Telling tales out of class:

Exploring how the relationship between practice and praxis
shapes the professional identity of in-service,
undergraduate, trainee teachers.

by

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ABSTRACT

Professional identity is a socially constructed concept, one we cannot physically measure, point to, see, touch or hear; yet we sense it in ourselves, even if it is not always clear what the identity is. Interwoven with professional identity, notions of 'professionalism', 're-professionalising', 'professionalisation' and 'raising professional standards' have been common topics of debate surrounding teachers in the Further Education and Skills sector for many years.

Whilst ninety percent of teachers in the Further Education (FE) sector undertake Initial Teacher Education (ITE) on a part-time basis whilst in-service, little is written about their experiences and the role these experiences play in shaping their professional identity.

Primarily concerned with exploring the relationship between *praxis* and the professional identity of in-service, undergraduate trainee teachers, my research was designed to give voice to their experiences as they navigated their way through a part-time teacher education programme while working as full-time contracted teachers. Often these experiences are not articulated, and to a degree remain hidden. However, as a teacher educator I have been in the privileged position where trainee teachers have shared their stories with me.

In keeping with the interpretive methodology and the bricolage method of the research, to give voice to the participants' experiences I have used the structure of vignettes to create layered stories that are rich in detail and characterisation, and allow for the juxtaposing of their individual and shared experiences to reveal the implicit significance of their stories.

The layered stories and discussion of findings in the thesis provide unique insight into the lived experiences of teachers in the hitherto largely neglected phase of in-service, undergraduate teachers in post-compulsory ITE.

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ABBREVIATIONS

BIS	Department for Business Innovation and Skills
CertEd	Certificate in Education (Post Compulsory)
CIF	Common Inspection Framework
CPD	Continuing/continuous professional development
CTLLS	Certificate to teach in the lifelong learning sector
DfES	Department for Education and Skills
DTLLS	Diploma to teach in the lifelong learning sector
ETF	The Education Training Foundation
FE	Further Education
FENTO	Further Education National Training Organisation
HE	Higher Education
HEI	Higher Education Institution
IfL	Institute for Learning
ITE	Initial Teacher Education
ITT	Initial Teacher Training
LLUK	Lifelong Learning United Kingdom
NQF	National Qualifications Framework
Ofsted	Office for Standards in Education
PCET	Post Compulsory Education and Training
PGCE	Post Graduate Certificate in Education (Post Compulsory)
PTLLS	Preparing to teach in the lifelong learning sector
QCF	Qualifications and Credit Framework
QTLS	Qualified Teacher Learning and Skills
SET	Society for Education and Training
UCET	University Council for the Education of Teachers

DEDICATION

This thesis is dedicated to my daughter Chloe, the one my heart beats for.

ACKNOWLEDGEMENTS

I would like to make a sincere vote of thanks to:

Dr Yvonne Appleby for daring me to dream;

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(Soon to be Dr) Debbie Bentley my critical friend, and when needed, my uncritical friend;

My daughter Chloe, my proudest achievement bar none, and my loudest cheerleader;

My Bear, for the solid and resolute faith that I would get to the finish line;

My parents David and Patricia, who have always seen the light inside me and encourage me to burn brightly;

The teachers who have inspired me throughout my life to wonder, to think, and to question;

To the participants of this study, for your time, your strength, honesty, and energy,

and for placing your trust in me to tell your stories: It has been an honour.

In 1990, Nelson Mandela told students at Madison Park High School, in Roxbury,

Boston, USA: 'Education is the most powerful weapon you can use to change the

world.' My own message to teachers everywhere, who are changing the world one

lesson at a time, is to remember that in being a teacher to always be a student, so that

learning becomes woven into the fabric of our lives.

CHAPTER ONE: RESEARCH CONTEXT

Introduction to the Chapter

This chapter will introduce the focus of this thesis and explain how the over-arching research question developed from my own experiences of professional identity development and my involvement in Initial Teacher Education (ITE).

To contextualise my position in the research the chapter begins with a brief synopsis of my participation in teacher education, from trainee teacher to my current role as programme leader for a large teacher education partnership. Moving on, the chapter presents a discussion of how, throughout my teaching career, reflexivity has influenced my ontological approach to teacher identity and notes how the research I conducted stemmed from my own experiences and how this informed the epistemological questions this raised – a theme that is threaded throughout the thesis.

The chapter continues by presenting the research focus and sets the scene for the research by exploring the specific context of ITE for the Further Education and Skills (FE) Sector in England. I provide a brief introduction to the changing face of the sector in which the research was located and the sector changes that impacted on my own professional journey into and through ITE and how my experience has, consciously and unconsciously, influenced this research project from its inception through to its presentation in this thesis.

Finally, the chapter will present an outline for the conceptual framework, which is presented in chapters two and three, in order to frame the research questions and conceptualise the discussion of methodology in chapter four. This section will also present the rationale for drawing on Clandinin and Connelly's (1995) concept of story,

the secret, sacred and cover stories that were used to analyse and interpret participants' experiences.

Biography

My current role is Programme Leader for a large ITE partnership comprising 15 colleges across the Northwest of England offering franchised postgraduate and undergraduate teacher training programmes (Post Graduate/Certificate in Education).

It had never been my intention to become a teacher, let alone a teacher educator; my route into teaching came along by chance.

In 1994, I was working as a manager in a Lancashire hotel. One Thursday evening in April the hotel was unusually quiet with only 6 guest in residence. The following morning as I was waiting in the reception area for the guests to arrive for breakfast, I flicked through the previous day's local newspaper that was lying on the reception desk. In the vacancies section was an advertisement for the post of technician for the Hospitality and Catering Department of the local FE College. After many years of working unsociable hours, I was drawn to the idea of working Monday to Friday and having long holidays at summer, Easter and Christmas. I tore the advert out of the paper and applied for the post later that day. I was the successful applicant and began working at the College in June 1994.

Less than a year into my role as technician I was regularly covering classes for colleagues who were absent through illness or otherwise unavailable. I found I enjoyed teaching and decided to enrol on the City and Guilds 7307 Adult and Further Education Teachers Certificate. On completion of the 7307, a vacancy for a teacher in the department became available and I began teaching full time in September 1996.

Alongside fulltime teaching I spent the next academic year studying subject related qualifications, as a part-time student, to broaden my subject knowledge.

The more I taught, the more I enjoyed teaching and the more I wanted to learn about teaching and learning –about pedagogy, though at this time this word was not in my vocabulary. I enquired about joining the Certificate in Education (CertEd) and was informed that I was entitled to accreditation of prior learning (APL) for the whole of year one. After reading the CertEd course information I decided there was content in the year one programme that I had not covered on the 7307 and chose not to take the APL offer and to enrol to the full two-year CertEd programme.

I graduated from the CertEd in June 1999. As I approached the end of the CertEd the Course Leader encouraged me to continue on the BA (Hons) Teaching and Training Studies, I enrolled in September 1999. During the second year of my BA, my CertEd Course Leader asked if I would join the teacher education team. My contract was changed and I undertook teaching roles in my subject department and with the teacher education team.

In 2004, a year after graduating from my BA, my BA lecturer contacted me to say she had changed her role and had become the Teacher Education Course Leader at another college, and asked if I would join her team. I joined her in June 2004 and while working part-time I enrolled to the MA Education from which I graduated with merit in June 2009. I became Teacher Education Course Leader in 2010. In January 2011, I enrolled to the Professional Doctorate in Education.

In September 2013, I applied for my current post of Programme Leader for the Teacher Education Partnership. I was appointed and began my new role in February 2014.

Research as a Reflexive Experience

This study is primarily concerned with exploring the professional identity of in-service, undergraduate trainee teachers; how the relationship between practice and *praxis* shapes this identity. More specifically, I wanted to hear the lived experiences of these teachers as they navigated their way through a part time teacher education programme while working as full time contracted teachers. My intention was to explore their stories in order to provide myself, and teacher educators, with a unique insight into the context in which the participants' experiences of professional learning took place.

I was fully aware that such a study would be, by its very nature a reflexive and recursive process (Ely et al., 1991: 179). From the start of my project, reflexivity was an integral element of my research practice: Something that I have aimed to articulate throughout the thesis by acknowledging my own story of identity development as a former trainee teacher, to teacher educator and the journey to my present day role of ITE partnership programme leader.

Reflexivity has allowed me to question the ontological and epistemological assumptions that I brought to the research and to challenge the concepts of neutrality and objectivity. Distinguishing between 'analytic' and 'descriptive' reflexivity, Stanley's (1996) work provided a sound base from which to acknowledge my constant presence within the research; the influence my role and experiences could have; the footprints that I would leave and the influences my experiences within the research process may have on the findings and any interpretation of them. More specifically, analytic reflexivity provided a tool with which to critically interpret the influence of my personal history and values on the construction, conduct and analysis of the research.

Stanley's (1996) work allowed me to acknowledge that, at different stages, the process will demand that I am descriptive, and at times analytical, but from my vantage point, I will never be impartial or objective; I will not be a fixed observer of facts and happenings' (Freire, 1998: 22).

The second element of Stanley's (1996) model, descriptive reflexivity, provided a means to describe the research context and evidence critical awareness of issues such as social relations in the field, power relations and interaction of the researcher with research participants, all of which impacted on the outcome of the research.

Impact of ITE on Professional Identity

In the mid-1990s, before enrolling to the 2-year part-time CertEd, I taught for 2 years as an unqualified teacher, teaching practical and theory classes in the Hospitality and Catering Department of an FE college. At this time, I had no experience of, or exposure to, education philosophy and very little grounding in pedagogy. On reflection, I would describe myself at this time as an instrumental teacher, focused primarily on teaching 'skills'.

My introduction to the teacher education programme challenged my philosophy of education and led me to question my ontological assumptions of teaching and learning; for example, that my role as a teacher was simply to 'transmit' knowledge to a homogenous student body and prepare them to join the workforce. Learning about pedagogy raised practical and deeper philosophical questions that shifted my understanding of the role of education and thus, my role as educator; for example, my initial belief that learners were passive receivers of information and that they would learn because I had taught them what they 'needed to know' changed to a view of

learners as active participants in the learning process who work with the teacher to construct and co-construct knowledge. Thus, my professional identity as a teacher began to incorporate humanistic and more radical pedagogical principles informed by my exposure to these as a trainee. My concepts of students, teaching and learning shifted at various levels:

Students learn skills	⟶	Students learn about learning
Teachers transmit knowledge	⟶	Teachers co-create knowledge with students
Students are passive learners	⟶	Students are active learners
Students exist in a small world	⟶	Students are global citizens
Students receive information	⟶	Students are critical thinkers
Students are dependent	⟶	Students become independent and inter dependent
Students are infantilized	⟶	Students are empowered

Figure 1.1: Changes in my thinking and philosophy of education.

My development from an instrumental to a more humanistic/ radical approach has not been entirely smooth. In my role as a teacher educator, my assumption that teachers who are exposed to teacher education will become open to new ideas about their professional identity (as I was) is frequently challenged. As part of my own professional learning, I wanted to explore this challenge: Whilst I was fully aware that not all trainee teachers are 'the same' (or the same as I was), I recognised that individual

trainees had their own priorities and other factors that were impinging on their

learning, their engagement with *praxis.*

The focus of my research has been to explore the questions raised by my experiences

of teacher education as a trainee teacher and as teacher educator. Through analysis of

the participants' experiences, I wanted to explore these to better understand the

influence of their priorities and impinging factors in order to examine the influence of

the teacher education programme on the professional identity of undergraduate in-

service trainee teachers, and to see if improvements could be made to the

programme, or its structure.

The Research Setting

The college where the research took place is a relatively small FE college in the north

west of England. Annual enrolments are approximately six-thousand students, of

whom two thousand are full-time, and a little over one-thousand studying at higher

education (HE) level. Originally the college was purely agricultural, but now specialises

in education and training for the land-based and sports industries with subjects that

include motorsports, golf, football, horticulture and landscaping, animal care,

veterinary nursing and equine studies. In addition to the main campus, the college has

various other centres in the west, and south west of the country. As one of the

colleges incorporated under the *Further and Higher Education Act* (1992), the college

states its vision as being 'the college of choice' for the land-based and sports sectors

and has a mission statement of 'Opportunities for all to succeed'; to provide high

quality, responsive education, skills and services for all in the land-based and sports

sectors. Interestingly one of the underpinning values of the mission is to 'inspire

learners and staff' a value that reflects a point made in strategic documentation, 'We acknowledge that our staff are our greatest asset'.

The Research Context

Geoff Whitty, Director of the Institute of Education, University of London, presenting his paper about contemporary education reform, *Teacher Professionalism in a New Era* at the General Teaching Council Annual Lecture, suggests we ask ourselves, 'How should we understand the role of the teacher?' (2006: 1).

To consider this question I needed to reflect on the appropriateness of existing notions of teacher professionalism in the context of the developing role and professional identity of in-service trainee teachers. In chapter two, I present a review of historic and current literature around the professional identity, and status, of teachers in FE. However, to place the research into context and to acknowledge my position, it is worth at this stage briefly visiting the significant changes to the policy around teacher education that have taken place since my first involvement with teacher education.

The last 15 years have witnessed FE institutions and teachers being subjected to increasing policy changes which speak of 're-professionalising', 'professionalisation' and 'raising professional standards' within the sector (Orr and Simmons, 2009)[1]. Within this period, the sector was both regulated and then de-regulated and new professional standards for teachers in the sector introduced at regulation and deregulation. Against the backdrop of these changes, unsurprisingly, the professional

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[1] see, Initial Training of Further Education Teachers Report, 2003; Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector, 2004; The Further Education Teachers' Continuing Professional Development and Registration, England, Regulations, 2007; The Further Education Teachers' Qualifications, England, Regulations, 2007.

identity of teachers in the sector has been described as being a multiple changing phenomenon with 'no fixed trajectory', and as such professional identities are 'continually made and re-made' (Colley et al., 2007: 187).

In contrast to the secondary school sector, ninety percent of FE staff are recruited without a recognised teaching qualification and this can reinforce the perception that the role of teachers in FE is a limited and primarily technical occupation (Orr and Simmons, 1999). Moreover, teachers in FE are expected to perform full teaching roles while simultaneously studying part time as trainee teachers. Many have to manage busy teaching workloads; 27 or even 30 teaching hours per week is not uncommon and this leaves little time to reflect upon and develop their practice. Consequently, 'coping' is often prioritised over developing pedagogy and practice (Orr, 2009).

As an undergraduate in-service trainee teacher in the late 1990s, I have first-hand experience of the policy changes that took place at this time: Working as an in-service trainee teacher and later as a qualified teacher in the FE sector throughout this period of change and uncertainty. Whilst I had voluntarily taken the decision to continue my teacher education from City and Guilds 7307 Adult and Further Education Teachers Certificate to the Certificate in Education (Post Compulsory), many of my colleagues had chosen not to take this route, considering themselves suitably qualified to work in the sector. The 2001 changes to the regulatory requirements for teaching qualifications presented a great cause for concern. The main resistance from teachers was that they felt they already had a professional qualification (the City and Guilds 7307) to teach in the sector in which they were employed.

My journey through ITE presented a professional socialisation process that I found to be extremely challenging. Balancing undergraduate study, a demanding workload and

the ever-increasing demands of a 'teaching profession' that seemed to simultaneously both widen my professional responsibilities and devalue my professional status, I graduated with my professional identity undoubtedly 'shaped' by the experience.

In September 2001, the requirement for all teachers in the FE sector to demonstrate the FENTO standards was introduced (Harcow et al., 2001). Many of my colleagues were resistant to this new requirement, with a significant number choosing to retire rather than retrain, and the college lost many highly skilled and experienced teachers as a result. Colleagues who continued in employment remained largely resistant to the changes and many undertook the higher-level qualification purely as a means to continued employment rather than for professional development.

At this time, while working as a qualified teacher and studying part time for my BA (Hons) Teaching and Training Studies, I focused my dissertation on my colleagues' response to the effects of regulatory changes on their professional identity. My undergraduate study asked teachers to describe their understanding of their own professionalism. The main findings were:

- All my colleagues named themselves professionally as 'teachers';
- Despite many naming themselves as 'teachers' they also identified with their subject profession, e.g. a chef, an engineer, etc. reinforcing the notion that FE teachers often have a dual professional identity (Robson, 1998; Gleeson, 2005; Orr and Simmons, 2009).
- The significant characteristics of their professional identity as a teacher largely mirrored the functional, instrumental and technicist approach of the New Labour government of the time (training for employment, achievement of vocational qualifications, et cetera).

Several years later, working as a teacher educator and as partnership Programme Leader teaching and working alongside in-service trainee teachers I have heard a new

perspective on identity development, different to that cited in the literature, one that implied the idea of dual professionalism offered an incomplete picture of teachers' professional identity.

It is a desire to provide a more comprehensive understanding of this concept that has driven my research. In doing so, I have come to recognise patterns of experience and developing characteristics that shape the trainee teachers' professional identity.

Practice and Praxis

My experiences as a teacher educator reflects Hargreaves' (1992) idea that:

> Teachers teach in the way they do not just because of the skills they have or have not learned. The ways they teach are also grounded in their backgrounds, their biographies, in the kind of teachers they have become.

(Hargreaves, 1992: ix)

I have seen that, to some extent all teachers rely on personal experiences, preferences, and philosophies as the basis for their practice, but that this is especially the case for the in-service teachers who have not undertaken ITE. The participants in this study had worked as teachers in the college for between one and six years before participating in ITE, but my experiences as an ITE Programme Leader showed that for teachers who joined ITE after the sector was regulated in 2007, many had been teaching for fifteen or more years without formal teaching qualifications. Though these teachers may have participated in institution-based, in-house, Continuing Professional Development (CPD), they will have had little or no exposure to pedagogic theory to shape their practice and thinking (this point is explored in more detail in chapter two).

The aim of ITE for the FE and Skills Sector is to support the professional development of trainee teachers to enable them to plan, implement and evaluate teaching, learning

and assessment effectively and efficiently within adult and further education. The

programme content; academic module assignments; and observed teaching practice,

provide the basis of a theoretical framework for trainee teachers (or develops their

existing framework). As they learn about pedagogic theory, their practice and decision-

making may become deliberate actions that are responsible, ethical, self-aware, and

informed by deep thinking and justification known as *praxis* (see Freire, 1998;

Heidegger, 1996; Carr and Kemmis, 2004). Figure 1.2 (below) locates *praxis* in the

nexus between theory and practice.
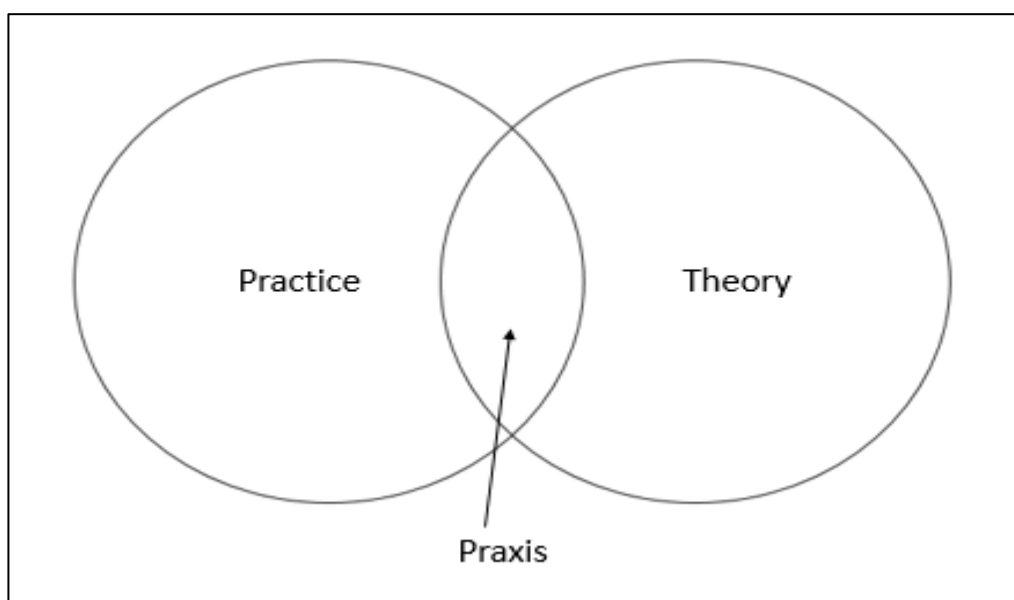
Figure 1.2 Praxis as the nexus between theory and practice (Wheeler, 2013)

The role of ITE for in-service trainee teachers then is to support them in identifying the

relationship between theory and practice, rather than seeing them as separate, to

reach a point of *praxis,* where they are able to take theory and reconcile it to the

context of their own practice.

'Reflection' and 'reflective practitioner' are familiar concepts in ITE. It is important to

note however, that *praxis* is not solely the process of taking action as an outcome of

reflection. *Praxis* is the process of taking action in practice that is situated within a

theoretical frame of reference where the trainee teacher is able to make wise and prudent practical judgements about *how* and *why* to act. It is the action of people who understand the preferences and philosophies that shape their professional identity, and are free and able to act for themselves (Carr and Kemmis, 2004).

Creating a Conceptual Framework

Creating a conceptual framework became the first critical step in order to distinguish the key constructs and presumed relationships among them (Miles and Huberman, 1994: 440) and to 'search for, and defend, the criteria that best apply' to my work (Connelly and Clandinin; 1990).

Drawing on Miles and Huberman's (1994) work, I decided I needed to construct a conceptual framework that encompassed multiple strands of knowledge from different disciplines including psychology, sociology, education and politics. In addition, as the rationale and motivation for the research originated in my own experiences as both past trainee and current ITE programme leader, it was necessary to differentiate those strands and acknowledge the influence of my position from which I interpreted the research that is through the lens of insider. A schematic depiction of the conceptual framework for the research can be seen in Figure 1.3.

Hargreaves 2000

Murray 1992

Hargreaves & Fullan 1998

Parfitt 2010

Robson 1998

Lester 2008, 2011

Evans 2008

Lingfield 2012

Gadamer 2001

Klein et al 1999

Silverman 2006

Kincheloe & Berry 2004

Kincheloe 2001

Guilleman & Gillam 2004

Hartsock 1990

Foucault 1982, 1988

Dreyfuss & Rabinow 1983

Stanley 1996

Derrida 1979

Finlay 2008

Van Manen 1988

POWER

METHOD

REFLEXIVITY

Orr & Simmons 2009, 2010

Esmond & Wood 2017

Gleeson et al 2015

Crawley 2012

Spours & Hodgon 2013

DUAL IDENTITY

PROFESSIONALISM IN FE

METHODOLOGY

ANALYSIS

Savin-Baden & Howell Major 2013

Bleakley 2004

Heidegger 1996

Trochim 2006

Flowers 2003

Vandermause & Fleming 2001

Bloland 1995

O'Farrell 1999

Gee 2001

Olsen 2008

Zembylas 2003

PROFESSIONAL IDENTITY: THEORY & CONTEXT

STORY

Van Manen 2011

Bevan 2014

Morse et al 2002

Tobin & Begley 2004

Aroni et al 1995

Fereday & Muir Cochrane 2006

Braun & Clarke 2006

Smith et al 2009

Onwegebuzie & Leech 2005

COMMUNITY OF PRACTICE

AUTHENTICITY

Clandinin & Connelly 1995

Ely 1997

Bakhtin 1981

Bamberg & Georgakopoulou 2008

Wenger 1998, 2010

Lave & Wenger 1991

Hoadley 2012

Freire 1998

Palmer 1998

Kreber 2013

Figure 1.3 Schematic depiction of the conceptual framework for the research.

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In designing and conducting the research, I found myself having to examine and then critically re-examine the role I played in the research. Working in this reflexive space brought me to an exploration of ontology and epistemology allowing me to secure the research questions, which in turn informed the adoption of a suitable methodology, one that was congruent with the intentions of the research project. This journey, which I discuss fully in chapter four, methodology and method, led me towards a social constructivist starting point where the interpretation of the social reality as experienced and understood by myself and my participants was explored, rather than identifying the causal/analytical setting to offer a theoretical understanding of 'hard facts'.

The aim of my research was to give voice to the experiences of the in-service undergraduate trainee teachers in FE. Often these stories are not articulated, and to a degree are kept hidden. However, as a teacher educator I have been in the privileged position where trainee teachers have shared their stories with me. It is my intention to draw on Clandinin and Connelly's (1995) ideas of the sacred, secret and cover stories as a means of interpreting and comparing the teachers' stories of how their professional identities develop over time.

By layering the stories together, I was able to illustrate and interpret the participants' lived experiences by juxtaposing the participants' stories against each other to illustrate their different experiences of same event or process.

Ely (1997) suggests the layering of stories is a useful technique to create finely detailed stories that the researcher can braid together to reach an understanding of a larger narrative. The idea of braiding stories together felt a perfect fit with the bricolage

method I used for the research (see chapter four, methodology and method) that has

been likened to quilt making or piecing together:

> (Bringing) together multi-coloured threads of meaning in endless
> patterns of momentary emphasis and compactness, and then
> entangling them into new webs of meaning –always elusive,
> shimmering, and fascinating.
>
> (Ely, 1997: 95)

This braiding of layers became all the more intricate when, in addition to comparing

the participants' experiences of the same event, I was also able to compare the

participants' sacred, secret and cover stories about a single experience. To explore a

sacred and secret story of a single event that told of two very different experiences,

one that was openly shared with the world and the other that was kept hidden:

> Layering can show the dynamic relation of one person to another or
> offer different points of view from various perspectives. In these ways
> layered stories reflect the diverse ways through which experience is
> interpreted and constructed.
>
> (Ely, 1997: 80)

Writing layered stories was not an easy endeavour but it did allow me to emphasise

the complexity of the participants' individual and collective experiences of their

participation in ITE and the impact this had on their professional identity. I believe it is

within these layered stories, and the relationship between these stories, the

consistencies and inconsistencies, that the participants' professional identity as

experienced (Rogers' real self) or as presented (Rogers' ideal self) can be

conceptualised.

Sacred stories are described as anonymous and communal (Crites, 1971). In his critique

of the institutional and ideological forms of knowledge, Lyotard (1979) introduced the

idea of narrative knowledge, knowledge in the form of storytelling. The concept of

grand narrative serves to explain and legitimise knowledge; that this is why things are

so. Sacred stories are often highly influential on our values and beliefs, which Bruner

(1986:66) described as the range of canonical characters which provide, 'a map of possible roles and of possible worlds in which action, thought, and self-determination are permissible (or desirable)'.

Secret stories are those lived out in the teachers' classrooms, often away from the eyes of colleagues and managers. It is these secret stories to some extent, to which teacher educators have privileged access. Through the developmental observation process, trainee teachers are observed in their normal every day practice and are encouraged to show their 'real' practices so that the teacher educators may support their development. Secret stories are often shared in the safe space provided in tutorials between trainees and teacher educators, where trainees are encouraged to discuss their practice as an act of developmental reflection. These stories are also shared in the reflective writing trainees submit which forms a substantial element of their assessed work.

Sacred stories are often adopted and lived unquestioningly – most often, the sacred story is shaped by their existing personal values, by their experiences of and interactions with the institutional culture and organisation, their relationship to others in the institution and profession, and by discourse surrounding their profession. For some their sacred stories are at odds with their lived experiences and secret stories from which 'incommensurable gaps or conflict between individually and socially constructed narratives emerge' (Olson and Craig 2005: 162). In these circumstances, teachers often find that they must create a new story, known as cover stories, which allow teachers to legitimise their different lived experiences that are at odds with their sacred story.

Telling Tales Out of Class

Having been a teacher educator for over ten years, working in the newly de-regulated sector with new professional standards in place (in what can perhaps be seen as a U-turn in policy from the regulatory changes of 2007), seems a timely point to re-imagine the notion of teacher professionalism. The central focus of the research was concerned with exploring how the trainee teachers' experience of ITE influenced the development of their professional identity over the course of their ITE programme and into their first year as fully qualified teachers.

A review of literature around the professional status of teachers (see Chapter two) found little that referred directly to FE teaching and of the literature available most relates to pre-service full time teacher training, which is undertaken through a predominantly postgraduate route. There was even less literature relating to undergraduate in-service ITE provision, surprising given that ninety percent of staff train part-time while in-service and many are undergraduates (Orr and Simmons, 1999). As a programme leader for a large ITE partnership, I was interested to see how the professional identity of in-service ITE trainees may be re-imagined by listening to their stories and experiences and professional identity development.

Framing Research Questions

Lindlof and Grubb-Swetnam (1996) suggest that research questions often arise from the researcher's autobiography that starts the chain of thinking that leads to an idea for enquiry. For me this was very much the case. My personal experiences and practice knowledge have been wholly influential in my choice of research topic and I am no stranger to some of the issues with which I engage.

Ultimately, my research aims to achieve a more complete understanding of the development of trainee teacher identity through the interpretation of teachers' stories, the role these stories play, the relationship between stories, and how teachers use them to inform, create and maintain their professional identity.

The aim of my research was,

To explore the relationship between practice and praxis, and how this shapes the professional identity of in-service, undergraduate, trainee teachers.

To answer this question, I asked a series of related questions:

➢ What are the experiences of in-service, undergraduate 'trainee' teachers undertaking ITE in the FE and skills sector?

➢ How do the experiences of these teachers influence their professional development during their time on the programme?

➢ What do the teachers' stories tell us about the development of their professional identity?

➢ What can these stories add to our understanding of the professional development of in-service trainee teachers?

CHAPTER TWO: PROFESSIONALISM IN THE FE AND SKILLS SECTOR

Introduction

This chapter begins by exploring the background to the changing policy discourse. In his article, *Four Ages of Professionalism and Professional Learning,* Hargreaves (2000) focuses on the development of teacher professionalism over the last century to the turn of the new millennium. Separating this development into four distinct and chronological categories: the pre-professional age; the age of the autonomous professional; the age of the collegial professional; and the post professional – or postmodern age, Hargreaves' article provides a useful framework for the discussion.

Moving on, the chapter will outline the more recent changes to regulation of teacher education in the FE and Skills Sector. It identifies the discourse that has shaped the debates surrounding teacher professionalism in the sector, which is of direct relevance to my own research.

The chapter then presents the commonly agreed notion of dual professionalism that has unfolded in parallel to the debates surrounding the professional status of teachers in the sector.

The Pre-Professional Age

In order to understand recent changes in policy it is first helpful to look back to the beginnings of the FE sector established by the Mechanics Institutes of the early nineteenth century, which provided technical training at a time of growing industrialisation, which required skilled workers. The Institutes were also seen as part of the growing movement for the provision of popular education. However, it was not until the mid-19th century, that governments became interested in their existence,

with the commissioning of the 1861 Royal Commission on the state of popular education in England, more commonly known as Newcastle Report (Young and Hancock, 1956). This highlighted the need for elementary education for adults, and the Technical Instruction Act of 1889 gave local authorities the opportunity to fund and provide vocational courses. By 1918, art and technical colleges finally replaced Mechanics' Institutes, having provided 'a firm foundation on which FE was established', for post school-age students (Walker 2012: 36).

Murray (1992) argues that in the *pre-professional age* teaching was regarded as being 'managerially demanding but technically simple' and as having a 'tenacious grip' of traditional teaching (Hargreaves, 2000: 156). In this age transmission teaching focused upon technical simplicity, order, and the control and standardisation of restricted professionalism, where:

> The 'good' teacher ... devoted herself to her craft, demonstrated loyalty and gained personal reward through service, 'whatever the costs'... [where she] only needed to carry out the directives of more knowledgeable superiors.

(Murray, 1992: 495)

The *pre- professional age* continues to have a degree of influence in the way teachers in FE are regarded today. The view that, 'teachers are (at best) enthusiastic people, who know their subject matter, [and] know how to 'get it across' (Hargreaves, 2000: 157) persists and is still commonplace in societal views of the FE sector, and among teachers themselves. This is particularly the case for those whose own attitudes are shaped by their 'nostalgia-tinted ideas about teaching' entrenched in their experiences as learners in the *pre-professional age* (Hargreaves and Fullan, 1998).

The Age of the Autonomous Professional

During the post war period, teachers enjoyed a 'licensed autonomy' (Dale 1988) where:

> Many teachers were granted a measure of trust, material reward, occupational security and professional dignity and discretion in exchange for broadly fulfilling the mandate the state expected of them.

> (Hargreaves, 2000: 159)

In the *pre-professional age*, the FE sector had traditionally placed high importance on the vocational or subject expertise of the teacher, with less emphasis on pedagogy. The 1960s onwards witnessed a change in the professional status of teachers (Hargreaves, 2000). The sector continued to employ teachers with strong vocational backgrounds but with limited formal qualifications. These vocational subject specialist teachers were expected:

> To use their creative wisdom to forge the necessary links with local industry and other relevant stakeholders, so as to give the FE brand a high profile in its respective local communities.

> (Parfitt, 2010: 35)

What emerged was an era where FE became largely dependent on the creativity of teachers. The *age of the autonomous professional* was the age of curriculum innovation, of designer projects, (Weston, 1979). Teachers in the *age of professional autonomy* had the right to choose the methods they thought best for their own students. However, this time of 'licensed autonomy' did little to enhance the *professionalism* of teachers in the sector (Hargreaves and Goodson, 1996). Rather:

> This autonomy isolated teachers from one another, and it subordinated teachers' professional learning to academic agendas.

> (Hargreaves, 2000: 161)

The Age of the Collegial Professional

By the mid to late 1980s, the autonomy of teachers observed in the age of the autonomous professional was becoming unsustainable. Margaret Thatcher's 'New Right' Conservative government (1979-1997) combined neo liberalist and neo conservative ideologies which focused upon a revival of market liberalism and the creation of conditions favourable for a free economy and the restoration of the authority of strong central government oversight and 'traditional' values: The world in which teachers operated was subject to rapid change (Hargreaves, 2000). Some of the changes, which shaped the creation of the collegial age, included expansion and rapid change in the substance of what teachers are expected to teach; the integration of special education students into ordinary classes which changed who teachers were expected to teach; and the addition of increasing 'social work' responsibilities to the task of teaching.

As the demands of their role developed, teachers in FE increasingly found themselves having to teach in ways they had not been taught themselves during their own education (McLaughlin, 1997):

> The age of professional autonomy provided teachers with poor preparation for coping with the dramatic changes that were headed their way and against which their classroom doors would offer little protection.

(Hargreaves, 2000: 162)

It could be argued that teachers in the sector lacked a professional identity. The absence of a professional body left them politically exposed and thus subject to a series of seemingly incremental and disparate initiatives (Lucas, 2002; Robson, 1998; Clow, 2001).

The introduction of the *Further and Higher Education Act* (1992) brought incorporation to the sector in 1993 that freed colleges from local authority rule. Whilst giving the appearance of granting greater autonomy to educational institutions, incorporation used devolution as 'a key mechanism of the new executive power, a part of centralised control' to contain and neutralise education professionals (Tolofari, 2005:86). This signified not only a change in the focus and content of education policy but also in the process of policymaking.

With the roles and responsibilities of teachers expanding to include consultation, collaborative planning and other kinds of joint work, the *Age of the Collegial Professional* saw many teachers begin to turn to each other for support with their professional learning (Hargreaves, 2000). Professionalism, in the (still emerging) age of the *collegial professional*, is regarded as 'new' rather than 'old' (Hargreaves, 1994), 'collegial and collective', rather than 'autonomous and individual' (Hargreaves and Goodson, 1996). In this age there continues, in some domains (for example, the Institute for Learning, Lifelong Learning UK, the Education Training Foundation, and the works of educationalists, such as, Lave and Wenger, 1991), a drive towards increasing efforts to build strong professional cultures of collaboration to develop common purpose to cope with uncertainty and complexity.

Post Professional – or Postmodern Age

Whilst the New Right government enacted developments in education policy in England and Wales more extensive than any since the 1940s (White, 1988) it was the election of the New Labour government in 1997 which saw the beginnings of the FE sector having a more central role in both economic and social policy.

Picking up where the New Right left off, in the name of social justice and economic

prosperity (DfES, 2004), New Labour consolidated what has come to be known as the

New Public Management movement. This encompassed a series of 'recurrent

institutional reforms led from the top of the political system in a way which would not

have been conceivable in the 1970s... all permeating and revolutionary' (Tolofari,

2005: 78) and characterised by privatisation, managerialism, performance

management and accountability (Ewalt, 2001).

Hargreaves (2000) suggests that these changes at the turn of the millennium, led to a

transition into the *Postmodern Age* where:

> The fate of teacher professionalism … is by no means fixed, but is
> being and will be argued about, struggled over and pulled in different
> directions in different places at different times.

(Hargreaves, 2000: 167)

New Right attempts to redefine education as a commodity (rather than a public good);

a standard product that could be more effectively and efficiently delivered by market

forces (Grace, 1994) led to education policy that facilitated the marketisation and

management of education in an attempt to align the sector with the needs of industry.

The re-formation of FE continued throughout New Labour's time in office and the

sector experienced a dramatic increase in education legislation, with a staggering

thirty-four interventions including Reports, Acts and significant funding allocations

over the thirteen-year period (1997-2010).   New Labour saw the quality of teaching in

the renamed *Learning and Skills Sector* as fundamental in achieving *its Lifelong*

Learning and Success for All strategies (Lucas, 2004), and continuing its 'policy

epidemic' (Levin, cited in Ball, 2008) in 2002 introduced *Success for All: Reforming*

Further Education and Training: Our Vision for the Future. This sought to address

concerns about the quality of provision, highlighting the Government's belief that

colleges' management had spent too much time 'chasing and accounting for funding

and not enough on raising standards and relevance of teaching and learning' (DfES,

2002: 5) and that as a result insufficient emphasis had been placed on standards,

success rates, and the development of excellence. Perhaps most influentially for the

status of teachers in the sector, the government argued that:

> Within the sector, a workforce whose skills and career development
> has often been neglected, there have been unhealthy levels of
> casualisation, and insufficient emphasis on improving professional
> skills, on updating subject or occupational knowledge, and on
> developing leadership skills for the future.

(DfES, 2002: 5)

Nevertheless, not everyone embraced the reformulated, all-encompassing and flexible

concept of lifelong learning. Whilst the new attention focused upon 'the Cinderella

sector'[2] clearly had positive effects it also brought unparalleled levels of government

intervention to regulate and professionalise the workforce to the extent that Coffield

(cited in Simmons 2013: 87) described FE as a sector dominated by 'diktat and

discipline, performativity and managerialism'.

Ball (2008) argues that although the *Success for All* documents promised to make

amends for previous neglects by re-stating the 'absolutely central' place of FE in

education policy (with particular emphasis on professionalisation and teaching and

learning). Also in evidence is the continued sub text of New Public Management

language including floor targets, minimum performance levels, benchmarking data and

performance indicators, alongside references to the negative consequences of 'self-

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[2] Kenneth Baker, then Secretary of State for Education first coined the phrase 'Cinderella sector' in his keynote address to the Annual Conference of the Association of Colleges of Further and Higher Education on 15th February 1989.

interest.' The sector was clearly coming under the influence of the 'three Es' of the neoliberal agenda: effectiveness, efficiency and economy that were guiding the reforms at this time (Mather and Seifert, 2004).

Such observations led critics to question not only New Labour's discourse, but also the efficacy of their policies with their continued centralist and interventionist tendencies (Hyland, 2000; Fairclough, 2000; Selwyn, 2000; Avis, 2000.) Many warned of the potential 'vocationalisation of everyday life' (Avis et al., 1996: 165). The 'three Es' of the neoliberal agenda were clearly reflected in Ritzer's (2007) identification of the four essential aspects: efficiency; calculability; predictability; and increased control through the replacement of human labour with technology, of the 'McDonalization (sic) of education and training' (Hyland, 1999: 11) where there is a tendency toward 'hyper-rationalisation' of these same aspects, 'over which the individual performing it has little or no control' (Garland, 2008: online).

Mulderigg (2003: online) argued that New Labour's professional development discourse simply served: 'to construct a social identity for all teachers that can be seen as serving both a legitimatory and regulatory function.... intersecting with other practices in forming an implicit web of responsibility and accountability'. Unsurprisingly, this 'deepening context of de-professionalisation' served only to generate scepticism and demoralisation among teachers in the sector, who, when 'weighed down by obese reform demands … are unlikely to exercise their talents wholeheartedly in collaborative planning' (Hargreaves, 2000: 169). Thus, in the *Postmodern Age*, there is no reference to 'regulated autonomy' or the 'de-professionalisation' of teachers in policy texts as this is not an explicitly authoritative

discourse. Rather, it can be found in the more familiar and, therefore acceptable, discourse of collaboration, frameworks, standards and expertise.

The Changing Face of Professional Status in the FE and Skills Sector

The Post-Compulsory Education and Training (PCET) sector in England comprises a wide range of education providers such as sixth-form colleges, work-based learning providers and public sector training organisations with FE colleges representing the largest share of PCET education. A diverse range of courses is delivered in FE colleges, which offer a range of education provision from discrete provision for learners with profound learning difficulties, to Qualifications and Credit Framework (QCF) entry level through to levels 1 to 4, and onwards to learners studying courses of higher education (Ainley and Bailey, 1997).

As discussed above, the FE sector had traditionally placed greater emphasis on the vocational or subject expertise of the teacher over pedagogy. In contrast to the requirements of primary and secondary education, ninety percent of FE teachers are initially employed without a teaching qualification and complete their teacher training on a part-time in-service basis (Ofsted, 2003).

The late 1980s through to the 1990s witnessed a shared view among politicians, from the left to the centre-right, that Britain was failing compete with the rest of the world industrially (Gillard, 2016). The first in a chain of events to boost the economy through enhancing the skills of the nation's workforce came in April 1995 when Sir Ron Dearing conducted the Review of Qualifications for 16-19 Year Olds (1996), commonly referred to as the Dearing Report, with a view to encouraging greater equivalence between academic and vocational qualifications. The report recommended that there should be

a national framework of qualifications that included both academic and vocational qualifications; greater clarity of the purpose of education for 16-19 year olds; an increased focus on skills; and recognition of a wider range of achievement.

The more significant changes to the sector began with the introduction of the *Further and Higher Education Act* (1992) that brought greater autonomy to educational institutions in the sector through incorporation. However, it was not until the election of the New Labour government in 1997 that saw the beginnings of the FE sector playing a central role in the economic and social policy amidst New Labour's policy changes to increase the skills of the workforce population. The sector was identified as the means to the successful implementation of two key policy moves: to engender social justice through the widening of participation in education, and the continuation of the move to boost the economy through enhancing the skills of the nation's workforce. These key moves have played a significant role in the shaping of professionalism and the view of the professional status of teachers in the FE and Skills sector in which this research is situated.

As discussed above, the re-formation of the FE sector was a swift and relentless period with thirty-four interventions over a thirteen-year period. Perhaps the significant intervention was *Success for All: Reforming Further Education and Training – Our Vision for the Future* (DfES, 2002).

Success for All reinforced the government's position that the FE sector played 'a pivotal role in achieving the goal of a learning society' (DfES, 2002: 4). Whilst noting that excellent provision already existed in the sector in the form of 'the scale and richness of innovation and good practice in learning delivery, often involving inspirational

creativity by front-line staff' the report also noted that a number of gaps needed to be bridged to overcome the weaknesses of the sector.

To bridge these gaps, the report made a series of recommendations with which to develop and implement a comprehensive reform strategy for the sector. Of particular relevance for this research is the report's statement that every learner has the right to 'expect and receive' excellent teaching, which led to the recommendation of the introduction of a new national framework for raising standards with independent inspection against a Common Inspection Framework (CIF) across all providers. To support the implementation of these new frameworks would be 'a major programme of training and professional development for teachers and trainers, including workplace supervisors, and for support staff [sic]' (DfES, 2002:: 18).

Success for All provided the strategy for reform to improve the quality and effectiveness of post-16 education and training. Whilst identifying the importance of working with employers, it also emphasised the importance of high quality teaching and learning in the sector, which led swiftly to the Ofsted report, *The Initial Training of Further Education Teachers'* (2003).

The report announced the existing system of teacher training for the FE sector did not provide a 'satisfactory foundation of professional development for FE teachers at the start of their careers' (Ofsted, 2003: 5). The FENTO standards whilst found to be 'useful' did not define clearly enough the standards now required for teachers in the sector. The findings of Success for All led to the government's new proposals for teacher training which were laid out in the report, *Equipping Our Teachers for the Future* (DfES, 2004).

