

The accidental experts: a study of FE teacher
educators, their professional development needs and
ways of supporting these

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Dedication

This thesis is dedicated to my family: my husband, Julian; my sons, James and Adam; my parents, Elias and Miriam Eliahoo and my sister, Paola Eliahoo.

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I owe a debt of gratitude to all the participants and interviewees who gave up their time and wrote painfully honest comments about their experiences as teacher educators. Many thanks to all the networks which were a great help in contacting people: the Centres for Excellence in Teacher Training (CETTs), the Association of CETTs, the Institute for Learning, the Universities Council for the Education of Teachers (UCET), Teacher educator in Lifelong Learning (TELL), the West London Lifelong Learning Network, Linking London, the HE in FE group and last, but by no means least, my colleagues in the University of Westminster's Teacher Education Consortium of colleges. I would like to thank the University of Westminster for presenting me with the opportunity to do this PhD study, as well as the librarians at the University of Westminster and the Institute of Education for their help.

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Abstract

The aim of the research was to investigate the professional development and support needs of new and experienced teacher educators in the FE system in the South of England. This thesis explored the ways in which teacher educators were recruited, inducted and supported, in order to gain insights into how these aspects of practice could be strengthened or improved in future.

The first chapter introduces the purpose and themes of the thesis and subsequent chapters describe the culture, policy and context of the FE system; the identity and role of teacher educators; the methodology used in the research; followed by data analysis and discussion of findings.

Ten experienced teacher educators were interviewed and their comments analysed. This was followed by an online survey to 270 teacher educators, 70 of whom responded. A focus group was held with 15 teacher educators in order to elicit further perspectives and to help triangulate the data. A further link between interviews and survey was made when some of the views, which the interviewees held in common, were used as statements in the survey. The survey participants were then asked to what extent they agreed or disagreed with the interviewees' statements.

This thesis argues that teacher educators in FE are a little known group whose professional needs are not considered systematically and for whom there are no substantive professional standards - despite teacher educators' central role in the education of new teachers. Certain essential characteristics are required in order to become a 'good' teacher educator, as well as opportunities for professional development, including scholarship and research. However, the learning cultures and work contexts of the FE system, which shape the identity and role of teacher educators, also make their work more challenging due to the differing - or absent - support that teacher educators receive.

Declaration

I hereby declare that, except where explicit attribution is made, the work presented in this thesis is entirely my own.

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Chapter 1 Introduction

1.1 Background and research questions

This thesis focuses on the professional development needs and professional identity of those teacher educators who were tasked with the education and training of new or unqualified lecturers in the Further Education (FE) sector. It examines whether - and how - teacher educators themselves were supported in their practice and proposed ways in which their need for professional development might be met. There is a glossary and list of abbreviations used in this thesis in Appendix A.

In this Chapter, I define the territory in which the research was set, sometimes known as FE or post-compulsory or the Lifelong Learning Sector (LLS). The research questions and rationale for the research related to settings in the South of England are laid out. As a teacher educator with fifteen years' experience in the FE system, followed by five years' experience as a teacher educator based in a Higher Education Institution (HEI), I learnt to appreciate the FE system's ability to provide learners with a second chance – for example, to remedy failure at General Certificate of Secondary Education (GCSE), to take vocational qualifications or to prepare for Higher Education (HE). Having also taught Access students, I discovered at first-hand how the sector could transform lives and renew self-confidence. These observations did not belie the fact that FE experiences severe challenges, which in turn, have an impact on the experiences and professional development of teacher educators.

Part of the rationale for the research reflects my own biography, as I am the daughter of an Afghan-born entrepreneur, both of whose parents had died by the time he was twelve years old and whose limited education had made him determined to provide first-rate schooling for his daughters. The importance of a good education was stressed during my childhood, especially as I struggled at first, since English is my second language. My French mother's education was interrupted by the Second World War and both my parents set great store by continuous self-improvement through education and reading, with several rooms at home filled with auto-biographies, history books, classical literature and contemporary novels in English and French. I believe that my parents' influence can be seen in my respect for education and auto-didacticism and in my view of education as a transformative process and as a means for social justice.

My early struggles with the English language gave me a respect for nuance and the cultural differences between speakers of different languages, reflected in one's choice of words. At the start of my career as a journalist, we were taught not to comment on news items, but to report them 'fairly and in full, without putting yourself in the story'. This news reporting approach led me to eschew the idea of writing the thesis as a self-study. I felt that, for me personally, a self-study thesis would be restricting and self-referential, since I wanted to explore issues of teacher educators' professional identity and professionalism in the wider FE system in the South of England.

In this thesis, the concept of professional identity links to the Institute for Learning's (2007) definition of 'dual professionalism', where occupational expertise blends with vocational teaching. Professional identity thus refers to the differing capabilities that teacher educators may possess, as also reflected in the model developed by LONCETT (Nasta, 2009, p. 17) to classify the different capabilities required in becoming a vocational teacher:

... three broad categories for representing the capabilities that apprentice teachers develop on their journey to becoming expert teachers. These were specialist teaching, general teaching and organisational aspects.

My journalism training had also made it harder to be reflexive in this research as I felt that self-conscious reflexivity was on the borderline of being:

...self-indulgent, or narcissistic, or lacking in method or validity or too literary and not theoretical enough (Davies et al., 2004, p. 361)

There were tensions in my use of reflexivity where I was both subject and object of study, and it was necessary to realise that even my choice of literature had been influenced by my experiences and what resonated with my experiences in the field. Davies et al. recommend the removal of clichés and value-laden explanations from writing and treating one's own story as though it were a stranger's, using concrete details unembroidered by metaphor (Davies et al., 2004, p. 372). I have tried to do this where appropriate.

My interest in this research was borne from frustration at the lack of support, induction and mentoring of many new teacher educators in the FE system. As a new college teacher educator, I was fortunate to be mentored by an experienced teacher educator who team-taught with me, double-marked and did joint teaching observations, all without any payment

or remission from her teaching time-table. As a beginning teacher educator in an HEI, I was given three different mentors: an administrative guide as well as two professional development mentors who team-taught, did joint observations and second marked my students' work with me.

I wanted to know to what extent teacher educators in the FE system in a specific region were supported and inducted and how best to meet their specific need for professional development as teacher educators.

My research questions were:

- What are the characteristics and professional identities of teacher educators in pre-service and in-service Initial Teacher Education in the FE system in the South of England?
- To what extent are teacher educators inducted and supported in their role and, if so, in what manner?
- What are the professional development needs of beginning teacher educators and what implications might these have for the delivery and content of teacher education pedagogy?
- What might be required to create a flexible model of professional development for teacher educators?

The research questions were designed to elicit the narratives and opinions of teacher educators in the FE system, following a period of unprecedented government intervention in Initial Teacher Education (ITE). From the 1990s, the FE system became a major policy priority in an effort to raise economic output and to bring about a more inclusive society (Crawley, 2009). The Labour government focussed on raising the quality of teaching in the sector and in September 2001 teaching qualifications became compulsory (Lucas, 2004b). An era of rapid regulation ensued via professional standards, assessment units and an annual endorsement process, which were imposed by an employer-led body. This combination of contextual and policy factors provided teacher educators with significant challenges to their professionalism and raised questions about their own professional identity and professional development needs.

Through the collection and analysis of the personal and professional narratives of teacher educators from interviews, an online survey and a focus group, I have tried to give voice to an under-represented group of professionals.

Chapter One is an introduction to the thesis which defines my terms, presents a rationale for the research and explains the conceptual and theoretical framework.

Chapter Two explores the culture, policy and context of the FE system in England with a brief history of reform and modernisation since colleges were incorporated in 1992. This chapter also examines the literature on learning cultures in FE as well as the regulatory framework for ITE in the FE system.

Chapter Three examines the literature on the role, professional identity and professional development needs of teacher educators in FE; what might make a 'good' teacher educator and the tensions which might arise from the transition from teacher to teacher educator.

Chapter Four explains the methodology and design of the thesis, including research methods, sampling, ethical concerns, rationale for the design and data analysis of the interviews, survey and focus group, whilst addressing issues of epistemology and ontology in the thesis.

Chapter Five analyses exploratory case studies of ten experienced teacher educators, five from FE and five from HE. The chapter begins with the interviewees' backgrounds and analyses their comments concerning themes such as the priorities of teacher educators in FE; their reasons for choosing to become teacher educators; their professional knowledge, dispositions and skills. The chapter discusses their views about what makes a 'good' teacher educator; the need for research and scholarship within the profession; what kinds of peer mentoring and induction might be needed; what were the professional development needs of teacher educators at different stages in their careers and how to meet these.

Chapter Six analyses the seventy responses to an online survey, exploring participants' backgrounds, their own induction and professional development needs, how these changed over time and how these might be met in future. The chapter examines the challenges and rewards of teacher education, as well as ethical dilemmas and the tensions which arose from various constraints. It analyses their comments about the possible need for qualifications, support and/or professional development for teacher educators; what kinds of experience would be appropriate for beginning teacher educators; and whether in-service or pre-service provision might require differing types of support.

Chapter Seven analyses the comments collated from a regional focus group regarding their own induction and support when they started out as teacher educators. It also examines their suggestions for improvements to induction and support in future and what a minimum level of such support might comprise.

Chapter Eight discusses the findings of the data linking these to the literature and making possible recommendations for the future.

1.2 Definitions

The definition of FE (LLUK, 2007c) has remained both contested and malleable, with a plethora of terms used interchangeably, including the post-compulsory sector, the Learning and Skills Sector (LSS), the FE system and the Lifelong Learning Sector (LLS). The 1996 Education Act defined Further Education as full-time and part-time education for people who are over compulsory school age, including vocational, social, physical and recreational training; and excluding secondary education or higher education. According to the Independent Commission on Colleges in their Communities (Sharp, 2011) which was set up in January 2011 to investigate the role that English FE colleges play in their communities, this large and diverse sector included:

...general FE colleges, sixth-form colleges, land-based colleges, art, design and performing arts colleges and specialist-designated colleges, and serves a range of learners of different ages. Apart from the UK home nations, no other country's further education system mirrors the English system in terms of its diversity and reach. (Sharp, 2011, p. 4)

FE was one of the five key constituencies which together made up the Lifelong Learning Sector (LLUK) and which were, until 2011, within the remit of LLUK, the sector skills council tasked with supporting employers who deliver lifelong learning. These key constituencies were:

- Further education
- Higher education
- Community learning and development
- Libraries, archives and information services
- Work-based learning

The nature and culture of the institutions within these different areas were crucial to the nature of the teaching and training of their staff. For example, as autonomous institutions, HEIs themselves had no statutory requirements concerning ITE and the training of new lecturers was subject to neither regulation nor prescription. In contrast, from 2001, FE institutions were required to train their lecturers (Lucas, 2004b). Although the FE system included work-based learning (WBL) providers, research suggested that due to differences in funding and context in WBL and due to a perceived lack of flexibility in ITE programmes, WBL providers were reluctant to comply with regulations about the training of their staff (Samson, 2009a).

Following the Foster report in 2005 *Realising the potential: a review of the future role of FE colleges*, the Labour government promoted the FE system as an engine for economic growth on the one hand, whilst burdening FE with recurrent top-down reform, an unduly complex funding regime and state micromanagement on the other hand (Sharp 2011, p. 5).

Primarily local in nature, FE institutions provided firstly, accredited courses in vocational, specialist and academic learning and secondly, non-accredited courses for community and personal development. Their highly diverse learning programmes and qualifications ranged from Entry level to HE in FE courses. In 2009-10, English FE colleges educated and trained 3.4 million people; 44% of those achieving a Level 3 (A-level equivalent) qualification by the age of 19 did so at a college; and colleges were responsible for a quarter of all apprenticeships delivered in England (Sharp, 2011). The sector began to encompass a wider student spectrum: from pupils of 14 years and over, who wish to pursue vocational qualifications in colleges to those students who wished to study at undergraduate level in colleges offering HE in FE. The sector's evolving structural and curricular complexity inevitably impacted on the environment in which teacher educators practise.

In addition, the terms Initial Teacher Training (ITT) and ITE (ITE) (White, 2011) are used interchangeably in the FE sector. Even Ofsted use both these terms in their guides for Inspectors of schools and FE colleges. The Standing Committee for the Education and Training of Teachers (SCETT) (Sharp, 2011) observed that few education policy-makers would now argue that school-teachers need educating rather than training. SCETT (2011) called for a debate and reinvigoration of terms, in order to defend teacher education rooted in Universities, and to oppose the Coalition government's proposal for school-based, on-the-job training. I would also argue in favour of an educative model whose goal is to help

trainees to reflect on their practice and how this links to theory and literature and will, therefore, use the term Initial Teacher Education (ITE).

Taking the broad definition that teacher educators are those who actively facilitate the learning of trainee teachers and lecturers, this can include mentors, subject learning coaches and staff developers. Despite the key role that teacher educators play in improving the quality of the teaching profession in the FE system, very little attention has been paid to their selection, recruitment or training. For the first time, the new Learning and Skills Improvement Service (LSIS) qualifications (LSIS, 2013c), mentioned that teacher educators delivering Level 5 qualifications must have a teaching qualification equivalent to Level 5.

Teacher educators in the FE sector have to be skilled and flexible enough to prepare people to teach in adult and community education, prisons and secure environments, private and work-based training providers as well as FE. Although a majority of teacher educators in the sector are based in FE colleges, they teach and support trainees either on University-accredited or awarding body-accredited courses. This research examined firstly, the ways that teacher educators were supported and inducted into their role, as this remains opaque in the literature about the FE system. Secondly, it asked which skills, characteristics and attributes make teacher educators effective. Finally, the thesis analysed what teacher educators' professional development needs might be and argued how these needs could be supported sustainably in order to produce effective practitioners.

Although the research focused on FE, it considered both pre-service and in-service ITE in universities and colleges in the South of England and explored the ways in which the professional development needs of these teacher educators changed over time. The experiences and reflections of expert and novice teacher educators were examined in order to determine the implications that these might have for the delivery and content of teacher education pedagogy.

The scope of this thesis was restricted to the FE system, as opposed to the Lifelong Learning Sector (LLS) as a whole, as the latter was too diverse. The focus was on teacher educators working in FE in the South of England in the period following the Further and Higher Education Act in 1992, which removed FE colleges from local authority control and established the Further Education Funding Council (FEFC). This was a major turning point for FE colleges which gained independent corporate status at the same time that their

Boards of Governors were required to have 50 per cent business and industry representation and a maximum of 20 per cent local authority representation.

We will return to the other implications of incorporation in Chapter 2.

1.3 Rationale for the research

Differences between in-service, pre-service, Higher Education (HE) and FE ITE – and their implications for the pedagogy of teacher education - were also under-researched (Boyd and Harris, 2010; Cochran-Smith, 2003; Koster *et al.*, 2008; Lunenberg, Korthagen and Swennen, 2007; Murray, 2008; Swennen and van der Klink, 2008). Most of the studies of teacher educator development in the last 20 years tended to focus on ITE in primary and secondary schools (Boyd and Harris, 2010) which was usually all-graduate and pre-service, and, in the case of secondary schools, subject-specific. In addition, many of the texts on the pedagogy of teacher education described personal self-study journeys linked to the pedagogy of schools teacher education (Bair *et al.*, 2010; Hogg and Yates, 2013; Jasman, 2010; Williams and Ritter, 2010; Wood and Borg, 2010; Yaffe and Maskit, 2010).

Those who taught in FE colleges were usually employed with professional and high level vocational qualifications in order to teach on vocational programmes and they might not necessarily have a degree. Around 90% of FE staff in England were employed without any previous teacher training (Ofsted, 2003) and were then placed on an in-service course (Orr and Simmons, 2009), although this picture may be changing due to the increase in HEI tuition fees following the Browne Review (2010). In 2012, some HE providers of ITE in the FE system considered their provision to be at risk and some colleges were starting to develop pre-service provision over one year, rather than continue with in-service provision part-time over two years (Crawley, 2012a). A report by the Association of Colleges to DBIS on the initial training of FE teachers (AoC, 2011), said that there was evidence of a downward trend in levels of recruitment of new FE lecturers in the three years to 2011, with a reduction in the number of teaching vacancies. Despite this, 53% of respondents felt that ITE provision would remain the same in future, with 17% expecting an increase in demand for ITE in the sector.

Unlike newly qualified primary and secondary teachers who have made the transition from subject expert to teacher during their mainly pre-service teacher training, FE lecturers were more likely to experience a 'dual professional identity' at the start of their employment as

both employee and learner, which Orr and Simmons (2009) argued may be detrimental to their practice.

Many have to quickly manage full teaching timetables and so have little time to develop their practice, which favours conservative approaches to pedagogy. This is exacerbated by government reforms that have added to the bureaucratic elements of both teacher education and FE more generally. These tend to reinforce a limited perception of teaching as primarily technical, all of which means that coping is prioritised over developing teaching. The professionalism and pedagogy of FE teaching are thus restricted. (p.2)

Orr and Simmons found that there were conflicting expectations made of trainee teachers. For example, they were considered to be apprentice teachers who were still developing their practice, yet they were also expected to undertake the full role and responsibilities of an employed teacher. Trainees' experiences differed depending on highly localised factors, such as individuals' access to support at work and their control over workload, but they tended to hide their professional identity as beginner or trainee in order to avoid exposing any perceived weakness (Orr and Simmons, 2009).

However, the pre-service model in which experts, working within universities, teach a body of knowledge to prospective teachers had its problematic side. For example, as teacher trainees gained experience, many notions and educational concepts developed during teacher education may be 'washed out' during their teaching practice (Korthagen and Kessels, 1999). Zeichner and Tabachnick (1981) cited in (Korthagen and Kessels, 1999) pointed to research which cited a number of factors causing shifts in trainees' perspectives: the influence of teaching colleagues, norms of schools, pupils, school managers who participate in the evaluation of student teachers; and finally, university teacher education itself.

In addition, teacher educators had limited control over much of the content and pedagogy of ITE (Orr and Simmons, 2009), partly due to the sector's increasingly policy-driven and fast-changing nature and partly due to the standards and competency frameworks used in ITE. In order to mitigate the effects of such central control over the ITE curriculum, in my role as consortium programme leader for a Certificate in Education/Professional Graduate Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector), I ensured that

our revalidated CertEd/PGCE (DTLLS) curriculum was written collaboratively with the course leaders of all our partner colleges. In addition, I worked closely with the co-ordinators of local Centres for Excellence in Teacher Training (CETTs) and we jointly arranged, prepared and delivered a number of teacher education sessions during which teacher educator colleagues indicated that they had been supported through a mixture of mentoring, joint planning, self-study and team teaching in an informal and collegial manner. Their experiences mirror those of similar teacher education practitioners in our sector (Harkin, 2009).

My own experience of recruitment into the ranks of teacher educators is similar to those of my CETT colleagues, but this route is not one I would recommend - dependent, as it is, on formulating one's own curriculum from a base of ignorance and happenstance. Harkin (2009) pointed out that some teacher educators had a weak knowledge base in theories of teaching and learning; the social factors in learning; as well as the history and development of the sector (p.14). This was echoed by participants in CETT sessions. When colleagues asked new teacher educators to identify areas in which they would like urgent support, the top item was 'theories of teaching and learning'.

1.4 Conceptual and theoretical framework

The overarching issue being addressed in my research was: how are those who are responsible for the support and guidance of novice teachers prepared for their roles in the LLS? The first research question, *What are the characteristics and professional identities of teacher educators in pre-service and in-service Initial Teacher Education in the FE system in the South of England?* relates to the complex identities of teacher educators in ITE in the FE system in the South of England. Becoming a professional educator needs a mixture of practical experience, knowledge and theory (Korthagen and Kessels, 1999, p. 7). Little was known about teacher educators in Further Education in England (Noel, 2006; Simmons and Thompson, 2007; Thurston, 2010) but the evidence above suggested that teacher educators were chosen in an ad hoc manner by other teacher educators and largely in their image. The conceptual framework therefore included theories of learning in relation to work and work-place.

The theoretical framework for the research included concepts and analytical language drawn, firstly, from the work of Lave and Wenger, whose model of situated learning proposed that learning involves a process of engagement in a community of practice (Lave and Wenger, 1991, p. 32). This related to the second research question, *To what extent are*

teacher educators inducted and supported in their role and, if so, in what manner? which examined how this community of practice was inducted and supported. Situated learning theories stress the importance of participation in professional learning and development. Becoming a teacher requires more than absorption of a curriculum, teaching standards and competences; it requires a social process which Lave and Wenger described as 'legitimate peripheral participation' (Lave and Wenger, 1991, p. 32). The trainees are thus part of the 'teacher' group and not just disinterested observers, but they are also peripheral because, to some extent, they remain on the outside looking in - at least until teacher educators have completed the process of introducing trainees to what it means to become a teacher in the FE system.

This social model of learning, which developed from Lave and Wenger's studies of apprenticeship learning (1991), is intended to develop a community of practice, in which trainees forge a new professional identity and develop dual professionalism, as subject experts and as teachers. Beginning teacher educators would thus have to take on a third aspect of professionalism (Loughran, 2006): as subject expert, teacher and teacher educator.

Although the concept of communities of practice has become an influential model of learning, it was seen as an aspiration in the context of this research, rather than a theoretical explanation of current practice. Its critics describe the limitations of the model (Hughes, Jewson and Unwin, 2007), for example, that it overlooks the importance of construction in social learning, relies too heavily on a notion of continuous participation in a limited number of settings and does not take into account the pressurised nature of contemporary workplaces (Unwin, 2003).

For the third research question, *What are the professional development needs of beginning teacher educators and what implications might these have for the delivery and content of teacher education pedagogy*, it was important to examine the kinds of knowledge that teachers and teacher educators need, in order to teach well. The indicative syllabus content for ITE (LSIS, 2013c), which is linked to government-backed standards and competences, (LLUK, 2006) prescribed a body of pedagogical knowledge for trainees; but trainees need to develop in addition wise, practical reasoning. Eisner (2002) used the Greek concepts of *episteme* (true and certain knowledge) and *phronesis* (wise, practical reasoning) to explore the conditions for excellent practice and these ideas were further developed by Korthagen and Kessels (1999) and Loughran (2006). Eisner's conclusion was that even phronesis does

not give teaching practitioners all they need to know: teacher education, he argued, needed to move away from 'standards-driven reform' and start to move towards an understanding of artistry:

...that is, how people learn to make things well. Artistry is most likely when we acknowledge its relevance to teaching and create the conditions in schools in which teachers can learn to think like artists (Eisner, 2002, p. 384)

Although Eisner's comments related to creating a new kind of school culture where the growth of teachers was taken seriously, his conclusion is telling for teacher educators:

Schools need to create a shared way of life that provides a medium for growing teachers, for ultimately the growth of students will go no farther than the growth of those who teach them. (Eisner, 2002, p. 384)

Substitute 'colleges' for 'schools' and the same need for a nurturing environment applies.

A third theoretical perspective related to the last research question: *What might be required to create a flexible model of professional development for teacher educators?* Fuller and Unwin (2010) interpreted the use of the apprenticeship model to describe the training of teachers. Their approach categorised company apprenticeships, placing them on a continuum that is either expansive or restrictive (Fuller and Unwin, 2004). Fuller and Unwin argued that expansive apprenticeships create a stronger and richer learning environment (2010, p. 411) leading to the creation of learning opportunities which foster deeper approaches to learning (Marton and Saljo, 1984) as well as fostering 'the work of the imagination' (Wenger, 1998).

A fourth theoretical perspective replaced dualist views of learning as either individual or social, seeking a new paradigm which combined both cognitive and situated learning approaches. Hodkinson et al (2008) used a theory of learning cultures to explore how and why situations influence learning, alongside a cultural theory of learning which explained how and why people learn (Hodkinson, Biesta and James, 2008).

Arguing that learning takes place not only at work but in educational contexts as well, the authors presented a cultural theory of learning which posited that individual learning can be addressed from a broadly situated or socio-cultural perspective (2008, p. 30). Drawing on

Dewey's argument that learning is not only a practical activity, but it also involves our minds as well as our interaction with our environment, the authors stressed that social learning:

... is not outside the individual but exists in and through interaction, participation and communication (Hodkinson, Biesta and James, 2008, p. 38).

The authors used Bourdieu's conceptual tools of *habitus* as well as *cultural, economic* and *social capital* in education (Bourdieu, 1986; Sullivan, 2002) in order to explain their assertion that both cognitive and situated learning approaches must be considered in tandem.

Bourdieu (1977) coined the term *habitus* to point out that people were always socially positioned, possessing durable dispositions which may be tacit and which may develop over time. Hodkinson et al explain learning as:

...a process through which the dispositions that make up a person's habitus are confirmed, developed, challenged or changed. (Hodkinson, Biesta and James, 2008, p. 39)

They argued that participants can contribute towards the reconstruction of learning cultures, depending on their position, disposition and the various types of capital that they possess. They highlighted the dangers of conflating learning with identity formation and prefer to use the metaphor 'learning as becoming' to transcend individual situation and learning cultures.

Their interrelated theories were developed from a four-year longitudinal project, *Transforming learning cultures in Further Education* (TLC) which examined the major influences on teaching and learning in FE colleges in England between 2001 and 2005 (James and Biesta, 2007; Peim and Hodkinson, 2007; Postlethwaite, 2007; Postlethwaite and Maull, 2003). The project showed that there were numerous influences on learning in FE, including the positions, dispositions and actions of students and tutors; their interrelationships; the location and resources of each learning site; syllabus and course specifications; college management and procedures; funding, inspection and government policy; wider vocational and academic cultures; as well as wider social and cultural values and practices.

Essentially, multiple perspectives on learning are necessary in order to understand learning cultures and their meaning. The learning cultures approach is valuable as it can be applied to a whole sector, such as the FE system, or to a number of college sites or to one college, through comparisons of their common and distinctive features. The project helped to shed

light on learning cultures in the FE system as a whole, rather than seeing FE only through the lens of successive policy and legislative events, or as a collection of similar institutions, students and staff. FE colleges were conceived as 'historical tapestries...made of local or regional fabric' (Colley *et al.*, 2007, p. 59) and the theories developed from the project helped to identify interconnected and meaningful threads in order to form a more coherent narrative.

This introduction highlighted four different perspectives which informed the conceptual and theoretical framework of this research.

1.5 Research design, methodological approach, methods of data collection and consideration of ethical issues

The research design used mixed methods as this provided a flexible and responsive methodology encompassing different research methods and types of data within a mix of qualitative and quantitative methods (Brannen 2005). I chose a purposive sample of ten experienced teacher educators to interview in order to create exploratory case studies. Half of the interviewees worked in Universities and half worked in FE colleges. I wanted to give voice to experienced teacher educators in the FE system, as well as surveying a wider sample through an online questionnaire. The interview schedule used a semi-structured approach and included prompt questions focussed on induction, mentoring and the CPD needs of novice and experienced teacher educators.

Analysis of the case studies informed the design of an online survey which was completed by teacher educators and formed an additional source of data for the study. Furthermore, the interviews encouraged veteran teacher educators to reveal how their life experiences affected their own attitudes and approaches to teaching and learning.

Finally, members of a teacher trainer forum were asked to describe their experiences of induction and support and to put forward their own proposals for future practice. The latter evaluations provided a further source of data.

The research design, methodological approach, methods of data collection and consideration of ethical issues are explained in greater detail in Chapter 4.

1.6 Concluding remarks

There was only a small body of research on teacher educators and their pedagogical practices which was mainly schools-based (Boyd and Harris, 2010; EPPI-Centre, 2004;

Murray, 2005b) or which had an international focus (Korthagen *et al.*, 2001; Koster and Dengerink, 2008; Loughran and Russell, 2007; Lunenberg, Snoek and Swennen, 2000). We did not know how teacher educators in FE in the South of England were chosen for their role or in what manner they were inducted and/or supported. We also did not know what their professional development needs might be, either as beginning teacher educators or as more experienced teacher educators. Without this information, it is hard to identify which models of professional development might be appropriate.

Chapter 2 considers the culture, policy and context of ITE in the FE system.

Chapter 2 ‘It really is that bad’: the culture, policy and context of the FE system in England

2.1 Introduction

This review of the culture, policy and context of the FE system examines firstly, the extent to which teacher educators were influenced by their context; and secondly, the ways in which they mediated negative factors, with the aim of identifying and refining relevant research questions.

I searched library databases for relevant journal articles, books, reports, dissertations and other publications and sought recommendations to examine published, unpublished and grey literature from professional networks, from colleagues and from conferences which I attended, such as the Institute for Learning (IfL), British Educational Research Association (BERA), Universities Council for Education and Training (UCET), Lifelong Learning UK (LLUK), Learning and Skills Improvement Service (LSIS), Office for Standards in Education (Ofsted), Centres for Excellence in Teacher Training (CETTs), Teacher Trainers Network, HE in FE, Linking London, West London Lifelong Learning Network, Teacher Education Advancement Network, Teacher Education in Lifelong Learning and the European Association for Practitioner Research on Improving Learning in education and professional practice (EAPRIL). The review was also informed by my knowledge and understanding, firstly as a practising lecturer in FE from 1992 to 2008, and secondly, as a practising teacher educator since 2002.

Two main themes, with sub-themes, evolved from the review of the culture, policy and context relating to teacher educators.

The first theme examined the culture of the FE system in England, set in a context of reform and modernisation, which had led to a growth in managerialism. This theme also explored recent studies of teacher educators and to what extent the latter had been affected by learning cultures in the sector.

The second theme set out the regulatory and policy framework for ITE in the FE system after incorporation in 1992. Following the election of New Labour in 1997 a new policy cycle, with new rhetoric and new intentions began, a part of which was the establishment of Centres for Excellence in Teacher Training.

2.2 The FE system in England

2.2.1 The culture of the FE system in England

The overriding characteristics of the FE system in England are its diversity and the pace and extent of policy change. Its very name is subject to change and it is often conflated with the LSS, the LLS, the Post-Compulsory Sector and the Tertiary Sector. The boundaries between all these sectors are especially blurred for teacher educators, as trainees from all these areas are taught in colleges of further education, mainly on in-service, part-time courses. At the time of writing, only about ten per cent of FE teacher trainees were taught on pre-service courses and these tended to be offered by Higher Education Institutions (HEIs) (Ofsted, 2003; Orr and Simmons, 2009; UCET, 2003). I therefore elected to refer to 'the FE system' which reflected better the complexity and interconnectedness of FE.

In its analysis of workforce data from the Staff Individualised Record (SIR) dataset for FE colleges in England for 2011-12, LSIS (2013b) estimated that there were 228,000 staff working in general further education colleges in England (see Table 2.1). LLUK (the sector skills council responsible for professional development) followed by LSIS (its successor) included over 339 UK FE colleges, national specialist colleges, sixth form colleges, special colleges (agriculture and horticulture, art, design and performing arts) and specialist designated colleges in their database. The work of these FE institutions was primarily concerned with post-compulsory learning, although the sector encompassed work-based learning and community-based learning provision, plus institutionally-based programmes. These were the most up-to-date figures as LSIS ceased operation in July 2013.

LSIS, and its predecessor LLUK, did not have reliable methods of identifying the precise number of staff in FE institutions and used individual contracts as a proxy for individual members of staff. However, between ten per cent and 15% of FE college staff held multiple contracts so the actual number of staff is approximately 85 to 90% of the total number of staff records.

Table 2.1: Institutions and staff in FE in England			
Year	Number of FE institutions	Number of staff	Data set origin
2006/07	374	175,025	LLUK
2007/08	369	263,257	LLUK
2008/09	365	268,294	LLUK
2009/10	357	247,859	LLUK
2010/2011	336	216,962	LSIS
2011/12	339	228,000	LSIS

The data from 2006 to 2012 was taken from Staff Individualised Records (SIR) collected by LLUK and then by LSIS. The SIR data collected by LSIS in 2011-12 was based on responses from only 266 FE colleges in England, which represented about two thirds of all colleges in the sector and compared to 336 responses for the 2010-11 data set. SIR data collection was not compulsory and responses had fallen in recent years. The lack of response in 2011 may also have been influenced by the announcement that LSIS would cease operation in July 2013.

The steady decline in the number of FE college institutions (from 374 in 2006/07 to 339 institutions in 2011-12) was, in part, due to college mergers. The decline in institutional numbers reported was also, to some degree, due to a change in the way that backfilled data submitted by colleges was used. Before 2011-12, college data which had been submitted to LLUK up to five years previously was included, when no more recent submission was available. For 2011-12, data submitted only two years beforehand was used, in order to ensure that the information remained as current and accurate as possible. The percentage of records which were backfilled is 34%. In addition, the sharp increase in the total number of staff between 2006/07 and 2008/09 (175,025 to 268,294) was partly due to the inclusion of national specialist colleges in the data collection for the first time in 2008/09.

In an analysis of the SIR data for 2011-12 (LSIS, 2013a) LSIS calculated that 63.5% of all FE college staff members were female and 36.5% were male. However, of these, the percentage of female staff working part-time rose to 70.9% – this gender profile had not changed significantly since 2006/07.

The average age of teaching staff in 2011-12 was 46 years and the average age of all staff was 45, although the detailed age distributions over time suggested that there was a steady influx of new staff who were approximately 30 years old. How long they stayed in the FE system was a moot point, as FE lecturers noted that staff shortages and staff turnover in colleges contributed to increasing workloads (Neathey, 2005, p. 21). In addition, with the abolition of the default retirement age, there might be a small increase in the number of older members of staff staying on in FE.

In 2011/12, 79.4% of teaching staff were white British, with Greater London recording the highest percentage of black and minority ethnic (BME) teaching staff (38.7%) compared with 20.1% BME teaching staff in England.

The complexity of the FE system requires teacher educators to be skilled and flexible enough to prepare people for teaching in adult and community education, prisons and secure environments, private and work-based training providers as well as further education. Teacher educators therefore need to consider the variety of prior learning of such a diverse teaching workforce. Although the common career trajectory for school teachers is school to University to teacher training then back to school teaching (Nasta, 2007), many teachers in FE enter teaching as a second career, following work in industry, commerce or public services and they may possess a plethora of different levels of prior qualifications. Their vocational or subject expertise is traditionally prioritised by FE over their teaching proficiency (Orr and Simmons, 2009) because of the currency and breadth of their practical knowledge.

Student teachers are also expected to cultivate 'elastic' subject knowledge, as they are often asked to teach in areas related, but different from, their original expertise. Crawley (2005) suggested that a review of a single FE college prospectus could identify up to 200 subject specialisms (the average school prospectus might cover up to 15 to 20 subjects). Fisher and Webb (2006) detected a clear trend towards the disintegration of disciplines within the FE system.

For example, in one consortium of colleges running the same Diploma in Teaching in the Lifelong Learning Sector (DTLLS), numeracy as a subject might appear in the Skills for Life department of a college as well as the mathematics department; a physics teacher might teach chemistry, biology, maths or even anatomy on a beauty course. A photography lecturer might be asked to teach history of art or graphic design. A construction teacher might also be asked to teach plumbing or electrical installation. This curricular and pedagogic 'super-complexity' (Barnett, 2000) does not generally occur in the secondary school sector, where ITE was categorised by subject and taught by specialist teacher

educators. Although Barnett's description of 'super-complexity' is applied to Universities, it could be applied to the FE system, where teachers are not just facing a surfeit of policy initiatives, changes of direction and college re-structuring, but also facing multiple frameworks of understanding, of action, and of self-identity (Barnett, 2000).

Due to the sector's diverse curricula - covering the 14-19 curriculum, apprenticeships, work-based and adult and community learning - and also due to the unremitting pace of managerial and externally-imposed initiatives (see Table 2.2: Government legislation affecting post-compulsory ITE 2000-2013), the sector suffers from fragile and fragmented cultures (Gleeson and Shain, 1999). There may be many occupational communities co-existing within individual colleges or training organisations. This fragmentation may have further eroded the fragile professional identities of teachers, teacher educators and trainees in the sector. Mather, Worrall and Seifert (2008) are academics specialising in industrial relations and management who stated that the increasingly market-oriented approach to the FE system demanded by government (see Table 2.2), had diminished the professional status of teachers in colleges. They suggested that this is not only due to the pace of change, but also to the exigencies of cost-cutting - even before the 2008 recession began - an increase in centralised control, the reduction in autonomy and professionalism and adoption of more managerialist approaches.

However, individuals within the FE system combat this managerialism through a process of 'strategic or creative compliance' (Gleeson and Shain, 1999, p. 488). This might involve, for example, middle managers' minimalist approach to the dictates of management or 'creative mediation' (Gleeson and Knights, 2006, p. 284) where lecturers connect professionalism with more democratic forms of accountability and governance (Gleeson and Knights, 2006, p. 290; Gleeson and Shain, 1999). A desire to contest managerialism can also be seen in some trainee lecturers' reluctant compliance with tutors' requirements on ITE courses due to reservations about the efficacy of inspection and performative processes (Lawy and Tedder, 2012, p. 315).

Other researchers (Spours, Coffield and Gregson, 2007) noted that in a complex system such as education, meso-level actors (such as organisational or institutional factors) used mediation to filter or re-contextualise national policy, or to translate (or mis-translate) policies at a local level (Coffield *et al.*, 2007). As Jephcote and Davies said:

There are ways in which, for a variety of motives, agencies, teachers, pupils and others work either to support or subvert and reinterpret policies passed down from above (Jephcote and Davies, 2004, p. 547)

Hoyle and Wallace (2007, p. 19) described a similar approach which they call 'principled infidelity' where schoolteachers 'work round' educational reforms whilst trying to maintain their professional values. This also applied to lecturers and teacher educators in the FE system.

2.2.2 Reform and modernisation

Teacher training in technical and further education colleges only began after the Second World War (Bailey, 2007). This was due to the relatively small amount of technical education in England, the post-Victorian lack of regard for technical education in England and the recruitment of mainly part-time teachers from industry for part-time, evening course provision (Bailey, 2007). A number of reports have identified the need for the development of higher level technical skills and the weakness of the 'skills and education system' in addressing these (Davy, 2012) from the Samuelson report (1884) to the Skills Commission (2010).

Bailey cited the Association of Technical Institutions' comment that teacher training in technical and further education was seen after 1945 as 'inconvenient and financially unattractive' Bailey (2007). However, there was a high rate of turnover among part-time teaching staff and by 1961, four technical teachers' training colleges were opened as part of the Emergency Training Scheme, although there was no statutory requirement for technical college teachers to obtain a teaching qualification until 2001.

In the compulsory sector, teaching qualifications have been relatively homogenous and school teaching has been a graduate profession, although this may change following the introduction of Free schools which, like Academy schools, are now able to recruit unqualified teachers. In the FE system, lecturers have had a variety of qualifications: pre-service, in-service, part-time, full-time, validated by national awarding bodies (such as City & Guilds) as well as by HEIs awarding different academic credit (Finlay, 2009). Until 2007, HEIs could award Certificates in Education at level 4 or Post-Graduate Certificates in Education at level 7 or Professional Graduate Certificates in Education at level 6. The titles of these qualifications varied, adding qualifiers such as: 'in Post-Compulsory Education'; 'in Further and Adult Education', or 'in Further, Adult and Higher Education'.

The situation changed following the publication by LLUK (2006) of new professional standards for FE, which aimed to inform new teacher training programmes and qualifications. A new Teacher Qualification Framework was put in place and included: a six-credit module entitled *Preparing to Teach in the Lifelong Learning Sector* (PTLLS) which became a requirement for all newly appointed teachers in FE; a 24-credit award the *Certificate in Teaching in the Lifelong Learning Sector* (CTLTS) for those deemed to have an

associate lecturer role (typically seen as FE practitioners who did not assess work). FE staff members with a full teaching role were expected to take the *Diploma in Teaching in the Lifelong Learning Sector* (DTLLS) which had 120 credits. HEIs continued to use their traditional designations of Certificate in Education, Post-graduate Certificate in Education and Professional Graduate Certificate in Education, because of their cachet as University awards and because of the perceived equivalence with school teacher training.

From 2007, there was also a statutory requirement to obtain Qualified Teacher Learning and Skills status (QTLS) and Associate Teacher Learning and Skills (ATLS) status via the IfL. In April 2012, QTLS status was recognised in law as the equivalent to Qualified Teacher Status (QTS) for teaching in schools. In September 2012, the government's regulations requiring registration with IfL and the need to obtain QTLS and ATLS were revoked, following an interim report by the Lingfield panel (2012) and despite positive evidence about ITE in the sector, for example, in a report commissioned by DBIS and published in 2012 (Consulting, 2012) and in a report by the Association of Colleges which stated (AoC, 2011, p. 9):

There is a strong message throughout the report that the regulations and subsequent qualifications have made a significant positive contribution to quality and professionalisation of the workforce across all parts of the sector.

In September 2013, in an effort to reduce the burden of excessive regulation on business, the Deregulation Bill removed the legal requirement for lecturers in the FE system to be qualified.

In 2013, LSIS introduced new qualifications with a three-tier structure (LSIS, 2013c), an Award, Certificate and Diploma, but there was no statutory requirement for FE staff to take these qualifications and the onus was on employers to decide whether or not their staff should be qualified. However, the Coalition government retained a number of levers and drivers which it felt supported the training and professional development of staff in the FE system. For instance, Ofsted's Common Inspection Framework criteria included the training and development of staff; colleges which might decide to apply for Chartered Status would find that staff training and development were also part of the criteria; and any organisations which drew down funding from the Skills Funding Agency (SFA) were obliged to use appropriately qualified staff.

However, in July 2013, government funding ceased for LSIS which was replaced by the Education and Training Foundation, promoted as a lean organisation with only an £18 million

budget, although the coalition government hoped the Foundation could become self-funding as soon as possible. In 2009-10 alone, LSIS's annual budget was £147 million. The Foundation's role was much more narrowly focused, for example, on new professional standards, working with Centres for Excellence in Teacher Training to improve Maths and English teaching and publicising tenders for research bids.

2.2.3 Managerialism in the FE system

The modernising agenda within the FE system followed changes to the structure and management of public services in the 1980s, moving away from a traditional public sector ethos (Mather, Worrall and Seifert, 2008; Randle and Brady, 1997) and moving towards the introduction of a 'new managerialism' (Randle and Brady, 1997, p. 125).

The Further and Higher Education Act in 1992 began a period of major and continuous change in FE, including the start of a process of college incorporation, following which 'Silver Book' lecturer contracts - nationally agreed contracts which agreed the terms and conditions of post-compulsory lecturers' employment - were phased out. New staff contracts were introduced with less favourable employment conditions and more hours of teaching contact time. This increased the de-professionalisation of FE lecturers, who were referred to in the FENTO (1999) literature of the 1990s as teachers, trainers and tutors.

In addition, work-loads increased in response to a government desire to expand student numbers and reduce costs (Randle and Brady, 1997, p. 136). The creation of the Further Education Funding Council (FEFC) in 1992 moved control of the FE system away from Local Education Authorities in an attempt to reduce the power of local authorities over education (Huddleston and Unwin, 2007, p. 11). The corollary was that the FEFC imposed strict funding constraints upon the FE system, thereby determining which courses and qualifications colleges could deliver.

Following the election of New Labour in 1997, a decade of intense government intervention in the FE system ensued (see Table 2.2). Two years later, FENTO prepared new standards for all ITE courses in what was then known as the post-compulsory sector. Its successor, Lifelong Learning UK, introduced yet more standards in 2007 (LLUK, 2006). In 2013, the Education and Training Foundation which had replaced LSIS, led a consultation to produce a third set of professional standards for the sector. Finlay (2009, p. 18) cited teacher education course directors' description of the FE system as 'volatile and fluid'.

As an illustration of the constant and substantial governmental demands made on the FE system as a whole, Coffield (2008, p. 44) analysed just three official texts relating to FE in

one year: the *LSC Grant Letter 2008-09* from John Denham and Ed Balls, the Secretaries of State for Innovation, Universities and Skills (DIUS) and for Children, Schools and Families (DCSF); the *LSC's priorities for 2008-09*; and lastly, the *Learning and Skills: policy summaries 2008/09*. In these three documents alone, Coffield counted a total of seven 'strategic' or 'overarching' priorities and 86 separate goals.

This 'frantic dance' of institutional change that had been visited on the sector since 1992 (Tuckett, 2008) would not have been tolerated in schools or universities where professional identities were stronger and institutions were better funded. FE lecturers have been particularly vulnerable to reform (Mather, Worrall and Seifert, 2008; Spours, Coffield and Gregson, 2007) as they have traditionally lacked professional recognition, particularly those teaching vocational subjects. The government's insistence on colleges competing for ever more of their funding also put pressure on college managements which found themselves, in some cases, trying to force staff to accept inferior working conditions in order to cut staff costs. For example, in the interests of efficiency, lecturers on post Silver-book contracts were expected to have full timetables, even if this meant teaching outside their subject specialism. Mather et al cite the example of 'a philosophy lecturer asked to teach basic skills to trainee hairdressers' (Coffield, 2008, p. 149).

In a chapter entitled 'It really is that bad', Alison Wolf (2009, p. 28) said:

For well over twenty years, and at an ever-accelerating rate, further and adult education have been subjected to comprehensive and unprecedented levels of centralised planning and to sudden and repeated changes. Detailed, expensive and overlapping bureaucratic control has been imposed on all aspects of people's work, and there has been cavalier destruction of large parts of the sector's historic and popular provision.

The culture of the FE system has had important consequences for the context of ITE. Teacher educators are familiar with the difficulties besetting the sector, in particular: high staff turnover; over-reliance on part-time and agency staff (Edward *et al.*, 2007); under-funding compared with the schools sector (Samson, 2009b); the speed and extent of institutional, curricular and policy changes; and the lack of staff consultation and involvement in all of the above.

Teacher educators' practice and pedagogy are strongly shaped by their context and by Ofsted's powerful accountability agenda. Wolf (2009, p. 37) compared expenditure on advisory and inspection bodies in FE and Skills, which reached £41.82million in 2006/7, as

opposed to expenditure on advisory and inspection bodies in HE for the same period, which was £3.52million. Of the total amount of money spent on advice and inspection in HE and FE, ninety-two per cent went on FE, compared to eight per cent for the University sector. Thus, money in the FE sector was used for administration and inspection, rather than for teaching. Between 2006 and 2009, Wolf (2009) registered six agencies with primary responsibility for the funding and content of post-compulsory training and education programmes in England and seven government agencies with additional responsibility:

Overlapping jurisdictions and recurrent reorganisation at this level are enough in themselves to make coherent and effective policymaking near-impossible. (Wolf, 2009, p. 30)

Successive governments' market-driven approaches have encouraged FE colleges to compete in ways which have done little to increase quality (Huddleston and Unwin, 2007, p. 12). As Boyd et al argued (Boyd, Allan and Reale, 2010), FE teacher educators struggle to maintain their professional values and professional identity under such a regime and their position can appear contested and uncertain.

Despite challenges, the FE system achieves significant success (Thomson, 2009). For instance, more than 2.8 million adults improved their basic skills between 2001/02 and 2007/08 (against the target of 2.25 million by 2010) and eight out of ten learners in 2008 achieved the qualification they started out on – a target the sector was not expected to achieve until 2010.

Moreover, an Ipsos MORI and London Economics research paper *The Impact of FE Learning* (MORI, 2013, p. 11) reported that there were financial, personal and social benefits associated with learning in FE, although the primary motive for most people was to improve job prospects. For example, following their course 18% of men and 12% of women were promoted and earnings increased by 2.75% following course completion. Of those who completed their course, 58% indicated that they were getting more satisfaction from their job, 80% said they had gained self-confidence or self-esteem and 58% of women and 47% of men said completing their course helped them support their children with homework. In 2011-12, 2.3 million adult learners over 19 achieved a government-funded qualification, which was a 71.7% success rate. In the same year, the success rate for all Apprenticeships was 73.8% (Evans, 2013).

However, this success does not negate the fact that continuous reform and modernisation have had a profound effect on the culture of learning and teaching in the FE system.

2.2.4 Recent studies of teacher educators

Noel's study (2006) of 130 teacher educators in a North of England CETT examined the issues arising from an examination of their routes into teacher education in the Lifelong Learning Sector. Noel studied a consortium in the North of England which, at the time, represented the largest network of in-service teacher education providers with 30-plus ITE providers involving over 2,000 trainees.

Noel's work drew attention to the lack of workforce diversity in teacher educator populations in the sector and opened up debates about the recruitment, selection, diversity and induction of teacher educators. Noel gathered data about the gender, age, years of experience in a teaching/training role, ethnicity and original subject specialism of the consortium's teacher educators. The analysis showed that there was a diversity of routes for novice teacher educators, mainly through informal recruitment practices; that there were 66% female to 34% male teacher educators; and that less than 1% of the total were non-white, significantly fewer than in the overall FE teaching population. The sector's workforce is mid-aged, but the consortium teaching team members had an older age profile, which reflected their greater than average number of years' teaching experience.

Most of the teacher educators interviewed in Noel's study (2006) would have liked more systematic support when they were new to the role; half said that they would have appreciated a mentor with experience in teacher education and two said that they would have welcomed an induction in order to understand the process.

Simmons and Thompson (2007) examined one facet of Noel's work: the gender balance of the workforce. Noel's research showed that 66% of a consortium in the North of England were female and, according to LLUK's 2005 survey, 63% of teachers in FE were female, with a greater proportion of women working part-time. Although FE colleges evolved from technical, mechanical and industrial training providers, they have moved away from their traditionally masculine traditions (Reeves, 1995) . This followed changes in British employment trends from the 1980s onwards when the Thatcher government encouraged the development of service industries, thus prompting increases in the proportion of females entering the workforce.

Simmons and Thompson (2007) argued that the incorporation of FE colleges in 1992 opened up opportunities for women, by modifying Human Resources strategies, using a business model to change the recruitment, selection and terms and conditions of employment. In the first five years after incorporation, over 20,000 staff left FE through redundancy, ill health and early retirement (Burchill, 2001) reducing the traditionally male-

dominated culture of FE. The increasing numbers of female FE lecturers eventually led to a 'high degree of feminisation of teacher educators in the sector' (Simmons and Thompson, 2007, p. 518). This research will not be exploring the gender aspect of teacher educators, as the gender balance may be changing. The government's increasing focus on apprenticeships as well as the economic difficulties following the 2008 recession, may be factors which increase numbers of male teachers and, in time, male teacher educators.

However, there is no central database about FE teacher educators in England and even the numbers of teacher trainees on ITE courses in English FE was removed as a field in 2011.

2.2.5 Learning cultures in FE

According to a study commissioned by the Further Education Reputation Strategy Group (FERSG) and the Institute for Learning, the FE system attracts and retains a motivated, socially aware and altruistic workforce (Carthy, Simpson and Thompson, 2012, p. 10). However, staff highlighted important challenges within the sector, such as the effect of changing government policy on both their working conditions and the quality of delivery to students. Although participants advocated studying in the sector, they were less positive about working in the sector, pointing to poor management and out-dated business practices by some providers, as well as increasing workloads and changing targets. What attracted them to FE was the variety of provision which they regarded as interesting and stimulating (Carthy, Simpson and Thompson, 2012, p. 6).

Transforming Learning Cultures in Further Education was another major research project, comprising a four-year longitudinal study, focussed on a partnership between four universities and four FE colleges. It took a social, relational and cultural approach to learning in FE - deemed 'a chronically under-researched' sector (Hodkinson and James, 2003, p. 390). The researchers wanted an authentic study of teaching and learning in FE and categorised the 'complexity of relationships between teachers, teaching, learners, learning, learning situations and the wider contexts of learning' in FE (Hodkinson and James, 2003, p. 393) as a 'learning culture'. This distinctive learning culture of individual FE institutions in England (Hodkinson *et al.*, 2007; James and Biesta, 2007) was influenced in turn by local, national and college policy, funding and practice. This is important for the contextualised study of teacher educators.

Hodkinson *et al.*'s study (Hodkinson *et al.*, 2007) identified two pressures which were having a damaging impact on learning: firstly, inadequate financial resourcing – as FE colleges received less funding per student than schools - and substantial fluctuations in annual funding, forcing colleges to seek increases in income and decreases in spending (Hodkinson

et al., 2007). The linking of college funding to achievement rates discouraged tutors from failing students' work and tempted tutors to allow the submission of multiple draft coursework. Ecclestone (2002) described a situation where both tutors and students took such a minimalist view towards the completion and marking of vocational course work. Funding instability had also led to a certain amount of institutional instability. For example, during Hodkinson *et al.*'s three year fieldwork period, all four partner colleges suffered at least one major reorganization (Hodkinson *et al.*, 2007, p. 403).

The second pressure that Hodkinson *et al.* (2007) identified related to pedagogy. They suggested that college managers tended to have a narrow vision of teaching and learning, as their measures of success focused primarily on retention and achievement rates as well as Ofsted criteria.

Social class was another element affecting the FE system's learning cultures (Hodkinson *et al.*, 2007) since FE traditionally tended to attract working-class and lower middle class students, those who wanted vocational qualifications and those who had failed academically. Although Hodkinson *et al.*'s analysis suggested that there were learning cultures specific to FE, they believed that the impact of these learning cultures varied from institution to institution. Their conclusion was that a better understanding of FE learning cultures would have practical benefits for policy, management and teaching (2007, p. 411). As important as teachers were in the FE system, they could only do so much.

The variety of courses and the diversity in FE teachers' backgrounds allowed distinctive cultures to be identified within each college (Robson, 1998, p. 594). Staff teaching particular disciplines may have a shared understanding and language, adhering to the specific custom and practice for their discipline. However, Robson said (1998, p. 596) that the kind of shared assumptions which Universities held – for example, about the value of abstract knowledge, academic freedom and collegial life – had never existed in the FE system.

In a comparison of Scottish and English teacher education for vocational education and training, Avis *et al.* (2011) highlighted the English government's pursuit of competitiveness, not just to increase economic and social well-being in general, but to increase the skills of the workforce in order to emerge from recession (DBIS, 2009). Indeed a period of what Lucas (2004b, p. 35) described as 'benign neglect' until the 1990s was followed by unprecedented and radical changes to the sector. State intervention meant that learning in FE had become a political and economic weapon in the dual desire to create firstly, a knowledge-based economy enabling the country to compete in an increasingly globalised

workplace; and secondly, a fairer society. In 2005, the Minister for HE and Lifelong Learning Bill Rammell wrote in the introduction to an LSC document:

Further Education is the engine room for skills and social justice in this country...FE's moment has come. (2005, p. 1)

The contexts and histories of the Scottish and English systems of ITE in FE were different, and they have developed different solutions. However, Avis et al (2011, p. 125) claimed that both systems favoured narrow views of practice - in England's case, due to the standards-driven agenda and in Scotland's case, due to employer pressure truncating the time available for ITE.

