors. Most subject interviews involved some subject specific activity or task. Music requires the playing of instruments; Design and Technology potential teachers talk through a portfolio that they bring with them; in Science they are expected to answer questions from the three branches of the subject. If these were mentioned explicitly it would be easy to identify the subject tutor, so these activities would simply be termed subject activity. Finally for logistical reasons only one subject interview was conducted during an interview morning, the main reason being time, some interviews last over 40 minutes.

Main data collection

An interview from each of the subjects offered was observed. Each observation followed the format which had arisen from the first pilot study. Notes were made during in the observation by the researcher and the interview was subsequently listened to and transcribed. Each interview is given an identifying label, the first one being Interview A, with Subject Tutor A and Potential Teacher A and notes and transcript labelled A. This would help with anonymity, the choice of letter being random and not connected to subject or date of interview.

The first transcribed interview was line by line coded (following good practice with grounded theory). This exercise proved much more difficult than considering the responses of the potential teachers and teachers as the situation was much more open ended. It was difficult to read through the transcript and know what to pick out. It was not until almost 15 minutes into the interview that any of the qualities that had come from the earlier studies of the potential teachers and teachers were addressed. These responses came from the direct question, by the subject tutor, about the qualities required as a subject teacher:

What qualities are there required to be a good (subject) teacher, do you think? (Transcript A)

The reply was:

...mutual respect, ...fairness, fun...

But then went on to suggest good teaching is about the teacher ensuring:

...directed learning...structured lessons with a clear goal, accessible...
(Transcript A)

This seemed to give very little insight into the process; the terms were given by the potential teacher in response to the subject tutor's direct question. The subject tutor didn't comment on these but went on to their next question:

What strengths do you think you have to offer the profession? (Transcript A)

This provided an opportunity for the potential teacher to link the qualities mentioned earlier and comment how he possessed them, however he moved on to talk about specific subject knowledge skills.

It was difficult to get a sense of the processes involved in this interview, by looking at the words transcribed. Having attempted to apply the grounded theory methodology to line by line coding it was difficult to extract clear information; instead questions arose such as, what is happening here and what are the underlying processes? Reflecting on the notes taken during the interview some ideas had been suggested, concepts such as 'self assessment' and 'general admin' were written down. These notes seemed to give a better sense of what was happening. Going back to the transcript it was felt that perhaps incident to incident coding would be a better way of getting a sense of the different aspects of the interview process. It would additionally help in comparing interviews from all the subject areas. This would hopefully then highlight these key aspects of the process which could help analyse what was happening in more detail. Returning to the transcript the interview was divided into sections, often using the change in topic or question to define each section. These were termed incidents; some incidents were short 1 or 2 minutes only in length whilst other incidents lasted for much longer. One subject activity incident lasted over 14 minutes.

Interview A was made up of eleven incidents. The subject tutor initially came to the main interview room and met the potential teacher, introduced themselves, and took them down to the interview room, chatting along the way. Once in the interview room the formal part of the interview began. Although this meeting of the potential teachers could be used as the first incident and all the subject tutors similarly came and collected the potential teacher, as the researcher was not always present for this part, it was decided to use the first part of the formal interview as the first incident.

Incident 1 was the collection of the paperwork, the subject tutor asked to see the originals and copies of certificates checking the potential teacher met the entrance requirements. In this short incident lasting 3 minutes three words were apparent from the subject tutor 'lovely' 'good' and 'fantastic' all relating to the qualifications and having all the certificates there. The researcher's memo notes also mentioned 'putting the candidate at ease'. This first incident seemed to be about relaxing the potential teacher and giving them praise to enable them to make the interview more informal in tone.

The second incident was the collection of a pre requested subject specific skills and knowledge, self assessment audit. This prompted some questions from the subject tutor about the audit asking whether 'they had been hard on themselves' with some of the self assessment and drew out aspects of their subject skills further. The overriding activity that seemed to evident here was that of the potential teacher's ability to self evaluate.

The third incident was about why the potential teacher wanted to teach the subject.

OK, so tell me why do you want to be a ...teacher first of all? (Subject Tutor A)

The responses here included influence of mother and friends:

...a healthy regard for education,

as well as reference to children:

...do think that children should be shown things, given access to things they may not have at home

and the comment that:

...it's exciting to do. (Transcript A)

Incident four was about the potential teacher's experience with pupils, had they had any experience and how is the subject being taught in schools. The potential teacher described what he had observed in school and how important the subject was for a variety of reasons, introducing pupils to different cultures, changing assumptions, using Information and Communication Technology, working in groups and socialising. They were also able from their own observations to describe how the subject progressed over the key stages.

Incident five focussed on the response the potential teacher gave to being asked to describe their own subject development.

Incident six focussed on the responses to being asked to suggest what life skills the pupils could gain from studying the subject. He talked about enabling pupils to talk about emotions, improve their literacy and develop social skills.

Incident seven asked about the qualities required to be a good teacher and here the terms mutual respect, fairness and fun were given which were the terms that emerged from the original line by line coding.

Incident eight asked the potential teacher to consider what strengths they thought they had to become a teacher, where as described earlier, he began to talk about subject specific skills.

Incident nine concentrated on the potential teacher's outside interests in the subject area, here the potential teacher discussed his own love and enthusiasm for the subject and how he made it part of his life in many ways.

Incident ten was directly related to teaching. He was asked how he would teach a mixed ability class with gifted and talented pupils. Following this he was asked to describe how he would teach a particular topic, which had been previously requested in the interview letter. After both of these incidents the subject tutor commented on how he had some good and original ideas.

The final incident consisted of subject specific tasks that the potential teacher completed.

The interview lasted about 45 minutes. After the potential teacher had left the subject tutor was asked how they felt the interview had gone. They replied that they would need to reflect on the written tasks the potential teacher had submitted and also the

comments from the teacher but at this stage they would like to offer him a place and felt that he had the potential to make a teacher.

To make this decision within minutes of the interview the subject tutor had obviously been reflecting on the potential of this applicant throughout. They had gathered information from the interview process to make an informed decision. They had been able to:

... predict (ing) the likelihood that candidate(s) will have the passion, knowledge and personal qualities that will help them become professional educators. (McPherson 2002 p.1)

By considering the interview through coding incidents offered clearer insights into what has occurred in this activity. The subject tutor had asked planned questions, the answers to which have been used to ascertain the potential of this applicant for beginning a PGCE. Looking at the transcripts again themes began to emerge. This subsequent analysis is 'focus coding' as suggested by Charmaz (2006). With careful analysis and listening to the interview again the following categories emerged from the data. These are not necessarily *in vivo* categories but conceptual groups that provide an umbrella heading for the observations to be initially placed in. Seven groups of information were observed:

- Academic qualifications. The subject tutor asked questions to ascertain what qualifications the potential teacher had and whether they met the TDA and the subject tutor's requirements.
- Knowledge of subject. A large part of the interview involved asking the potential teacher to undertake specific subject tasks and questions directly about their subject knowledge.

- Enthusiasm for subject. The subject tutor did get the potential teacher to talk about engagement with the subject.
- Knowledge of schools. Specific questions were asked about the visits and experiences in schools.
- Empathy with pupils. The subject tutor tried to draw out in the form of questions and school based tasks what the potential teacher understood about working with children.
- Enthusiasm for teaching. What experience did the potential teacher have of teaching, both of pupils and peers and why do they want to go into teaching.
- Personal awareness. Are they able to reflect on his own strengths and developmental areas, can they reflect on the visits into schools and be aware the professional role of teachers? Do they appreciate the need to continue learning and development?

Reading the transcript again these groups did have resonance with the data. All the incidents had been placed into one or more of these above groups. Initial analysis of this one interview suggested that the subject tutor used questions to seek the potential teacher's views and understandings in the areas felt to be important. The subject tutor had felt that they had been able to satisfy themselves as to whether the potential teacher had the personal and intellectual qualities to make a decision as to whether to offer than a place on the course. There had however only been limited discussion on the qualities, more about an overall impression that was arrived at. To what extent is this mirrored in with other subject tutor interviews?

Second interview

As with the first interview the potential teacher was met by the subject tutor, who introduced himself and accompanied her to the interview room. Interestingly this part was observed and it was noted that there was a light-hearted exchange between subject tutors as they were leaving the main room and a comment to the potential teacher caused her to smile and look more relaxed. This interview was transcribed and incident coding was used. 8 different incidents being highlighted.

The first incident was where the subject tutor considered the academic qualifications of the potential teacher. They went through the certificates and checked there were copies and the grades were acceptable.

The second incident lasted longer (over four minutes) and began with the question from the subject tutor:

You want to be a ... teacher, so tell me what (subject) is, what the new areas are? (Transcript E)

The potential teacher began to answer but also asked questions about how the subject was taught in schools. The discussion moved on and included some insights into how the subject could be taught and she did impress the subject tutor with her knowledge, which he commented on and challenged her to give more in depth answers:

...let's see what you can remember, how good you are, what (subject question).

as the potential teacher answered the subject tutor was quick to praise:

...pretty good, very good (Transcript E)

was the response.

Incident three asked the potential teacher to refer to a self audit of skills and was asked to discuss what she felt her strengths were and why.

Incident four, again using the audit, she was asked her to consider her weaknesses or areas that would need to be developed. Here the potential teacher was able to bring in that she had been reading a school text book for the subject to give her greater insight into the subject.

Incident five asked the potential teacher to think about the extra curricular activities that they would be willing to offer as a teacher.

Incident six asked the potential teacher to design and talk through a teaching activity in her subject that she would use with a year nine. The subject tutor used this activity to further probe her knowledge of schools and pupils. She was asked how old the year nine pupils would be that she was planning this teaching activity for.

The seventh incident lasted over 6 minutes. This was a subject based discussion and the subject tutor asked a variety of questions about her knowledge of the subject using various source materials as prompts for these questions. The subject tutor also explored how she continued to engage with the subject having completed her degree several years previously.

The final incident was the subject tutor asking the potential teacher if there were any further questions. There were three different topics that were discussed.

This interview had lasted 25 minutes and the subject tutor had been able to quickly reach a decision on the potential of this person to make a teacher. Having asked for the tape to be switched off the subject tutor then explained that ‘subject to formalities’ they would like to offer her a place. In discussing this after the potential teacher had left the subject tutor commented that they would have a quick word with the teacher but was really impressed with this potential teacher.

Returning to the transcript and considering these incidents five groups emerged from this focus coding. These groups are headed:

- Subject knowledge. This included subject specific questions and tasks, as well as an audit of subject strengths and the activity of planning a subject project in school.
- Subject enthusiasm. Where the potential teacher was asked about her degree and what she was doing in her work place and outside of work with her subject, which generated a lot of animated discussion during the interview.
- Teaching knowledge. This encompassed aspects linking to schools and included asking about the teaching of the subject in school and her ability to offer extra curricular activities as well as the planning of a teaching activity.
- Reflection was a heading given to another category which included discussions on her strengths and areas where she felt she would need to

development further and some of the questions asked towards the end of the interview which were of a reflective nature.

- Academic qualifications, an important element of the interview.

Comparing this interview with the earlier one it was apparent again that the concept of personal qualities had not been directly referred to. Again an overall impression by considering groups of information seemed to have been made. The concepts of 'subject knowledge' and 'enthusiasm' emerged in both these interviews as did the concept of 'teaching knowledge' and the task of confirming academic qualifications. In the first interview the category 'personal awareness' had arisen whilst in the second one, 'reflection' had emerged. When the transcripts were revisited to consider these two groups, it became obvious they both focussed around the self audits and potential teacher's ability to highlight their strengths and 'weaknesses' so although they had been initially termed differently they contained very similar data. Data about 'knowledge of pupils' came across strongly in the first interview but not as strongly in the second, in fact the potential teacher was not asked about her school visits. Further consideration of the data however highlighted that she was asked questions relating to pupils in one of the activities, which had been grouped in the 'teaching knowledge' category. The second aspect that came across strongly in the first interview was of 'school knowledge', in the Interview E it didn't explicitly arise but on further analysis of the script the potential teacher had asked questions about the teaching of the subject in schools. This would suggest that this was an area in which the potential teacher had some basic understanding but needed to build up this knowledge. It was interesting how initial observations were more critically

considered as more data was available and how the sensitivity towards the data developed.

From these two selection interviews two emergent ideas began to develop. The first was that the specific qualities were not explicitly asked about; but are indirectly explored using a variety of activities and questions. The second idea was that although there were similarities in the interviews the decisions as to whether a potential teacher was offered a place on the course was made through the overall impression gathered not from a list of 'required' qualities.

Further selection interview observations

These two observations gave some interesting insights into the processes in the selection interview and some ideas were beginning to emerge. The original plan to observe all subjects continued. However it must be appreciated that subsequent data collection is influenced by the previous data collected. Glaser and Strauss (1967) commented that the researcher:

...collects, codes and analyzes is data and decides what data to collect next and where to find them in order to develop his theory as it emerges. (p.45)

Charmaz (2006) also suggests that future data collections are guided by the previous ones:

Grounded theory coding requires us to stop and ask analytical questions of the data we have gathered. These questions not only further our understanding of studied life but also help direct subsequent data gathering toward the analytical issues we are defining. (p.42)

The subsequent observations were trying to explore if there were any additional themes that would emerge to help understand these processes occurring in the

selection interview, or to validate and confirm the themes emerging from the previous two interviews.

Six additional subject tutor interviews were observed. All were audio tape recorded and with the researcher taking notes, (except for interviews B1 and B2 where recordings only were taken). Once the interview has been observed and then incident coded, a more in depth analysis-focus coding was undertaken. A summary of all the incidents of each of the interviews is given in Appendix 6a.

One of the first issues it had been hoped to clarify was what format these subject interviews took – structured, semi structured or unstructured, and whether all the subject tutors used the same format. The observation of the interviews would suggest they are of a semi structured format. Interestingly Subject Tutor F in their introduction to the potential teacher explained that the interview would be a structured one, but the observation suggested that it had the characteristics of a semi structured not a structured one. This Subject Tutor F and indeed none of the observed subject tutors used standard rating forms or interviewed against a particular job description and all of the subject tutors were able to digress and follow up on aspects of the potential teacher's responses. Delli and Vera (2003) and Blackman and Funder (2002) in their research on teacher interviews found that there were some instances of structured ones. However they felt that these are not the best format for teacher selection, where assessing personality is very important. The details that emerged from the observed interviews also confirmed they were not unstructured ones. All the subject tutors used predetermined questions with the potential teachers but allowed

flexibility with these questions and they did follow up on the responses from the potential teachers. These observations suggest that the interviews would be classed as semi structured in nature.