Following the requirements set out within *Equipping Our Teachers for the Future* an

extensive, iterative consultation process involving regulatory authorities, unions,

awarding institutions and individual provider organisations was carried out and the

draft standards for ITE were published in March 2006 and made available on the

Lifelong Learning UK (LLUK) website. Further consultation and review with advisory

and development groups, resulted in a reshaping of the standards, presented as the

New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning

Sector. Endorsed by Standards Verification UK (SVUK) the standards were regarded as

'a vital first step in the construction of a new framework of qualifications for teachers

in the further education system' (LLUK, 2007: ii). LLUK presented the standards under

six specific areas, referred to as *domains*, with the first *domain*, professional values

and practice, as an underpinning feature of the remaining five *domains* (learning and

teaching, specialist learning and teaching, planning for learning, assessment for

learning, access and progression). Thus, clearly emphasising the shift in focus and

reflecting the re-professionalisation of the further education sector:

> Teachers in the lifelong learning sector value all learners individually
> and equally. They are committed to lifelong learning and professional
> development and strive for continuous improvement through
> reflective practice. The key purpose of the teacher is to create
> effective and stimulating opportunities for learning through high
> quality teaching that enables the development and progression of all
> learners.

(LLUK, 2006: 2)

In a somewhat similar way, the Ofsted criteria for trainee teachers focus on what they

refer to as the 'key aspects' of trainees' performance in the following four areas:

trainees' performance in class, trainees' files, trainees' explanations and trainees'

noticeable characteristics. These four are then sub-divided into the grades of

outstanding, good, satisfactory and unsatisfactory. (In 2012, Ofsted changed the sub

category 'satisfactory' to 'requires improvement' on the Common Inspection and ITE

Inspection frameworks.)

These two separate sets of 'technical-rational' criteria are regarded as a 'codification of

knowledge or practice', which rather than support the development of professional

identity, operates to create a regulatory professionalism 'to improve accountability

ultimately to the public rather than purely to the profession' (Lester, 2011: 6). This is

clearly reflected in the Higher Education Institutions (HEI) development of ITE

provision, which combines LLUK and Ofsted's criteria to create a programme of study

that is designed to 'prepare trainees to plan, implement and evaluate teaching and

learning within Post-Compulsory Education effectively and efficiently' (UCLan, 2012:

online). However, in addition, throughout the programme, all trainee teachers are

expected to develop as reflective practitioners in order to strengthen and consolidate

this learning within a Lifelong Learning context. This element of the programme

demonstrates the integration of the reflective-interpretive/ reflective-creative

paradigm (Lester, 2008) into an ITE programme endorsed against a purely technical-

rational paradigm (Evans, 2008).

Continuing the trend of boosting the economy through a focus on improving the FE

sector the 2006 government White Paper, *Further Education: Raising Skills, Improving

Life Choices* reinforced New Labour's vision that emphasised the relationship between

FE and nationwide economic development:

> Our economic future depends on our productivity as a nation. That
> requires a labour force with skills to match the best in the world. […]
> The colleges and training providers that make up the Further
> Education sector are central to achieving that ambition. […] But at
> present, Further Education is not achieving its full potential as the
> powerhouse of a high skills economy.

(DfES 2006: 3)

A more common assumption within policy was that the sector lacked a culture that

promoted the professional development of teaching knowledge and skills (Orr and

Simmons 2009) which led to the introduction of the 2007 *New Professional Standards*

for Teachers, Tutors and Trainers in the Lifelong Learning Sector and the requirement

for staff in FE to hold teaching qualifications.

Following the election of a coalition government in 2010 there was something of a

reversal of policy; 2013 saw the de-regulation of teacher education in the FE sector.

There was mixed opinion surrounding the de-regulation suggested in 2012 which was

to change the 'nature of the debate from "professionalisation" of FE to supporting and

enhancing the professionalism which we consider already exists' (Lingfield, 2012: 6):

> The 2007 Regulations are no longer fit-for-purpose, nor are they so
> well-founded that amendment will deal adequately with their
> shortcomings. We recommend that they should be revoked with
> effect from 1 September 2012. We recommend in their stead a largely
> voluntary regime of in-service advanced practitioner training and CPD
> for lecturers, based on advice to employers drawn up through
> consultation conducted urgently by LSIS and encapsulated where
> appropriate in contracts issued by the funding bodies.

(BIS, 2012: 4)

Ofsted who reported that no causal link could be found between regulatory

enforcement of teaching qualifications and CPD, and improvements in teaching

practice in the sector supported this change in emphasis. Lord Lingfield, (who chaired

the independent review, *Professionalism in Further Education*, commonly referred to

as *The Lingfield Report)*, went on to report that:

> Decade-long reforms have had very little impact on the same faults in
> delivering teacher training in FE that were identified by the
> inspectorate in 2003. Initial teacher training programmes appear to
> be largely generic and theoretical, rather than being related to the
> professional and occupational expertise of college lecturers;
> mentoring continues to be weak; the system of qualifications and
> credits is very inconsistent among teacher training providers; and the
> commitment of FE employers to support their staff to attain

excellence in pedagogy appears distinctly uneven.

(Lingfield, 2012: 14)

However, the *Evaluation of FE Teachers Qualifications (England) Regulations* (2007),
(carried out by GHK Consulting on behalf of the Department for Business, Innovation
and Skills (BIS), published the same day as Lord Lingfield's review), found regulation *had*
proven beneficial to the sector, arguing that the case for compliance had almost been
won, finding, 'evidence that good progress has been made towards ensuring a qualified
and expert teaching profession' (BIS 2007: 7).

Yet with the Lingfield Review seeing little impact of regulation, the recommendation was
made that the training of teaching staff, CPD and professional conduct were 'essentially
matters between employer and employee' (2012: 25), and the FE and Skills Sector was
de-regulated in 2013:

> The purpose of this discussion will be to help ensure that the single
> regulator remaining in FE monitors outcomes in a way which informs
> learner choice and assists employers both to further enhance their
> service and to support the professionalism of their staff.

(Lingfield, 2012: 26)

The teaching qualifications introduced with the new professional standards in 2007[3],
commonly referred to as PTLLS/CTLLS/DTLLS, were replaced by a new suite of
qualifications. In addition, as part of de-regulation, the mandatory rule to complete at
least 30 hours CPD was also removed, and membership of the Institute for Learning
(IfL) became optional until the IfL was disbanded in 2014. Professional formation with
the status of Qualified Teacher Learning and Skills (QTLS) is available through Society

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[3] The teaching qualification introduced in 2007 – commonly referred to as PTLLS/CTLLS/DTLLS
Preparation to Teach in the Lifelong Learning Sector/ Certificate to Teach in the Lifelong
Learning Sector/ Diploma to Teach in the Lifelong Learning Sector.

for Education and Training (SET) for those who have undertaken a full teaching qualification, but is no longer required for the sector.

The de-Regulation Bill in July 2013 gave the newly titled *Further Education and Skills Sector* the responsibility for creating the rules and regulations that govern the teaching, training and development of teachers, trainers and learning support teams. This included the endorsement of an FE guild (now The Education Training Foundation (ETF) that would act as an overarching body with responsibility for professionalism and vocational education across the sector and enhance the status of the sector by providing a single set of professional standards, codes of behaviour, and developing qualifications. The new *Professional Standards for Teachers and Trainers in Education and Training –England*, were published in 2014. The requirement for teachers and trainers to hold a teaching related qualification was revoked when the De-Regulation Bill was ratified in the 2015 Deregulation Act.

Lingfield (2012) proposed that the Ofsted Common Inspection Framework was sufficient to ensure a threshold level of competence and went on to suggest that:

> Most providers will want to do very much better than that and to stand or fall according to the service they offer and the public accreditation they earn for the high quality of that service from Ofsted and others.

(Lingfield, 2012: 25)

The 2013 *De-regulation Bill* revoked the official requirement for teachers and trainers to hold teaching related qualifications and FE colleges were required to decide for themselves the level of qualification of their teaching staff, taking full responsibility to ensure that staff are suitably trained and qualified. In the large ITE partnership in which this research was undertaken, no change was made to the partner colleges' requirements that their teaching staff achieve full teaching qualification.

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Dual Identity

The professional identity and status of teachers has been widely investigated. However, the majority of this research relates to Initial Teacher Training (ITT) for the primary and secondary phases of education. There has been limited academic research in the field of ITE for the FE sector (Orr and Simmons, 2010). Throughout the limited investigations into the professional identity of teachers in the FE sector the focus has predominantly centred on the notion that teachers in the sector have what is referred to as a 'dual identity' or 'dual professionalism'. This duality is seen to encompass the teachers' professional identity in terms of their knowledge of their specialist subject as well as their knowledge of pedagogy (IFL, 2014), or to differentiate between 'teacher' and 'subject expert' (see, Robson, 1998; Gleeson, 2005; Orr and Simmons, 2009).

The terminology of 'dual professionalism' became widely accepted and was included in the LLUK professional standards 2007 (Esmond and Wood, 2017: 232). The IfL who became the professional body for teachers in the sector, in acknowledging the presence of 'dual professionalism' for teachers in the FE sector refer to this concept as 'a knowledge of their subject matter as well as a knowledge of pedagogy in a vocational context' (IfL,2014: 4).

A majority of teachers in the FE sector begin teaching having already established a career in a specialist subject profession (for example, engineering or veterinary nursing):

> The nature of entry into teaching among FE practitioners has become associated with notions of 'dual identity' – a term denoting how teacher describe their vocational identity in order of priority.
>
> (Gleeson et al., 2015: 80)

Historically, teachers in the sector are commonly thought to anchor their professional identity in this subject specialism/vocation, and that this professional identity remains, or in some instances, is prioritised over the professional identity of teacher.

The notion of 'dual identity' or 'dual professionalism' has been seen to create a tension in the FE sector (Esmond and Wood, 2017: 232). Whilst the individual's subject specialist knowledge provides them with the experience and expertise to convey the subject matter to students in a teaching role, Robson (2004) argues that the undertaking of a teaching role may not necessarily equate to the adoption of the professional identity of teacher. Indeed, for many teachers in the sector their subject related identity is so entrenched that it 'may prevent some from considering themselves as professional teachers' at all (Orr and Simmons, 2009:9). Alternatively, many teachers adopt a dual professional identity, which comprises both 'subject specialism' and 'teacher'.

Whilst arguably this tension arose partly from the marginalised position of FE, the vocational culture of the sector was undoubtedly a significant factor too. Despite the position that formal teacher training courses for FE teachers have existed for over 60 years in England, these attitudes towards the professional identity of teachers in FE are still largely mirrored and perpetuated in FE colleges, where 'restrictive' practices of the *Pre-professional* and *Postmodern Ages* (Hargreaves, 2000) separate formal teacher education from work-based CPD (Fuller and Unwin, 2004: 130). The use of the terminology 'dual identity' or 'dual professionalism' takes no real account of how:

> Existing structures shape the way occupational knowledge is transformed into pedagogy, or how the tutor's relationship to workplace knowledge changes.

> Esmond and Wood (2017: 232)

Orr and Simmons (2009) argue that implicit within the sector is an assumption that subject expertise rather than pedagogy was the chief determinant of the quality of teaching and learning. The role of formal teacher education in FE has aimed to combine the elements of professional identity into a unified whole. However, these restrictive practices create vacuums of professional development (Hargreaves, 1994) which often serve only to undermine some of the central aims of ITE programmes.

In the Evaluation of the Impact of Lifelong Learning Sector Initial Teacher Education (LLS ITE) (2012), Jim Crawley, writing for The University Council for the Education of Teachers (UCET), found there had been some advancement in the self-perception of teachers in FE as teachers in the sector become more adept at managing the duality of their professional identity. However, in some cases:

> Individual teachers have been shown to perceive themselves as 'another professional', rather than as 'a teacher', and they do not have a well-developed perception of themselves as professionals.

> (Crawley, 2012: 9)

Further reinforcing the more constructive perception of 'dual professionalism' the consultation on the FE workforce and Initial Teacher Education workforce (Hutchinson et al, 2014: 12) argues that 'the best vocational teachers have dual identities, as both occupational specialists and as pedagogical experts' but that their subject specialism often remains as the defining characteristic of their professional identity.

Developing the notion of 'dual identity' further Orr and Simmons (2010) expanded the notion of dual identity for in-service trainee teachers in their paper, Dual identities: the in-service teacher trainee experience in the English further education sector. In expanding the term 'dual identity', they move to include the dual roles of 'teacher' and 'trainee teacher' which refers directly to the in-service trainee teachers who undertake

ITE simultaneously alongside their paid teaching role. Their research was conducted across two FE institutions. A key finding was that:

> The identity of trainee was eclipsed by that of teacher because they was often little time or opportunity for trainees to develop their practice as they had to quickly sustain heavy workloads.

(Orr and Simmons, 2010: 86)

Whilst the project found the in-service trainees in the project to have a stronger 'teacher' rather than 'trainee' identity, the project also found that often 'expediency is emphasised over flair' (Orr and Simmons, 2010: 86). Participant trainee teachers were found to adopt a technicist approach to practice that restricted their understanding of teaching and their professional identity (Orr and Simmons, 2010: 85). This restricted understanding further adds to the tensions of 'dual identity' or 'dual professionalism' in a sector where, historically, subject specialism has been regarded more highly than pedagogy.

More recently, the notion of 'dual professionalism' for teachers in the FE sector has been expanded further still. Spours and Hodgson (2013) suggest the need for a 'triple professionalism' one that facilitates the roles of subject specialist and pedagogy with the additional strand of engaging and mediating with commercial and social partnership activity in their locality.

Whilst 'dual professionalism' may make sense at the level of the classroom, Spours and Hodgson (2013) note that in the wider economic and political landscape of FE a new 'triple' model of professional identity would address subject specialism and pedagogy, but also the demand for economic well-being as an educational outcomes for learners. 'Triple professionalism' would:

> Emphasise the development of equal and respectful relationships between the college and other providers in the locality in order to meet the needs of all learners as well as the demands of wider social partners, such as employers.

<div align="right">(Spours and Hodgson, 2013: 17)</div>

Spours and Hodgson's rationale for their new vision for professional identity is clearly rooted in the tensions created by the restrictive practices inherent in the managerialist and bureaucratic nature of the FE sector. They believe these practices, which stifle the professional identity development of teachers in the sector, will only increase further as 'colleges may be tempted to cut corners in terms of professional preparation' (Spours and Hodgson, 2013: 16) as they face greater financial pressures. A 'triple professionalism' would 'by virtue of its ability to promote higher levels of performance and to shape the local landscape' (Spours and Hodgson, 2013: 17) allow colleges, and the teachers, to challenge the restrictive practices that undermine notions of professionalism of the sector.

The approach to teacher education and CPD taken by the college in this research project reflects those in Orr and Simmons' study (2009) where the restrictive practices included:

> Limited participation in communities of practice; fast rather than gradual transition to full professional role; lack of organisational support or recognition of employees as learners; and little emphasis on innovation of practice.

<div align="right">(Orr and Simmons, 2009: 7)</div>

Over time, as this restrictive stance prolongs the notion of separate identities, its negative impact on teacher engagement, efficacy, and identification creates tensions; tensions that can have profound implications for teachers' future trajectories as teachers struggle to reconcile the core elements of the dual identity.

Conclusion

Using Hargreaves's (2000) *Four Ages of Professional Learning* as a framework for discussion, this chapter explored the recent history and current context of the debates surrounding the professional identity of teachers in the FE sector.

My research took place in the *Postmodern Age* where the autonomy teachers experienced in the *Pre-Professional Age*, and *Age of the Autonomous Professional* was at odds with the Government's need for education to play a significant role in boosting the economy. The focus upon the post-compulsory education sector, particularly FE, changed significantly in response to the continued concern for the operation of the national economy within the global market (Ball, 1998b). What followed was a period of swift, successive policy moves that changed the face of FE, and consequently brought the professional status of teachers in the sector to the foreground.

In this chapter, I have considered how the emergence, development and enactment of education policy and the influence of political and educational ideologies - led to the phrases *professional status, professionalism, professionalisation, de-professionalisation, and re-professionalisation* becoming part of the language of the discourse relating to teachers in the FE sector.

CHAPTER THREE: PROFESSIONAL IDENTITY: THEORY AND CONTEXT

Identity and professional identity are widely used concepts within psychological and sociological literature and variations in meaning are not uncommon. My aim throughout this chapter is to build a theoretical framework for understanding how the in-service trainee teachers construct their professional identity through a variety of, sometimes conflicting, lenses.

In the previous chapter, I presented the commonly agreed concept of dual professionalism. I consider that focusing solely on this one aspect of professional identity could limit the way in which the professional identity of teachers in FE is understood. Such a narrow interpretation could also have profound implications for the research project and my interpretation of the data. The research findings and outcomes would be compromised if the participants' stories of their developing professional identity focused solely on the notion of the relationship between their vocational/subject specialism and any identity associated with that (such as 'engineer' or 'hairdresser') and their teacher identity. To interpret the participants' professional identity based purely on a dual identity model would only reveal part of the picture and would fail to recognise the importance of social interaction, affinity and power that constitute the pluralist rather than dualist components of socially constructed professional identity.

Therefore, this research aimed to look beyond this concept to interpret the complexity of developing professional identity of the in-service undergraduate trainee teachers in real time as they experienced ITE and reconciled the core elements of their identity (Crossley, 1996), viz. their sacred, secret and cover stories.

The chapter explores theoretical literature to determine important similarities and distinctions between the theories around identity. By drawing attention to some of the complexities for research that focuses on identity formation and development, the chapter explores the teachers' professional identity can best be understood in order to interpret the developing stories of trainee teachers' professional identity.

Whilst drawing on a range of literature sources the review is purposefully focused on identity and identity formation that lead to an understanding of the experiences, values and beliefs that embody the participants' stories.

The chapter begins by exploring the landscape of professional identity for in-service trainee teachers and the context in which their professional identity is shaped, before moving on to consider how we can understand the professional identity of in-service teachers. The notion of communities of practice is explored and the relationship these communities have on in-service teachers' professional identity. The influence of personal power in shaping professional identity is explored before the chapter moves on to consider professional identity as a social construct. Drawing together notions of community of practice, self-authorship, integrity, and authenticity the chapter closes by considering how teachers navigate between their own authentic development and institutional pressures.

The Landscape Where Professional Identity is Shaped

Teacher training is often described as CPD, a generic term used to describe 'all the activities in which teachers engage during the course of a career… to enhance their work, raising and maintaining standards of teaching, learning and achievement' (Day and Sachs, 2004: 18). For in-service trainee teachers the very act of joining an ITE

programme identifies them to their peers, colleagues and students as being 'unqualified'. Individuals who were once referred to as 'teachers' now are referred to as 'trainee teachers'. For undergraduate in-service trainee teachers, joining the ITE programme engages them with graduate study at National Qualifications Framework (NQF) level 5 and 6, often for the first time. These individuals are challenged with graduate level of work, without the prior experience and skills of higher education study, (for example, academic writing, independent research, reviewing literature). Part time study is combined with full time employment. The demands of FE teaching result in little or no time remittance for study and ITE classes are predominantly timetabled as evening provision. The idea that teacher education is CPD then becomes a 'deceptively simple description of a hugely complex intellectual and emotional endeavour' (Day and Sachs, 2004: 3).

Helsby (1995) suggests that if one were to ask teachers what it means to be professional their response would usually refer to being professional, in terms of the quality of their teaching, their conduct and behaviours. This is often intrinsically linked to how they feel others perceived them (i.e. *affinity* identity, which is discussed in more detail later in this chapter). A less common response would be that professionalism refers to the act of striving to improve quality and standards of practice.

To understand the developing professional identity of in-service trainee teachers, it is important to consider the context in which identities are formed and reformed. To this end, my review of the literature around teacher identity includes both the participants' particular characteristics, for example, their differentiation of *being professional*

and/or *professionalism,* and the social context in which their identity is shaped

(Mason, 1996).

Identity formation cannot be detached from the contexts in which it forms and Ibarra's

(1999) research into organisational practice shows that changes in a person's

workplace role or even their professional title are often accompanied by changes in

their professional identity. From my professional experiences in teacher education, I

found this to be the case with many of the in-service trainee teachers; they often

struggled to form, negotiate and adopt new ways of viewing themselves. These

programmes demand that trainee teachers reflect upon their professional practices

(and identity) through reflective thinking and writing, some of which is shared with

their peers. The nature of HE study challenges and assesses the academic skills of

individuals who are often already established 'teachers' but who are often engaging in

higher education study for the first time. The in-service trainee teachers become

students; but these students:

> …think and feel, are influenced also by their biographies, social
> histories and working context, peer groups, teaching preferences,
> identities, phase of development and broader socio-political cultures.

> (Day and Sachs, 2004: 3)

This combination of deconstructing their own practice in training and the challenges of

reconceptualising and reconstructing themselves as practitioners in an academic

context often challenges the trainees' opinions and values, and requires them to

develop strategies by which they come to define themselves in their professional role

as 'a teacher' (Ibarra, 2000).

Clandinin and Connelly (1995: 5) use the metaphor of a 'professional landscape' with which to frame the concept of professional knowledge as being composed of 'a wide variety of components and influenced by a wide variety of people, places and things'. It is my intention to extend this metaphor to in-service trainee teachers' professional identity formation where their professional learning can be perceived as a journey through landscapes of practices. In-service trainee teachers have often worked as teachers in an unqualified capacity for many years before joining a teacher education programme; often working in an FE college, with a job title that already denotes a professional status and carries with it a named professional identity, such as a tutor or lecturer. Trainee teachers in this landscape move back and forth between two very different places: the classrooms and staffrooms where they are already regarded as a 'teacher' and the training classroom where they join a community of practice of 'trainees', not yet 'teachers'. Their professional identity development can be seen as a trajectory shaped by their journeying within and transitions across different communities, incorporating their past and their future into the experience of the present (Wenger, 2010).

The nature of ITE and the trainee teachers' day-to-day teaching practice blurs the boundaries of the role the individual plays in each context, in one the teacher, in the other the student. This leads to a professional identity that is multifaceted as it incorporates the role and knowledge of 'teacher as practitioner' in the institution and that of an unqualified 'trainee'. In-service trainee teachers inhabit a landscape that creates dilemmas, as their professional identity development becomes an iterative, interactive process, where identity is formed and reformed at the interface between

theory and practice; between praxis and practice which I believe can be understood in terms of sacred, secret and cover stories.

Understanding identity

Concepts of identity are commonly referred to in relation to teaching and there are numerous variations in meaning. 'Teacher' and 'professional' identity are recurring topics in pedagogic research, yet defining a clear statement of 'identity' is problematic. Understanding identity and its development requires a systematic approach to evaluating, identifying and organising the perception of self (Erikson, 1968) that encompasses the notion that identity is not a 'given', but is conferred through acts of social recognition (Berger, 2011).

Defining my own understanding of professional identity was essential to the process of interpreting the shifts in identity and developing stories of the participants, in order to capture the deeper, more nuanced understanding of why and how their professional identities have continued to develop over time.

Identity has become an axiom that is frequently used in a variety of contexts (Woodward, 2002), one that is regularly used to describe our individual characteristics (such as being an 'organised person'), and consequently is associated with ideas about the kind of 'personality' we have (Kenny et al., 2011). Additionally, identity is commonly assigned to groups as well as to individuals and association with or membership of a specific group is often a significant factor in identifying and characterising identity (such as, being a 'trainee teacher' or 'a qualified' teacher). *Who we are* is often shaped through interactions with our peers, the institutional structure

and leadership within which interactions take place, organisational culture, the media and a host of other influences.

How Communities of Practice Shape Professional Identity

Throughout my involvement with ITE, I have observed in-service trainee teachers' professional identity shifting and developing. I have observed many individuals who, employed as a teacher for many years, identify themselves as a member of a group with their fellow teachers, and I have observed the tensions, and often anxieties, experienced by these same teachers as they join an ITE programme in order to become a qualified teacher. These tensions and anxieties that are created as the teachers navigate their way into the new ITE group, whilst maintaining their status in their existing group of colleagues, have manifested in a number of ways and have been managed by the individual teachers with varying degrees of success.

Wenger's (1998) work on learning as social participation where individuals construct their identity though their participation in social communities offers a valuable model with which to understand my observations. Initially Lave and Wenger (1991) used the concept of a 'community of practice' to describe the naturally occurring processes underlying all knowledge and learning. Their work on communities of practice focused on the interaction between 'novices' and 'experts' , and the means by which novices acquire expertise over time that reshapes their professional identity.

However, the concept has developed over time, with both Lave and Wenger (1991, 1998, 2002), and other authors (see Brown and Duguid 1991, Saint-Onge and Wallace 2003) contributing to the evolution of communities of practice.

Wenger's (1998) model focused on personal growth and how the trajectory of an individual's participation within a group, and developed the concept of participation in social communities to that of the community of practice where a group of individuals engage in and contribute to communal activity, which continuously shapes their (shared) identity.

Wenger et al.'s (2002) work Cultivating Communities of Practice suggests that organisations can engineer and cultivate communities of practice. It is accepted that communities of practice can be explicitly created (Hoadley, 2012: 292) to bring together:

> Groups of people who share a concern, a set of problems, or a
> passion about a topic, and who deepen their knowledge and
> expertise in this area by interacting on an ongoing basis.

(Wenger et al., 2002: 4)

Whilst the evolution of thinking around communities suggests that they may be 'created', the defining characteristics of a community of practice remain. Wenger (1998) states communities of practice are comprised of three distinct components, 'the domain', 'the community', and 'the practice'.

The domain refers to an identity shared by domain of interest, in this instance teachers of a shared specialist subject and trainee teachers on an ITE programme. Yet membership of the community, in the true sense, is more than simply 'membership'. Rather, it implies a commitment to the domain – commitment to teaching the specialist subject, commitment to ITE. The community denotes that the members of a domain, again here teachers of a specialist subject and trainee teachers on an ITE programme, interact in shared activities in order to help and share practice with one another. As such, sharing the same job title, or the status as trainee teacher, does not

denote a community of practice: In order for a community of practice to exist members must be interacting and learning together. Lastly, the practice element represents the requirement that members are *practitioners* who over time come to share a repertoire of practice, experiences and resources.

However, the act of labelling a group of practitioners as a community does not guarantee that it will function as one. Although the conditions and environment for community of practice may be purposefully created, it does not necessarily follow that the community will be successful or indeed operate as a community of practice at all. Rather, the conditions can be created that encourage practitioners to form communities of practice which locates (professional) learning:

> …not in the head or outside it, but in the relationship between the person and the world, which for human beings is a social person in a social world. In this relation of participation, the social and the individual constitute each other.

(Wenger, 2010: 179)

In-service trainee teachers find themselves members of a number of communities of practice; fellow teachers employed at the college, whether this is as a whole staff body and/or smaller departmental groups, and the new community of practice they join when they enrol as in-service, yet unqualified, teachers to ITE. The tensions and anxieties I have observed can be framed in Wenger's description of how individuals within a community of practice, are shaped by engagement with practice, their immersion in the discourses and structures of the community, the cultural and social capital they engender as a member of this community (Lave and Wenger, 1991), and the conflicting expectations and processes of the different communities.

New members of a community of practice are attributed with what Lave and Wenger, (1991: 29) label 'legitimate peripheral participation': a continuum that describes how

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new members of a community, over time by participating in simple and low-risk tasks that are nonetheless productive and necessary, become experienced participants or 'old-timers' (Lave and Wenger, 1991: 57) as through their participation in peripheral activities, the new members become acquainted with the discourses, processes and structures of the community.

The community of practice created by ITE can be regarded as the space where in-service trainee teachers' professional identity is formed and reformed as part of a social learning system. As the trainee teachers' participation in the ITE community increases, their legitimate peripheral participation provides a means for self-evaluation of their practice development.

The ITE programme is designed to 'create' the conditions required for a community of practice where trainees are required to reflect and self-assess how well they are contributing to and developing their own practice and that of others. However, it is important to remember that in-service trainee teachers who participate in ITE are already members of the community of practice in their programme area with their departmental colleagues. Ideally, trainees who operate across the boundaries of multiple communities of practice find themselves in the powerful position of 'broker' able to share experiences from different communities that can bring about change: Wenger (1998: 109) refers to this position as 'import-export' agent.

Whilst ITE is intended to be an empowering activity my observations have highlighted tensions and anxieties associated with trainees being on the periphery of activities and trainees often find themselves in a position where rather than a broker between two communities of practice they find themselves marginalised in both resulting in them

feeling excluded and disempowered. It is these tensions that I aim to reveal, and understand, through the telling of the participants' sacred, secret and cover stories.

Wenger extends the notion of legitimate peripheral participation to consider the notion of duality. Characterized as a creative tension, a duality consists of a pair of elements that is always present in different forms and degrees, rather than a spectrum, that indicates movement from one pole to another, and is used to compare the tension between opposing forces (for example, the established practices of in-service teachers as opposed to the practices supported by ITE) which become the driving force for change and creativity that in-service trainee teachers must negotiate and reconcile.

Wenger (1998) distinguishes four dualities that exist in Communities of Practice: *designed: emergent*; *local: global*; *participation: reification*; and *identification: negotiability,* noting that the opposing entities must be considered from a perspective of balance rather than opposition.

The *designed: emergent* duality expresses the tension between over- and under-design revealing the 'disconnect' between the pre-planned (*designed*) and *emergent* activities of a community of practice. Here then the focus would fall on the *design* of the ITE programme (how it is planned to fulfil the learning needs of the trainee teachers through its intended outcomes and pedagogy) versus the *emergent*, often collective, activities and learning that arise through membership of the community. Often these *emergent* activities are unplanned and may differ to what the designers (i.e. the ITE course team) intended. The nature of this duality then lies in comparing the intended (*designed)* outcomes of ITE versus what transpired (*emergent*) which would lead to a deductive, comparative analysis that is at odds with the inductive nature of the

research, that intended to explore the lived experiences of the participants, not the efficacy of the ITE programme. For this reason, the *designed: emergent* duality was not included in the analysis of trainees' experiences.

The second of the dualities, local–global, the 'local' focuses on the activities, practices and discourses that are created and reified within communities of practice, 'as individuals work together in response to what bind them together as a collective' (Swieringa, 2009). Whereas the 'global' refers to the workings of different communities. The duality then seeks to explore how the different communities relate to each other and how knowledge and practice is shared across boundaries.

To explain how knowledge and practice is shared among different communities of practice, Wenger (1998) uses the notion of a 'brokerage' to describe how individuals can transfer practice and skills from one community of practice to another, thus allowing communities to learn from one another. Whilst the research does explore brokerage as part of two of the participants' stories (see chapter six) practice and the act of brokerage is viewed at the level of the individual, rather than the collective practices of the community of practice, consequently the duality of local: global was not used as part of the interpretation of the participants' experiences.

Whilst the dualities of *designed: emergent,* and *local:* global were not considered appropriate to the process of interpreting and understanding the participants' experiences, the two remaining dualities, *participation: reification*, and *identification: negotiability* are of particular note for to understand the participants' experiences.

The *participation: reification* duality is concerned with the interaction between the social production of meaning and the concrete forms that reflect that meaning

essentially the negotiation of meaning. Meaning is created through participation and active involvement in teaching practices, whilst reification offers a method for making a concrete representation of the often complex practice of teaching and pedagogy, for example guidelines, 'ways of doing things' or models of pedagogic theory provide an anchor point to novice community members.

Finding a balance in the duality of *participation: reification* is key in communities, as an excessive focus on reification can suppress creativity. For example, if ITE and the pedagogic theory taught were regarded as a series of instruction manuals for teachers, trainee teachers may take the view they do not have any impact on the learning and teaching process. Their status as teachers would be diminished and the trainee teachers would be at risk of simply complying rather than taking ownership of their teaching practices. Similarly, excessive focus on participation may have the result that trainee teachers find it difficult to 'transcend', or rescind, their current teaching practices, as the lack of reification prevents them from building new conceptual understanding.

The second duality of particular note for ITE is the *identification: negotiability* duality that focuses on how trainee teachers form identities and modes of belonging through their participation in the new and existing community practices to which they belong. Identification is the process through which individuals build their identities. Throughout their participation in ITE, trainee teachers begin to negotiate and take ownership of their identity as they determine 'how the power to define, adapt, or interpret the design is distributed' (Wenger 1998: 235). Thus, this duality serves to combine both power *and* belonging in the shaping of the trainee teachers' identity as members of the multiple communities of practice to which they belong, and

recognises the 'struggle for recognition (Crossley, 1996: 67) that is motivated by our

need to obtain and maintain the respect of others (members of our communities of

practice). This endeavour or 'struggle' renders identity as a subjective concept that

expresses how we make sense of ourselves, in relation to others, and how others

measure and perceive us. Interpreted in this way, identity cannot be regarded in

isolation from the social world; our position and actions within it and our interactions

with others play a significant role in shaping how we understand and experience the

world:

> Individuals are unique and their identity alters and develops in the
> ongoing processes of social interaction within which individuals
> define and redefine themselves and others throughout their lives.

(Jenkins, 1996: 20)

Identity is a central element of community of practice and without it the community of

practice would become 'over determinant' of the trainee teachers' learning and

development (Wenger, 2010: 181).

The focus on identity creates a tension between the trainee teachers' competence and

experience across the multiple communities of practice with which they engage adding

elements of dynamism and unpredictability to the development of practice and

professional identity as each member 'struggles' to find their place in the community:

> The focus on identity also adds a human dimension to the notion of
> practice. It is not just about techniques. When learning is becoming,
> when knowledge and knower are not separated, then the practice is
> also about enabling such becoming.

(Wenger, 2010: 181)

Developing their sense of identity allows trainee teachers to both align and

differentiate themselves from others, to make sense of themselves, and supports them

to appreciate how social processes, value systems, ideology and perhaps most significantly, power, influence them.

Wenger's work on communities of practice and dualities has also proven instrumental in understanding the professional identity development of teachers in different FE contexts. As part of the *Transforming Learning Cultures in Further Education* (TLC), Colley et al. (2007) in their paper *Unbecoming teachers: towards a more dynamic notion of professional participation*, used Wenger's work to explore the professional identity of qualified graduate teachers. With its focus on learning culture, a core finding of the TLC project was that 'there is an urgent and practical dimension to the understanding if the dynamics of professional existence ad survival within FE, with crucial implications for policy in the sector.

Colley et al. (2007: 186/7) go on to describe the role teachers play in the construction of the learning culture in FE and the relationship this has with their professional identity. To achieve this they found that it necessary also to look at agency, and the ways in which individuals perceive the social world around them (and react to it). They found the professional identity of teachers in the sector as being a multiple changing phenomenon with 'no fixed trajectory', and as such, professional identities are 'continually made and re-made'.

The Influence of Personal Power on Professional Identity

All individuals have degrees of personal power, 'vast resources for self-understanding, for altering self-concept, [his] attitudes, and [his] self-directed behaviour' (Rogers, 1978: 7). As Rogers points out, however, this personal power is often undermined or restricted by others; both overtly or covertly, and where this occurs the individual will

create an *Ideal Self*, a facade or mask. In Clandinin and Connelly's (1999) terms, they

may create a cover story, in order to be able to meet the requirements of the given

situation or relationship. However, these strategies can subsequently lead to tension

and anxiety resulting from the individual's inability to be authentically him or herself;

especially where there is incongruence between what is the self and what is presented

as the desired public self from behind the mask (or cover story). These tensions, which

can be seen in the variation between sacred, secret and cover stories, often result in

behaviours, which deny or distort an individual's actual experience:

> When personal power is not within the individual there can be
> conflict in establishing authority, or a need to compensate by
> overemphasising it… [hence] imbalances of power are inevitably
> played out in professional relationships.
>
> Hawkins and Shohet, 2012: 122)

Those lacking a sense of personal power may attempt to gain authority through

cultural or role power, often by reinforcing or emphasising their cover story. 'Cultural

power' describes the power that results from being part of the dominant social group

in an organisation. 'Role power' refers to the power inherent in the role of teacher, or

manager for example, which will vary depending upon the organisational setting, and

includes legitimate power (invested in the role), coercive and reward power (the

power to require students or colleagues to do something or to withhold rewards), and

resources power (the power to offer or withhold resources).

Professional Identity as a Social Construct

The development of professional identity is regarded as a key element of ITE. During

their time in on the programme the in-service undergraduate trainee teachers

(alongside their post graduate peers) are supported in developing a range of existing

and new beliefs and attitudes about their profession and the role and status of their

professional role, in essence, their professional identity (Adams et al., 2006; Lingard et al., 2002).

ITE providers have a responsibility 'to create opportunities for the exploration of new and developing teacher identities' (Beauchamp and Thomas, 2009: 176) and a key aim of ITE is to support the trainees in developing an understanding of the boundaries of their profession; and, to situate themselves within their profession. Jenkins (1996) argues that all identities are in some sense 'social' by virtue of their being dependent on meaning derived from shared understanding.

Emotion and reflective practice play a central role in shaping professional identity (Adams, 2006) which leads Beauchamp and Thomas (2009: 177) to suggest that professional identity 'comprises the notion of agency'. They identify the difficulties of defining a clear concept of 'identity', pointing to the 'general acknowledgement of its multi-faceted and dynamic nature', similarly Richards (2006: 3) remarks upon the 'dynamic process of identity (re)construction'. This sense of identity being a fluid phenomenon that changes as a result of the individuals' experiences and the context in which these experiences happen is accepted in this research, which, through the telling of sacred, secret and cover stories, has the intention of understanding the transition and transformation of professional identity.

On a fundamental level, identity refers to the core characteristics and personal constructs of an individual (Connelly and Clandinin (1999) refer to this as the sacred story). Whilst each one of us will have a 'core identity', exposure to environments and circumstances can cause our identity to develop differently and shift according to our

different roles. Gee (2001) emphasises this sensitivity to external influences and differentiates between:

- *Nature-identity* is our natural state, what Rogers (1969) refers to as the organismic self. Gee refers to this as a state over which the individual has no control, for example, genetics (Gee uses the example of him being an identical twin). The source of the *power* of *nature-identity* lies in nature, rather than in society.

- *Discourse-identity* is based upon the discussion, debate and literature surrounding one's profession, which influences identity. The *power* that determines *discourse-identity* is the 'recognition', by others, of an individual trait (for example, colleagues recognising that an individual is a confident teacher).

- *Institution-identity* stems from any given position of authority, (teacher, course leader, governor): This is a position over which the individual has no control. Institutions use a variety of role titles for teachers in which the *power* is entrenched. The source of this *power* is found in the authorities in the institution who assign the role titles.

- *Affinity-identity*, derived from one's position and/ or standing in relation to others. *Affinity-identity* is determined by experiences or practices that are often, though not always, shared by an affinity group (for example, departmental teachers, an ITE cohort, or a whole institution).

It is important to note that while Gee defines the four perspectives of identity, they are not separate or discrete, rather they are share a complex connection. The context

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in which the identity is shaped may foreground one or more of the perspectives over the others. However, this does not preclude the other perspectives from playing a significant own role in the shaping of our identity.

Gee's work was particularly helpful in the context of the professional identity of the in-service trainee teachers as it provided a series of interconnected lenses through which to observe the developing professional identity of the participants. It also allowed me to analyse which of the perspectives played a greater role (foregrounded), whether consciously or sub-consciously, by the context of ITE, the ethos of the institution, and by the participants themselves.

In his work on teacher identity Zembylas, (2003) considers the emotional nature of teacher identity and develops two key ideas. Firstly, that the construction and development of teacher identity, on a fundamental level, is an affective process, one that is dependent upon power and agency. 'Power is understood as forming the identity and providing the very condition of its trajectory' (2003: 213). Professional identity can be regarded as a sense of 'self' anchored in social interaction within the organisation through recognition of one's professional and social status.

Secondly, developing our understanding of the emotional nature of identity allows us unique insight into how teachers' emotions influence the construction, development and significance of their professional identities. The construction and development of identity can be regarded as a process of identifying difference, placing emphasis on a sense of autonomy. Larson (1977) characterises autonomy as distinguishing professional work from that of the popular/working-classes. Schön, (1987) expands the concept from being judged on esoteric knowledge and practices, and considers professional autonomy as comprising distinctive, reflective, and practical knowledge.

Particularly relevant to the in-service undergraduate trainee teachers is the notion that professional identity may be considered in socio-cultural terms, that the creation of professional identity is both a 'product' and a 'process' (Olsen, 2008; Sfard and Prusak, 2005). Social identity theory suggests that the behaviours and beliefs of individuals are greatly influenced by the strength and relevance of their social identity in any given context (Turner et al., 1979; Tajfel and Turner, 1985). Regarding identity through the lens of social constructivism makes it possible to explore how the trainees come to shape their professional identity as active participants (Niemi, 1997):

> I view identity as a label, really, for the collection of influences and effects from immediate context, prior constructs of self, social positioning, and meaning systems (each itself a fluid influence and all together ever-changing construct) that become intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given context and human relationships at given moments.
>
> (Olsen, 2008: 139)

Although pre-dating communities of practice (Wenger, 1998), Tajfel (1978) offers a definition of identity that aligns well with communities of practice where professional identity is shaped in the institution, or workplace, setting:

> That part of an individual's self-concept which derives from his [sic] knowledge of his member ship of a social group (or groups) together with the value and emotional significance attached to that membership.
>
> (Tajfel, 1978: 63)

With the introduction of professional standards (e.g. most recently, FENTO, 1999; LLUK, 2007; ETF, 2014) teachers' work has been compartmentalised into performance standards or competencies. Thus, professional identity is the 'product' of personal agency resulting from the external influences upon the teacher, influences that are unique to that teacher. Professional identity develops as part of the 'process' as teachers re-evaluate their professionalism as teachers and interact with their

professional development making judgements about the kinds of professional learning they need to get better in their job (Breakwell, 1992; Hargreaves, 2000).

Authenticity and Professional Identity

Palmer (1998) promotes the idea that teachers generate communities (of practice) between themselves and their 'subject', between themselves and students, and eventually between students and the 'subject'. In the ITE classroom, teacher educators focus on replicating this process with trainees, and their own subject and students. Palmer suggests that teachers who are successful in creating this community with their students have found their 'integrity', by which he means:

> That I discern what is integral to my selfhood, what fits and what does not […] It means becoming more real by acknowledging the whole of who I am.
>
> (Palmer, 1998: 13)

Kreber et al., (2007) suggest that Palmer's 'integrity' aligns with the notion of authenticity:

> To make individuals more whole, more integrated, more fully human, more content with their personal and professional lives, their actions more clearly linked to purpose, "empowered", better able to engage in community with others, and so forth.
>
> (Kreber et al., 2007: 24)

Equating the notion of self-authorship with authenticity, Kreber (2013) draws our attention to the relationship between being an authentic teacher and fostering authenticity among learners. They proposed several distinct features of authenticity in teaching which serve as formal or explicit conceptions of authenticity. The thirteen features were grouped into the six *dimensions*: Some of the thirteen features were found to align with more than one *dimension*.

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Aspects of authenticity	*Dimensions* of authenticity
1. Care for students	
2. Care for the subject and interest in engaging students with the subject around ideas that matter	A: Being sincere, candid or honest;
3. Making educational decisions and acting in ways that are in the important interest of students	B: Being 'true to oneself a' (e.g., in an individuation or existentialist sense);
4. Presentation of a genuine Self as teacher (being candid, genuine)	C: Being 'true to oneself b' (e.g., in a critical social theory sense) (the difference to B is that reflection goes beyond one's subjective self-awareness);
5. Can conceptually be linked to constructive developmental pedagogy	
6. Promoting the "authenticity" of others (at least their learning and possibly their development in a larger sense)	
7. Care for what one's life as a teacher is to be	D: Constructing an identity around 'horizons of significance' "Acting in the important interest of learners" =HoS. (supporting the flourishing of each student);
8. Reflecting on purposes (and on one's own unique possibilities, that is those that matter most) in education and teaching	
9. Consistency between values and actions	E: Care for the subject, students, and interest in engaging students with the subject around ideas that matter;
10. Self-definition in dialogue around 'horizons of significance'	
11. Self-knowledge and being defined by oneself rather than by others' expectations	F: A 'process of becoming' sustained through critical reflection on core beliefs and premises.
12. Self-knowledge and confronting the truth about oneself	
13. Critically reflecting on how certain norms and practices have come about	

Figure: 3.1: Characteristics and *dimensions* of authenticity.   Adapted from Kreber, (2007: 33-35)

The role of the teacher educator is one that focuses upon the need to develop within

teachers the ability to balance caring about one's subject and caring about what is in

the important interest of students. In this context, teaching authentically then is to

acknowledge that:

> While teaching that becomes merely a technical service to consumers
> may be a form of prostitution, teaching that is always accompanied
> by our own …passion for a subject matter in which we are wholly
> engaged is in danger of putting self-love above duty….to our
> students.
>
> (Elton, 2000: 260)

Teacher educators endeavour to create environments conducive to balancing these

aspects and so engender authenticity amongst teachers. However, as Freire suggests,

the 'freedom to create and to construct, to wonder and to venture' (Freire, 1998: 32) is

often severely restricted by the challenges presented by the 'various ideological and

material conditions within [our] institutions' (Zeichner and Gore, 1990: 343).