Since then, the coalition government elected in 2010 made reform of skills a priority. The 2013 report, *Rigour and Responsiveness in Skills*, (DfE and DBIS, 2013) set out ways in which vocational qualifications could be made more rigorous and the ways in which the FE system could be made to be more responsive, so that the UK could furnish a highly skilled workforce.

From the students' perspective, colleges could appear to be 'more relaxed and less rule-bound than schools' as there was no uniform and students only attended the classes they were timetabled for (Orr and Simmons, 2009, p. 10). From teachers' perspectives, colleges could be pressurised workplaces where increasing workloads, managerial approaches and inspectorial regimes did not bode well for the well-being of FE staff.

FE teachers could not always be held accountable for poor teaching and learning (Wallace, 2002). Negative outcomes, such as uninterested or uncooperative students, were attributable to the competitive market model, performance indicators and the instrumental nature of the FE curriculum. In a study of 41 intending lecturers studying on a full-time, pre-service course, Wallace (2002, p. 89) argued against a 'deficit model' for FE lecturers and suggested three factors which might explain why trainee lecturers encountered disobliging behaviour in students:

They are: the instrumental nature of the FE curriculum, the move since 1992 from a policy of regional planning for FE to a competitive market model; and the current FE funding mechanism's heavy reliance upon performance indicators. (Wallace, 2002, p. 89)

She argued that the FENTO national training standards could not be a panacea for the FE system and that poor learning was not always attributable to poor teaching. This view was

echoed in the study by Lucas, Nasta and Rogers (2012) which explored how the regulatory regime had affected the structure, curriculum and practice of ITE. It concluded that:

An over-complex regulatory framework based upon statutory regulation, standards and assessment units has not led to greater consistency and is confusing for those responsible for designing ITT courses to meet the needs of trainees and those that they teach. (Lucas, Nasta and Rogers, 2012, p. 693)

Learning cultures in both schools and the FE system were affected by a constantly changing policy landscape; what is taught, to what purpose and by whom (unqualified or qualified teachers?) remained contested. This made the job of teacher educators ever more difficult.

2.3 The regulatory and policy framework for ITE in the FE system

The election of New Labour in 1997 began a new policy cycle, with new rhetoric and new intentions. These changes in policy context constituted an important area for teacher educator development (Lucas and Nasta, 2010). The Learning and Skills Act in 2000 (DBIS, 2000) preceded a surfeit of initiatives to reform ITE (White, 2011) following the government's requirement for all FE teachers to take a teaching qualification based on new standards. Table 2.2 shows principal policy changes affecting ITE in FE in England from 2000 to 2013.

Table 2.2: Government legislation affecting post-compulsory ITE 2000-2013		
Year	Title	Agency
2000	Learning and Skills Act	Government legislation
2002	Success for All: Reforming Further Education and Training	DfES
2003	The Initial Training of Further Education Teachers: a Survey	Ofsted
	The future of ITE for the Learning and Skills sector: an agenda for reform	DfES
2004	Equipping our Teachers for the Future: reforming ITE for the Learning and Skills Sector and creation of Centres for Excellence in Teacher Training	DfES
2005	Realising the potential: a review of the future role of further education colleges (Foster review)	DfES
	Skills in the UK: The long term challenge; and Prosperity for All in the Global Economy – World Class Skills (Leitch review of Skills)	HMSO
2006	White Paper - Further Education: Raising Skills, Improving Life Chances	HMSO
	New overarching professional standards for teachers, tutors and trainers in the Lifelong Learning Sector	LLUK
2007	Mandatory units of assessment for initial teaching qualifications	LLUK and SVUK
	£30 million for workforce development	Learning and Skills Council
2010	Qualifications for Learning Professionals in England Review Document: Phase 1	LLUK (now LSIS)
	Two new strategy documents for FE and Skills from the Coalition Government: Skills for Sustainable Growth and Investing in Skills for Sustainable Growth. These relate to BIS-funded adult provision only.	DBIS
2011	Review of Vocational Education: the Wolf Report	DfE
	Wolf Review of Vocational Education: government response	DfE
	New Challenges, New Chances: Next Steps in Implementing the FE Reform Programme; Skills Investment Statement 2011-2014: Investing in a World Class Skills System; Further Education and Skills System Reform Plan: Building a World Class Skills System.	DBIS
2012	Legislation states that members of the Institute for Learning with QTLS are qualified to teach in schools	DBIS
	Interim report from Lingfield panel proposing revocation of 2007 Regulations requiring lecturers to be qualified to teach in the Lifelong Learning Sector	Panel commissioned by DBIS
	Final report from Lingfield panel	Panel commissioned by DBIS
2013	Deregulation Bill	DBIS

In June 2002, the DfES (2002) set out its strategy for reform in a discussion document called *Success for All: Reforming Further Education and Training* whose overarching goals were to raise standards of teaching, learning and training overall and to create a new Standards Unit within the department to focus on teaching and learning as well as workforce development. Accompanying the start of this policy cycle were the twin policy levels of inspection and funding.

In November 2003, Ofsted published a national survey inspection report, *The Initial Training of Further Education Teachers: a Survey*, which critiqued the initial training of those with a teaching role in the FE system. Whilst applauding good practice (especially by teacher educators), Ofsted also highlighted fundamental structural weaknesses (Ofsted, 2003) stating that the system of FE teacher training did not provide a satisfactory foundation for the professional development of FE teachers. The report provoked a government consultation with ITE stakeholders (HEIs, FE colleges and Adult and Community Colleges) resulting in a subsequent reform package.

The DfES's second consultation document, which set out its proposals for change in ITE, was entitled: *The future of ITE for the Learning and Skills Sector: An agenda for reform* (DfES, 2003). Its recommendations included a crucial role for subject specific mentoring; a review of the 1999 FENTO standards; proposals to improve the literacy, language and numeracy skills of teacher trainees; the introduction of professional formation and registration with the Institute for Learning; and qualified teacher status in the Learning and Skills sector to be given equal career status with school teachers. Teacher educators now needed to engage with a professional standards domain relating to subject specialist pedagogy; as well as recruiting subject mentors; and arranging their training and support across a hugely diverse sector.

The following year, in 2004, a third policy document emerged from the DfES identifying key aspirations for the sector. *Equipping our Teachers for the Future: Reforming ITE for the Learning and Skills Sector* (DfES, 2004) set out to improve the quality of teaching by addressing the weaknesses in ITE identified by Ofsted in its landmark 2003 report. It put forward proposals to harmonize the training of teachers in the Lifelong Learning Sector with the training of school teachers; to stimulate the development of standards and qualifications for teachers with a broad range of roles across the whole learning and skills sector; to create a network of Centres of Excellence in Teacher Training (CETTs); to provide a more professional and comprehensive approach to training and reflect the changing role of the

teacher in post 16 education; and to reflect the inclusion of other areas besides colleges in the FE system, such as work-based learning and private training organisations.

The FENTO standards (FENTO, 1999) were now considered to be too focused on FE colleges, to the detriment of the wider FE system as a whole. Lifelong Learning UK (LLUK; the sector skills council responsible for professional development) and Standards Verification UK (SVUK; the professional standards unit of LLUK) were commissioned to update all ITE across the sector and to draw up new standards which would underpin all courses. Thus, before teacher educators had time to consolidate the FENTO standards in their curriculum, they were due to face a second batch of standards, written by LLUK (2006), an employer-led sector skills council, many of whose members of staff had emerged from FENTO.

The LLUK standards (2006) were accompanied by core units of assessment (LLUK, 2007b). The majority of learning outcomes in these units of assessment began with 'to understand' and were crammed with criteria, which, according to Lucas et al (2012) led to over-assessment and duplication and prevented the incorporation of optional units (Lucas and Nasta, 2010) into the new Diploma in Teaching in the Lifelong Learning Sector (DTLLS). The draft units of assessment were launched in January for the following September which meant that national awarding bodies and HEIs had to design and validate the new course and, arguably, this allowed insufficient time for reflection or revision.

Twinned with the inspection policy level, was the funding level. The DfES (2004) emphasised that organisations should work collaboratively together. This led to the creation in 2007 of a network of 11 Centres for Excellence in Teacher Training (CETT) tasked with increasing the capacity for quality improvement in ITE and professional development. Each CETT was allocated £1.1 million over three years.

Secondly, the now defunct Learning and Skills Council allocated £30 million to support FE trainee teachers in the workplace in 2007 (Daniels, 2007). However, the government did not put any robust or systematic monitoring systems in place for this funding, which made it difficult to ascertain what happened to the money across the whole sector or whether the money was spent for the right purposes. What is known is that it did not reach some parts of the FE system and did not effect change in non-FE college settings (Harkin, 2010; Ofsted, 2009).

Ofsted's report *The initial training of further education teachers* (Ofsted, 2009) presented an overview of the 2004-2008 inspection cycle of ITE for FE and commented:

The 2007/08 inspections revealed that, typically, trainees had a nominated mentor in the workplace and an additional £30 million of government funding was targeted at employers to support this development. Even so, inspectors found little parity in the way the funding was applied across the range of settings in which trainees were employed and some confusion as to the purpose of, and accountability for, the funding. (Ofsted, 2009, p. 17)

In *Equipping our Teachers for the Future* (DfES, 2004) the DfES identified the aim of:

...achieving a step change in the quality of teacher training by: ... investing in providers and partnerships that provide high standards of support for trainee teachers in the workplace. (DfES, 2004, p. 4)

This lack of monitoring is mirrored in the disconnection between educational policy and evidence-gathering. A study published by the Centre for British Teachers Education Trust (CfBT and 157) investigated the factors that lay behind the formation of educational policy (Perry *et al.*, 2010, p. 39). It concluded that educational policy-making in England took insufficient account of evidence:

The widest gap between evidence and action seems to occur in the post-16 sector, where policies on skills, funding and structures run counter to what evidence and research tells us, and curriculum choices change from year to year.

As education and training became increasingly seen as a key political issue, the power of central government to design, control and implement policy within the English education and training system increased at every level (Keep, 2006, p. 48) whilst sharply diminishing the influence of social partners in educational debates.

2.3.1 Centres for Excellence in Teacher Training

The CETTs not only gave a voice to teacher educators, but supported joint working and projects to further pedagogic knowledge. In an unpublished report funded by LSIS and the Institute for Learning, *CETTs governance research project: draft summary report* (Jennings, 2011), Jennings found that CETTs had raised professionalism in teacher education in a number of ways: for example, CETT-supported action research had provided a rich source of primary data which became a resource in peer networks – and, arguably, made an impact at local, regional and national levels as well as being a source of information for policy

makers. In 2009 regional IfL CETT representatives were identified in order to provide individual support and guidance locally, thus widening the reach of CETTs, supporting CPD and guiding trainees who wished to apply for QTLS (Jennings, 2010) .

Between April 2010 and March 2011 a research project took place through a collaborative partnership between the IfL, the CETTs and the Association of Centres for Excellence in Teacher Training (ACETT) in order to explore CETT governance and collaboration and to evaluate the impact of the CETTs as hubs for regional development activities (Jennings, 2011). The draft report concluded:

Supporting teacher educators to engage in professional dialogue about new qualifications and exploring critical thinking in teacher education provided a space to reflect and review. This is particularly important as teacher educators receive no formal training (Jennings, 2011, p. 5)

The CETTs signed a Charter agreement with LSIS in December 2011 at a National Meeting organised by ACETT and the Institute for Learning in Warwick University. In 2011, the Association of Centres for Excellence in Teacher Training (ACETT) also became part of a strategic partnership with Ofsted and the Institute for Learning in order to influence government policy and practice. Both the IfL and the CETTs lobbied in favour of parity between QTS and QTLS. This parity was gained following Wolf's study, *An Adult Approach to Further Education* (2009) which criticised the ever-increasing levels of central planning and control in the FE sector and proposed a new model of funding. Wolf was then asked to consider how vocational education for 14- to 19-year-olds could be improved in order to promote successful progression into the labour market and into higher level education and training routes (Wolf, 2011) and the government subsequently accepted all her recommendations, including parity between Qualified Teacher Status (QTS) and Qualified Teacher Learning & Skills Status (QTLS).

The increase in collaborative work and the focus on supporting practitioners working on ITE courses were both viewed positively by new and existing teacher educators (Jennings, 2010) and in 2013, CETTs were commissioned by DBIS as a national network to deliver and organise new programmes to enhance the professional development of those teaching Maths in the sector.

2.4 Summary and research questions

The literature relating to the culture, policy and context of the FE system in England demonstrated the extent to which teacher educators have had to keep up with diverse, fast-paced and extensive policy changes. The complexity of FE requires teacher educators to be able to prepare student teachers to teach in FE, Adult and Community Learning (ACL), WBL, secure environments and private provision. In addition, the modernising agenda has caused the traditional public service ethos to move towards a new managerialism. All of these factors have had an impact on teacher educators who, I would argue, have suffered from a lack of agency, a lack of time for reflection and review; and a consequent reduction in their own professionalism.

The literature shows that there is no central database relating to teacher educators in the English FE system and thus my first research question asks: what are the characteristics and professional identities of teacher educators in pre-service and in-service Initial Teacher Education in the FE system in the South of England?

Research also shows that FE has a distinctive learning culture. In the next Chapter, I will examine the ways in which teacher educators in the FE system in England mediate their context and how this might compare with British and international studies about school and college ITE.

Chapter 3 The triple professional identity of teacher educators in the FE system

3.1 Introduction

This chapter reviews the literature regarding teacher educators themselves, their professional identity, role and attendant professional development needs. It examines the tensions and challenges they faced and explores the importance of networking and collaboration.

Organised into five main themes, the chapter begins with a definition and description of teacher educators who worked in the English FE system. This is followed by a consideration of the differing perspectives of what makes a 'good' teacher educator in terms of knowledge, skills and attributes.

A third theme relates to the professional development needs and professional identity of teacher educators, beginning with definitions and discourses on professionalism in the FE system and questioning the professionalization of teacher educators themselves. As there were no specific professional standards for teacher educators in English FE, it was useful to examine professional standards which had been devised by teacher educators in Europe and North America on their own behalf.

The fourth theme examines the literature surrounding the professional identity of teacher educators and asks whether they hold a triple professional identity: that of subject specialist, teacher and teacher educator.

Finally, the review identifies certain tensions in the transition between the identities of teacher and teacher educator; and how these might be mitigated through working and collaborating with each other in order to aid their own research and scholarship.

3.2 Teacher educators in the English Further Education system

Teacher educators in Further Education could be defined as those who support the learning and development of any trainee taking an ITE qualification, which includes those who teach on ITE courses, but also includes mentors, subject learning coaches, advanced learning coaches, specialist teachers, tutors and observers. Teacher educators are drawn from the areas in which they will have first practised (Noel, 2006, p. 157) and could be working on one or more of a number of generic and specialist awards, such as:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in English Language Teaching to Adults (CELTA)

- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in English Language Teaching to Adults (DELTA)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- Certificate in Education (CertEd)
- Professional Graduate Certificate in Education (PGCE)

From September 2013, teacher educators could also be working on new LSIS qualifications (LSIS, 2013c):

- Award in Education and Training
- Certificate in Education and Training
- Diploma in Education and Training

3.2.1 Numbers of teacher educators and teacher trainees in the English FE system

Following incorporation in 1992 and a plethora of government reforms of ITE in the sector, all new, full-time, fractional and part-time teachers with full roles were required, from 2007, to work towards a full qualification leading to Qualified Teacher Learning and Skills (DfES, 2004). This seemed to have had a dramatic impact on the number of teacher trainees enrolled on ITE courses, which rose by 55.37% in 2007.

LLUK's FE College Workforce Data for England show the number of teacher trainees on generic ITE courses from 2006 to 2011 (see Table 3.1 which collates data from LLUK (2008); (LLUK, 2009; LLUK, 2010a; LSIS, 2011). This shows that student teacher numbers doubled in 2007 following the introduction of the Further Education Teachers' Qualifications (England) Regulations. Although this was followed by a slight fall the following year (-2.58%) there was a less than one per cent rise in 2009 and then a drop of eight per cent in 2010. In a DBIS-commissioned report (Consulting, 2012), the Evaluation of FE Teachers Qualifications (England) Regulations noted that the impact of the 2007 Regulations had been greater for WBL and ACL providers as this was the first time that they had been subject to statutory teacher training requirements. Moreover, the report highlighted that:

... good progress had been made towards ensuring a qualified and expert teaching profession with new entrants to the sector enrolled on or have achieved a recognised teaching qualification. (Consulting, 2012, p. 7)

The trainee teacher data fields were removed in 2011-12.

Year	Number of trainee teachers on ITE courses	Annual percentage increase
2006/07	29,932	-
2007/08	46,504	+55.37%
2008/09	45,305	-2.58%
2009/10	45,590	+0.63%
2010/11	41,487	-8%

There were over 45,000 trainees on ITE courses in English FE between 2007 and 2010, but no national figures for the number of teacher educators. More recently, Crawley (2012a) considered that it was reasonable to provide, as an approximate starting point, 30 trainee teachers per teacher educator on average, which he estimated would result in a total of 1,500 teacher educators in 2012.

Although the 2007/08 and 2008/09 SIR data collection specifications added the answer options, 'trainer' and 'assessor/verifier', there was no specific answer option for 'teacher educator', 'teacher trainer' or 'mentor'. The closest specification to the term teacher educator or teacher trainer would seem to be either 'trainer' or 'assessor/verifier' although the latter may only assess or internally verify courses - see Table 3.2 (LLUK, 2008; LLUK, 2009; LLUK, 2010a; LSIS, 2011).

Year	Number of assessors/verifiers	Number of trainers	Number of lecturers/tutors	Percentage of assessors/verifiers and trainers to lecturers/tutors
2007/08	3,416	1,675	133,739	3.8%
2008/09	5,563	2,184	136,014	5.7%
2009/10	6,524	2,426	119,769	7.5%
2010/11	5,313	106,053 (breakdown no longer available)		
2011/12	4,140	1,988	80,554	7.6%

The 2009/10 (LLUK, 2010a) total of 2,426 trainers to teach over 45,000 teacher trainees in 2009/10 would seem feasible. However, the data did not show exactly how many teacher educators would consider themselves to be primarily 'lecturers or tutors' as they might perceive their professional identity to be subject specialist lecturers, rather than teacher educators. The above figures also exclude teacher educators based in HEIs and the total number would rise if one widened the definition of teacher educators to anyone who teaches teachers (for example, staff developers, mentors, subject learning coaches, and advanced practitioners).

Crawley (2012a) states that ITE in the English FE system is rarely accorded the respect it deserves, despite its scale: for example, approximately 45,000 student teachers were registered on FE ITE courses in 2007/08, 2008/09 and 2009/10. In comparison, in 2009/10 there were just under 38,500 Primary and Secondary trainees (LSIS, 2013a) indicating that more FE system teachers were engaged in ITE programmes than all of the Primary and Secondary teacher trainees combined. This lack of appreciation for the scale and importance of ITE in English FE may be one of the reasons why there is a lack of research on FE teacher educators.

3.2.2 Extent of research on FE teacher educators in England

There was limited research about teacher educators in general, but what there was centred on the schools sector (Boyd, Harris and Murray, 2007; Ducharme and Judge, 1993; Korthagen, Loughran and Lunenberg, 2005; Murray and Male, 2005; Wilson, 1990).

An exception was Harkin et al.'s report commissioned by LLUK in 2007 (Harkin et al., 2008) which based its evidence on questionnaires returned by 90 teacher educators in the FE system as well as interviews with senior staff from stakeholder organisations including LLUK, IfL, the University and College Union (UCU) and the Universities Council for the Education of Teachers (UCET) (Harkin et al., 2008). Following the publication of *Equipping our Teachers for the Future* (DfES, 2004) which set a framework for the professional development of teacher trainers, LLUK had been asked by the Department for Education and Skills to 'develop, agree and finalise a set of principles and specifications which will provide a framework for the development of teacher trainers in the Learning and Skills sector' (Harkin et al., 2008, p. 5) and this report was to some extent a continuation of the earlier work by LLUK.

Harkin et al's research found that the recruitment of FE teacher educators was often informal and there was little focus on professional formation, or indeed, any agreement on what was

the necessary professional knowledge required to be an effective teacher educator (Harkin *et al.*, 2008, p. 28).

There is currently no requirement for teacher educators to hold a degree or higher degree in either their subject specialism or in education. Harkin *et al* received 96 responses to a question about the qualifications that teacher educators held at the time of their recruitment to their role (Harkin *et al.*, 2008, p. 20). Teacher educators working in Universities were likely to hold the highest qualifications, with over a quarter holding a relevant Masters degree and just over 10% holding a doctorate. In FE, 18% held a BA in Education and nearly 20% held a Masters in Education.

*...The fact that so small a percentage of teacher educators working in HEIs hold PhDs may indicate the difficulty of staff recruited mainly on the basis of their teaching experience in engaging with research. As already indicated, this issue is not confined to teacher educators for the Lifelong Learning sector but applies as much to school teacher educators in HEIs.... (Harkin *et al.*, 2008, p. 21)*

What concerned Harkin *et al* was the lack of relevant education qualifications above levels 1 and 2 for about ten per cent of teacher educators who were, therefore, no more qualified than the teachers whom they were training. Since then, LSIS's qualifications guidance stated that it was no longer acceptable for teacher educators to have only a level 3 teaching qualification (LSIS, 2013c). LSIS stated that teacher educators should henceforth hold at least a level 5 teaching Diploma.

Noel's study (2006) which examined 130 teacher educators in the FE system in the North of England (see 2.2.3) criticised the lack of transparency with which teacher educators were recruited. Noel concluded that:

...however understandable, a failure to employ formal and transparent recruitment and selection procedures, as identified during the course of the research, is unlikely to enhance diversity. (Noel, 2006, p. 151)

New FE teacher educators tended to remain in the college where they had been teaching their subject specialism(s), unlike new school teacher educators who leave their school and start a career in an HEI (Noel, 2009).

A recent year-long study examined the practical activities and material conditions of 13 University-based teacher educators in England and Scotland (Ellis *et al.*, 2011). Two of the

participants worked with FE, but most worked with schools and all were interviewed and observed as well as completing work diaries and blogs.

The study found that teacher educators tended to work long hours, the average being 51 hours a week. They were highly responsive to their students and colleagues and the defining characteristic of their work was 'relationship maintenance', involving activities directed at partnerships with schools or FE as well as multiple formal and informal contacts with individual teacher trainees to ensure their well-being (this did not include teaching or tutorial time). They saw their own roles, responsibilities and identities changing in the course of their work as teacher educators (Ellis *et al.*, 2011, p. 16) with a greater role for scholarship and research and a shift towards a new professional identity as an 'academic' as described by Boyer (1990) in his expanded definition of scholarship.

Ellis *et al.*'s study accorded with the findings of a schools-focussed study of new teacher educators' identities by Boyd *et al.* (2005, p. 15) which identified 'problems and feelings of disorientation encountered by the new teacher educators on moving into a large institution' including the need to understand the political processes and change mechanisms within a University. Boyd *et al.* highlighted tensions between the activities of a 'school professional' and those of a 'University academic'. These tensions included the need firstly, to model good practice within ITE as part of the multi-layered nature of teacher education; and secondly, the need to lessen the significant gap in their professional knowledge around assessment processes in HE.

Both Noel (2006; Noel, 2009; Noel, 2011) and Harkin (2005; Harkin, 2008) argued that teacher educators should be more representative of the FE sector as a whole in terms of ethnicity, gender, age and subject specialism. Simmons and Thompson (2007) built on Noel's work by describing the further and higher education partnership in which her research took place, comparing and contrasting that model of delivery of teacher education with other studies on teacher educators. They reviewed issues relating to gender in FE and explored the ways in which aspects of feminisation in the FE workforce related to the role of the teacher educator in FE (Simmons and Thompson, 2007).

Simmons and Thompson (2007, p. 521) suggested firstly, that structural, political and material changes to FE have not only increased numbers of female teachers, but also numbers of female teacher educators; and secondly, they anticipated that employment patterns may persist, with female teacher educators in their 50s increasingly inducting younger women as teacher educators. They portrayed FE teacher educators as over-

worked, with fewer opportunities for research and curriculum design and therefore more likelihood of falling victim to marginalisation and lower status.

Moreover, teacher education forms part of HE in FE where the division of scholarly labour which exists between University and college partners creates a two-tier system (Simmons and Thompson, 2007, p. 530). Although wishing to remain anonymous, various college senior managers during HE in FE forums in the South of England have expressed concerns about the unequal relationships within HE and FE collaborative partnerships. Simmons and Thompson (2007) noted that FE colleges have: fewer opportunities for research and scholarship, leading to lower status; heavy workloads; limited resources; and little influence over the implementation of the ITE curriculum (Simmons and Thompson, 2007, p. 530).

In an investigation by the London Centre for Excellence in Teacher Training (LONCETT) (Wooding, 2008), some managers in London colleges expressed concerns about the academic demands that are placed on vocational or sessional teachers by the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) which is a level 5 or Level 6 qualification:

While supporting the idea of a qualifications framework and a clear professional role for teachers, an overall concern of the managers interviewed was that it needs to be ensured that these do not operate in a way that causes the sector to lose good teachers, existing or new (Wooding, 2008, p. 17).

One might reasonably argue that the complexities and difficulties existing within ITE in the FE system can cause disaffection and alienation in trainees, adding to the challenges that some teacher educators may have to face. These are additional reasons why the calibre and resilience of teacher educators are important factors in ITE.

3.3 Perspectives on what makes a good teacher educator

3.3.1 The dispositions of teacher educators

Using an auto-ethnographic, self-study methodology, Pennington et al (2012) explored seven North American teacher educators' dispositions towards their students, in order to illuminate a critical self-study of their own dispositions. The seven teacher educators worked across six academic disciplines in the same HE institution and met as a group nearly every month over a two-year period. Each meeting was audio-recorded and the transcriptions were shared between the group. Meetings remained informal but focused on their teaching and their students. From these discussions, four themes emerged:

...1. Our goals for our students' dispositions connected to our course content and personal experiences; 2. Establishing our positions as knowledgeable teacher educators; 3. Our dispositions toward our students' dispositions and 4. Awareness of the development of our own disposition. (Pennington et al., 2012, p. 73)

Drawing on Katz and Raths (1985) who introduced the term 'disposition' in the mid-1980s, Pennington et al highlighted the importance of positive professional dispositions in teaching and the lack of knowledge about the dispositions of teacher educators themselves (Zeichner, 2007). Their analysis was intended as a call to continue to examine teacher educator dispositions and to reflect more profoundly on teacher educators' own attitudes and identities (Pennington et al., 2012, p. 81). They felt that all students should be taught effectively, regardless of social, cultural or racial origin. These views accord with what Villegas calls the 'dispositional component of teaching for social justice' (Villegas, 2007, p. 372). Indeed, Avis and Bathmaker (2002) called for a more politicised notion of teacher training which centred on social justice (2002, p. 198).

3.3.2 The knowledge, skills and attributes of teacher educators

Harkin et al.'s model of the knowledge, skills and attributes of an English teacher educator in the FE system identifies three domains of knowledge: procedural and experiential knowledge; specialist knowledge; and research knowledge (2008, p. 46). Harkin et al. saw this as a starting point, positioning the teacher educator's role as an institution-wide staff developer who contributes to a broader community of practice and whose remit includes research and critique to improve practice.

Their diagram could be broken down further (see Table 3.3). For example, in Domain 1, 'role model good teaching' is cited as an example of procedural and experiential knowledge for teacher educators. However, traditions of teaching in FE, ACL, WBL, private training providers, prison and secure environments and HE may overlap but they are not identical. Teacher educators' skills may need to encompass a number of sector practices. In Domain 2 'specialist knowledge', where the authors suggested that teacher educators need to know how to assess and feedback at levels 4 to 6, ITE courses are also run at level 7; and in Domain 3 'research knowledge', teacher educators may need to teach trainees research methods as ITE courses incorporate more inquiry-based assessment.

Harkin's model of knowledge, skills and attributes of a teacher educator (Harkin et al., 2008) comprises three domains as seen in Table 3.3:

Table 3.3 A model of the knowledge, skills and attributes of a teacher educator	
Domain 1	Procedural and experiential knowledge
	Role model good teaching
	Tutorial skills (role model)
	Teaching observation and formative feedback
Domain 2	Specialist knowledge
	Assessment of written feedback at Levels 4-6
	Wider focus – different parts of sector
	Reading and evaluation of education texts
	Knowledge of new developments in sector
	Teaching and learning core theory
	Develop and model reflective practice
Domain 3	Research knowledge
	Research and critique to improve practice
	Contribute to the development of a Community of Practice across an institution

Harkin et al.'s third domain linked to another international perspective from Smith (2005), who asked novice school teachers and teacher educators in Israel about the characteristics and professional knowledge of good teacher educators, as well as the differences between the expertise of teacher educators and teachers (Smith, 2005, p. 177). The small study found that teachers were mainly required to be good practitioners, but:

Teacher educators are expected to be epistemologists (Kessels and Korthagen, 2001), to test new theories and to link personal practice and students' experiences to known theories and to develop their own. There is a meta-practical awareness in teacher educators' work, the importance of modelling (Loughran & Berry, 2003) which plays a lesser role in teachers' practice. (Smith, 2005, p. 190)

The necessity for a meta-practical awareness was reflected in a number of books and journal articles by teacher educators focussing on self-study and reflective practice (Bair et al., 2010; Berry, 2008; Loughran, 2006; Loughran and Russell, 2007; Patrizio, Ballock and McNary, 2011; Pennington et al., 2012; Russell and Loughran, 2007; Swennen, Lunenberg

and Korthagen, 2008). As discussed in the literature, teacher educators and teachers are expected to be self-aware, reflective and articulate as well as proficient and knowledgeable, so that they form effective bridges between theory and practice. They need to be able to justify intuitive decisions made inside and outside the classroom in order to support effectively teacher learning in a variety of situations.

Teacher educators also design teacher education programmes and assess the outcomes of teacher learning (Malderez and Wedell, 2007b). They are second order teachers (Murray and Male, 2005) because they teach about teaching and because they model practice for their students so that implicit links between theory and practice are made explicit (Swennen and van der Klink, 2009). They should engage in scholarship and research in order to make teaching a 'site for inquiry' (Loughran, 2007, p. 1) and they should develop a comprehensive understanding of the educational system as well as achieving a high level of professional maturity (Smith, 2005, p. 190).

Teacher educators need to be conscious of their own skills, knowledge and expertise in teaching as, Loughran argues, the uncertainties of practice are sometimes masked by *'the skilful ways in which teacher educators respond to the problematic nature of practice'* (Loughran, 2007, p. 2).

One could also argue that teacher educators should be drawn from a pool of 'expert teachers'. A paper by Tsui (2009, p. 421) attempted to distinguish between the qualities of 'expert teachers', novices and non-expert teachers in Hong Kong and noted three principal differences: expert teachers' ability to integrate aspects of theory and practice; their response to the teaching and learning contexts of their workplaces; and their ability to be reflective practitioners. Her case studies suggested that exploration and experimentation with new ideas to bring about changes in learning were important in sustaining commitment to teaching and to the development of expertise (Tsui, 2009, p. 432).

... the critical difference between experts and non-experts lies not only in their willingness to re-invest mental resources and energy in more complex tasks which extend their competence, but also in their engagement in the kinds of task which are likely to extend their competence (Tsui, 2009, p. 436)

Teacher educators need to engage continuously in research, self-study and reflective practice, so that their trainees can see the nuances and artistry which lie

below the surface of expert teachers' practice. This may suggest a number of professional development needs for teacher educators.

3.4 The professional development needs and professional identity of teacher educators

There is very little about the professional development needs of teacher educators in government policy documents (see Table 2.2). However, in 2003 the DfES report *The future of ITE for the Learning and Skills Sector: An agenda for reform* included a section on the prerequisites of becoming a Teacher educator and the proposal to introduce a:

...national framework for training and development for teacher educators which will ensure rigour, consistency and quality in the teacher training system. This is a critical element to raising standards in teacher training. (DfES, 2003)

This was echoed in the DfES report *Equipping our Teachers for the Future: Reforming ITE for the Learning and Skills Sector* published the following year, which proposed to develop the skills of teacher trainers, within a professional framework set by LLUK by the end of 2006 (DfES, 2004, p. 14). However, guidelines to develop the skills of teacher trainers were not published.

In October 2010, LLUK published a new consultation paper, *Qualifications for Learning Professionals in England Review Document: Phase 1*, (LLUK, 2010b) although they did not review either the generic or specialist professional standards. The consultation was part of a review of accredited professional development opportunities beyond initial training. LLUK proposed a new qualifications framework for learning professionals which it hoped would:

...set parameters for the redevelopment of existing and development of future sets of qualifications. (LLUK, 2010b, p. 32)

Meanwhile, the Coalition government had proposed a Masters in Teaching and Learning for schools (TDA, 2010) and Education Secretary Michael Gove (2009) had written on his Parliamentary blog that he wanted to make it easier for teachers 'to deepen their subject knowledge and pursue higher level qualifications', such as masters and doctorates, in their chosen subject. Although the course continued, government funding for it ceased in 2012 and the removal of government funding for HEIs has led to a downturn in post-graduate student numbers in general. Michael Gove was keen for a Masters-level trained teaching profession, but the combination of recession, reduction of HEFCE funding and removal of the requirement for FE lecturers to be qualified have sent a number of mixed messages to

those thinking of training as lecturers or thinking of becoming teacher educators. Although the Coalition government accepted the Wolf Report's recommendation for parity between QTLS and QTS (DfE, 2011), there is no guarantee that QTLS will survive after 2014 as the Institute for Learning became a members-only organisation, no longer tasked by government to administer, review and maintain QTLS registration.

In 2009, the Coalition government praised the Finnish education system, where students had some of the highest test scores in the world according to the OECD's Programme for International Student Assessment (PISA, 2009) which compares 15 year old pupils' results in maths, science and reading. However, the educational infrastructure in Finland is very different from the English model. All school teachers are educated to Masters level or above and chosen from highly selective ITE programmes; Finland attributes a high status to the teaching profession, investing in professional development and devolving responsibility to school level with, arguably, less central government management than in England. Finland is a small nation with a largely homogeneous population and since the 1980s, the main driver of Finnish education policy has been social and educational equality (Aho, Pitkanen and Sahlberg, 2006; Walker, 2009).

From 2008, the British political and economic realities of recession, deficit, election and Coalition did not favour the government's aspiration to make school teaching (and possibly by extension, FE teaching, since there is parity between QTS and QTLS) an all-Masters profession.

The lack of information about the professional development needs of teacher educators in the FE system led me to my second and third research questions:

- To what extent are teacher educators inducted and supported in their role and, if so, in what manner?
- What are the professional development needs of beginning teacher educators and what implications might these have for the delivery and content of teacher education pedagogy?

Studies of teacher educators and their development in a variety of settings focus on ITE in primary and secondary schools (Boyd, Harris and Murray, 2007; Ducharme and Judge, 1993; Korthagen, Loughran and Lunenberg, 2005; Murray and Male, 2005; Wilson, 1990). However, there is growing interest in scoping the professional development of teacher educators in the FE system (Harkin, 2005; Harkin, 2009; Noel, 2006; Simmons and Thompson, 2007). The first reviews of the impact of CETTs (Jennings, 2010; Jennings,

2011) indicated that the CETTs have been a force for good: CETT events, seminars, publications, networks, databases and workshops have not only fostered good practice but supported teacher educators and aided their CPD. This was particularly important for the integration of learning theory into practice, since some teacher educators view theory as propositional knowledge which is somehow disconnected to practical teaching (Harkin, 2005).

One CETT surveyed their teacher educator cohort and found that beginning (and experienced) teacher educators were particularly anxious about their levels of knowledge about theory. This spurred the CETT to devise and deliver seminars for teacher educators in HEIs and FE colleges which aimed to 'demystify' theory. This was followed up by sessions on ways of linking theory to practice in observation feedback in consortium Good Practice Exchange sessions for mentors and teacher educators (Talent, 2011). Another CETT developed and shared online a three-day regional development programme for new teacher educators as part of an LSIS-funded project (Crawley, 2012b) focussing on reflective practice, modelling good teaching, observations, theories of learning, assessment and professionalism.

In 2013, the government set aside £1.3 million to fund support from CETTs in order to support the professional development of Maths and English teachers in FE following the Commission on Adult Vocational Teaching and Learning's report in 2013 (McLoughlin, 2013), one of whose recommendations was to create 'a cadre of specialist English and Maths tutors in every college' (2013, p. 22).

One might reasonably argue that the professional development needs of teacher educators in the FE system have not been routinely identified or met, although the CETTs had started to address this aspect during their three-year period. This seeming lack of support for the professionalism of teacher educators in the sector led to my final research question: What might be required to create a flexible model of professional development for teacher educators?

3.4.1 Definitions and discourses on professionalism in the FE system

Although there was a lack of consensus relating to the definition of professionalism (Evans, 2008) a number of writers believed that professionalism rested on the concept of autonomy (Eraut, 1994; Gleeson and Shain, 1999; Robson and Bailey, 2009; Robson, Bailey and Larkin, 2004). Gleeson, Davies and Wheeler (2005) questioned whether professionals in the FE system are empowered agents or whether they mediate policy reform and balance the tensions of policy and practice. In a managerialist FE system, the only way that practitioners

can maintain their autonomy is by mediating the worst effects of the FE system, in order to minimise the consequences on colleagues and learners.

Within the FE system, Bathmaker (2006) identified firstly, a personal professionalism including commitment to students and subject specialism, and secondly, a collaborative professionalism linking with communities of practice. Evans (2008, p. 20) distinguished between three different types of professionalism: *demanded* professionalism which reflects professional, service-level demands within an occupational group; *prescribed* professionalism, reflecting what is envisaged or recommended by analysts of an occupational group; and *enacted* professionalism, which is professional practice as observed by those within and those outside the occupational group. She concluded that professional development is a key part of raising standards by improving public service policy and practice. However, professional development involves changes to professionalism and any definition of professionalism must reflect the reality of professional life, considered within a consensual and ethical framework.

The government's re-positioning of the FE system as a servant of the 'knowledge economy', (Brinkley, 2006) through market-driven, managerialist and performance-linked policies has added to the difficulties of identifying the basis of professionalism in the FE system. Spenceley argued that incorporation encouraged colleges to compete, not only with each other, but with other sectors, thus weakening the notion of a professional FE educator and strengthening the idea of colleges as corporate brands with products, rather than pedagogy, to offer (Spenceley, 2006, p. 289).

In schools, trainee teachers are graduates, if not post-graduates, thus possessing 'cultural capital' (Bourdieu, 1988) before they begin their teaching careers. The professionalism of many FE teacher trainees lies in their expertise, skills and knowledge in a mostly skills and trade working context and, as Spenceley noted (2006, p. 292) FE lecturers tolerate lower financial rewards, exchanging in Bourdieu's terms 'economic capital' for 'social capital':

...the reward for the individual lying instead in their service to the community and based on an intangible form of remuneration gained through the recognition of their status and position as skilled 'masters' of their profession, formally passing on their specific expertise to novices.

However, Clow (2001, p. 416) stated that lecturers delivering courses with low social and cultural capital - for example, hair and beauty, health and social care, construction - found difficulty moving from subject specialist to professional lecturer, cleaving to skills-related

knowledge rather than engaging with academically-based knowledge. Indeed, Robson (1998) argued that teaching in FE was not a profession at all, because of the fragmented and diverse nature of the FE workforce with multiplicity of occupations, skills and entry routes into ITE in the FE system. The allegiance and professional identity of new or early career lecturers in the FE system related more closely to their professional area of expertise. The FE system did not encourage the kind of professionalism prevalent in schools and HEIs, as Lucas and Nasta (Lucas and Nasta, 2010, p. 453) stated:

...all recent policy initiatives to regulate FE teachers have taken place within a fragmented and impoverished professional culture, which often has a weak work-based culture of supporting trainees and the professional development of its teachers.

LONCETT's investigation into how FE providers in London were responding to the legislative requirements for professional development and teaching status (Broad, 2010, p. 29) noted that there was little agreement between FE colleges in London as to what was an appropriate level of time off from time-tabled teaching to enable staff to attend and study for ITE programmes:

...two organisations offered one hour per week, six offered two hours per week and one offered three hours per week. Two organisations offered no reduced contact time....two hours per week of a full-time teacher's classroom commitment equates to an eight per cent reduction in teaching.

Remission was not extended to hourly paid teaching staff. In addition, almost all of the organisations interviewed by LONCETT offered no remission to newly qualified teachers in their first year. This contrasted with school-based trainees who were required to be on timetables reduced by a minimum of ten per cent during their period of ITE study (Broad, 2010, p. 9) equating to half a day per week. In their first year of teaching, school-based trainees had mentor support and remission from teaching.

However, the school ITE model was changing. According to Cochran-Smith (2005), Darling-Hammond (2010) and Mevorach and Ezer (2010) school teacher education was at a major crossroads between two models: a professionalism approach and accelerated certification programmes, such as Teach First.

...for teacher educators, this is perhaps the best of times and the worst of times. It may be the best of times because so much hard work has been done by many teacher educators over the past two decades to develop

more successful program models...It may be the worst of times because there are so many forces in the environment that conspire to undermine these efforts. (Darling-Hammond, 2010, p. 35)

Cochran-Smith (2005) stressed that teacher education was a problem of policy, as it could not be isolated from prevailing social, political and economic trends. Similarly, in the FE system, the raft of government reforms designed to improve FE ITE in England; the regulatory framework based on two sets of professional standards, seven years apart; and the prescriptive, detailed and numerous units of assessment, led to over-assessment and confusion, according to Lucas and Nasta:

The central theme from our findings is that standards and regulatory regimes very rarely have the effects that their authors intended. Our findings suggest that a more flexible, less prescriptive approach is required that allows for specifications to be interpreted within different contexts, actively encouraging variation and innovation to meet the diverse needs of trainees (Lucas and Nasta, 2010, p. 694).

The continuous and fast-paced changes affecting ITE in both the FE and schools sectors diminish the time that teacher educators have for scholarship or research, self-study or reflective practice, as practitioners must attend to the imperatives of changing policies, standards and frameworks. There is little time left for teacher educators to attend to their own professional development needs.

3.4.2 The professionalization of teacher educators

The political importance placed on education as a force for social justice and as a means for economic revival has increased the focus on teaching and on teacher training at national and international level. However, little attention has been given to the professional development, recruitment and support for teacher educators (Swennen and van der Klink, 2008, p. 1).

Murray, Swennen and Shagrir saw teacher educators as:

...a unique – but often overlooked or devalued – professional group, with distinctive knowledge bases, pedagogical expertise, engagement in scholarship and/or research, and deep rooted social, moral and professional responsibilities to schooling. (Swennen and van der Klink, 2008, p. 41).

Murray (2006) investigated the way that primary-school teacher educators in two universities were affected by the major changes to the way their ITE courses were organised and taught. Her analysis showed that the:

...pedagogical and pastoral methods which the teacher educators employed with their students were at the heart of their constructions of professionalism. (Murray, 2006, p. 382)

Her concern, however, was that the model of the female, caring teacher educator may trap teacher educators in a maternal metaphor and trap their students in a dependent and child-like position. Teacher educators' roles may thus not be valued within wider University settings. Murray referred to Weiner's (2000) research which showed that female teacher educators had not yet embedded feminist perspectives within teacher education.

Murray's study on insularity in teacher education (2007) analysed the challenges encountered by professional educators across three professional groups: nurse educators, social work and teacher educators. She identified the deleterious effects of heavy workloads, long hours, complex organisational tasks associated with partnership work, extensive quality assurance monitoring exercises and lack of time for research and scholarship (Murray, 2007, p. 282). She made a distinction between first order practitioners (nurses, social workers and teachers) and second order practitioners (teacher educators) who have to meet both professional and academic imperatives. Murray (2007) also pointed out that these three first-order fields were widely regarded as feminised professions and the second-order fields were staffed mainly by female academics and posed the question:

Are, then, some of the tensions in second order work due in part to gendered working patterns within these already feminised fields? (Murray, 2007, p. 286)

A study of teacher educators in England within two University schools of education (Murray, Czerniawski and Barber, 2011) reported that teacher educators constructed repertoires of identities for themselves as academics and researchers, but warned that HEI-based teacher educators faced an uncertain future, firstly due to the government shift towards schools-based rather than HEI-based ITE and secondly, due to simplistic understandings of ITE itself.

Whilst this reflects the situation for school teacher educators and those teaching in the nursing and social care domains, there is a comparison to be made with the FE system. There is no comparable national study of teacher educators in the FE system in England,

hence my first research question: What are the characteristics and professional identities of teacher educators in pre-service and in-service Initial Teacher Education in the FE system in the South of England?

3.4.3 Professional standards for teacher educators

A number of writers have stressed the importance of teacher education internationally as a distinctive field (Korthagen, Loughran and Lunenberg, 2005; Koster and Dengerink, 2008; Koster *et al.*, 2008; Lawy and Tedder, 2009; Loughran, 2006; Smith, 2003; Swennen and van der Klink, 2008). There are now a number of books aimed at helping new teacher educators (Berry, 2008; Korthagen *et al.*, 2001; Loughran, 2006; Loughran and Russell, 2007; Malderez and Wedell, 2007a; Swennen and van der Klink, 2008) although all mainly address school teacher educators rather than those teaching in post-compulsory settings.

Koster *et al.* (2008) stressed the correlation between the quality of teaching and the results of schoolchildren, affirming that:

*...improvement in the competencies of teacher educators may well contribute to a substantial increase in the quality of teachers. (Koster *et al.*, 2008, p. 568)*

Day *et al.* (2006) also commented on the importance of teachers' contribution to pupils' personal and social well-being. According to an OECD (2005) report, the most important variable influencing pupils' achievement in schools was teaching and teachers. However, teaching is not always seen in a positive light:

Widespread concerns about the difficulties faced by many schools, fuelled by often very negative media reporting, have damaged teaching's appeal. Expectations and demands on schools have been increasing, while in many countries resources have not kept pace....But there are positive signs that policies can make a difference... There are countries where teachers' social standing is high. (OECD, 2005, p. 5)

In consequence, both the Association of Teacher Education in the USA in 1992 (ATE, 1992) and the Dutch Association of Teacher educators in 2007 (DATE, 2011) started to develop standards for teacher educators. The Dutch project 'Professional Quality of Teacher educators' required participants to self-assess against the Dutch standards for teacher educators (DATE, 2011) and undertake appropriate professional development, after which they were registered as certified teacher educators by the Association of Dutch Teacher Educators (Koster and Dengerink, 2008; Koster *et al.*, 2008).

in 1992, the Association of Teacher educators in the United States started a process to identify standards for teacher educators and these are regularly revised as necessary (Ducharme, 1996).

Teacher educators needed more than a mechanistic approach to the content and pedagogy of an ITE syllabus, which suggested that their own professional knowledge needed to be developed and nurtured. In Holland, Koster et al (2005, p. 158) used the concepts of 'profession' and 'professional profile' as a framework for the development of quality requirements, tasks and competencies for Dutch teacher educators. They pointed out that it was vital for a mature profession to have a body of knowledge (Eraut, 1994) as well as professional development activities for which they take responsibility as a group. They built on the work by Moerkamp and Onstenk (1991, p. 11) who described a 'professional profile' as made up of a task profile (what teacher educators need to do) and a competence profile (their expertise in performing professional tasks).

Koster et al subsequently undertook some research analysing 25 teacher educator portfolios showing that the participants experienced a positive impact on their own cognition and behaviour, an increase in self-esteem and more enthusiasm for their practice. More than a third shared outcomes with others, such as students and colleagues (Koster *et al.*, 2008, p. 581).

In Israel, Smith (2003, p. 203) proposed three reasons to support the professional development of teacher educators:

- *To improve the profession, teacher education;*
- *To maintain interest in the profession, to grow personally and professionally;*
- *To advance within the profession, promotion (Smith 2003, p.203)*

Based on Smith's work at the MOFET Institute (a national in-service teacher education centre in Israel) she identified practical suggestions for the development of teacher educators through (Smith, 2003, p. 205):

- *Higher academic degrees*
- *In-service workshops and seminars outside the teacher education institution*
- *Staff development inside the teacher education institution*
- *Feedback on teaching*

- *Voluntary and forced support*
- *Peer tutoring*

Smith concluded that the professional development of teacher educators was 'an unavoidable process' (Smith, 2003, p. 213) and stressed its importance to the educational system as a whole, since teacher educators act as models for new teachers and as practitioners in the continuous process of lifelong learning.

In contrast, LLUK produced a set of potential standards about the competences of teacher educators in 2006 which was a series of narrowly-focussed statements that described LLUK's view of the essential qualities, characteristics and knowledge of teacher educators as follows (LLUK, 2007a, p. 7):

Teacher Trainers and Educators should:

- *Have the appropriate status and qualifications to teach on initial teacher training*
- *Be familiar with LLUK's overarching professional standards for teachers, tutors and trainers in the lifelong learning sector and the qualification requirements set out in LLUK guidance for awarding institutions available online at www.lluk.org/feworkforcereforms*
- *Consider their own CPD needs and consult with their line management to ensure these are met*
- *Regularly review processes against best practice by keeping in close contact with their local Centre for Excellence in Teacher Training (CETT) and by reading Ofsted reports*
- *Ensure the training products provided meet the needs of teachers and regularly encourage feedback from their workforce*
- *Where appropriate contribute to plans for the delivery of CPD within the framework developed by the IfL*
- *Be able to communicate the benefits of the new Teachers' Qualification Framework which includes more flexible programmes and improved retention and progression rates through recognising smaller steps of achievement more frequently*

These statements were somewhat vague: for example, in terms of 'status' which qualifications were deemed to be appropriate and who decided this? The language used (for instance, 'training products') demonstrated a bias towards the market, rather than engaging with more complex notions of professionalism. The final competence reflected compliance

with policy and inspectorial data. These statements could also be interpreted differently by stake holders and much might be lost in translation.

These statements could usefully be contrasted with approaches from the USA, Holland, Belgium and Israel where teacher educators did not want to find that a set of standards was imposed on them.

Dutch teacher educators Koster et al. (2005) did not denigrate professional standards, but they stated that these must be formulated by the professional group itself and not imposed from the outside, so that the professional group can take ownership of the standards. They developed and tested the Standard for Dutch Teacher educators through three phases of a Delphi study with Dutch teacher educators. Their Standard had two functions (Koster and Dengerink, 2001, p. 346): an internal function providing teacher educators with professional development and enhanced practice; and an external function which reassures stakeholders such as students, employers and parents, that teacher educators would reach a certain level of professional competency and quality (although they did question whether individual teacher educators could embody all the different competencies). The Standard focussed on knowledge and skills because 'attitudes, personal characteristics or motives are not very tangible' (Koster *et al.*, 2005, p. 159).

In Holland, Koster and Dengerink (2001) recommended that it should be teacher educators themselves who should screen and update their standards and professional competences at least every two years - otherwise, they said, teacher educators will 'lose their right to ownership' (2001, p. 354) and standards will be imposed on them. By developing, clarifying and implementing the standards themselves, Dutch teacher educators have made an important contribution to their own continuous professional development and to raising the policy debate about European standards for teacher educators (Koster and Dengerink, 2001; Snoek, Swennen and van der Klink, 2011).

A pertinent question is: why have English teacher educators failed to produce their own standards? One reason may be that public sector reform increased managerialism as well as performativity, which demanded that practitioners responded frequently to increasing numbers of targets, performance indicators and inspections (Ball, 2003, p. 215). These imperatives replaced professional judgement with commercial decision-making, thus subordinating practitioners' autonomy and ethics (Ball, 2003).

A combination of factors, one could argue, have disheartened teacher educators in the FE system: the pressure of ever-changing government policy over three decades; the repeated

changes in Ministers, Secretaries of State and civil servants in both of the government departments with responsibility for education, skills and training; the mandatory nature of regulatory instructions from government departments or regulatory bodies which ebb and flow, before being subsumed into other acronyms: FENTO, LLUK, SVUK, TDA, QIA, CEL, LSIS (respectively, Further Education National Training Organisation, Lifelong Learning United Kingdom, Standards Verification United Kingdom, Training and Development Agency, Quality Improvement Agency, Centre for Excellence in Leadership, Learning and Skills Improvement Service); and finally, various governments' decisions to bequeath standards and competences from above, rather than negotiating an evolving and holistic approach with teacher educators themselves.

Following on from earlier work by LLU+, Harkin et al (2008, p. 48) recommended the creation of a 'Teacher Educator Development group' with lead responsibility from LLUK and the Institute for Learning as well as representation from University Council for the Education of Teachers (UCET), the Higher Education Academy (HEA), the Teaching and Development Agency (TDA), University and College Union (UCU) and Quality Improvement Agency (QIA). Their report was not published.

This lack of formal agreement on what constitutes appropriate professional knowledge combined with the lack of formal professional formation, induction and mentoring for beginning teacher educators in FE, also led to a lack of coherence about which theories of learning should form part of the syllabus for teacher trainees (Boyd, Harris and Murray, 2007; Harkin, 2005; Harkin, 2008; Harkin *et al.*, 2008; Noel, 2011). For example, when Noel surveyed 39 teacher educators (Noel, 2011, p. 18), the majority claimed that they chose learning theories which value practice and research evidence:

*However, the survey also reveals that for some of them, an awareness of research evidence exerts **no** influence, indicating perhaps a lack of awareness of the relevant research evidence. For over a quarter, theories are selected – to some extent, because they are the ones best understood by the Teacher educator.*

Although English teacher educators lack a national consensus on the roles, responsibilities and professional knowledge of teacher educators, the Association of Centres for Excellence in Teaching Training (ACETT) and some CETTs themselves had kept some professional development activities going in the background, despite the cessation of their funding in 2011. ACETT began to work with the Education and Training Foundation (formerly the FE Guild) which emerged in 2013 following the closure of LSIS.

In addition, a new network of teacher educators was organised in 2011 by teacher educators themselves, Teacher Education in Lifelong Learning (TELL), to support teacher educators' practice and research. This grassroots organisation and its founder, Jim Crawley, recommended that teacher educators create their own professionalism for the future (Crawley, 2012a). These initiatives may go some way towards supporting the professional development needs of teacher educators within a recognizable community of practice in the FE system.

3.4.4 Teacher educators in the FE system in England: a triple professional identity?

Lave and Wenger's (1991) definition of professional identity was that it represented a social and cultural construct formed through experience and language and developed through participation in communities of practice. For Lave and Wenger, learning in practice resulted in the formation of a new identity, in what can be described as:

...the past and the future in the very process of negotiating the present.
(Wenger, 1998)

The contexts in which lecturers teach, as well as their personal and professional experiences, forge their professional identity.

Ducharme and Judge (1993, p. 4) described the dual professional identity of teacher educators as 'Janus-like' and 'schizophrenic', but also noted their roles as 'school person, scholar, researcher, methodologist and visitor to a strange planet' (1993, p. 6). In an analysis of 25 articles relating to the development of teacher educators, Swennen, Jones and Volman (2010) distinguished four sub-identities of teacher educator: former school teacher; teacher in HE; teacher of teachers; researcher.