The semi structured interview involves asking a series of structured questions and then probing more deeply using open form questions to obtain additional information. (Gall et al 2003 p.240)

All of the interviews were conducted in small interview rooms or the subject tutor's own office in very informal situations; some have easy chairs and small coffee tables. The length of time of each interview also varied. The most common time was 25 minutes; the longest was Interview A which lasted 45 minutes and the shortest was Interview B2 lasting 19 minutes. Subject B had two potential teachers (B1 and B2) who were observed as the subject tutor had planned to interview both during the morning and the opportunity to collect data from both of these was possible. Not all the potential teachers were successful in being offered a place on the course following these interviews; this aspect of the data has not been recorded here.

All the interviews seem to follow a similar format beginning with the collection of certificates and the checking of academic qualifications, (apart from Subject Tutor D who collected these at the end of the interview). Most subject tutors ended the interview by asking if the potential teacher had any further questions they wanted to ask. There were some interesting dynamics observed. Some of the potential teachers, as perhaps expected, were initially very nervous but began to grow in confidence after several minutes, this was indicated by the tone of voice and the willingness to expand their answers more. There were exceptions however; the potential teacher interviewed by Subject Tutor F took the initiative from the beginning of the

interview by asking questions as soon as the subject tutor had explained the format of the interview. This clearly expressed confidence from the potential teacher and this was actually the liveliest interview, with a lot of laughter from both the subject tutor and potential teacher. The potential teacher in Interview D was very nervous throughout and was difficult to hear at times. Once the subject tutor had told them that the interview had formally ended they remarked how nervous they had been and how glad they were that it was over. The potential teacher in Interview B1 again came across as very nervous and struggled throughout to coherently answer the questions asked.

The semi structured nature of the interviews was confirmed further by observing these two interviews from subject B. Interview B1 and B2 were both undertaken by Subject Tutor B. The format and questions were almost identical and the exact same subject task question was asked. Although there was some small differences in how the tutor responded to the questions and subsequently probed the answers given. Similarly the flexibility of the semi structured interviews was noted. The potential teacher for subject C was still completing her degree so the subject tutor asked her about this in quite a lot of detail. In the other interviews subject tutors asked about the potential teacher's career and how the subject was integrated into what they were presently doing. There was also a lot of laughter in some of the interviews from both the subject tutors and the potential teachers, as the subject tutors tried to put the potential teachers at ease, again more a characteristic of a less formal structured interview.

Focus coding of interview incidents

The data from these interviews was coded in the form of incidents and then subsequently this disparate data was placed into similar groups which might enable some patterns and themes to emerge. The data from all the interviews was studied. Appendix 6b illustrates the coding of the incidents into the main groups. There were seven conceptual groups of data gathered that was highlighted by the focus coding:

- Checking academic qualifications
- Clarifying Subject knowledge
- Exploring their understanding of teaching
- Discussing their school experiences
- Discussing careers and subject involvement
- Dealing with administrative elements
- Opportunity for questions

All the interviews had some elements of administration from collecting copies of certificates and checking them against entry requirements to collecting in the literacy exercise and subject specific forms from the potential teachers. All but one interview (D) did this within the first few minutes, many referring to 'getting the administration out of the way'. Subject Tutor D as mentioned earlier left these aspects until the end of the interview.

The next main topic that was discussed in all the interviews was that of subject knowledge. This was approached in different ways. Some subject tutors used a self assessment audit that the potential teacher had completed before the interview and went through this with them. Some (Potential Teacher C) hadn't completed this yet

so the subject tutor talked about their degree experience and what aspects they were studying. Using the audit some subject tutors (Subject Tutors A, E and F) asked the potential teachers to reflect on their strengths and areas they will need to develop for their subject. To consolidate this, four subject tutors (Subject Tutors A, D, E and F) asked the potential teachers to undertake additional subject based tasks to elicit further their subject knowledge. Subject Tutor F informed the potential teacher that not many potential teachers get the questions right, but part of the rationale behind giving these questions is to hopefully highlight for them the need to be aware of specific subject knowledge for the classroom.

Most of the subject tutors (not Subject Tutors E and G) asked about the experience the potential teachers had with pupils, either referring back to their own school days (Subject Tutor D), or the visits they had made into schools (Subject Tutors A, B, C, D and F), or how their work in schools (Subject Tutor F) had given them insights into pupils. Subject Tutor G however asked them to discuss how the subject was taught in schools and through this it was apparent that the potential teacher had spent some time in school, the potential teacher in interview B1 explained the difficulty he had had arranging a visit into school.

Most of the subject tutors asked the potential teachers about teaching itself. Some asked the direct question, 'why do you want to teach' (Subject Tutors A, E, D and F)? Some asked why they wanted to teach that particular subject (Subject Tutors C and E), about the qualities of a good teacher (Subject Tutor A), or what they understood teaching to be about (Subject Tutors B, C and D). Linked to this five

subject tutors asked the potential teachers to describe how they would teach an element of their subject to a particular group (Subject Tutors A, B, D, E and G). They were given a clear remit 'year 9' or 'mixed ability', 'topic' or 'introductory lesson'. Others were asked about extra curricular activities and citizenship in schools (Subject Tutors E and F). As many of the potential teachers were more mature they were asked to give a history of their career and how the subject related to the work they were doing or had done (Subject Tutors B, D and F), or how they maintained an involvement with the subject outside of work (Subject Tutor A).

There were additional aspects that were common across the interviews; most subject tutors gave the potential teachers the opportunity to ask questions which were very wide ranging. Some subject tutors talked about the logistics of the course, workload and school placements.

At the end of the interview many of the subject tutors explained that decisions would be made after consultation with the teachers and that any offer may involve conditions and they gave some indications as to what these would be (Subject Tutors B, D and F). Other subject tutors just thanked the potential teacher for the interview.

It was interesting to note that there were no explicit references to the personal qualities apart from Subject Tutor A. All the subject tutors though were confident after this short time that they could make a decision as to whether they would offer the potential teacher a place on the course or not. Most subject tutors just wanted confirmation from the teacher that they felt the same. The subject tutors had been

able to satisfy themselves on whether the potential teacher displayed the necessary personal and academic qualities to make a teacher and therefore would have:

...qualities of honesty, courage, care, fairness and practical wisdom...a continuing demand for commitment, enthusiasm and integrity as well as a high level of craft knowledge and practical wisdom. (Day 2000 p.112)

The subject tutors were:

...predicting the likelihood that candidates will have the passion, knowledge and personal qualities that will help them become professional educators. (McPherson 2002 p.1)

Coding had given the earlier conceptual groups; perhaps these are what the subject tutors are using to guide them to this decision? Some of these groups include 'tangible' data such as subject knowledge and understanding of teaching. However it also became apparent the level or degree of these varies. One potential teacher had several different experiences in schools and the opportunity to observe teaching; one had hardly any, but both were still both offered a place. General interview factors such as likeability (Keenan 1977; Delli and Vera 2003) could also be important. The subject tutor will be closely working with these potential teachers for a year?

Although communication skills were not referred to, it is one of the aspects they are asked to consider by the TDA when selecting teachers (TTA 2003 Requirement 1.8).

Two potential teachers did communicate poorly in the interview, one was very nervous, the other did not come across as being nervous but was unable to articulate ideas very clearly. These observations highlighted further questions and areas that could be further studied in the future. However from these observations it appeared that the subject tutor aspect of the interview process had three key purposes:

- To confirm and record academic requirements for entry onto the course.
- To consider the personal qualities of the potential teacher.

- To give the potential teacher the opportunity to ensure they have the information to make an informed decision about teaching and confirm that this institution is where to complete this course.

These aims mirror those which are given by the Institution to underpin the selection processes within individual departments (Appendix 6c) therefore it is encouraging that the evidence confirms that this is happening.

With refinement of the data it is suggested that there are six conceptual groups which have emerged as the subject tutors consider an applicant's potential. They are:

- Personal qualities
- Subject knowledge for teaching
- Enthusiasm for the subject
- Experiences of observing or working with pupils
- Knowledge of schools settings
- Knowledge of the teaching profession

Additionally it emerged that the 'amount' of experience or knowledge within the conceptual groups a potential teacher exhibited varied. It seemed that there was no clear pattern as to how much of these were expected of the potential teachers.

Subject tutors and validating emerging ideas

The analysis of the data suggested six key conceptual groups that the subject tutors were considering as they interview the potential teachers. To consider the validity of this it was decided to discuss these emerging ideas with two of the subject tutors. A very simple semi structured interview which was audio tape recorded was held

individually with two subject tutors. The tutors were asked if they could articulate what they considered when trying to assess whether the person being interviewed has the potential to become a teacher. They were also asked to reflect on how they collected this information during the interview. (This question was used to ascertain their thoughts before any suggestion of what the researcher had observed). They were then asked to consider the conceptual groups that emerged from the analysis and comment on how important they felt each was for a potential teacher:

- Personal qualities (including the ability to reflect on their own development)
- Subject knowledge for teaching
- Enthusiasm for the subject
- Experiences of observing or working with pupils
- Knowledge of schools settings
- Knowledge of the teaching profession

They were additionally asked to mark a cross on a continuum where they would expect a potential teacher to be at this stage of interviewing for each of these (Appendix 6d).

From the reflection both the subject tutors gave very similar answers. They explained they would expect the potential teachers to have an understanding of the subject they were going to teach. Subject Tutor P explained that whilst some subject knowledge was important, the understanding of the subject is more important. Subject Tutor Q referred to subject knowledge in terms of educational knowledge of the subject (what they would be teaching) rather than their own personal knowledge. Subject Tutor Q added that the potential teacher would need to talk about his/her subject

enthusiastically. Both suggested that the ‘amount’ of knowledge should be around degree level, but enthusiasm was placed much higher. They thought this information was elicited from the potential teacher through the questions they asked. Both subject tutors independently explained they would also be expecting the potential teacher to have some understanding of teaching. Partly, Subject Tutor P explained, so they knew that the potential teacher was making an informed decision and was aware of the realities of teaching. Subject Tutor P continued to expand on how they would expect the potential teacher to be able to reflect and think about what they have observed about teaching beyond a superficial level. When asked to indicate the ‘amount’ of teaching knowledge both placed this fairly low down suggesting they expected some at this stage but not much knowledge of teaching. Subject Tutor Q however said they would need to gain an impression that the potential teacher was also enthusiastic about teaching and not just enthusiastic about their subject.

Both subject tutors suggested that there was a third key element: did the potential teacher have the ability to hold the subject tutor’s attention throughout the interview. This was mentioned by Subject Tutor P in the context of the impression the potential teacher made on them during the interview, Subject Tutor Q talked of the ‘sense of presence’. Interestingly both subject tutors felt that initial ‘first impressions’ were certainly important but sometimes they did change their mind as the interview progressed and on occasions fundamentally re-evaluated their initial impression.

The subject tutors were asked about knowledge of school settings. Both agreed that they would expect some indication of knowledge of schools at this stage. When

asked about knowledge about pupils Subject Tutor P said this was fairly important they would expect them to have thought about this aspect, but Subject Tutor Q placed it lower and explained they felt that this aspect was taught on the PGCE course. The final theme was the ability to reflect. Subject Tutor P felt this was very important and interestingly had referred to reflection when discussing the potential teachers and their knowledge of teaching. Subject Tutor Q felt reflection was not as important at this stage.

Both subject tutors suggested that making the decision about an applicant's potential was a subjective one which they were very aware of and therefore strived to be objective. They felt it was important be able to explain and justify their decisions particularly if feedback was asked for if a potential teacher was rejected.

Using these findings to help validate and confirm some of the themes that had arisen and further inform this area of the research, it was apparent that the subject tutors were measuring the potential teachers:

- Subject knowledge for teaching
- Enthusiasm for the subject
- Knowledge of the teaching profession

The conceptual group about of knowledge of schools settings and interactions with pupils was seen to be less important. The personal quality of how engaging a potential teacher is, their ability to hold their attention was implied and their ability to reflect on their experiences was seen to be important.

Some practical issues arose with the collection of this data from the subject tutors. The logistics of the interview morning meant only one interview could be observed each time, this resulted in the collection of data being protracted. This could lead to factors which influenced the interview dynamics. At certain times in the year a subject tutor would have lots of vacancies on the course, whereas at other times they would have fewer, this may perhaps have meant the subject tutors are being more selective in the latter stages. One taped interview was difficult to hear and the interview had to be done again at a later date with a different applicant. One subject tutor was willing for the interview to be recorded but didn't want the researcher present so the tape was transcribed but no observational notes were made. The interviews were observed using the peripheral-member-researcher model, however, one subject tutor did ask for points of clarification and involved the researcher in the interview at the beginning, which was not an ideal start. Overall however, the subject tutors were cooperative in allowing the researcher to observe the interview as were the potential teachers.

Summary

From the analysis of these subject tutors' interviews two main ideas emerged. Firstly the interviews are semi structured in nature. Most subject tutors have a clear idea about what they were intending to ask. However interview questions were not rigid structured questions, the potential teachers came with a large range of experiences, and standard questions may not give the opportunity to highlight whether they indeed had the potential to become a teacher. They did not have a rating system as Blackman (2002) indicated a structured interview should have, and the interviewer

followed up initial answers to questions to probe deeper the responses. Blackman and Funder's (2002) study suggested that structured interviews are less useful in assessing personality which is important for considering teachers. The interviews likewise did not fall in the unstructured category. They were not about the here and now but about what the potential teacher had to offer. Barclay suggests that little factual information is gathered during an unstructured interview as the interview focuses on the:

...here and now: how the applicant responds to the stresses and demands of the interview itself. (Barclay 1999 p.137)

These interviews rather are semi structured in that they involved subject tutors asking:

...a series of structured questions and then probing more deeply using open form questions. (Gall et al 2003 p.240)

This gave the potential teachers the opportunity to:

... to say what they think and to do so with greater richness and spontaneity...(Oppenheim 1992 p81)

This would enable the subject tutor to reach a more informed decision as to whether the individual has the personal qualities to become a teacher.

The second emergent idea is that the subject tutor do not have a list of qualities that they are looking for, rather that there appears to be six conceptual groups of qualities which underpin this selection process. The subject tutors seem to be considering the potential teacher's.

- Personal qualities (including the ability to reflect on their own development)
- Subject knowledge for teaching
- Enthusiasm for the subject

- Experiences of observing or working with pupils
- Knowledge of schools settings
- Knowledge of the teaching profession

These findings do have resonance with the literature. Helsby (1995) and Hughes et al (1985), in their discussion of professionalism suggested having a high level of knowledge was a key aspect for a professional teacher. The subject tutors also consider the aspect of the potential teacher's knowledge, subject and teaching important.

Another key factor that professional teachers need, is make judgements from their own experience -the ability to reflect, which was highlighted in some of the interview observations.