Kreber et al*.,* argue that:

> To meet the challenges of our times, students need to develop self-
> authorship, an intellectual, moral, and personal complexity that
> undergirds their readiness for coping with the multiple personal,
> vocational, and civic challenges they encounter after college.
>
> (Kreber et al., 2007: 30)

Freire (1998) and Rogers (1969) who amongst many others promote transformative,

authentic and critical education. More recently supporters of this type of education

have argued that in order to counteract the '[…] growing trend (internationally) to

prescribe teachers' and teacher educators' work […] in a society where standardisation

and prescription are being mistaken for higher standards' (Cochran Smith, 2001: 4),

authentic teacher education should be a preparation for controversy, empowering

individuals to discuss, argue, negotiate and accept another.

It is unavoidable that this will create tension for teachers attempting to develop a professional identity based upon the principles of authenticity, whilst simultaneously being required to follow the, often far from authentic, rules of the organisation. Teachers tread a delicate and uneasy line between the need for their own authentic development and institutional pressures, which can undermine their knowledge, experience and authority and present real risks to their material wellbeing, career prospects and reputation.

As Richardson (1990: 122) reflects, difficult choices are demanded 'of [all] teachers in relation to the power structures of the education system as well as to those of society….as the futures of collective identities are at stake in education, not those of individuals only'.

Such conflict, and the choices teachers make, will have implications not only for the formulation of their professional identity, but its continued development, and there is sufficient research to demonstrate the benefits of practising authentically in professional learning communities, as teachers report: greater sense of efficacy and satisfaction in teaching, increased belief that they can make a difference, improved moral support and lessened feelings of guilt and inadequacy, lowered stress levels, and enhanced capacity for coping with change (Hargreaves, 2002).

Conclusion
The review of literature of identity formation demonstrated how professional identity is shaped in the realms of social interaction, and situation - where one's sense of being a 'professional person' is influenced by one's core identity, peers, institutional practices, and political discourse (Harre, 1992). This initial review of professional

identity formed the basis for my selection of literature with which to come to an understanding of the elements that constitute and influence the professional identity of teachers in the context of my research.

Expanding Clandinin and Connelly's (1995) metaphor of the professional landscape to include the elements I identified as being key themes in the development of professional identity provided a framework within which to consider the complex environment where the in-service undergraduate trainee teachers' professional identity is shaped – formed, and re-formed. Importantly, the content of this new landscape allowed me to acknowledge and draw upon my own practice experiences and observations of how and when the professional identity of my students (the trainee teachers) was shaped.

The key themes explored in this chapter, the developed professional landscape, are presented below in Figure 3.2.
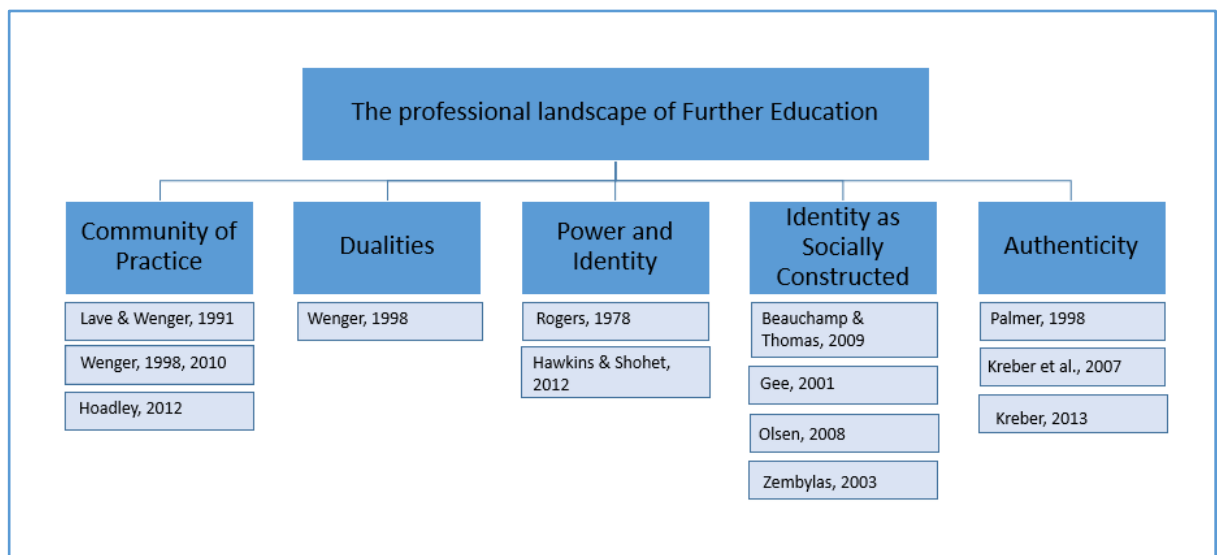
Figure 3.2: Schematic depiction of the key themes from the review of literature.

The first two key themes were Communities of practice and the notion of dualities. Community of practice has a long-standing association with ITE, which purposefully creates the environment where communities of teachers who share practice knowledge and experiences can work collaboratively. The review of Lave and Wenger's (1991) work in the context of my practice observations raises questions that my research can explore in terms of how communities of practice are created and sustained, and the impact they have on the practice and professional identity development of teachers.

Closely linked to Community of Practice is Wenger's (1998) notion of dualities, which characterise the tension between a pair of elements that are always present in different forms and degrees. Of particular note were the dualities of *participation-reification* and *identification: negotiability.* *Participation-reification* characterises how trainee teachers balance their needing to understand the 'how to do' of practice, with the actively learning 'how to be' practitioners, within the highly demanding arena of FE education where time is a precious commodity. I*dentification: negotiability* focuses on how trainee teachers form their professional identities and modes of belonging through their participation in the new and existing community practices to which they belong and/or where they undergo a struggle for recognition.

Permeating this landscape is the question of how does personal power and participation in the multiple communities of practice in which the trainee teachers operate shape their professional identity. When teachers lack a sense of personal power, it is common for role power to shape professional identities and behaviours.

From the position of professional identity being a socially constructed phenomena, I have drawn together the work of Gee (2001), Olsen (2008) and Zembylas (2003) which

allowed me to consider how agency, discourse, and autonomy combine to shape

professional identity in the flow of activity in the context of the national and

institutional demands placed upon teachers.

The final element of the expanded professional landscape is authenticity and how

teachers act authentically (or not) within communities. When practicing authentically

teachers are more likely to have a clear sense of purpose and empowerment within

the community, and the community is often more successful as a result. However,

Kreber's (2013) repertory grid highlighted the divergence of ideas between teachers

and those who create the professional standards for teachers, thus creating an

environment fraught with tensions and contradictions that in-service trainee teachers

must learn to navigate. The navigation of this environment is captured in the

participants' stories, presented in chapter six.

CHAPTER FOUR: METHODOLOGY and METHOD

Introduction

In this chapter, I present and discuss the methodology I adopted to undertake this study. The chapter provides a detailed description of how I have come to develop my own approach to bricolage as part of an interpretative phenomenological methodology. My research approach is justified through a consideration of the theoretical underpinnings of phenomenology, and how my research is situated in the interpretive paradigm.

Moving on the chapter explores how I came to acknowledge my position in the research context and the role this would play in the shaping of the research. I examine my position and consider ethical procedures both on and in practice and how I would navigate the day-to-day tensions of participation (Guillemin and Gillam, 2004).

The second part of the chapter addresses my use of bricolage as research method. I describe in detail my approach to bricolage, the challenges the method presented, and how bricolage provided the means to use existing artefact data with which to interpret trainee teachers' experiences of ITE, and how it shaped their professional identity. Bricolage allowed for a multi-layered, complex data collection and analysis that promoted authenticity of participant voice.

I describe how the bricolage was used as a method in action, explaining where artefacts were derived from and selected, and how the sample of participants were selected. I look in depth at the phenomenological interview and how this was used for data validation, to check my interpretation of the trainees' secret, sacred and cover

stories were accurate and gave the opportunity for the trainees' stories to be further developed and enriched.

For clarity and ease of reading, the chapter begins by reiterating the research aims and questions.

Research Questions

As set out in chapter one, the aim of my research was, **to explore the relationship between practice and praxis, and how this shapes the professional identity of in-service, undergraduate, trainee teachers.**

To achieve this aim I asked a series of related questions:

- ➢ What are the experiences of in-service, undergraduate 'trainee' teachers undertaking ITE in the FE sector?

- ➢ How do the experiences of these teachers influence their professional development during their time on the programme?

- ➢ What do the 'stories' of these teachers tell us about the development of their professional identity?

- ➢ What can these stories add to our understanding of the professional development of in-service trainee teachers?

In seeking answers to these questions I aimed to capture the intricacies of meaning in the trainee teachers' experiences through careful consideration of the role played by participants not only in the generation and collection of data, but in the decision making process about *how* they engaged with the research, *what* their interpretation of the research questions were, *where* did they place emphasis in terms of *what* was important to them.

Situating the Research in the Interpretive Paradigm

'A problem well put is half solved.'

(Dewey, 1995: 108)

Research is often associated with activities that are disconnected from everyday reality, experimental in nature, designed to prove or disprove hypotheses (Howard and Sharp, 1983). Whilst this may be true for the natural sciences, this methodological stance felt far-removed from the social research approach I intended for my study.

Essentially a worldview, a paradigm represents the whole framework of beliefs, values and methods upon which one's research is constructed. I was drawn to Taylor et al.*'s* (2007: 5) simple definition that a paradigm is essentially, 'a broad view of perspective of something'. I was mindful that my worldview, my 'broad perspective', my chosen paradigm, had the power to influence the research design, the data I was to collect, the manner in which I was to collect it and the interpretations I would make of it.

Taylor et al.*'s* (2007) simple definition would leave my research open to my own preconceptions and assumptions. This made it ever more critical that in locating my research within a paradigm I had to clarify the structure of my inquiry. In their definition of a paradigm, Weaver and Olson (2006) are clear that the paradigm, adopted to structure and guide the research, would also affect the research and its outcomes:

> Paradigms are patterns of beliefs and practices that regulate inquiry
> within a discipline by providing lenses, frames and processes through
> which investigation is accomplished.
>
> (Weaver and Olson, 2006: 460)

In choosing and designing the research methodology, I began with Dewey's notion of 'inquiry':

82

> Inquiry is the controlled or directed transformation of an
> indeterminate situation into one that is so determinate in its
> constituent distinctions and relations as to convert the elements of
> the original situation into a unified whole.
>
> (Dewy, 1995: 104)

Interpreting Dewey's thinking I developed an interpretive inquiry that would allow me to order and interpret the participants' experiences, actions and perspectives into a unified, contextual whole.

This deliberate act of inquiry reflected Creswell's ideas that:

> A qualitative study is defined as an inquiry process of understanding
> a social or human problem, based on building a complex, holistic
> picture, formed with words, reporting detailed views of informants,
> and conducted in a natural setting.
>
> (Creswell, 1998: 15)

In chapter three (above), I presented the concept that identity is socially constructed, unpredictable and pluralistic. Each trainee teacher had a unique lived experience of his or her professional identity shaped in an ongoing process of social interaction (Jenkins, 1996). Phenomenological research enabled these experiences to be explored to create a unique interpreted construct of professional identity, and to reveal how this developed and was shaped over time.

The philosophical basis of phenomenology is to uncover the structure of phenomena through the study of perceptions, insights and lived experiences. It seeks to 'investigate the phenomenon in its outward form, which includes objects and actions, as well as in its inward from, which includes thoughts, images and feelings' (Savin-Baden and Howell Major, 2013: 215). Phenomenology provided a methodological framework within which to interpret, and to tell, the sacred, secret and cover stories of trainee teachers in relation to their professional identity development as they navigated their way through ITE and their first year as 'qualified' teachers.

Phenomenology acknowledges the ontological position that individuals as a result of their lived experiences construct 'reality'. In assuming that there is no single reality 'out there' waiting to be investigated, this stance acknowledges that we each experience a different reality, which is therefore unique (Trochim, 2006).

Through my research, I attempted to interpret the constructed meaning of professional identity development among a group of in-service trainee teachers. Whilst interpretive phenomenology provided the means by which I interpreted the participants' stories, intersubjectivity provided the means by which I was able to understand the complexity of shared meaning from their lived experiences.

Intersubjectivity supports the view that individuals' development of their sense of professional identity was not just the result of personal experiences but could have been the result of the shared perspective of the community; in this case, the community would be the cohort of trainee teachers working and studying together over a period of two years. In this community, intersubjectivity or shared meaning is created through the sharing of similar experiences from a similar perspective in a similar environment. These experiences transcend subjectivity, and so can be shared by the community (Evitar, 1997). Whereas an objective view would be focused on the relationship of the belief to the external word, intersubjectivity aligns with phenomenology, and allowed me to focus my attention on the relationship of the trainee teachers' sense of professional identity to the social and psychological context in which it was developed.

The epistemological assumption of phenomenology is that each person interprets his or her lived experiences, and so meaning is constructed rather than revealed (Bleakley, 2004). In adopting this perspective my research embodied the epistemological view

that 'knowledge' can only be obtained via the researcher's own interpretation of it (Flowers, 2009) through the 'scholarly approach' of examining the 'reality' as experienced by the participants (Bleakley, 2004) and by interpreting meaning from [their] every day lived experiences (Vandermause and Fleming, 2001: 375).

Situating my research in the interpretive paradigm acknowledged that professional identity could not simply be 'measured'. The participants' stories could not simply be collected and quantified. Instead, my research recognised that 'knowledge' of identity, whether achieved theoretically or through researching lived experience, is inherently subjective and very much dependent upon a person's understanding of the literature, their experience of the situation, their beliefs, experiences and the environment.

As an illustration of contemporary research, I considered my qualitative inquiry to be allied to postmodernist views of social research in that it makes no claim to aggregate or generalise from its conclusions. In seeking to identify conclusions not as 'definitive', but as part of an on-going, open ended process, (O'Farrell, 1999), the primary significance of my research may be its power to account for and reflect upon the significant changes in the participants' shifting professional identity, and the lessons to be learned from this in my role as teacher educator, (Bloland, 1995).

Researcher as Storyteller

When clarifying the context of my research and its outcomes a recurring problem was how and where I positioned myself within the research. My relationship with the research context, though relatively uncomplicated, saw me adopt a variety of roles, which underscored my personal and practice-based interest in the research question. In the late 1990s, I was a trainee undergraduate teacher, a process that changed my

sense of both my academic and professional self. By 2002 I was an Education Studies

graduate and a lecturer on the teacher training programme. In 2012, I became course

leader of the ITE programmes, and then in 2014, I was appointed to the role of

programme leader for the ITE partnership.

Figure 4.1 (below) displays schematically how my 'self' was comprised of the four roles

I brought in to the research process.
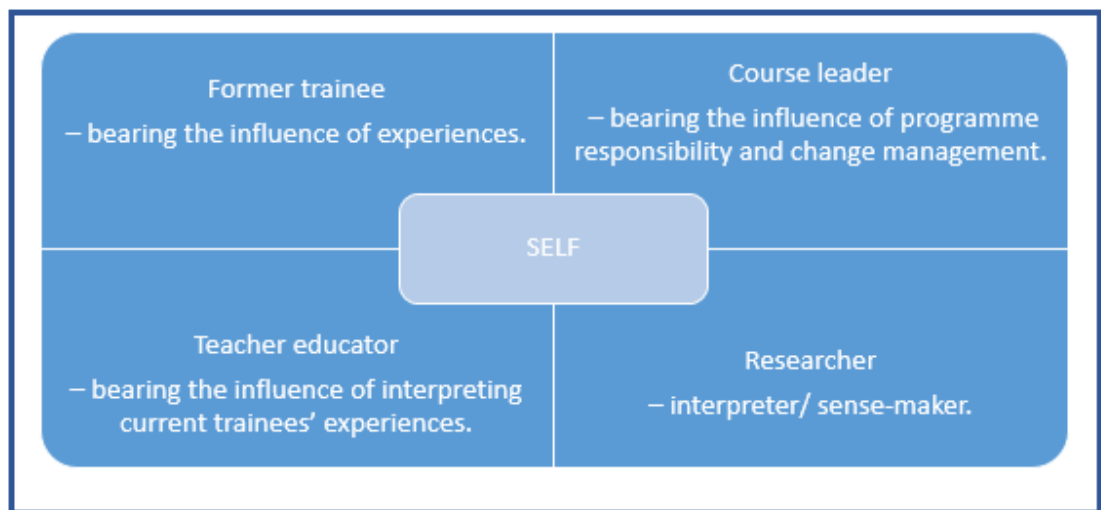
Figure 4.1: Schematic depiction of self in research

Acknowledging my 'self' in these different, yet interconnected roles prompted me to

examine the filters and lenses through which I would see the research and my role in it

(Mansfield, 2006) and clearly confirmed that my biography as practice-based

researcher had a significant part to play in the research (Burgess, 1984: 210): The

combined biography of these roles and the tacit knowledge they generate led me to

ask what I have asked, do what I have done, and ignore what I have ignored (Becker,

1998).

Phenomenological research traditionally begins with concrete descriptions of lived

experience. Descriptive phenomenology aims to reveal essential, and general meaning

structures of a phenomenon, whereas interpretive phenomenology aims to explain

how individuals, in a given context, 'make sense' of a phenomenon. The sense making

involved detailed examination of each participant's 'lifeworld' in an attempt to explore

his or her personal experiences of participation in ITE and the development of

professional identity. Bevan (2014: 136) describes lifeworld as 'consciousness of the

world, including objects or experiences within it, and is always set against a horizon

that provides context'. Methodologically rather than taking a theoretical standpoint,

phenomenology is interested in describing phenomena from the individuals' lived

experience. Interpretive phenomenology emphasizes that the research is a dynamic

process where the researcher adopts an active role that aims to get close to the

participant's personal world, to take, as far as is possible, an insider's perspective (a

concept I explore later in this chapter). Phenomenology takes the epistemological

stance that recognizes the complexity of intersubjective human experience, and that

these experiences have meaning: An approach used to identify meaning of the same

phenomena as experienced by different individuals is known as 'modes of appearance'

(Mason, 2002). Essentially, the same phenomenon can be experienced differently and

have multiple ways of appearing; by exploring each of these modes of appearance

phenomenology provided a deep and systematic inquiry into the participants'

experiences.

As with much practitioner-based research, my own research grew from my own past

and current experiences of ITE as trainee teacher and teacher-educator. Throughout

the research process, I felt that it was philosophically important that I remained 'loyal'

to the central premise, in order to construct trainee teachers' stories, which would

involve degrees of description and degrees of interpretation. With this comes the

possibility of potentially shaping the research to my own preconceived outcomes and to avoid this I considered the use of what is termed within phenomenological research 'bracketing' or 'phenomenological reduction'.

Bracketing, or phenomenological reduction is a method used in qualitative research to reduce the impact of the researcher's preconceptions on the research process, where the researcher 'simply refrains from positing altogether; one looks at the data with the attitude of relative openness' (Giorgi, 1994: 212). Bracketing, or reduction, offers a means of thematising the participants' conscious experience of the phenomena (Husserl, 1982) that requires the researcher to abstain from using their personal knowledge, theory, or beliefs, and to become what Merleau-Ponty (1962) describes as a perpetual beginner.

In situating myself in the research it was clear that my lived experience in the various roles I played in the research process 'embedded' me in an 'inescapable historicity' that would shape my understanding and 'the meaning of phenomenological description as a method [would lie] in interpretation' (Heidegger, 1996: 37). Interpretation was not an 'additional' procedure but was an inescapable and essential construct of my 'being-in-the-world' of my research in these roles.

I felt it impossible, and even unhelpful to the development of my practice knowledge, to completely bracket my experience and insights that stemmed from this. Instead, it felt more appropriate to be honest and more credible to acknowledge my pre-existing beliefs (based on experiences in practice, as student, teacher, teacher-educator and researcher) and question them in light of new evidence presented by the research (Halling et al., 2006). Phenomenology allowed me to recognise the subjectivity of my position and roles as researcher, teacher educator and former trainee teacher. As

Giorgi (1994: 205) firmly stated, 'nothing can be accomplished without subjectivity, so its elimination is not the solution. Rather how the subject is present is what matters'.

Researchers' subjectivity should therefore, be placed in the foreground of research. Critical reflexivity constituted an important step in achieving this, allowing me to acknowledge my own experiences and to 'emphatically enter and reflect on' the lived experiences of the participants (Wertz, 2005: 168). Gadamer (1989: 268-269) describes this process as being open to the 'other' while recognising one's own biases: 'This openness always includes our situating the other meaning in relation to the whole of our own meanings or ourselves in relation to it'.

Acknowledging my position in the research necessitated a shift in thinking and practice that went beyond self-awareness to create:

> A dynamic process of interaction within *and* between our-selves and
> our participants, *and* the data that inform decision, actions, and
> interpretations at all stages of research.
>
> (Etherington, 2004: 36)

Consequently, in my role as researcher a critical reflexivity allowed me to move back and forth, focusing on personal assumptions, and then return to interpret the participants' experiences in a new way. Langridge (2008: 1131) noted that in practice there are 'no hard and fast boundaries between description and interpretation', and 'such boundaries would be anti-ethical to the spirit of the phenomenological tradition that prizes individuality and creativity'.

The phenomenological approach I used combined description and interpretation which, allowed me, as the researcher, to be responsive to both the phenomenon and to the interconnection between the researcher (and the lived experience I brought to the role of researcher) and the researched. It also allowed me to simultaneously

uncover the participants' stories and acknowledge the influence that my personal and

professional experiences would play. As Wertz suggests:

> Phenomenology is a low-hovering, in-dwelling, meditative philosophy
> that glories in the concreteness of person-world relations and
> accords lived experience, with all its indeterminacy and ambiguity,
> primacy over the known.

(Wertz, 2005: 175)

The schema below (Figure 4.2) demonstrates how through designing the methodology

I came to re-imagine my roles and position in the research.
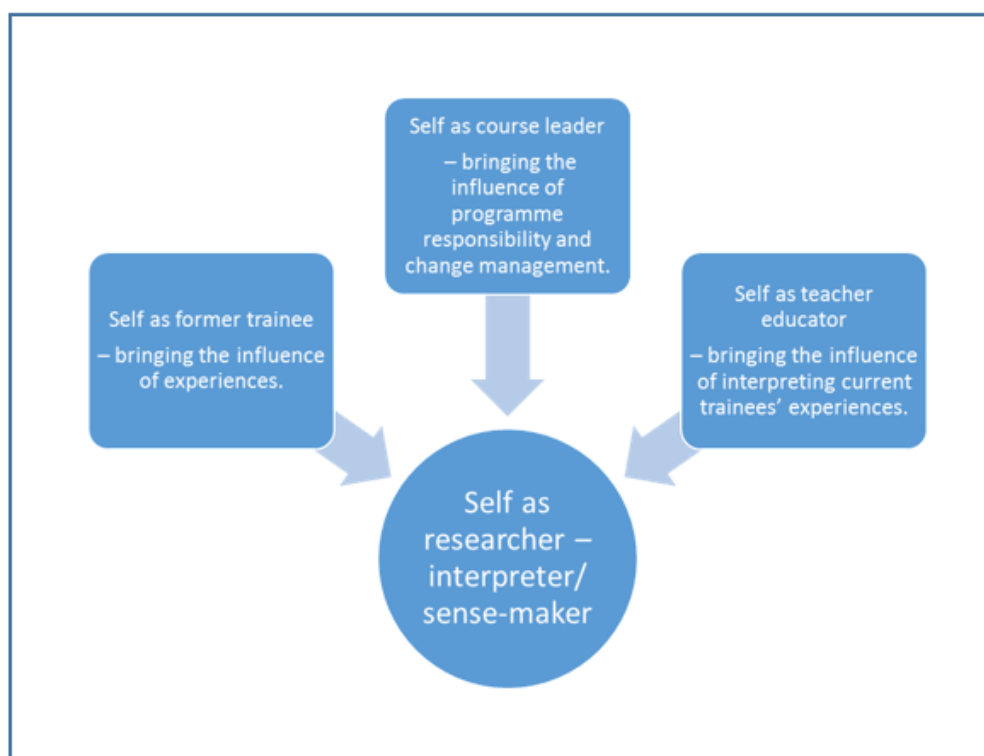
Figure 4.2: Revised schematic depiction of self in research.

I was conscious of the, 'circulating energy' between context of myself as *researcher*

and participants as the *researched* and that both must have agency (Etherington, 2004:

36). Drawing on Husserl's notion of intersubjectivity, I endeavoured to ensure that

these were congruent (Savin-Baden and Howell Major, 2013).

Earlier in this chapter, I looked at intersubjectivity from the perspective of

understanding the shared experiences of the participants. However, in order to

achieve phenomenological understanding I would need to address my position of access to the participants' experiences by acknowledging my presence within the researcher as an *insider* and their presence as *Others* (Husserl, 1982). Duranti (2010) notes that inter-subjectivity provides a basis for the study of the human condition which is about more than shared meaning, it is the possibility of being in the place where the Other *is*.

My inquiry into the participants' experiences started with my own experiences as former trainee, ITE course leader and teacher educator. I was very aware that the phenomenological method needed to be attentive to the presence of the *others* (the participants) in my lived experience. Husserl's (1982) work on intersubjectivity underscored the importance of accepting that my lived experience was not mine alone, it was not a solitary experience.

The use of critical reflexivity allowed me to acknowledge the role of intersubjectivity as I explored, learned and came to understand what I brought to the research and how I would influence it (Greenaway, 2010). By acknowledging the roles I played in the research (see Figures 1.1. and 1.2), and by paying attention to my lived experiences, and the presence of the participants in my lived experience, I was able to carefully consider the way in which the *other*, (the participants) were present to me. By taking account of how my thinking was affected by multiple contexts, for example, the judgements others make, the literature and policy that surrounds professional identity of FE teachers; and the teacher education I received that has shaped my way of perceiving them. Phenomenology provided access to the *others' otherness* from the inside; it allowed me to dig into their lived experiences to describe how their sacred,

secret and cover stories developed over time and how these stories shaped their professional identity.

Critical reflexivity can be regarded as both a problem and a solution (Brewer, 2003). It has been criticised as claiming 'methodological virtue and source of superior insight, perspicacity or awareness' (Lynch, 2000: 26). Perhaps more significantly, Van Manen (1988: 73) suggests that critical reflexivity can become little more than confessional tales of 'highly personalized styles [and] self-absorbed mandates [made up of] mini-melodramas of hardships endured (and overcome) [and] what the field work did to the fieldworker'.

In synthesising my own working concept of reflexivity, I adopted notions of reflexivity that span almost 150 years. Peirce (1868) considered reflexivity not as introspection, but as an 'internal listener' of an 'internal dialogue' (May and Perry, 2011). This struck a chord for me; in writing the thesis I continually looked back and annotated my research journals, listening to what they (I) had to say. I 'listened' to the thoughts, questions and insecurities of the research and the process. I observed the pendulum swing of my positioning in the research in which I danced:

> A tango in which the researcher twists and glides through a series of improvised steps. In a context of tension and contradictory motions, the researcher slides between striving for reductive focus and reflexive self-awareness; between bracketing pre-understandings and exploiting them as a source of insight. Caught up in the dance, researchers must wage a continuous, iterative struggle to become aware of, and then manage, pre-understandings and habitualities that inevitably linger.
>
> (Finlay, 2008: 1)

Critical reflexivity, whilst being a demanding process, was crucial to my becoming self-aware and able to see how and where the roles I played in the research influenced data collection and analyses. Moreover, it allowed for my experiences to be threaded

through the thesis, accounting for my insights and development. I was able to locate myself as researcher squarely within the research act (Fook, 1996) where I must account for 'the location of the setting, the sensitivity of the topic, power relations in the field and the nature of the social interaction between researcher and researched' (Miller and Brewer, 2003: 259) on the research process and its outcomes. In addressing this demand critical reflexivity would support my analysis and interpretation as it allowed me to acknowledge, apply and articulate my tacit understanding of the research setting and timing and circumstances of the research data as it was gathered and interpreted:

> We live in a sea of stories, and like the fish who will be the last to discover water, we have our own difficulties grasping what it is like to swim in stories.

(Bruner 1996: 147)

In chapter One (above), I outlined the intention of my research. Through the interpretation of small stories, (as described in chapter one (Bamberg and Georgakopoulou, 2008), to reveal the sacred, secret and cover stories of in-service trainee teachers and how these stories develop over time to capture and understand meaning of the development of the trainee teachers' professional identity, and if this is shaped by their participation in ITE and if so, how? Later in this chapter, I explain the methods used to write and authenticate these stories.

Bruner (1996) considered that stories are capable of bringing together complex experiences in a simple, accessible form. In their study of identity, Connelly and Clandinin (1999: 3) found that teachers were comfortable using stories to explore their identities, being more disposed to ask 'Who am I in this situation?' rather than 'What do I know in this situation?'

Stories can offer a collective discourse that can influence the professional development of both beginning and expert teachers (Clandinin and Connelly, 1995; Hammerness et al., 2005). In writing the participants' stories, I intended to present these in parallel with the intention of drawing attention to the coexistence of any simultaneous experiences and shared values in the stories (Favre, 2002).

Co-constructing the participants' stories offered a greater sense of authenticity to my analysis of their experiences. In taking account of my position in the research (the four elements of self) I was very aware that the research must tell their story, but there was a danger my story may become superimposed on theirs and the polyphonic intricacy of the research would be lost (Bakhtin, 1981):

> Each "story" (and each occurrence of the word "story", (of itself),
> each story in the story) is part of the other, makes the other part (of
> itself), is at once larger and smaller than itself, includes itself without
> including (or comprehending) itself, identifies itself with itself even as
> it remains utterly different from its homonym.
>
> (Derrida, 1979: 99)

Stories allow us to organise lived experiences in a way that enables us to understand and communicate the meaning of this experience. Co-constructing the participants' sacred, secret and cover stories created a theme of understanding, which could be carefully examined. As the focus of the trainees' stories shifted over time, it was possible to track changes in professional identity in a way that demonstrated the shifting relationship between the three stories (Bruner 1996; Clandinin and Connelly, 2000).

Co-construction of stories was congruent with my paradigmatic assumptions and with a post-modern ontology that there is no single reality 'out there' waiting to be discovered. Whereas a researcher-written narrative could have potentially turned their vibrant multifaceted stories into a one dimensional artefact, this more complex

method of co-construction allowed the shared experience of it and indeed how participation in ITE shaped professional identity to be told from different perspectives and my interpretation of it to be open to scrutiny by the reader. This attended in some respects to my sense of self-as-researcher, acknowledging my position of power (and responsibility) in interpreting the data, creating a space for 'the transparency and dialogue that is required for forming and sustaining ethical research relationships, especially when prior relationships with participants already exist' (Etherington, 2007: 599).

Position and Power

A review of literature surrounding ethical practice in social research highlighted that there are two distinct strands to address. The first, 'procedural ethics', which required seeking consent from the University ethics committee to undertake the research and abiding by the research ethics as articulated in the professional code of ethics and conduct of the University (procedural ethics are addressed later in this chapter). Secondly, the concept of 'ethics in practice', the ethical issues that would arise in the *process* of conducting the research, the day to day tensions of participation (Guillemin and Gillam, 2004). It is here, within the concept of 'ethics in practice' that the issue of power raised questions, such as; what exactly was this power? And how could it influence the research?

In searching for clarity on the links between research and power, Foucault's writing on power, though complex, presented an insightful opinion particularly in reference to the nature of participation. Foucault offers a general model of power as, 'A mode of action which does not act directly and immediately on others. Instead, it acts upon

their actions: an action upon an action, on existing actions or on those, which may arise in the present, or the future' (Foucault, 1982: 789). In considering the power relationship between the participants and myself as teacher and as researcher, it was clear then that a significant factor was the level of demand the research would place upon their time and energy; the action upon their actions.

In terms of 'ethics in practice', I felt a sense of disengagement from the concepts of power and oppression in the case of my research with trainee teachers for whom I had the utmost regard, and as their teacher placed their best interests at the forefront of my practice as teacher-educator.

Whilst acknowledging my position of power as researcher I was steadfast in my opinion that my regard for the trainee teachers as participants, and the integrity of the research outcomes would negate any mal-practice or coercion; what Foucault (1988) described as *askesis.* This implicit self-regulation emphasised reflection and formed the basis for an ethical relationship with the participants. Through my research, I was not looking to prove or disprove a hypothesis of professional identity development. The nature of the research question combined with bricolage as method was designed to prevent a prevailing dominant discourse. There was no 'right' or 'wrong' answer to the research question.   In many ways the nature of the small research community of the trainee teachers and me created for the research supported the notion of self-regulation channelling Foucault's suggestion that power operates as an anonymous force, prompting researchers to act ethically, in the interests of the participants.

In a wider sense however, Foucault's idea that power only exists when it is put into action, suggests all researchers could self-regulate to the point where they do not need an authority (ethics committees) to ensure their ethical practice (Hartsock, 1990;

Dreyfus and Rabinow, 1983). However, this idea felt somewhat implausible. Guillemin and Gillam (2004: 261) describe 'ethics in practice' as the 'ethical tensions [that] are part of the everyday practice of doing research'. This raised an important point in the design of the methodology and methods: My past personal experience as a trainee teacher and my practice observations as teacher educator of trainee teachers' development clearly attributes changes in professional identity' to the ITE programme. Asking the participants how their professional identity is developing through the programme, could have led to an assumption being made on their part, that firstly, their identity 'should' be developing and secondly, that the programme is in some way the catalyst for this.

The sense of 'action upon actions' led to the two-fold decision;

- To select a research method that would be mindful of the demands it made on the participants' contribution to the research in terms of their time and energy; and wherever possible, to keep the demands upon participants to a minimum.

- To ensure the participants would not be led into apportion external or situational attribution of any development of their professional identity to their participation in ITE (Sanderson, 2010).

METHOD

> Choosing a set of research methods is always a compromise between the ideal
>
> and the achievable.
>
> (Burton et al., 2014: 63)

Introduction

My research sought to explore and emphasise the qualitative characteristics of the participants' experiences of developing their professional identity as they participated in ITE. Capturing the 'meaning' required a method that embraced the reflexivity of my role and position with the research, one that fitted with the phenomenological approach to the research as a whole.

As discussed earlier in the methodology chapter, the research process saw me acting in a number of roles. My position in the roles of researcher *and* teacher educator conflicted with the ethical principles for research that the independence of the research must be clear, and any conflicts of interest or partiality must be explicit. The complex interplay between my history and experience of ITE (in the number of roles I played) and my objective representation of the voices of the trainee teachers led to adopting the role of bricoleur – literally a maker of quilts. As a research method bricolage is seen as a piecing together of a wide range of data, collected from a wide range of sources. Whilst somewhat organic in nature, it offered a semi-structured approach to creative qualitative research (Denzin and Lincoln, 2000), that addressed ethical concerns I had over the demand the research would place on the participants; the authenticity of the participants' voices in the research; the selection of the sample group; and, how to acknowledge my own voice and experiences as I interpreted meaning from the data.

Bricolage –Challenges and Challengers

Bricolage crosses research borders and is openly criticised from the slight, 'jack of all trades, master of none' (Smagorinsky, 2001), to the suggestion that it is 'methodologically impure [...] superficial and dangerous' (Schwandt, 2001: 22). Denzin and Lincoln (2000), compare the bricolage to a multi-facetted crystal, other metaphors include, among many, a patchwork quilt or a collage; that the researcher pieces together different elements of the data to create a picture of reality (though this is itself contingent.) Essential then in ensuring the outcomes were not superficial, was not only that the individual pieces of the picture represented authenticity and credibility, but so too did the 'stitches' that joined the pieces together. The connections between experiences needed to be represented as accurately as possible, promoting credibility through the use of rigorous and critical, objective handling of the data (Silverman, 2006).

The 'stitches' came in the form of hermeneutic theory. A member of the interpretative research family, hermeneutics was compatible with the phenomenological methodology, which focused firstly on characterising the participants' sacred, secret and cover stories then exploring the meaning drawn from these experiences in terms of how they shaped professional identity.

Gadamer's (2001) belief that to understand the participants' experiences the researcher cannot disregard their own, that experiences both personal and professional become explicit in iterative process of analysis and understanding.

Hermeneutics offered a 'meta-principal', the hermeneutic circle, a framework that facilitated an iterative approach to the construction and analysis of the data collection process and it outcomes. The circle acknowledged the relationship of the shared

meanings between participants and the shared meanings between the researcher and the participants (Klein et al., 1999).

Hermeneutics supported the development of the complex iterative structure of the bricolage, allowing it to 'move from parts of a whole to a global understanding of the whole and back to individual parts' (Klein et al., 1999) and as such, 'stitch' the individual pieces of the bricolage together into a comprehensive understanding. The approach felt compatible with the bricolage and the nature of the research questions as it acknowledged that meaning was 'inter-subjectively' created (Berthon et al., 2002).

In reality, drawing upon the postmodern paradigm and the use of bricolage presented an exciting challenge that demanded not only *engaging* with the complexity of the method, but also an *appreciation* for its complexity. In the role of 'bricoleur', I needed to be committed to critical examination where no object of inquiry was overlooked, but instead was interpreted and woven into the rich description (Kincheloe and Berry, 2004). By its very nature, qualitative research is 'interdisciplinary', 'trans-disciplinary' and often 'counter-disciplinary' drawing from any field required to generate and interpret data (Denzin and Lincoln, 2000). In using the bricolage for the first time, I became acutely aware that as a methodology it required careful consideration in its construction and was at times, hugely challenging. The greatest challenge the bricolage set is not the *solving* of the puzzle, but the *creation* of the puzzle, it is this 'architecture' that I believe through careful management facilitated the emergent construction of the parts of the whole that I wove together in a meaningful interpretation. The bricolage offered both a methodological fit and an instinctive one: The research was born out of my experience of ITE, observing the shifts in professional

identity of trainee teachers over a number of years. In a sense, for me the bricolage began subconsciously many years ago, and is now acknowledged formally in this research. Thus acknowledging the critics' claim, that to become a 'bricoleur' cannot be achieved in the relatively short duration of a doctoral program; but the practice may take 'a lifetime scholarly pursuit' and 'our understanding of the complexity of the research task demand a lifetime effort' *(*Kincheloe and Berry, 2004: 681).

Bricolage and Participant Contribution

In considering the power relationship between the researcher and the participants, a significant factor was the level of demand the research would place upon their time and energy. From the outset, I had very clear ideas that the approach to data collection would place as little burden on the trainee teachers as possible; adopting a bricolage approach to data collection allowed me to use the naturally occurring data generated by the trainees as part of their ITE programme. The ITE programme required trainee teachers to undertake module assessments that focused on the role and responsibility of the teacher; teaching and learning; classroom management; assessment; action research; and, contemporary issues in education. Additionally, trainees compile a teaching practice portfolio where they curate examples of their teaching that they have reflected on, and trainees are asked to keep a reflective journal of their experiences and professional learning throughout the course.

Denzin and Lincoln (2000) suggest the metaphor that the bricolage is a crystal, which reflects and refracts differently dependent upon how it is manipulated, where the same information is viewed through different lenses to create a differently focused representation. However, for this to be successful the research must be open to the

possibility that data may come from previously unconsidered sources: A creative eye must be cast over all available artefacts with view to interpret any other meaning and significance. Rather than adopting a set of data collection methods, such as questionnaires and interviews, which, would have been somewhat of a repetition of the academic and reflective writing exercises they had already undertaken as assessment, bricolage allowed me to use the naturally occurring data generated by the trainees as part of their ITE programme. Therefore, whilst the range of artefacts collected in the process of creating the bricolage retained their original meaning, the research was able to interpret a richer understanding of participant experiences by placing emphasis on 'questioning', rather than 'arguing', or simply 'reporting'. This allowed the research to preserve 'the essence that the (research) question is to open up possibilities and keep them open' (Gadamer, 2004: 298).

The idea of using the bricolage was really a rather exciting one. As bricoleur, I was able to draw upon artefacts and observations as they happened in real time, to create a rich, living picture of the participants' experiences of their professional identity to gain a deep understanding of the participants' experiences as they disclosed and interpreted. I had thought that I would draw primarily on the reflective writing pieces and journal entries as the main source of data. However, as the research developed I found a number of other sources of data to be of value in understanding the participants' experiences – these included recruitment and selection documents, and non-reflective assignment pieces. Bricolage allowed the methodological freedom to draw data from a variety of sources as and when they occurred naturally. What could possibly have been considered as a 'patching together' of data, with careful management, become an 'architecture' that crossed traditional research borders and

embraced opportunities to use data as and when it naturally occurred and allowed

both the participants and me to be engaged in the process of interpretation

(Kincheloe, 2001).

Bricolage and Authenticity of Participant Voice

From a methodological perspective, asking the participants how their professional

identity developed throughout the programme, raised the implication of bias within

the data. Posing the question of identity development to the participants could have

led to the assumption on their part, that firstly, their identity *should* have developed

and secondly, that the programme was in some way the catalyst for this. Adopting a

bricolage approach to the collection (and interpretation) of the trainee teachers'

academic and reflective writing circumnavigated the trainees from being able to draw

external or situational attribution of any development in their professional identity

development to the research question (Sanderson, 2010).

There were a number of significant ethical considerations rooted in using the

bricolage. That the participants' voices were heard and recorded accurately; and the

interpretation was as authentic and representative as possible of the full range of their

experiences and opinions. That the participants were fully aware and of the research

aims, purpose and audience, and gave their informed consent for their contributions

to used in this way. I was conscious of multiple interpretations the participants may

have given for a particular sequence of events, that any sense of developing identity

would not follow a predetermined pattern and, that all participants would may not

experience the development at the same time, if at all (Klein et al., 1999).

Using the bricolage meant that there was no set script for the collection of data, as such this unscripted process had the potential to unbalance the power relationship. The relationship between the researcher, the research context and the participants opened up the potential for bias and so at each stage of the research process I returned to the central question, what are the consequences of the study for the participants? Consequences in terms of demand, contribution and how reliably (or not) their experiences and opinions are being interpreted and recorded.

In social research, this reliable representation can be achieved through the use of 'low inference descriptors' (Seale, 1999: 148). Here data is recorded in as natural form as possible, to include verbatim accounts of what people say. For example, rather than the researchers' reconstructions of the general sense of what a person said, which will reduce the window of opportunity for the researcher's personal perspectives to influence the participants responses. Using the participants' naturally occurring data from ITE assessments as the part of the bricolage not only aimed to increase reliability in the interpretation, but also allows the participants a greater level of contribution and power over the overall interpretation and final presentation of findings.

By its very nature the bricolage was not a straightforward process and had the potential to present as a problem if I did not sufficiently manage the 'architecture' of the research and it may become fragmented and stray from the questions and its overall intention (Denzin and Lincoln, 2000). To avoid the chance of such deviation, at the end of their programme the first interpretation of the research findings was presented to the participants in an unstructured interview to allow them to remove any data they wished to not to feature in the research. This also presented an opportunity to ensure that there was 'evidence of accuracy' and that the

interpretation thus far presented 'a fair representation of what [the participants had] actually said' (Gray, 2009: 378). This process was repeated at each stage of the research.

In social research, the balance of power will always be within the control of the researcher. However, giving the trainee teachers 'a more active participant role' as part of the methodological approach, afforded the power to 'improve the quality of the research' (Federman and Rodriguez, 2003: 129) as the participants' ensured they were being accurately represented. Thus, the power relationship in the research process was more evenly balanced, open and transparent.

Method in Action

The aim of my research was to illustrate and interpret the participants' lived experiences of the development of their professional identity. By reading about, observing and listening to the participants' lived experiences, it was my intention to draw out their sacred, secret and cover stories and to interpret the role and meaning these stories played in identity development. I believed it was within these stories, and the relationship between these stories, the consistencies and inconsistencies, that the participants' professional identity could be conceptualised.

The group from which the participants were selected consisted of 16 trainee teachers who had just completed studying the ITE on a part time basis in a mixed cohort of under and postgraduate students. Of the sixteen, eight were in-service undergraduate trainee teachers.