Writing about the results of a study on the Dutch project, 'Teacher educators Study their own Practices', Lunenberg, Korthagen and Zwart (2011, p. 417) concluded that key elements of the professional identity of teacher educators are firstly, the development of a personal pedagogy for teacher education; and secondly, the development of scholarship. They cited Lunenberg and Hamilton's suggestion (2008) that the:

... vagueness of the profession and the fact that there is no straight career path for becoming a teacher educator seem to make the influence of one's personal history more significant than in other professions. (Lunenberg, Korthagen and Zwart, 2011, p. 409)

Hence, the importance of self-study, which appeared to contribute to the development of teacher educators' professional identities in several ways: supporting professional development, increasing self-confidence, developing a research perspective and supporting the development of a personal pedagogy of teacher education.

In an English FE context, the role of teacher educators was to prepare future teachers and to support their learning. Teacher educators could be described as possessing a triple professional identity: that of teacher, subject specialist and teacher educator and one could argue that they belonged to a number of communities of practice. Wenger (1998, p. 149) saw a profound connection between identity and practice which began with membership of a community in which identity evolved from 'negotiated experience': practitioners defining themselves through their past, present and future work-place experiences and by the ways that they are seen by themselves and others. Identity formed through reconciliation between the membership of those groups as well as membership of what he called:

...identity as a relation between and the local and the global. We define who we are by negotiating local ways of belonging to broader constellations and of manifesting broader styles and discourses. (Wenger, 1998, p. 149)

However, these characterisations of professional identity focused less on the impact of contextual and structural aspects, as on the agency of the individual.

In Bathmaker and Avis's study of the formation of professional identity amongst a group of trainee lecturers (Avis and Bathmaker, 2006), they used Lave and Wenger's (1991) work on apprenticeship to communities of practice in order to highlight the marginalisation of new lecturers, which, they suggested, emanated from the long-term effects of continuous and often detrimental changes imposed on the FE system. These changes led in many cases to new lecturers' low morale, exhaustion and lack of commitment to students (Avis and Bathmaker, 2006, p. 30). New teacher educators had to take into consideration contextual and structural factors, when modelling practice and mediating the teacher education curriculum.

In their critique of Lave and Wenger's concepts of situated learning and legitimate peripheral participation (1991) and Wenger's communities of practice (1998), Fuller and Unwin (2010) and Fuller et al (2005) stressed the potential of workplace learning and developed the concept of the 'expansive-restrictive framework',

building on work by Engestrom (2001) and emphasizing the importance of power relationships within complex work settings.

Whilst acknowledging the strengths of the original concept of community of practice, Fuller (2007) highlighted a number of concerns, for example, about the adequacy of the 'learning as participation' metaphor; uncertainties surrounding the definition of communities of practice and their transformative capacities, as well as failure to recognise the implications of multiple settings and networks of relationships for learning processes.

Hence, in *Becoming a teacher educator: guidelines for induction*, Boyd et al (2011) stated that in order to be effective, both trainee teachers and teacher educators needed to work in expansive workplace environments (Boyd, Harris and Murray, 2011, p. 3). However, FE colleges did not always have an expansive approach to workplace learning as they suffered from fast-paced and continuous policy changes; a funding regime linked to student retention and achievement; and a lower status compared with the schools and University sectors. FE teacher educators had to deal with a prescriptive and over-assessed curriculum following the imposition of professional standards and units of assessment, although others (Lawy and Tedder, 2009, p. 54) noted that it was possible for teacher educators to maintain sufficient agency to overcome these hurdles.

In Jephcote and Salisbury's (2009) study of FE teachers over a two-year period, they found that alongside the existing culture, staff and organisation of the colleges they studied, that teachers' own value systems structured their professional identities:

...such as in privileging the needs and interests of their students, often at the cost of their own work-life balance and often under the stress of the risk of alienating them from managers. (Jephcote and Salisbury, 2009, p. 969)

Teacher educators also drew upon their own value systems in order to mediate between the needs of their trainee teachers and the operational factors existing within the FE system as a whole. Their professional identity could be challenged, for example, if they had to undertake both developmental observations of teaching practice within ITE and also inspectorial observations within their institutions. As senior and experienced members of staff, teacher educators could also be called upon to observe and grade colleagues who were deemed to be 'failing' by managers.

A comparison could be made between teacher educators in colleges and educational developers in HEIs, despite differences in context, role and history. Land's research (2004) charted the growth of educational development as a practice within UK HE and drew on 35 interviews with educational developers in a range of HEIs. This revealed a diverse and fragmented community of practice, within which he identified different academic and professional identities, different discourses and different metaphors that educational developers used to describe issues and context.

The HE educational developers had to manage multiple perceptions of their role by managers and students within a comparable context to the FE system: for example, educational developers within HE had to respond to a range of interconnected factors, including global economic and political pressures, funding cuts, volatile and rapid change, the growth of a knowledge society and information technology (Land, 2004, p. 21). Land identified a number of different 'orientations' for teacher educators which he defined as:

...analytic categories that include the attitudes, knowledge, aims and action tendencies of educational developers in relation to the contexts and challenges of their practice, but they are not innate personal characteristics of developers and are not fixed. (Land, 2004, p. 13)

Land recognised the under-researched nature of education development practice. He identified a number of differing orientations, or variations on practice, in order to make sense of the tasks or situations that educational developers had to contend with (Land, 2004, p. 12). The categories comprised: managerial, political-strategic; entrepreneurial; romantic (ecological humanist); opportunist; research; professional competence; reflective practitioner; internal consultant; modeller-broker; interpretive-hermeneutic; provocateur (discipline-specific); and variation. These orientations reflected the breadth of practice and values which could exist within the educational developer community in HEIs, but there were parallels which could be drawn with the teacher education community within the FE system.

It would seem that beginning teacher educators need to develop a triple professional identity: that of subject expert, teacher and teacher educator. Whereas more experienced teacher educators might also be expected to develop a number of orientations as their role changes over time. This transition in professional identity is one of a number of tensions which teacher educators may experience.

3.5 Tensions in transition

In an Australian study of school teachers who took part in a professional learning programme for novice teacher educators (Clemans, Berry and Loughran, 2010), the authors found that, as the school teachers negotiated a new professional identity around their role as professional learning leaders in their schools, they experienced both losses and gains (Clemans, Berry and Loughran, 2010, p. 215).

They experienced a loss of expertise and professional identity which led to a fear that they would be seen as 'imposters with false identities' (2010, p. 216). In addition, their colleagues (who had become their students) were often unenthusiastic and occasionally resistant to learning, thus adding to the new teacher educators' discomfort. However, the teacher educators gained confidence by bringing insights and practices from their own classroom to bear on their interactions with these colleague-students.

The transition from teacher to teacher educator was not straightforward, but complex and messy; dilemmas were not necessarily resolved, but managed; and moving between identities was the significant learning experience (2010, p. 225). This is echoed by Dinkelman et al's work relating to US-based University teacher educators (Dinkelman, 2011; Dinkelman, Margolis and Sikkenga, 2001; Dinkelman, Margolis and Sikkenga, 2006a; Dinkelman, Margolis and Sikkenga, 2006b) which highlights the complexity of teacher educator identities, reflecting unstable and shifting personal and professional terrain.

The challenges faced by new teacher educators are echoed in the UK by McKeon and Harrison (2010) whose study of beginning teacher educators in HEIs indicated that teacher educators have highly individual ways of learning about the pedagogy of teacher education, situated as they were 'within a broad workplace, working within multiple communities' (2010, p. 42). Although the teacher educators had taught in the school sector, the findings could apply to those teaching in the FE system:

... their developing sense of 'self' as teacher educator provides a deep motivation beyond particular ways of working in a given place. (McKeon and Harrison, 2010, p. 42)

McKeon and Harrison's study showed that specific working practices (such as, modelling practice to support their students' learning; as well as questioning their pedagogical practice and principles) increased individual teacher educators' self-confidence and helped them to develop a professional identity as a teacher educator (McKeon and Harrison, 2010, p. 41). This assisted teacher educators to move from what (Murray, 2005c; Murray, 2007) calls 'first

order practitioners' as school teachers to becoming 'second order practitioners' as teacher educators in HEIs. Developing the effectiveness of modelling also helped trainees to articulate their learning more explicitly (White, 2011, p. 483).

A number of studies had highlighted the tensions that teacher educators experience in making the transition from school teaching into academic roles at University especially as regards the more traditional aspects of academic life, such as developing a research identity (Cabaroglu and Tillema, 2010; Dinkelman, Margolis and Sikkenga, 2006b; Griffiths, Thompson and Hryniewicz, 2010; Harrison and McKeon, 2008; Maguire and Weiner, 1994; Murray, 2008; Murray and Male, 2005; Trent, 2013; Wood and Borg, 2010).

Wood and Borg's (2010, p. 17) paper recorded the results of their own self-studies and of teacher narratives in an Australian setting. They referred to the conflicts and tensions experienced by teacher educators as 'the rocky road'. Some of these challenges included grappling with changed levels of autonomy, institutional isolation, new technologies and the pressure to enter the research culture (Wood and Borg, 2010, p. 18). As well as external pressures, Wood and Borg acknowledged the impact of individual internal pressures (2010, p. 26) which may impede or promote the development of a new professional identity. However, they pointed out that it was vital for both the organisation and the individual teacher educator to recognise the challenges posed by the transition to a new professional identity and for the former to put in place strategies and processes to address this.

Other tensions that teachers faced in periods of change were identified by Lea Kozminsky (2011, p. 12):

1. *Knowing vs. continuing to learn*
2. *Educating vs. teaching a content area*
3. *Taking part in a democratic-participatory discourse vs. hierarchical-managerial discourse*
4. *A culture of control vs. a culture of empowerment.*

However, she also saw change as an opportunity for teacher educators and policy-makers to engage in 'inquiry dialogue' and to re-examine their professional identity through collaborative planning, study groups, peer mentoring and self-studies (Kozminsky, 2011, p. 17), creating:

...a 'professional identity in motion' – an identity that is aware of its complexities and continues to grow. And for policy makers: they must base any proposed changes on processes that engage teachers and teacher

educators as partners in the reformulation of the change'. (Kozminsky, 2011, p. 18)

Indeed, one researcher maintained that teacher education is 'a near impossible endeavour' (Ben-Peretz, 2001, p. 48) because of the demands and constraints on teacher education, for instance: globalisation, professionalisation and conflicting external demands. In a literature review of self-studies by beginning teacher educators, Williams et al (2012) argued that in order to mitigate the challenging and complex transition from teacher to teacher educator, professional learning communities could be created, such as the special interest group of the American Educational Research Association or the European Thematic Network on Teacher Education in Europe – especially as they said it was clear that faculties of education did not always provide such supportive networks themselves.

These tensions in transition would seem to suggest that attention should be paid to the lack of support for beginning teacher educators. Their struggle with changing professional identity and with the 'rocky road' that they may experience may be seen as a rite of passage or as a stumbling block. Either way, there would appear to be a need for induction and support within a collaborative and expansive network of colleagues. The nature and scope of that induction and support is the subject of my second research question: to what extent are teacher educators inducted and supported in their role and, if so, in what manner?

3.6 Networking and collaboration to aid research and scholarship

Teacher educators have struggled to overcome simplistic perceptions of teaching and learning as the transmission of information, tips and tricks, rather than the generation of research and scholarship around teacher education pedagogy, linking theory to practice (Loughran, 2011; Lunenberg, Korthagen and Zwart, 2011; Murray, Czerniawski and Barber, 2011; Murray and Male, 2005).

The comparatively low status of teacher education within the FE system may lead beginning teacher educators to accept high teaching loads at the expense of space and time for pedagogical research. Yet the scholarship of teaching is vital for teacher educators who must develop their trainees' powers of reasoning about their practice, otherwise a vicious cycle reinforces the status quo, according to Loughran (Loughran, 2011, p. 284):

...there is a need for teacher educators to be credible researchers of teaching so that their knowledge of practice can also inform their own practice and the ways in which that interacts with their students' learning about teaching. In so doing, a conceptualisation of teaching about teaching

must go way beyond doing teaching and begin to embrace the world of ideas, theories, research and practice that matter in shaping a pedagogy of teacher education.

In his examination of aspects of his transition from classroom teacher to teacher educator, Zeichner (2005) criticised a lack of knowledge about the literature in teacher education leading to a 'seat of the pants' approach to running teacher education programmes (Zeichner, 2005). He recommended that new teacher educators involved themselves in self-study and critique of their practice as well as engaging in greater depth with the conceptual and empirical literature in teacher education:

If teacher education is to be taken more seriously in colleges and universities, then the preparation of new school- and University-based teacher educators needs to be taken more seriously as well. (Zeichner, 2005, p. 123)

In Canada, research had shown that new teacher educators were not inducted or supported (Kosnick *et al.*, 2011). Inspired by the work of Jean Murray in schools teacher education, a group of 12 doctoral students, who wanted to become teacher educators and two professors formed a study group, 'Becoming Teacher Educators' (BTE) which addressed the logistics of teacher education (such as assignments) as well as more nebulous issues of professional identity. Their three-year initiative resulted in a strong community with shared leadership; opportunities to develop knowledge of teacher education; opportunities to improve research skills and improve practice.

Similarly, in Australia, the 'Quality Teaching Action Learning' initiative in 2003 was a professional development project which encouraged collaboration between three academic partners and 35 school teachers in order to improve practice (Reynolds, Ferguson-Patrick and McCormack, 2013). As the power structures within each school which took part in the project created differing expectations, the teacher educators found that the extent and content of this collaboration differed also. What emerged was the transformative role of the teacher educator as well as the difference in perception of this role by teachers and teacher educators themselves. Teachers saw the teacher educators' role as a practical or technical activity which aimed to get a specific job done in order to achieve certain goals. The teacher educators agreed, but saw themselves in a more mediating role which centred on being more reflexive than the teachers:

The teacher educators saw their role as linking, installing enthusiasm, motivating, communicating, supporting. In other words, the teacher

educators saw themselves as providing process skills, not necessarily answers, for teachers. (Reynolds, Ferguson-Patrick and McCormack, 2013, p. 312).

In the UK, Bathmaker (2006) discussed 'collaborative professionalism' which might sometimes include 'strategic compliance' or might sometimes become a means of reducing isolation.

Research about the induction of new teacher educators in the schools sector, based in HEIs suggested that, even there, formal induction structures were inadequate (Murray, 2005a) and some responses from heads of department and new teacher educators suggested that:

...time and staffing pressures might be a factor in how induction policies are translated into practice. A number of new teacher educators, for example, reported having induction programmes planned, but not implemented. (Murray, 2005a, p. 25)

According to Boyd et al (2005, p. 15), previous work on the induction of new teacher educators in schools suggested that new teacher educators might feel that they were 'semi-academics' whose primary identity remained as a school teacher.

Dinkelman, Margolis and Sikkenga (2006a; Dinkelman, Margolis and Sikkenga, 2006b) used a case study and self-study of two beginning teacher educators in the United States, examining the merging of their identities as classroom teachers with new identities as teacher educators, which was a complex process, in which teacher educators retained some aspects of each professional identity. In the second part of their study, Dinkelman et al (Dinkelman, Margolis and Sikkenga, 2006b) made a plea for the support of authentic reflection on the work of teacher education and concluded that:

...the absence of meaningful mentoring, analysis, and support for self-study in education schools is a missed opportunity to improve teacher education. (Dinkelman, Margolis and Sikkenga, 2006b, p. 135)

Such an absence of support or challenge weakened their professional identity. It might therefore be worth considering ways in which teacher educators themselves could strengthen their own professional knowledge. Dinkelman draws elsewhere on his own experience, stressing the crucial importance to teacher educators' professional identity of

relationships with colleagues and student teachers who come together to 'form collaborative inquiry communities of practice' (Dinkelman, 2011, p. 320). In addition, a special issue of *Studying Teacher Education*, (Russell and Berry, 2013) focuses on the power and significance of collaboration for teacher education practices.

3.7 Summary and research focus

Despite the scale and importance of teacher education in the English FE system, there is little research on the professionalism, professionalisation or professional identity of teacher educators. International and UK studies show that institutions generally fail to employ transparent recruitment methods for teacher educators, although the literature suggests that they should be drawn from a pool of expert teachers. There is no central database relating to teacher educators in the English FE system and thus my first research question asks: *what are the characteristics and professional identities of teacher educators in pre-service and in-service Initial Teacher Education in the FE system in the South of England?*

Whilst highlighting the importance of autonomy to professionalism, the literature shows, in addition, that teacher educators operate in a complex and fast-moving context. Much of their energy and time are taken up in mediating policy, meeting the challenges of the sector and maintaining professional relationships with colleagues in order firstly, to support the needs of their trainee teachers and secondly, to show their commitment to their own community of practice. This led to my second research question: *To what extent are teacher educators inducted and supported in their role and, if so, in what manner?*

The lack of information concerning the professional development needs of teacher educators in the English FE system contributed to the identification of my third research question: *What are the professional development needs of beginning teacher educators and what implications might these have for the delivery and content of teacher education pedagogy?*

In order to raise the quality of teacher education, it seems necessary to ensure the current and future quality and calibre of teacher educators, who have to be robust enough to counter the tensions of what might be a triple professional identity: subject specialist, teacher and teacher educator. My research aimed to identify the professional development needs of beginning and experienced teacher educators, in order to explore flexible models of professional development for all. This led to my final research question: *What might be required to create a flexible model of professional development for teacher educators?*

One could also argue that it is an appropriate time for teacher educators in the English FE system to devise their own professional standards collaboratively, informed by the experiences of international colleagues and informed by previous research into ITE in the post-compulsory sector in England.

The next Chapter examines the methodology and design relating to this thesis.

Chapter 4 Methodology and design

4.1 Introduction

This Methodology and Design chapter comprises seven sections, starting with a rationale for the research design and an explanation of my epistemological and ontological approach. A diagram follows, describing the four distinct phases in the research, which are then discussed separately: case studies using interviews; survey; and focus group. These precede an exploration of my role and identity as the researcher and the ways in which I address issues of reliability and validity in the thesis.

4.1.1 Research design

Following the development of quantitative and then qualitative research, mixed methods methodology has been called the 'third research paradigm' (Cresswell and Plano Clark, 2011, p. 1). I chose mixed methods intuitively, as a former journalist, since in the past, I have combined qualitative and quantitative data with individual narratives when appropriate, in order to provide differing perspectives on the empirical field. For this thesis, I also wanted to give a voice to teacher educators in the FE system; and to furnish more evidence of general trends from the workplace and what lay behind them.

Several definitions of mixed methods exist. I have taken Cresswell and Plano Clark's definition of core characteristics which combines methods, philosophy and a research design orientation (Cresswell and Plano Clark, 2011). The thesis combined qualitative and quantitative data based on research questions, giving priority to qualitative methods in a multi-phase study, whilst framing these procedures within theoretical lenses. This allowed for an idiographic approach to capture the in-depth and rich accounts of the experiences of teacher educators, yet also embraced the wider views in the field, moving towards a nomothetic method, using the survey approach.

Although combining methods was challenging in terms of time and effort, it helped me to corroborate and clarify evidence from different methods, as well as informing each phase of the research. The mixing of methods also captured paradox and contradictions, which offered new perspectives and allowed me to develop new lines of inquiry, extending the breadth and range of the thesis (Greene, Caracelli and Graham, 1989).

A wide definition of teacher educators also led to the choice of a variety of different research methods. Nonetheless, I acknowledged my role in constructing the data through the choice of interviewees, the questions asked and followed up, the structure and content of questions in both the survey and focus group.

I chose a purposeful sample of teacher educators in order to collate the detailed views of those working in the specific context of Further Education in the South of England (Creswell and Plano Clark, 2007). The research started with ten case studies of experienced teacher educators, four of whom were on the point of retiring (see pen portraits in Appendix B). Their views were collected from ten in-depth and semi-structured interviews. Following on from these interviews, an online survey of teacher educators was conducted and analysed, followed by a focus group which concentrated on a limited number of important aspects emerging from the interviews and survey.

A sequential exploratory design was chosen because the data resided within people's narratives and within the vignettes of their working lives, necessitating qualitative data collection as a primary strategy, but also including some quantitative data. I hoped that this multi-method approach would aid triangulation (Meijer, Verloop and Beijaard, 2002), whereby similar information was collected using different instruments - interviews, survey and focus group - as this helped me to test some of the findings from the interviews and survey. The aim was to provide stronger evidence than from one sole data collection method. The different phases of the research related to each other in this exploratory mixed methods design as qualitative data were collected and analysed first, and then the information was used to develop a quantitative phase of data collection – for example, some of the recurring statements taken from the case studies were used in the subsequent survey with a Likert scale.

Although the emphasis was on qualitative data in my research, the survey produced a small amount of quantitative data, from which descriptive statistics could be derived, such as simple graphs and statistics, in order to identify trends and influential factors and also to compare groups of teacher educators in terms of, for example, gender, age, ethnicity and employment.

This sequential exploratory mixed method design helped me to explore the way that English Further Education teacher educators had been inducted and supported in their role and helped me to investigate which sorts of models of professional development might suit them, whether they were beginners or experienced practitioners.

4.1.2 Epistemology and ontology

The research was empirical in nature as it dealt with the gathering of information through direct personal and professional experience. It was applied research as it concerned a specific group - teacher educators - (Wallen and Fraenkel, 2001) and was not generalizable to the population at large.

I gathered teacher educators' experiences by collecting their own personal and professional narratives drawn from interviews, a survey and a focus group. The research did not hypothesize a theory and test it. My ontological and epistemological perspectives were associated with the idea that the researcher and reality are inseparable (Weber, 2004) and I therefore tried to be aware of my own subjectivity as a researcher and bore in mind that data collected through qualitative methods are open to both interpretation and criticism, since qualitative methods rely, to some extent, on the researcher's own experience and knowledge for the analysis of the data.

This was one of the reasons why I sent transcripts of the interviews to the interviewees. In one case in particular, the corrected transcript returned with full sentences and more detailed replies. One could argue, however, that the corrected transcript lost some of the immediacy, hesitancy and colloquial tone of the original. On the other hand, through the use of multiple methods of data collection, including both quantitative and qualitative methods (semi-structured interviews, surveys and focus groups) I endeavoured to produce valid analyses and findings (Belbase, 2007).

Crotty (1998) argued that researchers could choose whether to begin their research at any of the following stages: ontological, epistemological, methods or methodology. My ontological assumption was that individuals construct meaning which they share and interpret through language. This theoretical perspective lies within the interpretivist or constructivist theoretical research framework. My epistemological assumption was that knowledge, in the context of teacher education, arises from personal experience and particular situations and is not reducible to simplistic interpretation (Mack, 2010, p. 8).

Although this can be criticised as a subjective rather than objective paradigm, I believe that my research will resonate with other teacher educators. In giving voice to teacher educators in the FE system, I sought in some ways to 'emancipate the disempowered' (Cohen, Manion and Morrison, 2003, p. 28) and therefore my ontological and epistemological assumptions were also based on critical theory encouraging researchers to look for the:

...political and economic foundations of our construction of knowledge, curriculum and teaching. (Gage, 1989, p. 5)

The latter seemed to be present in the narratives of several of the teacher educators interviewed, who examined their own contexts and experiences through the lens of critical thinkers such as Freire and Foucault. However, these experiences and contexts varied

greatly, as did the profile of teacher educators in the English FE system, which was not homogenous.

4.2 Research phases

There were four research phases:

Phase 1 Ten case studies were derived from qualitative interviews with experienced teacher educators, followed by transcription and initial data analysis. This phase helped to address all the research questions and helped to refine the questions used in the survey, as well as providing authentic practitioner voices and repeated themes which were turned into statements.



Phase 2 Statements taken from these qualitative interviews were used as part of an online survey to 270 teacher educators and 70 responses were received. This phase helped to address the first two research questions and made some suggestions for the third and fourth questions.



Phase 3 A focus group was held with regional teacher educators who were asked firstly, to describe their own experiences as novice teacher educators and, secondly, to propose minimum standards for the induction and support of teacher educators. The collated comments helped to inform the first two research questions.



Phase 4 The minimum standards were discussed and agreed at a local consortium meeting and were adopted in September 2011. This gave useful insights into the second and fourth research questions.

The initial interviews formed case studies which informed an online survey and helped to prepare questions for a focus group. Once I had finished the transcription of the interviews, I began an initial analysis to identify any recurring themes (see Appendix C Codified extract from interview with Charlotte) and my margin notes were also analysed and then given initial codes (see Appendix D First and second attempts at coding the data) which were then turned into a concept map (see Appendix E Concept Map).

The themes were extracted and the most frequent observations were turned into statements (see section 6.10) with which participants could agree or disagree as part of the questions in the survey. For example, *In my experience, teacher educators only receive informal and unpaid support from colleagues*. These statements were interviewees' opinions which

tended to recur in the transcripts of the interviews – albeit expressed in different ways - and they provided a link between the interviews and survey, thus demonstrating that I was using authentic practitioner voices as the basis for the survey and allowing less experienced teacher educators to reflect on the views of veterans.

The online survey was followed by a focus group comprising a teacher training network where questions were raised about how their members had been inducted and supported, how they thought these processes and procedures (if any) could be improved and what might comprise a minimum that ITE teams could do to induct and support new teacher educators. Individual and group answers were recorded on questionnaires and a further discussion was recorded by the researcher on flip chart paper.

4.3 Exploratory case studies using interviews

Case studies through semi-structured interviews were chosen as a flexible strategy (Yin, 1989) to capture the views of individual teacher educators in different settings and at different stages of their careers. The term case study usually refers to research that investigates a small number of cases in considerable depth, where cases are constructed out of naturally occurring social situations (Gomm, Hammersley and Foster, 2000). These exploratory case studies aimed to capture the unique voices of experienced teacher educators, a third of whom subsequently retired not long after the interviews were completed.

It seemed important to gather the views of those about to retire as they had many years of experience as teacher educators and their knowledge of different settings and changing contexts had intrinsic value. However these exploratory case studies also provided insights into the various issues facing teacher educators and helped me to investigate the teacher educator population as a whole (Stake, 2003).

The main concern of case studies is to understand the case in question in itself. As a journalist, I often researched around topics, even though I was not going to include the material in the published article and I interviewed people whose comments were not going to be cited - this was solely in order to avoid errors and misunderstandings. In similar fashion, the rationale for constructing exploratory case studies was partly to engender a deeper understanding of the topic and partly to harvest metaphor and imagery from what Stake (Stake, 2000, p. 21) called: “statements that are rich with the sense of human encounter...”.

The exploratory case studies were also used to draw more generalizable conclusions about certain aspects of teacher educators' working lives, such as their professional identity, their career paths and their professional development needs. The case studies also exposed several striking incidents from the teacher educators' professional lives - which cannot be revealed for reasons of confidentiality - but which gave me an insight into their motivation and their strength of feeling about teacher education and their role within it.

The questions for the interviews were derived partly from a review of the literature; partly from my own research questions and partly in discussion with CETT and other colleagues over at least a year. The questions were modified, refined and re-worded at least five times as a result of discussions and piloting of the first interview. Some had been leading questions or might be interpreted as implying a moral imperative from the interviewer or were badly expressed.

Although I ended up with 30 interview questions which were designed to be used within a semi-structured interview process, in reality, I did not necessarily ask all of the questions as occasionally, the interviewee had already covered the topic, or the interviewee had offered insights and perspectives which I had not thought of, but which seemed relevant and important to the research.

The case studies provided unique examples of:

*...real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles.
(Cohen, Manion and Morrison, 2003, p. 181)*

These exploratory case studies provided powerful descriptions of events, rich chronological narratives, anecdotes used to explain particular points of view or career trajectories and vivid metaphor, whilst also defining some of the characteristics of what makes a good teacher educator.

4.3.1 Sampling for exploratory case study interviews

As generalizability is useful in qualitative research (Schofield, 2000), I tried to choose a sample of typical teacher educators in HE and FE. Nine out of the ten experienced teacher educators that I interviewed were over 50 years old and four were about to retire. Seven were aged between 50 and 59; two were over 60 and only one was aged between 40 and 49. It seemed apposite to capture their insights and critiques, as well as their experiences in teacher education over twenty, and in some cases, thirty years.

The interviews were semi-structured and comprised a 'purposive sample' (Cohen, Manion and Morrison, 2003, p. 99) of experienced teacher educators from colleges and HEIs. Each interview took over an hour (the detailed procedure is set out in section 4.3.4) and several more hours were given to transcription, before any initial data analysis could begin.

A random sample would not necessarily have given me a sample of younger or male teacher educators, as there tended to be greater numbers of female teacher educators than male; the majority of teacher educators were over 50 and, in some universities (for geographical and historical reasons), there were far fewer teacher educators from ethnic minorities. I avoided the problem of drawing a totally unrepresentative random sample by identifying a purposive sample that would, in terms of gender, age and ethnicity, be broadly representative of the teacher educator population in England. This was because the thesis explored the nature and background of teacher educators, how they were chosen and by whom.

Each of the ten interviewees received an individual email, explaining the purpose of the research and including a leaflet (see Appendix F Information leaflet) giving more details. I explained that I was going to interview 'wise and experienced' teacher educators who had been recommended to me. This was not flattery. Without exception, they all said they were experienced but questioned the 'wise' moniker I had used. No one refused to be interviewed and all made time to see me.

My ten interviewees comprised five men and five women, half of whom taught or had taught in four different Higher Education Institutions and half of whom taught or had taught in five different colleges (see Appendix G Schedule of interviews). Four of the interviewees have since retired. I had concentrated on choosing teacher educators with at least 10 years' experience of teacher education and had asked for recommendations from trusted colleagues, so that I was not concentrating only on people I knew. Six of the teacher educators had taught both pre-service and in-service trainees and all had experience of teaching a variety of subjects in a variety of settings (see Table 4.1). All names were anonymised.

Table 4.1 Interviewees' range of teaching

Interviewee	Subject	Level/type	Institution
Charlotte	English	A level and secondary	Secondary schools, South Africa and Comprehensive school, UK
	ESOL	All levels of ESOL	FE college
	ITE: PGCE and Staff development	Pre-service and in-service ITE	HEI, UK
Greville	Social and life skills, basic skills, General Studies	16 +	FE college
	Access courses	21+	FE college
	ITE; Masters in Education; staff development	City & Guilds Stages 1 and 2; CertEd Level 5 and PGCE Level 7	FE college and HEI
Felicity	Non-accredited ITE	Adults	Private company
	EFL and ESOL	Adults	Overseas and UK FE college
	CELTA; ITE and staff development	CELTA and CertEd Level 5; PGCE Level 6	FE college
Chris	Art and design	Post 16	FE colleges
	ITE: PGCE and Staff development	Pre-service and in-service ITE	HEI
Hettie	Biology and science	O and A level	FE college
	Study skills and staff development	Adults	Local Education Authority
	BA/BSc and Professional Studies	Undergraduate	College of HE
	ITE and staff development	CertEd and PGCE	FE college
Jill	French and English; Business Diploma language strands	GCSE, A level, OND	FE college
	Youth Opportunities Programme	Training	FE college
	City & Guilds 730		FE college
	Staff development and ITE		HEI and college
Giles	Chemistry, physics and general science	O and A level	Secondary schools, & FE college
	City & Guilds 730 and ITE	Level 3; CertEd and PGCE	FE college
	Access course	21+	FE college
	BA in Education and staff development	Undergraduate	College of HE; HEI and college
Freddie	TEFL	Adults	FE college
	English	A level and Access	FE college
	City & Guilds; ITE and staff development	Stages 1 and 2; CertEd/PGCE	FE college and HEI
Paul	Photography	Post-16	FE college
	ITE and staff development	CertEd/PGCE	FE college

Interviewee	Subject	Level/type	Institution
Jane	Sociology, government, politics; Communication, Business Studies	O and A level and BTEC	FE colleges
	Certificate of Pre-Vocational Education	Vocational course	FE college
	ITE and PG Cert in HE	CertEd/PGCE; Masters	FE colleges and HEIs

Of the ten teacher educators interviewed, eight had undertaken a higher degree (see Table 4.2), four of which were Masters in Education courses; one was a Masters in Education Management; two Masters were in Lifelong Learning and one was a Master of Arts (Professional Studies). Jane had two Masters and was studying for a PhD; Giles was studying for a Professional Doctorate.

Table 4.2 Interviewees' ITE qualification and highest academic qualification		
Interviewee	ITE qualification	Highest qualification
Charlotte	DELTA	Degree
Greville	City and Guilds Stage 1 and 2	Master of Arts (Professional Studies)
Felicity	CELTA and PGCE	Masters in Lifelong Learning
Chris	PGCE	Masters in Education
Hettie	PGCE	BSc (Hons)
Jill	PGCE	Masters in Education
Giles	PGCE	Masters in Education
Freddie	PGCE	Masters in Education Management
Paul	Certificate in Education	Masters in Education
Jane	PGCE	M Teach Masters in Lifelong Learning

Both the interviews and the survey related closely to the research questions which were:

- What are the characteristics and professional identities of teacher educators in pre-service and in-service Initial Teacher Education in the FE system in the South of England?
- To what extent are teacher educators inducted and supported in their role and, if so, in what manner?

- What are the professional development needs of beginning teacher educators and what implications might these have for the delivery and content of teacher education pedagogy?
- What might be required to create a flexible model of professional development for teacher educators?

4.3.2 Rationale for interview structure and content

The ten case studies were exploratory and designed to be heuristic (Cohen, Manion and Morrison, 2003, p. 270). The interview process covered Kvale's (1996, p. 30) key characteristics of qualitative research interviews in that they explored the interviewees' own experiences in teacher education; how they described and interpreted these specific experiences; and how they related them to changes in the policy and infrastructure of the FE system. I tried to be sensitive and open to new and unexpected views and, in sending the transcripts to the interviewees, welcomed any new insights and awareness that the interviews had awakened.

I do not believe that being able to read my questions in advance influenced their responses unduly, especially as I did not always keep to the order of the questions, added questions that occurred to me during the interview and also added probing questions (such as 'why' or 'why not'). Some participants said that they found it reassuring to have the questions in advance; one teacher educator had written responses to the first 10 questions and she emailed these responses and brought them to the interview. Nonetheless, she didn't read the notes out and only referred to them at the end, when she was checking whether she had made all the points that she had wanted to make. What was gained by sending the questions out in advance with a leaflet (see Appendix O) explaining the research was, firstly, that participants had a chance to think about the topics even subliminally; and secondly, it gave them some reassurance about the scope and topics to be included in the interviews and their ability to answer from their own experience and knowledge.

4.3.3 Piloting of interview questions

The interviews were semi-structured in order to be able to ask probing questions and to make it less likely that I would lead participants towards particular themes. The interview questions were discussed with colleagues and a pilot interview with an experienced University teacher educator was undertaken in August 2010 (see Appendix F for schedule of interviews).

Some questions emerged from the review of the literature. For example, according to LUK (Harkin *et al.*, 2008), roughly 90% of ITE in FE is in-service provision. In order to explore

further their views on what might help prepare new teacher educators for their role, it was decided to ask the interviewees about potential differences between in-service and pre-service trainees, to see whether such differences might have an impact on their professional development needs.

Questions were refined further to make them clearer and to avoid leading the answers, and topics were added or removed where necessary. These questions were modified during and after the interviews as well (see Appendices H and I for first and second versions of semi-structured interview questions). The pilot interview had demonstrated that the order of the questions was wrong and that it had not been clear whether I was asking about teacher educators or teacher trainees in some cases. The pilot also highlighted that it would be better to replace questions which bore a moral imperative – for example: *What mentoring and support should be in place for beginning teacher educators?* with *Do you think that there should be mentoring and support in place for beginning teacher educators?*. Similarly, *What kind of qualification should a TED have or be working towards? Why?* was replaced with more open questions: *Do you think that teacher educators need any specific qualifications for their role? If so, which ones and why?* These modifications avoided leading the interviewees' answers in a particular direction.

The pilot questions asked about different types of ITE course and their challenges for teacher trainees, rather than teacher educators. This shift in focus was not clear in the pilot and subsequently the following questions: *What are the challenges and needs of beginning teachers who work in FE and who are on a pre-service ITE course?* and *What are the challenges and needs of beginning teachers who work in FE on an in-service ITE course?* were modified to make it clear that there was a change of focus from teacher educators to teacher trainees: *I'm now going to ask you about teacher trainees: What do you think are the needs of beginning teachers who work in FE and who are on a pre-service ITE course? What do you think are the needs of beginning teachers who work in FE on an in-service ITE course?*

Similarly, when the focus changed back to teacher educators, the questions were refined to disaggregate the challenges and needs of teacher educators. The two following questions: *What are the challenges and needs of beginning teacher education developers at the start of their role as TEDs? How can these needs and challenges be met?* were changed to: *I'm now going to ask you about teacher educators: Do you think that beginning teacher educators have any particular needs at the start of their role as Teacher educators? If so, what might these be? How might these needs be met?*

After the pilot interview, I discussed the questions with the interviewee and following the transcription of this pilot, I added five new questions: *What is the career path for beginning teacher educators in your institution? How do teacher educators fit into the institution's career structure (pay, promotion and so on)? Who is in charge of preparing the CPD programmes in your institution? Who is allowed to contribute to the preparation of the CPD programmes? and Do you think that there are members of staff whose CPD needs are ignored? Why/why not?*

The piloting helped to formulate a structure for the interviews, starting with background questions which were easy to answer, designed to relax the interviewee and start them talking (age; date when started teacher education; qualifications, subject specialism). The questions moved onto how the interviewees had been recruited and supported as teacher educators. Then I prepared them for a question about the needs of pre-service, full-time teacher trainees and whether these differed from the needs of in-service, part-time trainees (this question did not apply to all participants and was omitted where necessary) before returning to questions about teacher educators and their CPD needs, how these might be met and whether CPD needs change over time. I also encouraged the participants to relate narratives about their life experiences which revealed aspects that had influenced their attitudes, values and approaches to teaching and learning.

4.3.4 Procedures for carrying out the interviews

The interviews began just after half term in October 2010 when the teacher educators had had a break, rather than at the start of term, which is a busy time with enrolment and induction, or during the main marking times (see Appendix G Schedule of Interviews). Burgess (1988, p. 153) wrote that interviews are 'conversations with a purpose' and this came through in the recordings where the responses ranged far and wide across more topics than had been planned for, with the shortest interview being 45 minutes and the longest being two hours.

Six of the interviews took place in the participants' offices and four took place in an interview room at my University. I tried to put the interviewees at their ease, but felt that this was unsuccessful in one case, where the interviewee was distracted by an imminent Ofsted inspection and gave shorter and more superficial responses than the others.

As a former journalist, I paid attention to the way that the interviews were conducted: it seemed appropriate to sit down diagonally at an angle to my participants, rather than face to face which might seem a bit intimidating. I tried to make people feel as comfortable as possible by having a general social chat first before even getting the voice recorder out. I

asked them to read the recording permission form (see Appendix J) and leaflet (see Appendix F as before) and only to sign the form if they felt comfortable being recorded.

The participants had seen the questions beforehand so they knew that there would be no real surprises during the interview but I tried to 'soften' the questions by putting them into a conversational style and trying to elicit a dialogue which was more an interchange of views (Kvale, 1996, p. 145) albeit with an ulterior motive. I tried to meet Kvale's quality criteria by trying to elicit spontaneous, rich, specific and relevant answers using reasonably short questions (but clarifying the question if asked to do so and asking for clarification where necessary). The semi-structured interview questions also allowed me to follow up ideas, probe people's responses and ask how people felt about certain issues (Bell, 2005).

4.3.5 Data analysis of exploratory case studies

The audio recordings of the ten qualitative interviews with experienced teacher educators were transcribed verbatim and cross-checked with my shorthand notes so that hesitations, laughter and interruptions could be included (Gillham, 2005). I immersed myself in the data, re-reading the interviews in order to enable an initial analysis so that these could be used as exploratory case studies (Yin, 1989) which examined contemporary phenomena relating to teacher educators in the FE system in the South of England.

My aim was to arrive at broad generalisations based on case study evidence, so I chose to use thematic analysis which could be applied across a range of theoretical and epistemological approaches and which was concerned with the content of the case studies, rather the manner in which they were expressed. Thematic analysis can both reflect 'reality' and unravel the surface of 'reality' seeking themes or patterns across an entire data set (Braun and Clarke, 2006, p. 9). Thematic analysis thus provided a flexible tool which encouraged rich and detailed, as well as complex accounts, to emerge from the data (Braun and Clarke, 2006). My initial analysis was inductive, identifying a number of recurring themes and patterns. The thematic analysis sought to focus on the socio-cultural context of teacher educators in the FE system as, from a constructionist perspective, meaning and experience are socially produced (Braun and Clarke, 2006).

Initially, I used a highlighter to pick out potential themes, then I wrote annotations and phrases in the margins. After this, I began to use letters to represent codes and sub-codes taken from the notes I had made, in an iterative process, so that the codes would enable me to organise the data into meaningful units (see Appendix D). However, the codes and sub-codes were too numerous and detailed to be helpful, so I started to collapse or group similar

codes into what became eight principal codes, which helped me identify possible themes that were reviewed and refined as the interviews progressed.

Following Braun and Clarke's (2006) proposed stages, I tried to describe themes which related to the research questions. For example, the code *Support for New Teacher Educators* and its eight sub-codes became part of *Continuous Professional Development (CPD)* in the revised coding. The following table shows a worked example from the transcript of an interview with Charlotte:

Table 4.3 Worked example of annotation and coding		
Example from transcript	Annotation	Coding
Q. Did you do any specific CPD yourself when you started as a teacher educator?		
A. I read Reece's book. I did read because if I was going to be teaching this, I had to know what I was talking about. Making sure I understood the background and reading. Very supportive experienced colleagues who shared things and modelled and there was a helpful team teaching, sharing. We didn't have mentors but they were mentoring people informally.	Reading	I
	Supportive, experienced colleagues,	CPD
	Sharing	M
	Modelled	M
	Helpful team	M
	Informal mentoring	M

This analysis and annotation of interview transcripts began to reveal some common patterns and shared experiences in the exploratory case studies. In order to help with the development of themes, I also drew a concept map (see Appendix E) which divided the codes into two broad domains: professionalism and CPD needs and helped me to cluster my ideas. This helped me to further refine and define some of the ideas, how they related to each other and how themes could be grouped together, as well as being a useful visual aid. The process of analysing the data moved from descriptions of semantic content to interpretation of the broader underlying meanings and implications of the exploratory case studies. This latent thematic analysis involved a certain amount of interpretative work which was undertaken in the light of the literature review and theoretical framework, in a recursive process (Braun and Clarke, 2006).

Some of the background data was extracted from the case studies and put into tables which could then be compared to survey data. For example, Table 4.1 shows interviewees' range of teaching and Table 4.2 shows interviewees' ITE qualification and highest academic qualification.

4.3.6 Ethical issues

In order to make the research participants fully aware of the purpose of the research, why they were chosen for interview, what was involved and what would be done with the information obtained, semi-structured interview questions (see Appendices G and H for first and second versions) and an information leaflet (see Appendix F) were emailed beforehand to the interviewees.

Their written permission to audio record the interview was obtained by asking them to read a consent form (see Appendix J) and to sign it if they agreed with the audio recording of the interview. The information leaflet explained the research and confirmed that participants had a right to withdraw at any time and could also stop the audio recording of their interview at any time. I needed participants' informed consent to be audio recorded for the purposes of accuracy, on the understanding that the Institute of Education supervisors might be privy to the raw data for quality control purposes but that confidentiality and anonymity were maintained so that future research in this area would not be compromised (BERA, 2011).

All data were anonymised through the use of pseudonyms and there was no mention in the research of the names of participants or their institutions or where these were located. However, it was difficult to guarantee complete institutional anonymity because although the research described 'CETTs in England' and although all names were anonymised through the use of pseudonyms, CETT members might be able to make a jigsaw identification of the institutions and make an informed guess about the people concerned.

No participant was put under pressure to participate and the content of the interviews remains confidential, especially as interviewees were very frank in their responses. Although the research was not a sensitive topic in itself, confidentiality and anonymity were vital as some responses touched on sensitive institutional and personal issues. Pseudonyms were used in each case.

Each interviewee was asked by email if they would like to participate and then the semi-structured interview questions were sent to them so that they could think about their answers before the interview. The notes and recordings were encrypted and kept in a safe place. The survey's participants were also asked to state their names if they so wished but these were replaced with a numerical ID. No names were recorded at any point during the collection of the focus group's findings.

When the participants were thinking, they often averted their gaze. As I was genuinely busy either taking shorthand notes or checking that the voice recorder was still working, I didn't

check whether they had their gaze averted. I am used to using silence to allow interviewees to think and to encourage them to fill the silence. I avoided staring at the interviewee by updating my shorthand notes. This took the pressure off the interviewee and made the silence companionable, rather than uncomfortable, trying to create an encouraging and collegial atmosphere. I was grateful for people's time and wanted them to enjoy the interview. There were complex power relations: because I was grateful for their time, it was not easy challenging them overtly. However, I did pause after a number of their answers and ask 'why' or why not', which often elicited the most interesting responses.

After each interview, I transcribed the interviews verbatim from the audio recordings because the meanings were clearer when I could hear the tone of the speaker's voice and the stress they placed on certain words or phrases. I missed out any phrases which didn't make sense or where the interviewee started one thought and immediately discarded it. Although transcribing the tapes was lengthy, it made me realise how much I had missed during the interviews and it was another way of getting closer to the data.

I needed to ensure that I did not over-weight or ignore opinions or facts (Miles and Huberman, 1994). I did try to record interviewees' emphases on words or phrases as well as their laughter or their mood (angry, resigned or enthusiastic) in my shorthand notes of the interviews. But as Kvale (1996) stated, these are interpreted by the researcher rather than expressed overtly by the interviewee.

As a former journalist I was not keen on showing participants these transcriptions, as past experience had taught me that participants then want to change anything they consider to be too controversial or badly expressed and one can lose useful insights this way. However, it was important to give interviewees the opportunity to correct any transcription errors or to add anything they felt was important and which would add another level of analysis. Out of the ten interviews, nine participants emailed to say that the transcripts were accurate representations of our interview (there was one typo and one date needed to be amended).

4.4 Survey

4.4.1 Sampling for survey

In order to capture the opinions of teacher educators, I sent an online survey to 270 teacher educators working in the FE system in the South of England, asking them how they had been inducted, supported and/or mentored when they first started as teacher educators; what their professional development needs had been when they started; how these needs

changed over time; and how they felt their professional development needs could be met in future.

There were also questions about the rationale for minimum qualifications for teacher educators; how they saw their professional identity; how they felt this identity might have changed as a result of starting to be a teacher educator; and whether they could identify any challenges or areas of tension for teacher educators. The response rate was 26% as 70 replies to the survey were received out of a total of 270 people.

The survey had been designed with a balance of open and closed questions eliciting teacher educators' views and comments. In total 70 people responded and 60 answered all of the questions, including qualitative open questions, giving detailed, lengthy and frank opinions. After each quote, I have included the gender, current workplace and length of time spent as a teacher educator (one to five years designated as 'early-career'; six to ten years designated as 'mid-career'; and eleven years and over designated as 'long-career'). Eight replies were anonymous (although four gave some details of their context).

The survey was sent to teacher educators sourced from a wide network – those teaching the CertEd/PGCE (DTLLS) and Additional Diplomas in ESOL, Literacy and Numeracy. A purposive sample of teacher educators was targeted for the survey in order to ensure, as far as possible, that survey responses were received from teacher educators who were male and/or from black and ethnic minority groups and/or under the age of 50. A sample size of thirty (Cohen, Manion and Morrison, 2003) is held to be the minimum number of cases if there is to be some form of statistical analysis of the data. As this was principally a qualitative study using mixed methods, seventy participants comprised a suitable sample size, as there was only one researcher and there were real-world constraints in terms of time and resources (Robson, 2002, p. 161).

I wanted the sample size to be sufficiently large, as a number of questions used quantitative scales. The response rate was 26% as a total of 70 replies to the survey were received out of 270 people surveyed, 74.6% from women and 25.4% from men, the highest percentage being over 50 years old (49.2%). The majority of those who replied (58.7%) were working in an FE college and of the 62 people who answered the question on ethnicity, 85.5% said they were white.

As well as sending the survey out to individuals by email with an explanation of the purpose and importance of the research, participants were encouraged to ask their course teams to complete the survey. A similar email was sent to CETTs through the JISCmail network.

4.4.2 Rationale for survey structure

The survey was initially designed in order to elicit in-depth responses, over time, from a targeted audience. The focus was on teacher educators' behaviour, beliefs, knowledge and attitudes towards continuous professional development as well as reflections on their characteristics and dispositions (De Vaus, 2002). Teacher educators are usually acquainted with the principles and practices of reflective practice since it is a core value underpinning ITE. To become reflective practitioners, teacher trainees and teacher educators are expected to reflect on their own strengths and areas for development, for example, in evaluations of observed teaching, during peer and self-assessment of microteaching sessions, analysis of critical incidents, writing targets and reviews of Individual Learning Plans.

A Word questionnaire was devised, but in order to make it visually more appealing and easier to circulate and complete, this was developed into an electronic survey using Survey Monkey software.

4.4.3 Piloting of survey and content

The online survey was piloted with colleagues to test their understanding of the questions and then these were clarified or re-worded where they were ambiguous or seemed to lead the responses in a particular direction. The layout of the survey was originally produced in Word (see Appendix K) which made it lengthy and cumbersome to complete, with a large number of questions which were in no particular order. The final use of Survey Monkey (see Appendix L) made it easier to complete and analyse, gave it a shorter and more attractive appearance and included signposts for different topics by dividing the survey into eight pages:

- 1) Starting out in teacher education
- 2) Breadth and depth of experience of teacher educators
- 3) Qualifications of teacher educators
- 4) Professional identity
- 5) The role of continuous professional development
- 6) Statements from initial interviews with teacher educators
- 7) Background information
- 8) CETT colloquium and research

Out of 30 questions in total (see Appendix L) half the questions were closed and half were open; a third of the questions were about the characteristics of the teacher educators (e.g. age, gender, type of qualification, ethnicity); seven questions related to their beliefs; five

questions related to their behaviour and another five to their attitudes; and three questions referred to knowledge.

As well as distinguishing between the direction of their attitude (for instance, which qualifications, if any, teacher educators should have or be working towards) I wanted to know how important they considered certain aspects were (De Vaus, 2002).

Five questions used Likert ratings scales (for instance, to see how important each of the possible qualifications might be). The ratings scheme used five ratings (agree strongly, agree, don't know, disagree and disagree strongly) which were attached to numerical values (5 for agree strongly down to 1 for disagree strongly). This ratings scale was replicated for a question about the importance of the roles that teacher educators should have experienced before starting to deliver ITE sessions; a question about the suitability of different topics for CPD sessions; and agreement or not with statements taken from the initial interviews.

A second ratings scheme was used to ask how participants saw and gave weight to their different professional roles (all the time 5; most of the time 4; sometimes 3; not at all 1; don't know 2).

There was a dialogic relationship between the case studies and the survey in that the former informed some of the questions asked in the survey. Although the questions were in survey format, some of them were open-ended, with no restrictions on the number of words participants could use. The ordering of the survey was also changed following the pilot. Rather than starting with easy questions on background information, it was decided to leave these until last, so that participants could tackle the more thought-provoking sections first. Where there were lists (for example, of qualifications) these were put into alphabetical order, rather than left in the order in which I had first thought of them, thus removing my own biased ordering choices.

Each question also had to motivate the respondent to continue to answer the questions (Oppenheim, 1992) by being reasonably short, clear and without jargon. Where I asked participants for background information, I explained the purpose and reiterated the confidentiality of the data. Where participants could choose more than one answer, this was indicated in the question.

4.4.4 Procedures for survey data collection

An online survey was chosen because I wanted to ask a variety of questions and to attract sufficient numbers of responses. Participants could complete the survey online at their

leisure and Survey Monkey software allowed me to sort quantitative and qualitative responses into categories which could be collated into tables.

Following an initial analysis of the interview data, I had a clearer idea of the kinds of questions that I wanted to ask in the survey and the order in which I wanted to ask them. Initial questions had emerged inductively and in discussion with CETT colleagues, but the majority related to the literature review and the research questions and were then modified, clarified and made more specific to different stages of teacher educators' careers following the case studies and in discussion with supervisors (see Table 4.4). Background questions about age, ethnicity, gender, context and career length helped with data analysis and interpretation.

Table 4.4 Survey questions			
Question	Open or closed and/or Likert Scale	Answer required	Origin of question
Starting out in teacher education			
Name	Closed	No	To enable data analysis by career stage and context
Were you given any kind of induction as a beginning teacher educator? If so, how were you inducted into teacher education?	Open	Yes	Literature review Case study interviews
How were you supported in your first few years as a beginning teacher educator?	Open	Yes	Inductive approach
What would have helped to address your needs as a beginning teacher educator when you first started to deliver initial teacher education?	Open	No	Discussion following pilot interview and discussion with supervisors
How did those needs change over time?	Open	No	Discussion following pilot interview
What do you enjoy about being a teacher educator?	Open	No	Inductive approach
Do you think that there are any challenges and/or areas of tension for teacher educators? If so, what might these be?	Open	No	Literature review Modified following discussion with supervisors
Breadth and depth of experience of teacher educators			
What role(s) do you think a teacher educator should have experienced before starting to deliver initial teacher education?	Open and Likert scale	No	Developed following case study interviews
Qualifications of teacher educators			
What is the minimum qualification that teacher educators should have and why?	Open	Yes	Inductive approach
If you think that teacher educators should either have, or be working towards, any qualifications, please indicate the importance of each of the following qualifications for teacher educators:	Likert scale	No	Developed following case study interviews and in discussion with supervisors

Please explain your choice(s) above	Open	No	Inductive approach
Professional identity			
How do you see your professional role(s) now? Please choose more than one option if appropriate or complete Other	Likert scale	No	Literature review Developed following case study interviews
Please explain your answer(s) above	Open	No	Inductive approach
Do you think that your professional identity has changed or is likely to change as a result of starting to be a teacher educator? If so, how has it changed? If not, why not?	Open	No	Literature review Case study interviews
Which higher qualification would be more relevant for you as a teacher educator: a higher qualification in your subject area or a higher qualification in education?	Open	Yes	Literature review In discussion with CETT colleague
The role of continuous professional development (CPD)			
In your opinion, do you think that CPD sessions could help teacher educators who are new to the role? Why/why not?	Open	Yes	CETT CPD sessions Literature review Case study interviews
Below are some suggested CPD sessions which could be aimed at new and experienced teacher educators. Please give your opinion on the suitability (or not) of each topic.	Likert scale	No	CETT CPD sessions Literature review Developed following case study interviews
Please expand on the suitability of your choices of topics here	Open	No	Inductive approach
Do you think that teacher educators have different CPD needs if they are working on pre-service, full-time courses as opposed to working on in-service, part-time courses? If so, what might these needs be? If not, why not?	Open	No	Literature review
Statements from initial interviews with teacher educators			
The following statements have been taken from initial interviews with teacher educators. How much do you agree or disagree with these statements?	Likert scale	No	Developed following case studies in discussion with supervisors
Background information			
What is your age range?	Likert scale	Yes	Inductive approach to aid data analysis
Gender	Closed	Yes	Inductive approach to aid data analysis
Which year did you start as a teacher educator?	Open	No	Inductive approach to aid data analysis
Where are you delivering your teacher education courses? Please tick more than one answer if necessary and indicate whether you teach on an in-service or pre-service course or on both.	Closed	Yes	Inductive approach to aid data analysis
Ethnicity	Closed	No	Inductive approach to aid data analysis
Do you currently teach on courses other than initial teacher education and/or staff development	Closed	No	Inductive approach to aid data analysis
Do you teach on generic or subject specialist initial teacher education courses	Closed	No	Inductive approach to aid data analysis
Which teacher education courses have you taught on in your career? Please tick more than one course where necessary	Closed	Yes	Inductive approach to aid data analysis

The first section of the survey related to teacher educators starting their careers and some questions were similar to those posed during the exploratory case study interviews, but adapted following analysis of the case studies.