Hattie (2003) found that passion about teaching and their subject was an important quality of good teachers. During the interviews these were qualities that the subject tutors did consider as they asked questions. They asked about the potential teacher's studies and also about how the subject was part of their present experiences and life, particularly with those who completed their degree several years ago. Shechtman (1998) included communication skills as essential which was implied during these interviews.

The next chapter seeks to draw together the findings from all three strands of the selection process and to develop these emerging themes which could help our understanding of this process further.

Chapter Seven

Emerging Ideas

Introduction

The purpose of the research was to investigate the selection of potential teachers by considering how the subject tutors satisfy themselves that each one has the appropriate personal qualities to become a teacher and begin a PGCE course. This was undertaken by considering three different elements. The first was the interviewing of the potential teacher by the subject tutor. The second was to observe the group interview undertaken by the practising teacher. The third element was to analyse what the potential teacher understood in terms of the qualities that would be expected of them as a teacher.

As previously stated the TDA establishes the basic requirements for progression onto a PGCE course. These requirements have been discussed and this particular requirement (R1.1) is what this study has endeavoured to consider:

R1.1 All providers must satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers.
(TTA 2003 p.61)

Whether a potential teacher meets this requirement is at the discretion of the institution and ultimately the subject tutor. The subject tutor has to make a decision whether a person has the potential to meet the QTS standards and qualify as a teacher. The guidance on what makes a teacher is both vague as well as subjective as Pring (1999) states:

There is no science of teaching rather it is an art as well as a moral enterprise requiring, no doubt reference to whatever the social sciences say, but above all deliberation and judgement, related to the specific context and indeed one's own strengths and styles as a teacher. (p.306)

Pratt et al (2001) suggest that different perspectives on teaching exist whilst others (Mortimore and Mortimore 1998; Challen and Byrne 2004; Arnold and Hughes 2005; Raffo and Hall 2006) suggest some of the qualities that are required of teachers. However there remains no single definition of the qualities required by teachers, that definition is contextually bound and embedded within one's own constructs. McNamara (1986) states:

Research has not established the truth of what is the personality of the effective teacher, only the intractable nature of the problem. (p.33)

Initial conversations with subject tutors and teachers about how they 'know' a potential teacher has the personal qualities, produced comments such as 'you just know' and 'gut feeling' to 'imagining them in a classroom'. This study therefore aimed to provide some insights into these qualities which a potential teacher needs, within the context of the research institution.

Overview of analyses- subject tutors and teachers

Analysis of the subject tutor interview produced some interesting observations. The first observation is that, all the subject tutors follow a similar format for the interviews with the potential teachers. They all used semi structured interviews. They know what information they need to obtain during the interview but they are flexible in how this is collected of this and the direction the interview takes. It also emerged that despite the different subjects there was consistency with the questions and activities the subject tutors used during the interview. The key difference being the

subject related tasks. All the interviews did have specific subject tasks. Music for example asked their potential teachers to play instruments; Science used models and apparatus to question the potential teachers, whilst Design and Technology required the potential teachers to bring their portfolio with them. Mathematics and Music used subject tests. Audits were completed in all subjects.

The coding and subsequent analysis of the subject tutor interviews highlighted that the personal qualities of the potential teachers were not explicitly addressed. It appeared that the subject tutors made their decisions from the questions and activities the potential teacher was asked to respond to. Some of these activities were prepared before they came for interview, some prior to the subject tutor interview, and some during the interview itself. What did appear was that across the subjects there was some consistency in what conceptual groups of information the subject tutors were considering.

These are:

- **Personal qualities (including the ability to reflect on their own development)**
- **Subject knowledge for teaching**
- **Enthusiasm for the subject**
- **Experiences of observing or working with pupils**
- **Knowledge of schools settings**
- **Knowledge of the teaching profession**

What also emerged from the analysis was that although these were the conceptual groups that the subject tutors considered there were differences in the degree to which the potential teacher exhibited these qualities. Some potential teachers had a lot of school experience whereas others had very little but that one aspect in itself was not the sole factor for the decision made. This emerging idea was discussed in individual interviews with subject tutors. They were asked to consider how much of each of these conceptual groups they expected from the potential teachers. A continuum was provided to support this activity (Appendix 6d).

One of the key premises of using grounded theory as a methodology is the concept of theoretical sensitivity; which Glaser (1978) refers to as conceptual rather than concrete and relies on the personal quality of the researcher and the understanding of the subtleties of the data - the process of developing insight into the research situation. Strauss and Corbin (1990) call this the creative aspect of grounded theory and again stress the need to consider the emergent themes at a conceptual level. Strauss and Corbin suggest a series of questions that the researcher needs to ask of the data to ensure that this creativity is embedded in the data and not purely in the mind of the researcher. Using theoretical sensitivity to interpret the data a model has been suggested to highlight how these conceptual groups and the degree to which the potential teacher exhibits them can be illustrated. This will help explain how the subject tutors satisfy themselves about the potential of a particular applicant.

A useful analogy to this model comes from the well known board game-trivial pursuits. In this game players move round a board answering questions, if they get a

particular question correct they are given a small triangular piece which they place inside a circle, the object of the game being to collect as many triangles as possible and fill this circle first thus winning the game. Similarly the subject tutor is asking questions of the potential teacher to elicit information about their strengths in the six qualities below

- **Personal qualities (including the ability to reflect on their own development)**
- **Subject knowledge for teaching**
- **Enthusiasm for the subject**
- **Experiences of observing or working with pupils**
- **Knowledge of schools settings**
- **Knowledge of the teaching profession**

Each reply enables the subject tutor to metaphorically add this piece of information towards their construct of what they consider essential for a teacher (equivalent to adding a triangular piece onto the circle). If by the end of the interview the potential teacher has appeared to exhibit sufficient of these qualities, they would be offered a place on the course (filling the circle). Unlike the game however each of the six elements that the subject tutors expect to see in a potential teacher does not appear to have equal weighting and expectation can vary between the potential teachers.

This theory is illustrated using diagrams 7a to 7e. Diagram 7a shows a potential teacher who exhibits all the different qualities that the subject tutors require in equal measure and would be offered a place on the course. Diagrams 7b and 7c depict

potential teachers who would be offered a place on the course but have differing amounts of each of these qualities. Diagram 7d shows a potential teacher who whilst there is some evidence that they have some of each of the qualities the amount is not sufficient to enable the subject tutor to satisfy themselves they have the potential to teach at present. Finally 7e indicates a potential teacher that does not possess all the necessary qualities to be offered a place on the course.

Diagrams 7a to 7e illustrating pictorially the interview outcomes

The following 5 diagrams illustrate the possible qualities of the potential teachers. Each potential teacher must have qualities that fill the circle to be offered a place. The numbers of each segment refer to the 6 qualities that it has been indicated the subject tutors are looking for. The white space (7) is where they fail to have sufficient of the qualities.

Legend

- Personal qualities (including the ability to reflect on their own development)
- Subject knowledge for teaching
- Enthusiasm for the subject
- Experiences of observing or working with pupils
- Knowledge of schools settings
- Knowledge of the teaching profession
- Shortfall in the expected qualities.

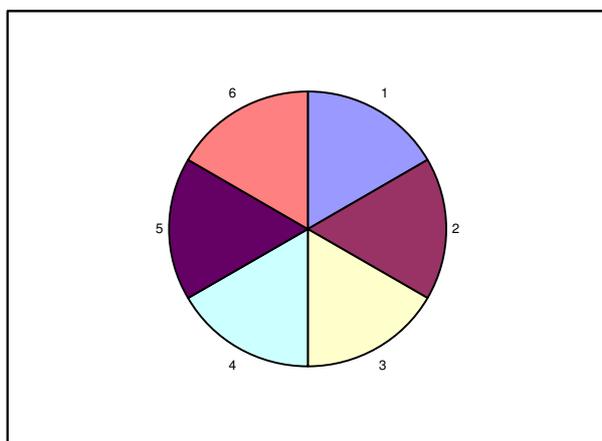


Diagram 7a shows a potential teacher who exhibits all the different qualities that the subject tutors require in equal measure and would be offered a place on the course.

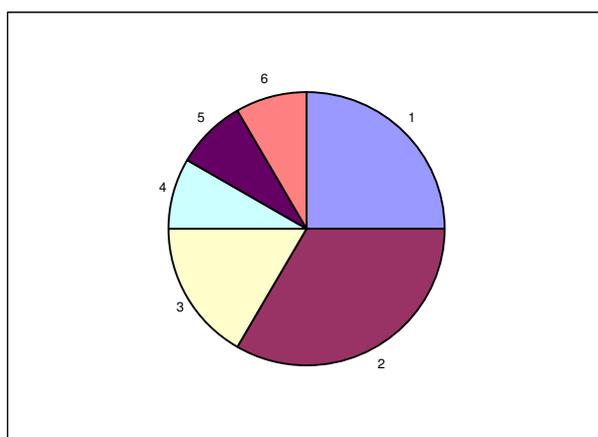


Diagram 7b depicts a potential teacher who would be offered a place on the course but has different levels of the qualities.

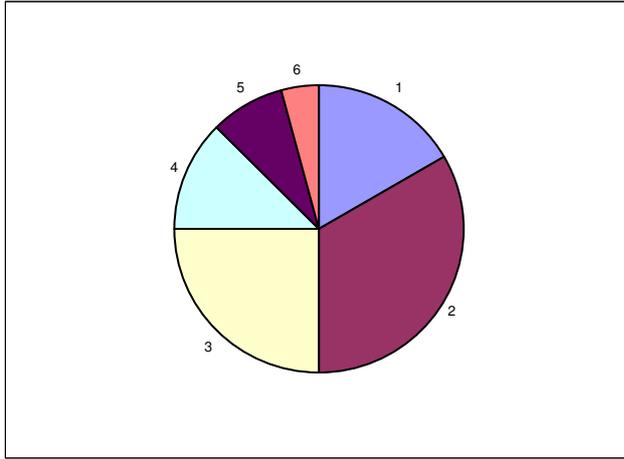


Diagram 7c depicts a potential teacher who would be offered a place on the course but has different levels of the qualities.

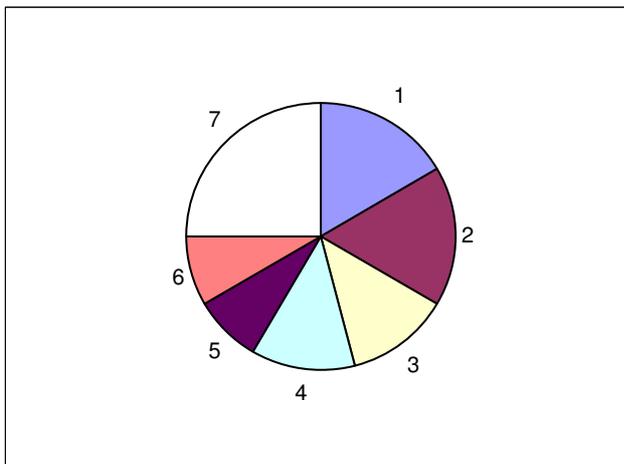


Diagram 7d shows a potential teacher who, whilst there is some evidence that s/he has some of each of the qualities, does not have sufficient to enable the subject tutor to feel that s/he are ready to begin the PGCE. course.

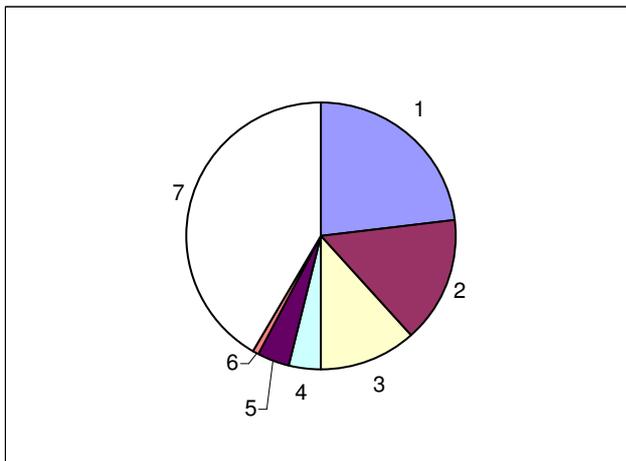


Diagram 7e indicates a potential teacher that does not possess all the necessary qualities to be offered a place on the course.

Once the subject tutor has interviewed the potential teacher they discuss their impressions with the practising teachers. Although this activity usually confirms the subject tutors decision there are instances where this discussion leads to a change in the decision or additional conditions added to the offer. How well does the teacher expectations match with what this suggest the subject tutors are considering? These teachers were considering the potential teachers in a group situation and have less time and little opportunity to question each potential teacher directly. From the analysis both of the information the teachers gave and the observation of the group interview it emerged that they expected a potential teacher to possess the following factors:

- **Personal qualities**
- **Vocational qualities**
- **Knowledge of their subject.**
- **Some knowledge of teaching**

They did consider qualities more explicitly partly due to the nature of the activity they managed. There is however some correlation between what the subject tutors and teachers are expecting from the potential teachers which is summarised in Table 7f.

Table 7f. Comparison between the subject tutors and teachers perceived qualities for potential teachers.

Subject Tutors perceived qualities for potential teachers	Teachers perceived qualities for potential teachers
Personal qualities (including the ability to reflect on their own development)	Personal qualities Vocational qualities
Subject knowledge for teaching	Knowledge of their subject
Enthusiasm for the subject	<i>This is included in the category of</i> Knowledge of their subject
Experiences of observing or working with pupils	<i>This is included in the category of</i> Some knowledge of teaching
Knowledge of schools settings	<i>This is included in the category of</i> Some knowledge of teaching
Knowledge of the teaching profession	<i>This is included in the category of</i> Some knowledge of teaching Vocational qualities

The table indicates that both the subject tutors and teachers consider some personal qualities. With the teachers these qualities were divided into two conceptual groups personal qualities and vocational qualities, whereas for the subject tutors these qualities were all in the same conceptual group. Both felt that subject knowledge was important although the teachers did not get the opportunity to explore this very deeply with the potential teachers. The subject tutors indicated subject enthusiasm as essential, whereas the teachers expected to see, from the potential teacher, evidence of enthusiasm but more generic than subject based.

Both the subject tutors and the teachers considered 'knowledge of teaching' as being essential. In the analysis of the subject tutor interview this quality was divided into three more specific groups, experiences of observing or working with pupils, knowledge of schools settings and knowledge of the teaching profession, whereas for the teachers this formed one conceptual group.

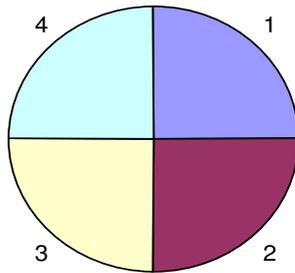
There were some small differences in what the subject tutors and teachers considered. These differences could be explained by the different nature of the group and one to one interview. The subject tutor's interview being specific from a subject specialist, the teacher holds a more generic interview to help support the subject tutors in their decision. The different activities will produce slightly different but complementary outcomes. Alternatively or perhaps additionally it could be due to the different methods of data collection which caused these differences to emerge. The evidence however suggests that the teachers and subject tutors do have congruence in what they perceive will satisfy themselves that a potential teacher has the personal qualities to become a teacher.