Artefacts

The artefacts were collected over the two-year enrolment period of the participants'
ITE programme, noting any indication of professional identity or story. Artefacts
included drawings; recruitment and selection documents, academic, and reflective
writing (in the form of assignments and journal entries) and teaching practice
portfolios. The hermeneutic process encouraged me to consider co-existing principles
that helped to ensure reliability in interpretation. These co-existing principles
presented as new pieces to the bricolage, some that were previously unconsidered or
hesitated over. Drawing on Heidegger's (1996) classification of interpretation where
artefacts are understood in terms of their purpose supported this; previously the ITE
assignments and journals had the purpose of satisfying the programme assessment
criteria, once they were *looked at* in terms of developing identity they had the
potential to take on completely new meaning. In making this 'new' interpretation of
artefacts, I was careful to address Heidegger's (1996) notion of the 'preconditions' of
interpretation. Heidegger's main concern is ontological, how we determine the being
of things. In his discussion of human understanding, he focuses on the distinction
between artefacts-in-use, *zuhanden* (ready-to-hand) and the traditional conception of
physically present objects, *vorhanden* (present-at-hand). Heidegger's argument that
we normally use things in a tacit, skilful way without being explicitly aware of what we
are doing offers a fair example of my observations of trainee teachers and my
increasing interest around identity development that prompted this research. This
tacit understanding became explicit in the analysis and interpretation of the artefacts, I
was careful to acknowledge my personal and professional experience of the
phenomena, and how it would shape the ontological distinctions of any interpretation
made.

Selecting the Sample Participants

Once the trainee teachers finished their ITE programme, I invited the in-service undergraduates to a meeting where I gave a detailed explanation of my proposed research. They were all previously aware that I was a candidate on the Professional Doctorate in Education and we had discussed this in ITE training classes on a number of occasions.

Having explained the aim of my research, I asked for volunteer participants, explaining that their contribution would include allowing me to formally analyse the artefacts, and their participation in an interview. I had initially hoped that at least three people would volunteer: All eight volunteered, giving written informed consent.

I made the decision to select a purposive sample based on a preliminary, first pass analysis of the artefacts to ensure individual collections were representative of the 'particular life experience' and offered sufficient data from which to interpret meaning (Vandermause and Fleming, 2011: 372). All collections offered interesting insights and experiences. From this first pass I made a selection based on; gender, age, and length of in-service teaching prior to enrolment on the ITE programme in order to capture as broad a perspective as possible of the lived experience.

The sample selected was:

Diana: Female, aged 50 on enrolment to ITE. 2 years' in-service practice prior to enrolment to ITE.

Kaye: Female, aged 26 on enrolment to ITE. 1-year in-service practice prior to enrolment to ITE.

James: Male, aged 49 on enrolment to ITE. 6 years' in-service practice prior to enrolment to ITE.

Peter: Male, aged 31 on enrolment to ITE. 6 years' in-service practice prior to enrolment to ITE.

N.B. The college where the research was undertaken is a relatively small FE institution, where staff are well known to one another. To preserve the participants' anonymity all names have been changed, and at no point in the thesis are their specialist teaching subject or college department revealed.

Interview

At each stage in the process, the participants were kept well informed of the intent of the research. As the bricolage reached the stage of using interview as a data collection tool the participants were informed that the interview was designed to inquire into their experiences of participation in teacher education, and their work as teachers during this time. Interviews were pre-scheduled with participants at a pre-interview meeting. This allowed participants to ask questions about the purpose, process, timing of the interviews, and allowed for the negotiation of a suitable environment for the interview to take place. Participants were given the opportunity to have questions removed from the interview if they felt unable or unwilling to talk about any particular questions.

All four interviews were conducted on college premises in small private meeting rooms. All interviews were tape-recorded using two digital recorders. The recordings were kept as password protected files on two USB drives. All interviews lasted 45-90

minutes and every interview was transcribed verbatim. During the pre-interview meeting, participants were made aware that a third party who was unknown to them would transcribe the interviews.

The interview for interpretive phenomenology is a spoken account of experience, which enables the participant to explain their experiences in detail, whilst simultaneously allowing the interviewer to probe more deeply to fill in unclear aspects or details, or to seek clarifications (Benner, 1994).

The interviews followed my first phase of analysis that identified themes in the artefacts taken from trainees' reflective and academic writing over their time on the ITE course.

The aim of the interviews was two-fold. Firstly, using the themes from the initial analysis of the artefact data as the basis for semi-structured interviews I was able to determine which, if any, of the themes were validly rooted in the participants' experiences. Themes, which, through my initial analysis, I had perhaps thought of as central to the development of the trainees' secret, sacred and cover stories, were tested. I was able to clarify my understanding of their written reflections and accounts of their experiences as in-service undergraduate trainee teachers. Secondly, again using the initial themes as the basis for the interview questions, participants were able to expand or change their descriptions; adding rich detail and description, or present a new description. The semi-structured interviews encouraged participants to reflect on their experiences of ITE and to tell me about their not only feelings, expectations, fears, and thoughts, etc. but also, to tell me how they were conscious of these things.

I selected interpretive phenomenology as methodology in order to acknowledge rather than bracket my presence in the research. Nonetheless, for the purposes of the

interview to fulfil the aim of capturing detailed description from the participants I drew

upon Bevan's interview model (Figure 4.3) which employs phenomenological

reduction. The mixing of methodological approaches is criticized as being a lack of

understanding of the philosophical principles of qualitative methodologies as unique,

rather like trying to mix oranges with apples (Englander, 2012: 14). Bevan (2014: 136)

suggests that 'the interview in phenomenological research is perhaps one of the most

underemphasized aspects within the process' and, that debates around overcoming

the controversies related to polarization between descriptive and interpretive

orientations can distract attention away from the practical application and impoverish

phenomenology as a research method. Ricoeur (as cited by Ihde, 1971: 5) writing in

support of adopting structure within phenomenology, noted that whilst

phenomenology has no universal method 'phenomenology must be structural'.

In order to maintain methodological consistency and increased reliability

phenomenological interviewing should remain faithful to phenomenological method,

but should also be practical and flexible. The phenomenological researcher is free to

structure the interview in a way that enables a thorough, explicit investigation of an

experience.

Phenomenological attitude	Researcher approach	Interview structure	Method	Example question
Phenomenological reduction (Epoché)	Acceptance of natural attitude of participants	Contextualisation (eliciting the lifeworld in natural attitude)	Descriptive/narrative context questions	"Tell me about becoming ill." or "Tell me how you came to be at the satellite unit."
	Reflexive critical dialogue with self	Apprehending the phenomenon (modes of appearing in natural attitude)	Descriptive and structural questions of modes of appearing	"Tell me about your typical day at the satellite unit." or "Tell me what you do to get ready for dialysis."
	Active listening	Clarifying the phenomenon (meaning through imaginative variation)	Imaginative variation: varying the structure of questions	"Describe how the unit experience would change if a doctor was present at all times."

Figure 4.3: A structure of phenomenological interviewing, (Bevan, 2012: 139)

Rather than focusing on the differences in approach Elliot and Timulak, (2005) encourage researchers to draw on established methods to develop their own individual methodology that lends itself to both the research question and context. Rather than using structure to determine *what* to ask in the interview Bevan's model offers a structure of *how* to manage the process of questioning.

 Choosing to adopt Bevan's model and employ phenomenological reduction during the interview process was a deliberate act with the intention of supporting the participants telling of their own experiences without imposing my own experiences on theirs. Benner (1994: 99) sees to this movement from the background to the foreground as the role of the interpreter that enables them to 'study persons, events and practices in their own terms [...] to understand the world, self and other'. Consisting of three main domains considers natural attitude, lifeworld, modes of appearance and imaginative variation. (An example of my use of Bevan's model can be seen below in Figure 4.4.)

The three domains of Bevan's model are:
- Contextualization (natural attitude and lifeworld);
- Apprehending the phenomenon (modes of appearing, natural attitude);
- Clarifying the phenomenon (imaginative variation and meaning).

Congruent with Giorgi's (1989) description and interview process contextualizing questions enabled the participants to reconstruct and describe their experience in narrative form that provided meaning to that experience (Husserl, 1970). Therefore, to examine the participants' particular experience, I needed to consider the context and biography from which their experience gains meaning (Bevan, 2014). For example, in the case of exploring how the trainee teachers' professional identity has been shaped by their participation in ITE, questions could not have started directly at the experience of ITE because this would have isolated their professional identity from their lifeworld

context. To avoid this isolation, the interview developed from the point of context in which the experience is situated (being an in-service teacher): For example, the fact the trainee teacher was already an in-service teacher provided context for his or her experience of ITE. Therefore, this context can be made explicit through asking descriptive questions about such experiences as 'So when you describe yourself professionally, do you use the term 'teacher' or something else?' (See Figure 4.4).

The next phase in Bevan's approach is apprehending of the phenomenon. The phenomenological method accepts the same phenomena can be experienced differently, known as modes of appearance. In this phase, descriptive questions were asked that encouraged participants to provide detailed descriptive responses that provided a deep and systematic inquiry. As an example for this phase, the trainee teachers all have an experience of ITE. The experience is not limited to one participant alone; consequently, ITE is experienced by numerous people in a variety of ways. In considering modes of appearance, I needed to use both descriptive and structural questions. Descriptive and structural questions counter each other to provide depth and quality. Descriptive questions, i.e. 'what are the more primary roles or the greater roles that you think you take ...?' were asked to negate ambiguity. Structural questions, i.e. 'so, when you think about these other titles of course manager, lecturer/tutor, what significance do those titles have for you?' that aimed to reveal how the participants structured their experiences.

Clarification of the phenomenon was achieved with the use of imaginative variation. This phase involved the use of elements of experience, or experience as a whole, while exploring the phenomenon itself (Bevan, 2014). Whilst common in the analysis of interview data in its transcribed format, the final domain, imaginative variation is not

traditionally used in the phenomenological interview (Giorgi, 1985). Speigelberg (1971) introduced imaginative variation earlier in the process of examining a phenomenon as a means of providing stepping-stones to identify general essences and provide clarity of the experience of the phenomenon.

The phase of clarifying meaning is active for both the respondent and the interviewer. As the interviewer, it was crucial that I listened carefully to what was being said. Then to make active judgments to identify an aspect, or essence, of the structure of experience for clarification. An example of actively clarifying meaning can be seen in Figure 4.4. As part of his response to a phase 2 question, Peter replies '*we're very much in a situation of everyone is responsible for everything*'.

	Interviewer	Respondent
contextualisation	So when you describe yourself professionally, do you use the term 'teacher' or something else?	No. Em, (it's a tricky one here) because I see myself as like a course manager, course tutor, tutor/lecturer all rolled into one. So like many titles sort of thing – not just … But teacher should be ma primary role, but I don't feel it is.
apprehending the phenomenon	So what are the more primary roles or the greater roles that you think you take…?	Almost like an administration role really. Because as a course manager all the paperwork, the SARs, course reports, student reports, course profiles – everything's done to 'You've gotta do it'. And you almost/it's got to the point almost where the teaching is now interfering with your course management. Which is really a scary place to be and I don't actually like that place. Cos to me the teaching is why I came here, not the course management bit. Does that make sense?
apprehending the phenomenon	It does, it does. So, when you think about these other titles of course manager, lecturer/tutor, what significance do those titles have for you?	Em, I tend to see them all fairly similar. Em, obviously, ya know, when you put like the difference between course tutor and module tutor then, the course tutor has a bit more em power behind it if you will, and a bit with that – responsibility. Em, there's/we're very much in a situation of everyone is responsible for everything.
clarifying the phenomenon	What do you mean by 'responsible'?	Em, that basically the book stops with me as far as my course is concerned. So, even if ma module tutors aren't performing and the modules not doing well, the course tutor's the one who's held accountable. So it's/I've got this great accountability umbrella hanging over ma head: sort of thing. And that's adding pressure as well.

Figure 4.4 Excerpt from interview transcript depicting Bevan's model for questioning.

Rather than look to develop a general essences of theory of the phenomenon, Bevan's model allowed me to explore context and experience of the individual participants in detail and variation to understand meaning in their experiences. This level of detail allowed for a stronger sense of validity in the stories I went on to create for each participant.

Conclusion

As with much practitioner-based research, my research grew from my past and current experiences; namely as, trainee teacher and teacher-educator. Throughout the research process I felt that it was philosophically important that I remained 'loyal' to the central premise; to reveal the sacred, secret and cover stories of in-service trainee teachers and how these stories develop over time to capture and understand meaning of the development of their professional identity, and if this is shaped by their participation in ITE.

Constructing the trainee teachers' stories involved degrees of description and degrees of interpretation. The combination of interpretive phenomenology and bricolage provided a research methodology and method that allowed me to use critical reflexivity to acknowledge my roles and position in the research, and acknowledge the influence this would have on findings.

My position in the research and the roles I played in the research and in the lives of the participants blurred the edges of the traditional role of researcher as I assumed the role of researcher whilst openly and critically acknowledging my experiences as a former trainee teacher, current course leader and teacher educator. Phenomenology provided a reflexive and systematic approach to the research that allowed my

experiences and my relationship with the participants to be carefully considered and articulated.

Adopting bricolage as method was not a decision that was taken lightly. Rather than purely aim to prove what is already believed to be true (Saunders, 2007) my interpretation remained open to the surprises and 'unanticipated events which do not fit existing understandings, [falling] outside of the categories of knowing-in-action' *(*Schön, 1983: 24). Being grounded in my practitioner knowledge, and academic literature, I consider the decision resulted in well-constructed, truly reflexive and analytical, 'fit for purpose' practitioner research.

'The notion of validity hinges around whether or not the data reflects the truth (and) reflects reality' (Denscombe, 2003: 301): Using the bricolage to work in detail with four participants with the aim of telling their 'small' stories though complex and challenging at times, provided 'honesty, depth, richness in the data' (Cohen et al., 2000: 105). It allowed me to interpret the phenomena from descriptions as seen through the 'participant's eyes' (Trochim, 2006).

Perhaps most importantly, the combination of phenomenology and bricolage allowed me to undertake research that placed the participants at the heart of the study incorporating their collective and sometimes shared experiences. Focusing on learning to listen to the trainees as consumers with valid contributions to make the method supported my interpretation of these contributions to create new practice knowledge and to challenge accepted ways of thinking that mattered to them and not just to other teacher educators.

CHAPTER FIVE: THE ANALYSIS OF DATA

Introduction

This chapter begins by exploring the rationale for the analysis of the data, collected through a bricolage approach over a three-year period, using both inductive and deductive methods to allow for the analysis and interpretation of how in-service trainee teachers' professional identity was shaped over time through participation in ITE.

This discussion of the choice of analysis methods explores the use of a combination of inductive and deductive methods that enabled me to draw reasonable conclusions on the rigour and validity of findings. The discussion also addresses how the use of a hybrid approach of thematic analysis supported me in communicating the integrity and competence of the research outcomes with an enhanced level of confidence in the potential impact they may generate (Aroni et al., 1999).

The chapter then moves into the three phases of analysis and presents the key findings used to inform the construction of the participants' sacred, secret and cover stories, and the discussion chapters that follow. Drawing predominantly on the hermeneutic circling (Gadamer, 2001) the data analysis process was an ongoing cycle of three main phases of analysis:

Phase #1: Using an inductive approach this phase focused on the participants' reflective and formal writing. The thematic analysis identified seven key themes from the participants' writing.

Phase #2: Using a deductive approach, the trainees ongoing practice and reflections were analysed against Kreber's (2013) *dimensions* of authenticity to evidence how (if) participants' professional practice and identity were being shaped over time.

Phase #3: The final phase of analysis took place after the in-depth participant interviews. The interviews allowed for validation of my interpretation of data from the first and second phases, and allowed participants to change, remove, and/or add detail to the interpretative picture I had formed of their developing stories. Interview transcripts were analysed to allow for further interpretation of any new or more nuanced data.

Interpretive Phenomenological Analysis

Taking an interpretive phenomenological approach to the research methodology led naturally to using interpretive phenomenological analysis (IPA) to examine how the participants made sense of their experiences of their time on an ITE programme, and how (if) this shaped their professional identity. Focused on exploring the complexity of experiences in their own terms IPA prompts the researcher to go 'back to the things themselves' (Smith et al., 2009: 2), to the details which may at first appear to be inconsequential but when explored in the situated context of the participants' lived experiences take on a particular significance. IPA is considered an appropriate means of examining how individuals make sense of major transitions in their life – and my own 'experience' had convinced me that participation in ITE, particularly for in-service trainee teachers was indeed a transitional endeavour, one made of a kaleidoscope of experiences:

> Some of these experiences are the result of proactive agency on the
> part of the person; some come unexpectedly and uncalled for. Some
> are discrete and bounded while others go on for a considerable
> period of time. Some will be experienced as positive; others are
> definitely negative. What they all have in common is that they are of
> major significance to the person, who will then engage in a
> considerable amount of reflecting, thinking and feeling as they work
> through what it means.

My previous experiences of using IPA had focused on thematic analysis and served no real purpose other than providing a loose framework within which to develop some analysis from a broad reading of data and begin to identify patterns and recurring points (Boyatzis, 1998). I was not alone in my initial approach to thematic analysis, all too often journal articles and papers present insufficient detail when reporting the process and detail of the analysis undertaken (Attride-Stirling, 2001), and it is rather common when reading research to see that themes 'emerged' from the data (Braun and Clarke, 2006).

In-depth reading around the inductive approach of IPA was promising, confirming the approach would have a strong sense of validity, as any themes identified would be securely grounded to the data and the voices of the participants themselves (Patton, 1990). In this sense, analysis would be data-driven. The main limitation in this approach however, was that IPA is designed to be an open process where data is coded without trying to fit it into a pre-existing coding frame, or the researcher's analytical preconceptions (Braun and Clarke, 2006). Using this approach in combination with the bricolage could have resulted in the themes identified bearing little relation to the specific questions my research was asking. *Whilst the* data would not be regarded as 'fact' it was my intention for it to be used to interpret the meanings ascribed to 'reality' as experienced by the participants. However, this could not claim to be a rigorous and credible process, (Bleakley, 2004), as there was no escaping that whether intentionally or unintentionally my experiences would undoubtedly colour any themes I identified and the interpretations I made. I could not disengage myself

from my epistemological position, nor could the data be coded in an 'epistemological vacuum' (Braun and Clarke, 2006).

Thematic analysis has been described as a poorly demarcated, yet commonly used analysis method in qualitative research (Boyatzis, 1998; Roulston, 2001, Braun and Clarke, 2006). In comparison to the dynamic bricolage method of collecting the data, I was concerned that thematic IPA appeared to be a rather mechanical process of counting and coding selected terms, words and emotions evident in transcripts or texts (Van Manen, 1990). This initial rather short-sighted view of thematic analysis came perhaps from my understanding that thematic analysis is still wedded to the more quantitative practice of content analysis; sharing many of its principles and procedures of establishing categories from counting the frequency of instances in which they appear in a transcript, text or image (Smith, 2000). Whilst content analysis could be an attractive option, offering a systematic model for analysis I felt the themes and interpretation within them could be judged as 'trite' (Silverman, 2000) if they relied predominantly on the frequency alone. It felt somewhat ambiguous and that it would not do 'justice' to the carefully constructed data collection.

I wanted to create an analysis framework that matched the energy of the bricolage, one that challenged the customary processes, one that was 'a deliberate and self-consciously artful creation [that would] persuade the reader of the plausibility of an argument' (Foster and Parker, 1995: 204). I had to consider my past experiences and position in relation to the participants and my role as programme leader: All too easily, using thematic analysis could tilt the outcomes towards a set of implicit themes, rather than to those themes, which could reflect the participants' experiences. This would

then have a negative impact on the rigour and the overall weight of the research as deduction of latent meanings would be missing from my interpretation (Joffe, 2012).

What I aimed to create was a framework that precluded (as far as possible) my positionality from creating what Bryman refers to as 'anecdotalism' in my analysis (Braun and Clarke, 2006: 95). However, neither an inductive (bottom up) approach (Frith and Gleeson, 2004), or a theoretical or deductive (top down) approach (Boyatzis, 1998; Hayes, 1997) offered a satisfactory framework within which to achieve this. Whilst an inductive approach would have provided an interpretation that was rich in detail and description such an approach could result in data that is too far removed from the research question for it to have any legitimacy.

Creating a Hybrid Approach

What I wanted to create was an approach that offered a fusion of inductive and deductive approaches that could engage with the research origins: An approach that would allow for data-driven themes, be responsive to the over-arching research question *and* recognize my positionality without compromising the data and the interpretation. My methodological approach of interpretive phenomenology had naturally led to the interpretive phenomenological approach of the inductive data analysis method of thematic analysis. To use a deductive method felt at odds with the interpretive design of the qualitative research and I found myself stuck in the dichotomy between qualitative and quantitative research philosophies. A literature search found researchers drawing upon both inductive and deductive tools, (Brixey et al., 2007; Himola et al., 2005) but this combined approach was not designed to square-up the analysis framework with the epistemological and methodological position of

the researcher and the dichotomy between qualitative and quantitative methods remained unresolved.

However, Fereday and Muir Cochrane (2006) in a doctoral study on the role of performance feedback in the self-assessment of nursing practice successfully used a combined approach of inductive and deductive analysis. Exploring the phenomenon of performance feedback within nursing, specifically around the sources and processes of performance feedback, Fereday and Muir Cochrane used a methodological approach that integrated data-driven codes with theory-driven ones based on the principles of social phenomenology (Schutz, 1899-1959). In their article, they describe how they adopted a hybrid method of inductive/ deductive thematic analysis. This allowed them to read raw data and through this interpretation develop the identification of overarching themes that captured the phenomenon of performance feedback as described by participants in the study.

Thinking on similar lines Onwuegbuzie and Leech (2005) suggest researchers should stop identifying themselves as either purely qualitative or quantitative. They suggest the dichotomy that exists between quantitative and qualitative research lies in the differing epistemological beliefs of the beginning of the 20th century and the emergence of the 'incompatibility thesis' (Onwuegbuzie and Leech, 2005: 270) which proclaimed that quantitative and qualitative paradigms could not coexist, thus polarising the two approaches.

They argue for the polarization to be replaced by a new complementary relationship based on framing the research methodology on the requirements of the research question. Such an approach aligns closely to Trochim's (2006) view that, the methodological basis for research must be rooted in the context where the research

takes place, and acknowledge the purpose of the research. Congruent with this

thinking, Onwuegbuzie and Leech (2005) suggest a change in terminology that prompts

researchers to make the purpose of the research dictate the methodology. They

suggest researchers should focus on the exploratory nature of the research, replacing

qualitative with 'exploratory' and quantitative with 'confirmatory': By exploring *and*

confirming researchers are able to examine an issue more thoroughly.

Drawing on this hybrid approach to analysis the next stage in the process involved

looking at the how both the inductive and deductive approaches 'mapped' onto how

and why the data was being coded. The 'how' was fairly straightforward, the bricolage

method mapped directly to an inductive approach. The first phase of data analysis was

the open coding of the naturally occurring pieces of reflective work the trainees wrote

as part of their ITE programme. Whilst answers to the specific research questions

would not emerge during the coding process, the first stage of data analysis allowed

me to interpret the existing sacred, secret and over stories of the participants as they

entered ITE.

The approach in the 2nd phase of data analysis addressed the 'why'. Interpreting the

bricolage data against Kreber's (2013) *dimensions* of authenticity mapped the research

directly to a deductive approach (Braun and Clarke, 2006) which allowed me to

address the research questions.

In order to achieve a credible hybrid approach and for the analysis to offer any real

value to the wider communities of practice, I needed to avoid some of the pitfalls of

the thematic approach that could have resulted in a weak analysis being presented. As

Braun and Clarke (2006) point out, the most basic failure of this approach is to actually

fail to analyse the data at all. Using the bricolage to collect the data, I was faced with a

wide range of artefacts, which included reflective journals, formal assignments, and observations, from which I intended to draw out a representation of the trainees' lived experiences of 'reality', and my interpretation of their professional identity and how and why their professional identity had been shaped.

Adopting a hybrid approach allowed me the creative freedom to acknowledge and encode data that captured the 'qualitative richness of the phenomenon' (Boyatzis, 1998: 1) and organize the data to identify, develop and name themes, and to 'interpret aspects of the phenomenon' within them (Boyatzis, 1998: 161). This allowed me to build a picture of what the data meant, before constructing the participants' beginning and changing stories.

The use of Kreber's (2013) *dimensions* of authenticity allowed me to inspect the detail in the data (Burke and Andrews, 2008), and interpret deductive themes which allowed me to acknowledge any shared experiences, draw parallels with my knowledge/ experience and existing research (Boyatzis, 1998) and, at the same time, draw upon distinguishable themes from the naturally occurring data. So by using a hybrid framework, I was able to blend the two together; deductively by approaching the data with *a priori* categories taken from Kreber's (2013) *dimensions* of authenticity (Crabtree and Miller, 1999) derived from my experiences and observation, but at the same time, inductively as I remained open to new themes that emerged (Joffe, 2012).

Applying a hybrid approach to analysis in this way, reinforced the notion that there was no simple distinction between analysis methodologies, particularly when analysing data in a practice setting, as one must engage with the iterative relationship between the data and researcher position. As such, my practitioner status intrinsically involved processes of both induction and deduction. However, perhaps more importantly, the

hybrid approach was more suitably matched to the dynamism of the bricolage, as this approach to thematic analysis would not be a passive process where the analysis could have a limited interpretative power. Instead, it allowed me to take an active role in identifying the themes supported within an existing theoretical framework, then selecting those, which were significant, and interpreting this into a substantial account that held worth in the wider practice community (Taylor and Ussher, 2001).

Rigour: The Holy Trinity of Truth

Ensuring the worth of the research hinged around where it was situated in what Kvale (1995) calls the 'holy trinity of truth' by which he refers to the concepts rigour, validity, reliability and generalization. The debate around the role of validity, reliability and generalisability in qualitative research (Smith, 1993; Johnson, 1999; Denzin and Lincoln, 2000; Slevin and Sines, 2000; Armino and Hultgren, 2002) has challenged the notion of rigour that 'by its nature it is an empirical analytical term and therefore does not fit into an interpretive approach' (Tobin and Begley, 2004: 390). An array of alternative concepts of rigour for qualitative research such as 'credibility', and 'authenticity' have emerged, but it is argued that these result in a 'clutter (of) obscure and unrecognizable' concepts being applied to interpretive research (Morse et al., 2002). Disregarding the more traditional concepts of rigour is thought to present the danger that qualitative research will not be regarded as a science and so will lose its credibility. As Morse et al., (cited in Tobin and Begley, 2004: 390) make clear, 'science is concerned with rigour and that if we reject the concepts of validity and reliability we reject the concept of rigour'. However, Bryman (2001: 14) adds a degree of clarity to this picture, in that concepts of rigour defined in the 'holy trinity of truth' are in fact

ascribed to both the interpretive and positivistic paradigms. The tensions lie in the misinterpretation of the application of rigour to either the methodological *or* the philosophical element of the research: the 'tendency to discuss philosophical and technical issues in the same context'. The debate clearly highlights the concerns that by rejecting the traditional concepts of rigour altogether, there is a danger that interpretive research will 'struggle to find legitimacy' in the wider research world (Aroni et al*.,* cited in Tobin and Begley, 2004: 389).

It was vital therefore, that the research addressed the concept of rigour in <u>both</u> senses; 'theoretically' where the philosophical, epistemological and ontological position would speak of authenticity and credibility, and, 'practically', where the methodological and analytical frameworks must speak of validity, reliability and generalisability. Without sufficient rigour within the analytical framework, there was a real danger that my interpretations may have resulted in nothing more than 'fictional journalism', which would offer nothing of worth to the wider community of practice (Morse et al., 2002).

Analysis: Phase #1 Inductive Thematic Analysis

Phase #1	**First grasp** Reading data as it was generated in the bricolage.
	Inspection of detail Reading, re-reading complete data sets for each participant. Initial inductive coding of data.
	Global inspection Cross checking themes of inductive analysis in complete data sets for each theme. Initial winnowing of data into working data sets.
	Deeper understanding Critical reading of working data sets against literature (CoP, dualities, and constructs of professional identity).

Figure 5.1: Hermeneutic cycle summary, analysis phase #1.

In constructing the participants' sacred, secret and cover stories, I needed to ensure that they were not simply 'a collection of extracts strung together with little or no analytic narrative' (Braun and Clarke, 2006: 94). The selected data, whether pictorial, textual or observational, needed to be truly representational of the participants' experiences.

The first phase of data analysis began with an inductive analysis of the artefacts (application forms, assignments, and reflective journals) created by the participants over the period of their part time ITE programme. These artefacts had been written for the purposes of their ITE programme. At the time of writing, the authors of the artefacts were trainee teachers, not participants, who were aware their work would be read by the teacher education tutors. The written work only become artefacts once the research had commenced, <u>after</u> the participants had completed their ITE qualification. Until this point, the artefacts were completely independent of the research.

To apply a piece of software to the participants' carefully constructed reflective and academic writing felt inappropriate. I am not averse to technology. However, on reflection, to use software felt as though to put the participants' stories behind a pane of glass. I felt it would create a barrier, a distance, to my analysis of the very personal writing in reflective pieces, and the immense efforts that had created the academic pieces. The idea of using software to analyse the data felt that I was detaching myself from data, almost as though I was placing their writing, and experiences, behind a glass partition, and so I chose to theme all the participants' writing by hand, rather than use technology.

Coding the data by hand was a lengthy process that involved the reading and re-reading of the data collected through the bricolage. In the initial stages, I was reading and informally coding the artefacts collected from the entire cohort of in-service undergraduate trainee teachers. Data was read and initially coded as it was created, i.e. I read all the participants' first reflective assignment, then as further pieces were created I read and analysed them for other themes. Then as the participants reached the end of their programme and the four key participants were selected I re-read their writing in the complete sets, i.e. the whole of their reflective and academic writing created over the programme. Whilst the process was hugely time consuming, I considered this to be far outweighed by the insightfulness of the tools and the interpretative power they are providing in the identification of themes 'that are embodied or dramatized in the evolving meanings and imagery' (Van Manen, 1990: 78) the bricolage generated.

At the end of the coding process, I identified seven central themes that ran through each of the participants' data set:

1. Background - how participants had come to enter the teaching in the FE and Skills sector;
2. Motivation - what had motivated participants to join and participate in ITE;
3. Professional identity - participants' sense of professional identity at the start of ITE and how this developed over time;
4. Philosophies and values of education - at the start of ITE and how this developed over time;
5. Support - received before and during ITE;
6. Actions taken towards development;
7. Barriers to development.

The data from the themes were drafted first into sets for each participant, and then into a complete set for each theme (containing the coded material from all four participants). The origins of the coded statements for each theme were noted in the margin for ease of reference. Abridged versions are given below as examples.

Data source	Theme 1: Background
PDP/1	Having taught in practice for many years I feel I have some experience but this was mainly on a one-to one basis.
PP/I	I have past experience of supporting and teaching students from my past employment
TS1301/V	When I first started this course in January of this year [2010] I had just started teaching. I had been teaching for about 4 weeks with no previous training.
	I have had little experience in such matters [learning difficulties] in my previous employment and although I had heard of many of the disabilities discussed. In all honesty I knew very little about them.
Data source	Theme 2:Motivation
RPS/IX	I am looking forward to beginning my training
PDP/II	I hope this experience will help me [develop strengths] as I
PP/II	undertake this course. This role allows me to continue teaching my chosen subject.
500WD/II	I enjoy teaching the whole range of the subject areas, however, I tend to enjoy FE over HE.
Data source	Theme 3:(Professional) Identity
500WD/II	I enjoy teaching the whole range of the subject area, however I tend to enjoy FE over HE.
500WD/IV	One of the main responsibilities of a good teacher is to constantly evaluate their own work and that of other teachers to maintain standards.
TS1301/XVIII	I am striving to make learning fun for the students which I am teaching

JOURNAL/VI	[I] feel that it is very important for the teacher to enjoy the subject they are teaching.
	I now feel more confident I am able to identify difficulties and can go some way to help the student overcome their difficulty.
Data source	Theme 4:Philosophies/ Values
PDP/V	I think this is a very good way to learn [collaborative and experiential learning]
PP1/I	
PP1/XX	Reflecting on your own practice is one of the most important aspects of being a teacher.
PP1/XXI	I think that all students must work hard to achieve their qualification. I worked very hard when studying for my qualification and think that all others who qualify after me must do the same.
	The purpose of teaching I feel is to provide the workplace with professionals who have the knowledge and experience to maintain standards within a certain sector.
Data source	Theme 5:Support
TS1301/IX	When I first started teaching having had very little guidance I was teaching from pre-prepared student packs and tutor information.
PP1/XXXIV	There is support from other members of staff. As a team our department will share resources and ideas and support other team members meaning that the team are loyal towards one another. This is a real advantage to my teaching and it helps my confidence and allows me to enhance my lessons by speaking to other team members.
Data source	Theme 6:Actions Towards
PP1/XXXIII	Over the last eighteen months I have developed my skills as a tutor to enable me to provide the best possible lessons for the students which I am teaching. I have come to realise that all students are different.
PP1/XXXV	My training has allowed me to develop the skills to cater for all students which I am likely to be faced with.

	I am becoming more confident with my ability to teach.
Data source	Theme 7:Barriers
PP1/XXVII	I teach an average twenty-one hours a week and at the moment I am teaching to six different cohorts. I find that this is one of the major constraints of the organisation on my ability to teach as I would prefer to.
PP1/XXX	Many of the other departments within the college have resources which would be advantageous to my teaching but I feel that they are not always readily available for new tutors to access. There is a trend that stronger departments seem unwilling to share good practice with other departments.

Figure 5.2: Kaye: Data set (abridged for example purposes).

Participant	Data source	Theme 5:SUPPORT
Diana	(JOURNAL/X)	Tell the bosses and they trot out glib remarks, 'oh I know, ive (sic) got the same problem' rubbish, one doesn't teach at all and the other does 10 hours' contact.
	(JOURNAL/XXI)	
	(TS2304/VI)	We have one week of mindless CPD again, heaven forbid we should be allowed the time to catch up on assignment marking or lesson planning.
		The first week of teacher training and we explored several theories of teaching and meeting learner needs and the one that made complete sense to ne and helped me understand why my students had behaved the way they did was Bloom's taxonomy.
James	PDP/VI	My Dept Head is supporting me on this programme and will seek to manage these deferring factors work commitments).
	JOURNAL/ XI	I am surprised at the variety of subject matter we have covered, I don't think I had any concept of the

	PP1/XVII	psychological aspects that come into play whilst teaching, and this has been of great interest to me. Leadership is controlling procedures, without the freedom for people to express their desires, which will eventually produce suppression of those desires. Change seems to take a long time to happen and then is thrust upon us without prior knowledge or input. Contact hours are implemented by the letter of the law, leaving very little time for forward planning, or for the development of new strategies and fresh ideas.
Kaye	TS1301/IX	When I first started teaching having had very little guidance I was teaching from pre-prepared student packs and tutor information.
	JOURNAL/IV	Starting exams (summative/ formative) assessments, glad I had a session at Cert Ed on Assessment, found it really useful!
	JOURNAL/VIII	I witnessed an experienced teacher teach this lesson on Tuesday of this week; this made it much easier for me.
Peter	PDP/ VI	I also have a very supportive wife behind me.

Figure 5.3: Theme 5: Support, Data set (abridged for example purposes).

Phase #2

First grasp

Inspection of detail

Deeper understanding

Global inspection

First grasp
Reading complete data sets from the bricolage.

Inspection of detail
Deductive analysis against dimension of authentic practice, analysis in complete data sets for individual participants.

Global inspection
Cross checking outcomes of deductive analysis.
Re-working data into sets by dimension.
Winnowing data into working data sets.

Global inspection
Identifying a perceived absence of dimension C.

Deeper understanding
Identifying dimensions of authentic practice and influence on professional identity.

Deeper understanding
Return to complete data sets from bricolage.
Analysis of naming of self against triangulated framework (Olsen, Gee and Zembylas).

Figure 5.4: Hermeneutic cycle summary, analysis phase #2.

The second phase of the analysis process was the deductive analysis of the participants' data sets. Kreber's (2013) characteristics and *dimensions* of authenticity. Once again, although necessitating a lengthy process, I re-read all the data collected in the bricolage and coded by hand evidence of authentic practice. My intention of coding by hand was again prompted by the notion that to use software was to disconnect myself from data that, as their teacher educator, I felt intrinsically connected to.

Notably, I found that of the seven themes I had identified in the inductive thematic analysis three aligned with four of Kreber's (2013) six *dimensions* of authenticity. Figure 5.5 (below) lists the seven inductive themes from my first phase of analysis and Kreber's (2013) six *dimensions* of authenticity. Alignment/ similarity between them are highlighted by shaded text.

Codes identified in the data	Dimensions of authenticity
1 Background - how participants had come to enter the teaching in the FE and Skills sector;	A: Being sincere, candid or honest; B: Being 'true to oneself a' (e.g., in an individuation or existentialist sense);
2. Motivation - what had motivated participants to join and participate in ITE;	C: Being 'true to oneself b' (e.g., in a critical social theory sense) (the difference to B is that reflection goes beyond one's subjective self-awareness);
3. Professional identity - participants' sense of professional identity at the start of ITE and how this developed over time; 4. Philosophies and values of education - at the start of ITE and how this developed over time;	D: Constructing an identity around 'horizons of significance' "Acting in the important interest of learners" =HoS. (supporting the flourishing of each student);
5. Support - received before and during ITE;	E: Care for the subject, students, and interest in engaging students with the subject around ideas that matter;
6. Actions taken towards development;	
7. Barriers to development;	F: A 'process of becoming' sustained through critical reflection on core beliefs and premises.

Figure 5.5: Themes from inductive analysis phase aligned with Kreber's (2013) *dimensions* of authenticity.

Using a similar method used in phase #1 I constructed compete sets of data for each participant framed around Kreber's *dimensions* of authenticity and a set for each *dimension*, comprising data from each participant.

⇩ **Source of data**	⇨ *Dimension A*: **Being sincere, candid, or honest**
PDP	I don't mix easily, as when not in control I find it difficult to communicate.
TS1301	I am not comfortable with this [reflection].
PP1	As if I am an unwilling partaker in this process, but that would not be true, it's just that it wasn't in the initial life plan, not quite what I envisaged myself doing, at this time of my life. Before I undertook this course of study it would have been all about pride and self. I know I am only part of the way through, but I already believe it to be an intrinsic question every teacher should be asking themselves. It makes you stop and ask, and look, and listen, and think, all the we things we never get time to do (we do have time, as we always make time to do the things we really want to do)
Journal	[This] reflective essay from a personal point of view [was] extremely challenging to write. This was due to the personal nature of the content, and the fact that I am unused to thinking about myself, my feelings, my life.
⇩ **Source of data**	⇨ *Dimension B*: **Being 'true to oneself' in an individuation or existential sense**
PP1	I strongly believe in excellence, but my views may differ on how excellence is measured. Why would teaching not hold the same learning process as any other valued skill?
⇩ **Source of data**	⇨ *Dimension C*: **Being 'true to oneself' in a critical social theory sense**
PP1	Leadership is controlling procedures, without the freedom for people to express their desires, which will eventually produce suppression of those desires. Change seems to take a long time to happen and then is thrust upon us without prior knowledge or input. Contact hours are implemented by the letter of the law, leaving very little time for forward planning, or for the development of new strategies and fresh ideas.

⇩ Source of data	⇨ *Dimension D*: Constructing identity around horizons of significance
PP1	Speaking directly to individuals can also meet their needs in terms of expression and social and peer standing, and if done with care and attention can lead to the start of the student's path to reflection and conceptualisation.
Journal	Respect for someone, I believe, is not based on their intelligence, it is a state of mind, based on your own moral belief structure.
⇩ Source of data	⇨ *Dimension E*: **Care for the subject, students – engaging students with subject**
PDP	Not all subjects lend themselves to active sessions, and relying on students to have ownership of their learning would take a lot of monitoring.
TS1301	I feel it would be more than rewarded (sic) if at any given point you were aware of exactly where a student is up to in regard to HIS (sic) cognitive level.
RPSTMT	Having an affinity with the group I am teaching.
DR	Preparing people for their chosen career path. Personal growth and development. Empowering people to find out for themselves.
⇩ Source of data	⇨ *Dimension F*: **A process of becoming through critical reflection on core beliefs**
TS1301	A personal desire to learn more about the profession to which I now belong, and to become a more rounded practitioner. Theories not borne out in practice are meaningless.

Figure 5.6: *Dimensions* of authenticity: James's Data set (abridged for example purposes).

The outcomes of the deductive analysis of the bricolage data further supported the

similarities between the inductive themes and Kreber's characteristics and *dimensions*

of authenticity. I was able to draw comparisons between the findings of each approach

as Onwuegbuzie and Leech (2005) suggested, I was able to explore the bricolage data more thoroughly to look for answers to my research question *and* I was able to confirm these answers more rigorously.

Although the initial alignment of inductive themes against Kreber's *dimensions* of authenticity were largely mirrored in the deductive phase of analysis, one point in particular that arose from both the inductive and deductive analysis was, the absence of a sense of professionalism, what Kreber (2013) assigns to *Dimension C*, being 'true to oneself b' (e.g., in a critical social theory sense where reflection goes beyond one's subjective self-awareness).

⬇ Source of data	⟹ *Dimension C*: Being 'true to oneself' in a critical social theory sense
Peter	No evidence found in bricolage data
Kay	No evidence found in bricolage data
Diana/Journal	On reflection, this is the wrong culture for me. I want to teach but am not being allowed to do so If it wasn't for the goodwill of the teachers and the extraordinary number of hours we put in outside of college, this place would fall down. Thank God OFSTED have gone. What a fight. One of them clearly came in with her own agenda, did observations on her own and criticised us for doing the very things we have been drilled for the 18 months!!
James /PP1	Our management structure must take appropriate steps to facilitate a change and be the initiators of our striving toward excellence. Leadership is controlling procedures, without the freedom for people to express their desires, which will eventually produce suppression of those desires. Change seems to take a long time to happen and then is thrust upon us without prior knowledge or input. Contact hours are implemented by the letter of the law, leaving very little time for forward planning, or for the development of new strategies and fresh ideas.
James /Journal	"Opportunities for all" is a fantastic mission statement, but then don't castigate us for not producing top line results – the result is that everyone has an opportunity.

	I believe that the key, is to ensure all assessment strategies have an immediate effect on future delivery.

Figure 5.7: *Dimension* of authenticity *C*: Data set (unabridged).

This mirrored Helsby's (1995) notion that if one were to ask teachers what it means to be professional their response would usually refer to being professional, in terms of the quality of their teaching; their conduct and behaviours. My approach of coding all the data by hand necessitated the reading and re-reading of data many times. I became immersed in the data and began to know it in intimate detail. This immersion in the data highlighted a pattern that was emerging in the data. The participants' naming of themselves as professionals was changing throughout their time on the programme. Three of the four had never referred to themselves as a teacher. The one who had moved away from the title of 'teacher' (inferred by teacher education and Ofsted) as their time on ITE progressed, and three of the four had moved away from the title 'Lecturer' (inferred by their job title). Once again, I went back to the bricolage of data and drew out the professional names the participants use about themselves in their academic and reflective writing. The findings (with larger word size denoting frequency) are represented as follows:

Figure 5.8: Names participants assign to themselves.

In order to analyse and assign meaning to the participants' naming of their professional selves I created a triangulated approach based on the constructs of identity proposed by Zembylas (2003), Gee (2001), and Olsen (2008) that I had explored in the review of literature around professional identity (see chapter three). A schematic depiction of this triangulation is seen in Figure 5.9 (below).