The second section examined the breadth and depth of experience that teacher educators might have and asked participants to use a Likert scale to rate the importance of the roles that a teacher educator should have experienced before starting to deliver ITE. These roles were partly taken from reading the literature on teacher educators, through initial analysis of the interview data and through discussions with colleagues. Each Likert scale also included a text box called 'other' which gave participants the opportunity to add comments or alternatives to categories.

The third section asked participants whether teacher educators should have or be working towards any qualifications. A Likert scale was used to rate their agreement with a number of qualification classifications, such as Masters in Education or Level 4 or higher subject specialist qualification.

The next section addressed teacher educators' professional identity. The first question asked participants to choose a professional role, or roles, from a list and indicate whether they considered that they were fulfilling the roles all the time, most of the time, sometimes, not at all or 'don't know'. There was an 'other' text box at the end where participants could add roles and there was another question asking them to explain their choices. This section also asked whether their own professional identity had changed, or was likely to change, as a result of starting as a teacher educator and why this might be so. In addition, they were asked to comment on whether a higher qualification in their subject area, or a higher qualification in education, would be more relevant for each respondent.

The fifth section related to continuous professional development (CPD). Participants were asked whether, in their opinion, CPD sessions could help teacher educators who were new to the role and why they thought so. Participants were then given a list of CPD sessions - the titles of which were in alphabetical order thus avoiding attempts to place topics in order of importance - which could be aimed at new and experienced teacher educators. Participants were asked to use a Likert scale to rate their agreement with each topic. The list of topics had come from discussions with colleagues and from unpublished CETT questionnaires about potential CPD sessions in their geographical area. Participants were then given the opportunity to comment on the suitability of their choice of topics in a separate text box. They were also asked whether they thought that teacher educators who taught pre-

service trainees might have differing CPD needs from those who taught in-service trainees and what these differing needs might be.

A number of comments kept recurring from the exploratory case study interviews and, from these, thirteen statements were extracted and used in the survey with a Likert scale (see Table 6.25) in order to see to what extent the survey participants might agree with these recurring comments from the experienced teacher educators.

The ten interviewees were in their mid to late careers, half working in FE and five working in HE. The survey participants came from a wider teaching context and of the 64 survey participants who revealed how long they had been teacher educators, 27 (42.2%) were long-career participants; 25 (39.1%) were mid-career participants and 12 (18.7%) were early-career participants who worked in HE and in a variety of institutions in the FE system.

The Likert scale measured survey participants' attitudes towards a number of perceptions and views expressed by the teacher educators who had been interviewed. For example, that teacher educators only received informal and unpaid support from colleagues; that there was a need for teacher educators to exhibit strong interpersonal and communication skills; the enjoyment of observations; the importance of mentoring for new teacher educators; the peremptory nature, or lack of, induction; the usefulness of a Masters course to understand teacher education pedagogy; ITE's lack of status and career path; the need to have a good overview of the sector's policy context; the crucial importance of theories of learning, research and reading which might help to allay anxiety for beginning teacher educators when they move into this new body of knowledge; the view that CPD for beginning teacher educators was important for their competence, status and credibility.

The final section asked background questions, such as age, gender and ethnicity. There were also questions asking them to identify the type(s) of institution in which they taught ITE; whether they taught on courses other than ITE; whether they taught on generic or subject specialist ITE courses; and lastly, the survey asked them to identify from a list, the ITE courses on which they had taught over the course of their career (such as CELTA, Certificate in Education and City and Guilds Stage 1, 2 and 3 courses).

4.4.5 Data analysis of survey responses

The survey had been designed with a balance of open and closed questions eliciting teacher educators' views and comments. It was divided into eight sections and questions were grouped together to address different themes which had been identified from initial analysis of the exploratory case study interview data. I also noted negative and discrepant examples

from the data (Cohen, Manion and Morrison, 2003), such as a comment about ageism by an early-career teacher educator. Of those who responded, 60 people answered all of the questions, including qualitative open questions, giving detailed, lengthy and frank opinions.

Likert scales were used in five questions which engendered some quantitative data relating to survey participants' opinions on the degree of importance that certain job roles have for teacher educators; whether participants thought that teacher educators should have or be working towards certain qualifications; how participants saw their own role; which CPD sessions could be aimed at new and beginning teacher educators; and finally, participants' degree of agreement with thirteen statements taken from the most frequently recurring comments by interviewees. Information from the responses were put into tables and could be analysed in terms of numbers and percentages for each.

The survey also included open questions where participants were asked to comment in text boxes. For each of these open text questions, I analysed the data by choosing categories into which the answers seemed to fall. This allowed me to draw some overall classifications of answers which could also be put into tables. For example, in answer to the question: *Were you given any kind of induction as a beginning teacher educator? If so, how were you inducted into teacher education?*, it was relatively straightforward to categorise 'yes' and 'no' answers so, for example, 48% gave generally negative answers and 38% said that they had taken part in some activities that could be classified as induction. From this initial analysis, it was possible to identify some general induction categories, such as mentoring, training, shadowing and co-teaching. From examining these categories over all the questions, a number of themes could be identified and explored, providing answers for all the research questions.

4.4.6 Ethical issues

I had a number of ethical concerns regarding the nature of some of the questions in the online survey - for example, how to address the power relationship between the participants and the researcher. Participants might have felt as though they were being assessed in some of the questions or that they should answer the questions in a particular manner. I tried to mitigate this by putting some lists in alphabetical order, for example, the lists which followed the questions: *What role(s) do you think a teacher educator should have experienced before starting to deliver initial teacher education? Please indicate how important you think each role is; How do you see your professional role(s) now? Please choose more than one option if appropriate; Below are some suggested CPD sessions which could be aimed at new and experienced teacher educators. Please give your opinion*

on the suitability (or not) of each topic; and Which teacher education courses have you taught on in your career? Please tick more than once course where necessary.

One of the questions asked: *If you think that teacher educators should either have, or be working towards, any qualifications, please indicate the importance of each of the following qualifications for teacher educators.* The list of qualifications relating to this question was not placed in any order by level - Level 4; Masters; PhD - instead, the categories were mixed up so that participants would not feel that their own qualifications, or lack of such, were a barrier to answering the question. There was also a text box named 'other' which elicited numerous comments about the need, or otherwise, for qualifications and/or higher degrees. I tried to word the questions so that they would not influence the answers one way or another. I did not want teacher educators who, for example, only had a level 3 qualification, to feel that the survey was implying that they should have a higher degree.

On the introductory page of the survey, I wrote that no participants would be identified in the research which remains confidential. Some survey participants gave their names which were replaced by numerical identification. Participants were only identified in the data in terms of their gender, which sector they worked in and whether they were early, mid or late-career teacher educators.

4.5 Focus Group

4.5.1 Rationale for focus group

The focus group represented the final stage of the research and helped to triangulate the data from the exploratory case study interviews and survey. In addition, the focus group served as a research instrument which helped to detect emerging findings and to tease out further issues which I could explore. The findings of the focus group related principally to my second and third research questions: *To what extent are teacher educators inducted and supported in their role and, if so, in what manner?; and What are the professional development needs of beginning teacher educators and what implications might these have for the delivery and content of teacher education pedagogy?*

4.5.2 Sampling for focus group

As part of my role, I was involved in networks within a geographical area which met regularly to support local teacher educators and I used this involvement strategically as an opportunity to put in place a focus group, which would be relevant to the participants present there, in order to test out findings and help develop my research.

Fifteen teacher educators took part in the focus group. I did not collect any background data or names for reasons of confidentiality and anonymity.

4.5.3 Piloting of questions for focus group

The questions emerged from an initial analysis of the exploratory case study interviews and survey and were then refined with teacher educator colleagues and were agreed with the leader of the regional teacher educator network (Appendix M).

The focus of the questions related to induction and support for new or beginning teacher educators in order to produce some guidance for colleges and Universities in the network.

4.5.4 Procedures for data collection from focus group

I gave out an information leaflet (see Appendix F) to all members of the focus group who were sitting at tables in a teaching room as well as a paper questionnaire with three questions to answer. Before starting the focus group, I explained that the research aimed to examine the professional development needs of teacher educators in order to develop a CPD framework of qualifications for teacher educators in future. The focus group followed ten interviews with experienced teacher educators whose most frequent comments were turned into statements which fed into an online survey.

Their permission to use the data had been obtained and I explained that all comments were to be written anonymously and that the discussions would remain confidential. No names were recorded at any time.

In order to avoid people influencing each other's views, I asked each member of the focus group to answer the first two questions on the paper questionnaire on their own and without consulting others. The questions were: *Individually, jot down how you and your course team induct and support new teacher educators at the moment (formally or informally); and Individually, do you think that this induction and support could be improved? If so, how?*

This allowed the focus group members to reflect on their own experiences and those of their colleagues as well as identifying ways in which induction and support could be improved.

The last question asked people at each table to have a group discussion in order to garner their views and recommendations regarding the minimum induction and support for new teacher educators: *Have a discussion at your table, and jot down what you think comprises the **minimum** that Initial Teacher Education teams can do to induct and support new teacher educators, given the current financial constraints.*

Following a fifteen minute round table discussion, I asked focus group members to consult the notes they had made about this group discussion and to choose a speaker who could feed back to the whole group verbally. I then wrote down on flipchart paper the comments voiced by each speaker.

At this last stage of the focus group, it was difficult for speakers not to influence other table groups, which was why I took in all the completed paper questionnaires so that I could add everyone's group discussion comments to the flipchart comments.

4.5.4 Ethical issues relating to the Focus group

In the focus group, I tried to ensure that any dominant speakers would not prevent others in their group from voicing what they wanted to say. I gave out two individual questions on a paper questionnaire so that focus group members were given the time to reflect anonymously first, before they participated in group discussions and a plenary discussion at the end. These individual comments were analysed as part of the focus group data.

4.5.6 Data analysis of the focus group

The focus group comprised fifteen teacher educators from the South of England who were taking part in a regional ITE meeting. I asked them firstly, to describe their own experiences as novice teacher educators and, secondly, to propose minimum standards for the induction and support of teacher educators. The teacher educators were then asked whether they thought these processes and procedures - if any - could be improved and what might comprise a minimum that ITE teams could do to induct and support new teacher educators.

Individual and group answers were recorded on questionnaires and further group discussions were summarised by the researcher on flip chart paper. The collated comments helped to inform the second, third and fourth research questions and the focus group as a whole was a way of triangulating the data already received from the interviews and online survey. There were 15 participants in the focus group which only lasted about two hours in total. The focus group was not my principal data collection method but was used as a means of triangulating the key findings.

The fifteen members of the focus group were asked to write down some individual comments anonymously. On reflection, it would have been useful to distinguish between comments from teacher educators employed by Universities, FE, ACL colleges or WBL. However, I was concerned to preserve the confidentiality of such a small group.

I transcribed their individual notes and developed conceptually clustered matrices (Miles and Huberman, 1994, p. 127) for each of the questions, in order to compare and contrast

responses, facilitate data analysis and draw initial inferences. Answers were given an initial code and then clustered together into general themes which were different for each question posed.

For example, in Matrix 1 for Question 1, 'Current practice for induction and/or support of new Teacher educators') the coded segments were put under theme headings such as: *informal practice; institutional induction; ESOL Teacher educator practice*. In Matrix 2, 'How can induction and support be improved?', the theme headings included: *formal and/or structured process; peer support, coaching and/or mentoring; funding and/or remission*). For matrix 3, 'Minimum that Teacher Education teams can do to induct and support new teacher educators', the theme headings included: *Observations; Shadowing and standardisation; Managing HE/FE interface, induction into process and procedures* (see Matrices in Appendix N). The numbers after each quote relate to the member of the focus group.

4.6 Role and identity of the researcher

My belief in the transformative power of education was influenced by my own and my family's biography, in addition to my own experience of the FE system. This belief gave me a phenomenological and subjective engagement with the topic, due to my consideration of teaching as a creative profession and not as an economic or mechanistic process. I believe that education must be adapted for human scale, treating people – both teachers and taught - as individuals with the potential for growth.

In my research, I tried to capture the multi-dimensional experiences of teacher educators in terms of their need for, and experience of, professional development. My own immersion in the topic also stemmed from running an ITE course with college colleagues, with whom I liked to think I shared similar professional context, practices, knowledge and skills. I tried to maintain an awareness of the ways in which my interest and interaction with the topic affected my interpretation of participants' words and my construction of the reality I wrote about.

Although my own experience and roles gave me a certain sensitivity to the context of the research, I acknowledged my own subjectivity, partly due to my passion for the subject, my restricted knowledge of non-FE contexts and my interpretation of participants' metaphors, written and spoken responses, silence or laughter. The research is my construction of their comments about the world of teacher educators as they - and I - saw it. The research tried to infer the meanings behind the voices and how these contributed to an understanding of the

topic, treating the participants as human beings rather than objects of study (Pinnegar and Daynes, 2007, p. 14).

My concerns about the research included my own emotional involvement as a researcher. One of my aims for the research was to improve support for teacher educators' professional development and I realised that this desire might lead to a lack of objectivity. I was also aware of the possibility, within qualitative research methods, of a change of relationship with those of my research participants who were also colleagues. I also kept in mind the need to disaggregate my own experience, knowledge and bias from my interpretation of participants' comments; and furthermore, questioned to what degree the possibility of mutual influence might affect the research and analysis.

My experience as a lecturer, course leader and programme leader in FE and HE institutions was helpful in that I was able to contact people who taught on part-time, in-service courses, some of whom also taught the Additional Diplomas in ESOL, Literacy and Numeracy. However, I widened the survey sample by contacting a teacher training network. Although I focussed only on Further Education in the South of England, ITE courses prepared teacher trainees to practise in the Lifelong Learning Sector as a whole (this included Further Education, Higher Education, the Health Service, Adult and Community Education, Prison Service, Armed Forces and private training providers).

Links with members of several CETTs were also useful as these provided introductions to people teaching on full-time CertEd/PGCE (DTLLS) courses which were pre-service and taught on University campuses. This range also allowed for an exploration of the differences in trainees' needs, whether they were pre-service and full-time, or in-service and part-time; and what impact these differing needs might have on teacher educators.

As consortium programme leader for a CertEd/PGCE (DTLLS), I had met the majority of the colleges' teacher educators. Access to these teacher educators was relatively easy; the restrictions on their available time were not. A number of colleges were undergoing Ofsted or Integrated Quality and Enhancement Review (IQER) audits; and some colleges were being re-organised following cuts to funding.

It was difficult to reconcile the various roles of consortium programme leader, colleague and part-time researcher. For instance, gaining confidential knowledge from various institutions also had the potential to affect my relationships with the teacher educators (Bell, 2005, p. 53) and my affinity with the subject matter also made it difficult to have an impartial approach to

the data. I had also met some of the teacher educators through mentor and CETT research activities.

However, there was little difficulty in either interesting the participants in the research or in convincing them of the value of the study, as there was little specific research on teacher educators in the Lifelong Learning Sector, despite their importance. Coffield (2008) noted that there was:

...a growing research base on the influences on student learning, which shows that teacher quality trumps virtually all other influences on student achievement. (Thompson and Wiliam, 2007, p. 2)

However, I kept in mind that my involvement and interest in the topic might influence me to give weight principally to those views with which I agreed strongly. There were times - when reading certain comments of the survey participants, or listening to the interviewees or trying to capture the comments of the members of the focus group – when I felt professional kinship with the participants and their views. Alan Bennett's play, *The History Boys*, captured this feeling well, albeit in a different context (Bennett, 2004, p. 56):

The best moments in reading are when you come across something – a thought, a feeling, a way of looking at things – which you had thought special and particular to you. Now here it is, set down by someone else, a person you have never met, someone even who is long dead. And it is as if a hand has come out and taken yours.

4.7 Issues of reliability and validity

Qualitative researchers have been criticised for failing to engage with sufficiently large numbers of participants to make a representative sample; for a lack of reliable measures (Yardley, 2000); and for the impossibility of qualitative data to produce objective findings. However, by their nature, very large sample sizes cannot be analysed in depth. Yardley identified various ways in which both reliability and validity could be promoted within qualitative data collection, including sensitivity to context; linking the study to theory and literature; respect for the setting of the study; and consideration of the social context of the relationship between researcher and participants.

This thesis gathered data from various sources, for example, from literature and theory, and from early, mid and long-career teacher educators working within HEIs and the FE system. Diverse methods were used including exploratory case study interviews, a survey and a focus group. Through a phenomenological analysis of the data, I was able to give voice to

practitioners and to analyse thematically their personal perspectives. I have also reflected on the ways in which my own assumptions may have affected the thesis (see section 4.6) and hope that the research has an impact on the future professional development and support for teacher educators.

Cohen et al (2003) included as sources of bias the interviewer's own attitudes, opinions and expectations as well as a tendency to see the respondent in her own image. In the interviews, I tried to minimise interviewer bias by piloting the questions which were semi-structured and could be adapted during the interview. I tried to avoid misperceptions and misunderstandings by asking 'why?' after some answers in order to clarify answers. I had been trained as an interviewer when I worked as a reporter and knew how to use silence to give interviewees the time to answer questions fully. The open-ended interview questions were also designed to elicit unexpected aspects and topics which could be explored further in the online survey.

I maintained a good rapport with the interviewees through careful scheduling of the interviews which all took place face to face, giving them the choice of interview setting and being prepared to travel to their place of work or to host the interview where they felt most comfortable. I sent the interviewees an information leaflet and the list of semi-structured questions that I would be asking so that they could prepare themselves. In the Recording Interview Permission form which I asked all interviewees to sign before audio recording their comments (see Appendix N), I stressed that any report on the data would be totally anonymised; that participants had a right to withdraw at any time from the research; and that they could also stop the audio recording of their interview at any time. Once transcribed, the audio recordings of the interviews were destroyed.

Although power is seen to reside more with the interviewer than with participants, all the teacher educators were highly experienced and had senior roles in their institution. I had met all but two of the interviewees before I asked them to take part in the research and by dint of our current or past roles as teacher educators and/or course leaders, there was a degree of reciprocity in terms of power relations as I shared some of their experiences and knowledge about ITE.

I tried to give the interviewees time to answer fully before moving on to the next question and sometimes pretended to consult my shorthand notes or questions, in order to give them some 'space' before pursuing the next topic. I also gave them time to discuss issues which were related to the research but not directly related to the questions, so that I could explore

topics I had not thought of myself. I also sent the transcripts to each interviewee to check and included any changes that they made.

There was a danger of prestige bias in the online survey (De Vaus, 2002) in asking participants to record their attitude towards the statements made by experienced teacher educators and expressed in initial interviews. I did not want the prestige of those who held the views (people ostensibly deemed to be 'experienced and wise') to influence the way that participants answered the question, so the survey only stated that: 'the statements had been taken from initial interviews with teacher educators'. I wanted to use the language and idioms of the teacher educators themselves, rather than re-interpreting ideas into my own language. The question asked: 'how much do you agree or disagree with these statements' with answer categories and a ratings scale that included 'don't know' rather than just asking whether they agreed or not. In this way, it was hoped to avoid the tendency to agree with the views expressed in the statements because they might be considered as socially desirable.

The statements did contain words and phrases which may have influenced participants; for instance, the statement *Beginning teacher educators worry about moving into a new body of knowledge even though they have the skills to be teacher educators*. New teacher educators, who had not felt worried to date, might well think that they should feel worried and that there was something wrong in evincing confidence in their own teacher education skills – which was not at all the desired outcome of the research.

Two other survey statements criticised Further Education colleges: *There is no career path for teacher educators in FE colleges* and *In colleges teacher education does not have the status it deserves*. These might be considered sensitive topics, especially by participants on senior management teams, in the human resources department or in staff development. On the other hand, participants were asked to express the intensity of their agreement or disagreement, rather than just reacting to such loaded words (Oppenheim, 1992).

The use of recurring statements from the exploratory case study interviews with experienced teacher educators helped to address potential concerns about the validity of the attitude questions. Meijer, Verloop and Beijaard (2002, p. 146) cite Miles and Huberman's (1994) distinctions between five kinds of triangulation in qualitative research which would help increase validity by providing more detailed and meaningful data. The first is triangulation by data source, for example, different teacher educators were contacted, at different times, from college and University settings; secondly, three research instruments were used: interviews, an online survey and a focus group comprising triangulation by method; triangulation by theory was used as the literature review addressed policy context and the nature of teacher

educators themselves within a four-part theoretical framework; a combination of quantitative and qualitative data addressed triangulation by data type. However, as there was only one researcher, triangulation by researcher does not apply to this research.

The quantitative survey questions concerned participants' backgrounds and used some nominal questions (e.g. for gender and ethnicity) and ordinal questions (e.g. age groups). It might be argued that inferences could be made about the total population of teacher educators working in Further Education in the South of England from that data.

Since questions about people's attitudes are more complex to interpret than is the case with factual questions (Oppenheim, 1992), reliability and validity might be problematic. In order to address reliability, different techniques were used: free-response questions, checklists and attitude scales. Similar questions were also asked in a slightly different way. For example, to explore the ways that teacher educators were initially inducted and supported, the following free-response questions were used: *Were you given any kind of induction as a beginning teacher educator? If so, how were you inducted into teacher education?; How were you supported in your first few years as a beginning teacher educator? (this question required an answer before participants could proceed through the survey); and What would have helped to address your needs as a beginning teacher educator when you first started to deliver ITE?*

The focus group was a contrived setting, but as the members were all teacher educators, met regularly and the majority had met each other before, it was a suitable choice. Although data emerged from the interaction of such groups, I also wanted the focus group members to have some time individually to think about my questions before they had a group discussion. The group was not too unwieldy or hard to manage as there were fifteen people involved and the individual questions ensured that each participant had something to contribute to the discussions.

In combining interviews, surveys and focus groups, I developed a more wide-ranging view of teacher educators' CPD and initial support needs.

4.8 Summary

This chapter has presented a rationale for the mixed methods approach that I took, endeavouring to reflect differing perspectives of teacher educators in the FE system; and to furnish evidence of general trends from the ITE community of practice and what lay behind them.

The transparency and rigour of the process were addressed in terms of the sampling choices made; the mixed methodology and direct links made between the research

instruments; and a degree of triangulation. Ethical issues raised by the research, as well as issues of reliability and validity, were explored and approaches to each were noted. Phenomenological data analysis brought fresh insights into the practices and needs of teacher educators in the FE system and gave a more rounded understanding of the research topic.

Although a wide definition of teacher educators led to the choice of a variety of different research methods: interviews, survey and focus group, I nonetheless acknowledged my role in constructing the data through the choice of interviewees, the questions asked and followed up, the structure and content of questions in both the survey and focus group.

The next Chapter analyses the interviews with experienced teacher educators.

Chapter 5 Voices of experienced teacher educators

5.1 Introduction

This chapter starts with a description of the ten experienced teacher educators whose interviews formed exploratory case studies for this thesis and four main themes, with sub-themes, then emerge from the analysis of the case studies. Their names have been anonymised.

The first theme relates to the attributes needed to fulfil the role of teacher educator in FE and to the reasons teacher educators gave for choosing to work in teacher education, as well as to their perspectives on teacher education as a career.

A second theme emerges from interviewees' comments regarding the professional knowledge, dispositions and skills of teacher educators. For example, some interviewees questioned whether all 'good' teachers could become 'good' teacher educators. All interviewees reflected on the importance of the observation process to teacher education; and another sub-theme concerned teacher educators' need for research and scholarship.

Thirdly, the analysis identifies the need for peer mentoring and induction especially for beginning teacher educators.

This leads on to the final theme, which relates to the CPD needs of beginning or new teacher educators; whether there were any differences between teaching pre-service and in-service teacher trainees; and what kind of qualifications or training might be needed for teacher educators. The chapter ends with an overview of their suggestions for meeting teacher educators' professional development needs.

5.1.1 Description of interviewees

In the first phase of my research, I chose ten interviewees who were experienced, innovative and thoughtful practitioners with between 12 and 34 years' experience as teacher educators. Their narrative voices provided a complex exploration of their own concepts and constructions of teacher education. The interviews, which ranged over a variety of topics, elicited passionate views and multiple explanations of their own practice as teacher educators. This highlighted the complexity of teacher educators' role and professional identity, as well as their contradictory views and experiences.

The interviewees themselves had taught over a wide breadth of qualifications, subjects and topics (see Table 4.1). All had worked in the FE system at some point and five were, or had been, employed in HE. Two started their teaching careers in schools in South Africa during

the apartheid regime and one had started in an English secondary school. All interviewees had delivered HEI-accredited ITE courses.

For a balance of views, I had chosen five practitioners from Universities and five from FE colleges; five men and five women. Six out of ten of the interviewees had trained as lecturers straight after their degree, embracing a career in education from the start. Four interviewees had dual careers as part-time practitioners and lecturers for differing periods of time (in publishing, art and design, photography and broadcasting) before making a full-time move into teacher education. There was a mix of experience and initial subject specialisms, although three interviewees were ESOL-trained. On the whole, the move to become teacher educators was serendipitous, rather than planned by the individual. There are short pen portraits of each interviewee in Appendix B and an explanation of the methodology in Chapter 4. The following sections are a thematic analysis of the interviews.

5.2 The attributes needed to fulfil the role of teacher educator in FE

These exploratory case studies highlighted some of the requisite qualities and drive needed to cope, and thrive, in a difficult educational environment. The interviewees broadly agreed that teacher educators needed to acquire both a body of knowledge and practical wisdom, through continuous reflection on their own practice and experience. They also indicated that to be a successful teacher educator does not merely comprise 'good teaching' in one's subject, although that is generally a prerequisite. Some 'good teachers' make 'poor teacher educators' because they lack some part of that practical wisdom, for example, represented by interpersonal skills or the ability to act judiciously in difficult circumstances. The skilled and nuanced role that teacher educators play is aided by wide-ranging experience and an appreciation for innovation and creativity:

*In a way, one of the characteristics of my early experience was a mixture of mainstream teaching and dipping my toe into the water of staff development informally. I got the two-year secondment to work for this curriculum development unit which had a hugely significant reputation at that time, supporting innovative teaching and learning by prompting and supporting teams in colleges to try new approaches in various areas including science, Access and what was then basic skills. **Hettie**¹*

An important part of teacher educators' role is to reflect on their trainees' needs and, ultimately, the needs of their trainees' learners as well. From this reflection, follows a desire

¹ All names have been changed.

to innovate and support learning, especially in the field of vocational and work-based learning, where trainees come in with little formal academic preparation:

*If you walk through a construction site or workshop and talk to a bricklayer, you will get the most educational insights and understanding of pedagogy pouring out of him verbally as he walks through that workshop. You ask him to write it down and he can't do it. He's penalised because he hasn't got enough mechanisms for transferring his knowledge into a very increasingly archaic form. **Paul***

An important part of the priorities of teacher educators, according to the interviewees, was gaining a sufficiently wide experience base from which they could identify and meet the needs of their trainees using innovation and creativity. What was it that drew the interviewees to teacher education?

5.2.1 Reasons for choosing to work in teacher education

A commonly held view is that people 'fall into' teacher education (Harkin, 2008; Mayer *et al.*, 2011). Jill was drawn to teacher education partly because a close colleague suggested that they work together to develop a City & Guilds course. Jill had also trained as a counsellor and she felt that the affective and psycho-dynamic aspects of counselling were particularly relevant to teacher education.

*Our Head of Department said: 'oh, you still have your notes; why don't we set up a City and Guilds 730 and you can use your PGCE notes.' My friend said: 'shall we do it together?' and that's how it happened. **Jill***

Three interviewees were drawn to staff development and teacher education, either because they felt ready for a change in their professional lives; or because of the chance to work with creative teachers, for instance, on new approaches to curriculum design; or because they found that teacher education stretched and energised them. One interviewee preferred working with trainee teachers, with whom she felt that she could be candid and open, compared to her working relationships with young and demanding 16-19 year old students, where the teaching process could feel mono-dimensional rather than collaborative, given the pressure of content and syllabus.

When I started with my own team integrating academic writing and study skills, it was very informal and maybe that was good as it helped me to move gradually into staff development and teacher education. I wasn't exactly leading or teaching them...it was almost as if we were agreeing on

*tactics which I suggested based on the Study Skills course I attended and the fact that I'd always been interested in the development of skills as well as teaching content. We worked collaboratively (I was not proselytising or leading from the front) it was more democratic, with me prompting them to think about trying my basic ideas, much as one runs a CertEd team...rationalising a change in practice and asking them 'what do you think?' Sounds pretentious but the style was sharing and building on their ideas as well as mine about changes in practice and possible implementation. Because the team came to me with problems, I suppose that this meant I was practising to be a teacher educator. It was very softly, softly initially. **Hettie***

Six interviewees said that a variety of influences had inspired them to choose teacher education. In particular, ESOL teachers seem to gravitate towards the profession, possibly because language teachers develop and share games, innovation and creativity and this rich sharing of good practice makes teacher education a natural progression.

One ESOL specialist was inspired to join FE for reasons of social justice:

*I got inspired by Mark Thomas through watching one of his programmes on refugees and the issues that were around in 1999 were about asylum seekers and refugees not getting any money, just getting food parcels. I suddenly decided that I want to work in that sector so I applied to FE and moved across from the private general languages to FE. As soon as I started out, I said I was interested in doing teacher training so although I was doing ESOL, within a year I became an advanced practitioner and was expected to do staff training. I kept lobbying and said I wanted to do training on the CELTA. After two years, they let me in on that. Then carrying on lobbying saying I wanted to move into more generic teacher training and then went into the CertEd. **Felicity***

Another example of this desire for social justice was described by Chris who wanted to change what he felt were sexist and racist attitudes in his institution, at a time when power relationships within colleges were different and there were few student councils or consultation with students. He was attracted to a humanistic and radical approach to education, where the educational experience was structured around the needs of the participants who were striving to change their lives. His focus was on empowerment rather than qualifications.

*We were trying to embrace all the communities that the college was serving - to be told by the Principal that that wouldn't work, because the ethnic population could barely read. So what they needed was basic and not high level education. That [initiative] was squashed despite protest and argument. He firmly believed that if you were from any ethnic background or cultural heritage that was not white British, then you couldn't progress beyond basic education....To some extent, it came down to teachers' lack of awareness, [the] lack of courses or awareness. They thought it was right and acceptable and that they were acting in a supportive way. It's such an irony. They didn't want people to be embarrassed by the fact that they weren't able to cope with the level of learning, so they would not take them on the course. **Chris***

Paul, who started his career as a mentor, envisaged teacher training as an apprenticeship in itself. Having worked with trainees in the vocational and practical trades and crafts, Paul felt that Richard Sennett's *The Craftsman* (2008) was a powerful pedagogy of teacher training which captured the idea of professionals rationalising and de-constructing their own practice as tacit knowledge. He saw his intellectual forbears as people like Paolo Freire, Ivan Illich and the catholic priest Lorenzo Milani.

*[Milani] wrote a book called 'A letter to a teacher' published by the school of Barbiana which was produced by his students, where he took a whole group of very uneducated Italian shepherds and started educating them but actually by letting them educate themselves. He gave them pointers to do research and they proceeded to write this critique of education which was published by Penguin in 1972. I taught in a ghetto school in Cape Town where you didn't have any resources, so I worked in a community of practice with fellow teachers and we invented our own resources and introduced things like getting children to make radio programmes because they listened to the radio all day long, rather than writing essays to get them into that process. My interest in teacher training came out of that. I discovered that there were areas of good and poor practice, but very often students I taught would go away and then come back and say: 'I want to teach because I want to teach like you'. That gave us the idea of starting a teacher training course for our teachers. It wasn't a career plan. There was no induction process. I have always worked within communities of practice and later came to the theory of communal and collaborative learning. **Paul***

The reasons for moving into ITE varied from serendipity to deliberate choice – some teacher educators felt ready for change in their working life; others were inspired and attracted by the work itself or by other practitioners.

5.2.2 Teacher education as a career

Interviewees stressed that employers do not always recognise the demanding nature of the teacher educator role in terms of career structure or increased pay. Teacher educators, even more than their colleagues, must keep up to date; they have an increased marking load which must be assessed at different HE levels; they spend a great deal of time just getting to and from observations and feedback sessions; and they spend time supporting participants in extra tutorials. The status of teacher educators in FE seemed to have changed over the last few decades. For example, in the past, teacher educators would progress to senior lecturer level more quickly, as part of their timetable was considered to be ‘advanced work’. This was no longer necessarily the case, according to those interviewed for this research.

*It's a lot better than FE in an HEI. When I moved to [X] in 1999, my salary increased by a lot, otherwise I wouldn't have considered working so far from where I live. I think the increase was by a third for the same teacher education, fewer hours, research time (although it's disappearing now), much better conditions and a lot more money. The HEIs have it so much better, although it's converging, the conditions of service and the ethos are converging. It's an easier job in HE and it recognises our need to research and read. It's an integral part of the work you do. You don't have that time in FE. 'You know it now, so just keep going...'. **Jill***

I'm looking for [a teacher educator] who has a belief in themselves, a belief in the potential of other people, who can see potential where no one else can; who can help the person move forward. That requires a belief that education is important; it's more than a job. People are giving up salaries and a lifestyle because they believe they have something to give. So there is an altruistic flavour. They don't come in for money or for career reasons.

Chris

Indeed, one interviewee said that teacher education could be perceived as a career dead end, because teacher educators might be moving away from teaching their specialist subject. Others saw their subject specialism as pedagogy itself.

*You've got to be really passionate and really committed to doing [teacher education] because you're using a lot of your own time. So in terms of the career structure, there is a sense, in the institution, that you have status or kudos, but it's not related to pay or conditions. It's not considered any different from teaching health and safety, or anything else. You see it as part of your own personal trajectory, which is how I see it. You can use your experience as a teacher educator to apply to other things, like staff training or research bids, that kind of thing. It's a wonderful career, but it's not seen as a career path in terms of progression in any concrete way. I see it as one internally, and for me. **Felicity***

Despite the lack of kudos, which interviewees saw as more pronounced in FE, interviewees also stressed positive aspects of the role, largely to do with personal fulfilment, the ability to remain in teaching (rather than moving into management) and the intellectual challenge. Some interviewees said that the lack of status and career structure might dissuade some talented individuals from pursuing a career in teacher education.

*It would be feasible to move sideways into quality management from, say, course leader or head of professional development. But the perception of teacher ed is that you have chosen teaching and learning as your priority. You're not a careerist in the classical sense of wanting to 'claw your way up the management hierarchy to the top the institution' – that's the perception I think and [it] might dissuade some people from moving into teacher education, if they see themselves as high flyers. **Hettie***

One interviewee said that in her institution there is no career path – all the teacher educators are senior lecturers, except for the head of department who is a principal lecturer. HEIs were perceived as being better at supporting research and scholarship time, with better pay and conditions in HE than in FE colleges, although there is some evidence that employment conditions in the post-92 HEIs and the FE sectors are converging.

This is my hobby horse, because, in colleges, teacher education doesn't have the status it deserves – it's just another subject and so a member of staff can be teaching 24 to 25 hours a week and part of that is teacher education. There is no salary differential for being a teacher educator. By the very fact of being a teacher educator, you have to have served your apprenticeship as a teacher and then moved on. I think there's a real

problem with perceptions of what the job is and the status accorded to the job. Jill

Although the interviewees had differing entry points and reasons for choosing to become teacher educators, their views on teacher education as a career were generally similar. The interviews then explored the significance of teacher education as a career in terms of teacher educators' own professional knowledge and skills.

5.3 Professional knowledge, dispositions and skills of teacher educators

These exploratory case studies highlighted the dispositions that teacher educators' work demanded (Koster and Dengerink, 2001, p. 348) and these dispositions must be linked to values. For example, Hettie believed that, in order to teach about differentiation, teacher educators needed to recognise the professional values related to this and why education needed to move towards an inclusive curriculum for ideological as well as political reasons:

Teacher educators need this understanding of professional values and the need for systems to explain the perspective of managers and to counter the cynicism of some students ('why do I have to fill in all these bits about differentiation and LLN [language, literacy numeracy] skills on the lesson plan?'). They need to be aware of the social as well as political drivers of certain initiatives, for example, inclusiveness and equality or access as well as achievement. Differentiation is more than 'planning a good lesson' or completing lesson planning documentation. To stay in teacher education they need those deeper motivations and values nurtured. Because it's so easy to go under now, isn't it? To continue to be committed, we need to remember why we came into this profession and why we are prepared to deal with the pressures. The reasons are related to the underlying motivators and value-related drivers which are the basis of our professionalism. Hettie

It was felt by most of the interviewees that part of the phronesis (practical wisdom) needed for wider professional knowledge lay within the 'dispositions' of teacher educators. For instance, the interviewees felt that teacher educators needed to sustain a democratic management style, not only with their students, but with their course team, in order to maintain positive power relations within the team and to sustain the agency of teacher educators. They pointed out that this needed sufficient credibility and confidence to persuade colleagues towards desirable strategies or changes.

The interviewees indicated that authoritarian styles were unlikely to work well in teacher education contexts. Working with colleagues was potentially seen as a challenge and most interviewees said that teacher educators had to cultivate good working relationships with students who were also colleagues on teacher education courses. It takes time, observational skills and experience to listen and respond with respect to trainees' perspectives and to use examples from the spread of experience in a trainee group.

*We have meetings where we have to discuss very difficult things so some dry humour creeps in to help oil the wheels where things may take a long time to resolve. A trusting atmosphere works brilliantly, Chatham House rules. We have to find some way of feeling safe with each other and say things – don't shoot the messenger. **Chris***

Interviewees also stressed that teacher educators needed to gain or augment their skills in interpersonal relationships, diplomacy, tact and the ability to resolve conflict, in order to be able to communicate with their students as adult to adult (Berne, 1973) especially as the majority of trainees were studying on in-service courses whilst working in the FE sector. An ability to communicate and be in control of oneself made an important difference, not only in the classroom, but with colleagues. As Hettie said, teacher educators needed to be able to move their student teachers in a certain direction, but still retain their respect.

The exploratory case studies also identified aspects of teacher educators' professional knowledge and skills, but interviewees stressed that they did not want these to become part of a set of performances or competences. Their concerns related to ways in which the necessary support for their professional knowledge and skill could be implemented through peer mentoring and formal induction. The aspects they recommended for teacher educators were not concrete:

*Someone with an open mind, imagination, sparky, energetic. When you interview them you talk about their teaching so you can get a good feel for a true teacher. It's the accent on learning. You can tell if people are focussed on that. **Giles***

*I'm looking for someone who has a belief in themselves, a belief in the potential of other people, who can see potential where no one else can, who can help the person move forward... Teaching can be very challenging at times. It's about motivating people. Qualifications and experience are a given. **Chris***

The consensus seemed to be that teacher educators needed to be chosen from a pool of teachers who were already considered to be good or outstanding in their current field. However, this was not the only criteria for choosing a teacher educator.

5.3.1 Can all 'good' teachers become 'good' teacher educators?

Interviewees agreed that there was no absolute model of a good teacher or a good teacher educator and Jane said that, to some extent, there must be some allowance for expressions of one's own individuality. During various staff development sessions, Greville asked colleagues what are the differences between a good teacher and a good teacher educator:

*...the one difference that regularly came up was the 'even more' factor i.e. whatever a normal teacher might be expected to do, a teacher educator, because they range across interaction with potentially all the subjects, all the elements of the sector and beyond the sector, [teacher educators] need to represent and synthesise an overview for trainees... that is the thing that is particular to teacher education. The modelling of teaching and learning is as well. Passion for teaching and learning; being able to work with a wide range of teachers and learners and engage them. You'd expect a good teacher to be that too. Capacity to encourage teachers to be critically engaged; a set of values which make you care why they should be critically engaged, help them manage their lot more effectively and teach their learners more effectively and survive the incredibly harsh regime they are working in. **Greville***

This 'even more' factor links to comments by all the interviewees about the ability to work well collaboratively. A willingness to innovate and share good practice as well as the desire to support others' professional development, were both seen as crucial parts of what makes a 'good' teacher educator:

*I feel one of the key features of a good teacher educator is to be a positive team member, to like and want to contribute to a team, the ability to work productively in a team. Is that why more women go into teacher education because they are less competitive? Openness and collaborative working are also stress diffusers and provide a support network. You need a shared sense of priorities at work, shared sense of humour, shared values. **Hettie***

This fusion of collaborative role, modelling good practice and creation of a support network makes the professional role both complex and multi-dimensional:

*You need to be a triple professional. It does sometimes feel there is an encyclopaedic range of knowledge, understanding - and not all of it theoretical and advanced - that you seem to have to master in order to manage it. Probably being able to model teaching and learning to other people to help them, encourage them to get as close to being excellent as they possibly can. That might not mean that you're excellent, but you can take a few risks and encourage them to take a few risks, but in a very supportive environment. Those seem the most important to me. **Greville***

The notion of teacher educators having a 'triple professionalism' as a qualified teacher, subject specialist and teacher educator resonated with other interviewees. Hettie noted that in order to be successful, teacher educators must be able to make the transition from pedagogy to andragogy, since they have to work with staff and colleagues who are their learners. Observing an 'unsuccessful' teacher educator, Hettie noted that:

*...One person... was given a fractional post based on interesting and imaginative approaches she had adopted on business studies courses with her team. She was employed to do management development and admin staff training so I was not responsible for her induction and did not work with her. However, as a participant in one of her sessions, I found aspects of her style irritating. I think she found it difficult to make the transition from pedagogy to andragogy in working with staff as learners. She had lots of strengths, including imaginative use of ILT [Information and Learning Technology] and a positive 'jolly style' but was quite informal and sometimes seemed slightly patronising. She was either too friendly or rather instructive - rather than adopting a more collaborative style and valuing the experience of the staff she was training, yet retaining subtle authority. **Hettie***

A number of interviewees stressed the need for teacher educators to feel 'passionate' about teaching and learning in order to be good role models:

Passion for teaching, passion about your subject areas, your core interests, being very supportive, trying to be a role model. Try to remember at all times that you are a model for people, whether you meet those

*standards, you have to aspire to that. You need to be experimental and willing to take risks and chances and try out new things. You need to be someone who genuinely gives a damn about the sector and training and has wider interests than just the teacher training course. **Felicity***

*We took someone on once and [they] had a lovely overhead projector [presentation]. The lesson was a model of style over substance really. It looked great and you couldn't fault the content, there was nothing inaccurate. But it was just: 'here it is' and it didn't ask people to think about things. **Giles***

Other interviewees emphasized the need for self-confidence and a holistic appreciation of the complex role that teacher educators play in the sector.

*To be confident, to have a rounded sense of self in relation to the role, to be very clear about the role; to have a sense of theory and practice - and it can't just be Geoff Petty. To understand where teacher training is currently and the implications of where it has come from and where it is going. To have gravitas and perhaps authority, knowledge and professionalism and to be able to present that. **Freddie***

Although the interviewees had differing professional backgrounds and teaching contexts, there were a number of opinions which they shared about the professional knowledge and skills required to be a 'good' teacher educator. One of the principal areas of agreement was the need to be able to observe trainees and give accurate, challenging and helpful feedback.

5.3.2 The centrality of the observation process to teacher education

The exploratory case studies identified observation of teaching practice and subsequent feedback and discussion as activities which were at the heart of good ITE, as opposed to judging the ability of trainees to write about teaching. Interviewees felt that observations should be used to bolster the professionalism of teachers.

.... I use the route analogy: if you want to get from [London] to Nice, how are you going to get there? You need a clear plan. Phil Race talks about ripples in the pond, I suggest [trainees] go back through observation feedback; if you can describe why you have done what you have done, you then should be able to describe and understand why it hasn't worked by using theory. They are always worried about being internally observed for Ofsted and I think if you're in a situation where you can explain completely

*why you put it together – it might not work and that's OK, it's part of the process, then reflecting on what you have done, you will be in a really strong position. The starting point is that alignment, something as basic as that. **Freddie***

Three of the interviewees said that they enjoyed the variety of classes which they would not normally have seen (for example, teaching practice in hospital operating theatres, factories, army assault courses, farms and so on). They therefore had to be flexible in terms of time-tabling and also in terms of willingness to explore new areas (one teacher educator interviewed informally had reported that when her Navy teacher trainee asked her to observe him teaching underwater, she duly donned dry suit and recorded the observation underwater using an adapted pencil).

Where there had been little or no training for observation practice, two interviewees said that they had felt anxious about the process. They felt that observation and feedback were crucially important as methods for improving teaching, despite their problematic nature:

*Teachers really struggle with grading each other, grading peers. We have a huge amount on our discussion boards on the VLE around 'I'd never grade someone'. By the end of the first unit, they are completely comfortable with that. Our chief focus is on learners and they begin to realise that this is about learning, not about a teacher being hurt or uncomfortable or about collegiate loyalty. This is about setting standards and having a value system. We have quite robust arguments and discussions about this at the beginning of the year. We have highly skilled people dealing with it. They don't get scared. **Paul***

Two interviewees said that they had felt anxious about judging classroom performance and feeding back when they first started as teacher educators. They would have liked more guidance on how to judge 'good teaching'. Once they had shadowed a few observations, they were left on their own. It was not just the mechanical aspects of observation that made new teacher educators nervous (lesson planning, schemes of work and so on were within their own experience) but also how to contribute significantly to the development of practice within subject areas not their own (for example, supporting students with specific learning difficulties and/or disabilities).

You suddenly felt you were in a position of making judgements about somebody and how do you do that? You draw upon all the stuff that you

*know but there wasn't ever any training, although it was modelled to me and I could observe other people doing it. But things have improved immensely now because there is more attention to the whole observation process, more information out there about what people are trying to achieve and how they should get there. **Charlotte***

One interviewee felt that at the start of her teacher educator career, her observational skills may not have been developed enough to give already good trainees sufficient depth of discussion and feedback:

*....as a teacher he [the trainee] was inspirational and he made learning come alive. Seeing him teach I would think: "have I come to the limits of my knowledge and understanding? What else can I offer this man in terms of feedback? It's not good enough to say: this was excellent because..." He was interested in de-briefing or trying to understand how his learners came to do so well in Spanish when it was often their fourth language – a lot of refugees and so on. He went on to explore that in more detail himself. Perhaps it was there that it came more sharply into focus. **Jane***

Indeed, three interviewees had either taken part in research specialising in observation practice or had undertaken a CPD module about observation and feedback.

*I was only able to attend some of the sessions this year for [the] Observation of Learning and Teaching module because of pressure of student numbers and other commitments ... but kept in touch with what was happening on the course. My motivation for trying to do the course was the need to think critically about my own observation skills rather than being complacent, because we need to stay open to alternatives, it's Brookfield's critical lens (1995). It's around needing constantly to take on board new ideas and objective criticism including the perspectives of your colleagues. I think all teachers, including experienced teacher educators, need to be learning while we are teaching, even if the learning is modular or reactive or informal. **Hettie***

Continuous professional development and reflective practice, especially concerning observation practice and feedback, were considered to be crucial for teacher educators. Research and scholarship were also considered to be important, but were seen as problematic due to a lack of remission and funding within the FE system.

5.3.3 Research and scholarship

One interviewee felt that the informal research that she had done following a study skills course was a key moment in her career and that it provided her with the impetus to become a teacher educator:

*...One of those gestalt, amazing revelations... if only I'd done this when I was doing my A levels or at University it would have transformed my life. So I offered to do some research for the impressive person delivering it, around what impact integrating academic writing and other related study skills within the Science teaching at my college would make to the achievement of students. **Hettie***

Hettie also strongly recommended that up to half of a teacher educator's allocated time-table should be spent in scholarship and research and that research skills should form part of the training to become a teacher educator. Jill believed that research methods, and how to teach research methods to trainees, were an essential part of a teacher educator's knowledge base. She observed that the standing and support for research and scholarship tended to be more favourable in HE. The importance of research and scholarship was acknowledged generally in all the interviews, but two interviewees noted that there are significant barriers to overcome.

*...my Masters ... which was deadly boring, but the research and critical analysis skills that I learnt from doing the Masters and the associated modules on research techniques have been, without a shadow of a doubt, the most useful piece of education I have ever done. It means that I can much more effectively argue the case, or critique or critically analyse things, than I might have been able to. That's such a hugely important quality in a teacher educator and for teachers. I'm not saying that you can't arrive at that another way. You don't have to do a Masters to arrive at that. But from my own point of view, the value of that was so high, that it would seem to me that everybody ought to have the opportunity to try and do that. But to give everyone the opportunity, it's not just going to happen is it? **Greville***

Giles, who had published books on teacher education, started a professional doctorate and completed the core modules, but stopped as he did not feel a pressing need to do any research himself:

*The research methods module was what I was really after. I needed to mix with people who were talking at that level and would make you think. Also familiarise me with the content. There was nothing I was interested in researching. I'd got what I wanted from it – the first year was important for me. **Giles***

Greville was not entirely optimistic about the sector's capacity to support research and scholarship:

*... There have been some good [research] studies that have involved academics and so on. It has made a difference but in a world of dwindling resources, and knowing that the post-compulsory sector will always get treated worse than other sectors, it's quite difficult to be optimistic. So another characteristic of teacher educators is to be quite good at surviving and hope that this will see us through. **Greville***

Despite the misgivings of some interviewees about the capacity to support research and scholarship within the FE system, there was consensus about their importance for the professional development of teacher educators. There was also consensus about the necessity for peer mentoring, especially for early career teacher educators.

5.4 Peer mentoring and induction

According to all the interviewees, there appeared to be a continuum of quality for teacher educator induction and support - from unsatisfactory to conscientious, but at its heart lay peer mentoring. Interviewees identified common patterns in their early experiences of teacher education: informal peer support, little or no formal mentoring and no formal induction to the teacher educator role. In general, interviewees indicated that any peer mentoring that they received remained unpaid and unacknowledged by both colleges and HEIs. New teacher educators were expected to use self-study, to up-date their knowledge and skills and they were expected to seek an unofficial mentor (often the course leader) to whom they could ask questions. Very often the teacher educator team was too small to support a formal mentoring structure, but some worked in close and supportive teams, where people shared resources and ideas, modelled good practice and where each person was encouraged to ask questions.

There were a lot of very experienced teachers in the department who had a clear philosophy about teacher educators and what they should be doing. It was more by osmosis and seeing how they did things. I went on teacher

observations and they modelled it really. It was never made explicit, it was tacit knowledge that they had and that I was learning through watching and observing...Mentoring is hugely supportive of the whole teaching and learning process for both parties, the person being mentored and the person doing the mentoring. It's a formalised extension of networking and peer reviewing. It's a vital, positive, rewarding and fulfilling part of CPD.

Charlotte

Interviewees said that, where there were experienced teachers in the department with a clear philosophy about teacher education, this tacit knowledge was imparted to new members of the team through observation, informal mentoring and modelling practice. However, this was not always the case and several interviewees said that they were 'thrown in the deep end' when starting out as new teacher educators.

The very first session we took, the Principal Lecturer and I, he spouted on for about ten minutes and he introduced me [to the trainees] and he said, 'Right, they're all yours now'. That was it. I was stuck then, no preparation. They were all staring at me on a raised platform. These were students on a 730 teacher training course for FE. It was for internal staff. Giles

Teacher educators' induction to teaching on programmes, such as City & Guilds Stage 1 and Stage 2, sometimes comprised unstructured, casual question and answer meetings with exchanges of experiences and some team teaching.

[I was] not at all [inducted]. I was never inducted into any aspect of teacher education. I was in charge of it and in a small college that meant that it was mainly either me running it or maybe me and one or two other people at the most. Having said that, I think that [this] very early teacher education experience of working with young people...there wasn't a structured induction but I did get to shadow a bit before I started teaching on one of the County Stage Ones. That was as near to induction as I ever got. I shadowed a more experienced tutor on the course and I think I did because I couldn't sit there and not do anything, because I'm an activist anyway, but I think I was allowed to get stuck in and do some teaching on it early on. Greville

On the whole, interviewees felt that induction for teacher educators should be an incremental process of explanation about the ethos and overview of the course, set within the team's

context and the institution's context. New teacher educators should be eased into the programme through team teaching, observing colleagues and mentoring.

*The way we tend to approach 'growing teacher educators' is to spot the talent, encourage them to see how it wouldn't be an insurmountable move to go from teaching to teacher education. Then they try it - do a slot on a session, team teach a session, do a presentation which is unthreatening, on an area they have expertise on, to give them confidence. Then we build on this by giving them a session observed by one of the team, with de-brief, leading on to more responsibility, as appropriate. New teacher educators also need support to 'learn' the theory of learning and teaching and assessment. **Hettie***

One interviewee said that she had felt supported, not only by her close college colleagues, but by the HEI, which was one of the largest providers of in-service and pre-service vocational teacher training in the region. Both college and HEI cultivated an ethos and culture of creativity and innovation, where informal mentoring, support and encouragement were provided as a matter of course and where different perspectives on teaching and learning were encouraged.

[Within the] small group of five people, each one of us had a specific discipline. The advert for the post was [that] they wanted someone with a sociological or psychological background and there was a psychologist in the team, there was a philosopher who taught values and principles, we taught philosophy of education. I was the sociologist; there was someone who had a linguistic or English background; the fourth person was interested in learning resources and media. The team represented what then seemed to be the elements of a teacher training programme, which may not have been replicated throughout [the HEI] but we had that at [the college]. It was something about the recognition of different perspectives on the nature of teaching and learning that enabled me to learn a lot about what was going on, rather than just the personalities. Obviously the personalities played a role, but we seemed to speak from our disciplines.