A model for the teacher's decision

Could the model suggested to explain the subject tutors overall decision be adapted for the teacher's? Analysing this data emanating from the teachers the quality of enthusiasm was often suggested. Some teachers referred to 'enthusiastic' and some to 'very enthusiastic'. This suggests that there is agreement that it is a useful requirement, but the perception of how much is expected does differ between teachers. This implies the teachers could like the subject tutors have their own expectations of what the potential teacher has to exhibit to enable them to decide whether they have the potential to make a teacher. The same model could be applied to the teacher data. This circle would contain the four conceptual groups of qualities; personal qualities (1), vocational qualities (2), knowledge of their subject (3) and some knowledge of teaching (4). As long as all four are present the actual amount might differ. Diagrams 7g and 7 h below illustrate outcomes for two different

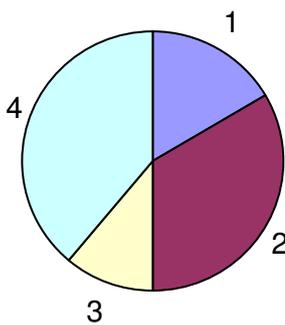
potential teachers. Both satisfied the teacher they have the potential to become a teacher but they have demonstrated different ratios of the qualities.

Diagram 7g. One permutation of the model of a decision from the teachers.



In this diagram 7g the potential teacher will have equal amounts of each of the four qualities, the teacher expects them to exhibit.

Diagram 7h. A different permutation of the qualities.



This potential teacher will have differing amounts of each of the four qualities that a teacher would expect to see.

Potential teacher analysis

The third group the research considered was that of the potential teachers. These potential teachers do not arrive at the interview with no prior knowledge of teaching. Most will have been taught by teachers and as they are making an application to teaching it is to be hoped that they will have considered why they have applied as well as completing the pre interview tasks. A study by Turner and Turner (2000) showed that those who had done some preparation towards the interview were more likely to be offered a place on a PGCE course. Interestingly grounded theory relies on observing the participants realities, whereas Hall and Callery (2001) argue that the participants may not be exhibiting their reality but what is expected of them during the interview. They may be trying to answer what they think we want, not what they have constructed as their own reality. This research into their ideas was to try and understand what qualities they think a teacher requires, whether this is their own reality or they are expressing what they think we want is difficult from this study to ascertain.

The analysis of their responses however, highlighted the four groups of qualities that they felt teachers should hold.

- **Personal qualities**
- **Vocational qualities**
- **Generic qualities**

- **Professional qualities**

This suggests that the potential teachers do come to the interview with a clear idea of what qualities they think a teacher should have. Those suggested do mirror those referred to in various studies of teaching qualities and they have congruence with what both the teachers and subject tutors consider important. There are differences in emphasis which could again be related to the method of data collection and also to the inexperience of the potential teachers. These potential teachers are prospective teachers not yet fully conversant with the whole expectations of a professional teacher. If, however they have this knowledge prior to the interview they will want to project these qualities during the interview to hopefully persuade the subject tutors and teachers that they do have the necessary qualities to become a teacher. Perhaps the subject tutors need to ensure they can delve beyond this 'projection' and assess the 'real' person beneath.

Emerging ideas

There are five ideas that have emerged from this data. The first is that the interviews are semi structured in nature and that there are similarities on how the subject tutors conduct them.

The second is that there are six conceptual groups (personal qualities -including the ability to reflect on their own development; subject knowledge for teaching; enthusiasm for the subject; experiences of observing or working with pupils; knowledge of schools settings and knowledge of the teaching profession)

that the subject tutors appear to consider when satisfying themselves about the potential an applicant has to become a teacher.

The third is that the teachers appear to consider four conceptual groups (personal qualities; vocational qualities; knowledge of their subject and some knowledge of teaching) in making their decisions and there does seem to be congruence between what the subject tutors and teachers are considering.

These two themes have highlighted a fourth issue. This is that there appears to be a certain level of each conceptual group of qualities that the potential teacher must have, but how much of each is not fixed for individual potential teachers. This is particularly relevant. There are several places on each of the PGCE courses and as previously indicated there are no specific criteria for a 'teacher'. This means teachers do vary and can be effective despite these differences. It is important for the profession to have this diversity and the flexibility to recruit potential teachers that are different and not all identical, to maintain this diversity within the profession.

The fifth idea is that potential teachers come with a clear idea of what the expectations are in terms of qualities required for teachers and that these qualities have congruence with similar research findings and with those of the subject tutors and teachers. These include personal qualities; vocational qualities; generic qualities and professional qualities.

Appendix 6e shows the similarity of these conceptual groups highlighted by the potential teachers, teachers and subject tutors in the study.

Grounded theory suggests that the theories that can be generated from analysis of the research are either substantive or formal. The five emergent ideas above are substantive in nature, in that they are relevant to the area studied and contextually bound. These ideas fit the data collected in that constant reference back to the original data has ensured the categories are grounded. They could be modified with further study enabling them to be developed further. To gain further credibility and to be developed into substantive theories they would need to be further tested and explored both within the research institution as a positivistic study or in different institutions.

Summary

This study has highlighted some of the processes involved in the selection of potential teachers. There are similarities across the different subjects in the format of the interview and in what subject tutors consider as important in their decision making. It has shown some emerging ideas in what both teachers and subject tutors are considering to satisfy themselves that a particular applicant has the potential to become a teacher. It has shown that there is some congruence in what the subject tutors and teachers consider important and that the potential teachers are not passive but also have an understanding of what qualities are expected of them as teachers. It has also emerged that both subject tutors and teachers have some flexibility about the

ratios of the differing qualities each potential teachers needs. A model has been suggested to illustrate how this process appears to occur during the interviews. Whilst these fascinating ideas do give greater insight into the interview process, they are only tentative at this stage. The opportunity to develop them further into substantive theories is an interesting possibility.

Shechtman (1998) concludes that:

...in our studies, the overall impression was always the best predictor of teacher success. Teaching is such a complicated processes that it may be unwise to look for specific traits or skills. (p.15)

The study has shown that teachers and subject tutors are making an overall impression as to whether the potential teacher could be successful at attaining the standards for Qualified Teacher Status. It appears that there are several qualities that can be sought to and it is an overview of all of these rather than searching for specific amounts of these qualities.

Chapter Eight

Conclusions

This study set out to investigate the processes which lead to decisions being made as to whether a potential teacher has the qualities to achieve the Qualifying to Teach Standards and subsequently become a teacher. These decisions are being made by the subject tutors and practising teachers when interviewing potential teachers for a PGCE at a higher education institution. The study was carried out over a four year period.

The impetus for the study was to try and discover how the subject tutors and teachers were able to match each potential teacher against the TDA's guidance (requirement R1.1 and subsequent revisions) for initial trainee teachers which requires:

...all providers must satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers. (TTA 2003 p.61)

This research is a study of how one institution responds to this aspect of the ITE requirements. Both the volume of 180 initial teachers recruited annually and the retention figures suggest that there is some good practice occurring but would benefit from further consideration. This small scale study hopes to address the comment from Delli and Vera (2003) that:

...a substantial void exists in the educational research arena addressing this important administrative function. (p.137)

and that of Challen and Byrne (2004) that:

... there appears to be little research into how accurately recruitment procedures can identify candidates with the potential to acquire or refine those skills and attributes which will enable them to become effective beginning teachers... (p.3)

Winter et al (1998) used simulated situations to generate some understanding of the selection process; this study takes this a stage further by exploring actual situations where real decisions are made. The study of the selection process of initial teachers is subtle and complex, requiring an interpretative study. With 20,300 potential secondary teachers beginning a training course annually (TDA 2009) it is important that this aspect of the selection of teachers is as informed as possible.

Glaser (1992) recommends that the researcher using the grounded theory methodology enters the field with:

...abstract wonderment of what is going on that is an issue and how it is handled. (p.22)

This is how the research began; issues relating to the selection process emerged when the area was initially considered. Issues such as; what does it mean to have the 'potential to become a teacher', what are the key qualities that the potential teachers require? Are the subject tutors and teachers consistent in what they are considering? This grounded theory methodology was the preferred methodology to investigate the processes operating in these selection interviews. The rationale for using grounded theory was mainly because there were no 'testable hypotheses', informed by research, to verify or disagree with. What was needed was a credible, systematic method to inform a research journey into this area.

One of the first elements it was hoped that would emerge from the study was an understanding of the format of subject tutor interview. Although some studies highlight misgivings about these interview process, for example Barclay (1999) who suggests that the interview process is flawed:

Interviewing is still the most commonly used method of selection in employment, in spite of the fact that many studies have shown it to be a very flawed technique. (p.134)

However the TDA does require that all potential teachers are interviewed, this study considered what form these interviews take and whether they are consistent across subjects. With grounded theory the researcher should never to ask questions directly of those who form part of the research study as this may give bias in the data (Glaser 1992). Therefore observational methods were used to collect data for this element of the research. Initial analysis of these observations of the subject interviews indicated that all the subject tutors used a semi structured format. This enables them to have some structure to ensure certain information is obtained during the interview, but also is flexible to allow for the different experiences of the potential teachers to be explored. What also emerged was that it became apparent from these observations that the subject tutors and teachers made their decisions about the potential teachers very quickly. This implies they were able to process the information quickly, and that they all have a construct of what they are expecting when interviewing these potential teachers.

The interview as a selection mechanism

It is a requirement that all potential teachers undergo an interview before they can be offered a place on the course. A useful definition of a selection interview is suggested by Eder and Harris (1999):

The employment interview is defined as an interview-applicant exchange of information in which the interviewer(s) inquire(s) into the applicant's (a) work-related knowledge, skills, and abilities (KSAs); (b) motivations; (c) values; and (d) reliability, with the overall staffing goals of attracting, selecting and retaining a highly competent and productive workforce. (p2)

Chambers and Roper (2000) from their research suggest that interviews can be used for PGCE applicants but offer the following suggestions:

...the interview procedure must be rigorous; the university tutor and teacher-tutor must make every effort to assess the quality of the candidates' motivation to teach and commitment to the profession. Before reaching the decision to offer a place on the course, they must be as sure as they can that the candidates are not covering up any doubts that they may have and that their perception of the reality of teaching is reasonably accurate. (p33)

...students expect and demand that the interview should be rigorous and challenging; their motives for entering the profession should be examined in detail; they want it to be tough. (p39)

Similarly Turner and Turner (2000) concluded from their study:

...we remain convinced that the interview serves an important function in trying to identify individuals who, although on suitably qualified on paper, may be unable to interact effectively with people or who lack the commitment to teaching. (p173)

From this research study it seems that the interview process is an intrinsic aspect of the selection process and is effective in enabling subject tutors to satisfy themselves that a particular applicant has the potential to become a teacher. It allows subject tutors to match their expectations to those exhibited by each potential teacher and reach a decision. It does appear to be an effective mechanism when used alongside

the other aspects of the selection process, however there are possibilities for the institution to develop this further as be discussed later.

Potential to teach

A range of methods were used to try and address how the subject tutors were able to satisfy themselves about the potential an applicant has for teaching. These methods include free essay activities, observation and semi structured interviews. Research into the literature in this area confirms this is a complex area. There is no simple definition of a teacher that is 'owned' by the teaching profession, the research suggests that this definition is constructed from one's own experiences and understandings. The role of the subject tutors and practising teachers in this selection exercise is to select potential teachers who have the qualities to become teachers but not necessarily a copy of the tutor's construct of an ideal teacher. Pratt (1997) suggests that teachers' conceptions of teaching are associated with their own beliefs and intentions and developed the Teaching Perspectives Inventory to help classify different teaching perspectives. Collins et al (2001) using this tool found that the majority of school teachers fell into the nurturing perspective. This perspective assumes a teaching perspective that long-term, hard, persistent effort to achieve comes from the heart, as well as the head. It describes how teachers enable pupils succeed by helping them understand they can succeed at learning; that their achievement is a product of their own effort and ability, and that they will be supported by their teachers. These teachers promote a climate of caring and trust, helping pupils set challenging but achievable goals, and providing encouragement and support, along with clear expectations and reasonable goals for all learners.

Additionally the assessment of pupils' learning considers individual growth or progress as well as absolute achievement (adapted from Collins et al 2001). This description of the nurturing perspective is very much in line with one the GTC's key statements of professional values.

Teachers place the learning and well-being of young people at the centre of their professional practice. (2006 p.2)

The TDA in statement R1.1 and the revised standard 1.4 mention appropriate personal and intellectual qualities required to become a teacher. What are these qualities that teachers and subject tutors are searching for when they are selecting potential teachers? Helsby (1995) explored the concept of professionalism and found there were the key factors that teachers associated with their understanding of being a professional. Similarly Hughes et al (1985) considered the concept of professionalism in teachers. Mortimore and Mortimore (1998) suggested a range of skills that are critical to the daily functioning of a teacher, which were outlined in chapter two. Other authors (Turner and Turner 1997 and 2000, Day 2000 and Younger et al 2004) all discuss this area and an overview of these was summarised in Table 2d.

The analysis of the selection process highlighted some interesting themes about the qualities that are seen as important by the subject tutors and practising teachers. From the observation of the subject tutor interview there appears to be consistency across subjects in what they consider important. The analysis of these interviews indicated that there were key elements which are essential for the potential teachers to have and these are:

- Personal qualities (including the ability to reflect on their own development)
- Subject knowledge for teaching
- Enthusiasm for the subject
- Experiences of observing or working with pupils
- Knowledge of schools settings
- Knowledge of the teaching profession

It also appears that the practising teachers have a similar understanding of what they consider the requirements for potential teachers are, although with some variations from those of the subject tutors. The qualities they indicated as important are summarised as:

- Personal qualities
- Vocational qualities
- Knowledge of their subject.
- Some knowledge of teaching

An additional factor emerged from this study, which was that there appeared to be flexibility as to how much of these qualities the potential teacher needed to possess. It appears that there is a base line requirement for each quality which every selected potential teacher must have but beyond this it can vary. This emergent idea has led to the proposal of a simple model to illustrate and explain this concept.

The research also clarified that these potential teachers do have their own construct of a teacher. Analysis of the potential teacher data implies that they have a clear understanding of the qualities a teacher needs. They were able to give a

comprehensive range of these qualities, which are comparable with various research findings into good teachers. Flores (2001) suggests that this knowledge is mainly constructed from the teachers whom have taught them. What she also found in her study which corroborates similar findings (Knowles 1992 and Zeichner and Gore 1990) is that:

...teacher education programmes have little effect on new teacher's professional behaviour. (Flores 2001 p.145)

This suggests that it is critical to select individuals who do have these values required by the teaching profession during this selection process.