Zembylas (2003) suggests that on a fundamental level, identity is an affective process, one that is dependent upon power and agency.   Professional identity can be regarded as a sense of 'self' anchored in social interaction within the organisation through recognition of one's professional and social status. Gee defines the four perspectives of identity, (*nature; discourse; affinity;* and *institution*). The perspectives are not separate or discrete; rather they are share a complex connection. The context in which the identity is shaped may foreground one or more of the perspectives over the others. Completing the triangulation is Olsen's (2008) notion that when considered in socio-cultural terms professional identity is both a 'product' and a 'process'. Zembylas' work features as infinity; an unending emotional process of identity construction and development; Gee's perspectives are situated within the infinity; and Olsen's *product* and *process* are depicted to show the wider influence of the context of professional learning.
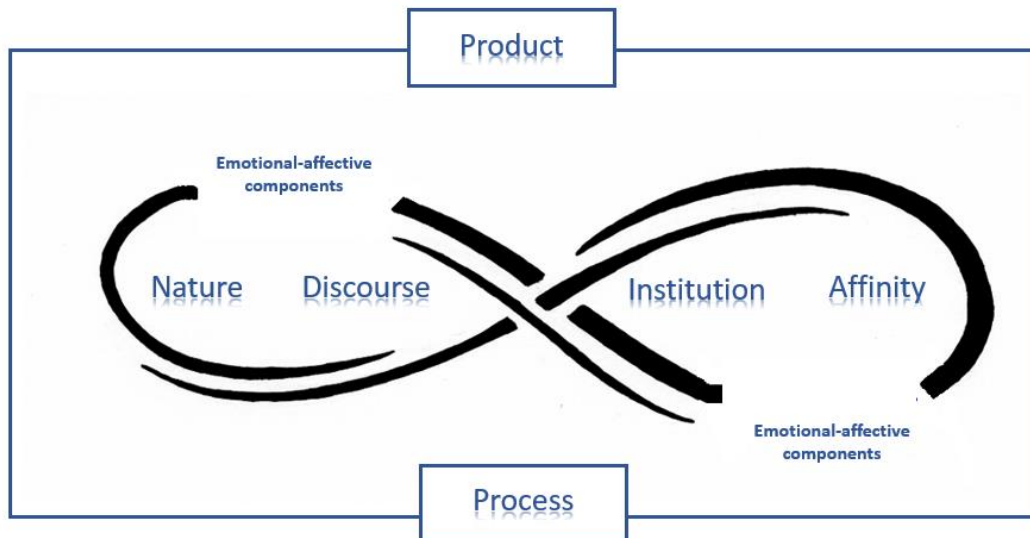
Figure 5.9: Schematic depiction of the analysis framework, synthesising Gee, Olsen and Zembylas.

I wanted to be certain, that my analysis corresponded as soundly as possible with the respondents' voices, particularly when noting the abstract nature of a number of the responses. Using these constructs in a triangulated approach to analysis offered greater structure in terms of credibility, as the framework provided an analysis method capable of revealing a richer understanding of the participants' definitions of their professional identity. The list of names, taken from participants' reflective and formal writing and the wider context of the sentence was considered when positioning the name on the populated framework.
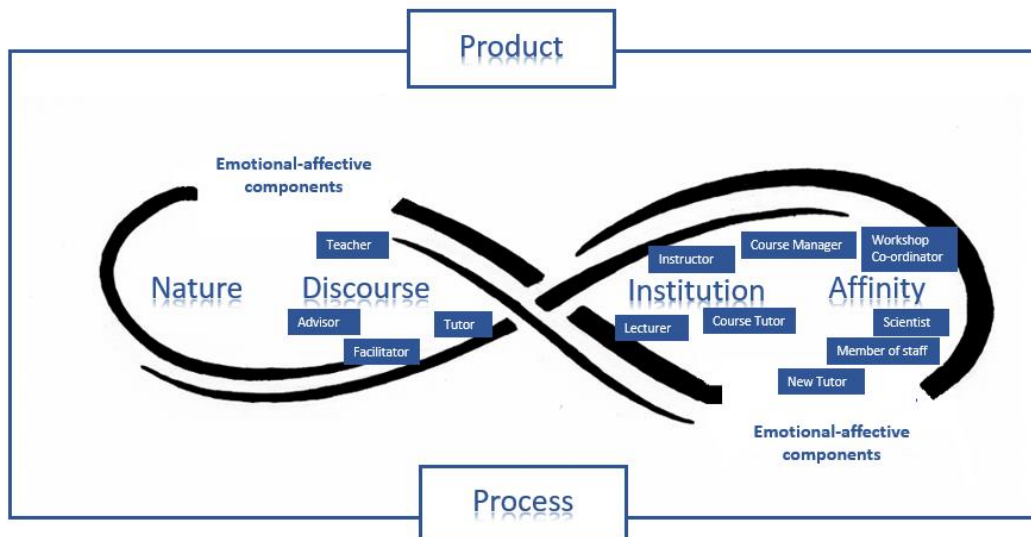
Figure 5.10: Schematic depiction of the populated analysis framework, synthesising Gee, Olsen and Zembylas.

Positioning the names on the framework highlighted three interesting clusters. Firstly, the naming of professional self that engender position and the authority and power implied, '*Course Manager*, *Course Tutor, Lecturer,* and *Instructor'*, indicating an identity shaped by *institution-identity*. The second cluster centred on *affinity-identity*, '*Workshop Coordinator* and *Scientist*', which denote a sense of shared practice with an affinity group. Also in this cluster is *Member of staff*, denoting a sense of shared practice as employees of the college. *New Tutor* falls between two clusters, *institution* and *affinity-identity*, where the '*new'* differentiates the individual from more experienced colleagues.   The third cluster of note centred on *discourse-identity* are '*Teacher, Advisor, Tutor,* and *Facilitator'*. When taken in context I judged these demonstrated the participants' selecting names that mirrored the discourse around teaching and teachers in FE, and *dimensions* of authenticity that were shaping their professional identity. To confirm my analysis of this finding I added it to the interview

schedule, which allowed me to clarify meaning with the participants, and add nuanced detail to my interpretation.

In chapter 8: discussion of findings, I present a discussion of the meaning of the findings around the participant' naming of themselves and what this means in terms of professional identity.

Analysis Phase #3 – Interview Data –Data Validation
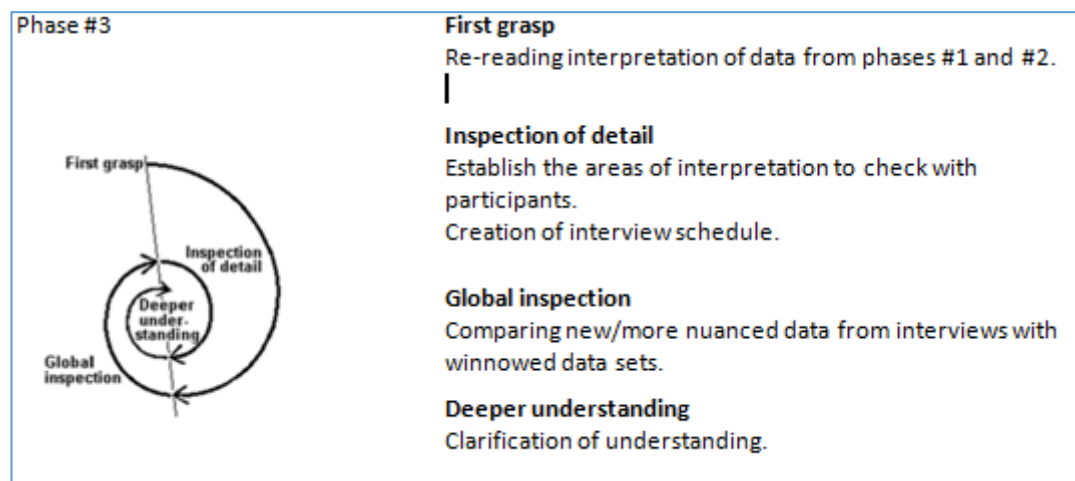
Figure 5.11: Hermeneutic cycle summary, analysis phase #3.

The final phase was the analysis of the interview transcripts. I was very aware, at both the interview and analysis stages that structured methods of data collection and attempts to validate the interpretation with participants, 'member checking', were incompatible with the interpretive phenomenological approach. The aim of interpretive phenomenology is to explore a range of examples of lived experiences in the form of anecdotes, narratives, stories and other lived experience accounts (Van Manen, 2011), and referring to Onwuegbuzie and Leech's (2005) approach, I wanted to explore and confirm my interpretation of these experiences.

Using Bevan's (2014) model as a framework I selected particular points from my analysis of the inductive and deductive stages to address in the interviews. During the global phase of the hermeneutic cycle, the interview data was analysed against the winnowed data sets for each of the participants and for each inductive theme and deductive *dimension* of authentic practice.

Whilst the interview schedule was created to clarify my interpretation of the inductive themes and findings based on the deductive analysis of the *dimension* of authenticity, I was careful not to pigeonhole the interview data into these areas. Before I began, again by hand, to code the transcripts I listened to them many times over to become immersed in the rich detail they held, to hear the pauses, the emotion, the changing tone, and the intonation of the participants' voices as they expressed their different experiences and opinions. This immersion in the interviews supported the deeper understanding phase of the hermeneutic cycle, the reflective phenomenological approach to analysis that would allow me to grasp the meaning of their experiences (Van Manen, 2011).

Summary - How Stories Were Written

The model below (Figure 5.12) shows the process of hermeneutic cycling at each of the three phases of data analysis and how these informed the final hermeneutic cycle, which led to the creation of the participants' stories. In creating this model, it was important to show the relationship between each cycle, the iterative process in which each cycle interacted with the others to articulate the meaning in the participants' experiences and to disclose reflexively the aspects of these experiences I judged to be most relevant to my interpretation (Rennie, 2012).

Phase #1

First grasp

Inspection of detail

Deeper understanding

Global inspection

First grasp
Reading data as it was generated in the bricolage.

Inspection of detail
Reading, re-reading complete data sets for each participant.
Initial inductive coding of data.

Global inspection
Cross checking themes of inductive analysis in complete data sets for each theme.
Initial winnowing of data into working data sets.

Deeper understanding
Critical reading of working data sets against literature (CoP, dualities, and constructs of professional identity).

Phase #2

First grasp

Inspection of detail

Deeper understanding

Global inspection

First grasp
Reading complete data sets from the bricolage.

Inspection of detail
Deductive analysis against dimension of authentic practice, analysis in complete data sets for individual participants.

Global inspection
Cross checking outcomes of deductive analysis.
Re-working data into sets by dimension.
Winnowing data into working data sets.

Deeper understanding
Identifying dimensions of authentic practice and influence on professional identity.

Global inspection
Identifying a perceived absence of dimension C.

Deeper understanding
Return to complete data sets from bricolage.
Analysis of naming of self against triangulated framework (Olsen, Gee and Zembylas).

Phase #3

First grasp

Inspection of detail

Deeper understanding

Global inspection

First grasp
Re-reading interpretation of data from phases #1 and #2.

Inspection of detail
Establish the areas of interpretation to check with participants.
Creation of interview schedule.

Global inspection
Comparing new/more nuanced data from interviews with winnowed data sets.

Deeper understanding
Clarification of understanding.

Creating the stories

First grasp

Inspection of detail

Deeper understanding

Global inspection

First grasp
Reading, re-reading data as it was generated.
Initial inductive coding of data.

Inspection of detail
Reading, re-reading complete data sets.
Checking of inductive codes.
Deductive analysis against dimension of authentic practice.

Global inspection
Cross checking outcomes of inductive and deductive analysis in complete data sets for individual participant and by theme/dimension.
Winnowing data into working data sets.

Deeper understanding
Construction of participants' stories.
Identification of key outcomes.

Figure 5.12: Stages of the hermeneutic cycle.

The cycle of creating the stories ran in parallel to the three phases of data analysis. The 'first grasp' was to read and re-read and informally apply initial codes to the data as it was generated by the ITE group as part of their ITE programme. The next stage, 'global inspection' followed the formal identification of the four key participants. This phase involved, again inductively, coding the data for each participant's entire collated data set, checking back against the themes identified in the 'first grasp' and deductively analysing the data sets against Kreber's (2013) *dimensions* of authenticity.

The 'inspection of detail' involved comparing complete participant data sets against complete inductive and deductive sets (which included data from all four participants). In this stage, the themes and *dimensions* were again checked with the participants to ensure they accurately represented their experiences.

In the final stage of the cycle, 'deeper understanding', I interpreted the sacred, secret and cover stories of the participants, by looking at the participants' experiences through the lenses created by the inductive and deductive analysis.

Each phase of analysis allowed me to begin to build the layers of the participants' stories from their own words, written in formal and informal writings as part of their ITE programme. I gradually built both the layers of sacred, secret and cover stories, and also the layers of the each element of these stories (scared, secret and cover) as they evolved over time.

The outcome of this longitudinal phase was the construction of the participants' stories, with meaning interpreted from detailed analysis, clarified and enhanced through in-depth interviews. As mentioned above, the interview stage provided the opportunity for the participants to continue the co-construction of their stories by checking the detail of the outline stories to verify the details, and to change or to add to the descriptions and interpretation, including the removal of any detail they did not wish to appear in this research.

Chapter 6, Telling Tales Out of Class, presents the participants' interpreted sacred, secret and cover stories, where these began and how they changed over time.

Conclusion

Looking back at my initial research degree proposal, it is clear I was on the right lines all along with adopting IPA, I was simply not aware of the strength of the approach particularly in its hybrid form. But, what I did have was a strong sense of my philosophical, ontological and epistemological positions, and how they worked

together to frame the research: A hybrid analysis, using both inductive and deductive methods, now completed the framework, supporting my phenomenological position where I examined shared experiences through a collective analysis of individuals' experiences, shared experiences, *and* drew upon my own experiences as data (Åkerlind, 2005).

Through the inductive approach, I was able to get close to the data and develop a deeper understanding of its content (Boyatzis, 1998). Representing the participants' experiences in their own words 'strengthened the face validity and credibility of the research', (Patton, 2002), and legitimized the research in the theoretical sense, as it was not the *phenomenon* of professional identity that was under scrutiny, but the *relationship* between the participants' experiences and the phenomenon of how their professional identity changed over time (Slevin and Sines, 2000; Bowden, 2005).

It is important here too to refer back to the constructivist ontology. Whilst the participants were represented in their own words, and a range of analysis tools were used to rigorously assess the genuineness and reliability of their words (Slevin and Sines, 2000), their words were not treated as a 'transparent window on their world' (Holloway and Todres, 2003). Doing so would have undermined the integrity and so the rigour of the research and its outcomes (Aroni et al*.,* 1999). In assuring both rigour and integrity in the research, perhaps most important was to provide the reader with an open and transparent picture of what I was aiming to do and how I intended to achieve it, as all too often in qualitative research, the theoretical position is not made clear and much is left 'unspoken' (Braun and Clarke, 2006: 96) which enhances the sense of diminished rigour.

To conclude, whilst there may not be a *single* ideal framework for conducting qualitative data analysis there are a range of theoretical frameworks and analysis methods that can be adapted and adopted to match what the researcher wants to know, and that the researcher should acknowledge these decisions, and recognise them *as* decisions (Braun and Clarke, 2006). My decision as researcher was that a hybrid IPA approach was harmonious with the research approach of the bricolage, and would provide a carefully crafted architecture of analysis to make sense of a carefully crafted architecture of data collection.

CHAPTER SIX: TELLING TALES OUT OF CLASS

Introduction

This chapter presents the layered stories of the four participants' experiences of teacher education.

To allow the reader to see the layered stories for each participant, their sacred, secret and cover stories are presented with a summary of the significant changes in those elements that shaped their developing professional identity over time.

As previously discussed (Chapter 3), Clandinin and Connelly (1995: 5) use the metaphor of a 'professional landscape' with which to frame the concept of professional knowledge, a metaphor I have extended to in-service trainee teachers' professional identity formation where their professional learning can be perceived as a journey through landscapes of practices. The layered stories I have created allow for the juxtaposing of the participants' divergent and shared experiences of their journey through ITE:

> Layers are one way through which we have created clearer images of setting; fine-tuned character in ways to highlight physical attributes, inferred capabilities or mental states; and recreated actions to demonstrate sequences of events.

> (Ely, 1997: 95)

The stories were written in an informal style, which suited the co-constructed nature of them, where both the participants and I shared the role of narrator. I wanted the stories to be rich in detail and characterisation. In sharing the participants' journeys through layered stories, it was always my intention that the reader would be able to feel they know the participants, and will be able to feel a real sense of their lived experiences. To create stories that are rich in detail and characterisation I used the structure of vignettes and my own commentary. To use a metaphor from music, the

stories were co-composed by the participants and myself. In addition to this, I also

took the role of conductor, deciding the *tempo* and the *phrasing* of the piece:

> For all narrative, the subject matter is brought to the reader through
> the filter of the narrator's consciousness, reminding us that the only
> realities of the moment come to us through the sway of the narrator's
> creation.

(Ely, 1997: 78)

In keeping with the interpretive methodology and the bricolage method of the

research, vignettes allowed me to piece together the resonant findings from the

detailed process of data analysis, and to interpret these to reveal the implicit

significance of the stories as they unfolded. The completed stories, as portrayed in this

chapter, were presented to the participants to read and discuss with me for final

clarification of details and agreement that the stories offered an accurate

representation of their lived experiences, and agreed this was a representation of their

experiences they were willing to share.

Described as compact portraits or sketches, vignettes serve to introduce the

participants to the reader and allow the researcher to give voice to the participants'

experiences. Such is the potential power of vignettes that Ely (1997: 72) suggests they

make it possible for the reader to "step into the space of vicarious experience, to

assume a position in the world of the research – to live the lived experience along with

the researcher".

Kaye's Story

Kaye joined at the college in the post of 'Lecturer' aged 26 as an unqualified teacher

and enrolled onto ITE one year later. On entry to ITE Kaye's qualifications were GCSEs

in English and mathematics and a Level 3 qualification in her specialist subject. Kaye

had previously been a full time student at the college on the courses she now teaches.

After leaving college, she had a 6-year career in her subject industry where she

undertook a part time level 3 qualification. Her own teacher inspired Kaye to begin to

train colleagues in her workplace and became a role model for Kaye who felt it would

be a natural progression from the role of workplace trainer to FE teacher and applied

for a post of 'Lecturer' advertised at the college. Although an undergraduate, Kaye's

role required her to teach on both FE and HE programmes within her subject area.

Sacred Story

It was evident from both her formal academic writing and her private reflective writing

that Kaye was always very open to the idea of ITE and was keen to make progress with

her teaching:

> *I am happy to evaluate my own work and am keen to try out new*
> *methods and find out more new ideas. I want the opportunity to develop*
> *my career further, and I think the course will give me a chance to develop*
> *skills which can be used outside of work also!*

Early indications from Kaye held the promise that she would be keen not only to

participate in the community of practice offered by ITE, but to also take these ideas

back to the community of practice of her college area and staff room – to become a

'broker' (Wenger, 1998):

> *I am fully committed to this course and understand it will be demanding*
> *at times. I am looking forward to the chance to share new ideas.*

The early indications of Kaye's commitment to developing her professional practice

saw her engaging with *Dimension F ('*process of becoming' through critical reflection,

Kreber: 2013) as she reflected critically not only the work she was undertaking for the

ITE programme, but also making use of the feedback she was receiving to develop

further in her teaching role:

> *I have to mark HE students' work, doing my own essays in CertEd really helped me with that, the feedback I was getting allowed me to give better feedback to my learners. CertEd was really helpful overall and I think I am a much better tutor than I would have been without it.*

From the very beginning of her teaching role, Kaye set high expectations for herself, and had high expectations of her students. For Kaye an early horizon of significance (*Dimension D*) focused on classroom discipline as an essential element of the learning process:

> *I think all students must work hard to achieve their qualification. I worked hard for my level 3 and think that all who qualify after me should do the same. As a tutor I expect all my students to be prompt to lessons, to listen and work hard on the classwork and homework tasks set.*

It was clear from Kaye's reflective writing and assignment work throughout her ITE course that many of her horizons of significance (*Dimension D*) result from her being a proponent of instrumental education:

> *The purpose of teaching is to provide the workplace with professionals who have the knowledge and experience to maintain standards within their sector.*

As her ITE course progressed Kaye's reliance on an *institution-identity* changed. In her writing, both formal academic and reflective, I could see Kaye developing the *dimension* of authenticity *E*, which is concerned with care for the subject and students, as she began to develop a constructivist approach to teaching and enjoyed planning interesting and challenging lessons for her students:

> *Over the last 18 months I have developed my skills as a tutor and I think I am able to provide the best possible lessons for my students. I am very aware that my students will switch off if I stand at the front and talk for 3 hours, now I add tasks for them to do all through the lesson, problems to solve and work through together.*

Strategies Kaye developed as part of her ITE were influential on her developing classroom practice and it was clear she was developing a real sense of authenticity in her classroom practice:

> *We explored several theories of teaching and learning. Bloom's taxonomy had a big impact on me. I changed my lesson planning – to make it more into steps. The response from students was immediate, the class came alive and my students actively engaged. I came to realise that they all learned differently and that I had to let them learn it for themselves. My job is to develop their learning so they can become 'all round' learners, to open them up to learning, and help them to enjoy it!*

Although Kaye talks about teaching, from the beginning of her ITE to one-year post qualified when she participated in her interview, Kaye does not once refer to herself as a teacher, nor as a lecturer – as her job title describes her role:

> *I don't think of myself as a teacher –a teacher in my mind is: someone who went to university and teaches maybe at Primary School or High School. I know our jobs are advertised as lecturers, but lecturer is just something I would never use. In my mind a lecturer is somebody who goes and stands in front of hundreds of people in an old-school University-type setting.*

At the beginning of her ITE we can see Kaye preferred the title of 'tutor' as she felt it was more congruent with the nature of work she undertakes with her students, preferring to leave the teaching of theory to her 'more qualified' colleagues:

> *My subject is really quite practical, there's lots of theory but I much prefer to teach the practical, the hands on stuff – and it's this type of teaching that makes me think I'm a tutor rather than a teacher. I really enjoy showing students how to perform the job adequately, particularly when demonstrating practical skills.*

Kaye continued to refer to herself as tutor throughout and after ITE. Although her reasons for naming herself professionally as a tutor changed over time, *institution-identity* and *affinity-identity* continued to be the shaping force as her professional identity was anchored in her perceived notion of the social status of undergraduate teachers in her own organisation. In her interview, one-year post qualified, Kaye shared her thoughts about naming her role as a teacher:

> *Tutor is still the term I prefer to use, the one I feel comfortable with. Perhaps if I got a degree in teaching, because CertEd isn't a degree, or maybe some more qualifications, more than my Level 3, I might call myself a teacher.*

Secret Story

In naming herself as a tutor rather than a teacher, outwardly I saw in Kaye's sacred story her initial validation that her predominantly practical teaching role was the reason for this. Then as she progressed through ITE, through critical reflection on the 'process of becoming' (*Dimension F*, Kreber: 2013) Kaye continues to identify herself as 'tutor' as she considers her level of qualification.

Behind this change lies a secret story of a trainee teacher who is at times overwhelmed by the demands the role placed upon her, and who feels let down by the lack of both institutional and collegial support. Analysis of Kaye's journal reveals a secret story of a teacher shaped by *affinity identity* (Gee, 2001). Rather than feeling part of her affinity group, Kaye's lack of confidence in teaching complex theoretical classes is something she is keen for her colleagues not to recognise, something that sets her apart from the affinity group:

> *The FE and HE theory classes are really strict; we are expected to lecture and use the prepared PowerPoint slides and learning packs, they are crammed full of information. The FE ones are bad enough but the HE ones make me feel ill – I get really muddled up and end up just reading the script out to them, I just don't want to look like an idiot when they ask me questions, there's just so much of it, and no guidance.*

Teaching the theory classes was starting to have a negative impact not only on Kaye's professional identity but also on her well-being and she began to doubt her ability to teach her subject:

> *I rush all the way through the lessons, so much so that I now write 'slow down' in large highlighted letters intermittently on my notes so that I can remind myself to stop rushing and breathe. I'm spending so much time*

preparing for the theory session, learning it before I teach it – I'm barely one step ahead of the HE students, I shouldn't be teaching this.

In her interview, Kaye discussed the support she was getting from her department.

Kaye was in a department where there were a few other members of enrolled on ITE, both under and post graduate qualifications, some she was studying alongside in year one and others who were now in year two:

Those of us who are not yet qualified on teacher ed stick together in the staff room. I find that those who are qualified kind of maybe, look down on those who are not qualified, especially if you're on CertEd and don't have a degree.

The lack of support and perceived difference between undergraduate and postgraduate teachers served to reinforce the influence of *affinity-identity*.

Kaye confirmed that her role had matched her expectations based on her role model, the tutor from her student days:

I *could have just stayed in [industry role] and been tootling along doing easy stuff – not really finding it challenging. I thought the job at college would be a step up career-wise but I don't feel like it is. But now I feel like I'm being challenged and pushed too far and I don't feel like I'm being rewarded for it. I feel like I'm doing a lot more for a lot less by working here.*

I asked Kaye to explain what she meant by 'a lot more':

I had an idea that I'd have to do lesson planning and I knew that I'd have to do stuff at home and I knew that I would obviously be in the classroom teaching. I think maybe the level of commitment that's possibly expected was a little higher than I thought it would be. Ya know for what they expect of you and what they give you to do that: I don't think it's balanced properly. I think they expect a lot of you for little in return.

The tutor that taught me at [college campus], she was a [subject professional] and had gone on to be a tutor or whatever they called themselves then. And even then I thought 'Oh that sounds interesting. Maybe I'll qualify in [subject area] and do that in later years'. I can see now how naive that was.

From a starting point where Kaye had the potential to be become a broker between the communities of practice of ITE and her subject area, the realities of a teaching role

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in FE, with little in terms of departmental support, proved to be too demanding for any real brokering to take place, and had left Kaye feeling she was unable to progress any further:

> I don't get any support. You get the feeling that you can't or daren't even ask. It's kind of … they're very busy, or always more busy than you are – that sort of attitude. The only support I've had has been from CertEd tutors.
>
> Other people on my CertEd talked about doing a degree, in their own subject or in education, some have even started. I don't think I can- I'm not up it.

Cover story

As an undergraduate trainee teacher in a team of colleagues who were largely post graduates in both their subject specialism and/or in ITE Kaye often felt her colleagues 'looked down' on her. This feeling combined with her ever-growing anxiety teaching level 3 and HE classes led to Kaye creating a cover story to bridge the gap between her expectations and experiences.

Kaye's cover story saw her create a niche for herself in the department by becoming the member of staff who was happy to teach the practical classes that were unpopular with some of her colleagues. To be the one who would teach 'difficult' school groups and lower level classes that did not carry the perceived kudos of teaching on HE programmes:

> I really enjoy showing students how to perform the practical side of the job adequately. Demonstrating these skills is one of my favourite things to do. I find it much more rewarding than teaching theory classes.

Although Kaye continued to prefer teaching practical classes to FE students over teaching theory and teaching HE students, in her formal and private reflective writing I could see her need for the cover story evolving as she develops in authenticity.

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Towards the end of her first year on ITE Kaye began to demonstrate critical reflection (*Dimension F*) and articulate that it was her own experiences as an FE student and her empathy with the lower level classes that was now shaping her practice:

> *The FE students are what we would call 'vocational learners'. Many of them remind me of myself as a college student. I feel that I am able to empathise with them. When I was at college I found the academic content very uninteresting and I disliked the way the teachers taught the subjects. They were very traditional in their teaching and they gave lecture style lessons where we were expected to take notes and go away and research on our own. This left me with some motivation issues - but this is how we are expected to teach in our department!*

In recognising the significance of her experiences and the influence they had on her practice Kaye demonstrates her negotiation of the duality of *participation: reification* (Wenger, 1998). Teaching the practical subjects to lower level classes and avoiding the challenge of HE theoretical classes anchored Kaye in 'novice' practices.

Also evident in Kaye's story is her *affinity* identity with the student group. Whilst she presents her affinity as empathy with the students, I believe this a layer of her cover story. Kaye feels comfortable with the FE students and uncomfortable with her colleagues. However, trying to maintain her place in the affinity group with her students was dichotomous to her role as tutor. Serving only to maintain her sense of separation from her colleagues.

As she actively participated in ITE, Kaye learned more about learning theory and applied it to practice she became to realise that her practical teaching could shape her theoretical teaching too:

> *I find that FE lends itself to my preferred methods of teaching, such as facilitating the learning. I think collaborative and experiential learning are very good ways to learn.*

Nonetheless, Kaye continued to prefer FE teaching over HE, and through a process of critical reflection, this preference became part of Kaye's sacred, rather than cover story.

Figure 6.1: Key changes in Kaye's story

	Beginning of ITE		**One year post qualified**
Horizons of significance – Dimension D	Education is instrumental	⟹	Students should become all-round learners
	Students must work hard to achieve	⟹	Teachers must recognise learners' ability and support their development
A process of becoming through critical reflection – Dimension F	Planning and preparation are important roles of the teacher	⟹	It is important for the teacher to have subject specialist knowledge
	Teaches from pre-prepared departmental plans and resources	⟹	Develops teaching and learning strategies that allow students to learn collaboratively and experientially.
	Being organised is the most important factor in teaching	⟹	Reflecting on practice is the most important factor in teaching
Components of professional identity	Professional identity is rooted in *institution-identity* (Gee, 2001) the position afforded Kaye by her employed position in the organisation.	⟹	Professional identity was shaped by a combination of *institution-identity* and *affinity-identity* – the role Kaye takes in the organisation in relation to others, i.e. the graduate and postgraduate teaching staff, and her affinity with students.

James' Story

James joined the college in the post of 'Lecturer', as an unqualified teacher at the age of 49. James had a 26-year long career in management, nine of which were at directorship level and owned a small, successful business. However, a long-term back injury meant James could no longer undertake the physical aspects of his work and so through personal and professional contacts he began teaching in his specialist subject at the college and quickly became a central figure in his department. James taught at the college for 6 years before enrolling to ITE, with O levels in English and mathematics and a range of level 2 and 3 awarding body and professional qualifications in his subject field.

Sacred Story

From the very beginning of the ITE programme, James' sacred story was his orientation to a humanistic approach to teaching:

> *I have a clear moral grounding and believe we must treat all learners as equals regardless of the distance they have travelled in terms of human experience.*
>
> *We must consider the humanity of a learner, their attributes and deficiencies, and our understanding of them, this to me seems to be the key factor in individuals having a superior learning experience. Having respect for a learner, I believe is not based on their intelligence, it is a state of mind, based on your own moral belief structure.*

Though he had no previous experience or understanding of humanistic education theory, James' sacred story remained stable throughout his two years on the programme. As he read and applied education theory to his teaching practices James found his personal philosophy aligned closely to those of Maslow and Rogers:

> *Some of these theories on education intersect with my personal belief structure and therefore you find resonance within that particular premise.*

> *The humanistic approach and Maslow's hierarchy of needs allows a wider spectrum of influence to be offered to a learner.*

Care for students is apparent in James' story from beginning to end. Whilst Kreber's (2013) *Dimension E*, *Care for the subject and students* has the focus of engaging students with subject, James' focus appears to be more about treating students as respected individuals and supporting them holistically in their learning:

> *Respect for someone, I believe, is not based on their intelligence, it is a state of mind, based on your own moral belief structure. Every member of society should be valued as a person, and not restricted in their development.*

As James progressed through ITE, he began to assimilate his humanistic approach with a more grounded theoretical stance that reinforced his approach and began to shape teaching and learning practices in his classroom.

Secret Story

For the 6 years, he had taught at the college before enrolling to ITE James had developed his own preferred teaching style, one that drew upon his industry knowledge and experience:

> *I was employed with industrial experience, rather than teaching experience, and so it was natural that learnt skills sets employed in industry, would be utilised when it came to deliver modules in a formal educational environment.*

The dualities of *participation: reification*, and *identification: negotiability* were apparent throughout James's formal assignment and journal writing. Through his writing, he was clearly demonstrating the process of creating meaning through his active involvement in ITE and reflection on his practice. When he first joined ITE

James's teaching style was very much that of the traditional lecturer and his style relied greatly on lecture style presentations, which his students enjoyed:

> *Although I hadn't taught formally before arriving in this post, I have always been involved in public speaking, as well as conducting contractual presentations at a high level. My personally preferred style is that of an informal lecture I think this is very effective and I certainly feel at ease doing this and my learners seem to enjoy it, they listen to me and ask the odd question.*

However, after an ITE class discussion, towards the end of the two-year programme, on the grading of teaching practice (both on ITE and for internal quality purposes) and the process of Ofsted inspection, it is interesting to read in James's journal the need for reification. In the journal entry James writes that he believes that there is a 'formula' for outstanding teaching. At the end of this journal entry I saw James beginning to engage with the duality of *identification: negotiability*. James believes the formula to achieve a grade one is at odds with maintaining a good relationship with his learners:

> *I know there are elements of my teaching that are good and I get a regular grade two, but does this just show me how deficient I am as I haven't achieved a grade one? Or that I haven't quite polished up the formula that produces a grade one? Would I rather have a good relationship with my students than achieve a grade one? Ultimately, I suppose I would like both, and will strive toward that end.*

Whilst I could see that James's preferred teaching style has grown from his industry past, behind this lies a secret story of a shy man, who finds it difficult to make relationships and finds security in the structure and authority of delivering lectures:

> *I am very shy and find keeping company very hard work. I can only feel at ease in front of a class or group of people, so as long as I am confident with the material to be delivered and how the session will go. I still need to be the director, to be in charge.*

Despite his shyness and self-acclaimed difficulty to mix in peer groups, James became a valued and well-liked, well-respected member of his ITE group. Far from being a

resistant applicant to ITE, James saw it as an opportunity to embrace his new career

and overcome his concerns at the prospect of changing his teaching practices:

> *I am hoping to gain a lot and be more comfortable and at ease with myself:*
>
> *To become a better imparter of knowledge. But, I have a very real anxiety in relation to changing my delivery style to get the learners to be more active. The thought that I may not be able to change, that this is the only style I will ever feel comfortable with is a scary one.*

Though a cooperative and agreeable student, James did find the process difficult,

particularly the requirement to reflect critically on his practice:

> *Reflecting on what I do and how I do it is a valid process but one I am very uncomfortable with. I am not used to thinking about myself, my feelings, my life. I have internally kicked and screamed my way through, so far as most of its aspects I find hard on a personal level. 'I know where I'm going but I don't know where I've been'.*

As he progressed through the programme and began to reflect on his teaching practice

James began to see that his personal preferred teaching style was influenced by more

than his industry background, he began to see that he was mirroring the way he had

been taught at school:

> *Past experiences and organisational culture have inevitably had a profound effect on my current teaching strategies. Being taught in such a traditional style has had an impact on the way I deliver, serving to reinforce my own technique.*

Having begun his ITE journey with a sacred story clearly aligned to humanistic

education, through reflection on his practice James began to see to realise that he did

not always practice his sacred story in his classroom:

> *I strongly believe in excellence, but my views may differ on how excellence is measured. Theories not borne out of practice are meaningless.*

In spite of his fear of changing his practice and the difficulties he encountered along the

way, James did change. His secret story began to match his sacred story as he

developed a teaching style that allowed him to combine the education theory he was exploring in ITE with his humanistic approach to education, and he was beginning to enjoy it:

> *I now believe planning every detail of a session to be a critical part of the process, not to the extent that there is no spontaneity, but to ensure you achieve what you set out to achieve in the first place. That my students learn from my experiences and from their own, that just like industry apprentices they work some of it out for themselves through trial and error.*
>
> *I do think that I have expanded my mind set to embrace more than I previously would have. It is still absolutely critical that I stay open minded to new ideas, new principles, new techniques, but looking forward I believe with the foundations that are being put in place, I am capable of change.*

Cover Story

Though he had not envisaged a career in teaching James was open to ITE and appeared relatively comfortable with the move:

> *In spite of my own thoughts on the teaching profession, mainly fostered through years of puerile sayings like, 'those who can't, teach' to name but one, I have now started along this path, and have been for 6 years, doing what I must to keep the wolf from the door. That sounds as if I am an unwilling partaker in this process, but that would not be true, it's just that it wasn't in the initial life plan, not quite what I envisaged myself doing at this time of my life.*

Although he found reflection difficult, James engaged with the process and seemed to be at ease with both his ITE studies and his teaching role:

> *I believe we, the college staff, have a lot to learn and implement. For me it is important that we stretch and challenge our teaching staff too, whenever and wherever they qualified from. Why would teaching not hold the same learning process as any other valued skill?*

Supported by his line manager, James was enjoying his role and felt valued by the college:

> *My head of department is supporting me on this programme and acting as my mentor, she has changed my work commitments so I can have some time off one afternoon to make up for attending in the class in the evening. In terms of wider organisational support, I'm appreciative the CPD opportunities and financial support invested in me by the college who have paid my course fees.*
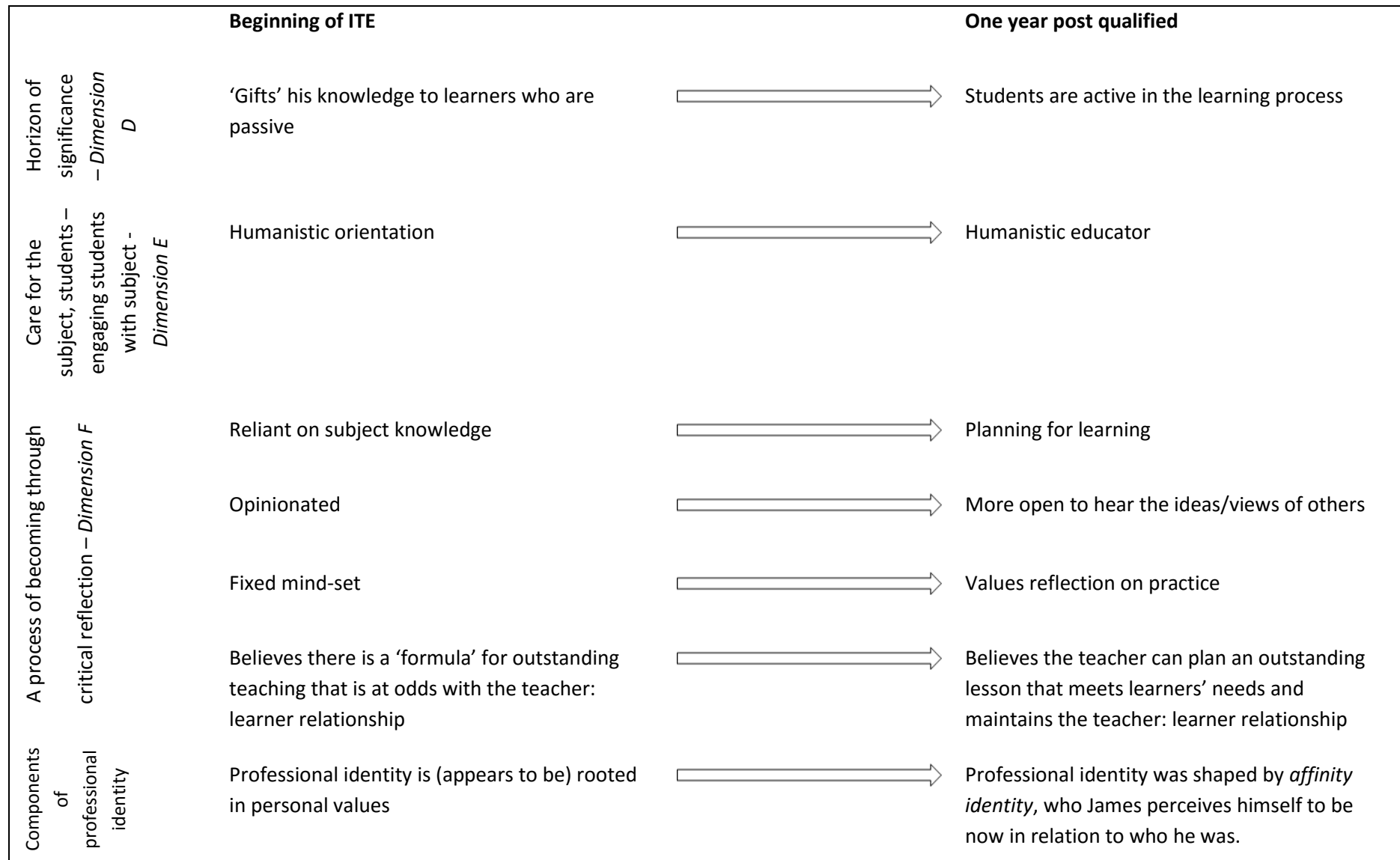
James' cover story only became known, when during his interview, I asked what name he would give himself to describe his profession:

> *I think lecturer would sit most comfortably with me, not just because it's the style of delivery I was (and sometimes still am) most at ease with. I suppose, I'm embarrassed to say, it's from a sense of snobbery and ego, that lecturer sounds more highfaluting than teacher or tutor or instructor.*

Although James made significant progress in his teaching ability, and had become a well-respected member of both communities of practice in which he operated (departmental and teacher education) his professional identity was still very much shaped by *institution-identity* and *affinity-identity* (Gee, 2001). The first sign of this was found in James' secret story where he spoke of still needing *'to be the director, to be in charge'.* At the time of his interview, James was 1-year post qualified from ITE and had been teaching at the college for a total of 9 years. Yet, even after all this time he still found it difficult to reconcile his new role of FE teacher to the status of company director of his previous industry career, *affinity identity,* no longer feeling part of the affinity group of his previous professional career, was still a powerful influence for James:

> *I could no longer do my job, I'd been in my industry since I was 18, it was my livelihood, my hobby, my life. It still is in many ways but I'm not a mover and shaker anymore, now I just rely on my old stories that get older by the day. I used to be the boss, I went from Master to servant, just like that.*

Figure 6.2: Key changes in James's story

		Beginning of ITE		One year post qualified
Horizon of significance – Dimension D		'Gifts' his knowledge to learners who are passive	⟶	Students are active in the learning process
Care for the subject, students – engaging students with subject - Dimension E		Humanistic orientation	⟶	Humanistic educator
A process of becoming through critical reflection – Dimension F		Reliant on subject knowledge	⟶	Planning for learning
		Opinionated	⟶	More open to hear the ideas/views of others
		Fixed mind-set	⟶	Values reflection on practice
		Believes there is a 'formula' for outstanding teaching that is at odds with the teacher: learner relationship	⟶	Believes the teacher can plan an outstanding lesson that meets learners' needs and maintains the teacher: learner relationship
Components of professional identity		Professional identity is (appears to be) rooted in personal values	⟶	Professional identity was shaped by *affinity identity*, who James perceives himself to be now in relation to who he was.

Diana's Story

Diana entered teaching aged 50 after a 35-year long career in her subject industry, including spending 15 years as a manager in local government. Her formal qualifications were a level 3 qualification in her specialist subject and level 2 adult literacy and numeracy qualifications, which she had undertaken at the college where she is now employed as a 'Lecturer', 3 years before joining the college staff. Diana was employed in the post of 'Lecturer' for 2 years before joining the ITE programme.

Sacred Story

Analysis of data from the early stages and first year of Diana's ITE experiences revealed little in terms of her philosophy and values about teaching that underpin her sacred story. Two horizons of significance (*Dimension D*, Kreber, 2013) imply her view of the role of the teacher was to 'share' her subject knowledge with groups of students, who are motivated and interested in the specialist subject:

> *I always had at the back of my mind that wouldn't it be lovely if all my experience and knowledge that I have gained over the years could now be passed on to the next generation, to take over where I left off.*
>
> *I entered the teaching with a preconceived idea that the students had elected to be at college, chosen a subject they are interested in and were automatically open to learning.*

As an undergraduate trainee teacher, Diana's teaching was with entry level and level 1 students, many of whom had learning difficulties, such as dyslexia and attention deficit disorder, a situation Diana felt both unprepared to manage, and unchallenging and unrewarding:

> *If I had wanted to be a special needs teacher or a mainstream*
> *schoolteacher, I would have applied. I saw an advert in ASDA today, they*
> *are paying more than I am earning here – that's just so wrong on so many*
> *levels. I am stuck with 14-16 year olds and Level 1's who dominate my*
> *timetable, and I am stagnating.*

In addition to a full teaching timetable, often reaching 26 classroom contact hours each week, Diana was the course leader for a group of level 1 students. This was a demanding role that included monitoring academic progress and liaison with module teachers and learning support tutors; pastoral care, meeting with social workers, college support workers; and course management duties, curriculum planning, internal verification, liaison with awarding bodies, and formal reporting of grades at assessment boards.