Jane

Freddie commented that it would have been very useful when he started out as a teacher educator to have had a 'mentoring framework' in place. He blamed the lack of such a framework on what he saw as a lack of understanding of the purpose of FE ITE:

*There's no clear understanding of what teacher education is in colleges; you get different reactions from different people. At [X] College, where it's in-service, there has always been a tension between where the course sits and who it serves. Is the course simply a tool for HR [Human Resources] and improving standards in the college, or does it sit on its own, which is where I've positioned it, as an identity in its own right, attracting both internal and external people? **Freddie***

The lack of formal mentoring or induction for new teacher educators could be seen in some of the metaphors chosen by a few interviewees to describe their first steps as teacher educators: Hettie described it as 'being parachuted' into her post; Giles described being 'on my own'; Paul said that he created his own post. There were differences between the teacher educators who were employed by Universities, where some mentoring or induction was in place. In FE colleges, only ESOL-trained teacher educators received any formal mentoring or induction, because awarding bodies insisted on this for specialist teacher educators. Where opportunities for formal mentoring or induction did not exist, teacher educators might need a qualification or additional training.

5.5 “We deserve better. We're worth it.” The CPD needs of beginning or new teacher educators

There was general agreement by interviewees that CPD should be in place for beginning teacher educators as this was considered to be important for their own competence, status and credibility. Most acknowledged the need to be able to draw on 'a wealth of knowledge' for their own credibility and authority, for example, increasing their grasp of theories of learning; expanding their understanding about the judgements of observed teaching practice; and helping and supporting learners who find higher level learning a challenge.

They also considered that formal or informal mentoring would be beneficial for new and beginning teacher educators in order to increase their self-confidence and to have a safety-net at the start of their career. Hettie felt that her extensive experience of different types and levels of teacher education had stood her in good stead:

Because I had this mix of teaching, I had to acquire quite a lot of knowledge about theory, teaching the BA and BSc, which fed through, at a slightly lower level, on to the CertEd. New teacher educators do not have this existing knowledge of the curriculum of Teacher Education and are often worried about moving into a new body of knowledge even though they have the skills. They need a drip feed, progressive approach to

learning the theory. Most of my mentoring with new team members was with people who were already in teacher education. I'd started the process with that one student who'd gone through the CertEd so she knew the basic content. It was more a question of helping her build on this... facilitating the knowledge of others, rather than learning the content from scratch herself. She was a good teacher and had both a degree and higher degree, so obviously [was] a competent 'learner' who could build on her existing knowledge of teacher education theory by research and reading.

Hettie

The interviewees highlighted their initial ignorance of suitable reading material for the sector and said that they tended to recommend to trainees what they had encountered at the time, what they felt was useful and sometimes what the students encountered.

*There's been a huge surge of [books for the post-compulsory sector] so back when we first started, even then, keeping on top of the theory and the current reading and publications was a challenge. It's almost absurd now because there is so much....Whether or not you could ever generate a suitably generic and focussed reading list for the sector I think it would be quite some challenge, so there's always that difficulty for teacher educators around how would they reach enough of the reading to become familiar with it and how they can then encourage their trainees to engage with it? That's a real problem. Even with social media, all that does is keep you up-to-date with the headline and the abstract; you have to read the whole thing to understand it. **Greville***

Another interviewee said that her concerns, as an early career teacher educator, had centred on marking at the correct level. One interviewee highlighted the need for moderating assessment carefully so that there were no misunderstandings about level or extent of necessary feedback to the students.

What is a level 5, what is a level 6? Am I marking too harshly or not harshly enough? It's also tricky because of the way the course is assessed....When I look at the assignment on reflective practice and they are regurgitating what I've told them, I think, well is this level 5 or 6? Sometimes I'm too harsh and expect too much, which sometimes goes back to your own training, because if the last course that you did was a Masters, which I finished in 2005, I have that a bit in my head. Is it my fault,

*if you like, or am I letting them go through when they are not up to standard? That's one of my big things. **Felicity***

Assessment and feedback were not the only skills that teacher educators needed. Felicity believed that teacher educators should be enabled to develop mentoring, coaching and research skills; as well as having the ability to embed theory in trainees' practice; and they should also gain an overview of how the teacher education programme fits together as a whole:

*You go in and teach a module as a teacher trainer and then you are teaching something else. You never get an overview of the whole CertEd/PGCE programme – you may know parts of Year 1 or parts of Year 2 modules. If you ask me about Year 1, I wouldn't know. [You need an] understanding of the sector and context; where does all this come from? Where does LLUK fit in and why is the course structured in this way...What kind of material to design and use in teacher training? You're often not given anything. If a module leader leaves and takes materials with them or it's not available on a VLE..... **Felicity***

Overall, interviewees felt that new and beginning teacher educators should have some form of CPD to avoid being cast adrift in an unsupported environment.

*They need that support. It would make their quality of life so much better if they do get it. It's a bit snobby, but I really do think they should be educated to Masters level as teacher educators. Because - this will sound terrible - because a lot of what we do is quite complex. Where you see it reduced (as it has been, for example, in the subject learning coach programme) to the 'Ladybird book' version - I don't think it's good enough. Have you seen the cards for the subject learning coach course? We deserve better. We're worth it. **Jill***

Interviewees stressed that new teacher educators need a clear understanding of the affordances of their role.

You can't be too patronising or too chummy. It is about role. One of the people working with me, we've had to have delicate conversations as she's come from a background of teaching 16-18 year olds in a sixth form college. There needs to be a clear understanding of support needs in relation to academic level. This is another of my hobby horses. We did a

*half-day session with the whole team on what it means to deliver and mark at levels 4 to 7. That worked and was very good. Academic level is very important, other than role, and needs to be understood in relation to delivery of content. **Freddie***

Several interviewees expressed their initial concerns about observation practice and feedback. This raised questions about what is considered to be good practice in FE teaching – and why – as well as the need to have a clear rationale explaining why something worked powerfully or why something did not work well.

Jane was concerned about teacher educators' lack of familiarity with theory and literature, believing that this could prevent teachers from developing reflective practice. Without this theoretical underpinning, she said, teachers could not cultivate an understanding and awareness of the pedagogy of teaching and the ways in which people learn:

*My own needs were met by: "come and see, observe and learn" – the apprentice model. But I can see where it might not work if people that I'd be sitting alongside might not be particularly good at what they were doing and that wouldn't have worked. It's as worrying if teacher educators for FE don't have what I call the theoretical background. I think that's really quite worrying, for several reasons, particularly without that understanding of learning, how learning occurs and the context in which it takes place and so forth. There's a limit to what people can do with teacher educators, for example, when they are coming to watch somebody teach. They can confirm what they thought was good et cetera, but they never seem to be able to go beyond the surface and that's what worries me, because I don't think that's good enough. A number of teacher educators I've met of late seem to be totally unaware of that, or not particularly interested in it. Or say: 'well, our teachers aren't academic therefore they don't need to know these things' and I find that really unsatisfactory. **Jane***

Jane's argument is that if teacher educators were unfamiliar with theories of learning, how memory works or the way that culture affects learning, they would provide their trainees with a limited course made up of tips and tricks.

When we talk about communities of practice...what do we mean by that? What model of learning underpins that? What do they know about Vygotsky? What do [trainees] know about those sorts of issues? What do

*we know as a [teacher educator] group? In order to gain credence and credibility we need to be seen to grasp those issues because it's really important. I'm in favour of looking at the way that theory can inform our reflections on practice and being creative about how theory is introduced to students on in-service programmes. **Jane***

Several interviewees pointed to a need to appreciate the highly complex and sophisticated processes that make up teaching and learning. These could not be reduced down to competence levels. Teacher educators needed to grasp the hidden layers of complexity behind the practice of excellent teachers and these were not necessarily captured in the competence statements of LLUK's professional standards or SVUK's units of assessment.

*We work in a competence based system which I can see has a lot of value, but I think teaching and learning are highly complex and sophisticated processes and you cannot reduce it down to competence levels. There's a lot of unspoken stuff out there that the best teachers do, but which is not captured in the competence statements. The people who don't succeed very well (they might tick all those boxes) but they are still missing it. You can go through an observation and tick all the things on the list, they've done everything there, but you come out and think: 'but so what, it didn't capture the complexity of the whole process'. It's a tricky juxtaposition between the competence requirements and then giving people the confidence to think outside the box, think creatively and sometimes those are the most exciting and memorable teaching episodes. **Charlotte***

Four interviewees highlighted a lack of consideration for teacher educators' CPD. Examples of the kinds of CPD that these interviewees said they felt were appropriate included: attending events and conferences; getting involved in research projects about teaching and learning; joining networks and attending staff development events held by awarding body external verifiers or by their HEI validating body; participating in European programmes to share learning and teaching approaches across Europe.

There was general agreement about teacher educators' need for a solid understanding of theories of learning and reflective practice, as these were considered to be essential for underpinning trainees' classroom practice. Teaching teachers required underpinning knowledge and understanding, especially since the FE context had become more complex in itself and trainees needed to develop strategies for differentiation, diversity, the integration of literacy and numeracy and an inclusive curriculum. It was noted that teacher educators

needed their own specialised staff development which included: the sharing of good practice; the creation of a shared sense of their professional identity through peer mentoring; and the ability to create self-confident trainees who thought creatively and were allowed to experiment.

The strictness of all the assessment criteria doesn't allow people to capture the complexity involved in teaching and learning...The excitement of teaching is when you walk into a classroom - it's you and them. It can go anywhere; it's the unpredictable nature which makes it exciting. If you are just ticking boxes, covering this and that, it loses the magic...The trouble with the whole competence thing is that people think that the minimum is where they stay and it's all they aspire to. That is a huge injustice.

Charlotte

The interviewees said that it was important for teacher educators to keep ahead of their trainees in their discipline, in generic pedagogy and in the topics they taught on their teacher education programme.

*I like to feel each year that I'm bringing in something a bit fresh for them. I'm trying something different e.g. bringing in Jing, using Bradley Lightbody strategies. To get that pedagogy embedded in them is to do loop input and model all the time, so I have to vary my teaching strategies for them so that they get the experience of this so they can use them with their learners. You don't necessarily have to go to workshops to do CPD - it could be reading. In the summer, I choose three books I'm going to read. **Felicity***

5.5.1 Differences between teaching pre-service and in-service teacher trainees

The interviewees who had taught both in-service and pre-service trainees saw quite distinct differences between the cohorts as a whole. In general, the pre-service trainees were younger and some, who had high expectations of college teaching, were surprised and sometimes shocked by aspects of the sector (they were dubbed 'naïve' by some interviewees). In school teaching, trainees with limited experience would not be a school's first choice. However, in Further Education, specialised industry knowledge may be needed in particular areas.

You tend to have the idea that these [pre-service trainees] are adults and they've had lots of life experiences, they must be confident, they've made a choice and had given up full time, well-paid jobs to train to be teachers. So

*you think they must know what they are doing and must be confident. It was quite surprising for me to discover that they were extremely insecure and needed a lot of support to have confidence in themselves. The pre-service trainees would join the course in September and by 1st October they'd be facing classes. It wasn't the case they had time to get a feel for that; they'd be put on the spot and would have to come up to the standard really quickly. ...The in-service teachers were much more confident, sometimes almost too confident and relaxed, because they were working there and knew the systems. Sometimes they'd been instructed to do the training- it wasn't something they chose themselves and there was a different approach. They were often more comfortable in the role probably because they'd been doing it for a while, I suppose. **Charlotte***

The differences between the pre-service and in-service trainees were not straightforward, because there were in-service teachers who might be very experienced and would need a different form of support or input from, for instance, an in-service teacher who had just started working two or three hours a week, because the latter shared characteristics with a pre-service person.

Felicity believed that doing a pre-service ITE course made a huge difference for new trainees.

*For me as a teacher and a teacher trainer, CELTA is a wonderful course and prepares you for practically walking into a class and doing it. Because it's a subject specialist teacher training, it doesn't necessarily give you the subject specialist knowledge of the standard you really need. But it gives you the generic skills to start off. If I hadn't had those, I would have found it very difficult. So how those poor teachers manage going in and starting with nothing, I don't know. It's fairly challenging. In our college with the vocational area where we're still getting new lecturers in because of the current context, we'll find there are fewer new teachers in certain areas. But in technology, they'll still be coming in all the time. We need that industry expertise and the managers in that faculty have been asking us: "we need to put something on for teachers before they start even if it's a two day something". **Felicity***

Some interviewees believed that pre-service students' needs changed quite quickly. Even though all pre-service trainees were likely to be graduates and some might hold post-

graduate qualifications, their main concern, before they started their placement, was their subject knowledge and whether their confidence or authority would be undermined in class. Once they started their placement, they were perceived to focus more on methods of managing the learning environment in order to create a positive environment where students can make contributions freely.

*When we do the observations, we look at how the theory can be applied in practice and they see that their practice is starting to develop. At the end, they are all competent, and some excellent, because they have learnt you need to engage in teaching and learning in a holistic way. No quick fixes. You have to think it through and try things out. You don't always succeed but you then become an educator as opposed to a teacher. **Chris***

Two interviewees pointed out that some of the in-service trainees were beginning teachers who had only just been employed and seemed to think that they did not have the luxury of making mistakes because they were not trainees, they were employees. This created pressure to get their teaching right the first time, in case they were going to be inspected by their college or Ofsted.

*[The trainees say that]...it's great to be in a place where you can talk openly about things that are not working without fear of censure. You can only say [that you are struggling] so many times at work before people start to think that you might be incompetent. Most are on probation and trying to prove themselves as effective from the off, even though they've had no training. We have a mix of people who have been teaching for a while and you get wonderful conversations going about teaching and management strategies which you don't with the pre-service, until the end. We tend to get people who want to learn. Only one or two who are resistant to learning because they have to get the teaching qualification – 'tell me what I have to do and I'll do it'. **Chris***

One interviewee said that the contrast between in-service and pre-service trainees was marked.

The pre-service students were generally younger, fulfilling a student role and many of them knew very little about FE. Some had never been in an FE college. Many had chosen to do post-compulsory training because they wanted to teach young people who were motivated. They thought that they

were not motivated in schools but they must be in colleges! So many of them came with little understanding of the post compulsory context and with their discipline or vocational area clearly marked on their brow. They wanted to learn about the theories which they then applied when they were in the classroom. In terms of their profile, they were very different from my experience of in-service trainees, but also in terms of their knowledge and teaching skills, many had very few teaching skills. ...The part-time students are employed by a college or organisation, will have experience, will have somehow muddled through to the point that they come onto the course or indeed do very well picking up from those they've observed, seen, worked alongside, some of the tips and tricks of the trade and have developed sometimes quite sophisticated skills in teaching and managing learning and so on. Their entry to the programme is as an experienced teacher - whether they are considered to be very good or not is another question - but they come with experience and everything they learn on the programme revolves around their experience and rightly so in my opinion.

Jane

Those interviewees who had taught both in-service and pre-service trainees seemed to agree that pre-service and in-service trainees' needs overlap and that teacher educators should be prepared to support all these needs, whatever the type of course they were teaching. Due to the varying types of ITE courses and the varying needs of in-service and pre-service trainees, some interviewees suggested that qualifications for teacher educators should be flexible.

5.5.2 Qualifications or training for teacher educators

Generally, in the FE system, most teacher educators are qualified teachers, holding either a CertEd or PGCE (Greville is an exception – he did Stage 1 and 2 and because of the range of experience he had following his degree, he could use the accreditation of prior learning to enrol onto a Masters in Education). However, this was not necessarily the case in HEIs where the Post-Graduate Certificate in HE was not compulsory. Ironically, Greville found himself teaching on a Masters teaching qualification without previously having undertaken study at Masters level himself:

At the time, the PGCE was Masters level before the FENTO requirements, [the University] ran it at Masters level) so it was a bit scary and none of us had Masters at that point... we had people who had been waiting for this

*opportunity to do the “Stage 3” for some time, that we had such good batches of students they drove the level up to Masters level. So teaching it wasn’t so much the problem, it was the marking and the need to have that much more reading as well. **Greville***

Other interviewees felt that they lacked both knowledge and qualifications to become teacher educators, but to their evident surprise, they were appointed as teacher educators:

*I started at [college] where I was an ESOL teacher. They were delivering teacher training programmes and there was a job vacancy and - surprise, surprise - I got it. I had no training, no skill, and no knowledge except my years of teaching which went back to South Africa, Botswana, secondary school system here and then FE so [my experience was] wide-ranging, quite deep. I thought: “I can be a teacher trainer, I’ve taught for so long that I must be able to do it”. But I didn’t have any qualification or piece of paper to say I could train teachers. I thought it was a bit cheeky applying, when I didn’t have any skills or knowledge on paper. They said just read Ian Reece on teaching and learning, the standard book which I read and fell asleep. **Charlotte***

Despite these concerns about their own early lack of knowledge and qualifications, there seemed to be ambivalence among interviewees about the need for teacher educators to undertake a formal qualification for their role. In principle, they found it hard to disagree with making a Masters qualification mandatory for new teacher educators, but in practice they said that such a requirement would not be at all inclusive. Their definition of who is a teacher educator included anyone who supports teachers on a teacher education programme and this could imply mentors, subject and advanced learning coaches and advanced practitioners, whose disciplines may not require academic qualifications, yet whose teaching practice may be excellent.

In further education, it seemed to be axiomatic that each level of educators needs to be qualified above the level they teach. Some interviewees felt that it would give teacher education more status if teacher educators were qualified at least to Masters level.

The impression or anecdotal evidence is that “You drift into it, [through an] old boys’ or old girls’ network” - all those negative things said about it. If people could acquire the qualification in a modular, progressive way via relevant modular CPD I think it would be useful. The qualification adds

status to their CPD. They need education and training so why not formalise it into a Masters? They could be working towards it when they start as a teacher educator. Hettie

Jill stated that without the peer mentoring of her colleague and an external examiner, she would not have been prepared to put in the work necessary to prepare for the City & Guilds course:

I remember we puzzled over what were the Principles of Learning and we'd looked in our books and couldn't find any books headed 'principles of learning' so we asked [the external examiner] on his first visit and he rattled off a list of things which we were desperately trying to write down on the principles of learning, which we subsequently taught. We were one chapter ahead of the students all the time. We didn't have books about teacher education or they were all schools-based. Stones' was the bible on the psychology of education and we'd have a quick flip through. Jill

Different disciplines have different ways of working and some of the interviewees said that this has an influence on teacher educators. For example, ESOL teachers have to train with either the Trinity or CELTA awarding bodies which are established teacher educator programmes, where each participant is assigned a mentor, produces a portfolio, shadows experienced practitioners, does double marking, undertakes observed teaching sessions by an external examiner, both doing an input session and observing teaching practice and giving feedback.

Since I have been involved in CELTA, there have been two new teacher trainers. I felt that for one of them, I wasn't her mentor but I felt very responsible in giving her support. In terms of the CertEd, we've only had one new teacher educator since I've been involved and to be honest, because of the way things are structured and our timetables, I think she has had limited support. I don't think she has had sufficient support. It's about who is allocated to mentor her and about institutions not recognising often....with Cambridge you have to do that in order to be able to train on the programme. But because there is no compulsion for the CertEd, institutions can just get away with saying: "that's your teaching now. Go away and do it." For example, when I started teaching the CertEd I had nobody. But I got a lot of support on the CELTA but none on the CertEd. It was literally in the deep end, there's the module, there's the guide, there's

*the specification for the University, you may never have done this before but there you go. Because at the time there were structural changes going on I got quite involved in doing the timetabling and the programming anyway, even though I didn't know anything about it. **Felicity***

Paul has modelled a career path for the teacher educators in his college, who primarily teach vocational teacher trainees. He selects very good practitioners and trains them as mentors and skilled observers whose feedback is evidence-based and whose focus is to judge impact on learning. Firstly, their skills and knowledge are tested during a joint observation followed by a professional discussion and a written report setting out the judgement and rationale for the comments and grade awarded. Secondly, they explore tacit learning and have to be observed teaching to at least a 'good' Ofsted grade. Finally, their mentoring and coaching skills are honed, as Paul considers these to be crucial to vocational pedagogy:

*A lot of mentors come to us thinking it's a nudge or a help along, a 'how are you doing?' What we've done at this college is to introduce the notion that mentoring is about impact. It's our passion here. For me, there's no quality assurance around mentoring that is rigorous and robust. They have to triangulate evidence of their impact and produce 3 sources of evidence to show their impact from their mentoring. So it could be evaluation from their mentee; observation reports of the mentee – if there is any improvement from the observation reports; their own reflective practice; it's their target setting and the actions that come from the target setting; it's peer feedback in terms of the trainee's performance in different contexts. They can collect 3 areas of evidence to show their impact as mentors on their mentee. If they can show that, then they pass that unit. **Paul***

The lack of widely available and specific qualifications for teacher educators has not helped their professional development or status and this is reflected in attitudes towards ITE as a career.

5.5.3 Overview of suggestions for meeting CPD needs

A couple of interviewees said that teacher educators should continue to teach in their original subject area, although it could be argued that the pedagogy of teaching and learning was the subject specialism for teacher educators. All the interviewees indicated that teacher educators should continue to develop themselves.

*Go on a relevant well-taught Masters programme. Being involved in some sort of further learning is really important, not just for your own CPD but in terms of reminding yourself what it's like to be a learner. Being involved in some sort of more intellectually challenging programme of study would be one thing. Recognising the areas that you are short-falling in, there's a distance between what you can do and what colleagues in FE are having to do. For example, the use of the interactive whiteboard, basic things like that. Looking at ways in which we can get ourselves up to speed in these sorts of things and how they are being used in colleges, use of Moodle. Do we do it? Do we have those skills? Trying to identify the areas that you might be lacking in. **Jane***

All interviewees said that CPD for teacher educators should be flexible. For example, Hettie suggested that it would be good to be able to 'bank' modules or units, into a Masters which would not be time bound. Teacher educators should be allowed to use their prior experiential learning as part of such a course and Felicity advocated the use of negotiated learning in a module empty of content, but full of enrichment in terms of how to process individual content.

*So people could use that to go for their passions. I might want to do something on observations; others might want to look at assessment processes in critical thinking skills. How would you accommodate that? So flexible structure as well as cohesiveness. In our sector, there's a need for people to go through a degree, or Masters or PhD. A lot of that people would self-fund. People doing Masters have self-funded for a long time. Some institutions will fund part of it. People might like to do this because they are worried about being employable or it could go the other way and [they might think] 'I'm not going to invest my money' or 'I can't afford it' or 'it won't stop me being made redundant'. **Felicity***

In general, most interviewees wanted a chance to challenge and interrogate their practice, to understand their role, exchange good practice, conduct peer observations and contribute to peer mentoring and networking.

It would be good to have a programme for new teacher educators to explore issues. It's difficult to say: 'I don't know what I'm doing'. You are in a professional situation where the expectation is that you will be able to do this. Who do you turn to and say 'I don't know how to motivate people at this level; I need some advice, guidance and support'? I was fortunate

*because when I went to [a London college] they have a mentoring system so you are put with someone for three or four months who helped me to understand how they were delivering teacher training. As a teacher educator, you start to understand the philosophy of what teacher education is within the organisation. You could ask those daft questions which are so important: 'when you say this, what do you mean, because words have different definitions' – you feel stupid for asking that. To check things out and to feel comfortable in the role. I was fortunate, [the college] helped me develop very rapidly and I wasn't held back by my fear of not understanding something. I could embrace the unknown because I knew someone could explain it to me. **Chris***

Two interviewees said that they saw an expansion of teacher education in the FE system partly in work-based learning, where employers have been slow to seek professional formation for their trainers. However, the coalition government's removal of the requirement to be qualified may have a negative impact on this. Two interviewees said that they saw the necessity for cost savings which may result in an increase in distance and blended learning models of teacher education - the latter having implications for the CPD of teacher educators who would need to be able to design and deliver online resources and mediate online and discussion forums.

*Depending on the context in which you are working, nothing is more energising than working with colleagues who are clearly thinking about what they are doing with the trainees. When that happens there is a kind of momentum with thinking about what is going on and the deal that trainees are getting. In my experience here since 2006, there have been many good pockets of that kind of thing but also areas where clearly the teaching (it's important that this is confidential) I'm not always convinced that my colleagues are thinking about the delivery of the programme. Time is taken with other things. That collective endeavour...we hardly ever get time to talk about how we are teaching things on the part time programme except at the end of the year when you are evaluating. And yet we should be thinking about our own pedagogy. **Jane***

A list of CPD topics that the interviewees thought would be useful for new teacher educators was analysed in Table 5.1.

Table 5.1 Analysis of suggestions for CPD topics for new teacher educators		
Theme	Topic	Interviewee
ITE curriculum	Curriculum design	Charlotte Chris Jill
	Minimum Core	Freddie
	Managing Challenging Behaviour	Charlotte
	Supporting learners with their higher level learning	Greville
	Assessment	Felicity Hettie Jill
	Differentiation and diversity	Giles
Teacher educators' skills	Observation and feedback	Freddie Charlotte Felicity Chris Hettie Paul Jane
	New Technology	Charlotte
	Modelling	Greville
	Mentoring, tutoring and coaching skills	Felicity Hettie Jill Giles Paul
	Research skills	Felicity Hettie Jill
	Interpersonal and management skills	Hettie
	Reflective Practice	Jill Paul
HE and FE	Teaching HE in FE	Freddie
	Academic levels	Freddie Greville Felicity
	Policy and funding contexts	Freddie Felicity Hettie Jane
	QA systems and procedures	Charlotte Hettie Jill
	Managing data	Hettie
Theories and concepts of Learning	Integrating theories of learning to practice	Freddie Charlotte Felicity
	Theories of Learning	Hettie Jill Jane
Community of practice	Exchange of good practice	Chris Giles
	Keeping up-to-date with subject	Felicity
Wider context	Embedding Skills for Life and ICT	Greville
	New developments in generic pedagogy	Felicity
	Work-based learning	Jane
	Embedding sustainable development	Greville

Each interviewee was asked to nominate topics or skills which they felt would be useful for new or beginning teacher educators (see Table 5.1). I divided the topics into six headings: ITE curriculum; teacher educators' skills; HE and FE; theories and concepts of learning; community of practice; and wider context.

The most repeatedly cited topics relating to the ITE curriculum were curriculum design and assessment which were mentioned by three interviewees each. In terms of teacher educators' own skills, seven interviewees mentioned observation and/or feedback skills; five interviewees thought that mentoring or coaching of new teacher educators would be useful; and three highlighted research skills. The context of both HE and FE was also mentioned: for example, four interviewees considered policy and funding contexts to be important CPD topics; three interviewees highlighted academic levels; and three chose quality assurance systems and procedures. The importance of theories of learning and their integration with practice was also highlighted by six interviewees.

5.6 Concluding remarks

The key messages voiced by the interviewees in these exploratory case studies revolved firstly, around the importance of teaching observations as a tool for reflection and as a call to action. Concerns were expressed about the difficulties that beginning teacher educators face with giving challenging, appropriate yet supportive feedback; making a fair judgement without sounding judgemental; and developing the ability, skill and pedagogical knowledge to stretch even outstanding practitioners.

A second message concerned the necessity for peer mentoring throughout a teacher educator's career, coupled with formal mentoring and induction for novices, especially as there is little evidence that ITE has a clear career path.

Thirdly, professional development was considered important for teacher educators' competence, status and credibility. The interviewees generally agreed that the acquisition of teacher educator qualifications was desirable in principle, with the proviso that this would not limit the inclusion of potentially excellent teacher educators. The interviewees valued aspects of workplace support, such as collaboration with colleagues, mentoring, networking and induction, all of which they considered to be important methods for supporting their professional development, whether formally or informally.

Finally, the interviewees identified certain skills, dispositions and attributes which they considered important, if not vital, for ITE practice. This also meant that not all 'good'

teachers could become 'good' teacher educators. Despite the lack of career structure, it was generally agreed that ITE attracted and needed committed and skilful practitioners.

The following Chapter analyses the views of 70 teacher educators which were sought via an online survey.

Chapter 6 Changing people's lives: how teacher educators in a survey see their practice and professional needs

6.1 Introduction to survey

This chapter starts by describing the survey participants' backgrounds. The analysis of their responses to the online survey led to the identification of eight principal themes.

The first theme relates to the lack of induction to the role of teacher educator and the second identifies the principal professional development needs of beginning teacher educators and how these might change over time.

The third theme identifies rewards and challenges of the teacher educator role, as well as exploring areas of tension relating to contextual and workload constraints and the ethical dilemmas which ensue.

A further theme questions the need for teacher educators to hold, or be working towards, certain qualifications.

The fifth theme expresses participants' views about their past and current professional roles and how changes to roles affect professional identity.

This leads to the next two themes which examine the continuous professional development needs of teacher educators; and to what extent these needs are affected if teacher educators work on pre-service or in-service ITE courses.

Finally, participants were asked to use a Likert scale, in order to rate their agreement, or disagreement, with statements which had been taken from interviews with experienced teacher educators, thus making a link between interviewees' statements and participants' qualitative survey responses.

Some of the tables set out descriptive results of the quantitative coding of open questions, and others are interspersed with thematic analyses of the qualitative open questions.

6.1.1 Survey participants' profiles

Questions about the participants' background showed that the sample conformed to other profiles of teacher educators in recent studies in the UK (Noel, 2006; Noel, 2009; Thurston, 2010). For example, 74.6% of responses were from women and 25.4% from men. Of the 63 participants who stated their age, nearly half were over 50 years old (see Table 6.1) and 17.5% were over 60 years old.

Table 6.1 Age range of participants		
Age range	Percentage	N
20-29	1.6%	1
30-39	9.5%	6
40-49	22.2%	14
50-59	49.2%	31
60+	17.5%	11
Total:	100.00%	63

Referring to the age demographic of teacher educators in the FE system in England, one comment was made by a younger teacher educator about her perception of ageism in the sector:

I am aware, though, from working in a number of organisations that teacher education can often be seen as somewhere to put staff out to pasture, as the average age of the teacher trainer reflects this. As someone under 40 delivering teacher education, I often attend events and routinely feel dismissed and experience real ageism, as if I couldn't possibly have acquired sufficient experience to be able to do the job. Until this response changes (and it needs to because of real succession fears) then I think my professional identity will suffer, though I do remain confident in myself and my abilities. Female, FE, early-career

Another respondent commented that although she had retired, she had kept teaching on ITE courses:

I have recently retired as a staff development manager, but I am retaining my teaching on ITT and part-time degree in education courses as a sessional lecturer Male, FE, long-career

Of the 64 people who completed background data, 35 participants worked in an FE college (23 women and 12 men); 15 worked in adult and community settings (13 women and two men); 12 worked in Universities (ten women and two men); and two worked in work-based learning providers (one man and one woman). However, as participants could choose more than one place of delivery, there was overlap between these workplace categories (see Table 6.2).

When asked where they were teaching, 62 out of 70 people responded (see Table 6.2). The majority (61%) taught in FE colleges; 20.6% taught in Adult and Community Learning and 17.5% taught in Universities. There were 12.7% who taught in work-based learning providers, and 6.3% who worked in a private provider; one teacher educator worked as a trainer in the armed forces. There may have been some overlap with some categories, such as HE in ACL, as participants might be teaching in more than one organisation.

Table 6.2 Place of delivery for participants' teacher education courses		
Place of delivery*	Percentage	N
Adult and Community Education	20.6%	13
FE College	61%	38
FE in HE Institution	6.3%	4
HE in FE College	28.6%	18
HE Institution	17.5%	11
Private training company	6.3%	4
Work-based learning provider	12.7%	8
Other: HE in ACL	1.6%	1
Other: training in armed forces	1.6%	1
Other: varied settings	1.6%	1
*Participants could choose more than one place of delivery		

One female, long-career respondent based in a University commented that teacher education was 'delivered' in all these settings no matter where the course was based, due to the nature of the teaching observations - an important part of the course and of students' learning and development. Nearly half of the participants (49.2%) said that they taught on in-service courses and 22.2% of participants said that they taught on pre-service courses.

Sixty-two participants answered the question on ethnicity (see Table 6.3 below) and 85.48% said they were white; 4.83% were Asian; and 3.25% were mixed white/black.

Table 6.3 Ethnicity of participants		
Ethnicity	Percentage	N
White	85.48%	53
Mixed White/Black	3.25%	2
Asian	4.83%	3
Black	0%	0
Other	4.83%	3
Not Known	1.61%	1
Total	100.00%	62

When asked whether they were exclusively teaching on ITE and/or staff development courses, just over half of the participants (52.4%) said that they also taught on courses other than ITE and/or staff development (see Table 6.4).

Table 6.4 Teacher educators who teach on courses other than ITE and/or staff development		
Teaching	Percentage	Number
Yes (teach other subjects as well as ITE and staff development)	52.4%	33
No (solely teach ITE and/or staff development)	47.6%	30
Total	100.00%	63

Over two thirds of the participants (77.4%) taught on generic ITE courses and 22.6% taught on subject specialist (English or Maths) ITE courses (see Table 6.5).

Table 6.5 Teaching on generic or subject specialist ITE courses		
Type of ITE	Percentage	Number
Generic	77.4%	48
Subject specialisms	22.6%	14
Total	100.00%	62

Participants were asked to indicate which ITE courses they taught (see Table 6.6) and 63 out of 70 people responded to the question. They could choose more than one course. The largest percentage – 82.5% - said that they taught on PTLLS, an introductory teaching course; this was followed by 73% who taught on PGCE; 69.8% who taught on DTLLS courses; and 63.5% who taught on the CertEd. However, as DTLLS courses taught in HEIs can also be designated as either CertEd or PGCE, there is likely to be significant overlap on the last three percentage figures. Interestingly, 39.7% taught on CTLLS courses which were originally targeted at people with an Associate role, but were also taken by ACL tutors who only taught for a few hours a week (13 of the participants worked in ACL).

Participants also taught on City & Guilds awarding body courses: 38 people said they taught on Stage 1 courses, similar in nature to a PTLLS course; 36 people taught on Stage 2; and 21 people said they taught on Stage 3. Again, these numbers might overlap where people

taught on all stages. There were fewer teacher educators teaching on the specialist English ITE courses – nine people taught on CELTA; two people taught on TEFL; and two people taught on DELTA.

Table 6.6 ITE courses taught by survey participants		
ITE courses*	Percentage	Number
CELTA	14.3%	9
Certificate in Education	63.5%	40
City & Guilds Stage 1	60.3%	38
City & Guilds Stage 2	57.1%	36
City & Guilds Stage 3	33.3%	21
CTLLS	39.7%	25
DELTA	3.2%	2
DTLLS	69.8%	44
PGCE	73.0%	46
PTLLS	82.5%	52
TEFL	3.2%	2
Other (please specify)		12
**Participants could choose more than one course		

The background data for the survey participants showed that they worked in a number of settings and on a number of different ITE courses with just over half also teaching on non-ITE courses.

6.2 Induction to the role of teacher educator

Nearly half (48%) of the participants said that they had had no induction at all to the role of teacher educator, as it seemed to be considered an extension of other teaching that they had done (see Table 6.7).

Table 6.7 Induction for beginning teacher educators		
Type of induction received by teacher educator	Percentage	N
No induction	48%	34
Inducted into teacher education	38%	27
Don't know	14%	9
Total	100.00%	70

Where people had been inducted, even informally, the nature of the induction varied (see Table 6.8).

Table 6.8 The nature of induction for beginning teacher educators		
Type of induction received by teacher educator*	Percentage	N
Shadowing colleagues	20%	14
Co-teaching	17%	12
Did 'Train the Trainers' course	14%	10
Had some mentoring	7%	5
Departmental Induction	5%	4
Helped by University	1%	1
*Participants could choose more than one type of induction		

For example, induction activities included: shadowing colleagues, which was mentioned by 20% of participants; co-teaching which was mentioned by 17%; 'train the trainer' courses which were mentioned by 14%; mentoring which 7% of participants mentioned; departmental induction, which 5% of participants mentioned; and help from a University which 1% mentioned.

Even among those who said they had received no formal induction, several participants stated that they had been grateful for the help they received from experienced and collaborative colleagues at the time. This was reflected in the comments from one mid-career and one long-career teacher educator in HEIs. The latter worked in adult education before joining a University:

Thank goodness I had a colleague who was experienced and collaborative who saw me through the early days and still does - we planned and discussed sessions together before delivery. It was also in the days when you could do some team teaching/double sessions without too much hassle. Female, HEI, mid-career

It was not a formal induction, but there was a staged process of getting involved with observations and taking the assessor awards alongside this - with IV award later, a Training the Trainers course – compulsory - and an in house course in the adult ed organisation I was working in and finally joining a team with team teaching and supported marking. Female, HEI, long-career

The metaphors from an early-career FE respondent, 'had to hit the ground running' and 'I had to get on with it' indicated a lack of induction or formal mentoring which was subsequently off-set by helpful colleagues. Two other FE participants highlighted the helpfulness of colleagues.

No. I took over from a post made vacant and had to hit the ground running. I was taken on as a novice and there was some established staff to offer expertise but the nature of FE, I had to get on with it! There was a lack of official mentoring but a supportive boss helped offset this. Female, FE, early-career

No formal induction, but colleagues were very helpful in directing me to reading and resources. I was also given a slightly lighter teaching load to start with. I also observed in classes and co-observed teaching practice observations and feedback sessions. Female, FE, early-career

I firstly only delivered on one module of the Cert Ed for X University. The previous lecturer spent some time with me explaining the module content etc. which I then delivered exactly as she described!! A similar pattern followed as I added more modules. Female, FE, mid-career

There were differences in responses from different sectors – for example, one ACL respondent stated:

The lack of contact with other colleagues has always been the most difficult part of teaching in the ACL [Adult and Community Learning] sector.
Female, ACL, mid-career

This lack of opportunity to network and collaborate seemed significant especially in a case where induction was either informal or non-existent.

Some participants in the survey criticised the lack of formal support for early career teacher educators (see Table 6.9), with seven participants (10%) stating that they received no support whatsoever in their early years. Colleagues, course leaders, internal verifiers and line managers helped to support teacher educators new to the role, according to 42% of the participants, through a mixture of mentoring (cited by 32% of participants), networks (cited by 7% of participants), peer observation (cited by 4% of participants), generic training (cited by 5%) and CELTA training (cited by 4%); as well as help from an HEI (cited by 7%), thereby creating a de facto community of practice. The efficacy of such support depended on staff

goodwill and concerns were expressed about the future restrictive nature of workplace environments in many of the responses to a variety of the survey questions.

Table 6.9 The ways in which participants were supported as beginning teacher educators		
Type of support*	Percentage	N
Colleague support	42%	30
Mentoring	32%	23
No support	10%	7
Networks	7%	5
Training	5%	4
Peer observations	4%	3
CELTA trained	4%	3
Helped by University	7%	5
*Participants could choose more than one type of support		

There were slight differences between those who had had a long career and remembered what they considered to be a more favourable environment for supporting new teacher educators:

We did a lot of team teaching in those days - an unaffordable luxury now!

Male, FE, long-career

In my first teacher train [sic] post, I didn't get any support. When I moved to be a full time teacher trainer, I worked with an experienced teacher on courses that were established. Also CPD was available within the Professional Development Team...both formally and informally. It was great to be part of such a team. Female, FE, long-career

Two mid-career teacher educators pointed out the importance they placed on the support of knowledgeable colleagues:

My colleague and I worked really closely together which was my main support. Having good external support about what teachers needed in

reality and still being a teacher of a subject helped, as it gave credibility to trying new methodologies etc. Female, HEI, mid-career

Colleagues who were already teacher educators admitted me to their community of practice. I was an observer/participant in their discussions and they willingly provided explanations of methodology regarding the specific qualification requirements. Female, WBL, mid-career

One early-career teacher educator in FE identified team meetings, external training, shadowing as useful activities but also stressed the importance of creating one's own informal networks:

Team meetings to discuss arising issues; some cross-college involvement to help inform central strategies and college policy; no official mentor but encouraged consistently to take up external training events and a supportive boss who included me on any in house events she felt relevant to me such as funding workshops and [other] events. In addition, I was shadowed on two occasions when conducting observations with examination of feedback afterwards and this assured me I was assessing correctly. Otherwise, it was the informal networks I created for myself in and out of the organisation to share resources, perspectives, professional practice, etc. Female, FE, early-career.

The University networks that some college and HEI-based teacher educators joined also formed an important part of this community of practice and 7% of participants cited the importance of being invited to attend regular meetings with other teacher trainers from the University, as well as from other colleges belonging to their accrediting University's network.

We were well supported as we worked alongside a University. This meant that there were a lot of meetings to share ideas and good practice. Anon

I worked with a very supportive team of experienced (and in some cases inexperienced) teacher educators. We held regular meetings to discuss our approach and share ideas. I was lucky to also have support from the awarding University. Female, FE, mid-career

Some participants said that they had developed their own skills by observing other teacher trainers, by going on *Train the Trainer* courses and by undertaking relevant CPD sessions, for instance, one long-career male respondent in an HEI said that he had undertaken a

Bachelors in Education in order to support his own development as well as finding ‘a really great mentor.’

I could go and observe classes, did get observation training and was observed each term myself. I also attended standardisation events.

Female, FE, early-career

I was asked to deliver sessions on the initial qualifications such as the 7407 Stage 1 and the 7302. My teaching was frequently observed by the lead ITT tutor at the college. She also gauged feedback from the learners and mentored me through the start of my teacher education years. Male, ACL, mid-career

...team teaching with a meeting before each session to jointly plan and assess work - training the trainers and assessor awards with two monthly opportunities for training workshops... Female, HEI, long-career

I co-trained on an Adult Ed Teacher Ed course - ACSET 1 - in the 1990s and we had a mentor who discussed each session with us. Female, ACL, long-career

Two participants contrasted the training which they had to undertake as part of their professional development to be qualified to teach the CELTA, with what they perceived as the paucity of support for teacher educators who taught on generic ITE in the FE system. In their opinion, whereas the CELTA course has a well-developed support system for new teacher educators, for generic ITE:

...I was left to work it out for myself. It was a bit like being a detective at times, as you weren't always sure what questions to ask, and you uncover the essential info bit by bit. No-one else in my College at the time knew any more than I did. Female, FE, long-career

Through the course meetings and being able to ask questions of more experienced colleagues. For the CELTA, I was not able to be a full trainer until I had taught on the course a number of times under the guidance of an experienced colleague. Female, FE, mid-career

It may therefore be a fair interpretation to suggest that the induction of new teacher educators comprised a number of activities including ‘train the trainer’ courses. Subject specialists had their own teacher educator preparation programme, such as DELTA for English language specialists. Other induction activities included peer observations; informal mentoring; support from awarding bodies and/or HEIs; and networking. Even where teacher educators indicated that they had had no formal induction, they also mentioned that they had benefited from the goodwill of colleagues who had provided informal support. However, there were a significant number of comments suggesting that beginning teacher educators would have liked a more formal induction with greater opportunities to raise questions with more experienced colleagues.

6.3 Professional development needs of beginning teacher educators

When asked what would have helped to address their needs as beginning teacher educators when they first started to deliver ITE, 26% of the participants who replied to the question (see Table 6.10) said that they would have liked to have had a mentor whom they could have shadowed, who could have shared resources and materials, who could have guided them on what they felt were their most pressing concerns, for example, relating theory to practice and how to standardise assessment and feedback practice.

Participants could choose more than one category of support to address their needs as beginning teacher educators and 18% of participants said that joint observations would be helpful; 13% said that sharing resources was important; 13% thought that CPD modules aimed at teacher educators would be useful; 13% believed that joining a teacher education network would help; five participants (8%) each recommended guidance on policy, regulation and context; help with theories of learning; and shadowing an experienced practitioner. Two people (3%) felt that an induction programme would be useful. Six people (9%) said that they needed no help at the time.

Table 6.10 The nature of provision which participants believe would have helped address their needs as beginning teacher educators		
Categories of support to help meet beginning teacher educators' needs*	Percentage	Number
Mentoring	26%	16
Joint observations	18%	11
Resources	13%	8
Teacher education CPD modules	13%	8
Teacher education networks	13%	8
Discussions regarding assessment and criteria	11%	7
Policy, regulation and context	8%	5
Help with theories of learning	8%	5
Shadowing experienced practitioner	8%	5
Induction programme	3%	2
Needed no help	9%	6
*Participants could choose more than one category of support		

Mentoring would also have been useful in order to support trainees who were teaching within a range of different teaching contexts:

Perhaps support and training on the differences between teaching 16-19 year olds on a vocational course and teaching/observing teacher trainees. Job role for a teacher trainee, mentoring or coaching or observation training etc. Networking events. Female, FE, mid-career

Initially, someone to work with to become familiar with the pedagogy. However, my first course had 100 passes so I must have been doing something right! Female, FE, mid-career

A mentor (with a background in teacher education) for the first 6 months would have been very useful and supportive. There is a huge learning curve and someone to meet up with on a regular basis would have been great. Female, FE, early-career

One respondent said that teacher educators needed more guided reading from different disciplines included in the course, such as sociology and educational psychology, and five participants mentioned that they would have liked more curriculum guidance especially with theories of learning:

... the theories are all very vague and personal. Female, HEI, long-career

Opportunities for observation of others, as well as being observed themselves, were both seen as crucial elements of support for early career teacher educators:

Observations, work shadow (last course leader was signed off for 6 months and no succession planning had been done). A checklist of useful forums, networks and encouragement to join an on-line teacher educators' support group. Female, ACL, early-career

Perhaps an overview of ITT in general as it applied to the sector. Maybe observing experienced deliverers and an understanding of the ethos. I based my approach very much on what I thought made a good teacher.
Female, FE, mid-career

However, one respondent pointed to her need for guidance on managing the behaviour of trainees, which she had found to be challenging:

I think I was supported quite well. The only area in which I could have done with some support at the beginning was support in classroom management as I didn't anticipate that there would be issues around this with groups of teacher trainees. Also, it would have helped to have had some structured, professional training as a teacher educator in delivering particular modules.
Female, FE, early-career

This comment ties in with the highest level of agreement shown by participants, which related to the statement: 'Teacher educators need strong interpersonal and communication skills' – 61 out of 62 participants agreed with this statement in the survey.

6.3.1 Changes in professional needs

Over time, and as their own careers developed, most participants felt that their professional development needs did change (see Table 6.11), with the emphasis shifting towards self-study and more critical reflective practice. As new teacher educators moved on from teaching shorter and lower level qualifications, such as City & Guilds Stage 1 or Preparing to Teach in the Lifelong Learning Sector (PTLLS), they also had to contend with major changes to the qualifications themselves.

Table 6.11 Changes in teacher educators' needs over time		
Changes in needs over time*	Percentage	Number
Self-study, reflective practice & CPD	18%	11
Peer mentoring & peer observations	18%	11
Increased confidence	16%	10
Time	13%	8
Help with new ITE	8%	5
Academic needs	6%	4
Admin help	6%	4
IAG needs	4%	3
Networking	4%	3
On-going feedback	4%	3
Technology	6%	4
Dealing w. trainee emotions	1%	1
**Participants could choose more than one change in needs		

In view of the fast-paced and continuous changes in policy and context, 18% of the participants who identified changes in teacher educators' needs over time, stressed the value of self-study, reflective practice and CPD; and 8% of participants felt they needed help with new ITE qualifications.

Became aware needed greater theoretical understanding of reflective practice; and needed practical support in managing tutorials, ILPs, under-performance of trainees. Female, HE, long-career

Self-evaluation, self-reflection of my experience, taking on all kinds of outside free training available and learner feedback was used to improve my own practice over time. Female, ACL, mid-career

A further 18% identified peer mentoring and peer observations as helpful, but 16% felt that their growth in self-confidence meant that their need for formal support diminished.

I think it is mainly a question of confidence. You need to feel confident in what you are doing. Shadowing others is useful. Female, ACL, mid-career

Although the passage of time increased experience and confidence, time as a dwindling resource was mentioned by 13% of participants:

I became more confident over time and with experience. This helped enormously. However, as I began to teach on higher qualifications, it was finding the time to prepare and to have appropriate resources for the lessons that became a greater issue. As well as finding the time to do the marking. Male, ACL, mid-career

Keeping up-to-date on research, maintaining credibility by teaching full-time FE students and shifting focus from ITT role to wider staff development role means maintaining good practice whilst having less time. Female, ACL, early-career

This lack of time in the role also prompted a need for admin help (from 6% of participants) as well as better quality support for information, advice and guidance (IAG) in the institution which was highlighted by 4% of participants:

I find the administration and the advice very time-consuming as there is a lot of confusion. A lot of people don't understand the difference between the three [courses] and what the progression routes are. A lot of students also get advised of the wrong qualification to take. Female, FE, early-career

The need for networking and on-going feedback was cited by 4% of participants. One respondent also mentioned that help dealing with trainees' emotions was a need. Another respondent cited extra responsibilities and taking a wider leadership role as another change which could be supported through CPD and access to experienced colleagues:

Taking on more responsibility and managing teams and inducting and supporting new staff raised new needs, but I was able to take mentoring awards, counselling skills awards, group facilitation awards and I chose a leadership and management modules for my M.A. There was also easy access to the experienced staff who were still working in part-time capacities and lots of informal support came from here. Female, HEI, long-career

Six per cent of participants also mentioned that, increasingly, teacher educators would desire to improve their own knowledge and practice of technology-enhanced learning methods, which were also seen by a minority of participants as potentially problematic for teacher educators, given their age demographic. Although there was a wider availability of resources online, one respondent said that there was growing expectation for all teaching to include some form of technology-enhanced learning, even if it did not arise naturally.

In addition, one respondent said that widening participation in the FE system had had an impact on the level of learners' support needs. Teacher educators were required to model inclusive practice, despite the occasional lack of institutional support for inclusion, and funding pressures had a bearing on the management rationale for colleges to maintain and increase student numbers.

6.4 Challenges and rewards of teacher education

Participants were asked to reflect on the rewards and challenges of being a teacher educator, in order to get a broader view of their own motivation for entering and remaining in the role.

6.4.1 Rewards of teacher education

The majority of participants stated that they enjoyed their work as teacher educators (see Table 6.12). Nearly two-thirds of those who responded (62%) cited as their prime motivation for remaining in ITE firstly, that they liked to watch trainees develop from nervous beginners to confident practitioners, and secondly, that they liked to see the increase in trainees' skills and lively enjoyment of the course.

The groups have always been lively and engaging. Teacher training, like any form of education, does change people's lives - particularly in terms of their awareness of their own skills, and their own capacity to learn. Female, ACL, long-career

I enjoy seeing the progression that people make and the confidence and skills they develop. I also enjoy all the sharing of experience and discussion. Male, WBL, early-career

Equipping, particularly vocational tutors, with the tools and confidence to become facilitators of learning. Assisting student teachers to challenge their preconceptions. Observing the pleasure of individual student teachers when their own students improve and achieve. Female, WBL, mid-career

Table 6.12 Teacher educators' enjoyment of their role		
Views on enjoyable aspects of being a teacher educator*	Percentage	Number
Trainee progression	62%	41
Improving teaching & learning	24%	16
New contexts and/or perspectives	24%	16
Enjoy trainees' enthusiasm	21%	14
Creating a community of practice	18%	12
Reflecting on own practice	13%	9
Providing the teacher educator with challenge	12%	8
Learning from observing trainees	10%	7
Seeing theory related to practice	9%	6
The creativity of trainees and teacher educators	7%	5
Provoking teacher educators to experiment	4%	3
Teacher educators developing their own and trainees' academic and research skills	1%	1
*Participants could choose more than one aspect		

These teacher educators said that they were contributing not only to trainees' personal and professional development, but thought that they were also developing teachers within the FE system and contributing substantially to the quality of provision within the FE system through sharing good practice:

The impact on learners' lives. The student and the groups they teach. The impact on the self-esteem of the member of staff studying for QTLS - growth in ability to be critical and articulate. I learn from them about their subject identities and see challenges from a new and renewing perspective. Female, ACL, early-career

I love the fact that there are motivated people wanting to make a difference in the classroom, particularly vocational lecturers who need that confidence building and study skills support. Male, FE, early-career

The opportunity to tutor and support nervous new teachers through the two-year part-time DTLLS/PGCE ITT programme. Watching people grow in confidence as practitioners and be able to link pedagogic theory to their own classroom practice is very rewarding. Female, FE, early-career

Improvement in practice: teacher training is about improving teaching first, the practical pedagogy and the development of reflective practice. It is thrilling to see this in action. Male, FE, long-career

Twelve per cent of participants said that they enjoyed the challenge of their position (one mentioned the challenge of delivering education at higher levels) and thirteen per cent remarked that teacher education provided them with additional insights into their own practice.

a) The creativity to devise interesting learning activities to inspire teacher trainees to do the same; b) Seeing new teachers change from quivering wrecks to confident teachers! c) Teaching practice observations - I learn every time, so it's good for me and trainees get a boost out of it too. d) The privilege of being able to influence teachers' attitudes towards teaching and learning so that they may continue to inspire their learners. Male, FE, long-career

Four per cent said that they liked to experiment with new ways of making education as stimulating and enjoyable as possible. ITE also provided another perspective on their own subject teaching, giving them a focus for continued reading, reflection and research and facilitating their reflection on the different areas they teach.

I feel like I am always learning something new. I am a maths teacher and love the subject. I work with inspirational people. Female, ACL

A number of participants said that they enjoyed the opportunity to engage with a range of new and experienced teachers in new contexts and with new perspectives. They found the role challenging and rewarding and felt stimulated by observing trainees' teaching practice and being exposed to different teaching styles and teaching contexts.

The range of students - their personalities, interests, subject expertise, and different teaching contexts - there is so much variety. Also change in policy; while this is frustrating and often infuriating it's an excellent window on politics and society - which interests me. Also theory - fascinating - the evolution of perspectives, contradictions and truths. Female, FE, long-career

I love my job, despite the sorry state of FE/community education, the learners, learning from them every day, really, seeing learners head to University or into work, making a difference to people's lives, broadening my own understanding of cultures outside my own, issues and challenges faced by learners. Putting own life experience and knowledge into action - helping people, constantly learning and developing. Female, private provider

Although the majority of participants said they enjoyed seeing their trainees' progression and enjoyment on the course, as well as the improvement in their teaching and learning, they also admitted that there were benefits for their own professional development. For example, the creation of a community of practice; the opportunities to be challenged and to reflect on their own practice; the learning gained from observing others teach; the development of their own and their students' academic and research skills; and the capacity to be creative themselves and to facilitate others' creativity in teaching.

The contact with other working tutors in a diverse range of settings. I extend my own teaching practice vicariously through their direct experiences, anecdotes and perspectives and genuinely feel that we create a community of practice, which is great to be a part of. I like modelling professional practice and open discussion and one of the best compliments paid to me by a learner is that the course, and I as a tutor, made them think. I think the qualification I deliver encourages critical reflection and reduces political apathy - people are galvanised at local level to push for changes to resources, etc. and this makes incremental changes for the better. Female, FE, early-career

There were many reasons why teacher educators felt that their careers were rewarding, but these did not always mitigate the challenges or areas of tension which they encountered.