Grounded theory as a methodology

The principles of grounded theory provide a sound methodological strategy for the researcher who wishes to construct general models of practical applicability from within the interpretative paradigm. (Taber 2000 p.483)

Using grounded theory as a research methodology was an interesting choice. It is a methodology that has been used to generate theory where there is little already known (Goulding 1998). It was a difficult methodology to use for the first time for this research study. One of the main problems is that grounded theory is still an evolving methodology. It began with Glaser and Strauss in 1967 and then developed in different directions Strauss and Corbin taking the methodology in one direction and Glaser in a different one. There have also been other interpretations subsequently developed. The grounded theory methodology in this study was based on that offered by Charmaz (2000, 2003 and 2006). Her interpretation of grounded theory felt to be one that seemed to have resonance and 'fit' with this particular study and researcher. It also provided:

...a set of clear guidelines from which to build explanatory frameworks that specify relationships among concepts. (Charmaz 2006 p.510)

It was a difficult method to use as a novice researcher and as the research progressed it became more complex. The data collection, analysis and formulating of ideas began to take place simultaneously and before an understanding of the area has been developed through the research into the literature. This was as Backman and Kyngäs (1999) imply:

...problematic for the researcher, because it may cause difficulties in shaping the research process as a whole. (p.148)

An analogy came to (the researcher's) mind to describe how this research process felt. Picture a beautiful clear pond that invites further investigation. The pond appears clear but as the researcher wades in it suddenly becomes very muddy and nothing can be clearly seen. Perhaps standing still in the pond long enough may cause it to clear again but nothing will be learnt, so instead, stones on the bottom of the pond are being randomly picked up and microscopically inspected to see if anything can be found. There are things; some can be identified, some cannot, but the whole sense of how the pond interacts together escapes the researcher. This is a picture of this novice researcher felt grappling with grounded theory. Heath and Cowley (2004) suggest that this novice researcher should set aside anxieties about whether they are doing it right and adhere to the central principles of grounded theory, they go on to argue that the purpose of grounded theory is not to discover **the** theory but **a** theory which aids understanding of the area investigated. This can be aided by one of the key tenets of grounded theory - theoretical sensitivity, to take emergent ideas and build theories. This theoretical sensitivity is generated by consulting the literature both on the grounded theory methodology and how to code

the data and also the researcher's own experience. (In this study, working in the area over 20 years will hopefully give the researcher the sensitivity to understand and perhaps provide contexts for the data collected). This research has used the grounded theory methodology and generated some emerging ideas. The next stage would be with further study to develop these into substantive theories, as suggested by grounded theory methodology.

Validity

The study has endeavoured to ensure that there is validity of findings. The methodology has been described; the findings and subsequent model developed are grounded in the data by a constant process of comparing the outcomes with the actual data collected. This cyclic nature of the methodology ensures that the data is considered from:

...various vantage points as a means of methodological triangulation. (Taber 2000 p.470)

Hitchcock and Hughes (1989) argue that findings from case studies can only claim any validity in the context of that particular study, although they may provide insights of wider value. Taber (2000) however suggests that grounded theory:

...is intended to lead to predications which may be subject to traditional experimental and statistical testing. (p.469)

The qualities that have arisen from the research and are considered essential factors for potential teachers to possess by the subject tutors and practising teachers have emerged from different but related studies so it would suggest that they should have validity.

Emergent ideas

This study has also highlighted some emerging ideas, within the context of the research study.

- The first emerging idea is that the interviews are semi structured in nature and that there are similarities on how the subject tutors conduct them.
- The second idea is that there are six groups that the subject tutors appear to consider when satisfying themselves about the potential a particular applicant has to become a teacher.
- The third is that the teachers appear to consider four groups in making their decisions and there does seem to be congruence between what the subject tutors and teachers are considering.
- The fourth is that there appears to be a certain level of each group of qualities that the potential teacher must have, but how much of each is flexible for individual potential teachers.
- The fifth idea that the research has highlighted is that potential teachers come with a clear idea of what the expectations are in terms of qualities required for teachers and that these qualities have congruence with similar research findings and with the teachers. (See Helsby 1995; 1996 and Mortimore and Mortimore 1998)

Additionally the research has shown that there does seem to be congruence between the elements that the subject tutors and practising teachers feel are essential. A possible model of how these elements may be considered has also been suggested. These emerging ideas could now be subjected to traditional positivistic methods to discover if they could be developed into substantive theories within and perhaps

beyond the research institution. As the selection of potential teacher is specific within higher education providers due to the requirements from the TDA these findings may have wider value within this field. That however would be for the reader to decide, Kvale (1996b) states that the onus is on the reader to make a judgement whether:

...the findings from one study can be used as a guide to what might occur in another situation. (p.233)

Implications for the institution

This research has highlighted some of the activities that are occurring as the potential teachers are interviewed. It indicates that the interviews across the subjects are semi structured in nature. This allows the subject tutor to be able to satisfy themselves about the potential of a particular applicant, but gives them the flexibility to consider the different nature of each of the interviewees. The research suggests that the subject tutors are considering the same things; perhaps a direction for the institution would be to consider what these findings show and how this could help develop individual tutor's practice. It would be useful to consider the model and discover if this would help in giving a more formal basis on which the decisions are made. This could be then used to give more informative feedback to unsuccessful potential teachers. Additionally if the potential teachers were tracked through the PGCE course it could give further information of key qualities that enable the potential teacher to successfully complete the PGCE. It would be interesting to discuss what the subject tutors would expect to see in each of these groups of qualities which may again make the selection process more rigorous. The research has also highlighted that the potential teachers come with qualities that they perceive are essential and as

subject tutors it is important to be aware of the need to uncover the potential teacher's ideas further.

One possible development is that subject tutors could consider interviewing across subjects or perhaps together. There are similarities in what the tutors are asking - apart from specific subject knowledge- and in what is being considered. The research also indicates that whilst the role of the practising teacher is important could their role be developed further, perhaps interviewing more directly with the subject tutors?

One aspect which would be interesting to develop further is to track those potential teachers not offered a place on the course. Are they subsequently offered a place elsewhere? Do they complete a PGCE? Does this help inform our own selection processes?

The emergent ideas that this research has highlighted could be used to help the subject tutors to consider the selection process and in further detail discuss whether the systems could be enhanced further.

The future

It would be exciting and informative to explore further, whether these ideas can be developed. Is the model a good representation of the process? Are these findings indicative of the PGCE selection process across the country or confined to the research institution? Would the circle model provide a mechanism to record the outcome more systematically? These were additional questions that began to form as

the research developed but were too difficult to incorporate into this study. Day (1999) argues that using grounded theory does raise more questions than it answers, but that this is of considerable merit as it forces the researcher to consider the nature of research-what we are doing and how. These questions would additionally require investigating the potential teachers further, are they consciously projecting an image based on their own constructs of a teacher? Do the tutors and teachers hold the nurturing perspective of teaching, the analysis seems to imply this, but is this the norm in secondary education in England? Can the decisions of subject tutors be more predictive, can they indicate who would be a satisfactory teacher and who will be an effective teacher?

Summary

In summary this study has provided a greater understanding of the processes involved in the selection of potential teachers with the research institution. The potential teachers arrive with their own constructs of what qualities a teacher should have -this may help them in projecting these qualities to the subject tutors and teachers during the selection process. It appears that there is consistency in what the teachers and subject tutors consider as essential requirements and these have resonance with other research studies into the qualities of teachers. It has also highlighted areas that still await more detailed study, before we fully understand this process. As McPherson (2002) states:

...predicting the likelihood that candidates will have the passion, knowledge and personal qualities that will help them become professional educators...
(p1)

is like 'searching for angels'. This study has highlighted some of the processes that help in the search for these 'angels' and a suggested model which the 'gatekeepers' use but which they often refer to as 'gut feelings'.

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Appendix 1a
The GTC Statement of Professional Values and Practice for Teachers.

The five areas include.

- First and foremost, teachers are skilled practitioners.
- Teachers place the learning and well-being of young people at the centre of their professional practice.
- Teachers respond sensitively to the differences in the home backgrounds and circumstances of young people, recognising the key role that parents and carers play in children's education.
- Teachers see themselves as part of a team, in which fellow teachers, other professional colleagues and governors are partners in securing the learning and well-being of young people.
- Teachers entering the teaching profession in England have met a common professional standard.

General Teaching Council for England (GTC) (2006) The GTC Statement. The Statement of Professional Values and Practice for Teachers. www.gtce.org.uk

Appendix 1b
Comparison of 2003 and 2007 ITT Requirements Guidance

2003 Requirement	Amplification	2007 Requirement	Amplification
R1.1	Potential to reach the Standards All providers must satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers.	R1.5a	Have the intellectual and academic capabilities needed to meet the required qualified teacher status (QTS) standards
		R1.5b	Possess the appropriate qualities, attitudes and values expected of a teacher.
R1.2 & R1.3	GCSE requirements All providers must ensure that all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics (R1.2). All providers must ensure that all entrants born on or after 1 September 1979 who enter primary or Key Stages 2/3 training have achieved a standard equivalent to a grade C in the GCSE examination in a science subject (R1.3).	R1.1	That all entrants have achieved a standard equivalent to a grade C in GCES examination in English and mathematics, and that all who intend to train to teach pupils aged 3-11 additionally, have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.
R1.4	Physical and mental fitness to teach All providers must ensure that all entrants have met the Secretary of State's requirements for physical and mental fitness to teach, as detailed in the relevant circular.	R1.5d	Have met the Secretary of State's requirement for physical and mental fitness to teach
R1.5	Suitability to teach	R1.3	That all entrants have been subject to a Criminal

	All providers must ensure that systems are in place to seek information on whether entrants have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that entrants have not previously been excluded from teaching or working with children.		records Bureau enhanced disclosure check and/or any other appropriate background check
R1.6	Use of English All providers must satisfy themselves that all entrants can read effectively and are able to communicate clearly and accurately in spoken and written Standard English.	R1.5c	Can read effectively and are able to communicate clearly and accurately in standard English
R1.7	Degree requirements All providers must ensure that, in the case of postgraduate courses of initial teacher training, entrants hold a degree of a United Kingdom higher education institution or equivalent qualification. (Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE level 3.)	R1.2	That, in the case of graduates qualified teacher status (QTS) courses of initial teacher training; all entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification.
R1.8	Interviews All providers must ensure that, as part of the selection procedures, all candidates admitted for training have taken part in a group or individual interview.	R1.4	That all entrants, as part of the providers selection procedures, have take part in an interview designed to assess their suitability to teach

Appendix 1c
Extract from the Institutions' Admissions Policy
Interview Format

There are three main aspects to the Interview.

Introductory talk

An Initial talk is given to all the candidates about the course structure, assessment, QTS, financial incentives etc. The CRB procedure is also explained.

Teacher Interview

This is a group interview with a practising teacher. This will last about 30 mins and the teacher will ask them to speak in front of the group and then discuss an issue. A brief comment about each candidate will be written and time permitting will give verbal feedback to the tutors and/or Admissions Tutor.

Subject interviews

This is at the discretion of the tutor who may want individual and or group interviews with the candidates. There are guidance questions and tasks available in the appendix of this document. It is recommended that the subject tutor suggests that they would be expected to build up some subject knowledge in their areas of weaknesses prior to joining the course. Tutors begin to compile an overview of the candidate for a needs analysis if a place is offered on the course. All candidates will be asked to bring copies along with the originals of their degree and GCSE qualification certificates. If this is not the case they will need to ensure copies are taken. Any pre tasks are collected in and along with the interview tasks used to form a decision about the candidate.

Administration

During the morning the candidates are required to complete the following

Generic interview detail sheet with literacy exercise

Subject tasks

Additionally

CRB Clearance Forms

GTC forms and

Health declaration forms will be completed and collected.

Guidance for Teacher Interviewer and Teacher Exercise

You will have the group for half an hour and two groups during the morning. During this time you need to complete a short exercise, which will enable you to gain an impression of how you feel the candidate is suited to teaching. The details of the exercise are shown below. If you have any time left you can either discuss one of the two questions below, or add your own or alternatively provide an opportunity for them to ask you questions about teaching.

At the end of the session you will need to complete a short comment about each candidate. This might include notes on how they could speak in front of the group, confidence, interest, ability to take part in discussion, general feeling or similar comment. The tutors will then have a quick word with you about their candidates, or the interview co-ordinator will on their behalf.

The exercise.

1. Introduce yourself and ask the group to introduce themselves to the rest of the candidates.
2. Then ask the candidates on their own to brainstorm on a piece of paper attributes they think are important for teachers.
3. Individually get each candidate to stand at the front of the group and write on the white board, two or three of the attributes and explain to the rest of the group why they chose those three.
4. You may like to add a comment about the candidate's choices or ask someone in the group to do some.

With any spare time you could ask one or some of the following questions and get the group to discuss them or enable them to ask questions of you.

1. Are extra curricular activities important and what do the students get out of them and why do staff do them?
2. How could the profession develop a more positive image?
3. What are the recent aspects of education reported in the media and how do the group feel about them? (Eg Extra Curricular activities, anything topical)

If you have any suggestions that would enhance this aspect of the selection process, please do mention it. We are always looking to improve what we do.

Thank you.

Guidance for Subject Interviews

Academic...

1. Ask to see the candidate's qualifications and initial the GTTR form (original certificates must be seen). Discuss any queries with Registry.
2. Ask the candidate to briefly go through their academic background, starting with 'O' levels / GCSE's and emphasising, particularly, the Subject of their qualifications.
3. Discuss with the candidate any examples of outstanding achievement e.g. grade 'A' and/or any examples of underachievement e.g. failed 'A' levels.
4. Focus on the candidate's degree (HND/HNC)...
check relevance to specialist school subject (discuss with Registry if necessary)
discuss any project work
look through / discuss their portfolio.

Industrial Experience...

1. Discuss their work experience and its relevance to the teaching of their specialist subject.
2. Describe their visits to a school

Subject Teaching...

1. Why do they want to become a teacher of their specialist subject?
2. What do they think their specialist subject involves?
3. How do they think their specialist subject has changed since they were at school?
4. What qualities do they think a teacher of their specialist subject needs to have?
5. How would they teach a *relevant topic* to a year x class?
6. What did they find out about the National Curriculum?

Personal...

1. What other subjects could they offer to a secondary school?
2. What contributions could they make to the non-curricular side of school life?

Finally...

1. Do they have any questions to ask?

Additional Questions for Interviews...