Over time, Diana's sacred story began to develop as she engaged with the dualities of *participation: reification (*concerned with the interaction between the social production of meaning and the concrete forms that reflect that meaning; essentially the negotiation of meaning*)*, and *identification: negotiability (*how trainee teachers form identities and modes of belonging through their participation in the new and existing community practices to which they belong*)*, (Wenger, 1998). However, this engagement saw her finding it more difficult to reconcile her developing sacred story to her role as course leader and the development of her sacred story was not a smooth transition:

> *I find the bulk of my day is spent managing the course, ringing parents, chasing up non-submitted work with other students, instead of teaching or giving time to the students that are knocking on the staffroom door asking for help – which is what I believe I am there for, to help them to get to where they want to go. But the restrictions of the industry I'm in don't allow me to do that, because - oh no, I've got to go to another meeting that will be about something I consider to be secondary to everything else, secondary to my being a teacher.*

An interesting point that Diana makes here is that she refers to the teaching profession and education in general as an *'industry'*. This relates closely to the influence of *institution-identity* that shapes Diana's teacher identity into one where she is a 'gifter' of knowledge. Diana regards herself as an expert and the authority this affords shapes her sense of identity. However, throughout her time on the programme, and by the point of the interview conducted when she was one-year post qualified, Diana still could not understand why her students did not always accept this 'gift'. The horizon of significance (*Dimension D*, Kreber, 2013) that in her role as a teacher Diana's belief that she gifted, or shared her wealth of knowledge with her students remained interwoven with her developing story:

> *I thought the next generation can gain something from my knowledge and experiences – I will pass this information on. By teaching I was giving them my knowledge, but some students pretty much said 'I don't want to know it thanks' I just could not understand why they did not want to share all my knowledge that I'm giving to them freely.*

Diana's early reflective writing activities indicated a sacred story of an authoritative, confident, and slightly dissident individual, who appears resistant, sometimes hostile, to the College management and HR structures. There is inner conflict in Diana's *institution-identity*, the status she feels she has in her role as teacher, and the power, or lack thereof, makes her feel that her role of teacher is undermined rather than reinforced. Diana's sacred story was that of a confident teacher who wanted to be able to get on with what she felt her role was:

Useless CPD and endless meetings… Don't they get it? I am a teacher! I need to be allowed to teach! We have been told to revisit all the assignments and submission dates and re-write them. They have been IV'd and passed once! What a criminal waste of tutors' time. They don't even bother looking at my timetable, they just book me to do things and expect me to be able to drop everything and attend.

The influence of ITE on Diana's practice is evident from the early stages of the programme. There was ongoing evidence of her engaging with the duality of *participation: reification* and Diana's sacred story began to develop away from one that saw her relying on the concrete anchor of being a 'sharer' of knowledge. Through critical reflection on core beliefs (*Dimension F*) Diana's horizon of significance developed and widened and she began to identify that her role as a teacher was to teach, and to support students, to help them achieve their goals and ambitions. Diana began to create meaning from her active role as a teacher:

In the first week of teacher training we explored several theories of teaching and meeting learner needs; Bloom's taxonomy and learning styles made complete sense to me, I went away and re-evaluated my teaching style in order to incorporate the different levels and styles of my students.

However, ITE was not all that she had first hoped it would be, the independent nature of HE level study was not quite what she had anticipated:

I had a very different idea of what teacher training would be like. It was a big shock to find that you couldn't just teach me how to do it, that I had to read and work with theory and work some of it out for myself.

As the course progressed, Diana began to see the value of the work she was undertaking and found that she had more to say as her sacred story developed and she began to manage some of the tensions she encountered:

The course has allowed me to move in my thinking. I used to be very clear that it [teaching and learning practices] *was all wrong and I used to rant on about it; but now I can say it's all wrong because…. and not only justify why I think it's wrong but suggest things to make it right or at least make*

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> *things better, I've always been very vocal, but now I have something to say.*

Diana's developing voice was also the beginning of her engagement with Kreber's

(2013) *Dimension C* – being true to oneself in a critical social theory sense. Not only did

her role of lecturer take her far beyond classroom teaching into complex situations of

pastoral care for her students, but also Diana began to realise that the culture of FE

was not what she had once presumed it to be:

> *The culture is wrong for me. I want to teach but I am not being allowed to do so. If it wasn't for the goodwill of the teaching staff and the extraordinary hours we put in outside of college, this place would fall down.*

In her interview I asked Diana to explain further what she meant by *'industry'* and *'culture'*:

> *To me now [teaching] is an industry, as opposed to a vocation. Because it is clearly an education industry; that it's numbers, it's money and finance and it's get them to achieve regardless of whether they deserve it or not. To retain your retention figures, your achievement success against national benchmarks by which we measure ourselves with other Colleges in order to go back onto the treadmill to attract more students. It's literally an industry. It's an industry of selling education – which is not what I thought it was.*

As Diana continued to engage with *dimension F,* a 'process of becoming' sustained

through critical reflection on core beliefs, and *dimension* C, being 'true to oneself' in a

critical social theory sense) the commodification of education left her feeling divorced

from her values of professional practice.

Secret Story

Behind the apparent confidence of Diana's sacred story, where she confidently asserts

her identity, "I am a teacher!", lies a very different story; a secret story of a teacher

struggling to cope not only with reconciling her role as lecturer and course leader with

her sacred story, but the story of a teacher struggling to cope with the daily reality of teaching in FE:

> *What a brutal and inhumane week! - no change there then. I am up to 26 hours' contact – how long can I maintain this pace without cracking up? On Wednesday I worked from 8.30am to 6.30pm without a break, not a cup of tea or anything. In my ½ hour lunch break I was told I had a meeting with a student's social worker. I went home crying I was so tired. I feel totally drained and I feel I can't cope.*

Whilst this vignette tells of similar workload experiences to those in her sacred story, here we can see the difference in the way Diana copes with the demands placed upon her. Outwardly, in her sacred story, Diana is loud and condemning of the regime in which she operates. Here, in her secret story, we see a teacher who is demotivated and struggling to cope, something Diana did not openly display to others.

Mid-year, in her first year on the ITE programme, Diana asked for help on a number of occasions but found her managers unable to help:

> *Tell the bosses and they trot out glib remarks, 'oh I know, I've got the same problem' -rubbish! One of them doesn't teach at all and the other does 10 contact hours. All I get is a pat on the head and told to just do what I can.*

Even after raising her concerns and asking for help from her managers, Diana's journal continued to record a relentless work regime, and her mental state was deteriorating. Her previous engagement with the duality of *identification: negotiability* all but eroded as she struggled to cope with the reality of FE teaching she was faced with:

> *I have been given 68 assignments to mark this weekend. It takes about ¾ of an hour to mark and give feedback on each one. 45 minutes x 68 assignments = 51 hours, there are only 48 hours on the weekend if I don't eat or sleep. I have been on the verge of tears all day and had to leave CertEd early before I broke down completely. I can't cope.*

Reflecting on these difficult times in an entry at the end of her second year

journal, I saw Diana beginning to critically reflect Diana acknowledged that her

preconceived ideas of teaching were naïve and ill-informed:

> *My rose tinted spectacles have shattered and fallen off. I had the idea*
> *that students in an FE college wanted to be there to study a subject they*
> *were genuinely interested in and that they would be open to learning. It's*
> *a real eye-opener, they don't listen to me, they don't behave the way I*
> *thought they would. I asked students why they were at the college if they*
> *had no interest, to be told they had no choice other than to go to college*
> *because their parents got so much in benefits and my subject sounded*
> *easy and 'a laugh'. But CertEd has given me the ability and the knowledge*
> *to actually teach and to manage these situations better.*

Although Diana was reflecting on her practice experiences, the process of

reflection was impeded by the demands of her working role and the stress it was

causing her. Diana never truly managed to engage with Kreber's *Dimension F*, 'a

process of becoming through critical reflection'; something that can be seen in

her belief that knowledge is gifted, rather than constructed remained

interwoven in her story.

Cover Story

Throughout her involvement with ITE, I saw that Diana's sacred story did not

really develop. Her personal philosophy of education remained rooted in the

idea that knowledge is 'gifted', and this philosophy remained relatively

unchanged over time. As such, Diana had no context, no frame of reference,

with which to understand or respond to what was happening, other than to

resist.

Throughout much of the ITE programme, indeed from before the enrolment

stage, Diana was highly resistant to ITE and though she regularly attended classes

this was with a definite reluctance and she openly told the team and her peers that she was there only under duress. A good example of the tension Diana was experiencing with participation in the communities of practice of ITE and that of her working environment can be found in her first piece of formal academic writing about the roles and responsibilities of teachers, and an entry in her journal after a class in year 1 that focused on curriculum design:

> *In order to teach effectively teachers/lecturers must be qualified and highly experienced in their subject area. Teachers should behave in a professional and responsible way, holding a recognised teaching qualification that demonstrates that they have met the national standards and awareness of the code of professional practice.*

> *Ok, so class tonight, blah blah blah, do I really need to know this in order to teach? NO! It's all very well telling us all about schemes of work and getting us to create one, but really I have better things to do like marking and getting lessons ready for tomorrow. They* [senior management] *tell me I have to mark all this work by certain time in a certain way but then tell me I have to do CertEd as well and in my own time to add insult to injury. I know my subject I've been doing it for years, I know how to teach it I don't need 3 hours in class on a Thursday night when I'm knackered to tell me how to do it.*

With her background of a 35-year long career in her subject, Diana outwardly presented an image of confidence and authority. She presented herself as someone who, with significant industry experience, saw little need for formal qualifications:

> *I haven't got a degree in my subject, I don't need one, what would it teach me? I already know so much and my experiences are far more relevant than any book learning would ever be.*

At the recruitment stage of ITE, undergraduate applicants are asked to provide evidence of their level 3 subject qualification and their literacy and numeracy qualifications only. Diana presented a further set of 18 certificates, which were mostly certificates of attendance at industry-related internal CPD that she had

accumulated during her career and some that appeared totally unrelated to both her subject or to her role as a 'Lecturer' in the College, for example a certificate of attendance at a Defensive Driving Course.

Presenting so many 'qualification' certificates felt at odds with Diana's earlier assertion that she did not need a degree. Interestingly, Diana's level 3 subject qualification is not actually in her own subject as such, but is in fact in the management of a store and shop selling goods related to her subject. However, more interesting still is when we compare Diana's resistance to degree level education and her despondency at teaching on lower level programmes – a reality based on her undergraduate status:

> *I am mentally going to sleep working at this level.*

Diana's cover story can be seen in her reliance on *institution-identity*. Throughout her ITE journey, she repeatedly drew attention to her industry past. In both written reflective activities and formal assignments, Diana makes continual reference to her industry experience and how this brought her to teaching:

> *I'd been in the animals] industry for over 35 years. I had done a lot of jobs with lots of different animals. I had travelled the world, I did what I wanted to do when I wanted to do it, I took off, I changed jobs, I did this and that. I then got to the point where I thought 'well right what can I do now?' I didn't want to go abroad and work at a Sea Life Centre: I've done it; I didn't want to go to Africa; I've done it. I thought 'oh the next generation can gain something from this and help these animals and all the rest of it – I will pass this information on'. And so for a couple of years I toyed with the idea of teaching without really knowing what that entailed, and I took the plunge one day and thought 'yeah, ok I'll go for it' and that was 5 years ago.*
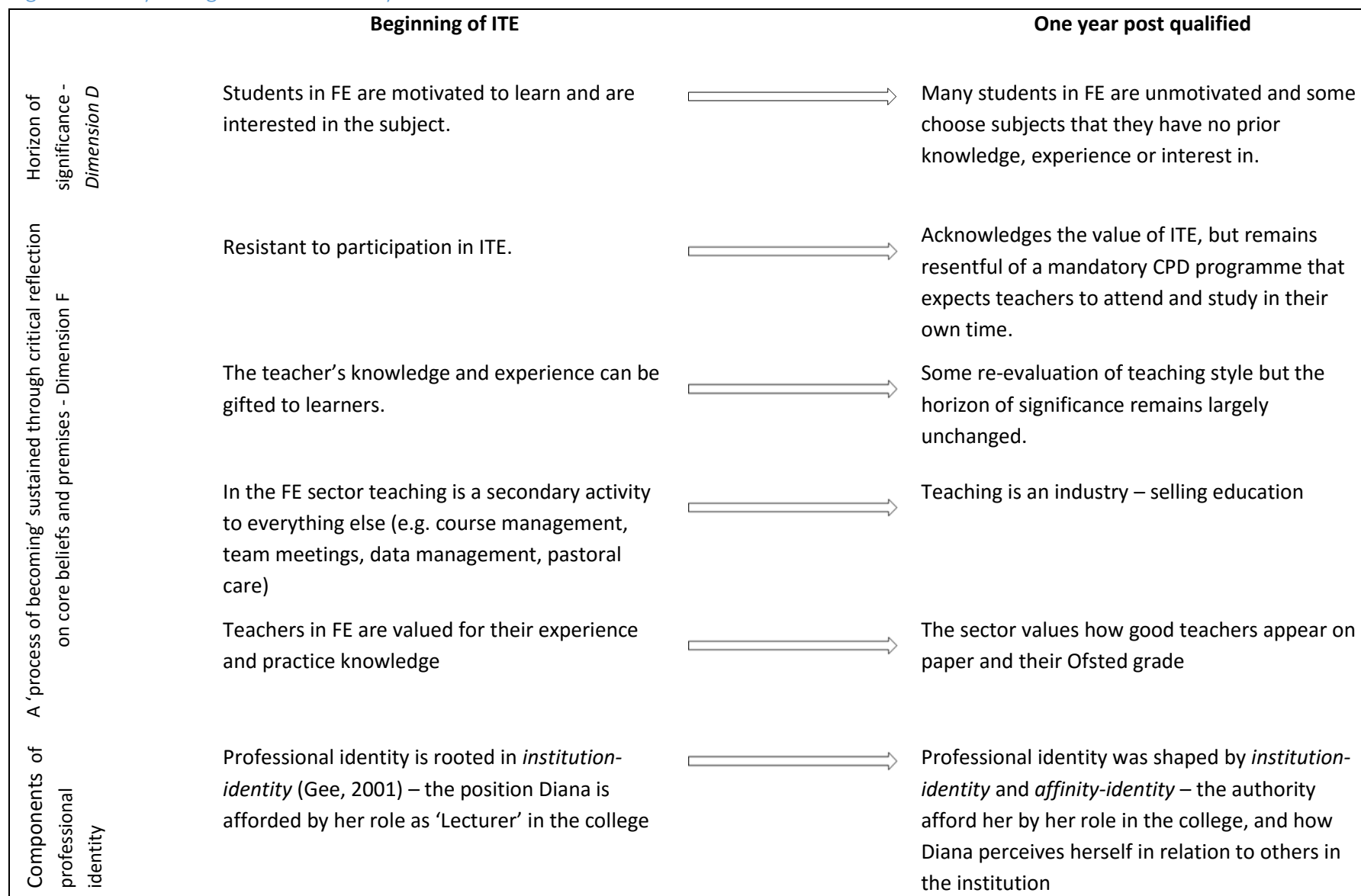
Presenting such a raft of certificates, together with such frequent reference to her industry experience and her open resistance to ITE, combined to create as Diana's

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cover story: A story that shielded Diana from her insecurities around the demands of teaching and anxiety of higher level study in either ITE or her subject, surrounding herself in the documented 'evidence' of her knowledge, ability and experience. Diana's impression of ITE did change as she progressed through the 2-year course, but she always retained a sense of hostility to the college that "made" her undertake ITE:

> *In all honesty I found the course really helpful, once I'd stopped sulking about being there, you wore me down I suppose. I don't know how you put up with me. I would have been happy to do the work in my own time if we hadn't had to go to classes in an evening in our own time. But the fact that you're having to after a knackering day, in your own time for their benefit (I feel for their benefit rather than mine) makes me antagonistic towards the college and (bless you) to the teaching staff when it really wasn't your fault. I know it's childish and unprofessional but I can't get past it.*

Ironically, Diana's philosophy that knowledge is 'gifted' caused her to resist learning, just as her students did. By regarding ITE as irrelevant as she already had her '*bag of knowledge*' about her subject and how to teach it, for Diana learning remained largely finite - a product rather than a process of knowledge creation.

Figure 6.3: Key changes in Diana's story

		Beginning of ITE		**One year post qualified**
A 'process of becoming' sustained through critical reflection on core beliefs and premises - Dimension F	*Horizon of significance - Dimension D*	Students in FE are motivated to learn and are interested in the subject.	⟶	Many students in FE are unmotivated and some choose subjects that they have no prior knowledge, experience or interest in.
		Resistant to participation in ITE.	⟶	Acknowledges the value of ITE, but remains resentful of a mandatory CPD programme that expects teachers to attend and study in their own time.
		The teacher's knowledge and experience can be gifted to learners.	⟶	Some re-evaluation of teaching style but the horizon of significance remains largely unchanged.
		In the FE sector teaching is a secondary activity to everything else (e.g. course management, team meetings, data management, pastoral care)	⟶	Teaching is an industry – selling education
		Teachers in FE are valued for their experience and practice knowledge	⟶	The sector values how good teachers appear on paper and their Ofsted grade
Components of professional identity		Professional identity is rooted in *institution-identity* (Gee, 2001) – the position Diana is afforded by her role as 'Lecturer' in the college	⟶	Professional identity was shaped by *institution-identity* and *affinity-identity* – the authority afford her by her role in the college, and how Diana perceives herself in relation to others in the institution

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Peter's story

Peter first started teaching aged 31 when he was employed as an unqualified teacher on an instructor contract in the college. Before joining the college, Peter had worked for 10 years in a specialist area of his subject industry. Peter previously held a role in the Territorial Army, though this role was not subject related. During his time as an instructor, Peter completed a foundation degree in his specialist subject. After 5 years as an instructor, and 1 year into his ITE programme, he was promoted to the position of 'Lecturer'. Peter taught at the college for 4 years before enrolling to ITE, with a foundation degree in his subject, GCSE mathematics and Adult level 2 literacy qualifications.

Sacred Story

Analysis of Peter's early reflective writing indicate that he was a willing participant in ITE and felt that he had much to learn and much to offer:

> *I enjoy facing new challenges and have a thirst for learning new ideas and I would like to gain more confidence. I have been interested in teaching for some years, and wish to grow my knowledge and put it into practice. I am looking forward to sharing good practice and learning from the vast area of expertise from the tutors and my classmates. I feel I am committed to the programme.*

His early expectations and aspirations for the programme indicated that he would welcome becoming an active member of the community of practice afforded by ITE participation, perhaps to the point of becoming a *broker* between the different communities, which he was part of (Wenger, 1998).

Also apparent in Peter's reflective writing was a natural leaning towards humanistic education. Peter was very conscious of the lasting influence teachers have on their

students and the learning experience, and the influence of this can be seen in Peter's

story:

> I believe teachers have an impact on their students not only when they
> are being taught, but sometimes for many years after they have finished
> their studies.
>
> The manner in which they have been taught and treated may continue to
> dictate their behaviour when they go on to other teaching establishments
> or even employment. In my classroom I aim to create an atmosphere of
> mutual respect, earned by providing my learners with quality teaching
> and understanding of the knowledge they gain.
>
> Through our own experiences, we decide how we treat others. In teaching
> relationships I think this is even more concentrated.

Peter's humanistic attitude to education was complimented by a constructivist

approach where he considered his role was to motivate and support his students:

> I have always considered a good teacher to be the one who can
> encourage students to learn it is our role as teachers to assist learners
> through their education. To do this effectively we must be able to
> communicate with the different types of learners in different ways. The
> teacher should be a role model for the learners to aspire to.

As he progressed through the ITE programme Peter negotiated the duality of

participation: reification to the point where his constructivist approach developed into

a more secure philosophy of teaching and learning. Engaging with Kreber's (2013)

Dimension F, Peter began to reflect critically in his practice on core beliefs:

> When I first started teaching I went into the classroom thinking that all
> the learners have no idea what I am going to be discussing and that I need
> to teach them everything they will need to know about the subject. Then
> you introduced me to Bruner's ideas and everything changed, I started to
> help them build on what they already knew, no matter how little. I have
> learnt to focus on the process of teaching, rather than the product of
> teaching.

Secret Story

A recurring theme throughout Peter's reflective writing is the impact an army instructor had on him during his time with the Territorial Army:

> *He was not a big man by any standard, however; he had an aura or presence about him that commanded respect and your undivided attention whenever he spoke. I trained under the guidance of this man for about 4 years. During this time he taught different lessons using various methods. The common denominator in whatever he was teaching was his ability to make light of any small mistakes with humour and to give praise where it was due. He was awe-inspiring, he really was.*

It was clear from Peter's sacred story the impact that this instructor had on his approach to teaching and learning and the sort of teacher he wants himself to be – one who is placed in a position of respected authority and responsibility. In the early stages of his ITE progress this impact was so strong that Peter had very rigid ideas about his position and standing in the college as an employed teacher. Though at first his sacred story suggested he would be open to participating in ITE, at first Peter presented with a *pre-professional age* resistance to ITE. He already felt very secure in his teaching practices and could not imagine the need to change (Hargreaves, 2000):

> *I was told I had to do CertEd and at first I thought, 'I'm already getting good feedback from my students so I don't see the point of this, what is it going to teach me?'*

His resistance increased when after being 'told' to enrol to ITE he was also informed that he would undertake his studies in his own time:

> *I started year 1 and half way through I just wanted to drop out; the amount of work together with my teaching and course leadership was just unbelievable. I had been told I would be supported through it, actually, I didn't get any support, no time, no help, I was told 'just get it done'. My head of department was so uninterested they didn't even bother to turn up to our poster conference, other heads were there, it made me feel really angry.*

Peter went on to become a key figure in the community of practice created by ITE. However, rather than become a *broker* between the two communities of practice in which he operated, Peter often found it difficult to balance his professional learning from ITE study with the demands of his new role when he was promoted from the post of 'Instructor' to 'Lecturer':

> I simply can't make my lessons as interesting, enjoyable, innovative as I want them to be because there's not enough time in the world – because of all these other jobs I've got to do. If this job was just lecturing, as in I came in; this is what I was responsible for, I had this many contact hours and this many students; then it wouldn't be an issue. But the courses we've got are absolutely huge in terms of student numbers, the marking coming from the courses is phenomenal – to the point where I'm drowning in marking.

Soon after his promotion to the post of 'Lecturer', though still an unqualified teacher, Peter found he had further responsibilities given to him when he was made Course Leader for the level 2 programme in his subject:

> There are days when I would grade myself a grade 4 because I think 'that was an absolutely terrible lesson' and I think I'm a really bad teacher.

The extra responsibilities and large class sizes were having an impact on Peter's teaching and the time he was able to spend preparing his lessons. All too often, he found that the constructivist ideals rooted in his personal values were unachievable. Far from the confident role model teacher of his sacred story, Peter's secret story tells of a teacher struggling to cope. This is highlighted in two pieces of writing from the same point in the course. The first is from a piece of formal writing, the second is from Peter's reflective journal:

> I feel that I can meet learner needs far more effectively than before. I now feel less anxious when I go into the classroom as I feel that I will not disappoint the learners. My confidence has increased.

> There are days I've literally gone in to class and thrown it at them, because I've got 10 other things to do that day before 5 o'clock and that's

really disappointed me, because I have all these great ideas and ideals about the teacher I want to be, the teacher I know I could be. I once felt so awful about my teaching I went into their next class in and said 'sorry about last week, but this week will be better', but I'm not so sure it was.

Cover Story

The influence of his role model Territorial Army instructor also shapes Peter's cover story. Peter admired his instructor's ease and rapport with his students and sought to emulate this approach with his own learners:

I like to have a rapport with my students and hope they feel confident enough to speak up when they want to contribute or if they are unsure. I am a relaxed person and my lessons go the same way as long as the work is done. I enjoy bringing humour into the teaching without it becoming a distraction.

Peter is a naturally good-natured individual, and he was generally upbeat with a ready laugh in ITE classes, very much the entertainer of the group. With his peers in class and in his assignment work Peter appeared to be confident and secure in his practice and studies:

For me it's got to be really interesting. Some of my colleagues make it all 'sciencey' but for me it's become all about the humour, it's got to be fun!

Interestingly, embedded into Peter's development I began to see the relationship between his ideas of humanistic and constructivist education as he assumes there exists a direct link between enjoyment and learning:

The tutor is responsible for making the subject as interesting as possible throughout the delivery, whilst being unbiased in marking and questioning. Students will only learn if they learners enjoy the session and the more the students enjoy the lessons or way they are learning, the higher their grades generally are.

However, his reflective journal told a different story at odds with his sacred story – Peter's cover story was his use of humour. During his interview, I asked Peter about this:

> Sometimes it has become a bit of show I suppose; the more I do it the more the students expect it.

However, it was not just his students who had high expectations of Peter the 'showman'. The identity he had built for himself of the confident, capable, affable individual began to cause tension for Peter as he navigated the duality of *identification: negotiability*:

> My colleagues say, oh Peter's alright he's always in a good mood. My Head of Department thinks the same and thinks nothing of giving me other people's work to do when they're all off with stress. I've made a rod for my own back, what do I do now? Say it was all an act, how can I? It's bad enough that I'm winging most of my lessons, I can't be seen as a total fraud can I?

I was surprised by Peter's level of self-criticism; from what I had seen of his classroom practice, I believed him to be well organised, and to have a positive, genuine relationship with his learners. We talked about this difference of opinion during his interview:

> That's what I let you see when you observe me and it's the face I show in CertEd, but it's not really like that most of the time and I hate it. It is almost like I have to question my own integrity and I don't like that. I can't make my lessons as interesting or innovative as I want them to be, I simply don't have the prep time because of all the other things I have to do as course leader, but at least I can make sure they have a good time.

In creating his professional self, Peter worked hard to develop his combined approach of humanistic and constructivist teaching. Drawing on the well-respected and authoritative role model from his own learning experiences Peter tried hard to replicate his role model. However, in trying to become all things to all people Peter had unwittingly created another layer to his cover story.

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Figure 6.4: Key changes in Peter's story

	Beginning of ITE		One year post qualified
Horizons of significance - *Dimension D*	Learners know nothing. Teacher transfers all knowledge to learners	⟶	Learning is a constructivist process
	Students will only learn if they are enjoying the lesson.	⟶	Differentiation in teaching and learning increases students' learning
	Focuses on the product of learning.	⟶	Focuses on the process of learning
	Is resistant to ITE	⟶	Values learning from ITE but struggles to balance this with the realities of practice in FE
A 'process of becoming' sustained through critical reflection on core beliefs and premises.	Adopts the role of the upbeat, showman, 'joker'.	⟶	Realises this often masks true feelings of morale, and can be unhelpful.
Components of professional identity	Professional identity is (appears to be) rooted in personal values	⟶	Professional identity is shaped by *institution-identity* and *affinity-identity* – who Peter perceives himself to be in relation to others in the institution and the role he has created for himself.

Conclusion

In this chapter, I presented the layered stories, sacred, secret and cover, for each of the four participants in this research. Using a series of vignettes based on my analysis of the bricolage of data, their stories gave voice to the complexity and individuality of their experiences of participating in ITE and how their professional identity was shaped during this period of their professional lives. It was my intention to tell their stories in a way that allows the reader to see, and to some extent identify with their journeys through a period of transformation that was complex, charged with emotion, and at times stressful and traumatic.

In the interpretation, writing, and telling of the participants' stories of navigating their way through their period of ITE and onwards to one year post-qualified, it is possible to identify shared experience and shared responses (underlined for clarity).

The first of these shared experiences is changes to <u>the influence the components of identity</u> play in shaping the participants' professional identity. Most notably, Kaye and Diana began with their professional identity rooted in their *institution-identity*, the role and power afforded to them with the job title of 'lecturer'. For James and Peter, as they entered ITE their professional identity was rooted in their personal values around teaching and education. As the participants progressed through their ITE training and onwards to one year post-qualified the source of their professional identity had shifted. All four participants' professional identity was shaped over time by *affinity-identity*, the notion of who they are in relation to 'others' with whom they share interests, values or roles. For Kaye and Diana *affinity-identity* became a second strand in the components of their professional identity. Although working previously as teachers for six and four years respectively, James and Peter began their ITE training

with a professional identity that was defined by their personal values. James' secret story revealed that *affinity-identity* was in fact the key source of his professional identity –the relationship and status of his previous career and his now perceived lack of status as an FE lecturer. In Peter's case, *institution-identity* also came to play a key role in his professional identity.

The participants' stories also demonstrate the development of the horizons of significance (Kreber, 2013) which shaped their thinking of their professional role as teachers. Key developments were seen in the participants' approach to teaching and their expectations of learners. The notion of banking of knowledge versus the process knowledge construction was clear in all four participants' stories. At the beginning of their ITE training the practice of all four participants' aligned with traditional views of the teacher traditional role of the teacher to transmit knowledge. Over the time of the research, there was a step change for three of the participants. James, Peter and Kaye's thinking and practice began to develop away from the traditional didactic model of teaching as they developed their knowledge and understanding of constructivist education where learners are active participants. However, for Diana, the traditional view of the teacher being a transmitter of knowledge endured as she continued to regard herself as a 'gifter' of knowledge.

Interconnected with these developments in the components of identity and horizons of significance, there were notable changes in the participants' naming of their 'professional self'. In chapter five, I examined the professional names and titles the participants assigned themselves throughout the research. Positioning the names on the analysis framework highlighted interesting clusters, which centred on *institution-identity*, *affinity-identity* and *discourse-identity*. There were noticeable changes in the

naming of the professional self, which aligned with changes in the components of professional identity.

The impact of support for participation in ITE, or lack thereof, was a feature of experiences of all four participants. Interestingly, as employees of the same institution there were significant differences in the levels of support the participants received from line management. James' story reveals his line manager's positive commitment to his professional development. His experience of participation in ITE was one that was fully supported. Not only did his line manager act as his Mentor, but also gave James remittance time in order to attend ITE classes. Conversely, Kaye felt very let down by both her line management and her colleagues. Receiving little to no support from managers or colleagues, in terms of remittance time or moral support, left her feeling isolated. For Peter and Diana the picture was worse still. Like Kaye, Peter and Diana received no support in terms of time remittance for ITE study. In Diana's story, we hear of the crippling workload that led to her asking for help from her line manager: Help that was not forthcoming and leaving Diana struggling to cope with the combined demands of her role and participation in ITE. Peter's story tells of a line manager who was disinterested in his professional development, which left him feeling demotivated.

Peter and Diana's stories also tell of their resistance to participation in ITE. Although working as unqualified teachers, neither believed they needed the developmental support ITE offers. Both felt secure in their teaching practices and subject knowledge and both resented the 'enforced' nature of ITE as part of their contract of employment with the college. However, their resistance to ITE was magnified by the lack of support they received for their participation in ITE. Neither Peter nor Diana were given any

time remittance to participate in ITE training classes. It was clear they both regarded

the lack of support and commitment from their line managers for an 'enforced' activity

as incongruous and they were left feeling angry and abandoned.

The final most notable shared experience is the process of learning and unlearning. As

unqualified teachers working in the college before their participation in ITE, the

participants had developed their own teaching strategies. These strategies, though

perhaps not pedagogically established, were none the less tried and trusted, and had

become their 'normal', accepted practice. ITE training classes and the focus on the

development of their teaching practice required the participants to relinquish old ways

of working and to embrace new learning strategies. This shift in the focus, and realities

of their practice setting, required them to 'unlearn' established practices in order to

learn and to trust new practices. Evidence of unlearning can be seen throughout the

participants' stories in the changes in the dimensions of authenticity (Kreber, 2013)

which shape their professional identity.

Below (Figure 6.5) is a schematic depiction of the key, shared experiences evident in the participants' secret, sacred and cover stories, and the relationship between these findings.

In chapter six, I explore these key experiences in greater detail in order to answer my research questions.
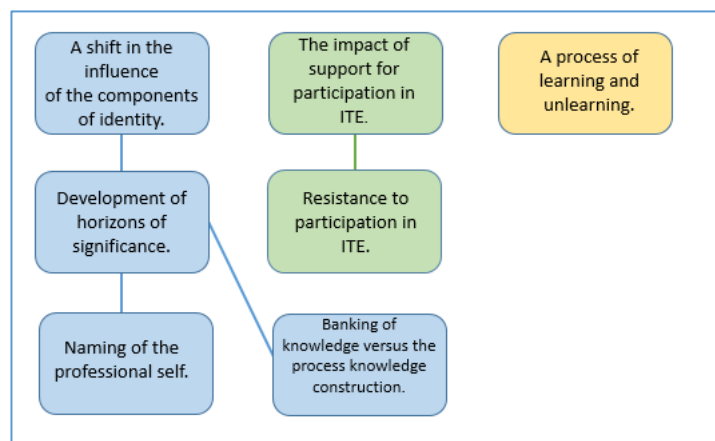
Figure 6.5: Schematic depiction of the key, shared experiences.

CHAPTER SEVEN: CONCLUDING DISCUSSION

The aim of my research was, **to explore the relationship between practice and praxis, and how this shapes the professional identity of in-service, undergraduate, trainee teachers.** To explore, and so understand how the participants' professional identity was shaped during, and one-year post qualification, in chapter six I presented the participants' layered sacred, secret and cover stories. These stories provide unique insight into their lived experiences, both individual and shared.

The participants' stories show a number of key experiences shared by all or some of the participants, which were:

- A shift in the influence of the Components of identity;
- Development of horizons of significance);
- Banking of knowledge versus the process knowledge construction;
- Naming of the professional self;
- The impact of support for participation in ITE, or lack thereof;
- Resistance to participation in ITE;
- A process of learning and unlearning.

In this chapter, I draw on the findings of these key experiences to answer the series of research questions I asked:

1. What are the experiences of in-service, undergraduate 'trainee' teachers undertaking ITE in the FE sector?
2. How do the experiences of these teachers influence their professional development during their time on the programme?
3. What do the teachers' stories tell us about the development of their professional identity?
4. What can these stories add to our understanding of the professional development of in-service trainee teachers?

The experiences of in-service, undergraduate 'trainee' teachers undertaking ITE in the FE sector

Of particular relevance here is the level of organisational support the participants received from their line management, and the process of learning and unlearning.

Organisational Support

The participants' experiences as trainee teachers took place within a wider context of their role as employed members of the FE teaching staff at the college. The combined demands of ITE and the demands of their working role created increased pressures on professional practice. Kaye's and Diana's stories are particularly representative of in-service trainees who are not coping with the combined demands and as a result feel professionally inadequate. The combined demands also raised tensions between authenticity and practice. An example of this can be seen in Peter's acknowledgement that he is aware of what he *should* be teaching, but the reality of practice led him to deliver what he knew were 'bad' lessons.

Support for their participation in ITE, or lack thereof, had a significant impact on the trainees' experiences both of their practice and their attitudes to ITE. For in-service trainee teachers from the same institution, what was notable were the distinct differences in the level of support they received from their line management. Peter and Diana experienced little in the way of support from their line management in terms of time and choice, which led to a resistance towards ITE. In Diana's story, we see her insecurities of professional vulnerability and insecurity manifest as feelings of resistance towards participation in ITE, and for Peter, balancing ITE with his increasingly demanding work role led him, at times, to question the value of ITE. Conversely, James, who was initially resistant to the idea of participating in ITE,

received a high level of support from his line management. Whilst his initial resistant attitude could have blocked his professional learning (as it did for Diana and Peter), instead through organisational support, James became open to learning.

Dewey (1995) noted that the purpose of education is the intellectual, moral and emotional growth of the individual. ITE is a higher education (HE) qualification that forms part of the HE provision in the College, but here 'students' are also 'teachers' and so the boundaries of education and CPD become blurred. The participants' experiences of ITE reflect Day and Sach's, (2004: 18) notion that to bracket ITE as CPD is to undermine 'a hugely complex intellectual and emotional endeavour'. The participants' stories reflect this, as they show, at times in raw detail, the complexity and emotionality of undertaking ITE and reconciling new learning to the reality of teaching in FE.

Learning and Unlearning

It was clear, from observation of their developing practice and from their academic work over the programme, that all the participants learned a great deal from their time in ITE which had a positive impact on their existing practice, for example, Blooms' taxonomy making 'complete sense' to Diana who re-evaluated her teaching. Our discussions in the interviews demonstrated that this learning continued to consolidate and develop further after qualification. An example of this can be seen in James' story, when he talks about organisational learning, stretching and challenging the teaching staff to improve the quality of education for FE students. But what also became apparent from all the participants' stories was that in the learning process, the participants were engaged in a process of unlearning.

In chapter one, I linked my experiences as a teacher educator to Hargreaves' (1992) opinion that the way teachers teach is due not only to the skills, or habits, they have or have not learned, but that their personal and professional histories shape the kind of teachers they have become. In many cases, these skills and habits form effective teaching strategies, but as McWilliam, (2007: 2) notes, 'Our teaching and learning habits are useful, but they can also be deadly'.

As a teacher educator, I was aware that there is always some degree of unlearning to be undertaken in the process of learning. I was unaware, however, of the depth of this process and the true extent of the impact this had for the in-service trainees in particular. Over their time teaching before joining ITE the participants had developed their own teaching strategies, which they had come to depend upon. New learning required them to take risks, which at times, felt counter-intuitive to their need to cope with the demands of their situation.

Evidence of unlearning can be seen in the changes in the *dimensions* of authenticity (Kreber, 2013) which shape the participants' professional identity. For example, Peter unlearning to adopt the role of the upbeat, showman, 'joker' as he learned that masking his true feelings was inauthentic. While James was able to develop his humanistic approach to education, he had to unlearn some long held ideas around his traditional style of teaching, which he found troublesome. Though eventually the support provided by the ITE programme gave him the confidence he needed to unlearn and to relinquish his traditional teaching strategies.

The progress the participants made aligns with Meyer and Land's (2003) notion of threshold concepts; new learning that is fundamental to their mastery of teaching practice:

A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.

(Meyer and Land, 2003: 1)

However, throughout the stories I continually saw the participants struggling with the troublesome knowledge of unlearning the concept of banking knowledge (Freire, 1998). For Diana and James, the notion of '*gifting*' knowledge (Diana) to their learners, or being an '*imparter of knowledge'* (James), remained deeply embedded in their practice, which situated their practice in the *pre-professional age*. As the older participants though, it is important to note that for Diana and James the process of unlearning could be more complex. Their early experiences of education and the role of the teacher took place in the *pre-professional age,* therefore their perceptions and practices are more likely to be entrenched in this age (Hargreaves and Fullan, 1998). Juxtaposing the participants' formal and informal reflective, and academic writing allowed me to see that I had taken for granted that they would embed new learning in their everyday teaching practice. ITE, I thought, provided trainee teachers with learning opportunities to apply and analyse new learning through their teaching practice.

In finding I had underestimated the level of unlearning required by some in-service trainee teachers, I realised that I had a threshold concept of my own to cross, unlearning as a threshold concept. To learn, by unlearning my previous assumptions about how trainee teachers enact new learning from ITE classes and the barriers they must overcome to relinquish the tried and trusted practices they had become dependent upon.

The experiences of these teachers influence their professional development during their time on the programme

A common view taken of teachers is that they are self-conscious, reflective individuals whose practice is well considered and informed. 'Reflection', 'reflective practitioner', and 'reflexive practitioner' are familiar concepts in ITE, indeed the role of ITE is to support trainee teachers' development of reflective practice to they may become 'reflective practitioners'. However, behind these everyday descriptions lie a number of assumptions about the practitioner.

The term '*reflective practitioner'* contains the assumption that the teacher is able, as part of a simple hermeneutic process, to make rational, reflective judgments on their classroom practice in order to improve practice (Schön, 1983). There is evidence of reflective practice throughout the participants' stories, particularly in terms of their negotiating the dualities of *reification: participation* and *identification: negotiability,* which played a key role in influencing the participants' professional development. The dualities also featured in the development of their authentic practice: This was demonstrated in the analysis of data (chapter five). The inductive analysis of the bricolage of data aligned with Kreber's, (2013) *dimensions* of authenticity, in particular, *dimension A, '*being sincere, candid or honest'; *dimension B,* being 'true to oneself ' (in an individuation or existentialist sense); *dimension D, '*constructing an identity around horizons of significance' (HoS) (for example, 'Acting in the important interest of learners', or 'supporting the flourishing of each student'); and *dimension F,* a 'process of becoming' sustained through critical reflection on core beliefs and premises.

In considering the professional development of the participants, the research focus was concerned with the relationship between practice and *praxis* (the process of taking action in practice that is situated in a theoretical frame of reference), which relates more securely to the notion of the '*reflexive practitioner'* whose characteristics include reflection upon classroom practice, questioning of their assumptions and attitudes; and also where their practice is situated and the effect institutional structures have on their teaching. '*Reflexive practice'* then, could be seen to involve a double hermeneutic process (Atkinson, 2003).

The participants' stories demonstrate their development from *reflective* to *reflexive practitioners* and this was more successful when they began to take the pedagogic theories from training classes and synthesise these theories with their own existing teaching practices and context. Through this development, we are able to see the relationship between negotiating dualities, and the *dimensions* of authenticity, which shaped their professional development. An example of this relationship can be seen in *Kaye's* story, which began with her in the role of the *novice* teacher who felt 'safer' teaching practical classes to FE students rather than HE theory classes. Over time, we saw her apply theory in her practice, and develop critical reflection (*Dimension F*) and overcome the uncertainty of her professional situation. Kaye's critical reflection brought her to a point of *praxis*, to the authentic, secure position as a teacher who *prefers* FE teaching and is able to make informed, rational practice-based judgements, rather than one who *avoids* HE teaching because she feels like an *imposter* (Brookfield, 1995).

Similarly, in James' and Diana's stories, both began with the expectation that ITE would show them 'how' to teach. Diana's story is a good example of how engaging with

dimension C – being true to oneself in a critical social theory sense (Kreber, 2013) influences her development of *praxis,* as we see her reaching a point of informed conclusion about her practice, and importantly, able to enact these judgements and to articulate them to her colleagues and managers.

James' story began with him believing there is a 'formula' for outstanding teaching, one that can be 'learned'. This 'formula' was at odds with his preferred traditional, didactic, whole class teaching style.   Over time, as James' reflection on practice moved through the duality of *reification: participation*, his developed self-confidence enabled him to shift away from his preferred traditional teaching, to a more student-centred approach. His opinion about the 'formula' changed to thinking that it created a tension, and was at odds with the needs of learners. In the year post-ITE, James' thinking moved further still and he engaged with the duality of *identification: negotiability,* which shaped his thinking to a point of both authenticity and *praxis* where he was able to resolve the tension between learners' needs and the requirements of outstanding teaching.

teacher or Teacher?

Praxis is the action of people who understand the preferences and philosophies that shape their professional practice (Carr and Kemmis, 2004). The participants' stories have shown how they were able to synthesise pedagogic theory into their own practices. For James and Kaye in particular, these changes were authentic and liberating and they were able to appreciate the instrumental value of these changes, for their professional development, and for the benefit of their students.

Praxis, however, is also the action of people who are free and able to act for themselves (Carr and Kemmis, 2004). There are many examples in the participants' stories to demonstrate that they were unable to achieve, or maintain *praxis.* Although Diana was able to recognise the intellectual value of experiential learning, she was unable to move away from the idea of the concept of *banking* knowledge*,* where she was the expert. In James' sacred and secret stories we are able to see him develop to what appears to be a secure position of *praxis,* until we read his cover story, which came to light one-year post qualified. Here we see that James does not feel truly authentic in his practice, his feelings about his teaching role are at odds with *Dimension B,* being 'true to oneself a' (e.g., in an individuation or existentialist sense), (Kreber, 2013).

I found the most significant barrier to achieving and maintaining *praxis* was in the tension created by the situated context of in-service teacher training. While this presented itself as a barrier to all the participants through their participation in ITE, it was most apparent in Diana's and Peter's stories. Their stories began with their resistance seemingly rooted in their confidence in their existing practices. As their stories developed however, they revealed how the high demand of their teaching role, classroom contact hours, marking loads and pastoral care, combined with the lack of departmental support and remittance from teaching to attend ITE, created conflict. While this conflict changed the focus of their resistance, it also served to increase their resistance to ITE, which in turn obstructed their professional development further.

In their role of teacher, professionalism focused largely on subject knowledge, working with students, and professional practice as denoted in the professional standards of the ITE qualification. Amidst the demands of their role as college lecturers and course

manager there was little room for a focus on *praxis,* authenticity or professioanlisation.

Essentially, for Diana and Peter, the role of being an in-service *teacher* (noun –

denoting the context and demands of teaching role) inhibited their ability to develop

as a *Teacher* (proper noun – denoting authenticity and *praxis*).

What teachers' stories tell us about the development of their professional identity

All of the participants were employed by the College in the post of 'lecturer', (Kaye,

Diana and James from the beginning of their employment with the College, and Peter

who changed role from 'instructor' to 'lecturer' at the end of his first year in ITE).

Throughout their stories, it is evident that the participants had an evolving sense of

professional identity, even though it was not always clear what that identity was. Over

time, in their formal and informal reflective writing, the participants referred to their

professional role with a variety of titles, or labels: *'teacher', 'tutor', 'lecturer',* and *'course*

manager'. As depicted earlier (chapter five), these titles (with larger word size denoting

frequency) were as follows:

Figure 7.1: Names participants assign to themselves.