6.4.2 Challenges and areas of tension

A number of challenges and areas of tension were identified within ITE, the greatest of which seemed to occur because of the financial, contextual, bureaucratic and political landscape of the FE system in England (see Table 6.13).

Table 6.13 Challenges and areas of tension identified by teacher educators		
Challenges and areas of tension*	Percentage	Number
Finance and politics	39%	26
Lack of funds, time, remission for trainees	25%	17
Ethics vs. other agendas	22%	15
Poor professional standards and qualification design	19%	13
Teacher educators' workload	19%	13
Employers and ITE	18%	12
Teacher education as career	13%	9
Frequent qualifications changes	12%	8
Trainees as colleagues	10%	7
Lack of support for mentoring	9%	6
Over-assessment in ITE	6%	4
Vocational vs. academic pedagogy	6%	4
Uncategorised	6%	4
Sessional, part-time trainees	1%	1
*Participants could choose more than one challenge and/or area of tension		

A pressing concern seemed to be whether there would be ITE students in the future and if so, what pressures would emerge between providing a desirable and effective ITE course whilst meeting externally imposed requirements.

Challenges: Legislation that impacts on teachers' practice....students with identified needs now seem to have dwindling support services available to

them from Adult Learning Support. This is being cut back whilst the pressure to be inclusive and maintain pass rates is maintained. The need to use a range of new technology when they [trainees] teach in locations that exist without basic teaching resources such as in Adult and Community Education. Female, FE, long-career

Other areas of tension were financially related: firstly, the removal of Higher Education Funding Council for England (HEFCE) funding from Universities led to a substantial increase in tuition fees; and secondly, effective teacher education was costly and remained vulnerable to blame from colleges' senior management or central government for poor student achievement.

There is a need to cut costs and the challenge is to do this and maintain quality. Tuition fees could go through the roof - that's a challenge. Inexperienced teachers get dumped upon and often get the hard classes that their colleagues are only too pleased to be shot of. This causes stress for them and makes additional demands for on-going support. Mentoring is unrewarded and patchy in the quality of its provision; sometimes it's done well and sometimes it's a joke. Male, FE, long-career

Some of the financial issues identified included the lack of funding for ITE in general; and the perception that employers did not give trainees remission from teaching, which cut down on their study time. One female, long-career respondent working in a University referred to time pressures on teacher trainees, which she felt hindered experimentation and innovation:

Yes - narrow and mechanistic approaches that get pushed on us to 'comply' with all kinds of regulations and expectations. New trainee teachers do not get time to think and really gain fully from the learning due to sometimes unrealistic work commitments. They do not get time to experiment and try new things - they ask for shortcuts. They have to take risks with care - it can be dangerous to appear to 'fail' and there are expectations that you will be 'good' from the start. Female, HEI, long-career

Some participants said that subject mentors were often not paid or given remission and they stated that hours for ITE teaching were under financial pressure. A few participants referred to the long hours that trainees were required to work. Often they were required to teach large numbers of learners in their classes and to cope with changing syllabi. Many participants

expressed concerns about the difficulties of supporting trainees with integrity within 'a target culture'.

We need: funding to help trainee teachers to pay for courses; time for trainers to mentor teachers in their placements; time to mark assignments, as assignments take a long time to mark and it is not recognised by organisations. It is therefore, very difficult to develop teacher trainers and expand capacity as the workload increases substantially but [this is] not recognised on timetable. I would like to develop ITT programmes for Specific Learning Difficulties (Dyslexia) but am not able to convince my experienced colleagues to become teacher trainers as they know how much marking is involved and how difficult it is to balance the workload.

Female, FE, mid-career

6.4.3 Tensions arising from time, contextual and workload constraints

One of the principal concerns identified by 39% of the participants (see Table 6.10) related to financial and political considerations in the FE system. For example, a quarter of participants in the survey were concerned by the lack of remission for trainees and 19% of participants were concerned about their workload as teacher educators.

One respondent cited administrative duties and advice to trainees as very time-consuming. Several participants stressed the heavy marking load, combined with the need to read widely in order to be fully conversant with research, theory and emerging issues, in order to maintain credibility and currency in the classroom.

It was felt that by 22% of participants that there was contention between the political and financial agendas of the FE system and ethical dimensions within teacher education. For example, 19% felt that professional standards and qualifications were poorly designed; 12% criticised the frequency of changes in qualifications; and 6% mentioned over-assessment in ITE. The pace and frequency of change in the English FE system contributed to time pressures.

I mainly work with in-service teachers and the pressures on them in their workplaces are much greater than before. This means that teachers on courses are now more pressured than before - in general - and don't have as much space for building on links between course and practice as much as before. This creates pressure for the teacher educator trying to support people on courses with getting the work done. Female, ACL, long-career

As control of the structure and content of the curriculum slipped out of the hands of those delivering and validating the qualification and into FENTO then LLUK/SVUK, the timescales for responding to massive changes became totally ludicrous, while the curriculum messages were obtuse and ill-defined, with little real opportunity for a constructive dialogue. Male, FE, long-career

As confidence grew, it was a matter of finding time to keep up-to-date with the sector, dealing almost single-handedly with the new qualification structure and getting little support from the awarding body (this is not the University!!) Female, FE, mid-career

Tensions also arose due to rapid and numerous changes to qualifications and standards as well as funding cuts, which left little time for sharing and peer working and over-assessment within qualifications and led to heavy marking loads:

The demands of designing programmes tailored to meet the needs of all learners, which naturally takes longer than one's working hours, plus teaching observations during evenings and weekends to meet students' needs. Female, FE, mid-career

1. Having enough knowledge yourself to deliver particular modules 2. Ensuring that own skills are more developed than those of trainees 3. Challenges posed by having to support trainees with poor literacy skills especially where not enough time is allocated for this. Female, FE, early-career

Having to work in so many different places which have all different criteria, paperwork, expectations. The amount of paperwork for funding reasons has increased and distracts the tutor from T&L [teaching and learning]. Female, ACL, mid-career

The nature of the relationship with their trainees, who were also colleagues, could pose problems. These might manifest themselves within the pastoral or tutorial role, or in terms of boundaries between colleagues, or tensions which may arise from being both the trainee's line manager and an assessor or mentor within ITE.

Training peers, especially experienced teachers, can be problematic. Also being caught in the 'middle' - torn between meeting the needs of the

institution and the needs of the student e.g. when students are made redundant mid-course. Female, FE, long-career.

Although the learners we teach are also teachers, they still behave like students, with lateness and poor attendance in some cases - the very thing we hear them complaining about with their own students. Female, FE, long-career

In my sector, the learning experience of vocational and occupational practitioners is challenging and difficult. Their teacher training is often focused on turning them into good academics, rather than good learners and teachers. This can make their ITT painful rather than liberating. I have been involved for the past ten years in trying to make this different. Male, FE, long-career.

One respondent raised concerns about the suitability of the qualifications for vocational or sessional teachers, those with undeveloped academic skills or specific learning difficulties.

There is a lot of fear of academic level work and I am shocked at the number of learners with Dyslexia within a vocational context for whom this presents real difficulties. I think the qualification does not reflect the very inclusive principles we are expected to model. While I make use of Professional Discussions and encourage learners to record their reflective journals using digital voice recorders, the assessment is academic in nature and biased towards those who are academically able. This is a conflict in ensuring those who qualify reflect the required professional standards required of teaching and achieve recognised levels of competency in literacy, etc. However, I am conscious of excellent lecturers who do not excel in academic written work but who are entirely competent and just the right people to be delivering their subject to the kind of learners within FE. I question the standard of work I legitimately pass, as verified by internal and external systems, and yet am conscious that without some flexibility within the assessment criteria, we would throw the baby out with the bathwater i.e. lose excellent staff whose literacy is passable. Female, FE, early-career

The tensions arising from the financial and political context of the FE system, with their attendant consequences for workload and curriculum design, also entail ethical dilemmas for teacher educators.

6.4.4 Ethical dilemmas

Several participants said that such areas of tension had posed ethical dilemmas for teacher educators. For example, what they aimed to achieve with their trainees was, they said, countered by the reality of constraints and priorities within their own organisations. One teacher educator stated that they wanted to be realistic about the demands of the FE system, without being overly negative.

I am increasingly feeling a tension between the demands of the organisation and of the government, and my ethics as a trainer. I have been through multiple re-writes of the qualifications. The most recent changes have some benefits, but there have been great losses too. The staging of qualifications has gone and that particularly suited the adult sector. I am watching specialist qualifications we run in British Sign Language, Modern Foreign Languages and Lip-reading being devalued as they do not fit into the qualification structure. CELTA is an example of a course that is hopelessly undervalued in the new system. Unit and credit systems make the system more coherent, but can damage a holistic approach to training that takes into account the needs of particular sectors. There is confusion between quality observations and training and development observations and I have to fend off confusion by management between the two sometimes. Female, ACL, long-career

The constant tension is that we talk to our trainees about managing all the variables - the institution, colleagues, managers, being a colleague and a teacher of the same person as well as keeping up to date with IT, policy - and being positive when everything seems to go against your personal beliefs of what education is there for. Female, FE, long-career

It can be difficult managing resistance of staff who do not wish to attend. Quite often, I find myself hunting with the hare and hounds - upholding organisational values and expectations whilst trying to appear approachable and credible to tutors who work at the chalk face and are cynical of managerial decisions. It is a challenge to ensure debate is healthy, rounded and fair and does not descend into moans and groans

about their various organisations. At the same time I want learners to feel they have an open forum free of censorship to express their views (so long as they are inclusive and don't make it personal to individuals). Female, FE, early-career

Many of these tensions related to trainees' employers. For example, one respondent berated those colleges which allowed trainees to teach on the strength of having completed a PTLLS, which is a pre-service introduction to teaching and not a full teaching qualification.

Teacher training is not often given the profile it deserves. I have delivered ITT sessions at a number of different institutions and have found that in most of them there is an attitude of 'it doesn't matter' if tutors are properly qualified. Not many colleges push the Additional Diplomas for Skills for Life tutors, for instance - and very few encourage tutors to go for QTLS. As a consequence, tutors themselves are reluctant to become properly qualified. One of the major problems is that many tutors are part time or sessional and don't have the time or motivation to commit to big courses such as the CertEd or the Additional Diplomas. Funding is also an issue which will impact greatly during the next academic year. Female, ACL, mid-career

Subject specific mentoring was often unrewarded and patchy in quality and remained hard to monitor, even though it was vital for those in generic ITE to receive good subject mentoring.

There is a risk that surface learning will result from reduced teaching time and high teaching loads for trainees. Mentors are busy and mentoring is not valued by being given time. Female, HEI, long-career

Subject specialist mentors - Huge variety of quality of ITT mentors - very hard to monitor but very important for ensuring subject specialism is adequately covered - as DTLLS/PGE is a generic teacher training qualification subject specialist input is very important. Female, FE, early-career

Mentors are busy and mentoring is not valued by being given time. Female, HEI, long-career

6.5 Teacher educators' qualifications

Participants were asked whether new teacher educators should have taken a qualification before they started their career or, if not, what kinds of qualifications – if any – they should be working towards. A Likert scale was used in Table 6.14 as a quantitative measure of attitudes towards the desirability and relative importance of qualifications for teacher educators.

6.5.1 Qualifications needed before the start of a teacher educator career

When asked what minimum qualification a teacher educator should possess before starting their career (see Table 6.14), most survey participants stated that teacher educators should have an ITE qualification, such as DTLLS, CertEd, PGCE or equivalent, as well as a qualification in their subject. The majority of participants said that a higher qualification was needed in Education (60%); but 12% said that a higher qualification could be in the teacher educator's subject specialism; another 12% said that higher qualifications were needed in both a subject specialism and in education.

In contrast, three people who wrote answers in the 'Other' category said that a Masters should not be a requirement for teacher educators, and three participants suggested that a degree would provide the sound academic knowledge required to carry out the role of teacher educator successfully.

6.5.2 Qualifications teacher educators should have or be working towards

In Table 6.14, respondents gave the highest average rating of agreement and strong agreement (84.74%) to *Level 4, or higher, subject specialist qualifications* – although for some participants, the subject specialism was teacher education itself.

The second highest average rating (72.13%) was for teacher educators to have or be working towards a *Masters in Education*. Three female participants – one from a University, one from an FE college and one from an ACL college - suggested a Masters in Teacher Education. Another respondent felt that a Masters level qualification gave ITE programmes credibility:

There must be a standard level of academic achievement to give the programmes credibility. I had a degree and decided to do a Masters in Coaching and Mentoring which enabled me to apply for the role of teacher educator and feel that there must be standards of this level throughout the department. Female, FE, mid-career

Table 6.14 The desirability and importance of qualifications for teacher educators						
Codes for Percentages in Likert scale:						
Agree strongly (AS); Agree (A); Don't know (DK); Disagree (D); Disagree strongly (DS)						
Qualification*	AS	A	DK	D	DS	N
Masters in Education	20 (32.79%)	24 (39.34%)	4 (6.56%)	11 (18.03%)	2 (3.28%)	61
Masters in own subject specialism	10 (17.24%)	17 (29.31%)	8 (13.79%)	21 (36.21%)	2 (3.45%)	58
Doctor of Education (EdD - a professional doctorate)	2 (3.51%)	8 (14.04%)	9 (15.79%)	34 (59.65%)	4 (7.01%)	57
Doctor of Philosophy (PhD - an advanced degree in a specific subject)	0	4 (7.41%)	9 (16.67%)	38 (70.37%)	3 (5.55%)	54
Level 4 or higher subject specialist qualification	31 (52.54%)	19 (32.2%)	5 (8.48%)	3 (5.08%)	1 (1.7%)	59
Other:	Suite of vocational or occupational qualifications relevant to ITE					3
Other:	Masters in Teacher Education					3
Other:	Communication and/or Interpersonal Skills courses					2
Other:	Experience in Teaching and Learning					2
Other:	Train the Trainer					2
Other:	BA in Education					2
*Participants could choose more than one answer						

Participants gave the lowest average ratings to both Doctor of Education (EdD) and Doctor of Philosophy (PhD) qualifications, with 60.32% of participants disagreeing or disagreeing strongly with the necessity for an EdD and 65.1% of participants disagreeing or disagreeing strongly with the necessity for a PhD. In fact, only 7.41% thought that a PhD was desirable or important.

Of those who explained their choices, four thought a PhD was not necessary: a male, early career respondent from WBL; a female, mid-career respondent from WBL; a female early-career respondent from FE and a male mid-career respondent from FE.

The higher levels of qualification can lead to the teacher becoming divorced from the needs of the student and work at too high a level. Male, FE, mid-career

Just over 21% of participants disagreed or disagreed strongly with the need for teacher educators to take a Masters in Education.

A practical approach to common-sense delivery and a good rapport with student teachers is essential - an MEd is far too academic to be of any practical use in teaching new teachers to be good teachers. Male, FE, long-career

Of the others who explained the reasons for their choices in Table 6.14, 43% mentioned the usefulness of having an MA in Education (see Table 6.15 which identifies categories of reasons for respondents' choices of qualification for teacher educators).

I have started a Masters in Teacher Training and it has proved very useful. 1) for information; 2) for support from other teacher trainers. Female, FE, mid-career

However, four participants identified teaching experience itself as equally important to a higher degree:

I would suggest that to teach at Level 5 or Level 6 that the teacher educator should have a Masters qualification in Education. This will enable him/her to have the subject specific knowledge to teach at this level. S/he should also have significant teaching experience. For courses which are run at Level 4 or below, I would suggest that the Teacher's experience is more crucial; s/he should have an excellent record in Teaching and Learning, quality assurance and curriculum management. Male, ACL, mid-career

I have ticked some areas above because I think that the more thought and study you devote to a subject or area the more prepared you will be to deliver it. However, teaching practice is the most important "qualification" you can have. What would be the most attractive path for me would be a Masters or some kind of qualification specific for teacher trainers. Female, ACL, early-career

I personally think it would be good to have a Masters as this would develop research and theoretical knowledge and skills - however, I would think that even more useful is a qualification which relates specifically to teaching skills - communicating effectively with others in order to enable their development. Female, FE, mid-career

I think that teachers should be experts in their subject area. Also, an MA in Education allows you to examine the important issues regarding teaching and learning. I also think that if you work in education you should continue to educate yourself. Female, ACL

Nonetheless, there were concerns regarding any requirement for all teacher educators to hold a Masters degree (see Table 6.12).

I think a Masters level award in education demonstrates required interest in the field and reflects the credentials learners would expect of someone in the role of teacher educator. However, conviction and personal enthusiasm coupled with a high standard of academic achievement is just as valid a combination as high level teacher training awards. Ask the students! The more academic a teacher trainer appears, the more they can alienate their students who attend teacher training with a lot of trepidation within an FE context. Presently, this would also conflict with the value placed on teacher trainer expertise. Within my own organisation, and typical of most FE institutions, I am not valued or paid as much as any of the senior Heads of Teaching and Learning or Senior Lecturers - many of whom are not as qualified as I am. My argument remains, if you contribute to quality of teaching and learning in a significant way, you should be valued in the same way. This would present a double standard. Female, FE, early-career

Table 6.15 Explanation of choice of qualification for teacher educators		
Explanation of choices*	Percentage	Number
Teacher educators should have an M.A. in Education	43%	23
Need for practical knowledge, skills and experience	26%	14
M.A. should not be compulsory	16%	9
Good for CPD	9%	5

M.A. in subject specialism	7%	4
Teacher educators do not need a higher level qualification	7%	4
PhD/EdD not necessary	5%	3
To identify the potential of existing teachers to be teacher educators	1%	1
Teacher educators need to be able to relate to graduates as equals	1%	1
Course(s) should be paid for by employer	1%	1
*Participants could choose more than one explanation		

Just over a quarter of participants (26%) noted the centrality of practical knowledge, skills and experience to being a good teacher educator. Without these, they felt that a primarily academic or research-based qualification would not suffice to develop the range of cognitive and academic skills needed to help develop trainees' practice.

A good teacher trainer is intensely practical and while every ITT specialist should be working to further research skills and pedagogical understanding, there are and should be many different routes into this.

Male, FE, long-career

I think process skills are more important than content; an intelligent committed individual can acquire knowledge, but not necessarily empathy, congruence etc. Again qualifications do not usually measure these qualities. Female, FE, long-career

Good subject knowledge and some academic background is [sic] very useful but more important than anything at all is an aptitude for developing people and inspiring good practice. These skills and the right attitude do not necessarily go hand-in-hand with academic qualifications. Male, FE, long-career

Some participants said that they were ill-disposed to teacher educators acquiring higher level qualifications, as they feared that teacher educators might become divorced from the needs of students and might teach at too high a level. One respondent said that, instead, a practical approach and good rapport with student teachers were essential. Fears were expressed about study at Doctorate level in Education:

A Masters in Education/Subject specialism would be desirable as they would provide the teacher with specific subject related information.

However, I don't consider that teacher educators would need to go to a PhD - they are very lengthy and expensive to do. Male, WBL, early-career

Level above Masters is too deep and unnecessary for the role. EdD etc. fine for personal development but not for their teaching role. Male, FE, long-career.

I feel that a Masters level degree is the highest academic qualification that is needed. I don't feel that having a PhD necessarily would make you a better teacher educator. I feel other more personal qualities are more important, such as listening, empathy, patience and resilience. Female, FE, early-career.

Although there was broad support for teacher educators studying at Masters level, either in their subject or in Education, 16% of those who clarified their choice explained that Masters level study should not be compulsory - especially given the expense of such courses - and they felt that it was imperative to include excellent practitioners, who were nevertheless not graduates, within ITE. One respondent stressed the wide range of roles and experience which she felt were necessary to be an effective teacher educator:

A teacher trainer needs to be a facilitator, manager, developer, networker, curriculum developer and negotiator, with extensive experience of dealing with people at all levels. These skills do not happen with one qualification. They should happen with lifelong learning and passion for changing the life of the community by developing teachers and trainers within various sectors of the community. Female, FE, mid-career

I agree that many people might choose to undertake the above qualifications, but given the fragmentary nature of Post-Compulsory Education, I believe that to set a fixed minimum standard would be wrong (and irrelevant, in many cases). Female, LEA, mid-career

For teacher educators teaching integrated programmes, e.g. literacy or numeracy, a Masters in own subject specialism would be important as would a bespoke programme for these teacher educators. For teacher educators on generic programmes, this may be less important. Female, HEI, mid-career

Teacher educators need a breadth of subject experience which can be obtained in many ways and this needs to be recognised. A level 4 or higher qualification does not make you a better teacher, but it does give a wider range of transferable skill and insight/analysis which is what is needed in teacher education. The qualifications above are either/or not all! Female, HEI, mid-career.

These views were echoed in the highest agreement rating to the statement extracted from interviews (see section 6.10): ‘teacher educators need strong interpersonal and communication skills’.

Table 6.16 Relevance of higher qualification in a subject area or in education		
Need for qualification in Education or Subject area*	Percentage	Number
Education	62%	41
Subject	12%	8
Both	12%	8
Neither	5%	3
Higher level training in interpersonal/intrapersonal skills needed	1%	1
Need a degree to be accepted in academia	1%	1
*Participants could choose more than one answer		

The majority of participants (62%) who answered this open text question said that a higher qualification in education would be most relevant for teacher educators (see Table 6.16), which matched earlier comments claiming that education is the subject specialism of teacher educators.

Eight participants - 12% - said that a higher qualification in the teacher educator's subject specialism would be the most appropriate; and 12% said that a higher qualification in either a subject specialism or in education would be suitable for teacher educators. One female mid-career respondent working in FE believed that good interpersonal and communications skills were essential attributes for successful teacher educators:

I think a comprehensive higher level training in interpersonal and personal communication and development. I have been a member of CIPD for the past 20 years. I have worked as a trainer before becoming a teacher. I do, however, feel that my training skills have helped me substantially in my success in teacher education programmes. I feel the best training for teacher educators is to be negotiators, networkers and creators of opportunities in teaching and training. I would also emphasise that teacher educators need to sustain close contact with community organisations with a view to expand training opportunities for ITT in the LL sector. Female, FE, mid-career

Higher degrees were seen as laudable in terms of academic kudos, achievement and professional recognition in general, but some participants felt that such qualifications should not be made a requirement for teacher educators, as they felt that other attributes and skills were more fundamental to the practice of teacher educators.

6.6 Professional roles and professional identity

Participants were asked what their current role was and which roles they thought were important to have experienced before becoming a teacher educator. A Likert scale was used to measure quantitatively attitudes towards the relative importance of roles which teacher educators should have experienced before starting to deliver ITE.

6.6.1 Roles that teacher educators should have experienced in the past

When asked which roles a teacher educator should have experienced before starting their ITE career (see Table 6.17), 'teaching and learning expert' received the highest average rating (83.8%), with four participants stressing the importance of being an experienced teacher under the 'Other' rubric. Sixty-eight per cent of participants thought it important or very important that teacher educators should have been advanced practitioners, which further reinforced the centrality of teaching experience as a prerequisite for entering a teacher education career.

This was followed by the role of "personal tutor" where 87% considered tutoring experience to be important or very important. This matched the interviewees' opinions regarding the importance of personal tutoring for trainees in the FE system. There is not a great deal of difference between the ratings about the importance of other roles, apart from the role of counsellor which receives the lowest importance rating (38.7%). However, five participants who entered answers in the *Other* rubric, said that teacher educators should have undertaken a combination of roles.

Three quarters of participants felt that the assessor role was important or very important which was reflected in interviewees' comments about the importance of being a skilled assessor. Given the comments in section 6.5.3 about the need for administrative help for teacher educators, it is interesting that 54.99% consider the role of administrator important or very important and 61.29% of participants thought that the co-ordinating role was important or very important.

Table 6.17 Relative importance of roles which teacher educators should have experienced before starting to deliver ITE

Key: Very Important (VI); Important (I); Don't Know (DK) Not important (NI) Not needed at all (NNAA)

Answer Options*	VI	I	DK	NI	NNAA	Mean	N	
Administrator	8 (13.33%)	25 (41.66%)	7 (11.66%)	17 (28.33%)	3 (5%)	3.30	60	
Advanced Learning Coach	4 (6.45%)	32 (51.61%)	16 (25.81%)	10 (16.13%)	0	3.48	62	
Advanced Practitioner	16 (25.4%)	27 (42.86%)	10 (15.87%)	10 (15.87%)	0	3.78	63	
Assessor	16 (25%)	32 (50%)	4 (6.25%)	11 (17.19%)	1 (1.56%)	3.80	64	
Co-ordinator	5 (8.06%)	33 (53.23%)	9 (14.52%)	15 (24.19%)	0	3.45	62	
Counsellor	3 (4.84%)	21 (33.87%)	10 (16.13%)	23 (37.1%)	5 (8.06%)	2.90	62	
Course leader	13 (20.97%)	35 (56.45%)	4 (6.45%)	10 (16.13%)	0	3.82	62	
Curriculum Leader	12 (19.05%)	22 (34.92%)	10 (15.87%)	18 (28.57%)	1 (1.59%)	3.41	63	
Mentor	18 (28.57%)	32 (50.79%)	4 (6.35%)	9 (14.29%)	0	3.94	63	
Personal Tutor	21 (33.87%)	33 (53.23%)	3 (4.84%)	5 (8.06%)	0	4.13	62	
Quality Assurance role	12 (19.35%)	31 (50%)	10 (16.13%)	7 (11.29%)	2 (3.23%)	3.71	62	
Record-keeper	10 (16.39%)	38 (62.3%)	6 (9.84%)	5 (8.2%)	2 (3.28%)	3.80	61	
Researcher	8 (12.9%)	30 (48.39%)	8 (12.9%)	13 (20.97%)	3 (4.84%)	3.44	62	
Staff Developer	16 (26.23%)	29 (47.54%)	8 (13.11%)	8 (13.11%)	0	3.87	61	
Subject learning coach	5 (8.06%)	32 (51.61%)	13 (20.97%)	11 (17.74%)	1 (1.61%)	3.47	62	
Teaching and learning expert	35 (56.45%)	17 (27.43%)	5 (8.06%)	5 (8.06%)	0	4.32	62	
Other: Don't know								20
Other:	Combination of teaching experience and varied roles							5
Other:	Experienced teacher							4
Other:	Need for interest in policy							1
Other:	Need to have had a management role in FE							1
Other:	Need to be a staff developer							1
Other:	Masters or equivalent academic qualification							1
Other:	Subject specific ICT skills							1
Incomplete answer								1
Other total								15

6.6.2 Teacher educators' current roles

Participants were asked to indicate the roles that they currently hold. From a list of roles which interviewees had felt were allied to that of teacher educator in the FE system, participants were asked to identify to what extent they fulfilled some, or all, of the roles at the time of the survey. A Likert scale was used to measure quantitatively to what extent they fulfilled a variety of roles, which included Academic, Advanced Practitioner, Researcher, Staff developer, subject lecturer, subject teacher, teacher educator or other (see Table 6.15).

Table 6.18 The ways in which teacher educators construed their role(s) at the time of the survey								
Key: All the time (All); Most of the time (Most); Sometimes (S); Not at all (N) Don't know (DK)								
Roles	All	Most	S	N	DK	Mean	N	
Academic	12 (21.43%)	20 (35.71%)	21 (37.5%)	2 (3.57%)	1 (1.79%)	3.70	56	
Advanced Practitioner	15 (27.27%)	14 (25.45%)	19 (34.54%)	7 (12.74%)	0	3.55	55	
Researcher	4 (7.27%)	15 (27.27%)	33 (60%)	3 (5.45%)	0	3.31	55	
Staff developer	21 (35%)	11 (18.33%)	23 (38.33%)	5 (8.33%)	0	3.72	60	
Subject lecturer	8 (16.33%)	10 (20.41%)	15 (30.61%)	13 (26.53%)	3 (6.12%)	2.94	49	
Subject teacher	10 (19.23%)	12 (23.08%)	19 (36.54%)	11 (21.15%)	0	3.19	52	
Teacher educator	36 (59.02%)	14 (22.95%)	11 (18.03%)	0	0	4.41	61	
Other:	Administrator							2
Other:	Staff developer							1
Other:	Tutor/mentor							2
Other:	Curriculum manager							1
Other:	Facilitator							1
Other total:								7

Nearly 80% of participants stated that they fulfilled the teacher educator role all or most of the time with 17.5% stating that they fulfilled the role 'sometimes'. Over 50% saw their role as staff developer all or most of the time and 46% saw themselves as Advanced Practitioners all or most of the time.

Taking Boyer's (1990) expanded definition of scholarship as a basis for describing teacher educators as 'academics', 50.8% saw themselves as academics all or most of the time and 30% said they were researchers all or most of the time, even though only 17% of the participants worked in HEIs. Nearly half (47.68%) of participants stated that they were neither subject lecturers nor subject teachers, which may possibly reflect their opinion that teacher education is not considered to be 'a subject'.

Participants were given the opportunity to comment on their choices in Table 6.17 through open text comments. A category analysis of these comments is included in Table 6.18, in which two participants said that they were mentors; two said they were administrators; and one was a curriculum manager:

I am a facilitator, mentor, career and human resource developer in the first place, I network with various employers to create training and job opportunities for my trainees. I encourage the trainees to be researchers, subject lecturers and academics. I facilitate their development towards a career in teaching. Female, FE, mid-career

Asked how they saw their current professional identity (see Table 6.18), 82% of participants described themselves as teacher educators all or most of the time. In the rationale for their answers, 21 participants out of the 51 who responded described their professional identity as primarily that of a Teacher educator, with a mission to model good practice in order to maintain their credibility in the classroom.

However, these participants also noted that they performed other roles including programme management, research, staff developer, advanced practitioner, administrator, mentor, teaching and learning coach, subject teacher.

The primary role is "staff developer" and therefore a great deal of time is spent working with employers, educating them in developing a proper and supportive approach to the development and growth of their staff. This is an uphill task, but very rewarding for trainees when it works. Male, FE, long-career

This relates to the organisation I work within. Teacher Training is seen as a separate entity although it falls under the Quality department. We are viewed as tutors/lecturers because we teach, observe and mark and hold

tutorials. We do not have any managerial responsibilities so do not fall under any 'advanced' status. Female, FE, early-career

Table 19 also extrapolated the roles the teacher educators felt they were currently filling from the rationale they gave in their open comments.

Table 6.19 Rationale for teacher educators' perceptions of their role		
How teacher educators saw their role*	Percentage	N
Teacher educator	41%	21
Advanced Practitioner	17%	9
Manager	11%	6
Research/scholarship	9%	5
Generic teaching/process skills	9%	5
Staff development	7%	4
Subject specialist	7%	4
Mentor	3%	2
Too much admin	1%	1
Tutor pastoral role	1%	1
Mixture of these roles	3%	2
Do not do other subject teaching	3%	1
*Participants could choose more than one role		

Other participants envisaged their role evolving and expanding:

The job role is constantly evolving and therefore you need to ensure you are abreast of developments. Female, WBL, mid-career

I believe the first task for a teacher developer is to train teachers to find employment and start practising as soon as possible. My main duties are to negotiate with employers, find opportunities, explore and create situations where the trainees can put all they learn in practice and then mentor them on the job. I have found employment for many of my trainees

and have also helped trainees who were in employment to improve their careers. Female, FE, mid-career

Research and scholarship were seen as important aspects of the role:

I think there should be more time given for trainers to be 'academic' and research and also for trainers to have some teaching contact in teaching their own subject, but in view of the demands made upon trainers, this rarely appears to be the case. Male, FE, mid-career

However, there were challenges to overcome before teacher educators were likely to become involved with research and scholarship, principally relating to lack of time and the prioritisation of supporting trainees on the course:

To be able to conduct research in Further Education would be a luxury. We are very much hands-on practitioners who spend a great deal of our time supporting our students achieve levels of academic writing that they may be striving towards, developing staff as all our students are teaching, lecturing and using a range of teaching methods to provide a student-centred experience in teacher education. Female, FE, mid-career

One might reasonably argue that although teaching and learning took precedence in terms of teacher educators' role, participants appreciated the importance of performing a number of inter-related activities which they seemed to indicate increased their portfolio of knowledge and skills.

6.6.3 Changes to roles and professional identity

Nearly two-thirds of participants felt that their professional identity had changed following their move into ITE (see Table 6.20). For example, they may have entered a new department or started to work more closely with Human Resources or Quality in order to contribute to the institution's approach to new teacher induction and training.

Some participants mentioned positive changes to their professional values, self-confidence and personal development as well as becoming more active reflective practitioners themselves.

I am not very experienced as a teacher educator (two years) but I can answer yes to the above question. Having been a language teacher for many years, since I started being a teacher trainer I can see a transition of myself more as someone who can help and contribute to people's developing their passions and changing some aspects of their lives than before. (Hope this makes sense :-) I see my role as more "social" than before. I feel I can contribute more to society now. Female, ACL, early-career

My identity has changed. I do have a more conspicuous profile in the College and am known by more lecturers. Female, FE, long-career

Yes, I was a biology teacher, now I am a professional teacher educator. Female, HEI, long-career

It changes because although you have student teachers, a lot of the benefits of your work flow to THEIR students. You are also seen to be a part of the system and as a gatekeeper to the profession and your loyalty is to the integrity of the profession and to your students. Male, FE, long-career

Table 6.20 Change or potential change to professional identity as a result of becoming a teacher educator		
Change or potential change to professional identity	Percentage	N
Yes	65.45%	36
No	25.45%	14
Not sure	5.4%	3
Identity is complex	1.85%	1
Felt question was irrelevant	1.85%	1
	100.00%	55

One female mid-career respondent in FE commented that teacher educators remained undervalued.

I think my professional identity has changed quite a bit. When I started out in teaching, I was a sessional ESOL and Literacy tutor. Becoming a teacher trainer has changed not only the way other people see me, but also the way I see myself. Most tutors hold teacher trainers in quite high regard and see them as professionals who have more knowledge,

expertise and experience, and as someone who can guide and advise them through qualifications and situations which are sometimes difficult. I am not so sure though that senior management always hold teacher trainers in such high regard. Female, FE, mid-career

Some said that FE teacher educators are not given the professional standing of academics.

My professional identity has changed from a curriculum leader to leader of teacher education. The leadership qualities required are pretty much the same; role modelling good learning, being resilient, focusing on student need and being passionate about teaching and learning. I still think I'm an English teacher, it remains central to how I see things. I believe, and researched this for my Masters, that the pre-existing vocational identity of students and teacher educators shapes their approach to teaching and learning. Female, ACL, early-career

I think others expect you to be an 'expert' in all aspects of classroom practice but this is sometimes coupled with your identity as a subject specialist waning. Sometimes your identity can become more distant and academic as you are not always regarded as having 'real' experience any more if you only work as a teacher educator. This is one of the reasons I completed my own literacy subject specialism a couple of years ago and why I am about to start teaching the literacy classes for staff in the college. Female, FE, long-career

However, 24% of those who responded to the open text question maintained that there was no change in their professional identity as they had always been interested in pedagogy, regardless of context and one respondent stated that teaching a few ITE modules during the academic year did not change their overall professional identity. One female University lecturer remarked:

Identity is multifaceted and has been collected over time. Currently am teacher educator/researcher, also FE manager, teacher etc. Inspector, consultant and mum. Female, HEI

6.7 Professional autonomy and professional development needs

6.7.1 The need for CPD sessions for new teacher educators

When asked whether they thought that CPD sessions would help teacher educators new to the role (see Table 6.21), the majority of participants (88%) said that these would be useful, with the proviso that professional autonomy would allow teacher educators to choose which sessions they attended, based on their own perceived needs, their experience and qualifications.

Table 6.21 Opinions regarding the suitability of CPD sessions for new teacher educators		
Would CPD sessions be useful or not?	Percentage	N
Yes	88	57
No	3	2
Perhaps	4	3
Incomplete answers	5	3
Total	100	65

Several participants pointed out that such sessions would be useful throughout a teacher educator's career and that attendance would lead to a greater sense of belonging to an academic community of practice.

Yes I do - very practically based. Mentoring and shadowing would all be useful. People need a chance to become part of a community of practice.
Female, ACL, long-career

Yes, CPD sessions could help teacher educators at all levels, not just new ones; CPD sessions in Brain Gym, NLP [neuro-linguistic programming], Developing Thinking Processes (Hope Charity) and other new innovative approaches to expanding thinking and learning. Female, FE, mid-career

Yes but I think would be best where both experienced and new teacher educators can get together and collaborate. Female, HEI, long-career

Participants working in FE, ACL and a University, indicated which types of CPD sessions they felt would be especially useful:

Yes - nuts and bolts sessions - current policy climate and current fashions for theory. Observation - things to look for - ways to help trainees learn from the experience. Female, FE, long-career

Yes, in new technology and politics. Female, HEI, long-career

CPD sessions are extremely important for everyone, but new teacher educators need specific training in a number of areas. Teacher trainers do not always realise how much admin there will be or how much their own academic skills might be called into question. Female, ACL, mid-career

One female, long-career respondent working in a University considered informal learning, support and self-reflection to be important for CPD.

Yes - as thinking and reflecting spaces and time to talk and learn informally as well as some time formally. When I started the informal support of the experienced people around me taught me more than anything else about doing the job well. Courses increased my knowledge and sometimes skill - the attitudinal development which is very important came through the informal contact. Female, HEI, long-career

However, one HEI-based female respondent noted that it had become increasingly difficult to get teacher educators to attend any professional development sessions due to time pressures and she suggested that the timing of such sessions was crucial.

6.7.2 CPD sessions for all teacher educators

Participants were asked to rate the suitability of a range of CPD sessions which could help beginning and experienced teacher educators using a Likert scale (see Table 6.22). The highest average rating was given to sessions on *observation of teaching and giving feedback*, followed by *role modelling good teaching and tutorial skills* and then *marking and giving feedback at levels 4, 5, 6 and 7*.

However, the standard deviation between the ratings was low at 0.24, suggesting that there was little variation in the responses.

Table 6.22 Extent of agreement with suggested CPD sessions for new teacher educators							
Key: Strongly Agree (SA); Agree (A); Don't Know (DK); Disagree (D); Disagree strongly (DS)							
Answer Options	SA	A	DK	D	DS	Mean	N
Academic writing skills for beginning teachers	29 (46.77%)	27 (43.55%)	1 (1.6%)	5 (8.06%)	0	4.29	62
Assessment	32 (52.46%)	24 (39.34%)	0	5 (8.2%)	0	4.36	61
How to become an educational researcher	13 (21.67%)	37 (61.67%)	7 (11.67%)	3 (5%)	0	4.00	60
How to manage the FE/HE interface	12 (19.35%)	38 (61.29%)	8 (12.9%)	4 (6.45%)	0	3.94	62
Learning technologies	30 (49.2%)	31 (50.8%)	0	0	0	4.49	61
Marking and giving feedback at levels 4, 5, 6 and 7	44 (69.84%)	15 (23.8%)	1 (1.59%)	3 (4.76%)	0	4.59	63
Methods of managing the learning environment and classroom	37 (59.68%)	20 (32.26%)	2 (3.23%)	2 (3.23%)	1 (1.61%)	4.45	62
New developments in the lifelong learning sector	36 (57.14%)	21 (33.33%)	4 (6.35%)	2 (3.17%)	0	4.44	63
Observation of teaching and giving feedback	51 (80.95%)	11 (17.46%)	0	0	1 (1.59%)	4.76	63
Reading and evaluating education texts	20 (32.26%)	34 (54.84%)	4 (6.45%)	3 (4.84%)	1 (1.61%)	4.11	62
Resource development	25 (15.5%)	28 (45.16%)	5 (8.06%)	3 (4.84%)	1 (1.61%)	4.18	62
Role modelling good teaching and tutorial skills	43 (69.35%)	17 (27.42%)	0	1 (1.61%)	1 (1.61%)	4.61	62
Theories of learning	36 (57.14%)	23 (36.5%)	2 (3.17%)	1 (1.59%)	1 (1.59%)	4.46	63
Working with teacher trainees who are also colleagues	27 (44.26%)	24 (39.34%)	7 (11.48%)	2 (3.28%)	1 (1.64%)	4.21	61
Younger learners in FE (14 to 16 year olds)	26 (41.94%)	22 (35.48%)	9 (14.52%)	3 (4.84%)	2 (3.23%)	4.08	62
Other	5 (50%)	1 (10%)	4 (40%)	0	0	4.10	10

When asked to explain the rationale behind their choices of suggested CPD sessions, they pointed to the need for a balance between the acquisition of the necessary skills and knowledge to be a teacher educator; and help with managing the constraints and demands within teacher education (see Table 6.23). One female mid-career respondent in FE suggested that there is also a need for professional development in helping embed literacy and numeracy successfully into trainees' practice.

Embedding Functional Skills in vocational areas in 14-19 sector is currently engaging the minds of a lot of teachers and very few of them can claim success. It is mainly the recruitment procedures for these programmes that have to be revised, managing challenging behaviour by young learners

who have hidden difficulties and general recognition that developing Functional Skills does not happen overnight. Female, FE mid-career

However, one female, mid-career, ACL-based lecturer said that none of the topics made her feel inspired; and one male HEI-based, long-career respondent felt that the list of topics represented a narrow product-type CPD although, if such topics were needed, then they should be offered.

The above is representative of very narrow, product-type CPD and if needed should be offered. However there is no 'education' , i.e. sociological, political and philosophical understanding, that has the potential to create cognitive dissonance and engage educators in the appreciation of values and attitudes. Male, HEI, long-career

Of the 42 participants who gave an explanation of their choice of topic (see Table 6.23), 38% felt that all topics would be suitable and 23% pointed out that teacher educators needed the flexibility to choose their own topic.

As teachers we can easily get into bad habits through sheer volume of work. This CPD training would keep teachers focused and on course for delivery of high quality professional teaching as a habit. Female, FE, mid-career

You need a balance of developing own skills and knowledge of education as well as practicalities of working as a teacher educator. Female, FE, long-career

All the above topics are very relevant to new teacher educators. Having reflected and learnt about them before starting role of teacher educator would have made me feel more confident. Learning them whilst already practising is a good option too. Female, ACL, early-career

All of the above are important. I believe that a good teacher trainer should strive to model good practice in everything they do as they are often used as an example of what to do and how to do it. Being able to draw on the knowledge gained from the above areas can only benefit a trainer and the teams they work with, allowing a greater depth of support. Male, FE, mid-career

Table 6.23 Teacher educators' comments on their choice of CPD session		
CPD topics*	Percentage	N
All CPD topics	38	16
Own choice of CPD	23	10
Assessment and feedback	9	4
Managing classroom environment	9	4
None of the topics mentioned in table	4	2
Policy context	4	2
Uncategorised	4	2
Embed literacy and numeracy	2	1
HE in FE	2	1
TEL	2	1
Theory	2	1
14-16 learners	2	1
*Participants could choose more than one option		

It would appear that there was broad agreement on offering teacher educators a menu of substantive professional development, but that choice must remain within the purview of those who need it.

6.8 Professional development needs relating to pre-service or in-service courses

When asked whether teacher educators have different CPD needs depending on whether they work on pre-service or in-service courses (see Table 6.24), 49% of those who responded said that trainees' needs differed, because trainees on pre-service courses lacked some of the implicit knowledge and practical classroom experience which arose from working in the sector.

Yes, there is a slight difference. I teach on both types of courses. It may not be that the CPD needs are different, but maybe the context of the course and the level of experience of the trainees could be areas to explore or identify what impact they have when undertaking CPD. Female, FE, mid-career

Pre-service student teachers do not tend to have experiences and examples they can draw upon, so need to have appropriate real-world experiences from a range of curriculum areas to illustrate points. Teacher educators have a greater need to be able to facilitate effective role play on pre-service courses. Female, WBL, mid-career

Table 6.24 Do CPD needs differ for those delivering pre-service or in-service courses		
Whether CPD needs differ for pre-service or in-service ITE	Percentage	N
Different needs	49%	27
Same needs for both	26.5%	15
Don't know	23.5%	13
Uncategorised	1%	1
Total	100.00%	56

On in-service courses, teacher educators needed to be flexible enough to be able to adapt their teaching to differing contexts:

Working on in-service, part time courses you need a higher degree of flexibility as you need to adapt to different people and organisations [who] are not fully immersed into a course. The course needs to be more flexible in terms of timing and assessment. Support needs to be planned as it is not on-going. Female, ACL, early-career

Supporting trainees who are also working presents a multitude of problems. Training peers as mentioned before can also present problems. Trainees on in-service courses are often there under duress etc. Female, FE, long-career

Two ACL participants and one WBL respondent highlighted a number of challenges posed by pre-service teacher trainees who had not yet had any teaching experience, including the difficulty of relating theory to practice:

I think the issues can be similar. However, pre-service courses can be a bit challenging - e.g. PTLLS - because trainees are usually not working as

teachers already and have a lot to learn about the teaching and learning process and all that it entails. Female, ACL, mid-career

The main differences would be relating theory to practice - existing tutors have more experience and therefore are able to put learning into practice almost immediately - this influences how the course is delivered. Female, ACL, mid-career

Pre-service student teachers do not tend to have experiences and examples they can draw upon, so need to have appropriate real world experiences from a range of curriculum areas to illustrate points. Teacher educators have a greater need to be able to facilitate effective role play on pre-service courses. Female, WBL, mid-career

Although cohorts on pre-service and in-service courses do differ in terms of attitudes, motivation, maturity or experience, such differences tend to fade as courses progress and as pre-service trainees begin their placements.

6.9 The opinions of survey participants on recurring statements from case studies of experienced teacher educators

The survey was sent out following the thematic analysis of ten case studies of experienced teacher educators. A number of comments kept recurring from all the interviewees. These were identified and thirteen statements were extracted and used in the survey with a Likert scale (see Table 6.25) in order to see to what extent the survey participants might agree with these recurring comments from the experienced teacher educators who had been interviewed.

Table 6.25 Statements taken from interviews of experienced teacher educators*

Codes for Percentages in Likert scale:

Agree strongly (AS); Agree (A); Don't know (DK); Disagree (D); Disagree strongly (DS)

Statements from interviews	AS	A	DK	D	DS	Mean	N
"In my experience, teacher educators only receive informal and unpaid support from colleagues".	19 (31.1%)	27 (44.3%)	7 (11.5%)	7 (11.5%)	1 (1.6%)	3.92	61
"Teacher educators need strong interpersonal and communication skills".	51 (82.3%)	10 (16.1%)	1 (1.6%)	0	0	4.81	62
"Observations of teaching are what I really look forward to".	24 (38.7%)	31 (50%)	3 (4.8%)	4 (6.5%)	0	4.21	62
"Mentoring [for new teacher educators] is crucial because the job is not just about content but about process".	42 (67.7%)	20 (32.3%)	0	0	0	4.68	62
"We were thrown in at the deep end when we started as teacher educators".	25 (40.9%)	19 (31.2%)	2 (3.2%)	14 (23.1%)	1 (1.6%)	3.87	61
"It was only when I did my Masters which focussed on teaching and learning that I began to understand some of the things that I'd been trying to teach".	7 (11.66%)	18 (30%)	15 (25%)	16 (26.66%)	4 (6.68%)	3.13	60
"In colleges, teacher education does not have the status it deserves".	30 (48.39%)	19 (30.64%)	6 (9.67%)	7 (11.3%)	0	4.16	62
"Teacher educators need to have a good overview of policy directives and what they mean for the sector".	31 (50%)	25 (40.32%)	4 (6.45%)	2 (3.23%)	0	4.37	62
"Theory underpins our knowledge and understanding in teaching. Tips and tricks are not enough for teacher trainees".	34 (54.84%)	22 (35.48%)	3 (4.84%)	3 (4.84%)	0	4.40	62
"There is no career path for teacher educators in FE colleges".	24 (39.34%)	19 (31.15%)	10 (16.39%)	6 (9.84%)	2 (3.28%)	3.93	61
"Universities recognise the need for teacher educators to research and read. You don't have that time in FE".	37 (59.68%)	17 (27.42%)	3 (4.84%)	3 (4.84%)	2 (3.22%)	4.35	62
"Beginning teacher educators worry about moving into a new body of knowledge even though they have the skills to be teacher educators".	22 (35.48%)	27 (43.55%)	10 (16.13%)	3 (4.84%)	0	4.10	62
"CPD for beginning teacher educators is important for their competence, status and credibility".	36 (58.06%)	19 (30.65%)	4 (6.45%)	3 (4.84%)	0	4.42	62
*Participants could choose more than one answer							

6.9.1 Links between interviewees' statements and participants' qualitative survey responses

All the survey participants (100%) agreed or agreed strongly with the statement: *Mentoring [for new teacher educators] is crucial because the job is not just about content but about process*. Survey participants also would have liked to have had professional discussions with a mentor, in order not only to review their progress as beginning teacher educators, but also to help them to link theory to practice. This supported participants' earlier comments about the need for induction and mentoring (see section 6.2) and also chimed with the statement: *In my experience, teacher educators only receive informal and unpaid support from colleagues*, with which 75.4% of participants agreed or agreed strongly.

The second strongest agreement rating (98.4%) was for the statement: *Teacher educators need strong interpersonal and communication skills* which reflected their role in teaching colleagues and teacher trainees within a constantly changing policy landscape. This emphasis on the affective side of ITE was echoed in the qualitative comments from various open text questions (see sections 6.5.1 and 6.5.2) where such skills were identified by a small minority as even more valuable than a higher degree relating to ITE and in section 6.6, where 'relationship maintenance' was deemed an important part of the role.

Two statements gained the third strongest agreement rating (90.32%). Firstly, *Teacher educators need to have a good overview of policy directives and what they mean for the sector*. One of the challenges and tensions of the teacher educator role was deemed to be keeping up with fast-paced and continuous changes in funding and policy. The import of the second statement: *Theory underpins our knowledge and understanding in teaching. Tips and tricks are not enough for teacher trainees* was also manifest in comments on the professional development needs of beginning teacher educators (see section 6.3) who, it was felt, needed guidance about literature and theories of learning.

The next highest agreement (88.7%) came from participants who also agreed or agreed strongly with two further statements: the first, *Observations of teaching are what I really look forward to*, mirrored some of the comments in the survey relating to the rewards of ITE, where answers to open text questions referred to the ways in which teacher educators learnt from observing their trainees and took pleasure in the ideas and creativity which trainees displayed. The statement, *CPD for beginning teacher educators is important for their competence, status and credibility* linked to comments about the need to support teacher educators' professional development throughout their career, as their roles changed and as technology developed.

Over four-fifths (87.1%) of participants agreed or agreed strongly with the statement: *Universities recognise the need for teacher educators to research and read. You don't have that time in FE.* This linked to comments in section 6.4 which indicated that FE is more likely than HE to pay lip service to the time needed for research and scholarship and that beginning teacher educators themselves felt anxious about their own level of theoretical knowledge. The statement might also relate to some FE teacher educators' appreciation of the professional development help that their validating University had provided from which they construed that time for research and scholarship was the norm within HE. Novice teacher educators expressed anxiety regarding the new knowledge required to take on their new professional identity and role and 79% of participants agreed or agreed strongly with the statement, *Beginning teacher educators worry about moving into a new body of knowledge even though they have the skills to be teacher educators.*

Seventy-nine per cent of participants also agreed or agreed strongly with the statement about the status of ITE in the FE system: *In colleges, teacher education does not have the status it deserves.* This linked to comments concerning qualifications, which were seen by a minority as one way of increasing practitioners' credibility in colleges, especially since there were deemed to be few formal career paths within ITE, as mentioned in the statement which drew agreement or strong agreement from 70.49% of participants: *There is no career path for teacher educators in FE colleges.*

Lack of formal induction and support for beginning teacher educators had been identified in section 6.2 and more than two thirds (72.1%) of participants agreed or strongly agreed with the statement: *We were thrown in at the deep end when we started as teacher educators.* This opinion was offered by teacher educators in section 6.2, through the use of similar metaphors to describe the ways in which they were recruited and supported.

The statement which drew the lowest agreement of all stated: *It was only when I did my Masters which focussed on teaching and learning that I began to understand some of the things that I'd been trying to teach.* Only 41.66% of participants agreed or agreed strongly, disclosing ambivalence towards a higher degree. Although a majority noted that qualifications were good in principle, there were concerns about limiting entrance to the profession only to those with higher degrees and there was some antipathy towards the suggestion of teacher educators studying for a professional doctorate or PhD which was considered by a minority to lead to too academic an approach to ITE (see section 6.5).

6.10 Summary

The first research question concerned the characteristics and professional identities of teacher educators in the FE system. This Chapter has analysed the roles that the participants held at the time of the survey and identified a number of different roles which participants deemed particularly important for novice teacher educators to have experienced, in order to prepare themselves to become effective teacher educators.

The first key message relates to the skills, knowledge and attributes of 'good' teacher educators and the ways in which their roles change over time; and what implications, if any, these had for their triple professional identity as subject specialist; teacher; and teacher educator.

The second research question asks to what extent teacher educators were inducted and supported in their role and, if so, in what manner. This Chapter has analysed survey participants' experiences concerning their own induction and recruitment into ITE. A second key message relates to the rewards of practising in ITE; its challenges, areas of tension and the ethical dilemmas that these posed for teacher educators – all of which relate to the context, policy and culture of the FE system.

The third research question refers to the professional development needs of beginning teacher educators and the implications that such needs might have for the delivery and content of teacher education pedagogy. The analysis has drawn parallels between teaching pre-service and in-service teacher trainees and in addition, has compared the professional development needs of beginning and more experienced teacher educators.

The final research question alludes to the ways in which a flexible model of professional development could be created. A third key message relates to the kinds of topics which survey participants felt would comprise useful CPD sessions to support beginning and more experienced teacher educators. Such professional development might also provide a flexible framework for teacher educator qualifications, although there was ambivalence towards the necessity for such qualifications.

The next Chapter analyses the focus group's responses.

Chapter 7 “The trainer community is really important”: a focus group perspective on the need for induction, mentoring and support

7.1 Introduction to focus group

In February 2011, as part of the mixed methods research methodology, I asked a regional teacher educators’ network if I could collate their views on how they were inducted and/or supported when they first became teacher educators, as well as canvassing their opinions on possible ways to induct and support new teacher educators.

The Chapter’s main theme relates to the current induction and support practices for new teacher educators and has two sub-themes: suggestions for improvements to induction and support; and essential activities to support teacher educators

7.2 Current induction and support practices for new teacher educators

The focus group participants were asked firstly to reflect individually and make notes on how they and their course team inducted and supported new teacher educators. Of the 14 participants who answered the question, seven mentioned ad hoc or voluntary practices and seven mentioned standard practices. Only one participant said that their institution offered both standard and ad hoc/voluntary practices, with the caveat that:

[It] depends on experience of new person. Haven’t had new teacher educators for some time. F3

Induction practice was said to centre on unscheduled meetings with course leaders and course teams, co-teaching opportunities, shadowing, course work standardisation, mentoring, sharing resources and attending in-house training on observations.