1. Tell me about yourself.

2. What part of your job do you do / like best?
3. What is your main strength / weakness?
4. What is your greatest achievement to date?
5. What is the biggest problem you have had to overcome?
6. If you did not need to work, how would you spend your time?
7. What do you think are important issues in education at the moment?
8. Will your current spare-time activities help in a teaching career?
9. Why do you want to teach rather than continue with your present career?
10. How would you maintain order / discipline in a classroom?
11. What are the qualities required to be a good teacher?
12. What is a good teacher?
13. Why do you think you have these qualities?
14. What 'talents' do you think you could offer a school in addition to your chosen subject?
15. How would you cope with a disruptive pupil?
16. How has your education affected your choice of career?
17. What do you know about the National Curriculum?
18. Have you had any teaching experience?
19. How would you motivate your pupils?
20. What experience do you have of working with young people?

GTTR

Applicant applies through GTTR

Form arrives at PINS details recorded passed to School

School office makes note of form and passes to tutor

Tutor rejects or invites for interview and suggests date. Makes own notes of candidate

Return to School Office to be invited for interview (PINS notified and information communicated to GTTR)

Candidate attends Interview and completes CRB data

Tutor makes decision with Teacher Interviewer and indicates this on GTTR form. Makes own notes.

Form returned to school Office

Form passed onto PINS

Details communicated to GTTR

GTTR communicates with candidate

Candidates makes decision and communicates with GTTR

GTTR informs PINS

PINS communicates conditions of offer to candidate

Decision made known to school and tutors

Pretasks and reading lists sent to candidates

Welcome information sent out to candidate

Joining instructions sent out to candidate

Any update of information communicated to school/offers updated

Appendix 1d
Analysis of admission cycle 2005/6-Annual Review Statement

This tracks the applicants who applied during the academic year 2005 to 2006. They began the course in September 2006 and completed (most) in 2007. It is part of the submission for the annual review. Subjects have been removed.

Subject	Applications received	Invited for interview	Turned up for interview	Interviewees rejected	Interviewees offered place	Withdrawn	Offered place accepted	Deferred	Not met conditions	None attended	Attended
	96	57	44	4	40	5	35	4	3	1	27
	84	60	39	0	39	7	32	1	3	1	27
	38	22	21	10	11	0	11	1	0	0	10
	124	56	42	7	38	5	33	2	1	0	30
	46	29	25	9	12 (+4 MEC)	3	9	0	0	0	9
	77	68	58	13	45	4	41	0	0	1	40
	141	54	42	8	29 (+ 2 CEC 1 Yr 2)	6	23	1	0	1	21
Totals	606	346	271	51	214 (7)	30	184	9	7	4	164

Statement for Annual Evaluation

1 year PGCE/ 2 year PGCE/ 2year BEd	TDA Target	Number of applications
-------------------------------------	------------	------------------------

	30	96
	27	84
	10	38
	30	124
	22*	46
	40**	77
	29	141
Total	188	606

* Reduce to 12 temporarily towards the end of the cycle

** Increased from 25 to 40 during the cycle on a temporary basis.

Some subjects continue to recruit strongly with good quality applicants e.g. history and music. DT had an increases in applications compared to the previous year, the remainder being fairly static. Still of concern is the lack of qualified candidates in both maths and physics which is a national trend.

We had 606 applicants (578 for the PGCE and 28 for the BEd) for the course in this cycle of which 346 were invited for interview (57%). Of those that attended interview (271 or 78%), 221 were offered a place on the course (82%). This indicates that the tutors are good are selecting and using time effectively at interview due to the reasonably low rejection rate. Of those offered a place 164 attended on day one (74%). The 26% drop includes those that defer or are on the enhancement course but also those that have second thoughts or do not meet entrance requirements. Whilst this is high it is preferable to them dropping out once on the course. The difficulty is when the applicant withdraws at a late stage. It is essential to constantly monitor the current status and to over recruit initially in many areas to accommodate the last minute drop out of candidates.

Of the 20 suspended/deferred last year only 2 took up the places.

The department continues to receive a large number of general enquires and CV's, which are responded to either by e-mail or a follow up phone call. Several of these are then invited for interview and if successful then go on to apply through GTTR. This is an essential aspect of the recruitment process as many applicants are mature with non-standard academic qualifications and welcome the initial guidance prior to applying through GTTR. Although often time consuming it is an essential aspect of our admissions policy.

The mathematics enhancement course (MEC) was used successfully for the first time during this cycle and added to the maths number. Hopefully this will help with recruitment in this shortage area in the future as will the introduction of the Chemistry and Physics enhancement courses (CEC and PEC).

As always the liaison between ARO and the department is good and our thanks go to XX who will be greatly missed in future.

Additional note. – Taken from the Annual Review

Course	Award / Progression 2006-07 Admissions cycle 2005-6)		Award / Progression 2005-06	
	Number of trainees	%	Number of trainees	%
PGCE secondary	128 (20 progress to year 2)	84.5	138 (19 progress to year 2)	89

Of the 164 initial teachers that were interviewed during 2005 and 2006 and began the course in September 2006 16 withdrew or suspended. 20 progresses into year 2 and 128 completed the award.

Appendix 1e
How the Institution meets the updated selection requirements. Extract from
Admissions Policy.

Meeting the TDA Requirements

Requirements	Met by
R1.1 That all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics, and that all who intend to train to teach pupils aged 3-11 additionally have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.	All original certificates must be shown. PINS checks for equivalency of awards Mathematics and English equivalence tests available
R1.2 That, in the case of graduate QTS courses of initial teacher training, all entrants hold a first degree¹ of a United Kingdom higher education institution or equivalent qualification	Original Degree certificate must be shown PINS checks for equivalency of awards
R1.3 That all entrants have been subject to a Criminal Records Bureau enhanced disclosure check and/or any other appropriate background check.	CRB forms completed by the candidates, issues arising are seen by Dean and Head of School. List 99 Checks and also GTC forms completed. Offer cannot be made unconditional until this has been met.
R1.4 That all entrants as part of the provider's selection procedures, have taken part in an interview designed to assess their suitability to teach.	Interview process involves both individual interview with tutor and group interview with a representative on behalf of the school partnership
R1.5 That all entrants: a. have the intellectual and academic capabilities needed to meet the required QTS Standards;	Tutors assessment using a combination of GTTR forms, interview questions and feedback from practising teacher Consideration of references

¹ A first degree comprises 300 HE credit points of which 60 must be at a level 6 of the NQF. Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at level 6 (HE Level 3) in order to attain an equivalent qualification.

<p>b. possess the appropriate qualities, attitudes and values expected of a teacher;</p>	<p>Interview process involves both individual interview with tutor and group interview with a representative on behalf of the school partnership</p>
<p>c. can read effectively and are able to communicate clearly and accurately in Standard English;</p>	<p>Tutors assess ability to communicate orally in English at interview. Literacy test given at interview to ensure communication in written standard English</p>
<p>d. have met the Secretary of State's requirement for physical and mental fitness to teach.</p>	<p>Health Declaration form completed and returned to University Health Centre Occupational Health personnel will follow up declarations.</p>

Appendix 1e
How the Institution meets the previous selection requirements. Extract from
Admissions Policy.

Meeting the TDA Requirements

Requirements	Met by
<p>R1.1 Potential to reach the Standards All providers must satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers.</p>	<p>Tutors assessment using a combination of GTTR/UCAS forms, interview questions and feedback from practising teacher Consideration of references</p>
<p>R1.2 GCSE requirements All providers must ensure that all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics.</p>	<p>All original certificates must be shown. Mathematics and English equivalence tests available PINS checks for equivalency of awards</p>
<p>R1.3 GCSE requirements All providers must ensure that all entrants born on or after 1 September 1979 who enter primary or Key Stages 2/3 training have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.</p>	<p>Original certificate must be shown PINS checks for equivalency of awards</p>
<p>R1.4 Physical and mental fitness to teach All providers must ensure that all entrants have met the Secretary of State's requirements for physical and mental fitness to teach, as detailed in the relevant circular.</p>	<p>Health Declaration form completed and returned to University Health Centre Occupational Health personnel will follow up declarations.</p>
<p>R1.5 Suitability to teach All providers must ensure that systems are in place to seek information on whether entrants have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that entrants have not previously been excluded from teaching or working with children.</p>	<p>CRB forms completed by the candidates</p>

<p>R1.6 Use of English All providers must satisfy themselves that all entrants can read effectively and are able to communicate clearly and accurately in spoken and written Standard English.</p>	<p>Tutors assess ability to communicate orally in English at interview. Literacy test given at interview to ensure communication in written standard English</p>
<p>R1.7 Degree requirements All providers must ensure that, in the case of postgraduate courses of initial teacher training, entrants hold a degree of a United Kingdom higher education institution or equivalent qualification. (Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE level 3.)</p>	<p>Original Degree certificate must be shown PINS checks for equivalency of awards</p>
<p>R1.8 Interviews All providers must ensure that, as part of the selection procedures, all candidates admitted for training have taken part in a group or individual interview.</p>	<p>Interview process involves both individual interview with tutor and group interview with a representative on behalf of the school partnership</p>

Appendix 2a
 Teaching Perspectives -Teaching Perspectives Inventory (TPI)
 Pratt et al (2001).

Perspective	Summaries of Perspectives
Transmission	<p><i>Effective teaching requires a substantial commitment to the content or subject matter.</i></p> <p>Good teachers have mastery of the subject matter or content. It is a teacher's primary responsibility to represent the content accurately and efficiently for learners. It is the learner's responsibility to learn that content in its authorized or legitimate forms. Good teachers take learners systematically through sets of tasks that lead to content mastery. Such teachers provide clear objectives, adjust the pace of lecturing, make efficient use of class time, clarify misunderstandings, answer questions, provide timely feedback, correct errors, provide reviews, summarize what has been presented, direct students to appropriate resources, set high standards for achievement and develop objective means of assessing learning. Good teachers are enthusiastic about their content and convey that enthusiasm to their students, and for many learners, they are memorable presenters of their content.</p>
Apprenticeship	<p><i>Effective teaching is a process of enculturating students into a set of social norms and ways of working.</i></p> <p>Good teachers are highly skilled at what they teach. Whether in classrooms or at work sites, they are recognized for their expertise. Teachers must reveal the inner workings of skilled performance and must now translate it into accessible language and an ordered set of tasks. Learning tasks usually proceed from simple to complex, allowing for different points of observation and entry depending upon the learner's capability. Good teachers know what their learners can do on their own and what they can do with guidance and direction; namely, engaging learners' within their 'zone of development'. As learners mature and become more</p>

	<p>competent, the teacher's role changes, and over time, teachers offer less direction and give more responsibility as they progress from dependent learners to independent workers.</p>
Developmental	<p><i>Effective teaching must be planned and conducted “from the learner’s point of view.</i></p> <p>Good teachers must understand how their learners think and reason about the content. The primary goal is to help learners develop increasingly complex and sophisticated cognitive structures for comprehending the content. The key to changing those structures lies in a combination of two skills: (a) effective questioning that challenges learners to move from relatively simple to more complex forms of thinking, and (b) ‘bridging knowledge’ which provides examples that are meaningful to the learner. Questions, problems, cases, and examples form the bridges that teachers use to transport learners from simpler ways of thinking and reasoning to new, more complex and sophisticated forms of reasoning and problem solving. Good teachers work hard to adapt their knowledge to each learner’s level of understanding and ways of thinking.</p>
Nurturing	<p><i>Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, as well as the head.</i></p> <p>People are motivated and productive learners when they are working on issues or problems without fear of failure. Learners are nurtured by knowing that (a) they can succeed at learning if they give it a good try; (b) their achievement is a product of their own effort and ability, rather than the benevolence of a teacher; and (c) their efforts to learn will be supported by their teacher and their peers. The more pressure to achieve, and the more difficult the material, the more important it is that there be such support for learning. Good teachers promote a climate of caring and trust, helping people set challenging but achievable goals, and providing encouragement and support, along with clear expectations and</p>

	<p>reasonable goals for all learners. They do not sacrifice self-efficacy or self-esteem for achievement. Therefore, the assessment of learning considers individual growth or progress as well as absolute achievement.</p>
<p>Social Reform</p>	<p><i>Effective teaching seeks to change society in substantive ways.</i></p> <p>From this point of view, the object of teaching is the collective rather than the individual. Good teachers awaken students to the values and ideologies that are embedded in texts and common practices within their discipline. Good teachers challenge the status quo and encourage students to consider the how learners are positioned and constructed in particular discourses and practices. To do so, common practices are analyzed and deconstructed for the ways in which they reproduce and maintain conditions deemed unacceptable. Class discussion is focused less on how knowledge has been created, and more by whom and for what purposes. Texts are interrogated for what is said and what is not said; what is included and what is excluded; who is represented and who is omitted from the dominant discourses within a field of study or practice. Students are encouraged to take a critical stance to give them power to take social action to improve their own lives; critical deconstruction, though central to this view, is not an end in itself.</p>

Adapted from Collins et al (2001) and Pratt (2002).

Further information found on the website: <http://teachingperspectives.com>

Interview Literacy Exercise

Choose ONE of the following three questions and write a brief response. This may form the basis of a discussion during the interview process. Your written response will be retained by the University as evidence of your general literacy skills in line with the TTA requirements.

Questions: *One of*

1. Why do you want to be a teacher?
2. What are the qualities required to be a good teacher?
3. What are your views on extra-curricular activities?

* Please remember to put your name on the sheet!*

Appendix 3b
Applicant Selection Interview-Teachers (before interview)

Initial Teacher Education.
Trainee Selection Interviews - Teacher

Please would you take a few minutes to complete the following question.
This is part of some research; no reference to yourself will be made at
any point.

Thank you

Fiona Woodhouse.

Date

Could you brainstorm below some of the 'things' that you will be looking for in ascertaining whether a candidate potentially would be successful in teaching.

Appendix 3c
Applicant Selection Interview-Teachers (after interview)
Initial Teacher Education.
Trainee Selection Interviews - Teacher

Please would you take a few minutes to complete the following question.
This is part of some research; no reference to yourself will be made at
any point.

Thank you

Fiona Woodhouse.

Date

Having been through the interview process could you brainstorm below some of the 'things' that you picked up on in assessing whether a candidate potentially would be successful in teaching. (Names of trainees not required)

Appendix 4a Pilot analysis focus coding

All responses	Subject qualities	Pedagogic qualities	Personal skills	Personal qualities
ability to control				
ability to accurately teach	strong subject knowledge	ability to control	ability to multi task	able to be confidential
ability to discipline		ability to accurately teach	work well under pressure	Caring
ability to multi task		ability to discipline	efficient	creative
able to be confidential		coach	Commitment	enthusiastic
Caring		motivate	non judgemental	good sense of humour
coach		Inspire	Patient	Inspire
Commitment			positive	interesting
creative			flexible	friendly
efficient			good communication skills	professional
enthusiastic			good listener	role model
flexible			good organisational skills	understanding
friendly			keen to help	willing to learn
good communication skills				
good listener			leadership qualities	
good organisational skills				
good sense of humour				
Inspire				
interesting				
keen to help				
leadership qualities				
motivate				
motivated				

non judgemental

Patient

positive

professional

Respectful

role model

strong subject

knowledge

understanding

willing to learn

work well under pressure

Appendix 4b
Initial responses and coding from potential teacher data.