The names the participants assigned to themselves over the two-year period of ITE

changed over time. In addition, there were differences in the naming of their

professional self between their formal and informal reflective writing. In the early stages of their ITE, all the participants used teacher, when describing their professional role in their formal reflective writing, Kaye also used tutor. However, in their informal reflective writing, all four participants frequently referred to their role as tutor, only Diana referred to herself as a teacher. As their participation in ITE progressed, their naming of themselves in formal writing changed: Kaye, Peter and Diana began to refer to their role as tutor; and James began to use lecturer.

Developments in socio-cultural theory frame ITE in the sense that, learning to be a teacher is a developmental process where professional identity is shaped by how the individual (the trainee teacher) is defined by others (Britzman, 1991; Mayer, 1999; Danielewicz, 2001). If the 'other' is the institution, then the *institution-identity* of 'Lecturer' would understandably be the name the trainees give to their professional identity. Yet this was not the case, with only James choosing to identify their profession as lecturer (but for very different reasons as shown in his cover story). Wortham, (2003: 283) notes how 'social identification, power relations and interpersonal struggles routinely overlap with subject matter, argument, evidence and academic learning'. During the two years of ITE, the participants also referred to themselves as, scientist, advisor, facilitator, course manager, assessor, and workshop coordinator. These titles relate to the more functional and instrumental aspects of role performance and so situate the participants' professional identity in the *pre-professional age*, where teaching was considered a technically simple process of transmission, delivered using traditional didactic methods (Hargreaves, 2000).

One year post-qualified only Diana referred to herself as teacher, what she actually stated was, '*striving to be a teacher*'. The other participants named their professional

roles as, '*lecturer*', '*tutor*', and, '*course manager*'. The participants' stories have shown how over time they engaged with a complex process of developing the *dimensions* of authentic practice, navigated the dualities of *reification: participation,* and *identification: negotiability.* Here, we see a clear reflection of Clarke's (2008: 8) notion that teacher identity 'references [the] individuals' knowledge and naming of themselves'. In choosing to name themselves as '*aspiring teacher*', '*lecturer*', '*course manager*', and '*tutor*' we are able to see how their lived experiences have shaped their professional identity.

The *Further Education Teachers' Qualifications (England) Regulations* (2007: 1) were very clear in their naming of 'teacher' as:

> A person who provides education at a further education institution
> under a contract of employment or a contract for services. 'Teacher' in
> the context of the 2007 Regulations is determined by the teaching
> responsibilities that someone undertakes, not their job title. It applies
> even when teaching forms only an element or a secondary part of a
> job role.

Ofsted documentation too referred to 'teachers', and the grading of teaching practice against the Ofsted requirements for teaching was a major feature in the programme; the participants worked closely with the standards and requirements for a period of two years.

I was interested to know if this discourse had played a role in shaping the participants' professional identity in the naming of themselves, as the literature suggested it should. Far from suggesting their choosing to use the title tutor demonstrated the trainees' lack of engagement with or understanding of the discourse, the research data suggests that whilst the Ofsted criteria and LLUK standards played such a central feature of their ITE, as teachers in the *postmodern age,* (Hargreaves, 2000), their stories are

representative of teachers who were weighed down by their day-to-day activities, and realities of operating within the institution overrode the impact of *discourse-identity*.

The participants' stories show that life as an in-service trainee teacher was not always an empowering experience as the trainees (as employees) became entangled in the tensions between *institution-identity*, *discourse-identity* and the reality of their daily roles and responsibilities. A lack of organisational support for their professional learning (time remittance, reduced work load, etc.), essentially, created a situation where all too often the influence of 'product' overruled their identity creation, reflecting again the situating of their experiences in the *pre-professional age* where, 'teachers lost their ideals and complied with existing definitions of the classroom reality in order to ensure their very survival' (Hargreaves, 2000: 159): In being a teacher (noun), they were unable to develop as a Teacher (proper noun).

The contradictions inherent in the College's definition of the posts of 'instructor' and 'lecturer', rather than 'teacher', could themselves have generated these contradictions in professional identity. Or, was it the case that the influence of *discourse-identity* played a greater, more obvious role in the participants' naming of their professional identity? Far from a lack of awareness of the literature-based discourse around teacher identity, and in contradiction to their official job titles of 'lecturer' or 'instructor', in both formal and informal academic writing, at some point all named themselves with the more traditional further education sector title of tutor. Kaye continued to choose this title one year post-qualified, suggesting instead that a discrete cogency influenced their identity formation, one that can be attributed to the historical identity of teaching in FE.

There is however, a further interpretation that can be drawn: Is it the case that they were *choosing* to redefine themselves, in the traditional identity of FE tutors? In their interviews Diana, James and Kaye were very clear in their thoughts that teachers work in schools; lecturers work in universities; instructors work in driving schools; tutors work in FE. Was this naming of themselves in fact, a purposeful choice, rooted in *praxis,* to redefine themselves with the cultural identity of tutor? Aligning their responses to the influence of *process,* rather *product,* supports this view, generating an analysis that demonstrated how the participants' naming of themselves as 'tutor' was possibly a source of resistance and self-transformation (Beauchamp and Thomas, 2009). If this was the case, through a supported engagement with the literature and discourse, teacher education can be regarded as providing a means of 'creating' a professional identity and the choice to name themselves as 'tutor', as an expression of the identity 'created' through *praxis*. Their professional development can be seen as a *process* of identifying, forming and re-forming their sense of professional identity. This is not to say that the 'created' identity is fixed indefinitely, but it provided the participants with a recognisable coherent professional identity that afforded them a certain level of confidence (Rodgers and Scott, 2008).

If identity is to be regarded as a socio-cultural phenomenon, it follows that the formation of identity is essentially a social activity which can be understood in terms of the shaping of one's identity and as 'providing the very condition of its trajectory' (Beauchamp and Thomas, 2009: 17). In essence, when discussing agency, it is possible to suggest the greater the power, the greater the influence on identity development, the more demanding the agency, the more its emerging interests impact upon identity development (Penuel and Bell, 2009). This has been the case for the participants. We

can see the shift in the components that shape their professional identity over time. At

the beginning of their ITE, Peter's and James' identity was shaped by their personal

values, their respective preferences for constructivist, and humanistic education.

Diana's and Kaye's early professional identity was shaped by *institution-identity*, and

the authority afforded to them with the job title of 'lecturer'. One year post-qualified

there had been a definite shift in the components that shaped their identity,

engendered by their lived experiences as in-service undergraduate trainee teachers.

Diana, Kaye and Peter's professional identity was influenced largely by *institution-

identity* and *affinity-identity* – who they were in relation to others in the institution,

and shaped the institutional demands on their practice, which at times led to them

circumventing their new learning and horizons of significance in favour of the more

familiar, entrenched practices and values. More specifically for Kaye, the influence of

affinity identity was situated in her undergraduate status. Her feelings of insufficient

self-knowledge (authenticity) at first saw her in the role of *imposter* (Brookfield, 1995)

and aligning herself with the affinity group of her students. However, even over time

Kaye continued to experience the feeling of being 'separate' from her graduate and

post graduate colleagues. James' professional identity too was shaped by *affinity*

identity, but for him this was connected solely to his previous career and his perceived

loss of status as an FE lecturer. Over time Kaye, Diana and Peter came to know

themselves, and their role in the College, but for James, his appreciation of who he

was in a professional context, though hidden in his cover story, was overwhelming and

prevented him from reaching a place of authenticity.

Diana was, by her own admission, highly resistant to participating in ITE, and yet of all

the participants it was Diana who made the complex connection between the

demands placed upon her professional practice to the commodification of education. Over her time teaching, Diana became very much aware of the contextual changes in FE, which led to her, without any underpinning theory, to identify that learning is increasingly regarded as a commodity. The commodification of education left Diana feeling divorced from her professional practice. Her critical reflection which engaged both *dimension F, a* 'process of becoming' sustained through critical reflection on core beliefs, and *dimension C*, being 'true to oneself b' (e.g., in a critical social theory sense) led her to the conclusion that operating in such an environment compromised her values about practice.

Kaye's and Peter's stories began with the expectation that they would go on to become *brokers* (Wenger, 1998) between the community of practice created by ITE and community of their own department. Yet in both cases, we have seen that this expectation was unfulfilled. Although Kaye and her fellow trainee teachers '*stuck together'* and shared ideas, resources and strategies, rather than an act of an *autonomous professional* (Hargreaves, 2000) this was not a true act of *brokering*, or of *praxis,* but was instead rooted in her belief that she was an *imposter* (Brookfield, 1995). Kaye's belief that she and her fellow undergraduate colleagues were '*looked down upon´* by her postgraduate colleagues continued after ITE qualification, and so she felt unable and unworthy of adopting the role of *broker.* For Peter the potential to become a *broker* was lost in the pressure of his teaching role. His story began as a teacher who was enthusiastic and creative, situated very much in the *age of the autonomous professional,* with a *nature-identity* shaped by his role model Instructor. Conversely rather than become a *broker* Peter's practice became a *pre-professional* act

of individual as he became increasingly isolated in his practice as he struggled to balance the demands of his teaching workload.

For all the participants, their experiences during, and post, ITE shaped their professional identity: From the level of support they received, to the demands of their teaching roles, negotiating dualities and developing their *dimensions* of authentic practice. The development of their professional identities are not merely stories of personal anxieties, resistance and self-importance, rather, they are an exploration of validation, recognition and examination of plural identities between which there are continuities, disjunctives and conflict (Wenger, 1998).

What the participants' stories add to our understanding of the professional development of in-service trainee teachers

The participants' stories reflected Hargreaves' (2000) notion that the ages of professional learning are both chronological and conceptual. In the chronological postmodern age, the advancement of information technology and social media, allows teachers to work and learn with partners on a global scale to advance their practice and professional learning and status. However, here too, the debate of teacher professionalism rages as intensely as ever and sees teachers' professionalism 'argued about, struggled over and pulled in different directions in different places at different times' (Hargreaves, 2000: 167) resulting in in-service trainee teachers finding themselves in a void between the chronological postmodern age and the conceptual pre-professional age where the concept of praxis, the intersection of theory and practice, became problematic.

It was in this void, set against the background noise of the professionalism debate, the competing demands of Ofsted, professional standards, ITE qualification, and organisational procedures and workload, that in-service trainee teachers were at risk of losing themselves and their sense of professional identity.

For Kaye this led to an almost introverted withdrawal from expanding her practice and professional learning as she shied away from the HE classes she found challenging to teach due to her lack of confidence in her subject knowledge. For Peter and Diana this led to a resistance to ITE and professional learning. The outcome of the void for the College was that the potential for enhanced organisation-wide professional learning was lost. Peter and Kaye began their ITE with clear potential to be brokers (Wenger, 1998) yet neither fulfilled this role.

The participants' stories have shown that the development of their professional identity has been a complex process. Their identities are multifaceted, shaped by the continuing intersectional relationships of Ofsted requirements, professional standards, ITE learning outcomes, and organisational procedures and workload, set against their navigation of the constructs and components of professional identity. Their professional identity then can be seen as a fluid, dynamic, ever changing conscious and subconscious process.

Ultimately, throughout their participation in ITE, and one-year post qualified, the participants' stories demonstrated they were able to engage with *praxis* as a process of reconstructing or reorganising their experiences. This enhanced the meaning of their lived experiences and increased their ability to direct the course of subsequent experiences (Rodgers, 2002) and in doing so, they were able to create a robust *sense* of professional identity. Of course, professional identity is a concept: It is not a 'thing', we

cannot physically measure it, point to it, see it, touch or hear it, yet we sense it in

ourselves, even if it is not always clear what the identity is. As the participants

negotiated, consciously and subconsciously, how their professional identity developed,

and whether indeed it actually existed, *praxis* played a vital role in providing them with

the awareness, or consciousness, of who they are and where there are.

Based on the findings of my research I make the following recommendations.

For the College:

1. Investing in the education of teachers.

The employment of teaching staff is a great financial investment for colleges. In employing unqualified teachers, the College is clearly choosing new members of staff based on their subject expertise and experience – and the great value this brings to the education of its FE and HE students. Thus, initially demonstrating that at the recruitment stage subject expertise and experience are more highly valued than teaching experience or qualification.

Although highly valued, subject expertise and experience are not sufficient means to provide high quality education to FE and HE students. At the time of the research, and since the de-regulation of the FE and Skills sector, the College has maintained the requirement for all teaching staff to hold a full teaching qualification; namely a CertEd or PGCE. Inherent in this requirement is the College's commitment to the education of its teaching staff. Yet herein lies the tension between teachers as staff and teachers as students – the void in which the in-service trainee teachers operate. The impact of this void has shown itself to be manifested in resistance to ITE, and the subsequent loss of qualified teachers acting as *brokers* (Wenger, 1998) in the College.

My recommendation is for the College to offer time remittance for trainee teachers to attend ITE training classes during the day. This investment would demonstrate the College's valuing of the teachers and would work towards decreasing the level of resistance to ITE and would increase the likelihood of newly qualified teachers acting

as *brokers* to share and reinforce good practice among the whole College teaching body.

2. Increasing the return on the investment

In addition to the College's requirement for ITE qualification for all teaching staff, it also provides a series of CPD activity, introducing new strategies, learning technologies, and changes in College procedures. The commitment of the College to the education of teachers is clear. However, in the specific context of in-service practice the interference of existing practice and the lack of opportunity to practise new learning can lead to new learning depreciating over time. To prevent this, the opportunity for the renewal of learning needs to be offered to qualified teachers – to close the loop on new learning and ensure it is not lost or confused.

My recommendation is for the College to provide space where qualified teachers are able to work collaboratively both with the ITE/CPD teams to re-learn or reinforce new practice learning, and with other teachers to share practice. Such a space would greatly increase the return on the College's initial investment in ITE and its CPD framework.

For teacher educators

1. Unlearning

A key finding of my research is the need for teacher educators to understand that for in-service trainee teachers, the process of professional learning necessitates 'unlearning'. In-service teachers rely on their past strategies, which although they may not always align with effective pedagogy, have served as a means to cope and get by in their role as teacher. Threshold concepts and troublesome knowledge (Meyer and Land, 2003) abound in the ITE curriculum. Crucially, teacher educators must be aware

that the nature of unlearning for in-service trainee teachers is a threshold concept in itself. For in-service trainee teachers to trust 'new learning', to find sufficient opportunity in which to safely practise and reinforce new learning to the point of confidently replacing existing strategies, is troublesome. Teacher educators then, need to create a balance between the desire to promote trainees' progress and the time required by –in-service trainee teachers to unlearn in order to re-learn: to cross a liminal, irreversible threshold that transforms their teaching practices (Meyer and Land, 2003).

2. Experience does not mean being better prepared

As teacher educators, our students, particularly in-service trainee teachers, are often also our colleagues. It is all too easy for teacher educators to assume that, with experience as in-service unqualified teachers, our colleagues have a level of confidence and pedagogic expertise, when in reality this is often their outward portrayal of their cover story, a veneer that hides a secret story of diminishing confidence and a struggle to cope with the demands of their role in FE. In the same way that I recommend the College changes its view of staff-as-students, teacher educators need to do the same, we must cease making assumptions and make conscious efforts to look beyond the veneer to ensure that we provide a safe, secure environment for in-service trainee teachers to develop their professional knowledge, skills and practice.

Closing reflection

The origin of the story of my research can be found in 1994 when I first covered a class for an absent colleague and experienced the role of teacher. Perhaps, it was earlier even than this; my conscious mind can only trace my path back this far.

My research has been a long and challenging process, yet this closing reflection felt the most difficult part to write. The enormity of drawing six years of work to a close, to conclude the value and bearing the process has had into text on a page seemed an impossible task. However, this feeling was not a new one. I was always very aware of the weight of responsibility to interpret and tell the participants' stories with integrity and sensitivity. There were many times in the research when I felt I would never be able to capture on paper the detail and complexity of their experiences.

As a confirmed reflective practitioner, though relatively inexperienced researcher, I felt somewhat overwhelmed at the beginning of the doctoral process. My first instinct was to adopt an action research approach; it was familiar to me and so felt safe and secure. In reading action research based articles around practice with trainee teachers, I made the realisation that there were two key characteristics of practitioner research. Firstly, and possibly the most significant for my development as a researcher, was the issue of loyalty to the central theme, to explore the lived experiences of in-service undergraduate trainee teachers. That the research idea was rooted in my own experiences was in itself grounds enough to conduct practitioner-based research, that if not traditionally valid and reliable, was in interpretative terms, credible and transferable (Creswell, 2003).

This newfound sense of legitimacy was rather poignant. From the review of literature that began from the perspective of needing the security in the familiarity of action

research, I found instead the confidence that my research had a rightful place in the social research field (Foley et al., 2000). On reflection, this was not so surprising after all, as action research is credited with the nature of accommodating within its methodology random elements of unpredictability and creation (McNiff, 2002). Therefore, from the starting point of action research, and all that was secure and comforting, came the insight and knowledge to make the brave leap in to the wider research world. Perhaps that is what good researchers do; they light the way for us.

The second characteristic I found was, the need to make careful consideration of the role played by participants not only in the generation and collection of data, but in the decision making process about *how* they would engage with the research. There were times in the research process when I felt lost in the complexity of interpreting and juxtaposing the participants' stories; what felt like being lost in a four dimensional maze. However, with time and perseverance reflexivity took the place of simple reflection-on-action, and I became increasingly confident in the decisions I made about the construction, direction and meaning of my research. A confidence that allowed me to create a research framework that complemented the uniqueness of my research.

My developing reflexivity allowed me to move from the cognitive position of researcher to Researcher (note the capital R, reflecting my finding of, teacher (noun) and Teacher (proper noun) I found in the interpretation of the participants' experiences). As I developed in confidence to make self-assured decisions and to acknowledge that rather than being separate, my position as the Researcher, the methodology and method I used, and the data were interdependent and interconnected.

In the role of Researcher, it was my intention to operate within the secure and stable framework I had created. Instead, the reality was that I often operated in a context of chaotic transformation and flux. As a teacher educator, I thought I knew my students – both as their teacher and as a former in-service undergraduate trainee teacher myself. However, I have come to realise through the research that whilst I may have understood my trainees, I did not know them. The research gave me an insight into their lived experiences, and now I know them better, but I do not know them completely. As a result of understanding this, my own feelings of confidence in my role as teacher educator ebbed and flowed throughout the research process. Creating practice-based research required me to acknowledge that the meaning I was interpreting was not a meaning 'out there', disembodied from practice (Rodgers, 2002). Rather, the meaning I was creating in the role of Researcher was interdependent with my role of teacher educator and my practice setting. The research design and questions committed me to acknowledge the possible need for action or change in my own practice.

As I drew nearer to completing my thesis, colleagues and friends have often commented that I must be glad to have reached the end. I am not sure that *glad* is the right adjective. In the second year of my doctorate, my course tutor told me I would mourn the end of research. At the time, I did not believe her, though now I see her point. But *mourning* does not seem like the right adjective either. The research has been a constant companion for six years, during which time I have learned and grown, wondered and questioned, struggled and resisted, but ultimately I am changed, transformed – my own story has developed in parallel to the participants' and <u>because</u>

of their stories. Finishing the thesis does not feel like an ending – it feels like a beginning.

In terms of future development, engaging in the transformative process from reflection to reflexivity leads me to look at the reflective nature and demands of ITE: Reflection and reflective practice play key roles in ITE. My own experiences of this transformation has raised questions about the assumptions teacher educators make about trainee teachers' ability to reflect and engage in reflective activity as an intrinsic element of their professional practice, and has raised my awareness of the fragility and vulnerability of in-service trainee teachers.

I believe the process of the research and my own transformation through it demonstrates the development of my own *praxis*. I also believe an aspect of the development of my *praxis* is that I acknowledge the role the participants play in shaping my learning from professional experience. My experience of the everyday interactions with trainee teachers, which initiated the research, has become the stimulus for deliberation and change. The research process and findings have provided me with different lenses through which to reflect on my own professional identity as a teacher educator. The participants' stories have provided me with a deep and multifaceted view of the significance of 'others' in my professional practice: And I am all the richer for it. I feel indebted to each of them for their participation in the research, and for how they will remain constant to me in role as Teacher and as Researcher.

APPENDICES

Appendix 1: Documentation

Call for participants

Dear

Re: Participation in a research project for the Professional Doctorate in Education

Research title: Exploring the influence of practice and praxis on the professional identity of in-service, undergraduate, trainee teachers.

Researcher: Clare Winder

Supervisor: Paul Doherty, Senior Lecturer, University of Central Lancashire

I am a candidate on the Professional Doctorate in Education at the University of Central Lancashire (UCLan). I am undertaking research, which aims to explore the relationship between practice and praxis, and how this shapes the professional identity of in-service, undergraduate, trainee teachers, in order to contribute to knowledge in this field.

As a former trainee teacher and FE teacher myself, and a current Programme Manager of ITE, I am well aware of the heavy burden of your current workload and in no way wish to add to this. Therefore, any data I collect will be taken from your interview documents, and the academic assignments and reflective writings you produced as part of your programme assessments.

It is my intention to interpret your academic and formal writing for evidence of shifts in your professional identity.

I am asking voluntary participants to share their academic and teaching practice portfolios with me for the purposes of my research.

A final stage of data collection is planned to take place one year after you graduated from your ITE programme. A purposive sample of participants will be selected, and asked to take part in a detailed interview. In the interview, I will clarify my understanding of your 'journey' through ITE as an in-service trainee teacher.

As I am undertaking the research as a UCLan student, the research will abide by the ethical guidelines of the university. The safety and protection of participants is of high importance to me. All information shared with me will be manage in accordance with UK data protection law. Participants' names will be removed from all the collected data. Pseudonyms will be used throughout the research and the final research report.

You will have the right to withdraw entirely from the research at any point, or to have elements of your participation removed from the final report.

I sincerely hope that you will be keen to participate in the research. If you are, please contact me so we can discuss the nature of research further and the extent of your involvement further.

Yours sincerely,

Clare Winder

Research information

Dear

Re: Participation in a research project for the Professional Doctorate in Education

Research title: Exploring the influence of practice and praxis on the professional identity of in-service, undergraduate, trainee teachers.
Researcher: Clare Winder
Supervisor: Paul Doherty, Senior Lecturer, University of Central Lancashire

Thank you for volunteering to participate in my research. Your contributions are very much appreciated.

Before the project commences I would like to confirm that:

- The College Director of Quality has given permission for the research to be carried out;
- There are no identifiable risks associated with your participation;
- Your anonymity will be maintained throughout the entire research process;
- Participants will be known only to the researcher;
- You will not be asked to speak to any third parties;
- All data will be managed in accordance with UK data protection law;
- You are free to withdraw from the research at any time without the need to give reason or notice;
- You are free to request elements of your participation to be removed from the final research report at any time up to publication without the need to give reason or notice.

I would like to confirm that as a participant of the project you are required to:

- Allow me access to your application documents for the Certificate in Education (post Compulsory);
- Allow me access to your Cert Ed academic assignment and teaching practice portfolios, to include your reflective journal;
- To allow me to take copies of all or part of your academic and teaching practice portfolios, to include your journal, for current and future research;
- One year post-qualified, you may be asked to participate in a detailed interview that focuses on your experiences during and post ITE.

If at any point in the research process, you have any questions concerning the nature of the research, or your involvement with it, please do not hesitate to contact me.

Yours sincerely,

Clare Winder

Research consent

Research consent

Research title:	Exploring the influence of practice and praxis on the professional identity of in-service, undergraduate, trainee teachers.
Researcher:	Clare Winder
Supervisor:	Paul Doherty, Senior Lecturer, University of Central Lancashire

	✓
I confirm I have read and understand the information letter for the named study.	
I confirm I have discussed the nature of my involvement with the researcher, Clare Winder.	
I confirm I have had the opportunity to ask questions about the research and my involvement.	
I understand that my participation is voluntary.	
I understand that I am free to withdraw from the research at any time without the need to give reason or notice.	
I understand I am free to request elements of my participation to be removed from the final research report at any time up to publication without the need to give reason or notice.	
I understand that my professional and work rights are not affected by any decision to withdraw from the research.	
I am happy to proceed with my participation with the named study.	

Name of participant:

Participant's signature: Date:

Name of researcher:

Researcher's signature: Date:

Interview consent

Research title: Exploring the influence of practice and praxis on the professional identity of in-service, undergraduate, trainee teachers.

Researcher: Clare Winder

Supervisor: Paul Doherty, Senior Lecturer, University of Central Lancashire

Interview consent

Research Title: Exploring how the relationship between practice and praxis shapes the professional identity of in-service, undergraduate, trainee teachers.

Researcher: Clare Winder

Supervisor: Paul Doherty, Senior Lecturer, University of Central Lancashire

I confirm I have read and understand the information letter for the named study.	
I confirm I have discussed the nature of my involvement with the researcher, Clare Winder.	
I confirm I have had the opportunity to ask questions about the interview and my involvement.	
I understand that my participation is voluntary.	
I understand that I am free to terminate the interview at any time without the need to give reason or notice.	
I understand I am free to request elements of my participation removed from the final research report at any time up to publication without the need to give reason or notice.	
I understand that my professional and work rights are not affected by any decision to withdraw from the research.	
I understand the interview will be digitally recorded.	
I understand a third party will transcribe the digital recording of my interview.	
I am happy to proceed with the interview.	

Name of participant:

Participant's signature: Date:

Name of researcher:

Researcher's signature: Date:

Interview schedule

<u>Motivation</u>

Would you describe yourself as a teacher or would you use another term?

Consider the titles you have given to yourself in your writing, lecturer, teacher, tutor – what are the significance of these titles to you?

Which title would you give yourself today? Why is this the case?

Will this change? When?

Could you tell me something about your motivation to become a teacher (lecturer/instructor)?

Have you had to overcome any particular barriers to complete the course?

<u>Background</u>

Has your experience as a learner or inform your previous/ simultaneous work shaped your idea of what a teacher is/ does/ should be/ do?

<u>Values/ideology</u>

Do you have a particularly clear model of what a teacher in FE is/ does/ should be/ do?

What values do you think inform your teaching… and where so these come from?

Has the course led you to change your values or views on the role of the teacher?

<u>Identity formation</u>

Has the course helped you to see yourself as a teacher?

Has the course (what elements of the course) have prompted/ facilitated development in your identity as a teacher?

<u>Support systems</u>

Do you feel that you have been well supported by the college/ line manager/ colleagues/ ITE team/ university?

Are your colleagues or manager supportive of your professional development?

Key to data codes:
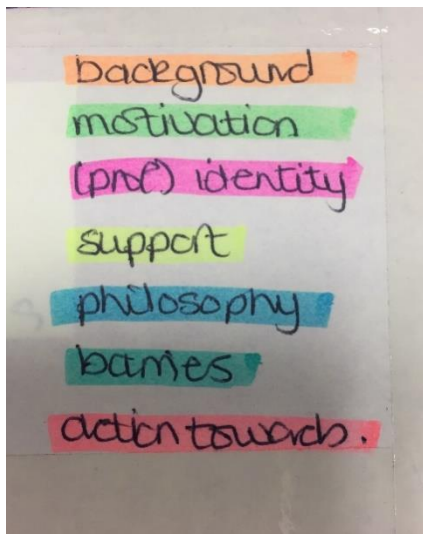
N.B. Original data is shown in redacted form to ensure the participants'' anonymity.