Table 7.1 is a category analysis of current practice drawn from Matrix 1 (Appendix C) which plotted the comments that members of the focus group had written individually. Seven out of the 15 members of the focus group (46.67%) identified practice which they felt was standard in their institution and ad hoc or voluntary practices which were non-formalised and depended on the goodwill of colleagues.

Table 7.1 Current practice for induction and/or support of new teacher educators*		
Category	Examples	Focus group members
Ad hoc/voluntary practice	<ul style="list-style-type: none"> • Unscheduled meetings with module/course leaders • In-house observation training • Ad hoc team discussions • Co-teaching • Sharing resources • Ad hoc shadowing and mentoring 	7 (46.67%)
Standard practice	<ul style="list-style-type: none"> • Standardisation meetings • Mentoring • Peer observations • Train the trainer courses • Course team meetings • Internal moderation • Shadowing • Team teaching • Use of VLE to share resources • Knowledgeable administrators help with induction 	7 (46.67%)
Institutional induction	<ul style="list-style-type: none"> • General college induction 	1 (6.67%)
Decreased need for new teacher educators	<ul style="list-style-type: none"> • Had not had a new teacher educator for some time • Demand for ITE in FE was shrinking 	3 (20%)
ESOL teacher educator practice	<ul style="list-style-type: none"> • Skilled practitioners encouraged to use reflection • Greater tradition of training teacher educators for ESOL teaching 	2 (13.33%)
*Participants identified more than one category		

One participant, who questioned whether new teacher educators were needed as ‘demand is shrinking’, noted recent changes in institutional support:

[There] was support in remission from teaching for new teacher educators until this year [2011]. Now nothing – all informal – no funding or support provided by college management. (Mind you, I’m not sure we need new teacher educators as demand is shrinking). F7

However, another participant said that there was ad hoc or voluntary encouragement for new teacher educators:

Informally: Encourage teachers who could [become teacher educators] – give them a couple of input sessions, support in preparation, shadowing, chats, IV, staffroom chats. F8

Participants also mentioned timetabled standardisation meetings, some formalised mentoring, peer observations, training courses such as *Train the Trainer* courses, networking, meetings, internal moderation and shadowing, course team and administrative support.

The importance of mentoring and peer observations was emphasised by some participants:

There are two types of mentoring of teacher educators: Mentoring of colleagues who start on one programme (normally the easier ones, level 3 or 4) and for part of the GLH [guided learning hours] I share the hours and mentor her in and out of group in Pastoral Care, tutorials, assessment (setting and marking), standardisation, second marking, mentoring trainees, trouble-shooting. F4

Although another participant questioned the need for more trainers in a shrinking sector, the participant stressed the importance of the teacher educator community of practice:

- *Trainer community is really important*
- *Peer observations are key*
- *Shadowing doesn't work if people are not fully involved*
- *Value of Train the Trainers and building the community F9*

One participant, who was the only teacher educator in their organisation, had attended a *Training the Teacher Trainers* course:

I am the only teacher trainer at our organisation at the moment. I attended a training course (Training the teacher trainers) at X and various training sessions and conferences, forums etc. Mostly I have learned 'on the job' via experience and research, mentoring, shadowing, met with assessor one to one training on criteria. F10

Those participants with experienced teacher educator colleagues said that, in the past, new teacher educators had been inducted by colleagues:

None are new to teacher education. New staff are inducted into systems by a colleague and have access to previous courses on the VLE. Admin staff very knowledgeable and helpful. Team joint teaching. F12

All are experienced teacher trainers. We induct into course structure, observation processes, VLE, bank of already established resources,

helpful course administrators, team meetings. Support from team very important F13

Two participants mentioned general college inductions, but did not say how helpful these were in terms of inducting new teacher educators. However, another two participants highlighted the mandatory preparation which is needed for new teacher educators with a Skills for Life background. For example, new teacher educators who wished to teach on the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) were required to have the Diploma in Teaching English to Speakers of Other Languages (DELTA) which was a qualification for people with previous experience of teaching English to speakers of other languages.

If I have experienced SfL colleagues in the programmes as trainees, I encourage them to reflect on being a trainee and trainer. F4

More tradition of training trainers on ESOL. F9

7.2.1 Suggestions for improvements to induction and support

Participants were asked to write down answers individually to a second question: *Do you think this induction and support could be improved? If so, how?* Table 7.2 is a category analysis of comments drawn from Matrix 2 (see Appendix C).

Of the 15 answers, nine (60%) related to the need for a more structured process of induction and support for new teacher educators. Focus group members indicated that this process would need to include joint observations and feedback; peer observations, shadowing and formal team meetings.

Yes, a more formal process:

- *Joint observations and feedback*
- *Peer observations of training*
- *Formal team meetings outlining content of courses F1*

Six participants (40%) pointed out that induction and support required time and/or remission from teaching which had to be funded by employers.

Yes, formalise it, funding the time for mentoring and providing time for this i.e. releasing staff from teaching. F6

Three participants identified designated administrative help as important for teacher educators.

Table 7.2 The ways in which induction and support could be improved*		
Category	Examples	Focus group members
Through a structured process	<ul style="list-style-type: none"> • Formal process of joint observations and feedback • Peer observations of training • Timetabled team meetings • Bespoke programmes/modules with emphasis on lesson observation and feedback • Train the trainers • CELTA-training • University requirement for training of teacher educators • Structured induction • Team teaching • Mentoring 	9 (60%)
Peer support, coaching and/or mentoring	<ul style="list-style-type: none"> • Coaching • Mentoring • Team teaching • Course team support • VLE for resources 	2 (13.33%)
Funding and/or remission	<ul style="list-style-type: none"> • Fund time for mentoring • Remission for teacher trainees • Structured shading scheme 	6 (40%)
HEI requirements	<ul style="list-style-type: none"> • Masters-level training • Structured training programme as requirement from HEIs 	3 (20%)
Administrative staff	<ul style="list-style-type: none"> • Importance of good admin staff • Support for admin 	3 (20%)
Shadowing and/or peer observation	Peer observation Shadowing	3 (20%)
*Participants identified more than one category		

Another three participants felt that HEIs could help by making it a requirement that colleges provide support for their new teacher educators.

I'm in favour of bespoke programmes/modules with strong emphasis on lesson observation and feedback e.g. LLU+ Masters modules, developed through Talent London and LLU+ for LLN teacher educators; or formal training for CELTA trained or equivalent, if teacher educators have not completed a Train the Trainers programme. F3

If we could present structured training programmes to senior management i.e. requirements (from HEI.s?) then they might realise need to support it.

F8

- *Bargaining tool – more formal structure with University’s requirements and put pressure on college senior management to ensure people are trained. Or do it while on programme.*
- *Use of agency staff to train - even more complicated*
- *LLU+ - shadowing course F10*

7.2.2 Essential activities to support teacher educators

The third part of the focus group asked participants to have a round-table discussion in groups and to make notes on what they considered to be essential underpinning activities for the induction and support of new teacher educators, given the current financial constraints.

I developed two conceptually clustered matrices; one from the answers jotted down by individuals during their round-table discussions; and another from their verbal comments which I collated on flip-chart paper during the feedback following the discussions. From these matrices, I produced a category analysis (see Table 7.3).

The table group discussions seemed to fall into six principal categories relating to the minimum support needed to support and induct new teacher educators: two groups mentioned the standardisation of written work and of observation feedback through double marking and moderation of half of novice teacher educators’ marking. Shadowing and team teaching were felt to provide a holistic view of the course and one group felt that teacher educators should actively encourage novices to join teacher education teams and should spot talent.

All four table group discussions mentioned that such induction and support needed time and/or funding which should be recognised by colleges. This time and/or funding should not just be for the experienced teacher educator giving the support, but for the novice joining this new community of practice as well.

The two matrices covered similar categories (see Table 7.3) but it was useful to capture some idiosyncratic comments which did not seem to fit into the broad conceptual categories.

For example one participant said that there should be a short programme to support the emotional demands of the role; another mentioned a need for adequate space to work, greater monitoring of attendance of trainees; timetabled remission from teaching; and

information about relevant CPD opportunities for teacher educators. One teacher educator highlighted the problem of being a single teacher educator without a course team:

Moderation is a problem where there is no team. Have to draw on other staff who are not directly involved in the training programme. F9

Table 7.3 Suggestions for minimum support for new teacher educators*		
Category	Examples	Table discussions
Observations	<ul style="list-style-type: none"> • Joint observations and feedback • Peer observations • Guidance on observation practice 	5 (33.33%)
Shadowing and standardisation	<ul style="list-style-type: none"> • Opportunities for shadowing taught sessions, observations and feedback • Standardising assessment marking and feedback practice 	6 (40%)
Managing HE/FE interface	<ul style="list-style-type: none"> • Training on accreditation procedures • Induction into systems, paperwork and procedures • Managing HE in FE processes 	4 (26.67%)
Mentoring and team support	<ul style="list-style-type: none"> • Provision of mentors • Ring-fence funding for mentors • Team support • Team meetings 	5 (33.33%)
Admin support and VLE	<ul style="list-style-type: none"> • Good admin support • Up-to-date VLE • Admin understanding of HE systems 	3 (20%)
Help with course structure and content	<ul style="list-style-type: none"> • Help for course structure, admin, fees • Help with delivery of content 	1 (6.67%)
*Participants identified more than one category		

Three groups felt that formal, structured training was needed in order to build and maintain the teacher educator community and that HEIs could help by requiring and providing training themselves and by quality assuring new teacher educators, not just asking for their CVs.

Two groups stressed the importance for novice teacher educators to be mentored and to have a network. One group said that the burden of induction and support tended to fall on the course leader and they noted that the ITE line manager had a crucial role in that regard. It was also felt that with sufficient induction and support, the sector could 'grow its own teacher educators'.

Two groups emphasized the differences between new and experienced teacher educators, with a need for customised induction and support. For experienced teacher educators, the following aspects might be new to them: for instance, the structure of the ITE course; interaction with the HEI as well as its quality assurance processes and procedures; and

finally, how to support the language, literacy and numeracy needs both of trainees and their learners on the course. As the FE system hosted a range of ITE programmes, induction and support must be contextualised. For example, there would be differences in teacher educators' needs between CELTA-trained teacher educators, those who were new to teacher education and those who were changing institution.

Two table groups mentioned the need for a sound infrastructure for teacher educators' professional development, with verbal agreement expressed by other table groups; for example, they cited their appreciation for the support that good administrative staff could give them in sorting out procedures and structures; and the availability of well-designed institutional Virtual Learning Environments (VLE) for both teacher educators and trainees.

7.3 Summary

This Chapter reviewed the comments of a regional teacher educators' focus group concerning their own experiences of induction, mentoring and support, and their recommendations for future practice.

Although the focus group discussed a limited number of questions in a relatively short space of time, it can be argued that the views expressed largely coincided with the views of interview and survey participants. This applied especially to views on the importance of funding and/or time to be made available within the FE sector in order to instigate or sustain mentoring, induction and support for teacher educators.

The focus group reinforced certain key messages voiced by the interviewees and identified by the survey participants. For example, the focus group considered that help with observation practice, feedback and moderation of assessment were vitally important elements in the induction and support of novice teacher educators.

A second strong message concerned the necessity for peer mentoring throughout a teacher educator's career, coupled with formal mentoring and induction for novices.

Thirdly, the focus group valued workplace support, such as collaboration with colleagues, mentoring, networking and induction, all of which they considered to be important methods for supporting teacher educators' professional development, whether as structured or non-formalised activities.

Chapter 8 discusses the findings from the analyses of case studies, survey and focus group, relating these themes to the literature.

Chapter 8 Taking matters into their own hands: a discussion of findings

8.1 Introduction

This chapter discusses the research findings, drawing upon the issues raised by the interviewees, survey respondents and focus groups, as well as analysing the meta-themes, relating to each to the research questions:

1. What are the characteristics and professional identities of teacher educators in pre-service and in-service Initial Teacher Education in the FE system in the South of England?
2. To what extent are teacher educators inducted and supported in their role and, if so, in what manner?
3. What are the professional development needs of beginning teacher educators and what implications might these have for the delivery and content of teacher education pedagogy?
4. What might be required to create a flexible model of professional development for teacher educators?

The importance of the thesis lies in providing an overview of the work-based and professional development needs of teacher educators in the FE system, whilst drawing on existing studies on the profiling and composition of teacher educators and the context in which they operate.

Importantly, this thesis gives voice to the views and concerns of teacher educators which are under-represented in the literature, as well as making recommendations for future action and future research.

8.2 Capturing the themes and vision of the ‘accidental experts’

This thesis uses four key meta-themes to frame the research and to draw from the literature: community of practice; the desire for social justice; the necessity for teacher educators to possess or develop certain dispositions; and finally, the ‘triple professionalism’ of teacher educators.

8.2.1 A teacher educator community of practice in the FE system

Teacher educators in the FE system belong de facto to a community of practice whose common interest is the professionalization of FE teachers. This meta-theme draws from the

work of Lave and Wenger (1991) and relates to the first research question, in terms of teacher educators' professional identity; and to the second research question, as this thesis presents practitioners' perspectives on the extent to which teacher educators are inducted and mentored in the workplace.

This thesis maintains that teacher educators in the FE system belong to a community of practice, albeit fluid and opaque. In order to strengthen their professional identity, new teacher educators need to make professional connections with their peers (Izadinia, 2014). This is especially important in the FE system where negative self-views of teacher educators make them feel exposed, marginalised and disempowered (Murray, 2005a). New teacher educators would benefit from self-support as well as community support activities which could help them to claim their new professional identity (Izadinia, 2014).

Such professional development activities would be situated firstly, within a continuum of restrictive-expansive practices (Fuller, 2007; Fuller *et al.*, 2005; Fuller and Unwin, 2004; Hughes, Jewson and Unwin, 2007; Lucas and Unwin, 2009; Unwin, 2003) and secondly, within a learning culture (Hodkinson *et al.*, 2007; Hodkinson, Biesta and James, 2008; Hodkinson and James, 2003; Peim and Hodkinson, 2007) which is particular to the FE system.

According to the concept of legitimate peripheral participation (Lave and Wenger, 1991), learning was no longer envisaged as something that was only acquired by individuals. It was conceived as situated and embedded in workplace settings within a community of practice. Interviewees, survey participants and members of the focus group agreed broadly that novice teacher educators needed access to a community of practice, which might include in its activities: mentoring by experienced members of the teacher educator community; access to shared resources; and sharing critical incidents, problems and dilemmas through professional discussions and dialogues. Participants highlighted the ability to work well collaboratively as a crucial part of what made a 'good' teacher educator.

8.2.2 Teacher educators' desire for social justice and the search for 'artistry'

The second meta-theme relates to the distinctiveness of teacher educators which, my thesis argues, lies in their desire for social justice (Dinkelman, Margolis and Sikkenga, 2001), which is an aspect that is explored in the arguments proposed to answer the first three research questions.

Although teacher educators tended to be recruited for their pedagogic knowledge and wise practical skills, I would argue that they should look beyond episteme and phronesis and

aspire to 'artistry' for their own practice (Eisner, 2002; Korthagen, 2010; Russell and Loughran, 2007; Swennen, Lunenberg and Korthagen, 2008). My thesis maintains that this aspiration must be supported through the analysis of individual professional development needs and the identification of flexible and appropriate models to support these.

As Pennington et al (2012) have suggested, it is important that teacher educators have positive professional dispositions. This argument is supported by participants' views that all students should be taught effectively, regardless of social, cultural or racial origin. These views accorded with what Villegas called the 'dispositional component of teaching for social justice' (2007, p. 372).

...becoming a teacher educator involves more than a job title. One becomes a teacher educator as soon as one does teacher education, but one's professional identity as a teacher educator is constructed over time. Developing an identity and practices in teacher education is best understood as a process of becoming. Though the work of teaching shares much in common with the work of teacher education, the two positions are significantly divergent in important ways (Dinkelman, Margolis and Sikkenga, 2001; Loughran, 2006, p. 13)

8.2.3 Strategic compliance in the face of a challenging FE system

This 'process of becoming' (Dinkelman, Margolis and Sikkenga, 2001) leads to the third meta-theme: the necessity for teacher educators to possess or develop certain dispositions (Villegas, 2007). These dispositions are usually developed through experiencing a number of key professional roles; in tandem with the accumulation of experiential wisdom and judgement. The latter are crucial in order for teacher educators to maintain 'strategic compliance' (Gleeson and Shain, 1999) within an FE system suffering from continuous and rapid change. This theme runs through all the research questions.

The context of the FE system in which teacher educators worked, contributed to the increasing challenges they faced following commercialisation of the FE sector after incorporation in 1992. This was exacerbated by instability resulting from the vagaries and fluctuation of successive government policies (Wolf, 2009).

A punitive funding regime combined with continuous policy change led to a variety of reactions from colleges, including redundancies and serial re-structuring, which have, in turn, demotivated staff (Mather, Worrall and Seifert, 2008). Teacher educators therefore needed to have the interpersonal and intrapersonal skills to cope with sectoral pressures, whilst

supporting their trainees within a complex FE system – covering, for example, teaching and training in FE and Adult Education colleges, work-based learning, private providers, the NHS, secure environments, emergency services and armed forces.

The data also suggested that teacher educators experienced challenges and tensions in their institutions, leading to ethical dilemmas, which they dealt with through a process of ‘strategic’ or ‘creative’ compliance (Gleeson and Shain, 1999, p. 488). They used mediation to re-contextualise national policy or to subvert or re-interpret policies at local level.

As one female early-career survey respondent from FE explained: mediating between institutional values, managerial decisions and the resistance of trainees, she found herself ‘hunting with the hare and hounds’. Another female, long-career survey respondent in ACL noted that she felt an increasing tension between the demands of her organisation, the government and her ethics as a trainer, having been through multiple re-writes of the qualifications and having to tread a careful path through management confusion between inspectorial and developmental teaching observations.

8.2.4 Triple professionalism

The final meta-theme relates to the ‘triple professionalism’ of teacher educators in the FE system, which I define as that of subject expert, teacher and teacher educator. This theme draws on Hodgkinson et al’s (2008) theory of learning cultures.

The research showed that teacher educators possessed a triple professional identity: that of subject specialist, teacher and teacher educator. This is different from, but related to Hodgson and Spours’ concept of ‘triple professionalism’ (Hodgson and Spours, 2014, p. 4) in which FE teachers develop three dimensions of expertise: specialist knowledge and skill; pedagogy and tutorial support; and the *‘ability to work across and beyond traditional subject and institutional boundaries’*.

Teacher educators’ practice has an added level of complexity as they model practice to colleagues, which requires deeper pedagogic understanding and self-criticism, as well as the skill to de-construct their own practice in the classroom and share their insights with their trainees.

In order to raise the quality of teacher education, this thesis argues that the current and future quality and calibre of teacher educators should be identified and supported at institutional and policy levels. A robust infrastructure should be developed to aid teacher educators’ professional development. Such an infrastructure would help to mitigate teacher educators’ lack of agency and lack of time for reflection and review, both of which have had

an impact on their time for research and scholarship, as well as on their professionalism and professional development.

8.3 Characteristics and professional identities of teacher educators in the FE system

There was relatively little research focussing specifically on the characteristics and professional identity of teacher educators who have worked on ITE courses for trainees in Further Education (Korthagen, Loughran and Lunenberg, 2005; Noel, 2006) and there was no central database relating to teacher educators in the sector. Taking the definition of a teacher educator as someone who teaches on ITE courses, this would also include mentors, subject learning coaches, advanced learning coaches, specialist teachers, tutors and observers. An estimate from the literature calculated that there were approximately 1,500 teacher educators or more working in FE in England in 2012 (Crawley, 2012a).

I would argue that most teacher educators need a breadth of professional background, a view reflected in the survey participants' opinions. A Likert scale was used to choose between the relative importance of different roles that teacher educators should have experienced before starting their ITE career: 'teaching and learning expert' received the highest rating, followed by 'advanced practitioner', 'personal tutor', 'assessor' and 'co-ordinator' roles, with over half of survey participants also identifying the role of 'administrator' as important or very important.

These roles had a significant effect on the characteristics of teacher educators. Participants in the research identified requisite dispositions for effective teacher educators, including the acquisition of a body of knowledge and practical wisdom through self-reflection; ethical approaches to their practice; a belief in social justice; as well as a pragmatic attitude which would allow them to mediate between the increasingly managerialist approach of FE and the practical wisdom needed to respond ethically to the needs of teacher trainees.

Participants in the research highlighted the difference between a 'good' teacher and a 'good' teacher educator. One interviewee identified an 'even more' factor for teacher educators – they must be more than just 'good or outstanding' teachers. They need to have the drive to innovate and share good practice, as well as the desire to support others' professional development. These were seen as crucial characteristics for 'good' teacher educators and were part of the dispositions essential to the profession.

'Good' teachers cannot necessarily become 'good' teacher educators according to respondents who highlighted some essential factors for identifying potential teacher

educators, such as: outstanding teaching; the ability to work collaboratively with others; passion for teacher education; wide teaching and related experience; and the ability to model good practice. One interviewee said that new teacher educators had to be prepared to make the move from pedagogy to andragogy as teaching adults (and colleagues) was very different from teaching sixteen year olds.

8.3.1 Professional Standards for Teacher Educators

There were no nationally agreed professional standards for teacher educators in the English FE system, apart from LSIS's minimum requirement for teacher educators to have completed a Level 5 Diploma in Education and Training - even though they might be teaching on qualifications at levels 6 or 7. This recommendation followed a consultation for the 2013 qualification framework for ITE. The lack of professional standards for teacher educators might also contribute to the general lack of transparency concerning their recruitment.

Following the new LSIS qualifications (LSIS, 2013c), however, the Education and Training Foundation (ETF) consulted with the sector and published in May 2014 new Professional Standards (ETF, 2014) which aimed to '*support teachers and trainers to maintain and improve standards of teaching and learning, and outcomes for learners*'. These were more concise and better expressed than the FENTO and LLUK equivalents in the past. The new Professional Standards, which described teachers and trainers in the FE system as 'dual professionals' were broadly welcomed by the sector, but at the time of writing, it is too early to say exactly in which ways these standards will be used to support the professionalism of teachers, given the lack of mandatory requirement to be a qualified teacher in the FE system, post-Lingfield Review.

Although the literature discussed the development of standards for teacher educators in the USA and Holland, the research participants did not generally mention a need for English standards for teacher educators - possibly due to the negative reception of the FENTO and LLUK professional standards (Lucas, 2004a; Lucas, Nasta and Rogers, 2012).

In 2006, LLUK produced potential statements about teacher educator competences, which were later withdrawn. Participants referred on numerous occasions to the difficulties which beset the sector: continuous and rapid changes in the sector; a draconian inspection regime; shortage of time for collaborative practice across the sector; and lack of status or career path for FE teacher educators. The combination of these elements seemed to have resulted in a certain lack of self-confidence with regard to devising, or even discussing, their own

professional standards. Indeed one interviewee in my research said that the sector should avoid talking about teacher educator standards altogether, in case these were composed - and then imposed - by government.

However, in Holland, Dutch teacher educators were reported as saying that the development, clarification and gradual implementation of the standards, which they themselves had created, had made an important contribution to their own professional development (Koster and Dengerink, 2001; Koster and Dengerink, 2008). In England, it would be worth discussing and building on the model of knowledge, skills and attributes first developed by Harkin et al (2008).

The lack of professional standards for teacher educators may contribute to the perception of the research participants that ITE did not have the status it deserved in FE colleges. There was some speculation that the current lack of separate career and/or pay structures for teacher educators in many FE colleges might have had a negative influence on the number of men considering ITE as a career in FE. Combined with the higher age profile of FE teacher educators, there might be unintended consequences for the staffing of ITE in the FE sector.

Harkin et al (2008, p. 13) in their report for LLUK, *Research into the developmental needs of teacher educators for effective implementation for the new qualifications for teachers, tutors and trainers in the Lifelong Learning Sector in England* stated that the fact that:

...there is no systematic recruitment, selection and professional development of teacher educators, may reflect their status.

The data also suggested that an added layer of complexity in the FE system was the difference between in-service and pre-service teacher trainees – sometimes being taught in the same ITE cohort.

Some in-service trainees were very experienced teachers and needed different support from those who had just started an in-service course with minimal teaching practice. Several teacher educators stressed the need for some kind of pre-service provision for new or beginning teachers not already on a training course, even if such pre-service provision comprised only a two-day survival course or a basic teaching toolkit.

The HE teacher educators pointed to the comparative youth of pre-service students in general and to their limited knowledge of the FE system. However, this depended on

whether they were on a full-time, pre-service course, or on a part-time in-service course, since the latter tended to be inducted into a community of FE teachers more quickly.

8.3.2 Three categories of essential characteristics for teacher educators

In the light of the challenges, tensions and ethical dilemmas within ITE, the interviewees identified a number of essential characteristics which they felt teacher educators should possess. My thesis argues that there are three principal categories of essential characteristics for FE teacher educators:

Table 8.1 Three categories of essential characteristics for FE teacher educators	
<i>Innate characteristics</i>	Energy, imagination, flexibility, passion for teaching, a talent for innovation;
<i>Characteristics which could be passed on through induction or mentoring</i>	Ability to manage information/data, people management, mentoring skills, tact and respect for boundaries, discretion and confidentiality;
<i>Characteristics which could be developed through active participation in a community of practice</i>	Avoidance of selfish or self-aggrandising attitudes, ability and interest in working collaboratively, aspiration to be a good role model; an ability to model good practice and to improve own skills continuously.

Villegas's comment (2007, p. 372) *'teachers who aim to make a difference in the lives of diverse students need the disposition to teach all learners equitably'* was reflected in comments by some participants, who noted the need for teacher educators to model inclusive learning and some of whose inspiration to become teacher educators lay in the desire for social justice. Indeed, 62% of the survey participants who responded to a question regarding their enjoyment of their role, cited their prime motivation for remaining in ITE as their enjoyment of watching trainees develop and increase their skills.

Participants agreed that there was no absolute model of a good teacher or a good teacher educator and one female long-career interviewee from an HEI said that, to some extent, there must be some allowance for expressions of one's own individuality. This comment reflected Sunderland's emphasis on the complexity inherent in teaching and learning (Sunderland, 2007) which, he felt, limited the definition of what is good teaching.

The research participants also highlighted the need for teacher educators to be outstanding and experienced teachers who could model good practice and who could explore the rationale behind their practice. This linked to Tsui's research (Tsui, 2009), *The distinctive qualities of expert teachers*, which suggested that expert teachers needed to be able to articulate the rationale behind their pedagogical actions:

..the critical difference between experts and non-experts lies not only in their willingness to re-invest mental resources and energy in more complex tasks which extend their competence, but also in their engagement in the kinds of task which are likely to extend their competence. (Tsui, 2009, p. 436)

In Australia, Hattie's study, *Distinguishing Expert Teachers from Novice and Experienced Teachers: Teachers make a difference; what is the research evidence?* (2003) identified five major dimensions of expert teachers including: the identification of essential representations of their subject; using classroom interactions to guide learning; an ability to monitor learning and give feedback; a regard for the affective aspects of teaching and learning; and having an impact on student learning.

This was similar to Harkin et al's study, *Research into the Developmental Needs of Teacher Educators for Effective Implementation of the New Qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England*, (2008) where the role of a teacher educator related to their contribution to ITE programmes as well as their institution-wide role in the development of pedagogy, thus creating 'a positive community of practice' (Harkin et al., 2008, p. 45).

8.4 The extent of induction and support for the teacher educator role

The impetus for researching teacher educators' professional identity - how they were inducted and supported, what their professional development needs were and how to support these - was not just curiosity, but the realisation that through collaborative ways of working, teacher educators could create innovative teacher education programmes, as well as collaborative ITE communities of practice.

8.4.1 The need to advantage collaborative teacher educator communities

The teacher educators who participated in the research regarded collaboration as important for their work, whether through a community of practice (Lave and Wenger, 1991; Wenger, 1998) or through a community of discovery (Coffield and Williamson, 2012). Participants

noted that teacher educators appreciated opportunities to collaborate and to review their practice together, so that new and beginning teacher educators who were on the periphery (Lave and Wenger, 1991) could be introduced to collegiate groups of practitioners.

This had started to happen through the development of networks, such as Teacher Education in Lifelong Learning (TELL) which is a self-organised national research network of over 200 people who have a common interest in teacher education in the FE system. TELL started in 2011 as a grass-roots organisation whose aim was to support post-compulsory teacher educators' practice and research. There is also a schools-focussed network, Teacher Education Advancement Network (TEAN) which, in 2011, produced a second edition of its publication *Becoming a Teacher educator: Guidelines for Induction* (Boyd, Harris and Murray, 2011) that included suggestions for induction activities for teacher educators working in the FE system and to which I and a number of FE practitioners had contributed.

This emphasis on collaboration linked to the work by Hodkinson et al (2008) on learning cultures in FE, which suggested that learning took place not only in social situations but also as a cognitive process. Hodkinson et al did not see the theory of learning cultures as a dichotomy, where learning either occurred with others in a situated and social space; or learning could be obtained and stored as knowledge. They defined learning as a synthesis of approach, given the numerous influences on learning in the FE system. The theory of learning cultures, which had been developed from the 'Transforming Learning Cultures in FE' project (Hodkinson and James, 2003), helped to identify the interconnectedness and complexity of the FE system and how people learned within it. My data reflected this complexity in the FE system and there was a breadth of opinion concerning ways to support teacher educators within such a diverse sector.

Some of the participants identified collaborative working practices as an opportunity for teacher educators to meet, discuss and reflect on teacher education, which linked with the literature concerning effective examples of teacher educator collaborations.

For example, four novice teacher educators working in different Universities in the USA and Canada, used online journals, dialogue and student feedback to explore their practice and roles (Ramirez *et al.*, 2012). They felt that they had transformed themselves into stronger teachers and researchers as a result of their collaborative self-study. However, the initial collaboration between two of the four had grown out of a longstanding friendship. Although new technologies were seen to offer opportunities for collaboration, several participants identified face to face networking, opportunities to share good practice and time for reflection

as important for their own development. I would argue that collaborative working practices might mitigate the challenges, tensions and ethical dilemmas which have increased since incorporation in 1992 for FE teacher educators.

Although new technologies provided a vast array of online resources and links, teacher educators said that they had benefitted from face to face membership, and contributions towards, a community of practice, arguably in order to avoid what Sacks (2012) described as 'information overload and attention deficit'.

8.4.2 The importance of induction and mentoring

A common refrain running through the responses from participants, related to the lack of induction and mentoring for new or beginning teacher educators. Where induction and mentoring were in place, they depended - to a great extent - on the goodwill of colleagues and were not generally formalised.

A majority of participants said that even if teacher educators had possessed the skills to be teacher educators when they started, they would have liked an induction and support for those aspects of teacher education pedagogy which were new to them. Some stated that induction and CPD opportunities were considered important for teacher educators' competence, status and credibility.

Experiences of induction and support as new teacher educators in the FE system varied. From the interview data, two college lecturers were left totally to their own devices; one college lecturer had followed an established CELTA-trainer programme which included formal mentoring, work shadowing, joint teaching sessions, observations and the production of coursework portfolio. One college lecturer felt that the mentor she had been provided with had undermined her efficacy and she had therefore turned to informal peer mentoring. Another college teacher educator said that within his community of practice there was a productive, if serendipitous, process of peer mentoring. Of the five HE teacher educators, only one received formal mentoring and induction. The others relied on peer mentoring and self-study.

Nearly half of the survey participants had not experienced any induction to the teacher educator role at all. Where participants said they had been inducted, even informally, the nature of that induction varied from shadowing colleagues, co-teaching, undertaking a training course or peer mentoring. The consensus among the majority of the research participants was that peer mentoring for new teacher educators was essential - not just to support their understanding of teacher pedagogy; but in order firstly, to induct new teacher

educators into processes and procedures which were unfamiliar; secondly, to initiate them into a collegial community of practice and finally, to learn how to induct others into collaborative work practices in the future.

This reported lack of standardised or formalised induction and mentoring seemed to be reflected in the literature on English FE practices (Noel, 2006; Noel, 2009) and could also be seen within international perspectives, with one identified exception:

...the induction of teacher educators is virtually non-existent. There is one exception: the MOFET Institute in Israel. This institute is unique as its focus is on the professional development of teacher educators and one of the goals is to induct beginning teacher educators into the work of teacher educators (Swennen and van der Klink, 2008, p. 100).

The MOFET Institute's research with their beginning teacher educators (Shagrir, 2010) showed that the latter wanted to learn within a support group in which they could share problems with colleagues, solicit feedback and reflect with others. Beginning teacher educators reported that they wanted to develop their knowledge and skills: for example, learning the language of their profession; trouble-shooting solutions to the practical problems and difficulties which arose from their work; expanding their knowledge about theories and research; gaining professional confidence; as well as developing their professional identity as teacher educators.

Swennen and van der Klink (2008) described this induction process as 'second-phase induction' which they saw as a socialisation process, through which beginning teacher educators were inducted into a University's teacher educator community of practice:

...the beginning teacher educator becomes a member of the teaching staff and accepts the knowledge, skills, qualities, norms and manners valued in the University. In this socialisation process, the opinions and attitudes of experienced teacher educators are of great importance to the beginning teacher educators. (Swennen and van der Klink, 2008, p. 104)

In the same book, Morberg and Eisenschmidt (2008, p. 104) listed ten major recommendations to improve current induction practices, such as accepting that being a beginning teacher educator is difficult and it is all right 'not to know'. The recommendations urged new teacher educators, for example, to let their head of department know of their needs; to ask for workplace and profession inductions; and to ask for a mentor and time for reflective practice. However, the onus remained firmly on the teacher educator in these

recommendations. The views that were sought in my research on induction and mentoring seemed to suggest that the onus should lie with employer institutions, networks, validating and/or awarding bodies.

8.5 The professional development needs of novice teacher educators

New teacher educators had a number of professional development needs which changed over time, and with experience, and which were contingent on teacher educators' own existing skills and knowledge.

Since the mid-twentieth century, much government discourse on education had focussed on an obligation to up-date one's 'skills' for economic competitiveness. Lifelong learning was no longer considered to be education for one's own purposes or to increase one's choices in life. Similarly, policy discourse on teacher education had also converged around skills which could be passed onto others, through observation and conformity with experienced practitioners (an apprenticeship model, disparagingly referred to as 'sitting by Nellie').

If teacher education were to become divorced from theory, history and philosophy, it might be situated in a limited intellectual world where critical and analytical approaches were seen as threats to the status quo (Villegas, 2007). The transformative power of education, the excitement of helping ideas to travel and taking learners on a journey, could all be replaced by narrow pedagogy, combined with strict adherence to a list of competences.

In September 2007, eleven Centres for Excellence in Teacher Training were created in response to government reforms outlined in *Equipping our Teachers for the Future* (DfES, 2004). A key feature of this legislation was the establishment of a coherent national and regional support network which would act as a driver to improve the quality of teacher education. For the next three years, the CETTs brought together regional groupings of teacher educators, funded research, arranged conferences and professional development sessions and hosted a new cross-CETT journal.

In 2008, when I joined a University as programme leader for an ITE programme in the FE system, the CETTs had already started to encourage greater critical thinking about teacher education, whilst giving practitioners some space to reflect and review, which, as Jennings (2011) pointed out, was particularly important, since teacher educators received no formal training for their role. The role of teacher educators was starting to be recognised as pivotal in the improvement of teacher education.

My initial role involved writing new qualifications with two FE colleges and an ACL college which had already been teaching similar Certificates in Education validated by the University. At the same time, I worked collaboratively with three colleges which were new to the University. This posed a number of dilemmas: for example, there was a need to standardise practice and expectations across six colleges which had not worked closely before; to raise quality through the exchange of good practice; and to create a collaborative community of practice for the teacher educators involved.

Over the ensuing years, I encountered new or beginning teacher educators who felt unsure what to do or how to do it, beyond modelling themselves on their colleagues. I began to surmise that teacher educators were the real victims of 'benign neglect' (Lucas, 2004b, p. 35). This is also identified in the literature about schools teacher educators:

Being a teacher educator is often difficult...in most places, there is no culture in which it is common for teacher education staff to collaboratively work on the question of how to improve the pedagogy of teacher education
(Korthagen *et al.*, 2001, p. 8)

8.5.1 The need for 'artistry'

Some of the more negative aspects of the FE system were exacerbated, following college incorporation in 1992, including moves towards an agenda of accountability and culpability, with an over-emphasis on assessment and impact measurement (Coffield, 2002; Ollin, 2009; Taylor *et al.*, 2009). Teacher educators were expected to grade observations for inspection purposes, using Ofsted criteria, as well as taking part in developmental observations within teacher education, where feedback can take the form of professional dialogue. This could be considered by some observees as a conflict of interest.

One of the hardest things teachers have to learn is that the sincerity of their intentions does not guarantee the purity of their practice...and the way power complicates all human relationships (including those between students and teachers) means that teaching can never be innocent. Teaching innocently means thinking that we're always understanding exactly what it is that we're doing and what effect we're having. (Brookfield, 1995, p. 1)

If teacher trainees were to survive and thrive in the classroom, they needed to be able to develop wise, practical reasoning according to Eisner (2002) who used the Greek concepts of *episteme* (true and certain knowledge) and *phronesis* (wise, practical reasoning) to

explore the conditions for excellent practice. These ideas were further developed in relation to teacher educators by (Korthagen and Kessels, 1999; Koster and Dengerink, 2001; Loughran, 2006). Eisner's conclusion was that even phronesis did not give teaching practitioners all they needed to know: teacher education, he argued, needed to move away from 'standards-driven reform' and start to understand artistry:

...that is, how people learn to make things well. Artistry is most likely when we acknowledge its relevance to teaching and create the conditions in schools in which teachers can learn to think like artists (Eisner, 2002, p. 384)

My thesis suggests that new teacher educators need to build up their propositional knowledge, either through professional development or by gaining relevant qualifications - although the lack of qualifications should not be an automatic bar to entering the teacher education profession. In order to develop wisdom in practice, teacher educators need to be experienced teachers who have already fulfilled a number of roles within their institution, thus gaining a 'triple professionalism', that of qualified teacher, subject specialist and teacher educator.

Eisner's concept of 'artistry' (Eisner, 2002) suggested a certain autonomy and agency, and this concept was mirrored in some of the comments by those participants who stressed the need for teacher educators to be self-confident practitioners, with a holistic appreciation of their complex role; and the creativity to try things out and guide their students towards inquiry learning.

Indeed, the majority (83.8%) of the interviewees and survey participants were experienced teacher educators, with what Eraut (1994) would call a 'personal knowledge base' which had been accumulated through the process of reflecting and learning from experience during their working life, a significant portion of which was obtained after they have completed their formal training. For example, of the 67 survey participants who stated the number of years they had been teacher educators, 30 participants (45%) had over 11 years' experience as teacher educators; 25 participants (37%) were mid-career participants with over six years' experience as teacher educators; and only 12 participants (18%) were early-career participants with five years or less experience as teacher educators.

Teaching is a moral endeavour and teacher educators are chosen, or choose, to enter teacher education, not just because of their skills and knowledge, but also because of their dispositions and values, including the desire for social justice. It is therefore unsurprising that

the majority of the teacher educators surveyed could identify ethical challenges within their own roles, at all stages of their careers.

In their review of a range of theories, concepts and learning approaches that were relevant to the development of professions, Cheetham and Chivers (2001) highlighted the key role of informal learning in gaining professional knowledge, as well as highlighting the '*professional obligation to facilitate the learning of other professionals*' (Cheetham and Chivers, 2001, p. 286). This was reflected in some of the comments in the data relating to the importance for new teacher educators of being able, firstly, to observe and give feedback on teaching practice jointly with other teacher educators; secondly, to be given opportunities for team teaching with other experienced professionals; and in addition, to be given informal mentoring so that they had the chance to ask questions and take part in professional discussions.

8.5.2 Changes in teacher educators' CPD needs over time

Even though eight of the ten interviewees had undertaken a Masters course, most remained undecided about the necessity for teacher educators to have a certain level of qualification. On the one hand, it was considered useful to encourage teacher educators to gain qualifications, but the participants did not want this to become a barrier which excluded excellent teacher educators.

Teacher educators seemed to be atypical academics, as noted in the schools sector (Murray, 2005c): their teaching experience was extensive, but they were unlikely to have either doctoral level qualifications in education or extensive research experience. FE teacher educators' backgrounds were diverse in a diverse sector and vocational lecturers might feel ambivalent about becoming teacher educators if a higher degree were to become a pre-requisite. However, a prevailing view seemed to be that, where their own higher degree in Education was concerned, participants felt that it had provided them with a good knowledge base as well as intellectual satisfaction:

I would say it was only when I did my Masters which focussed on teaching and learning that I began to understand some of the things that I'd been trying to teach. Jill

8.5.3 A three-stage process of professional development

There was largely consensus that teacher educators had differing CPD needs at different stages of their career. My thesis identifies three broad stages in the development needs of teacher educators (see Table 8.2):

Table 8.2 Three stages in teacher educators' professional development needs		
Stage 1	<i>For novice teacher educators</i>	Induction to HE procedures and processes; induction to andragogy, learning theories, observation practice and research methodology; team teaching; work shadowing; double marking; and mentoring.
Stage 2	<i>For teacher educators moving to a new post</i>	Peer mentoring; and exchange of good practice.
All stages	<i>At all stages</i>	Peer mentoring; exchange of good practice; networking with other teacher educators; and opportunities for scholarship and research.

Differences in teacher educators' professional development needs were also mentioned in the literature, for example, by Murray et al (2011) who recommended that new teacher educators should be systematically inducted and that more experienced teacher educators should engage in research and scholarship as an essential part of their work. In similar vein, Exley (2010) recommended an appropriate and developmental approach to the professional development of teacher educators in the FE system including the building up of CPD study into a modular higher degree.

Jasman (2010) undertook a meta-analysis of five research projects in which she had been involved over a number of years: one research project explored reciprocal learning in which teacher educators learnt from teachers and vice versa; the second evaluated changes in teachers' knowledge, understanding and practice on a B.Ed. in-service degree relating to their placements in a college and a school; the third project developed and implemented a career progression model for teachers employed by the education department of Western Australia; the fourth project reviewed the work of the Key School Network at the University of Melbourne, to explore the extent and qualities of the partnerships within the Network; the final project involved a consortium of 14 Australian universities working with over 100 schools where teacher educators' roles focused on supporting teachers with their own research – rather than teacher educators undertaking research for themselves.

In her meta-analysis, Jasman chose a number of metaphors to describe professional learning journeys and linked these to the stages in the development needs of teacher

educators. As a teacher educator who had worked in the UK, the USA and Australia, she had learnt and worked within different contexts and countries. She described as 'border crossing' the professional learning journey of teachers who become teacher educators and thus crossed into 'new territory'. She developed the metaphor of a 'passport' which denoted her professional identity and 'professionalism' as a teacher educator (Jasman, 2010, p. 309) and used the idea of a 'visa' to denote the purpose of such travel as well as its legitimacy for an individual teacher educator travelling to another 'country' as part of their professional learning journey.

'As part of such journeys the teacher and teacher educator cross real or virtual borders between education, professional learning and work contexts' (Jasman 2010, 307).

These virtual passports and visas could be linked to stages in the professional development of teacher educators, from induction and mentoring for novices, to professional development sessions and qualifications for more experienced practitioners.

8.5.4 Observation practice in ITE

It is vital for teacher educators to develop keen observation skills, so that professional discussions with trainees are both useful and constructive. One interviewee said that it was not just a privilege to observe others' teaching, but a two-way process during which observers might learn even more than observees.

Nearly two-thirds of the survey participants cited as their prime motivation for remaining in ITE firstly, that they liked to see trainees develop from nervous beginners to confident practitioners; and secondly, that they liked to observe the increase in trainees' skills and enjoyment of the course – sentiments echoed by 88.7% of survey participants who agreed or agreed strongly with the following statement taken from interviews with experienced teacher educators: *'Observations of teaching are what I really look forward to'*.

Unlike schools, however, observation practice in colleges presented a number of challenges: for instance, colleges often had a number of sites; timetables did not have standardised break-times; a significant proportion of trainee teachers were part-time or agency staff; increasingly, trainee teachers were working in non-college settings which required additional travel time for teacher educators. The scheduling of observations was hindered by what Taylor called:

...the breadth and nature of duties of the teacher and the heavy workload and excessive administration requirements. (Taylor et al., 2009, p. 19).

The participants would have liked more guidance on how to judge 'good teaching' without being judgemental (Hatzipanagos and Lygo-Baker, 2006). One female, long-career interviewee in a University felt that there were disciplinary areas for which she considered her observation skills to be insufficiently developed. She cited as examples modern languages and specific learning difficulties and disabilities and said that, on occasion, she had not felt knowledgeable enough to give challenging and useful feedback. This raised questions of disciplinary pedagogy relating to peer observations. One maths teacher had claimed that he should only be observed by another maths teacher because of the specific requirements of mathematical pedagogy. He had said that he routinely ignored all feedback by non-specialists, claiming that there were specific pedagogical techniques that were unique to that discipline (Eliahoo, 2009).

Of the survey participants who answered an open text question about the nature of provision which they believed would have helped address their own needs as beginning teacher educators, 18% agreed or strongly agreed that they had needed joint observations with a more experienced peer. When survey participants were asked which CPD sessions would be useful for new teacher educators in general, 98% agreed or strongly agreed that 'observation of teaching and giving feedback' would make a useful CPD session.

Some research participants expressed the need for a participatory observation model, where feedback was felt to be more effective, because it required opportunities for observer and observee, not just to meet before and after the observation, but to team teach or plan sessions together, where possible. The emphasis would be on critical friendship and the sharing of expertise, which reflected some of the literature on peer observation (James and Biesta, 2007; Taylor *et al.*, 2009).

8.5.5 The need for research and scholarship

The political affirmation of the economic importance of teaching had intensified the pressures on teacher educators worldwide (Gilroy, 2011) especially in terms of building research capacity (Menter and Murray, 2011).

One female, long-career participant working in FE recommended that up to half of a teacher educator's allocated timetable should be spent in scholarship and research and that research skills should form part of their training. Although the importance of research and scholarship was acknowledged by participants, they pointed to significant barriers to be overcome, including dwindling resources and lack of prioritisation of research and scholarship within the FE system.

In the survey, half the participants thought it important that teacher educators should have had a role as a researcher before starting to deliver ITE and 13% of participants thought this was very important. When asked how they currently saw their role, seven per cent of survey participants saw their role as a researcher all of the time and 27% saw their role as a researcher most of the time, but the majority of these respondents were University-based.

There was circumspection regarding teacher educators' involvement with research and scholarship; one female, mid-career FE respondent described the ability to conduct research in FE as a 'luxury'. Nonetheless, when asked to what extent participants agreed with a suggested CPD session on 'how to become an educational researcher' 83% agreed or strongly agreed that this would be a useful CPD session.

Houston et al (2010) argued that the kind of research that older HEIs promoted within their institutions tended to disempower the teacher-educator practice community, which found it hard to locate its research identities. Houston et al used action research to examine their research situation and their identities as teacher educators, concluding that the sort of research valued by their institution was not necessarily of a kind that fitted their teacher educator professional identity:

...there was no culture of large-scale collaborative research involving post-doctoral students and postgraduate teams working on joint projects
(Houston et al., 2010, p. 558).

There had been instances of QIA and CETT-funded collaborative research which related to ITE in the FE system. For example, in 2012, LSIS funded 16 collaborative projects whose aim was to test out new delivery models for ITE. The review of the findings from these Phase 1 projects (Ecorys, 2013) mentioned the benefits of working collaboratively. In 2013, LSIS commissioned further research projects to support the development of sustainable ITE provision; to prepare for the 2013 initial teacher training qualifications, with an emphasis on English and Maths, STEM subjects (science, technology, engineering and mathematics) and work-based learning; and to provide the workforce with an opportunity to qualify as an FE teacher through accelerated routes. The responsibility for reviewing these projects was subsequently given to the Education and Training Foundation.

Although nine of the ten interviewees agreed that a higher degree was not a necessary precursor to becoming a teacher educator, research and scholarship were considered to be an important part of a teacher educator's role. But the FE participants identified current

sectoral constraints as severe restrictions on the amount of time and funding for scholarship and research.

This view found echoes in the literature, which showed that there remained crucial differences between Higher and Further Education contexts in terms of the institutional support and encouragement of scholarship and research (Young, 2006). The interviewees from HE all had Masters degrees and three of the five were working on PhD programmes. Four of the interviewees from FE had Masters and one had a BSc Hons. All interviewees, except one, had full ITE qualifications (the exception had done City & Guilds Stages 1 and 2 followed by a Master of Arts – Professional Studies).

Some commentators (Murray, 2006; Noel, 2006; Simmons and Thompson, 2007) have pointed to a link between the gender profile of teacher educators and the lack of opportunities for scholarship and research:

Most fundamentally, the lack of diversity in the teacher educator workforce is likely to persist, with women FE teacher educators inducting women FE teachers into an increasingly feminised sector. Second, the division of scholarly labour that exists between HE and FE partners has created a two-tier system in which opportunities for research and curriculum design are much more limited for the FE-based majority, leading to even lower status in an already low-status discipline. (Simmons and Thompson, 2007, p. 530)

Murray (2006) in her study *Constructions of caring professionalism: a case study of teacher educators* was concerned that the model of the female, 'caring' teacher educator might ensnare teacher educators in a maternal metaphor, while trapping their students in a dependent and child-like position. Like Simmons and Thompson, Murray was concerned that this 'caring and nurturing' model of teacher education would leave teacher educators with little or no time for research because their focus was to support trainees.

Of the 70 participants in my survey, 74.6% were women, which also reflected the FE system as a whole; for example, in 2010/11, LSIS calculated that 63.5% of all FE college staff were female. In Noel's study (2006) of 130 teacher educators in a North of England CETT, 66% were women. However, none of the research participants commented negatively on the number of women teacher educators.

8.6 Flexible models of professional development for teacher educators

My final research question drew the different threads of the thesis together by asking what might be required to create a flexible model of professional development for teacher educators.

Although eight of the ten interviewees had undertaken a Masters course themselves, they were concerned that the requirement for a higher degree might prevent talented potential teacher educators from entering the profession. Survey participants agreed broadly about the usefulness of having a higher qualification in Education, but also did not want to make this a requirement for new teacher educators.

The emphasis from participants was on the provision of modular CPD sessions, which some said would help meet the professional development needs of teacher educators new to their role and, in addition, would help them access a community of practice. Participants also suggested that a flexible menu of CPD could be built up to provide a post-graduate qualification which would be contextualised.

So far, one HEI in the North of England and two in the South of England have developed Masters programmes for teacher educators, one of which specifically includes CPD modules. The data suggested that a number of approaches and pathways towards gaining relevant qualifications might have merit, depending on the context and professional identity of the teacher educators.

Topics and syllabus content would vary depending on the experience and professional development needs of each teacher educator. However, an analysis of the extent to which survey participants agreed with a list of CPD sessions for new teacher educators (Table 8.3 which was extracted from data in Table 6.22) shows that learning technologies, observation of teaching and giving feedback - which received the strongest agreement rating - as well as role modelling were chosen as the most relevant for new teacher educators. Marking and giving feedback at levels 4 to 7, theories of learning and assessment as well as methods for managing the learning environment were also considered highly important for novice teacher educators.

Nonetheless, there is a reasonable degree of agreement for all of the topics, which suggests that a flexible menu of professional development, taking account of teacher educators' prior knowledge and experience, would be the most beneficial to meet the needs of each stage of professional development.

I contend that teacher educators' professional development needs could be ascertained by mapping experience, skills and attributes to professional standards for English FE teacher educators to build up a 'professional profile'. In this way, the English FE teacher educator community would be empowered to emulate the way that Dutch teacher educators, such as Koster *et al.* (2005, p. 158) used the concept of a 'professional profile' as a framework for the development of quality requirements, tasks and competencies for Dutch teacher educators.

Table 8.3 Analysis of agreement with suggested CPD sessions for new teacher educators		
Answer Options	Agreement %	Strong agreement %
Learning technologies	100	49.2
Observation of teaching and giving feedback	98.41	80.95
Role modelling good teaching and tutorial skills	96.77	69.35
Marking and giving feedback at levels 4, 5, 6 and 7	93.64	69.84
Theories of learning	93.64	57.14
Methods of managing the learning environment and classroom	91.94	59.68
Assessment	91.8	52.46
New developments in the lifelong learning sector	90.47	57.14
Academic writing skills for beginning teachers	90.32	46.77
Reading and evaluating education texts	87.1	32.26
Working with teacher trainees who are also colleagues	83.6	44.26
How to become an educational researcher	83.34	21.67
How to manage the FE/HE interface	80.64	19.35
Younger learners in FE (14 to 16 year olds)	77.42	41.94
Resource development	60.66	15.5

8.7 Limitations and strengths of the research

Undertaking the PhD has provided me with both challenge and opportunity, in terms of research and writing skills, as well as the transformation that I have undergone from my point of departure to writing the thesis.

It was occasionally difficult to reconcile my various professional roles with that of a part-time researcher: for example, I was programme leader for a CertEd/PGCE working in an HEI and

was also a director of a Centre for Excellence in Teacher Training (CETT). Some of the participants were my colleagues. I have had to consider to what extent my familiarity with setting, participants and context affected my ability to analyse the data as dispassionately as possible and to produce fair interpretations. This led me to be more explicit about the assumptions which informed the research through a process of reflexivity, recognising the importance of social, personal and professional contexts (Mauthner and Doucet, 2003) to the construal of meaning and interpretation, as well as to the significance and attention paid to themes and concerns evoked by the teacher educators themselves.

With the benefit of hindsight, I could have approached the research differently. The breadth of focus - teacher educators' roles, characteristics, professional identity and their professional development needs within in-service and pre-service settings in the FE system – may have led to limitations in terms of depth. However, I did limit the geographical scope to teacher educators working in the FE system in the South of England. Although the review of the literature compared research on teacher educators working in different geographical areas, as well as in schools and Universities, other ITE settings for my research in England might have produced different results.

The research was undertaken between 2010 and 2014. Due to constant changes in policy context - for example, the withdrawal of the legal requirement to hold a qualification in ITE to teach in FE in 2013 – views and comments may differ in subsequent years.

Only ten exploratory case studies were developed from interviews with experienced teacher educators and since then, four have retired and two have changed jobs. Other practitioners who were in the middle of their career may have held very different opinions. However, the fact that four of my interviewees were nearing retirement might also be seen as a bonus, as their views were, perhaps, less cautious than others who were at an earlier stage in their career.