Quality/reference	Category
Excellent subject knowledge	1
ability to accurately teach	2
ability to convey information	3
ability to inspire	4
ability to listen	5
Ability to listen	5
ability to listen	5
Ability to mould personality	6
ability to multi task	7
ability to plan and organise	8
ability to portray subject matter	9
ability to relate to every day	10
able to communicate	11
able to plan and prepare	8
accessible	12
adapt to every changing environment	13
Adaptability	14
adaptable	14
adaptable	14
analytical skills	15
appreciation of pupils	16
approachability	17
approachable	17
authoritative	18
available	12
be yourself	19
be yourself	19
Calm	20
calm	20
calm under pressure	20
caring	21
caring	21
caring	21
clear	22
command discipline	23
command respect	24
Commitment	25
committed	25
Communicate the subject matter	26
communication	26
Communication	26

Communication	26
Communication	26
Communication skills	26
communicator	26
communicator	26
Compassionate	27
compassionate	27
confidence	28
confidence	28
confident	28
consistent	29
control	30
controlled	30
creative	31
creative	31
desire to inspire others	32
desire to pass on knowledge	33
determination	34
diplomat	35
do a good job	36
empathises	37
empathy	37
empathy	37
energy	38
energy	38
enjoy being around children	39
Enthusiasm	40
Enthusiasm	40
Enthusiasm	40
Enthusiasm for subject	41
enthusiasm for teaching	42
enthusiastic	40

enthusiastic about teaching	42
enthusiastic of subject	41
evaluate of professional development	43
excellent and comprehensive knowledge of subject	44
excellent communication skills	26
excellent communication skills	26
excellent communicator	26
excellent motivator	45
experience of subject	46
explain complex ideas	47
extremely organised	48
firm	49
firm	49
flexibility	50
flexible	50
Flexible approach to work	50
forgiving	51
forward planning	52
forward thinking	52
friendly	53
friendly	53
friendly	53
fun	54
general knowledge	55
good and planning and organising	8
good communication skills	26
good communication skills	26
good communication skills	26
good knowledge of overlapping subjects.	56
Good listener	57
good listener	57
good listening skills	57
good manager of time	58
good organisation skills	8
good organisational skills	8
good organisational skills	8
good organisational skills	8
good planning skills	8
good role model	59
good sense of humour	60
good sense of humour	60
good sense of humour	60
good subject knowledge	46
hard working	61

have a joke	60
high level of patience	62
High tolerance levels	62
highly motivated	63
honest	64
honest	64
honest	64
innovative	65
inquisitive mind to explore into other subjects	66
Interest in and enthusiasm for subject	41
keen to help	67
know subject inside out	46
Knowledge of subject	46
leadership qualities	68
leadership qualities	68
like kids	69
listen effectively	57
listener	57
listening skills	57
Love what they are teaching	70
Make subject fun	71
Make subject interesting	72
Make subject interesting	72
manage time extremely well	8
Mature approach to work	73
meet deadlines	8
motivated	63
motivated	63
motivated	63
Motivated to teach	63
non judgemental	74
non judgemental	74
observant	75
optimistic	76
organisational skills	8
organisational skills	8
Organise workloads	8
organised	8

Sense of humour	60
Sociable	91
social work skills	92
stern	93
straight forward	94
strong subject knowledge	46
subject knowledge	46
Time management skills	8
tolerance	95
tolerant	95
understanding	96
Understanding of subject	46
understanding of subject	46
understanding of subject	46
want to do a good job	97
well organised	8
well organised	8
wide subject knowledge	46
willing to listen	57
willing to share knowledge	98
willingness to learn	99
willingness to listen	57
work well under pressure	20
Work well under pressure	20

Appendix 4c
Memo writing of coding data

Appendix 4c

Creative
Experienced
Diplomacy
Energy

observant
Consistency and fairness ✓
Confident
flexible
Willing to learn as leaders
Practical
Understanding
Flexible
Work well under pressure
Commitment
Communication skills
Listening skills
Good subject knowledge

Inspiring
Caring
Enthusiastic about pupils
Enthusiastic
Enthusiastic about
teaching
Enthusiastic about
subject
Caring respect
Relationship with pupils

Honesty
Leadership skills
Self awareness
Professional
Reliable
Tolerant
motivation
Attitude towards learning
Sense of humour
Patience
Time management skills

Sociability
Role model
Adaptable
Approachable

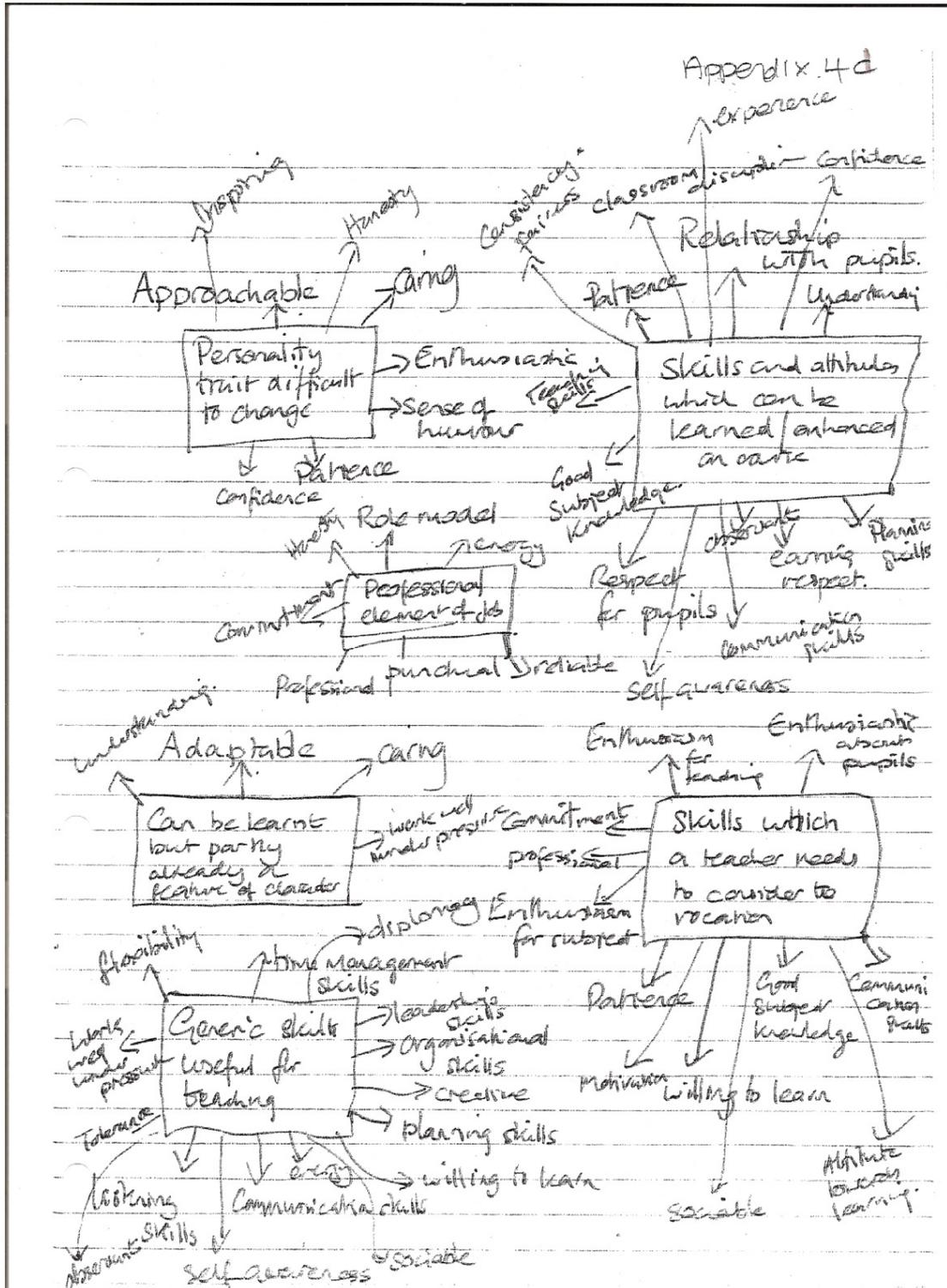
Teaching skills
Classroom discipline
Organised skills
Planning skills

Appendix 4c
Memo writing of coding data

Appendix 4c

Personality	Pupil	Professional
Motivated	Project	Role mod.
Inspiring	Comp	Entr tea
Self a	Modeling	Commit
Altitude	Enrich tea	Point
Appr.		Writing
Self a		Reli
Adaptable		Prof.
Autism		Entr.
Patience		Diplomacy
Motivated		
Confidence	Skills-Genie	Subst.
Creative	Time M	eat
Humor	Organ.	Coord sk
Social	Plans	
Flexible	Listening	
Idiosyncratic	Case	
Unconventional	Conduct	
	Leader.	
		Skills Teach
		Team
		Assessment
		Empower
		Observ
		Consultation

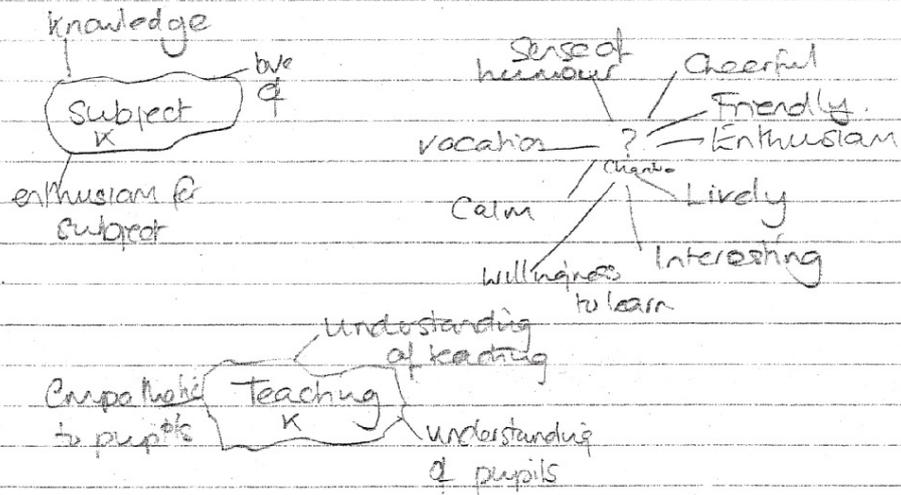
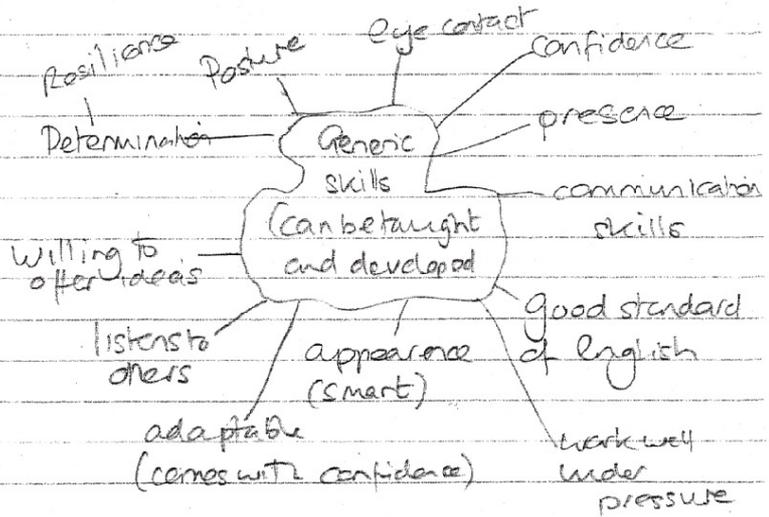
Appendix 4d Conceptual categories



Appendix 5a
Memo workings

Appendix 5a

Teacher focus coding.



"Sparks" - emergence of all of the above?

Appendix 6a Overview of tutor interviews

Overview of tutor interviews.

Tutor	Incidents											
	1	2	3	4	5	6	7	8	9	10	11	
A 45mins	Collection of paperwork	Collection of a pre requested self assessment audit of the subject specific skills and knowledge. Discussion of these.	Why they wanted to teach the subject.	What experience with pupils have they had	Talked about the applicants own subject development.	Asked about the life skills the pupils could gain from studying the subject.	What qualities required to be a good teacher	What strengths they thought they had to become a teacher,	What the applicants own interests in the subject area,	Teaching; How would they teach a mixed ability class with gifted and talented pupils & how would they teach a prepared topic	Subject specific tasks that the applicant carried out.	
B1 24mins	Collected certificates and talked about the applicants own qualifications	Asked about how they had heard of the course	Asked about their view of what subject knowledge they had	Asked about experience in the subject area	Asked how they would introduce a topic to pupils	Talked about logistics of school placements	Asked about own career experience	Were there any further questions the applicant wanted to ask	Talked about what teaching is about			
B2 19mins	Discussed an issue with application form	Collected and discussed paperwork	Discussed applicants own qualifications	Career history	Asked how they would introduce a topic to pupils	Talked about logistics of school placements	Were there any further questions the applicant wanted to ask	Asked about school experience	Gave applicant an overview of the interview that they had just had			
C 28mins	Collected paperwork and certificates	Asked about the course there were presently studying	Asked in detail about an element of their course	Discussed their dissertation	Asked about the applicants involvement in a summer school	Asked about their other experiences in secondary schools	Asked what made the subject good in the classroom	Asked wheat they understood about teaching their subject	Any further questions.			
D 24mins	Introduction to the interview and what will happen	Asked about school attended and recollections of the how the	Questions of why that particular aspect of the subject studied	Career history talked about	Teaching in another context	Why teach?	Asked about observations from school visits	How would they deal with a class that doesn't want to learn	Were there any further questions the applicant wanted to ask	Subject specific tasks that the applicant carried out.	Collection of paperwork	

		subject was taught										
E 25mins	Looked at the academic qualifications of the applicant.	Asked why she wants to be a subject teacher and what the subject is.	Considered self audit of skills and was asked to discuss what she felt her strengths were	Again using the audit asked her to consider areas that would need developing	What extra curricular activities that they would be willing to offer as a teacher.	Asked to design and talk through a teaching activity in her subject that she would use with a year nine	This was a subject based discussion where the tutor using a variety of sources questioned her knowledge of the subject engage with the subject	Were there any further questions the applicant wanted to ask				
F 38mins	Welcomed the applicant and talked through the format of the interview	The applicant then asked about the demands that were placed on the trainees and the job prospects	Talked about qualifications and looked at certificates	Talked about their school and college experiences, wide due to nature of previous jobs	Talked about their academic reference	Asked about age profile of students on the course	Asked to give a resume of industrial experience	Asked why have they considered teaching	Looked at the subject audit they had completed	Subject specific tasks that the applicant carried out.	Were there any further questions the applicant wanted to ask	Talked about the next stage requirements
G 30mins	Paperwork completed and certificates collected	Asked about subject knowledge	Asked about how they would teach a particular topic in school	Asked about the use of the subject in schools	Asked if they had any questions	Talked about the workload implications of the course	Asked about other routes into the profession					