Extracts from Kaye's reflective journal

Teaching
Full time 4/1/13

███████████████

This is a group of 8 16-18yr olds consisting
of 1 Male, 7 female

New style of UN teaching

~~Designing Many New tasks- this is
Challenging for me ☺ → they do not~~
~~~~respond to "traditional" UN teaching~~

?T→ ~~Not been in practice, had to spend a lot
of extra time explaining what~~ ████
~~is like!~~

████████

ing used to designing tasks for them.
Like Poster tasks!

2nd lesson OBS with this group → went

ing them More "scientific" subjects → still
~~ke I need More innovate ways to~~
them- I am trying !!

Reproduction
lesson ...

Teaching
Fulltime 4/13

[redacted]

This is a group of 8 16-18yr olds consisting
of 1 Male, 7 female

New style of UN teaching

Designing Many New tasks- this is
Challenging for me ☺ → they do not
respond to "traditional" UN teaching

ℑT → Not been in practice, had to spend a lot
of extra time explaining what [redacted]
is like!

[redacted]

ing used to designing tasks for them.
like Poster tasks!

2nd lesson OBS with this group → went

ing them More "scientific" subjects → still
ke I need more innovative ways to
them- I am trying!!
Reproduction
less...

& over course tutorship of this group
im pleased it is this group, I have
dled well with them!

==ung exams (summative/formative)==
==~~TEAC~~ assessments, glad I had a==   IV
==sion at Cert Ed on Assessment found==
==s usefull!==

L3 D2

[redacted]

This group have now had all theory input frome me - have [redacted] (summative exam next wk.   V

1 particular student (EW) struggling- offered to spend a day with her → for revision Revision day went well!

[redacted]

Practical exam revision + Mock OSCE's → Going well - their exams are 11th + 12th Dec.

On their last day they bought me wine + Choc's + a thankyou card ☺   VI

This made me happy → my first group to complete a full year with me!!

l

These cards were given to me from my
Day release group on their very last
session.

A Very Special **Thank you**

With love x

...paration

> students responded really well
to a task which I had not used with
group before.

→ simple task (learnt @ start of yr)
✗ "Run around" room task

VIII

This was a particularly large group, there were 32 students as a member of staff was sick and 2 groups were integrated. It was on somebody else's acetates an d I had no tasks as there was no time as there was already too much to get through. The session was far too intense for the students, and definitely needed tasks or filled in packs. Some of the students found the acetates difficult to see, especially those sitting at the back.

XI

The theory was finished on a PPT presentation and then the students were taken to the ▮▮▮▮ for a practical session.

There were 10 students, the practical session worked well; generally speaking I enjoy practical sessions as I feel much more confident.

XII

There were 20 students in this group, the lesson was mainly acetate based, again somebody else's! I incorporated some additional students' tasks which worked well.

XIII

I found this lesson difficult as I was not 100% happy with the subject area.

I really enjoyed this session, there were only 3 students and as I had just taught this session on Monday it was fresh and I felt confident.

XIV

[BLACK REDACTION]

There were 20 students in this group, I was fairly confident with the subject area, there were some classroom aids. I had taught this session before; this was probably why I felt more confident. XVI

[BLACK REDACTION]

There are 10 students in this group, I felt the session went well; I would have liked more interaction XVII and need to design more tasks if I teach this in the future. I find L7 difficult to do this. The tasks I did have, were match up cards. XVIII

[BLACK REDACTION]

This is my usual Monday am Day release group of 10 students.

I was in a different room, and felt I interacted better with the students. I used examples and passed them around the room and also incorporated tasks which, again, worked well. XIX

[BLACK REDACTION]

I had prepared lots in advance of this session as I knew that I didn't know the subject well enough I had prepared lots of students' tasks, which didn't work well, and I felt the session was rubbish! XX

[BLACK REDACTION]

This was the second half of the previous day's session. It was just as bad! I find some of the [REDACTED] XXI names and terminology difficult to pronounce. I was worked up from yesterday so this made it even worse.

I witnessed an experienced teacher teach this lesson on Tuesday of this week; this made it much easier for me. It was using somebody else's acetates which I don't like! The group was small only 9 students and they were very interactive- I was surprised at how well it actually went.

XXII

I found the first part of this session very nerve racking as I felt that the depth of my subject knowledge was not adequate. The second half of the session was much more interactive and I was much more confident.

XXIII

XXIV

This session was ok; it definitely required many more interactive tasks as the PowerPoint was boring! Will design more tasks for next time I teach it!

XXV

I really enjoyed this session, it is a subject in which I am very confident, probably as it is practically based! I did have a little problem mid way through; repro had misprinted the packs, so I had to devise a task while the packs were reprinted! I really should make sure I always have more tasks than I need in case of problems like this!

XXVI

XXVII

This is my second time teaching this session; however it was almost as bad as the first time! There is a lot to fit in and the tasks were mainly unsuccessful.

XXVIII

227

Peter reflective essay: The roles and responsibilities of teachers.

Introduction

Teachers affect students not only when they are being taught, but sometimes for many years after they have left the teaching establishment. The manner in which the student has been taught may continue to dictate their behaviour when the student goes on to other teaching establishments or even employment. From a young age students will identify with certain learning styles and certain teaching styles. The more the student enjoys the lesson or way of teaching, the higher the grade generally is.

A good teacher is a teacher who can encourage a student to learn. For the teacher, not only promoting a strong desire to learn but maintaining that desire throughout the teaching period is essential. If a student is bored or drifts off, then realistically, little or no learning will be taking place. Many years ago I met a Regimental Sergeant Major in the Territorial Army whose name was ███████. He was not a big man by any standard, however; he had an aura or presence about him that commanded respect and your undivided attention whenever he spoke. I trained under the guidance of this man for about 4 years. During this time, Donny taught different lessons using various methods.

The common denominator in whatever he was teaching was his ability to make light any small mistakes with humour and to give praise where it was due. It was understood that the humour had a proverbial line that was not to be crossed or there were severe consequences. Donny would never ask of someone something that he was not prepared to do himself. Donny had served in several conflicts and was not afraid of much. I transferred regiments as I had taken my commission and on my leaving I thanked Donny for all he had taught. Donny presented me with a brassard of the first rank I had ever achieved. He told me to never forget the route I have travelled and not to ask anything of someone if I could not or would not do it myself.

About two years after I transferred I found out Donny had died of a heart attack. He had always remained at the forefront of my thoughts whenever I was carrying out my duties as a platoon commander, and without his guidance and tuition I would not have succeeded in achieving what I did.

Now, as a ██████████ , I find I run my lessons in a very similar way to Donny's. I like to have a rapport with my students and hope they feel confident enough to speak up when they want to contribute or if they are unsure. I am a relaxed person and my lessons go the same way as long as the work is done. I enjoy bringing humour in to the teaching without it becoming a distraction. My students are aware they can have a laugh with me but know where the line is that they cannot cross or they face consequences. Throughout my groups, which range from 14-16 year olds to higher education students, I practise teaching in this way and I feel it works well.

VI

I feel the specific role of the tutor should be to explain and assist learners through their education //The tutor must be able to communicate with the different types of learners in different ways to deliver the subject.//The tutor is responsible for making the subject as interesting as possible throughout the delivery, whilst being unbiased in marking and questioning//The tutor should be a role model for the learners to aspire to as Donny was for me.

VII
VIII
IX
X

Through our own experiences, we decide how we treat others. In teaching this XI

is even more concentrated. I teach my lessons how I would expect to be

taught and treat students how I would want to be treated. A mutual respect

between me and my learners creates the learning atmosphere I desire. That XII

respect is earned by providing my learners with quality teaching and

understanding of the knowledge they gain.

Appendix 3.2.1: Complete data set for Kaye, collated by inductive theme.

	Background
RPS/1	I qualified as a [profession] in 2003.
RPS/IV	Securing this position as a lecturer in [college department] has provided me with an opportunity to continue teaching the subject I love whilst improving myself professionally.
RPS/V	Having taught in practice for many years I feel I have some experience but this was mainly on a one-to one basis.
PDP/1	I have past experience of supporting and teaching students from my past employment of being an Assessor in [subject area].
PP/I	I joined [the college] in November 2009; previously I trained as a [profession] through [the] college. Working in [subject area] gave me many opportunities to train students.
500WD	When I was studying towards my [professional] qualification I can recall that the best way for me to learn was to actually be hands on.
TS1301/V	When I first started this course in January of this year [2010] I had just started teaching. I had been teaching for about 4 weeks with no previous training. I have had little experience in such matters [learning difficulties] in my previous employment and although I had heard of many of the disabilities discussed. I all honesty I knew very little about them.
PP1/II	As a 16 year old school leaver I was very unsure of what direction my life would take and I had no idea what I wanted to do so I continued my academic studies although I was not convinced this was the correct path for me. I had previously worked in [profession area] on a work experience basis but did not pursue a career in this sector at this early age. I therefore began my A levels at a 6th form college, in retrospect I now realise that I had negative feelings towards this from the start which will not have helped my motivation.
PP1/III	During this time, I was very unhappy as I had joined a college where I had no prior acquaintances or friends.
PP1/IV	I felt that I did not belong in this environment I was unable to progress.
PP1/V	I found the academic content very uninteresting and I disliked the way the teachers taught the subjects. They were very traditional in their teaching and they gave lecture style lesson where the students were expected to make their own notes and go away from the lesson to research the subject area further without any assistance.
PP1/VI	This left me with motivation issues, as I knew that I had no intention at that point in my life to progress into Higher Education. I had no career path, and I could not see the advantage in continuing studies which I felt would be of no benefit to me which eventually led to me leaving the college early, without any qualifications gained and feeling miserable. As a result of this I had low self esteem as I felt that I had failed in my academic career.
PP1/VII	The time spent with this group I felt really enhanced my learning, I felt that I belonged there this was in direct contrast to my earlier experience.
PP1/VIII	I feel that I was able to achieve in this environment [friendship/ belonging]. Whilst undertaking this course I found myself a [subject area] placement which I enjoyed again as I had done previously. The [subject area] placement was one day per week and the time I spent in practice confirmed that this was the career that I wanted to follow.
PP1/IX	I enjoy being hands on and am willing to try out activities to enhance my learning.
PP1/X	The teaching was very different to the previous syllabus I had studied in that it was vocational and relevant to what I was interested in.
PP1/XI	I therefore found that I invested my time in my learning .
PP1/XII	In direct contrast to my previous college experiences where I feel the tutors were teaching mainly in the cognitive domain.
PP1/XIII	The tutor had previously been a [subject profession] herself and used her own experiences of [subject area] in her lessons.
PP1/XIV	I found this very interesting and during the two years on this course I achieved a variety of qualifications and gained generous amounts of practical experience which I found was beneficial to my new career. Once I had completed the course I began a career in [profession].
PP1/XVI	I teach this particular subject as a love of [removed to protect identity] is a passion that I have had from being a child. I grew up [removed to protect identity]. Once I qualified as a [profession] in 2005 I began to recognise this same passion for the job role in student [profession].
PP1/XVII	

PP1/XX	During my later years in [profession] I spent most of my days running [removed to protect identity] and teaching new staff how to perform tasks appropriately. Demonstrating those skills was one of my favourite tasks. I worked very hard when studying for my [subject area] Qualification.
	Motivation
RPS/II	Since then I have loved training and teaching the junior staff.
RPS/IV	Whilst improving myself professionally
RPS/VII	[I] am willing to work hard towards this new challenge
RPS/IX	I am looking forward to beginning my training
PDP/II	I hope this experience will help me [develop strengths] as I undertake this course.
PDP/VI	I am fully committed to this course and understand it will be demanding at times.
PDP/VII	I am keen to try out new methods and find out more new ideas.
PDP/VIII	I am happy to evaluate my own work.
PDP/X	I think the course will give me a chance to develop skills which can be used outside of work also!
PDP/XI	I want the opportunity to develop my career further.
PDP/XII	I am looking forward to the chance to share new ideas and past experiences.
PP/II	This role allows me to continue teaching my chosen subject to future [profession]. I enjoy teaching the whole range of the subject areas, however, I tend to enjoy FE over HE.
TS1301/XIX	I am pleased that I was given the opportunity to undertake this course.
JOURNAL/VII	These cards [included in journal] were given to me from my day release group on their very last session.
	(Professional) Identity
RPS/III	I recently undertook the A1 Assessor qualification which enabled me to officially train and assess students work. I have always had an active role of training in [profession].
RPS/VII	I am fairly organised and am willing to work hard towards this new challenge.
PDP/III	Although I thought I was fairly organised, a few months of this job has identified that I can probably develop my organisational skills!
PP/III	I enjoy teaching the whole range of the subject area, however I tend to enjoy FE over HE.
500WD/II	Knowing the subject area a detailed lesson plan and having prepared all the learning resources needed will be an excellent basis for a "good teacher".
500WD/III	One of the main responsibilities of a good teacher is to constantly evaluate their own work and that of other teachers to maintain standards.
500WD/IV	Although I have not been teaching for too long I can identify with the need to fulfil these roles appropriately to ensure I will become a "good teacher"
500WD/V	I am striving to make learning fun for the students which I am teaching .
500WD/VI	[I] feel that it is very important for the teacher to enjoy the subject they are teaching.
TS1301/XVIII	I now feel more confident I am able to identify difficulties and co go some way to help the student overcome their difficulty.
JOURNAL/V	This group have now had all theory input from me.
JOURNAL/VI	On their last day hey bought me wine and chocs + a thankyou card ☺ this made me happy.
JOURNAL/XII	Generally speaking I enjoy practical sessions as I feel much more confident.
JOURNAL/XXVI	I really enjoyed this session; it is a subject in which I am very confident, probably as it is practically based!
PP1/XV	I really enjoyed showing them how to perform the job adequately, particularly when demonstrating the practical skills.
PP1/XVII	Demonstrating those skills was one of my favourite tasks.
PP1/XVII	I have taken a position of [subject area] lecturer, which by its very nature involves the teaching of a vocational qualification. Lessons which I now teach are relevant, fun and wherever possible practical.
PP1/XIV	I feel that I am able to empathise with those students. I find that further education lends itself to my preferred methods, such as facilitating the learning and also learning from experiences.
PP1/XXXV	I am becoming more confident with my ability to teach.
	Philosophies/ Values
PDP/V	I think this is a very good way to learn [collaborative and experiential learning]
500WD/I	Planning and preparation, I feel are the most important roles which a "good teacher" must undertake, this then gives a solid foundation for the individual to work from. If he planning and preparation are not up to standard, inevitably the whole lesson will fail.
500WD/II	Knowing the subject area a detailed lesson plan and having prepared all the learning resources needed will be an excellent basis for a "good teacher".
500WD/VI	[I] feel that it is very important for the teacher to enjoy the subject they are teaching.
500WD/VII	a "good teacher" will have prepared and planned for all eventualities
PP1/I	Reflecting on your own practice is one of the most important aspects of being a teacher.

PP1/XX	I think that all students must work hard to achieve their qualification. I worked very hard when studying for my [subject] Qualification and think that all others who qualify after me must do the same. As a tutor I would expect all of the pupils to be prompt to lessons, to listen in the classroom and also work hard on homework tasks set.
PP1/XXI	The tutor should not stand at the front of a classroom and talk at students for hours. This is not the way to enhance motivation and improve achievement.
PP1/XXXI	The purpose of teaching I feel is to provide the workplace with professionals who have the knowledge and experience to maintain standards within a certain sector. The tutors are teaching these students should be able to recognise learner ability and also demonstrate practical skills to provide the workplace with such individuals.
PP1/XXXVI	"Children have to be educated, but they have also to be left to educate themselves" ~ Abbe Dimnet, Art if Thinking, 1928
	Support
TS1301/II	The course content so far, has shown me how learners differ greatly and although I had a basic idea of this before, I can now clearly identify the different learning styles and preferences within my classroom.
TS1301/IX	When I first started teaching having had very little guidance I was teaching from pre-prepared student packs and tutor information.
TS1301/XIII	Through lesson observations carried out by my mentor I have also identified that I tend to rush through lessons and needed to slow down considerably when teaching .
TS1301/XIX	I am pleased that I was given the opportunity to undertake this course, the course contents have proven to be very useful to me when planning lessons and during them.
JOURNAL/IV	Starting exams (summative/ formative) assessments, glad I had a session at Cert Ed on Assessment, found it really useful!
JOURNAL/VIII	simple task (learnt @ start of yr) * 'run around' room task
JOURNAL/XIV	I really enjoyed this session, there were only 3 students and as I had just taught this session on Monday it was fresh and I felt confident.
JOURNAL/XVI	There were 20 students in this group, I was fairly confident with the subject, there were some classroom aids. I had taught this session before; this was probably why I felt more confident.
JOURNAL/XIX	I was in a different room, and felt I interacted better with the students. I used examples and passed the around the room and also incorporated tasks which, again worked well.
JOURNAL/XXII	I witnessed an experienced teacher teach this lesson on Tuesday of this week; this made it much easier for me.
PP1/XXV	The organisation in which I work also has an impact on how I teach. We all work together teaching the [subject area] syllabus.
PP1/XXIX	There is support from other members of staff. As a team our department will share resources and ideas and support other team members meaning that the team are loyal towards one another. This is a real advantage to my teaching and it helps my confidence and allows me to enhance my lessons by speaking to other team members.
PP1/XXXIII	My training has allowed me to develop the skills to cater for all students which I am likely to be faced with.
PP1/XXXIV	The theorists which I have been studying and exploring have provided me with much insight into my day to day practice.
	Actions Towards
TS1301/III	Looking at my learner groups now, I can easily place each student into one or more of the categories outline by this theorist [Honey 7 Mumford].
TS1301/IV	I now understand that my teaching has to be varied to reach all of my students.
TS1301/V	It made me realise that in the past I have based the majority of my teaching on my own style and have not been reaching the needs of theorists and reflectors.
TS1301/VI	I now understand that adult learners have a different attitude towards learning
TS1301/VII	Ensuring at all times that my group understand what we are learning a certain topic and what relevance it has to them keeps them interested.
TS1301/VIII	I have made a greater effort to cater for all three of these styles [VAK] in my sessions.
TS1301/X	Any additional tasks were designed at time fillers; I now understand the need to incorporate tasks into my initial lesson plan to cater for the different learning styles within a classroom, and not just add tasks at the end if I finish early.
TS1301/XI	I have realised that planning is a major part of teaching and now realise that things may not always go according to the plan and I must try to plan for every eventuality. I am starting to do this more and I still panic when things go wrong, however with improve planning I am starting to get less problems.
TS1301/XV	I am making a conscious effort to do this in my lessons [slow down]. A way in which I do this is by writing "slow down" in large highlighted letters intermittently on my tutor notes so that I can remind myself that this is required.

TS1301/XVI	I am very aware that my students will just switch off if I stand at the front and talk for 3 hours.
JOURNAL/I	I need more innovative ways to teach them – I am trying!!
JOURNAL/XVII	I would have liked more interaction and need to design more tasks if I teach this in the future.
JOURNAL/XIX	I was in a different room, and felt I interacted better with the students. I used examples and passed them around the room and also incorporated tasks which, again, worked well.
JOURNAL/XX	I had prepared lots in advance of this session.
JOURNAL/XXIV	The second half of the session was much more interactive and I was much more confident.
JOURNAL/XXV	This session was ok; it definitely required many more interactive tasks as the Powerpoint was boring! Will design more tasks for next time I teach it!
PP1/XIX	I have begun to develop my own chosen principles of teaching.
PP1/XXXII	Over the last eighteen months I have developed my skills as a tutor to enable me to provide the best possible lessons for the students which I am teaching . I have come to realise that all students are different.
PP1/XXXIII	My training has allowed me to develop the skills to cater for all students which I am likely to be faced with.
PP1/XXXV	I am becoming more confident with my ability to teach.
	Barriers
PP1/XXII	I must however, be careful not to always teach in the way I prefer to learn. I find this particularly difficult to achieve especially when I am teaching to cohorts of Further
PP1/XXIII	Education and higher Education Students.
PP1/XXVI	I find that Higher Education reminds me too much of those negative experiences I had in 6th form college.
PP1/XXVII	I teach an average twenty one hours a week and at the moment I am teaching to six different cohorts. I find that this is one of the major constraints of the organisation on my ability to teach as I would prefer to.
PP1/XXVIII	This type of student [HE] does not respond well to my chosen methods of teaching and I will often come up against criticism from these particular students. I would much prefer not to have to teach this academic level of teaching .
PP1/XXX	I also feel that the syllabus which [subject area] must work from also provides me with obstacles which I must overcome. I find the syllabus difficult to work from in that we are limited in our assessment strategies as the students will be examined externally. The course is very structured and there is a lot to cover in a short amount of time. Many of the other departments within the college have resources which would be advantageous to my teaching but I feel that they are not always readily available for new tutors to access. There is a trend that stronger departments seem unwilling to share good practice with other departments.

Appendix 3.2.2: Complete data sets collated by theme (professional identity), with data from each participant.

		<mark>PROF IDENTITY</mark>
Diana	(JOURNAL/I)	I am the new Level 1 course tutor. It is the first time I have been course tutor and I didn't interview these students so they are an unknown quantity.
	JOURNAL/II)	Am I the right person for this job?
	(JOURNAL/IV)	I am totally drained and feel I can't cope.
	(JOURNAL/ XXIV)	I am stuck with 14-16 year olds and Level 1's who dominate my timetable and I am stagnating. I am mentally going to sleep working at this level.
	(JOURNAL/XXV)	If I had wanted to be a special needs teacher or a mainstream school teacher I would have applied. Saw an advert in ASDA today, they are paying more than I am earning here!!!! that's just wrong on so many levels.
	(JOURNAL/XVI)	Don't they get it? I am a teacher! I need to be allowed to teach!
	(JOURNAL/XXVI)	On reflection, this is the wrong culture for me. I want to teach but am not being allowed to do so…shame, I had a lot to offer.
James	RPSTMT/I	Having been a senior manager from the age of 24.
	RPSTMT/II	I have some difficulty in listening and accepting other people's opinions on things and taking them into consideration (sic).
	RPSTMT/III	I can lead and organise effectively. I have a loyal nature – 26 years with one company and an honest person. I teat others with respect and am a caring person (fostered 11 years).
	RPSTMT/VI	I mix well with young people and enjoy quenching some of their thirst for knowledge.
	RPSTMT/IX	I am a Qualified [subject profession] – level 3 [subject qualification] and a Qualified [profession] holding National and International Quals.
	RPSTMT/X	I am honest, open, willing to listen, caring and a Good leader.
	RPSTMT/XIII	Having a large knowledge base of related subject matter and other useable topics.
	PDP/I	I am an experienced Senior Manager
	PDP/IV	In order network effectively
	PDP/IX	I enjoy reading and enjoy widening my theoretical database.
	PDP/XIII	[To become a better] imparter of knowledge.
	PDP/XIV	[I have] very good leadership skills [and] good decision making processes.
	PDP/XV	[I have a] clear Moral Grounding.
	1301/X	That it [knowledge] has actually transferred from the lecturer to the learner.
	1301/XV	I believe I have already stated to change for the better in regard to my approach to "Teaching" – long may it continue! [sic]
	PP/I	[I] have strong opinions on a variety of matters, but I am learning to be open to accept others who have misguided opinion.
	PP/III	I am very shy, and find keeping company very hard work, and yet feel at ease in front of a class, or group of people, as long as I am confident with the material to be delivered.
	DR1/II	It was a change from servant to a master role.
	DR2/I	I personally feel the most at ease, and most effective whilst delivering informal lectures.
	PP1/III	This may sound as if I am an unwilling partaker in this process, but that would not be true, it's just that it wasn't in the initial life plan, not quite what I envisaged myself doing at this time of my life.
	PP1/VI	Although I hadn't taught formally before arriving in this post, I have always been involved in youth work and in public speaking, as well as conducting contractual presentations at high level.
	PP1/VII	Good grounding in rudiments of communication.
	PP1/VIII	Me being semi-capable in that style of delivery.
	PP1/X	I am extremely open to the prospect of continual development.

	PP1/XV	My own anxiety in relation to this delivery style is the thought that I may not be able to change, that this is the only style I will ever feel comfortable with, but looking forward I believe with the foundations that are being put in place, I am capable of change.
	PP1/XVI	I have played a meaningful role in what Handy would describe as a Greek temple culture, a very bureaucratic, dictatorial management organisation
	PP1/XX	I strongly believe in excellence, but my views may differ on how excellence is measured.
	PP1/XXIV	Although I believe that intrinsically, I am open to change, actually changing is a completely different matter. What I can change, how do I change, what do I change to, are all equally valid questions, and ones worthy of an answer, and at a personal level the last thing I would want would be change for changes sake
	PP1/XXXV	Reflecting on what I do and how do it is a valid process, and one I have internally kicked and screamed my way through, so far as most of its aspects I find hard on a personal level.
	PP1/ XXXVII	I get a regular grade two, but does this just show me how deficient I am as I haven't achieved a one, 6r that haven't quite polished up the formula that produces a grade one. Would I rather have a good relationship with my students than achieve a grade one? Ultimately I suppose I would like both, and will strive toward that end.
	PP1/XXXVIII	I know there are elements of my teaching that are good.
	PP1/XXXXII	I do think that I have expanded my mind set to embrace far more than I previously would have.
	PP1/XXXXIII	I approach new things for example right through to concrete experience, and am ready to go again.
	PP1/XXXXIV	"I know where I'm going but I don't know where I've been"
	PP1/XXXXV	I am confident in my current ability to deliver in a set style and I wholeheartedly welcome the idea of delivering in another style should my learners' require it of me and I believe it is
	PP1/XXXXVI	My responsibility to ascertain what style that may be and adopt it to their advantage.
		It is vital to drive standards up, how can we know where we're going if we have no ideas where we've been?
Kaye	RPS/III	I recently undertook the A1 Assessor qualification which enabled me to officially train and assess students work. I have always had an active role of training in [subject area] practice.
	RPS/VII	I am fairly organised and am willing to work hard towards this new challenge.
	PDP/III	Although I thought I was fairly organised, a few months of this job has identified that I can probably develop my organisational skills!
	PP/III	I enjoy teaching the whole range of the subject area, however I tend to enjoy FE over HE.
	500WD/II	Knowing the subject area a detailed lesson plan and having prepared all the learning resources needed will be an excellent basis for a "good teacher".
	500WD/III	One of the main responsibilities of a good teacher is to constantly evaluate their own work and that of other teachers to maintain standards.
	500WD/IV	Although I have not been teaching for too long I can identify with the need to fulfil these roles appropriately to ensure I will become a "good teacher"
	500WD/V	I am striving to make learning fun for the students which I am teaching
	500WD/VI	[I] feel that it is very important for the teacher to enjoy the subject they are teaching.
	TS1301/XVIII	I now feel more confident I am able to identify difficulties and co go some way to help the student overcome their difficulty.
	JOURNAL/V	This group have now had all theory input from me.
	JOURNAL/VI	On their last day they bought me wine and chocs + a thankyou card ☺ this made me happy.
	JOURNAL/XII	Generally speaking I enjoy practical sessions as I feel much more confident.
	JOURNAL/XXVI	I really enjoyed this session; it is a subject in which I am very confident, probably as it is practically based!

	PP1/XV	I really enjoyed showing them how to perform the job adequately, particularly when demonstrating the practical skills.
	PP1/XVII	Demonstrating those skills was one of my favourite tasks.
	PP1/XVII	I have taken a position of [subject area] lecturer, which by its very nature involves the teaching of a vocational qualification. Lessons which I now teach are relevant, fun and wherever possible practical.
	PP1/XIV	I feel that I am able to empathise with those students. I find that further education lends itself to my preferred methods, such as facilitating the learning and also learning from experiences.
	PP1/XXXV	I am becoming more confident with my ability to teach.
Peter	PDP/I	I quickly set up a good rapport with peers and colleagues.
	Pen/ III	I also relate a lot of my teaching to my industry experience which was ten years at the [employer] as a [previous profession]...
	500WD/VI	I like to have a rapport with my students and hope they feel confident enough to speak up when they want to contribute or if they are unsure. I am a relaxed person and my lessons go the same way as long as the work is done. I enjoy bringing humour into the teaching without it becoming a distraction.
	PP1/I	I personally feel that I am both pragmatic and a theorist, as I tend to approach my teaching in a regimented way.
	PP1/II	I would also look at the subject as a scientist, as that is what my qualification background is.

Appendix 3.3: James, deductive coding against Kreber's framework

Source of data	Dimension A: Being sincere, candid, or honest
PDP	I am looking forward to gaining new knowledge and widening my views on teaching and other issues. I am committed to this course of action. I am hoping to gain a lot from, and learn to be more comfortable ad at ease with myself. [i think the programme will] make me more tolerant ad diverse person who can look at all aspect of a given topic and learn to appreciate others points of views (sic). To become a better imparter of knowledge. I don't mix easily as when not in control I find it difficult to communicate. Very shy and struggle to mix in peer groups. Work commitments, teaching.
TS1301	I am not comfortable with this [reflection].
RPSTMT	I believe I have already stated to change for the better in regard to my approach to "Teaching" – long may it continue! [sic] I have already made steps toward progression, and have tried to own as many new ideas as I can cope with. Granted this isn't very many.
PP1	In spite of my own thoughts on the teaching profession, mainly fostered through years of puerile saying "Those who can't do-teach" to name but one, I have now started along that path, and have been for the past six years, doing what I must, in spite of personal consequences, to keep the wolf from the door. As if I am an unwilling partaker in this process, but that would not be true, it's just that it wasn't in the initial life plan, not quite what I envisaged myself doing, at this time of my life. Before I undertook this course of study it would have been all about pride and self. I know I am only part if the way through, but I already believe it to be an intrinsic question every teacher should be asking themselves. It makes you stop and ask, and look, and listen, and think, all the we things we never get time to do (we do have time, as we always make time to do the things we really want to do) I have some difficulty in listening and accepting other peoples' opinions on things and taking them into consideration (sic). [I] have strong opinions on a variety of matters, but I am learning to be open to accept others who have misguided opinion. I am very shy, and find keeping company very hard work, and yet feel at ease in front of a class, or group of people, as long as I am confident with the material to be delivered. I personally feel the most at ease, and most effective whilst delivering informal lectures. This may sound as if I am an unwilling partaker in this process, but that would not be true, it's just that it wasn't in the initial life plan, not quite what I envisaged myself doing at this time of my life. My own anxiety in relation to this delivery style is the thought that I may not be able to change, that this is the only style I will ever feel comfortable with, but looking forward I believe with the foundations that are being put in place, I am capable of change. "I know where I'm going but I don't know where I've been" Those areas need changing in my own behaviour, as it probably masks an underlying mistrust of others and their capabilities, or a thought process that only allows my own ideas to be valued. Ensuring that learning has taken place has been very challenging to me personally.
Journal	I am determined to keep up with my work. I am very shy, and find keeping company very hard work [This] reflective essay from a personal point of view [was] extremely challenging to write. This was due to the personal nature of the content, and the fact that I am unused to thinking about myself, my feelings, my life.

⇩ **Source of data**	⇨ **Dimension B:** Being 'true to oneself' in an individuation or existential sense
PP1	Past experience and organisational culture will inevitably have had a profound effect on my current teaching and learning strategies. I was employed with industrial experience, rather than teaching experience, and so it was natural that learnt skill sets employed in industry, would be utilised when it came time to deliver modules in a formal educational environment.
	I strongly believe in excellence, but my views may differ on how excellence is measured.
	Why would teaching not hold the same learning process as any other valued skill.
⇩ **Source of data**	⇨ **Dimension C:** Being 'true to oneself' in a critical social theory sense
PP1	Our management structure must take appropriate steps to facilitate a change and be the initiators of our striving toward excellence.
	Leadership is controlling procedures, without the freedom for people to express their desires, which will eventually produce suppression of those desires. Change seems to take a long time to happen and then is thrust upon us without prior knowledge or input. Contact hours are implemented by the letter of the law, leaving very little time for forward planning, or for the development of new strategies and fresh ideas.
Journal	"Opportunities for all" is a fantastic mission statement, but then don't castigate us for not producing top line results – the result is that everyone has an opportunity.
	I believe that the key is to ensure all assessment strategies have an immediate effect on future delivery.
⇩ **Source of data**	⇨ **Dimension D:** Constructing identity around horizons of significance
PP1	Some of these theories on education intersect with my personal belief structure and therefore I find a resonance within that particular premise. The Humanistic approach and Maslow's hierarchy of needs allows a wider spectrum of influence to be offered to a leaner.
	(Carol Rogers' theory) are steeped in an individual's self construction, and as such have major impacts on personal development, and on how that person will eventually fit into society. My personally preferred style is that of an informal lecture (...) drawn on easily in this setting. Inclusivity is easily addressed.
	Speaking directly to individuals can also meet their needs in terms of expression and social and peer standing, and if done with care and attention can lead to the start of the student's path to reflection and conceptualisation.
Journal	It all stemmed from regarding "intelligence" as something we value above what I perceive to be character strengths. I accept that every member of society should be valued as a person, and not restricted in terms of development, but to theorise that people have all the same intelligence, just in different areas, takes some getting your head around.
	Respect for someone, I believe, is not based on their intelligence; it is a state of mind, based on your own moral belief structure.

⬇ Source of data	➡ Dimension E: <mark>Care for the subject, students – engaging students with subject</mark>
PDP	Not all subjects lend themselves to active sessions, and relying on students to have ownership of their learning would take a lot of monitoring.
TS1301	I feel it would be more than rewarded if at any given point you were aware of exactly where a student is up to in regard to his cognitive level.
	Theories and goals of education don't mater a whit is you don't consider your students to be human beings.
	The humanity of a learner, their attributes and deficiencies, and or understanding of them, seems to be the key factor in individuals having a superior learning experiences.
	Planning every detail of a session, I now believe to be a critical part of the process, not to the extent that there is no spontaneity, but to ensure you achieve what you set out to achieve in the first place.
RPSTMT	Having an affinity with the group I am teaching.
	Treating all concerned as equals regardless of distance travelled I terms of learning experience.
PP1	Part of my role is to manage the [learning space]; the rest is in delivery, both practical and theoretical subjects in relation to [subject area]. Having initially served my time as a [previous profession], and been involved in a wide variety of [subject area] disinclines for the last thirty years, my hobby is now my profession.
	For me though, one of the most significant aspects of the course that I am on has arose from the variety of subject matter covered, and the subsequent affect each idea, or new aspect, has on the overall impact of education, and in particular on my delivery.
DR	Preparing people for their chosen career path.
	Personal growth and development.
	Empowering people to find out for themselves.
	Inform and transform.
	Our mission statement of "Providing Opportunities for all" is one I applaud as it demonstrates my own ideals on regard to education.
⬇ Source of data	➡ Dimension F: <mark>A process of becoming through critical reflection on core beliefs</mark>
TS1301	A personal desire to learn more about the profession to which I now belong, and to become a more rounded practitioner.
	Theories not borne out in practice are meaningless.
DR	"A man does what he must in spite of personal consequences, in spite of obstacles and dangers and pressures ad that is the basis of all humanity (Churchill).
	It is absolutely critical that throughout this process I stay open minded to new ideas, new principles , new techniques

Journal	I am surprised at the variety of subject matter we have covered, I don't think I had any concept of the psychological aspects that come into play whilst teaching, and this has been of great interest to me.

Appendix 3.4: Inductive and deductive themes as presented to participants.

Codes identified in the data	*Dimensions* of authenticity
1 Background - how participants had come to enter the teaching in the FE and Skills sector;	A: Being sincere, candid or honest; B: Being 'true to oneself a' (e.g., in an individuation or existentialist sense);
8. Motivation - what had motivated participants to join and participate in ITE;	C: Being 'true to oneself b' (e.g., in a critical social theory sense) (the difference to B is that reflection goes beyond one's subjective self-awareness);
9. Professional identity - participants' sense of professional identity at the start of ITE and how this developed over time; 10.Philosophies and values of education - at the start of ITE and how this developed over time;	D: Constructing an identity around 'horizons of significance' "Acting in the important interest of learners" =HoS. (supporting the flourishing of each student);
11.Support - received before and during ITE;	E: Care for the subject, students, and interest in engaging students with the subject around ideas that matter;
12.Actions taken towards development;	
13.Barriers to development;	F: A 'process of becoming' sustained through critical reflection on core beliefs and premises.

What influence does the course management play on the Teacher that you want to be?	Oh major. That impacts heavily.
In what way?	In that I can't make my lessons as interesting, enjoyable, innovative as I want them to be because there's not enough time in the world – because of all these other jobs I've got to do. If this job was just lecturing, as in I came in; this is what I was responsible for, I had this many contact hours and this many students; then it wouldn't be an issue. But because I'm also Course Manager the courses we've got are absolutely huge (d'ya know what I mean)? The marking coming from the courses is phenomenal – to the point where we're drowning in marking. It all has an impact on your teaching because then you're sort of (ya know – and I have done it) … and there'll be days when I've graded myself a grade 4 because I think 'that was an absolutely terrible lesson'. Coz I've literally gone in and thrown it at them, because I've got 10 other things to do that day before 5 o'clock. So, there have been days when I think 'that was a really bad lesson, and I'm a really bad Teacher for it' and I've even gone in and said 'sorry about last week, but this week'll be better', D'ya know what I mean? And that's really disappointed me., because I would …
Professionally how does that make you feel?	Yeah, horrible. I don't like it. And it is almost questioning my integrity and I don't like that. And I want to have this professional integrity and I'm very for (ya know) you have a good relationship with your students but it's a bloody good professional one. D'ya know what a mean? And I think there's some Tutors in the College that go a bit one-way where they're a bit too friendly with the students – em, they're well liked by the students, but I'm not sure that the learning's as good as it

| | should be. Em, and then there's others that are 'I'm the Tutor and you must do what your told' and they have a very poor relationship with the students in the fact that the students will learn, but they're not enjoying it and they don't like the lessons and they don't like the Tutor. So, d'ya know what I mean? I think you've gotta have/you've gotta show the students that you're somewhere human. D'ya know what I mean? That they can have this relationship with you, but they know where the boundaries are: so the relationships purely professional. And with me, ya know, I always say to them at the start of the year/my motto is 'work hard, play hard'. So if they work hard for me, I'll make it as enjoyable as we can; and that's the ethos I go down.

CertEd has reinforced some of ma views. Em, for me, it's a lot more in depth than I thought it was. D'ya know what I mean? In that it's not so much a case of 'oh well I've learnt how to become this fantastic Teacher on Cert Ed', but it's a case of ya sort of/ya start to understand 'well I was sort of doing that before and if I tweak it a bit ...'. Now I can understand why I'm doing it. D'ya know what I mean? And that's the biggest eye opener for me, was that at some point in the last 12/18 months the penny has dropped and I'v gone 'oh, I actually get this now'. I think I have developed. |
|---|---|
| You have. | Compared to what I was like at the start – I apologise for that. Eh, I think I had quite a strong identity. I'm quite a strong character, d'ya know what I mean, in my own right. But I think the course has enabled me to em almost sort of back it up now. D'ya know what I mean? Whereas I'm not sort of (not so much winging it), but it was mostly off my own back. And now I can actually back it up and like even to the point the other day em I was having a conversation with ma brother and he's going for a training job (he's in the |

	Police) and he's going for a different training job and he was asking me some stuff, and before I realised it I was just reeling off all these different things. I was like 'my God, who are you'? Ya know and that for me was like 'Christ' and I think 2 years ago I wouldn't have had the confidence in ma knowledge (if you will) of teaching. Not ma subject knowledge, but the knowledge of actually teaching, to be able to do that. So that/it was a really, really big eye opener for me.
Yeah. So, I mean, you've certainly changed, but would you say that you've grown professionally?	Yes, yeah.
In any other ways – then just about your teaching practice, or is there anything else?	Em ... I think the lesson obs definitely have helped. Because, em, it's not so much (ya know) yes, they point out things that need improvement, but they can also confirm things that you're doing right. Ya know, and like [observer's] comments, when he observed me a couple of months ago, was like 'Christ, I wish I'd had a Teacher like you when I was at School, coz I found it really interesting' and I was like 'oh wow'. And that was like a really big confidence booster. And I think that's what it is; it almost em ... it tells you have you can improve (through the lesson obs), but it also gives you the confidence to know that actually you are doing some things right. Because generally the rest of the time nobody tells you whether you're doing things right – they only tell you when you're doing things wrong. So it's nice to have that confidence booster that 'ya, you are doing right'.
Ok. So you mentioned earlier that you don't feel that you've had any support from the College or your Department during the course. Is there anything that you'd like to add about that?	Em just that I think that they need to support more. Because, at the end of the day, they're wanting qualified Teachers, but, ya know, because of the ethos of [the college] people tend to get qualified and then clear off, and you know we just become a training establishment. So, if they want

	the whole College to improve then keep your qualified staff.
What support would you have liked?	Em, I suppose time is the biggest thing. Because you've got all these conflicts of time for your job and then you've got Cert Ed on top of that. D'ya see what I mean? So support from that would be nice. Em, not so much for me now but certainly for the ones that are doing Cert Ed now that have to pay for it themselves. I think it's terrible, a terrible idea. Em and I think the College should be at least financially supporting it. D'ya know what I mean? Em, but yeah, just/it would have been nice to (ya know like) they never/the College never asked to (I suppose you report it), but they never asked about the work you're doing. D'ya know what I mean? They never say 'oh, how are you getting on with that'? 'Oh, how's your action research coming on'? 'Oh that's really interesting'. D'ya know what I mean?

Lyotard's (1979) idea of narrative knowledge, knowledge in the form of storytelling, seemed a natural fit to articulate the participants' experiences. Whilst the stories were co-constructed, the weight of responsibility for their creation, as researcher was mine. Creating the participants' stories was a complex and lengthy process. The time and energy in creating the stories was far exceeded my anticipated time frame – but I believe this was time well spent.

At the 'first grasp' stage in the research, the participants had not been selected. The primary data artefacts were the written work, both formal and informal, the trainee teachers created for their ITE studies. This stage of story construction consisted of the initial analysis of these artefacts where I read and applied initial inductive codes to the as they were written by the participants as course work for their ITE. The enormity of the sheer amount of potential data became clear at this stage. However, I was determined to act meticulously, not to discount any potential data for logistical purposes, and to include all sources, regardless of the workload this would generate. Even at this early stage in the research, I was careful to be sensitive to every nuanced detail the data provided about the participants' lived experiences – an endeavour I remained committed to throughout the research process.

This initial step, of reading and applying initial codes to data, allowed me to identify the potential participants. When the time came to ask the trainee teachers to volunteer as participants, I was heartened to find that all members of the group volunteered. All the trainee teachers were hugely supportive of me: They respected my commitment to continuing my postgraduate study and they appreciated the intention of my research, which was to record, and share their experiences.

As all potential participants had volunteered, I made the decision to select a purposive sample based on my preliminary, first pass from the 'first grasp' stage. I wanted to be sure to select participants who not only had rich stories to share, but also to represent, as fully as possible, the diversity of the whole group in terms of gender, age and teaching experience/length of service, and so represent as broad a perspective as possible of the particular and shared experiences of the group.

Following the formal selection of the four participants, the next stage in my research was the compilation of the complete sets of data for each participant. I created a file for each participant into which each potential data artefact was collated and given a reference code.

With four participants selected from the possible eight there was still a huge amount of data. Care for the participants' experiences of ITE and the development of their professional identity, and their experience of participating in the research were equally important. This phase involved, again inductively, coding the data for each participant's entire collated data set, checking back against the themes identified in the 'first grasp'. This process was undertaken by hand and not with the use of software, as I felt that this disconnected me from the data. I was keen to handle their data sensitively and accurately as I was mindful that this 'data' represented not only their endeavours for their ITE training but also within these documents lay the story of their lived experiences, the highs and the lows of their daily lives, and the secrets and enigmas these held. Examples of the data from this stage can be found in appendix 3.1.

The data was then transcribed in word-processed form, and was collated as both:

- Complete data sets for each participant, with data aligned under the heading of each theme;

- Complete sets of data collated by theme, with data from each participant.

Examples of the data from this stage can be found in appendix 3.2.

The next stage was the deductive analysis of participants' complete data sets using

Kreber's (2013) *dimensions* of authenticity. Again, coding by hand, I re-read and coded the full collection of potential artefacts for each participant, collected over the whole ITE journey against Kreber's model. This too was a time consuming activity, but I was resolute in my commitment to immersing myself in the data so that no small detail was overlooked.   Examples of the data from this stage can be found in appendix 3.3.

I felt the details of the stories started to take shape when I began the 'inspection of detail'. This involved comparing my inductive and deductive coding of complete data sets. As a relatively inexperienced researcher the outcome of this activity gave me some much needed optimism and confidence in my work so far – I remember the conversation I had with my supervisor that I was pleased to note that a number of inductive themes aligned with Kreber's model.

Once I had aligned the inductive and deductive stages of my analysis, I presented these findings in a framework (see appendix 3.4) to the participants individually to ensure they were a valid representation. In our discussion, I explained the process I had undertaken and how I had handled their artefacts. At this stage, all four participants agreed the outline structure of inductive and deductive codes offered an accurate overview of their experiences.

The final stage was undoubtedly the most time consuming, partly due to the amount of coded data, but also because I was concerned that to rush this stage would be to miss the essence of the participants' experiences or to overlook a vital feature. I began by aligning their coded data to Clandinin and Connelly's (1995) ideas of the sacred, secret and cover stories by looking at the participants' experiences through the lenses created by the inductive and deductive analysis. Thus began the process of constructing the participants' stories. The stories became 'live' documents that were constructed in layers, rather like an oil painting, with layers of colour, shade and detail added over time.

The process continued into the participant interviews where the participants' and I looked at their stories-so-far. Interviews were framed around the inductive and deductive codes from my analysis, and the details of my sense of their stories were explored, and I collected more colour, shade, detail and meaning to add to the layered stories.

The interview stage also provided the opportunity for the participants to verify particular details, and to alter or remove of any detail they did not wish to appear in their story. The participants' completed stories, as portrayed in chapter six, were presented to them to read and discuss with me for final proofing and agreement that the stories offered an accurate representation of their lived experiences.

From the very beginning of my research journey, my aim was to tell the stories of undergraduate trainee teachers' experiences. Writing the stories was not an easy undertaking, but I knew that stories were, undoubtedly, the most powerful way to share the participants' experiences with any real essence of their voice. We can all connect with stories. We are all familiar with the idea of story. We all live our lives

through the telling and retelling of stories. Through the telling of the participants'

stories, I believe I have given voice and meaning to their experiences, and as my

research begins to develop an audience, their voices will be heard.

Telling tales out of class

Exploring how the relationship between practice and *praxis* shapes the professional identity of in-service, undergraduate, trainee teachers.
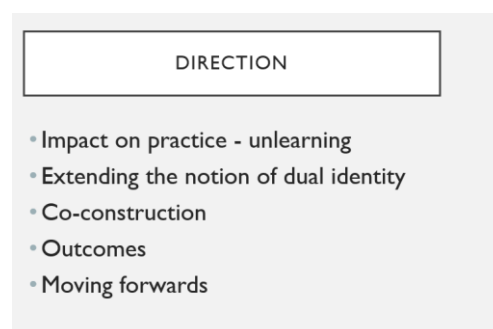
My research stemmed from my experiences and observations of initial teacher education both as a former trainee teacher myself and the changes to my professional identity, and as a teacher educator and programme leader.

I wanted to understand what was happening in the practice and professional life of my students, the trainee teachers in order to better understand the needs, wants and expectations of my students and to able to support their development more securely.

Direction

In this presentation I would like to focus on the following areas:

- The impact on my own professional learning and practice as a result of the research;

- How through my research I have begun to expand the notion of dual identity;

- The influence of co-constructing their stories had for the participants;

- The ongoing impact, to date from my research findings;

- How I plan to continue to move forwards with the research in the future.

Unlearning

For me, the most influential learning for my practice has been the notion of 'unlearning'. I had often wondered why, when the new pre-service trainees would happily engage with new and unfamiliar teaching and learning strategies, the in-service trainees were often reluctant to do so. I wondered why these experienced teachers were reluctant to try new things. The participants' stories explained this to me.

FE teaching can be an all-consuming, over whelming role, with 27 to often, 30 contact teaching hours per week becoming the norm. The demands made on teachers in the sector is ever increasing, and so, in-service teachers are reluctant to relinquish tried and trusted, though often unsatisfactory, ways of working in favour of trying new ideas from their ITE training classes.

Wenger's (1998) work on the duality of *participation: reification* was particularly notable in their stories. In her journal Diana spoke of her expectation that teacher education would 'tell her what do' and 'how to do it'. James thought there was a 'formula for a grade one lesson' that teacher educators could share with him. Reading the participants' journals and speaking with them at length in their interviews, I was struck by the sense of **vulnerability** they felt.

Prior to joining teacher education classes, the in-service teachers had developed teaching and learning strategies some based upon their experiences as students

themselves, and others from their colleagues, as they became peripheral members of the community of practice in which they operated.

For some, this was an enriching experience where they have felt supported and their practice has been scaffolded by their experienced colleagues. For others, through no fault of their colleagues, it was not an enriching and supportive experience. In areas where all teachers are employed for 27-30 contact hours in a working week, how can there be space for community of practice in a genuine sense? The participants' teaching careers began as unqualified teachers who were apprenticed without Masters. In a community of practice that was ill resourced to support them effectively.

Asking in-service trainee teachers to relinquish their existing practices in favour of new, is like asking them to step off the little lifeboat that has kept them safe, if not a little wet and sea sick, and asking them to step off onto the rope ladder of the rescue boat. The first step takes courage. All the steps take courage and energy, and faith in your own ability. It's a long way up.

But it is also a really long way down. With the pressure of work and the demands teachers find themselves under, the participants often felt unable to take the steps necessary to engage with *praxis* – to take the brave step for fear of failing.

As a teacher this has been transformational learning for me. Whilst to some extent I may have been aware of this situation in an *abstract* sense - the bricolage of data and its analysis has shaped their lived experiences to *concrete* understanding for me.

Later in the presentation, I will explain how the idea of 'unlearning' and other outcomes from my research draw together in the pilot work I have been undertaking with the ITE partnership.
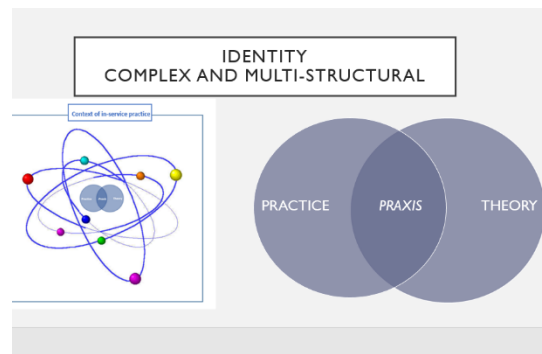

EXTENDING THE NOTION OF DUAL IDENTITY

Extending the notion of dual identity

The literature around teachers in FE largely focused on the notion of dual identity – the past vocational subject/industry role and the new identity as teacher.

As such, dual identity can be regarded as akin to two sides of the same coin. Exploring the participants' stories, I found this to offer an incomplete picture of the participants' professional identity. Rather than a dual identity, shaped by former career roles and their new role as teacher in FE. I found their professional identity to be shaped by a number of factors.

I envisaged this at first as an abacus, with moveable elements that align and detach but this felt to static and linear when actually I believe the process is dynamic and complex, like the structure of an atom.

Identity: Complex and multi-structural

In my schematic depiction of professional identity, the *whole* is set in the specific context of in-service practice. The different elements of professional identity work with
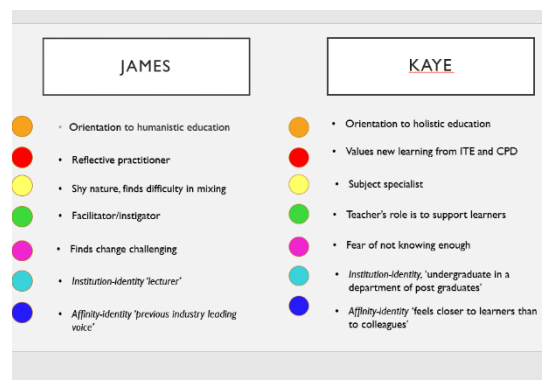

an almost magnetic pull shaping how the teacher operates. For example, the demands of teaching workload may pull the teacher towards practice and away from theory and *praxis.* Or engagement with teacher education pull them towards theory. The elements can be in conflict with one another, past identity as industry leader and new identity as lecturer, or in conflict with the situated context of where the participants work, be that the institution as a whole or the subject area in which they teach.

The elements are not only ever moving but also ever changing. Elements that shaped the participants' identity at the beginning of their training may no longer play a role now, but have been subsumed by other elements, and new elements are added.

To give you some examples of how the model works I have drawn out some of the elements of the professional identity of two of the participants, James and Kaye.

JAMES

James' orientation to humanistic education remained unchanged throughout the research. However, at times this is in conflict with the way he is expected to work.

Reflection on practice was something James found difficult, and shied away from, but over time this changed and reflection on practice is a valued part of his identity.

His shy *nature-identity* is something that shapes the way he operates.

At the beginning of the course James saw his role as an 'imparter (or deliverer) of knowledge' but this has changed over time as he developed theory into his practice and now recognises students as active participants in their own learning.

Yet James finds change challenging. His current *institutional-identity* as lecturer is sometimes at odds with his *affinity-identity* and his former role as a leading voice in his previous career.

KAYE

There have been changes in the elements of Kaye's professional identity.

Kaye began with a strong identity as an instrumental teacher – teaching facts and skills. This developed to a point where she identifies with the holistic nature of FE education and that her role is to support students, and that her role as teacher is to *support* students in their own learning.

Kaye values CPD and other professional learning and sees this desire to develop as a key element of her identity – valuing both pedagogic and subject knowledge. Yet the fear of not knowing enough still plays key role in her professional identity. Which may link to her the *institution-identity* of being an undergraduate in a largely postgraduate subject area. Thus leaving Kaye with a greater *affinity* to the FE students than to her postgraduate colleagues.

I have also considered how my own professional identity can be conceptualised in this way.

During the research, a number of things have changed and my identity professional identity has changed as a result.
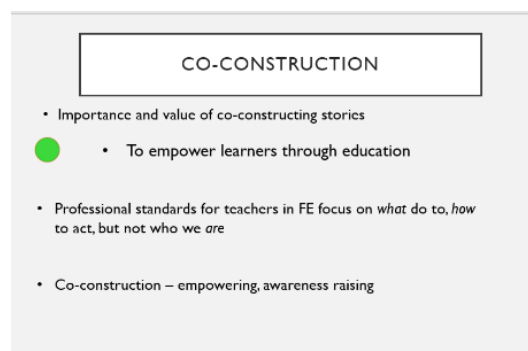

I began with the institutional identity of FE ITE course leader, this changed to ITE partnership programme leader and programme leader of the Post Grad diploma, professional practice on education, moving into academic development work here with the team at UCLan. However, my affinity with other teacher educators remains unchanged. To work alongside colleagues and colleagues as students, I am privileged to do the work I do.

My orientation to constructivist education has only been made stronger through my work as a teacher educator. I have become a researcher, an identity that tales two roles, one as the doctoral candidate, and the other as the researcher working with participants: Identities that are interconnected, and sometimes contradictory.

Nevertheless, my orientation to empower learners' trough education has transferred into my role as researcher. I have a drive to make research informed changes to empower trainee teachers.

Co-construction

This leads me to co-construction. This is
something I promote in teaching and
learning and something I was determined
would shape my research.

My belief that as a teacher I should empower my students through learning remains a
key element of my professional identity.

I had no prior intention of my research being emancipatory, but this is something I
have reflected upon since completing my research. There has certainly been an
element of empowerment, if not emancipation, for the participants through the
process of co-constructing their stories. Firstly, the simple act of my listening to their
experiences was empowering for them, they felt they had a story worth being heard.
But also, in order to share their experiences, they had to articulate them. The dialogic
process of the interviews, based on my initial interpretation of their experiences,
allowed the participants to explore their own experiences and make sense of their own
stories: To think about themselves as professional practitioners in a new light, to find
their professional voice – I listened to them, and now they feel they have a voice for
others to listen to too.

Teacher education is transformational in nature and I think there is a need for us to
support our trainees with this transformation.

Which leads me to the ongoing impact of my research to date.
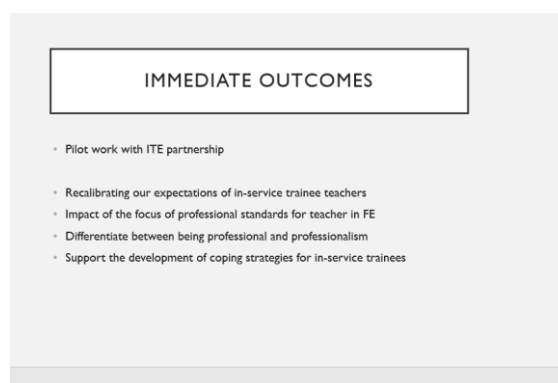
Immediate outcomes

I consider myself incredibly fortunate to work in an ITE partnership that truly has the ethos of <u>partnership</u> at its core.

We constantly strive for improvement, not just in our results data, but also in our support of our trainees' professional learning and development. One may well link to the other, but this is not always necessarily so.

I have also been very fortunate to be on the EdD journey with two partner colleagues. We have acted as critical friends, offering insights into the nature of in-service training and the impact our research findings can play in shaping the experiences of future trainees. Together with these two colleagues and another two who are yet to brave the EdD journey, we have begun to develop pilot work in the following areas:

- Recalibrating our expectations of in-service trainee teachers:

Returning to my finding around 'unlearning', we were all trainee teachers once, some of us were once in-service trainees. But the face of FE has changed beyond recognition in the last 20 years. The environment in which we trained is far, far removed from the current environment of FE. Whilst we think we can empathise with our trainees, we are far removed from our training, and there is always the hint of nostalgia for the past. As an EdD student and full time teaching workload on ITE, I am still largely unable to fully comprehend the enormity of the task my participants and other in-service trainees faced. We need to **not lower**, but **recalibrate** our expectations of in-service trainees.

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- Impact of focus of professional standards:

The professional standards for teachers, both the LLUK standards that were in use at the time of the data collection and the new ETF standards, focus on what teachers *do,* and how teachers should *act*. I am very much in agreement with Jonathon Tummons (2016) who in his article, *Very positive' or 'vague and detached'? Unpacking ambiguities in further education teachers' responses to professional standards in England*, notes that the professional standards for teachers in FE are problematic in that they focus on the teacher should *do.*

When the new professional standards were introduced part way through my research, as a partnership, we spent a great deal of time working with the standards to see how they would support professional learning and how we could best evidence them in the trainees' work. We found the ETF standards, in a technicist approach, largely focus on planning for learning, rather than who we *are* as professionals.

Understanding our professional identify and sense of professional self is a deeply reflective activity. Reflection on practice is an integrated element of the programme, but again the focus is on *what,* and *how* and *why.* A focus is needed to address the change in professional identity our trainees undergo, to support them in understanding and managing this change. However, in an already stuffed programme, with more and more content being demanded every day, finding the space to address the complexity of professional identity in the programme still needs to be clearly demarcated.

The initial work being done in the partnership at present is part of the pre course information and transition resources for trainees as they graduate from ITE. To help them understand the changes that have occurred and what this means to them.
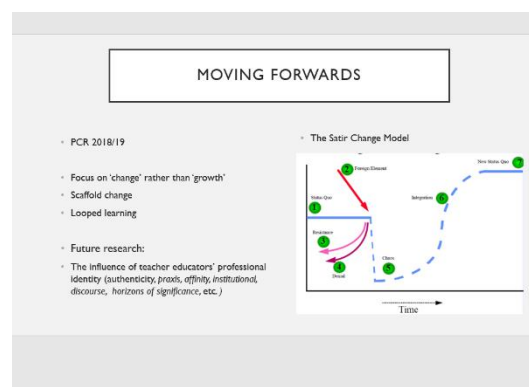
- Support the development of coping strategies for in-service teachers:

The participants' stories expressed their experiences of the difficulty they found in coping with the demands of in-service practice and training. In an ideal world, in-service trainees would have remittance time for training classes, reduced workloads and enhanced departmental support. In the actual world, where FE is squeezed and squeezed, this is unlikely to be the case. However, what we have begun to do as partnership is, whilst we cannot remove the cause of the stress, we can provide support for trainees. Since beginning to interpret the trainees' stories I have introduced to the partnership a number of training events for teacher educators to help them better support their trainees and support them with coping strategies. In addition to support for the trainees as students, with support around enhanced study skills, it has been important to address some of the difficulties raised. Examples of this are:

- Mindfulness training, and promoting its use on classes to help trainees manage stress;
- Coaching strategies and motivational interviewing techniques to help trainees focus and prioritise.

Moving forwards

Moving forwards, as we approach our periodic course review (PCR) event in 2018/19 I am working on with partner colleagues to introduce a 'change' rather than the popular 'growth' model for our trainees.

Satir's (1991) model, which I became aware of over the summer, is rooted in family therapy but has been used successfully in other contexts. The model shows the journey from status quo, through chaos, resistance and denial which clearly reflects the participants' experiences.

As part of our academic development and CPD for our partners we will be looking at Satir's model to help us understand the journey our trainees take and how we can best support and scaffold their transformation throughout the programme.

Moving on with my own research, I intend to focus on the influence teacher educators' professional identity (authenticity, *praxis, affinity, institutional, discourse, horizons of significance,* etc*.)* plays in shaping their trainees identity. I have been very interested in Jim Crawley's (2016) recent text *Connecting Professionals.* I absolutely agree with Jim that teacher educators are well placed to share their vision of a better future for teachers through their own experiences, values and principles. I think exploring our own professional identity as teacher educators in the partnership, the light and shade of our own practices and identity is a worthwhile exercise: To find out who we are, because in the words of Parker Palmer (1997) **"we teach who we are".**

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