Appendix 6b
Focus coding of tutor interviews

Focus Coding of Tutor Interviews

Category	Interviews							
	A	B1	B2	C	D	E	F	G
Academic qualifications	Collection of paperwork	Collected certificates and talked about the applicants own qualifications	1. Collected and discussed paperwork 2. Discussed applicants own qualifications	Collected paperwork and certificates	Collection of paperwork	Looked at the academic qualifications of the applicant.	Talked about qualifications and looked at certificates	Paperwork completed and certificates collected
Subject knowledge	1. Collection of a pre requested self assessment audit of the subject specific skills and knowledge. Discussion of these. 2. Talked about the applicants own subject development. 3. Subject specific tasks that the applicant carried out.	1. Asked about their view of what subject knowledge they had 2. Asked about experience in the subject area		1. Asked about the course there were presently studying 2. Asked in detail about an element of their course 3. Discussed their dissertation	1. Questions of why that particular aspect of the subject studied 2. Subject specific tasks that the applicant carried out.	1. Asked why she wants to be a subject teacher and what the subject is. 2. Considered self audit of skills and was asked to discuss what she felt her strengths were 3. Again using the audit asked her to consider areas that would need developing 4. This was a subject based discussion where the tutor using a variety of sources	1. Looked at the subject audit they had completed 2. Subject specific tasks that the applicant carried out.	Asked about subject knowledge

						questioned her knowledge of the subject engage with		
Understandings of teaching	1. Why they wanted to teach the subject. 2. What qualities required to be a good teacher 3. What strengths they thought they had to become a teacher, 4. How would they teach a mixed ability class with gifted and talented pupils & how would they teach a prepared topic	1. Asked how they would introduce a topic to pupils 2. Talked about what teaching is about	Asked how they would introduce a topic to pupils	1. Asked what made the subject good in the classroom 2. Asked what they understood about teaching their subject	1. Why teach? 2. Teaching in another context 3. How would they deal with a class that doesn't want to learn	1. Asked why she wants to be a subject teacher and what the subject is. 2. Asked to design and talk through a teaching activity in her subject that she would use with a year nine	Asked why have they considered teaching	Asked about how they would teach a particular topic in school
Experience in schools	1. What experience with pupils have they had 2. Asked about the life skills the pupils could gain from studying the subject.		Asked about school experience	1. Asked about the applicants involvement in a summer school 2. Asked about their other experiences in secondary schools	1. Asked about school attended and recollections of the how the subject was taught 2. Asked about observations from school visits	What extra curricular activities that they would be willing to offer as a teacher.	Talked about their school and college experiences, wide due to nature of previous jobs	Asked about the use of the subject in schools
Career and subject involvement	1. What the applicants own outside interests in the subject area,	Asked about own career experience	Career history		Career history talked about		Asked to give a resume of industrial experience	
Further questions		Were there any further questions the applicant wanted to ask	Were there any further questions the applicant wanted to ask	Any further questions.	Were there any further questions the applicant wanted to ask	Were there any further questions the applicant	Were there any further questions the applicant wanted to ask	Asked if they had any questions
Administrative		1. Asked about how they had heard of	1. Discussed an issue with		Introduction to the interview and what		1. Welcomed the applicant and	1. Talked about the workload

<p>elements</p>		<p>the course 2. Talked about logistics of school placements</p>	<p>application form 2. Talked about logistics of school placements 3. Gave applicant an overview of the interview that they had just had</p>		<p>will happen</p>		<p>talked through the format of the interview 2. The applicant then asked about the demands that were placed on the trainees and the job prospects 3. Talked about their academic reference 4. Asked about age profile of students on the course 5. Talked about the next stage requirements</p>	<p>implications of the course 2. Asked about other routes into the profession</p>
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Appendix 6c
Extract from Admissions Policies from Research Institution (Department and Institution)

Introduction

XX has been a successful Initial Teacher Education Provider since XX. We presently offer the following subject areas:

- Business Education (14 to 19) with Citizenship enhancement (11 to 18)
- Design Technology (11 to 16)
- History (11 to 18)
- ICT (11 to 18)
- Mathematics (11 to 16)
- Music (11 to 16)
- Science (11 to 18)

Most of the subjects presently fall in the Governments shortage areas.

The department follows the advice set out in the document Guidance for Initial Teacher Training September 2007 for the selection procedures for candidates and the University of XX's Admissions Policy. Particularly we need to consider the statements

'We admit students onto our programmes after an assessment of the applicant's ability and commitment to benefit from the learning involved in the programme for which they have applied. The applicant is required to demonstrate a capacity to fulfil the learning outcomes of the programmes, and to achieve the standard of the relevant award.

...Admissions tutors focus on whether the applicant has the necessary skills, knowledge and motivation to meet the requirements of the programme'. (page 1 of the University Admissions Policy).

We must ensure therefore that we ensure that all applicants are aware of the challenges of the PGCE course and we feel they have the potential to meet the learning outcomes of the course and the requirements set by the TDA.

Appendix 6c
Extract from Admissions Policies from Research Institution (Department and Institution)
Admissions Policy Research Institution extract

The staff of the XX admit students to its programmes whom we consider capable of achieving a Higher Education award and whom we judge have the capacity and motivation to benefit from their studies at the university. We seek and encourage admissions in order to widen participation, improve access, and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right programme of study, and make arrangements to ensure a successful transition to the university. This involves us in offering a suitable curriculum and appropriate teaching methods for entrants to the university from a diverse range of backgrounds. We encourage local, national and international applications.

Admissions Procedures

We admit students to our programmes after an assessment of the applicant's ability and commitment to benefit from the learning involved in the programme/s for which they have applied. The applicant is required to demonstrate a capacity to fulfil the learning outcomes of the programme, and to achieve the standard of the relevant award.

The process of considering applications for admission is devolved to relevant admissions tutors in the schools. Admissions tutors focus on whether the applicant has the necessary skills, knowledge and motivation to meet the requirements of the programme. All of our Schools are committed to a planned programme of student induction, applying diverse learning styles, and celebrating diversity. Admissions Tutors work in partnership with the Registry to ensure the implementation of the regulations and the collection of university-wide data.

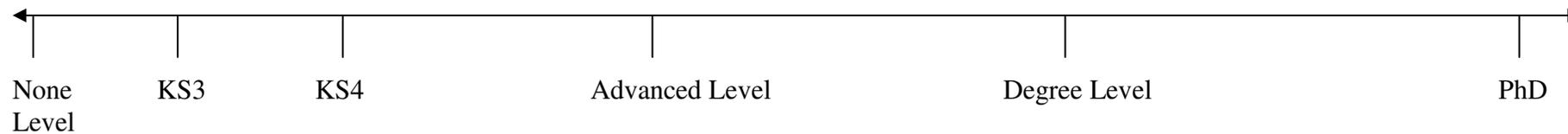
While UCAS is the main source of our applications, we receive applications from potential part-time students and for students interested in studying at Foundation Degree, degree and post-graduate level. We also receive applications from such diverse sources as GTTR and NMAS. Each of the schools in the university operates a system of accrediting prior learning and experience and applicants may seek, or may be advised about, possibilities for securing entry with advanced credit. Applications come from a number of different sources and we receive telephone enquiries through the Message Connect Service, which guarantees a rapid response to requests for information. In certain programmes, as required by government, the university undertakes a check of the applicant in conjunction with the Criminal Records Bureau.

The evidence, which admissions tutors consider in assessing the suitability of applicants, is diverse. For students over the age of 21 we base our judgement on whether the applicant can demonstrate the motivation and enthusiasm to learn and to benefit from the programme for which they apply. We may determine this by an advisory interview; recognition of prior learning whether by experience or by qualification, tests set by individual courses, or previous qualifications.

The widening participation strategy of the university welcomes applications from groups currently under-represented in Higher Education, including applications from students with disabilities. It is concerned to raise aspirations and give pre-entry and entry guidance, a good induction to the university, and support for our students as they move through their studies. To this end the admissions tutors and staff work with FE Colleges, parents, careers officers, adult education and community organisations. The university implements a Guaranteed Places scheme with Further Education Colleges in the region and works with these partner institutions to identify good practice in Widening Participation. The Student Services unit in the university provides pre-entry guidance to those who may benefit from it.

Appendix 6d
Example of continuum diagram

a) Subject knowledge for teaching



b) Experiences of observing or working with pupils



Appendix 6e

Comparison of the conceptual groups from the potential teacher, teachers and subject tutor data.

Potential teachers	Practising teachers	Subject tutors
Personal qualities Vocational qualities Generic qualities Professional qualities	Personal qualities Vocational qualities Knowledge of their subject. Some knowledge of teaching	Personal qualities (including the ability to reflect on their own development) Subject knowledge for teaching Enthusiasm for the subject Experiences of observing or working with pupils Knowledge of schools settings Knowledge of the teaching profession

Appendix 7a Transcript of Interview E

This is a partial transcript of the interview observed. Questions and comments have been removed to avoid identification and sometimes replaced with XX or ... to help with a sense of what is being said. The last section of the interview which was lesson planning and subject related questions has not been included, again to preserved anonymity.

The beginning of the interview was introductions and an explanation about the taping.

Formal introduction of tutor and clarification of researcher's presence and role.	
Tutor	Give me a minute.....let me see what you have written
Pause	
Tutor	That's ok then, that's alright
Tutor	Wait a minute where's the certificates.....oh
Applicant helped locate the certificates	
Applicant	No there is one copy in there
Tutor	Right I'll take copies of these
Applicant	No these are copies, I just put the originals back in
Tutor	So that's the degree.....where's the copy of that.....
Applicant	There
Tutor	Oh, one minute where's this one
Applicant	Stuck together
Tutor	So I've got a copy of the degree
Applicant	The degree and A levels- the GCSE ones not sure where they are so I need to get copies. I have been in touch with the examining board and it will take 28 days.
Tutor	Sorry about the paperwork Seen the degree not maths and English one. So we can start then. You want to be a XX teacher.....so tell me what XX is- what new areas are there.
Applicant	Errr.... well this is one of the things I wanted to ask you as well actually as a XX teacher XX and XX -errr yes XX the other sections with it the XX and XX would I as a XX teacher need to teach these subjects?
Tutor	It would depend on which Authority you went to....err. in the main the answer is right-that doesn't mean you couldn't if you didn't want to, quite a few of our students -females- on the XX XX year course have a degree in XX and at the end of the day although they don't follow XX with us-at the end of the day they can get jobs teaching XX because they want to.
Applicant	So the teachers as well as the XX so the pupils they would take this GCSE

Tutor	So.... no each school they would tend to have a circus the first three years going round from one subject to another including XX, they would specialise for their GCSE although they would go to specialism. Although having said that in schools in XX when they go round from XX they might go round every 6-7 weeks (i/2 term) XX, XX, XX with a few schools they move round with the teacher but that's not common so here basically we specialise in the areas you will be teaching on teaching practise-you can have one or two groups of XX but that's totally up to you.... so back to my questions what are the main areas of XX
Applicant	Errm..
Tutor	You've mentioned a few of them
Applicant	You mean as a subject
Tutor	XX well we mentioned
Applicant	Oh yes XX, XX XX XX XX
Tutor	Going on to one of them what does XX include?
Applicant	Well XX
Tutor	XX sounds fine to me
Applicant	It ...designs towards...things
Tutor	So in ...you would be using what-what would the children be using?
Applicant	Would they be using mainly XX and XX
Tutor	Well to manipulate these
Applicant	Oh XX and XX
Tutor	What XX would they be using?
Applicant	In the XX I'm assuming XX, XX, XX, XX, XX, XX probably not by the children
Tutor	Well actually the XX most pupils aren't able to use the XX so ok
Applicant	For XX XX.XX
Tutor	What key areas might there be XX or key conventions XX conventions can you remember?
Applicant	2 point perspective 3 point perspective
Tutor	What was the second one?
Applicant	3 point
Tutor	Oh 2 and 3 point perspective right
Applicant	XX projection-I'm sorry what were you asking me
Laughter	
Tutor	It's alright -OK any particular type of XX you can remember-lets see what you remember, how good you are, what is XX something in front of the word
Applicant	'Herbs'
Tutor	Oh...pretty good, very good 2 point perspective XX What other conventions might they use?
Applicant	Well they will do XX and can use I'm sorry I'm not sure what the actual word is. It is when you use a baseline and then you use a 30 degree and 60 degree
Tutor	Yes what is it called?- Begins with a O and it doesn't begin with I
Tutor	OK you've got that list there out of that list what would you say your

	strengths were
Applicant	From the XX
Tutor	No from the whole list
Applicant	My strengths definitely would be the XX
Tutor	XX OK, other strengths?
Applicant	XX and XX. I have done XX.....some XX XX
Tutor	We haven't mentioned ICT in this, where would your strengths be in this? Your strengths and weaknesses fit into this.
Applicant	Oh....we didn't do an awful lot of ICT at University. We did err but what I have read about for XX is that you need to use the computer as a aid in the XX process to get a XX image of the XX. Is this right? And you can...
Tutor	And you can take it through to make it in some schools
Applicant	Yes right
Tutor	From the XX XX
Applicant	And all we in particular. XX taking XX
Tutor	So a strength might be ICT but not XX
Applicant	Yes
Tutor	Yes it's OK no problem
Tutor	Not allowed to use this word but I'm going to even though I'm going to be recorded- what would you say your weaknesses would be-what areas do you think would need developing?
Applicant	Well the areas of XX and XX
Tutor	So what could you offer as extra curricular activities?
Applicant	The applicant discussed these opportunities mainly around extra subject activities and an additional skill they had.
The next stage was for the tutor to asked the applicant to design and talk through a teaching activity in her subject that she would use with a year nine. This is all subject related but included a question about the age of the pupils.	
There was then a six minutes discussion of a subject based activity.	
The last part asked the applicant if there were any further questions (3 arose) and then the tutor asked for the tape to be switched off before the final conversation.	