The focus group was held at relatively short notice, comprised only 15 people over a couple of hours and explored a limited number of questions. It was difficult to tell to what extent individuals were influenced by the views of others in group discussions and I did not record which contexts the participants were working in when they gave their answers, due to concerns regarding confidentiality and anonymity. I tried to mitigate the undue influence on answers, by asking each focus group member to write down their answers to initial questions about their own experiences individually, before moving on to discussion of questions in groups.

One of the contributions of this thesis was the creation of an artefact by an ITE consortium in the South of England, whose members discussed, devised and adopted guidelines for the support of new or beginning teacher educators, based on the findings from the focus group and with the backing of the validating University (see Appendix L).

Another contribution that the thesis makes is to the literature about teacher educators. One of the first texts specifically on teacher education research was published in 1990 in New York by Robert Houston and followed by two more editions (in 1996 by Sikkula and in 2008 by Cochran-Smith, Feiman-Nemser and McIntyre). This *Handbook on research in teacher education* held 48 chapters and 925 pages (Kosnick *et al.*, 2011) and was followed in 1996 by Murray's *The Teacher educators' handbook: Building a knowledge base for the preparation of teachers*. Yet in each handbook only one chapter focussed specifically on teacher educators (Kosnick *et al.*, 2011).

Of the nine principal books specifically written for teacher educators published before 2014 (Berry, 2008; Brandenburg, 2008; Land, 2004; Loughran, 2006; Loughran and Russell, 2007; Malderez and Wedell, 2007b; Russell and Korthagen, 1995; Russell and Loughran, 2007; Swennen and van der Klink, 2008), eight related primarily to schools or University-based ITE and one to academic developers in Universities. All except one were written by academics based overseas and two were self-studies by Australian academics. All the books were written from an international perspective. None of these books related to teacher educators in the FE system in England, although most of the books had a contribution from British academics. Although *Becoming a teacher educator: Guidelines for the induction of newly appointed lecturers in ITE* is a very useful introductory guide, (Boyd, Harris and Murray, 2011) it was focussed principally on school and University-based teacher educators.

The first research question asked who the teacher educators were in pre-service and in-service ITE in the FE system in the South of England and what were their complex identities, concluding that there was a wide variety of professional identity and role, depending on context and stage of career.

The second research question asked whether teacher educators were inducted and supported in their role and if so, in what manner. The data suggests that few teacher educators were formally inducted or supported on their entrance to the profession. Informal support relied primarily upon the goodwill of colleagues and was not monitored or enforced in FE colleges.

The third research question related to the professional development needs of beginning teacher educators and asked what implications these might have for the delivery and content of teacher education pedagogy. My thesis argues that there is a need to recognise and implement formal peer mentoring and induction for new teacher educators, whilst also meeting the needs of more experienced practitioners by offering modular and flexible professional development which could be built up to become a higher qualification.

The final research question enquired how to create a flexible model of professional development for teacher educators. The data suggested that professional development sessions or accredited modular provision could be built up towards a higher qualification – however, this had to be based on the individual's needs. Collaboration and sharing are important ways of nurturing teacher educators' communities of practice and discovery. However the data also implied that these communities need to be sustained, for example, through regional groupings such as the CETTs and through local support, co-ordinated by validating and awarding bodies. The research also contributed towards the design of an LSIS-funded national CPD framework (Samson, 2012) within which other institutions could support teachers and teacher educators.

Chapter 9 Recommendations and directions for future research

This thesis is grounded in my professional experience as a teacher, teacher educator and programme leader in both FE and HE. I have also benefitted from discussions with peers in CETT networks, as well as meetings organised by TELL and TEAN and conferences such as those organised by EAPRIL and BERA. In view of my research, my interpretation of the literature and peer discussions, I make the following recommendations:

9.1 Recommendations for teacher educators and their networks

- Through European, regional and/or local networks, teacher educators in the English FE system should discuss and devise their own professional standards.
- Teacher educators in the FE system should join regional support groups, such as Teacher Educators in Lifelong Learning (TELL), to advance their own research and scholarship.
- Teacher educators in the English FE system should take part in research conferences such as the Association for Teacher Education in Europe (ATEE) or European Association for Practitioner Research on Improving Learning (EAPRIL) so that they have opportunities for discussion and reflection on ITE within a wider context; and to gain support from international colleagues working in ITE.
- Teacher educators should develop and keep up-dated their own 'professional profile', using appropriate professional standards as a method of self-assessment.

9.2 Recommendations for awarding bodies and HEIs

- All validating and awarding bodies should prescribe minimum requirements for the induction and mentoring of new teacher educators.
- HEIs should make available information and advice on appropriate research funding for FE teacher educators.
- HEIs should offer appropriate higher degrees for teacher educators which can be undertaken flexibly in discrete modules, recognising their prior learning and experience.
- Validating and awarding bodies should require new teacher educators to develop research skills as part of their role.

9.3 Recommendations for ITE providers

- HEIs and FE colleges should encourage and support the professional development of teacher educators through flexible and modular means, which might be built up into a higher degree.

- Teacher education should be recognised as a discrete role and a career path.
- Teacher educators should receive remission from their timetable to undertake this role, reflecting the status and importance of ITE within the FE system.
- Hours and/or funding for scholarship and research should be provided in order to develop the critical thinking skills of teacher educators and to improve the quality of teacher education programmes.
- ITE providers should encourage the development and use of teacher educators' 'professional profiles'.

9.4 Recommendations for policy makers

- Teacher educators should be encouraged to develop a 'professional profile' based on individual need. This could follow, for example, Harkin et al's model of the knowledge, skills and attributes of a teacher educator that identifies three domains of knowledge: procedural and experiential knowledge; specialist knowledge; and research knowledge (2008, p. 46).
- Given the crucial importance of teaching, all teacher educators should be encouraged to take a higher degree, for example, funded through research.
- Policy makers should support the development of professional standards for teacher educators.
- Policy makers should provide funding opportunities for collaborative networks (such as the Centres for Excellence in Teaching Training – CETTs) to support the research and scholarship of teacher educators.
- Policy makers should promote the professional development of teacher educators firstly, to enhance ITE practice in the FE system; and secondly, to reassure stakeholders (such as trainees, employers and parents) concerning the professional calibre of teacher educators in the English FE system.

9.5 Directions for future research

The thesis provided a good starting point, but raised a number of questions, for example: how feasible is it to require employers of new teacher educators to support formal induction and mentoring? Is there the motivation for teacher educators in the FE system in England to consult and devise their own standards for teacher educators, in similar ways to Dutch and North American teacher educators? Further research would be required to answer these questions.

I would like to help teacher educator networks to discuss and devise professional standards collaboratively for teacher educators in the FE system. At the same time, I would like to

explore the potential to develop and share a teacher educator professional profile, in order to support the professional development, and reinforce the professional identity, of teacher educators in the FE system.

Appendices

Appendix A: Glossary and Abbreviations

ACETT	Association of Centres for Excellence in Teacher Training
ACL	Adult and Community Learning
C&G	City and Guilds
CertEd	Certificate in Education
CELTA	Certificate in Teaching English to Speakers of Other Languages
CETT	Centre for Excellence in Teacher Training
CPD	Continuous Professional Development
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
CUREE	Centre for Use of Research and Evidence in Education
DBIS	Department for Business, Innovation and Skills
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
DELTA	Diploma in Teaching English to Speakers of Other Languages
DIUS	Department for Innovation, Universities and Skills
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
Episteme	True and certain knowledge
EPPI Centre	Evidence for Policy and Practice Information and Co-ordinating Centre
ERIC	Educational Resources Information Centre
ESCalate	Education Subject Centre: Advancing Learning and Teaching in Education
ESOL	English for Speakers of Other Languages
ESRC	Economic and Social Research Council

FE	Further Education
FEDA	Further Education Development Agency
FEFC	Further Education Funding Council
FENTO	Further Education National Training Organisation
FTE	Full Time Equivalent
GCSE	General Certificate of Secondary Education
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HoD	Head of Department
ICT	Information and Communications Technology
IfL	Institute for Learning
ILT	Information and Learning Technology
IQER	Integrated Quality and Enhancement Review
ITE	ITE
ITT	Initial Teacher Training
IV	Internal Verification
JISC	Joint Information Systems Committee
LEA	Local Education Authority
LLUK	Lifelong Learning UK
LLS	Lifelong Learning Sector
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
LSIS	Learning and Skills Improvement Service
LSN	Learning and Skills Network
MA	Masters

	Modern Apprenticeship
NIACE	National Institute of Adult Continuing Education
NTE	New Teacher educator
Ofsted	Office for Standards in Education
PGCE	Professional Graduate Certificate in Education Post Graduate Certificate in Education
Phronesis	Practical wisdom
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QAA	Quality Assurance Agency
QCA	Qualifications and Curriculum Authority
QCDA	Qualifications and Curriculum Development Agency
QIA	Quality Improvement Agency
QTLS	Qualified Teacher Learning and Skills
QTS	Qualified Teacher Status
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SCETT	Standing Committee for the Education and Training of Teachers
TDA	Teaching and Development Agency
TLRP	Teaching and Learning Research Programme
UCET	University Council for the Education of Teachers
UCU	University and College Union
VLE	Virtual Learning Environment
WBL	Work-based learning
ZPD	Zone of proximal development

Appendix B: Pen Portraits

Charlotte

After gaining a degree in English, she trained as a secondary school teacher in South Africa under apartheid and her experiences there had a profound effect on her educational philosophy and approach. When she came to the UK, she taught English in a comprehensive school before becoming a DELTA-trained ESOL teacher in an FE college where she made the move to teacher education. She received no training in her new role of teacher educator. After a year of upheaval in the FE College, she was the most senior person on the teacher education staff. She subsequently joined a University and got involved in writing the ESOL and Literacy subject specialisms in 2001 as well as teaching on their ITE provision. She has spent 14 years as a teacher educator (see Case Study narrative analysis).

Greville

His first post was in adult education in an FE college following a spell in broadcasting. His degree was in Comparative Literature and after teaching a number of general humanities subjects including Access courses, he applied for a post as a teacher educator in an FE college. His induction to the post was to work shadow a more experienced tutor on the course but there was no formal mentoring structure and he did not even have a Stage 3 or CertEd qualification. When the college sought an HEI partner to validate a CertEd/PGCE, neither he nor his team had a Masters level qualification but they were expected to mark the PGCE at level 7. He took a Masters and moved to a University where he leads a teacher education programme, writes books and journal articles. He is currently completing his PhD. He has spent 27 years as a teacher educator.

Felicity

She started as a CELTA-trained ESOL and EFL teacher who travelled abroad extensively before joining private institutions and an FE college where she worked as a teacher educator. She completed a PGCE and a Masters before moving into generic teacher education. She contrasts the support given to CELTA teacher educators with the lack of support and lack of mentoring given to those who teach on generic teacher education programmes. She has published a number of research reports on aspects of teaching and learning in the LLS. She has spent 12 years as a teacher educator.

Chris

He had a dual career as a designer and part-time lecturer. His view of education as an entirely transformative life experience led him to take post-graduate qualifications in adult

education followed by a Masters in Education. In the 1980s, he found that sexism and racism damaged students' experience of college education. He eventually moved from teaching design and creativity in colleges to teacher education and leads an ITE course at a University. He has spent 31 years as a teacher educator.

Giles

Giles trained as a science teacher for secondary schools, taking a PGCE following his joint honours degree in Chemistry and Education. He joined a college as a teacher educator for a year and was 'thrown in at the deep end' teaching on a City & Guilds course for FE, after which he returned to school science teaching for several years. He then applied and secured a post as a teacher educator in an adult education college before completing a Masters in Education. He has published books and journal articles. He has spent 29 years in teacher education.

Freddie

Having started in the publishing industry, Freddie taught TEFL for a while before taking a PGCE and lecturing in an FE college teaching A levels and Access programmes. He took a Masters in Education Management and then was asked to cover some classes in theories of learning, which he (and the students) enjoyed so much that he gradually moved into teacher education and found a full-time post as a teacher educator in a University, where he now leads their ITE provision. He has spent 20 years in teacher education.

Paul

Paul trained as a photographer and after teaching part-time in a college, he was asked to mentor teacher trainees in FE at a time when lecturers had to compete to become mentors on initial teacher training programmes. His early experiences teaching in a ghetto school in Cape Town, South Africa led to his interest in radical educational approaches and an apprenticeship model of teacher training. He has retired after spending 20 years in teacher education.

Hettie

Having qualified as a chemistry teacher, she found that her students had ESOL and other needs which prevented them from progressing. She was working in an FE college and began a research project measuring the impact on student achievement of integrating academic writing and related study skills. Her research led to collaborative work with other colleges and her role expanded to include staff development and curriculum design, during which time she discovered the importance of peer support and mentoring. She became a

teacher educator and led CertEd/PGCE provision in her college. She has retired after spending 30 years in teacher education.

Jill

After finishing her degree in Modern Languages, Jill did a pre-service PGCE for FE and 'fell into' teacher education after a few years' language teaching when an equally inexperienced colleague asked her to develop a City & Guilds 730 course. They managed the transition to teacher education through a mixture of peer mentoring and self-study. As language teaching faded out of FE, she trained as a counsellor and taught on the Youth Opportunities Programme before joining a University as a full-time teacher educator. She has retired after spending 34 years in teacher education.

Jane

Jane started teaching on vocational courses in FE following her social sciences degree. Inspired partly by a Masters programme in the sociology of education and partly by innovative and supportive college colleagues, she deepened her interest in teaching and learning. She joined a teacher education team and felt supported firstly, by the internal dynamics of the small team she worked with and secondly, by the mentoring and staff development of the HEI which validated the course. In time she joined the HEI before leaving to join another University as programme leader for a CertEd/PGCE. She has spent 25 years in teacher education.

Appendix C: Codified extract from interview with Charlotte

Did you do any specific CPD yourself when you started as a teacher educator?

I read Reece's book. I did read because if I was going to be teaching this, I had to know what I was talking about. Making sure I understood the background and reading. Very supportive experienced colleagues who shared things and modelled and there was a helpful team teaching, sharing. We didn't have mentors but they were mentoring people informally

I've never come across teacher educators who don't share.

Yes, we'd have a whole bank of resources and we'd discuss what worked well and not so well and we could always change things. There was interest in how do you make it better and do things in a different way. They took their work very seriously and modelled good practice. If you are training teachers, you yourself have to be pleased with the presentation

Do you think that teacher educators' needs change?

It's a useful thing if they remain in learning themselves and/or teach their subject area. I've met teacher educators who say I haven't got a subject specialism because I'm a teacher educator. I think actually you have a highly specialised subject specialism. It doesn't do it any justice to say I haven't got a subject specialism because I'm a teacher educator. Teaching and learning is very specialised. Sometimes they don't recognise how important is. There are some [teacher educators] who say they can't get QTLS as they don't have a subject specialist area. I say teaching and learning is your area.

Do you think course leaders in ITE have specific needs?

I should imagine so and the needs are probably about supporting others in their team, encouraging and fostering the sharing of knowledge and learning. You need to be non-judgemental and allow for all sorts of different styles and giving people space to practise. I find it difficult when people say: 'what is a good teacher'. There actually isn't just one model of what makes a good teacher. I get concerned when people think that there is somewhere out there an absolute model of what it is to be a good teacher. You can't go and tick yourself off against a list. It's about your own individuality and how you express that and share. There's an idea that there's a good teacher out there and that everyone has to conform to that way of what makes the person good. It's very misleading. You have to like your subjects, your students and yourself – you have to feel positive about addressing all those things. Everyone is different so recognise the person you need to be – you don't have to conform to someone else's model which sounds like the worst thing you should try to do. Learn from other teachers but don't try and do something that doesn't fit with the kind of person you are.

Do you think there should be CPD in place for beginning teacher educators?

I can't say no! If you're not going to learn, then give up teaching because the two are inseparable. I don't think you can ever stop learning or should ever stop learning. How can you manage to teach?? It's a definite requirement.

What kind of CPD would be practical?

I'm not sure you can prescribe a bank of CPD. Where each individual person has come from and what they need in order to support them to be the teacher they need and want to be. If

Reading
Supportive, experienced colleagues, sharing modelled. Helpful team. Informal mentoring
Discussion
Improvement/change
Modelled good practice
Own good practice needed
TEDs should remain learners
Subject is ITE
Leadership
Sharing
Not one model of good teacher
No tick list
Idea of 'good' teacher
Liking for students and subject
Allow for different styles. Learn from other teachers.

about knowing the theories behind teaching and learning, being non-judgemental but critical and supportive – all of those kinds of things. Working in an ethos where it's easy to share where there is lots of collaboration and support. Sorry it's vague and woolly...

Things change and you need to be tuned in to responding to different demands.

What sort of [CPD] topics would people go for as a teacher educator? What would your menu look like?

Managing challenging behaviour, technology - people maybe find difficult how to embed technology in the teaching and learning to enhance and support the learning, it must not be an outward show. Teacher educators didn't grow up using technology so are less familiar with its uses. CPD can't give you your passion for the job. It's about having a dialogue. The CETTs were trying to do that by giving people space and opportunities to network to create that feeling. People would raise question or problem and ask what do you do? It's about finding out sensible ways to take things forward and to problem solve. It's a dynamic and responding to changes.

So for more experienced teacher educators you would say it's those opportunities network?

Yes, it's reaffirming and reassuring and others are doing something similar to you, so you think: I must be on the right track. That's very important.

Learning and teaching inseparable

Requirement to learn

Unsure about prescribing bank of CPD

Know Theories of learning Sharing ethos, collaboration, support

Respond to changing needs

Topics for TEDs

Behaviour, technology

Dialogue CETTs

Space and opportunity to network

Ask questions

Problem solve

Respond to changes

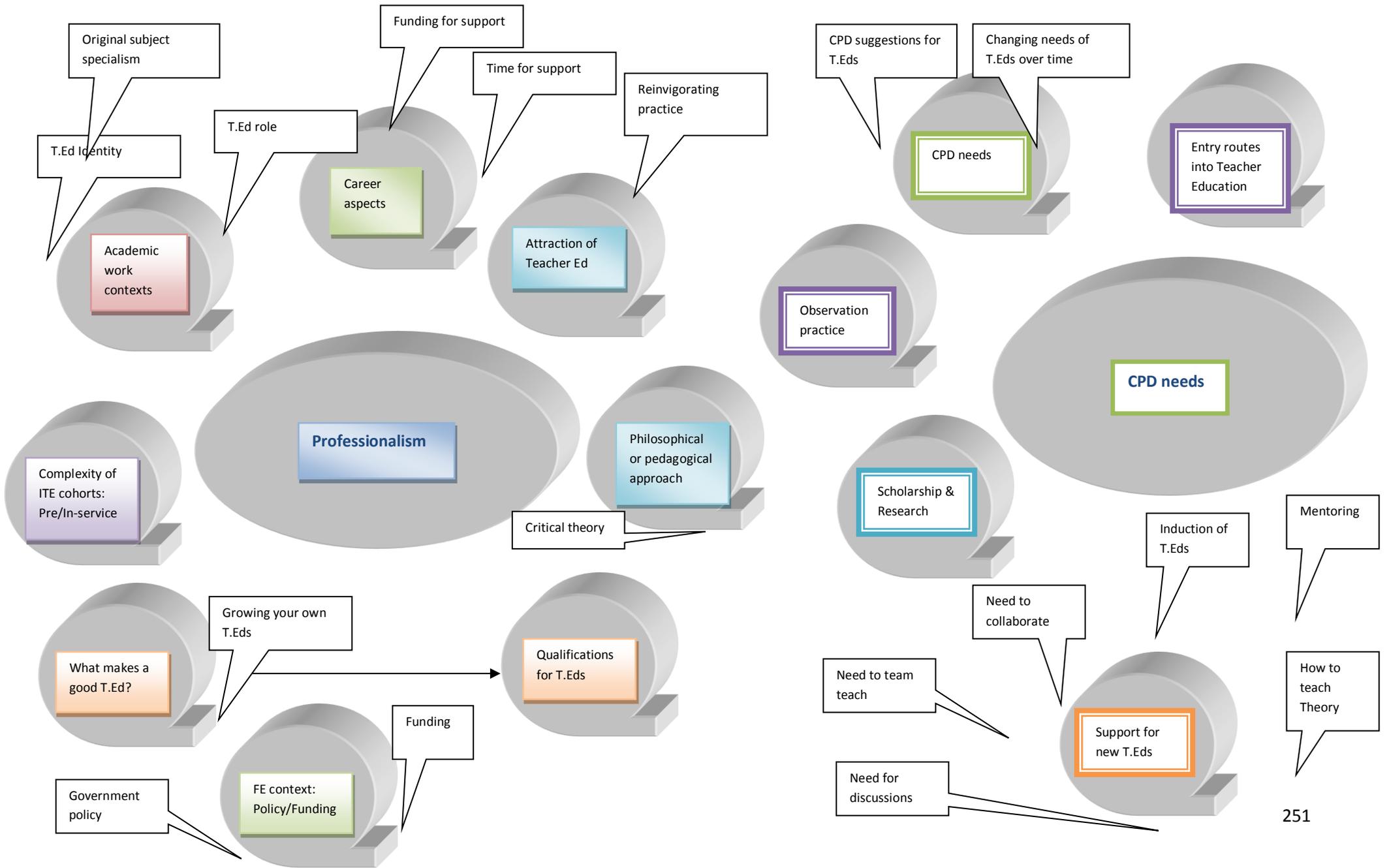
Networking reaffirms and reassures

Appendix D: First and second attempts at coding the data

First attempt at coding the data		
Codes	Sub-codes	Description of codes
ATT		Attraction of teacher training
	RI	Reinvigoration
AWC		Academic work contexts
	ID	Identity of Teacher educators
	R	Role of teacher educators
	OSS	Original subject specialism
C		Career aspects of being a teacher educator
	F	Funding needed to support teacher educators
	T	Time needed as teacher educator
CC		Complexity of teacher trainee cohorts
	PS	Pre-service trainees
	IS	In-service trainees
FEC		FE context
	FMPC	Fast-moving Policy changes
	F&F	Fees and funding
CPD		CPD for teacher educators
	CPDS	CPD suggestions for teacher educators
	CPDC	The changes in CPD needs for teacher educators over time
PP		Philosophical/pedagogical approach
	Crit	Critical theory
Prof		Professionalism
	GTED	What makes a good teacher educator
	GYO	Grow your own teacher educators
	QTED	Qualifications for teacher educators
S&R		Scholarship and research
	R	Research
	S	Scholarship
SNTED		Support for New Teacher educators
	NFC	Need for Collaboration
	NFTT	Need for Team teaching
	NFD	Need for Discussion
	ETT	Entry to Teacher Training
	IND	Induction
	M	Mentoring
	Obs	Observations
	T	Theory

Second attempt at finding Codes for the data	
Codes	Description of codes
C	Career aspects of TEDs (funding, time)
CPD	Continuous Professional Development (theory, observations, team teaching, changing needs over time)
FE	FE context, fees, funding and policy
I	Induction, entry to teacher training
ID	Identity of TEDs, role, original subject specialism
M	Mentoring and support
P	Professionalism (what makes a good TED, qualifications, growing your own TEDs)
S&R	Scholarship and Research

Appendix E Concept Map



Appendix F: Information leaflet

Research Information Leaflet

All aspects of the project have been reviewed by the Faculty Research Ethics Committee at the Institute of Education, as well as by the University of Westminster.

Please address any questions or concerns you may have to the researcher, Rebecca Eliahoo or the LSIS project manager Anne Samson:

R.Eliahoo2@westminster.ac.uk

A.Samson2@westminster.ac.uk

Thank you again for your help

Meeting the professional development needs of new teacher educators in Further Education through a CPD framework: a research project

September 2010-May 2012

Information for participants

Thank you for your interest in working with us to report on the professional development needs of beginning teacher educators and what implications these might have for the delivery and content of teacher education pedagogy. We hope that this leaflet will give you all the information you need about the project.

Why is this research being undertaken?

Rebecca Eliahoo is undertaking this research for her PhD (part of which is linked to an LSIS-funded project at the University of Westminster examining the CPD needs of teacher educators in the Lifelong Learning Sector).

Evidence-gathering is underway to examine the CPD needs of trainee teachers and beginning teacher educators. This will help to explore the feasibility of creating a flexible credit framework with clear progression routes, enabling teachers in Further Education, Adult and Community Learning and Work-Based Learning to mix and match CPD modules.

Who will be taking part?

Practitioners in teacher education, staff development, mentoring and coaching in the post-compulsory sector who are mainly based in South-East England.

Participants in the research will be asked to explore the nature and background of trainee teachers, teacher educators and potential teacher educators as well as their professional development needs and whether these differ significantly between the HEI pre-service model and the Further Education college model. The researcher will ask how are those who are responsible for the support and guidance of novice teachers in F.E. prepared for their roles.

What will happen during the research?

You may be asked to take part in a semi-structured interview and/or group discussion to explore a range of CPD options. The interview and discussion will be recorded and transcribed, and the findings from all groups will be analysed to develop a rich picture of practitioners' experience.

The research will also survey teacher educators and potential teacher educators through a reflective journal and evaluation before and after a CETT colloquium on 9th March 2011. We hope to provide sessions on de-mystifying theory, assessment at H.E. level; teaching your colleagues and managing the F.E./H.E. interface.

Participants have a right to withdraw at any time from the research and can also stop the audio recording of their interview at any time.

What questions will be asked?

Who are the teacher educators in pre-service and in-service initial teacher training in Further Education and how are they inducted? What are the professional development needs of trainee teachers and beginning teacher educators and what implications might these have for the delivery and content of teacher education pedagogy?

What happens to the research findings?

The findings will be reported to LSIS in 2011/2012 with full anonymity for individual participants. LSIS will publish the report on its website and the report will contain no names of specific colleges, universities, settings or practitioners. Findings will inform the CPD framework, and are therefore important in helping to guide any changes or revisions that are needed in the framework. Once transcribed, the audio recordings of the interviews will be destroyed.

Who will know that you have been in the research?

The research supervisors in the Institute of Education will only see anonymised transcripts of the interviews. The notes, journals and recordings will be kept in a safe place. All the names will be changed as will the names of the colleges and universities so that no one knows who said what.

We hope that you will welcome the opportunity to make your own voice heard.

APPENDIX G: Schedule of interviews

Institution	Age	Gender	Year began as a teacher educator	Has worked in FE or HE; or both	Date and place of interview
HEI (Pilot interview)	60+	Female	1990	HE	11 August 2010
FE College	60+	Female	1982	FE	14 October 2010 in RE office
University	50-59	Female	Late 1980s	HE	15 October 2010 in RE office
University	50-59	Male	1983	HE	Wednesday 27 October at HEI
Linked to FE	50-59	Female	1998	HE	8 November 2010 in her office
University	50-59	Female	1987	HE and FE	1 November 2010 at HEI
University	50-59	Male	1981	HE and FE	4 November 2010 at HEI
FE College	50-59	Male	2000	FE	15 December 2010 in RE office
FE College	60+	Male	1983	FE	19 October in RE office
FE College	50-59	Male	1992	FE	27 January 2011 in his college
FE College	40-49	Female	1997	FE	6 December 2010 in her college

APPENDIX H: Semi-structured interview questions for senior TEDs (first version)

What research is about leaflet; anonymity, confidentiality, recording permission form to be signed.

1. Background information: age, when started as a TED?
2. What teacher education development have you done in F.E.?
3. Where and what have you taught:

P/T in-service	F/T pre-service	In which H.E.I.(s)	In which FE college(s)	No. of years in each

4. What teaching had you done before you started as a teacher education developer?
 5. How were you recruited?
 6. Why did you choose to go into Teacher Education development?
 7. What kind of induction did you get to the TED role?
 8. How were you mentored and supported in this role?
 9. What are the challenges and needs of beginning teachers who work in FE and who are on a pre-service ITE course?
 10. What are the challenges and needs of beginning teachers who work in FE on an in-service ITE course?
 11. What are the challenges and needs of beginning teacher education developers at the start of their role as TEDs?
 12. How can these needs and challenges be met?
 13. What CPD did you do to help you in your TED role?
 14. How do these challenges and needs change as we become more experienced TEDs?
- Why?

15. How can these needs and challenges be met?
16. Are these challenges and needs any different for Teacher Education Course Leaders?

How?

17. How can these needs and challenges be met?
18. Can you describe the features of a good teacher educator?
19. What CPD should be in place for beginning TEDs? Why?
20. What kind of CPD framework would be practical in terms of funding and time? Why?
21. What mentoring and support should be in place for beginning TEDs? Why?
22. What kind of qualification should a TED have or be working towards? Why?
23. Title and spelling

APPENDIX I: Semi-structured interview questions for senior TEDs (second version)

What research is about leaflet; anonymity, confidentiality, recording permission form to be signed.

- 1) Background information: age range (30-39, 40-49, 50-59, 60+) when started as a TED?
- 2) What teacher education have you done in F.E.?
- 3) Where and what have you taught:

P/T in-service	F/T pre-service	In which H.E.I.(s)	In which FE college(s)	No. of years in each

- 4) What teaching had you done before you started as a teacher educator?
- 5) How were you recruited?
- 6) Why did you decide to go into Teacher Education development?
- 7) Were you inducted to the TED role? If so, how?
- 8) Were you mentored and/or supported in this role? If so, how?
- 9) *I'm now going to ask you about teacher trainees*': What do you think are the needs of beginning teachers who work in FE and who are on a **pre-service** ITE course?
- 10) What do you think are the needs of beginning teachers who work in FE on an **in-service** ITE course?
- 11) *I'm now going to ask you about teacher educators*: Do you think that beginning teacher educators have any particular needs at the start of their role as Teacher educators? If so, what might these be?
- 12) How might these needs be met?
- 13) Did you undertake any CPD to help you in your TED role? If so, what?

- 14) Do you think that the needs of teacher educators change as they become more experienced? Why? Why not?
- 15) How could these changed needs be met?
- 16) Do you think that the Course Leaders for Teacher Education courses have any specific needs over and above those for teacher educators in general? If so, what might these be?
- 17) How could these needs be met?
- 18) Can you describe the features of a good teacher educator?
- 19) Do you think that CPD should be in place for beginning Teacher educators? If so, why? Why not?
- 20) What kind of CPD framework might be practical for beginning Teacher educators in terms of funding and time? Why?
- 21) What kind of CPD topics do you think might be useful for beginning Teacher educators? Why?
- 22) What kind of CPD topics do you think would be useful for more experienced Teacher educators? Why?
- 23) Do you think that any mentoring and/or other support should be in place for beginning Teacher educators? If so, why? Why not?
- 24) Do you think that teacher educators need any specific qualifications for their role? If so, which ones and why?
- 25) What is the career path for beginning teacher educators in your institution?
- 26) How do teacher educators fit into the institution's career structure (pay, promotion etc.)?
- 27) Who is in charge of preparing the CPD programmes in your institution?
- 28) Who is allowed to contribute to the preparation of the CPD programmes?
- 29) Do you think that there are members of staff whose CPD needs are ignored? Why/why not?
- 30) Title and spelling

Appendix J: Recording interview permission form

The topic of the research is: *What are the professional development needs of new teacher educators in Further Education?*

Interviewees will not be identified in Rebecca Eliahoo's research.

I have read the information leaflet about this research project and agree to allow my interviews with Rebecca Eliahoo for this research to be recorded for the purposes of accuracy. This data will be transcribed into anonymised abstracts and the Institute of Education supervisors may have access to these for discussion and quality control purposes as they are required to read and mark the dissertation. Any report on this data will be presented totally anonymised. Participants have a right to withdraw at any time from the research and can also stop the audio recording of their interview at any time. Once transcribed, the audio recordings of the interviews will be destroyed.

Signature:

Date:

Researcher details: Rebecca Eliahoo is Principal Lecturer (Lifelong Learning at the University of Westminster. R.Eliahoo2@westminster.ac.uk Tel: 0207 911 5000 ext. 66026

I have discussed the project and answered any further questions.

Name: Rebecca Eliahoo

Signature:

Date:

APPENDIX K: Teacher educators' survey (first version)

Introduction about research and terms like TED, anonymity, confidentiality. The survey is in two parts; one survey before the intervention (colloquium for new TEDs) and one after the intervention.

1. Age (please tick box)

- 20-30
- 30-39
- 40-49
- 50-59
- 59+

2. Gender: Male Female

3. Where are you doing teacher education development?: (please tick box)

- F.E. College
- H.E. Institution

Other (please state)

4. Which teacher education development courses have you taught?: (please tick box)

- City & Guilds Stage 1
- City & Guilds Stage 2
- Certificate in Education
- PGCE
- CTLLS
- DTLLS

5. How many years have you been teaching in all?

6. How many years have you done teacher education development?

7. What qualifications do you have (please tick boxes):

- Certificate in Education/PGCE
- BA/BSc Degree
- Higher Degree (Masters or above)
- Professional qualification level 3
- Professional qualification level 4 or above

8. How were you inducted as a beginning teacher education developer?: Please tick box(es):

- Team teaching
- Individual tutorials with course leader
- Given relevant materials, resources and/or books to read

- Offered opportunities for relevant CPD for teacher education development
9. How were you supported in your first few years as a beginning teacher education developer?:
- Please tick box(es):
- Mentored by TED colleague
 - Mentored by ITE course leader
10. What are the needs of beginning teacher education developers at the start of their role as TEDs?
11. What are the challenges and areas of tension for beginning Teacher Education Developers?
12. In your opinion, which CPD sessions could help Teacher Education Developers who are new to the role? **Very important; important; neutral; not important; not needed.**
- Theories of learning;
 - Assessment methods;
 - Giving feedback at levels 4, 5 and 6;
 - Working with teacher trainees who are also colleagues;
 - How to manage the F.E./H.E. interface;
 - Observation of teaching and giving formative feedback;
 - Younger Learners in F.E. (14-16 year olds);
 - Methods of managing the learning environment and classroom behaviour;
 - Role modelling good teaching and tutorial skills;
 - How to become an educational researcher;
 - Reading and evaluating education texts;
 - Academic writing skills for beginning teachers;
 - New developments in the F.E. and wider lifelong learning sector.
13. What minimum qualification(s) should teacher education developers have before they start as TEDs? **Very important; important; neutral; not important; not needed**
- Certificate in Education/PGCE
 - BA/BSc Degree
 - Higher Degree (Masters or above)
 - Professional qualification level 3
 - Professional qualification level 4 or above
14. What roles should a TED have experienced before becoming a TED:
- Very important; important; neutral; not important; not needed**
- Course leader/co-ordinator

- Assessor
- Administrator and record-keeper
- Quality Assurance role
- Research role
- Personal Tutor
- Management
- Staff developer
- Teaching and learning expert
- Researcher

15. How do you see yourself?

- Subject teacher
- Lecturer
- Teacher educator
- Academic
- Researcher
- Other (please explain)

16. Have you made the transition from being a subject teacher/lecturer to being a teacher educator? Yes/No

17. If not, why not?

18. What kind of qualification(s) should be available for teacher education developers:

- Masters in Higher Education – why?
- Doctor in Education (Ed D) – why?
- Doctor of Philosophy (PhD) – why?

Appendix L: Teacher educators' survey final

1. Starting out in teacher education

Welcome to the survey about Teacher Educators' experiences in the Lifelong Learning Sector in England.

We would be grateful if you could include your name so that we can match responses with people who may also attend the CETT colloquium for teacher educators on 9 March 2011 to see whether the CETT colloquium changed their opinion about the CPD needs of teacher educators and how these could be met. No-one will be identified in the research which will remain confidential.

This survey should only take about 15 minutes of your time.

Any questions marked with an asterisk (*) require an answer in order to progress through the survey.

Please use the following navigation buttons:

- * Click the Next button to continue to the next page.
- * Click the Previous button to return to the previous page.
- * Click the Exit the Survey Early button if you need to exit the survey.
- * Click the Submit button to submit your survey.

If you have any problem with this survey, please email: R.Eliahoo2@westminster.ac.uk

1. Name:

* 2. Were you given any kind of induction as a beginning teacher educator? If so, how were you inducted into teacher education?

* 3. How were you supported in your first few years as a beginning teacher educator?

4. What would have helped to address your needs as a beginning teacher educator when you first started to deliver initial teacher education?

5. How did those needs change over time?

6. What do you enjoy about being a teacher educator?

7. Do you think that there are any challenges and/or areas of tension for teacher educators? If so, what might these be?

2. Breadth and depth of experience of teacher educators

1. What role(s) do you think a teacher educator should have experienced before starting to deliver initial teacher education? Please indicate how important you think each role is.

	Very important	Important	Don't know	Not important	Not needed at all
Administrator	<input type="radio"/>				
Advanced Learning Coach	<input type="radio"/>				
Advanced Practitioner	<input type="radio"/>				
Assessor	<input type="radio"/>				
Co-ordinator	<input type="radio"/>				
Counsellor	<input type="radio"/>				
Course leader	<input type="radio"/>				
Curriculum Leader	<input type="radio"/>				
Mentor	<input type="radio"/>				
Other	<input type="radio"/>				
Personal Tutor	<input type="radio"/>				
Quality Assurance role	<input type="radio"/>				
Record-keeper	<input type="radio"/>				
Researcher	<input type="radio"/>				
Staff Developer	<input type="radio"/>				
Subject learning coach	<input type="radio"/>				
Teaching and learning expert	<input type="radio"/>				
Other (please specify)					
<input type="text"/>					

3. Qualifications of teacher educators

* 1. What is the minimum qualification that teacher educators should have and why?

2. If you think that teacher educators should either have, or be working towards, any qualifications, please indicate the importance of each of the following qualifications for teacher educators:

	Agree strongly	Agree	Don't know	Disagree	Disagree strongly
Masters in Education	<input type="radio"/>				
Masters in own subject specialism	<input type="radio"/>				
Doctor of Education (EdD - a professional doctorate)	<input type="radio"/>				
Doctor of Philosophy (PhD - an advanced academic degree in a specific subject)	<input type="radio"/>				
Level 4 or higher subject specialist qualification	<input type="radio"/>				
Other (please specify)			<input type="text"/>		

3. Please explain your choice(s) above.

4. Professional identify

1. How do you see your professional role(s) now? Please choose more than one option if appropriate.

	All the time	Most of the time	Sometimes	Not at all	Don't know
Academic	<input type="radio"/>				
Advanced Practitioner	<input type="radio"/>				
Researcher	<input type="radio"/>				
Staff developer	<input type="radio"/>				
Subject lecturer	<input type="radio"/>				
Subject teacher	<input type="radio"/>				
Teacher educator	<input type="radio"/>				
Other (please specify)					

2. Please explain your answer(s) above.

3. Do you think that your professional identity has changed or is likely to change as a result of starting to be a teacher educator? If so, how has it changed? If not, why not?

* 4. Which higher qualification would be more relevant for you as a teacher educator: a higher qualification in your subject area or a higher qualification in education?

5. The role of continuous professional development (CPD)

* 1. In your opinion, do you think that CPD sessions could help teacher educators who are new to the role? Why/why not?

2. Below are some suggested CPD sessions which could be aimed at new and experienced teacher educators. Please give your opinion on the suitability (or not) of each topic.

	Strongly agree	Agree	Don't know	Disagree	Disagree strongly
Academic writing skills for beginning teachers	<input type="radio"/>				
Assessment	<input type="radio"/>				
How to become an educational researcher	<input type="radio"/>				
How to manage the F.E./H.E. interface	<input type="radio"/>				
Learning technologies	<input type="radio"/>				
Marking and giving feedback at levels 4, 5, 6 and 7	<input type="radio"/>				
Methods of managing the learning environment and classroom	<input type="radio"/>				
New developments in the lifelong learning sector	<input type="radio"/>				
Observation of teaching and giving feedback	<input type="radio"/>				
Reading and evaluating education texts	<input type="radio"/>				
Resource development	<input type="radio"/>				
Role modelling good teaching and tutorial skills	<input type="radio"/>				
Theories of learning	<input type="radio"/>				
Working with teacher trainees who are also colleagues	<input type="radio"/>				
Younger learners in F.E. (14 to 16 year olds)	<input type="radio"/>				
Other	<input type="radio"/>				

3. Please expand on the suitability of your choices of topics here

4. Do you think that teacher educators have different CPD needs if they are working on pre-service, full-time courses as opposed to working on in -service, part-time courses? If so, what might these needs be? If not, why not?□

6. Statements from initial interviews with teacher educators

1. The following statements have been taken from initial interviews with teacher educators. How much to you agree or disagree with these statements?

"In my experience, teacher educators only receive informal and unpaid support from colleagues".	<input type="radio"/>					
"Teacher educators need strong interpersonal and communication skills".	<input type="radio"/>					
"Observations of teaching are what I really look forward to".	<input type="radio"/>					
"Mentoring [for new teacher educators] is crucial because the job is not just about content but about process".	<input type="radio"/>					
"We were thrown in at the deep end when we started as teacher educators".	<input type="radio"/>					
"It was only when I did my Masters which focussed on teaching and learning that I began to understand some of the things that I'd been trying to teach".	<input type="radio"/>					
"In colleges, teacher education does not have the status it deserves".	<input type="radio"/>					
"Teacher educators need to have a good overview of policy directives and what they mean for the sector".	<input type="radio"/>					
"Theory underpins our knowledge and understanding in teaching. Tips and tricks are not enough for teacher trainees".	<input type="radio"/>					
"There is no career path for teacher educators in F.E. colleges".	<input type="radio"/>					
"Universities recognise the need for teacher educators to research and read. You don't have that time in F.E.".	<input type="radio"/>					

<p>"Beginning teacher educators worry about moving into a new body of knowledge even though they have the skills to be teacher educators".</p>	<p>□</p>						
<p>"CPD for beginning teacher educators is important for their competence, status and credibility".</p>	<p>□</p>						



7. Background information

We would like some background information as we are examining who are the teacher educators in pre-service and in-service initial teacher training in Further Education and how are they inducted. Background information (e.g. age, gender etc.) will allow us to look at the data in different ways. This information will remain confidential.

* 1. What is your age range?

- 20-29
- 30-39
- 40-49
- 50-59
- 60+

* 2. Gender

- Female
- Male

3. Which year did you start as a teacher educator?

* 4. Where are you delivering your teacher education courses? Please tick more than one answer if necessary and indicate whether you teach on an in-service or pre-service course or on both.

- Adult and Community Education
- F.E. College
- F.E. in H.E. Institution
- H.E. in F.E. College
- H.E. Institution
- In-service course
- Pre-service course
- Private training company
- Work-based learning provider

Other (please specify)

5. Ethnicity

- White British
- White Irish
- White Other
- Mixed W/B Caribbean
- Mixed W/B African
- Mixed W/B Asian
- Mixed Other
- Asian or Asian British: India
- Asian or Asian British: Pakistan
- Asian or Asian British: Bangladesh
- Asian or Asian British: Other
- Black or Black British: Caribbean
- Black or Black British: African
- Black or Black British: Other
- Other groups: Chinese
- Other
- Not Known

6. Do you currently teach on courses other than initial teacher education and/or staff development?

- Yes No

7. Do you teach on generic or subject specialist initial teacher education courses?

- Generic
- Subject specialisms

*** 8. Which teacher education courses have you taught on in your career? Please tick more than one course where necessary.**

CELTA

Certificate in Education

City & Guilds Stage 1

City & Guilds Stage 2

City & Guilds Stage 3

CTLLS

DELTA

DTLLS

PGCE

PTLLS

TEFL

Other (please specify)

8. Westminster Partnership CETT colloquium and research

Your answers to this survey will help us to plan a Westminster Partnership CETT teacher educators' colloquium on 9 March 2011. We will be sending out more information nearer the time, but meanwhile, please indicate whether in principle you would like to attend the colloquium.

*** 1. Please indicate if you would like to attend the Westminster Partnership CETT colloquium for teacher educators on Wednesday 9th March 2011 (from 10am to 4pm).**

Yes

No

Other (please specify)

2. We would like to follow up this survey with individual interviews in future. If you are willing to be interviewed for our research on the CPD needs of teacher educators, please enter your email address below.

APPENDIX M: Focus group questions

1. Individually, jot down how you and your course team induct and support new teacher educators at the moment (formally or informally).
2. Individually, do you think that this induction and support could be improved? If so, how?
3. Have a discussion at your table, and jot down what you think comprises the **minimum** that Initial Teacher Education teams can do to induct and support new teacher educators, given the current financial constraints.

Appendix N Focus group matrices

Conceptually Clustered matrix 1: Current practice for induction and/or support of new Teacher educators

Focus group members	Informal practice	Formal practice	Institutional induction	Shrinking sector so less need for new Teacher Eds	ESOL Teacher Ed practice	Comments
F1	<p><i>Informally, in terms of teacher educators:</i></p> <ul style="list-style-type: none"> • <i>Meetings with module leaders about content of modules</i> • <i>Attendance at in-house training on observations</i> • <i>Meetings with Course Leader</i> 		<p><i>Formal, general college induction</i></p>			
F2			<p>At my institution, we presently have a tutor who has come in to deliver the [specialist] PTLLS course. She was given the round college induction (departmental and central) so you could describe this as a formal induction.</p>			
F3	<ul style="list-style-type: none"> • <i>Informal, discussions with members of course team</i> • <i>Co-teaching opportunities</i> 	<ul style="list-style-type: none"> • <i>Standardisation meetings</i> 				<p><i>Depends on experience of new person. Haven't had new teacher educators for some</i></p>

- *Sharing of resources*

time.

F4

There are two types of mentoring of teacher educators:

Mentoring of colleagues who start on one programme (normally the easier ones level 3 or 4) and for part of the GLH I share the hours and mentor her in and out of group in Pastoral Care, tutorials, assessment (setting and marking), standardisation, second marking, mentoring trainees, trouble-shooting.

If I have experienced SfL colleagues in the programmes as trainees, I encourage them to reflect on being a trainee and trainer

F5

Informal support and shadowing – some mentoring but not formally implemented.

F6

Informally: standardisation of course work assessment (written assignments; teaching practice)

F7

[There] was support in remission from teaching for new teacher educators until this year. Now nothing – all informal – no funding or support provided by college

(Mind you, I'm not sure we need new teacher educators as demand is shrinking).

management.

F8

Informally: Encourage teachers who could [become teacher educators] – give them a couple of input sessions, support in preparation, shadowing, chats, IV, staffroom chats.

F9

- *Trainer community really important*
- *Peer observations are key*
- *Shadowing doesn't work if people are not fully involved*
- *Value of Talent (Train the Trainers) and building the community*

Do we need more trainers with shrinking sector?

More tradition of training trainers on ESOL.

Moderation is a problem where there is no team. Have to draw on other staff who are not directly involved in the training programme.

F10

I am the only teacher trainer at our organisation at the moment. I attended a training course (Training the teacher trainers) at X and various training sessions and conferences, forums etc. Mostly I have learned 'on the job' via experience and research, mentoring, shadowing, met with assessor one to one training on criteria.

F11

- *One to one meetings to discuss the framework*

for delivery and observations

- *Frequent meetings to discuss content and delivery of each session including resources*
- *Lesson observations (1-2)*
- *Internal moderation and shadowing*

F12

None are new to teacher education. New staff are inducted into systems by a colleague and have access to previous courses on the VLE. Admin staff very knowledgeable and helpful. Team joint teaching.

F13

All are experienced teacher trainers. We induct into course structure, observation processes, VLE, bank of already established resources, helpful course administrators, team meetings. Support from team very important

F14

- Informally meet and course leader to discuss course structure and procedures
- No need to explain how to train as all new team members are

- already experienced trainers
- Admin staff very helpful and knowledgeable

Conceptually Clustered matrix 2: How can induction and support be improved?

Focus group members	Formal and/or structured process	Peer support, coaching and/or mentoring	Funding and/or remission	HEI requirement	Importance of admin staff	Shadowing and/or peer observation
F1	<p><i>Yes, a more formal process:</i></p> <ul style="list-style-type: none"> • <i>Joint observations and feedback</i> • <i>Peer observations of training</i> • <i>Formal team meetings outlining content of courses</i> 					
F2	<p>Yes, it can be – especially to ensure the tutor is fully au fait with what we at our organisation want our unqualified tutors to get out of the [specialist] PTLLS. She presently has weekly meetings with the Curriculum Area manager of the [specialist] department to ensure things are on track for a 100% pass mark.</p>					

F3	<p><i>I'm in favour of bespoke programmes/modules with strong emphasis on lesson observation and feedback e.g. X Masters modules, developed through Talent London and X for LLN teacher educators; or formal training for CELTA trained or equivalent, if teacher educators have not completed a Train the Trainers programme.</i></p>	<p><i>I'm in favour of bespoke programmes/modules with strong emphasis on lesson observation and feedback e.g. X Masters modules, developed through Talent London</i></p>
F4	<p>We could improve it by expanding the business training model and coaching the teacher trainers to buy into peer support and peer delivery in a major collaborative way.</p>	
F6		<p><i>Yes, formalise it funding the time for mentoring and providing time for this i.e. releasing staff from teaching.</i></p>
F7	<p>Guidance about structure/model/framework of support</p>	<p>Time Funding</p>
F8	<p><i>If we could present structured training</i></p>	<p><i>If we could present structured training</i></p>

	<i>programmes to senior management i.e. requirements (from HEI.s?) then they might realise need to support it.</i>		<i>programmes to senior management i.e. requirements (from HEI.s?) then they might realise need to support it.</i>	
F9	Some guidance – structured training programmes	Funding		Provide admin staff
F10	<i>Bargaining tool – more formal structure with Uni's requirements and put pressure on college senior management to ensure people are trained. Or do it while on programme.</i> <i>Use of agency staff to train even more complicated</i> <i>X - shadowing course. Ad hoc nature of teacher training</i>	<i>Trainee trainers need time allowed.</i>	<i>Bargaining tool – more formal structure with Uni's requirements and put pressure on college senior management to ensure people are trained. Or do it while on programme.</i>	<i>Importance of good admin staff and VLE</i>
F11	There could be a more structured induction but that would probably be put into place as and when the need arises (i.e. if the teacher training provision grows).			
F12	<i>Time for one to one support in a structured</i>	<i>Structured</i>		<i>Admin duties support</i> <i>More lesson</i>

way for the first year

'shadowing' scheme

observations

Some 'joint delivery'

F13

Yes – some shadowing, more peer observation.

F14

Shadowing would be useful, peer observation.

F15

Support from team

Yes, if more time was available

Especially peer observation

VLE – all materials in one place

Joint teaching

Conceptually Clustered matrix 3: Minimum that Teacher Education teams can do to induct and support new teacher educators – individuals jotting down their comments during Table discussions

Focus group members	Observations	Shadowing and standardisation	Managing HE/FE interface, induction into process and procedures	Mentoring and team support	Good admin support and good VLE	Help with course structure and content
TC1	<ul style="list-style-type: none"> • <i>Joint observations and feedback</i> • <i>Peer observations of training</i> 		<p><i>Formal information/training on content and accreditation procedures of course offered by the Teacher Education department</i></p>			
TC2				Mentor provision		
TC4	<p>Provide guidance on observing teaching practice</p> <p><i>Observation of input sessions</i></p>	<ul style="list-style-type: none"> • Opportunities for shadowing • <i>Shadowing input sessions, teaching practice and feedback</i> • <i>Standardisation of coursework assessment</i> 	<ul style="list-style-type: none"> • Set up systems in institutions. • <i>Induction into organisation and systems or procedures</i> 			
TC5	<ul style="list-style-type: none"> ○ Observation and feedback training 	<ul style="list-style-type: none"> ○ Shadowing taught sessions and observation and feedback ○ Standardisation of marking 	<p>Induction into recruitment and systems and paperwork etc.</p>			
TC6		<ul style="list-style-type: none"> • <i>Standardisation of observation and marking</i> • <i>Shadowing</i> 		<p><i>Provide money to institutions ring-fenced for mentoring</i></p>		

TC7		Shadowing, inductions (admin systems), meeting, observations, moderation of assessment	<ul style="list-style-type: none"> o Managing HE within FE – different systems etc. o 'Interrupt' in HE affects FE success rates 		
		Getting staff to support moderation not easy			
TC8	Initial observation	Shadowing		Mentoring Support from team	Structure of course, admin, fees etc., delivery content
TC9	Peer observation brought forward to beginning of appointment				Up-to-date VLE Good course admin to induct into HE systems
TC10				Team support	VLE Good course admin – understand HE systems
TC11				Team meetings	VLE

Additional comments

1. Short programme to support the emotional demands of the role (TC6)
2. Adequate space to work (inclusive of equipment) (TC2)
3. Monitor attendance of the learners to ensure that the tutor's time is not wasted (TC2)
4. Information about CPD opportunities (TC1); Help with brushing up or any gaps in skills e.g. IT etc. (TC2)
5. As a minimum, up-to-date teachers in the sector with good/excellent observation grading are needed as a minimum.
6. Give so many hours per term for training (TC6)
7. Colleagues from SfL department have come in and shadowed. Done the teacher training (TC7)
8. Train the Trainers (TC9 and TC10 and TC11)
9. Networking (TC11)

Comments collated by RE on flipchart paper from table group discussions which were fed back to focus group as a whole re: minimum needed to support and induct new

teacher educators

Topics	Table 1	Table 2	Table 3	Table 4
Standardisation and double marking	Standardisation of written and observation feedback Double marking	50% moderation of their marking		
Shadowing and team teaching	Shadowing and team teaching to get a holistic view of the course	Talent-spotting, encouragement, shadowing, placement	Team teaching	
Funds and/or remission	Hours from institution	Needs time (e.g. one to one [tutoring] sessions; observing teaching sessions) Funding and recognition of time Time for new teacher educators themselves	Time Even with all of the above, you need time to talk, email, mentor	Time to be set aside for training of new teacher educators
Structured training	Structured training to be required by HEIs as a bargaining tool (during role; before role)		Value of Talent (Building a community of practice; Train the Trainers; resources)	A more formal structure as people need to know what they're getting
HEI role	See above QA of teacher trainers by HEI (not just asking for CV)			
Networking and/or mentoring	Introductions to network with others			Mentoring
Leadership role		Course leader becomes tutor to staff Crucial role of the ITE line		

		manager		
Growing own teacher educators		Growing our own teacher educators		
Individual needs of teacher educators			[They may be] experienced teacher educators, what is new is structure of course, HEI and QA systems; how LLN fits in. Recognition of differences between ESOL ITE and others	Customised nature because of the range of ITE programmes (e.g. differences between CELTA-trained teacher educators; those new to teacher education etc.).
Observation and feedback		Observing new teacher educators teach	Peer observations, structured and early and built into programme	Key is peer observations and feedback, grading, culture of feedback
Induction	Induction to organisation, procedures and processes	How HEIs work (fees, funding, enrolment procedures etc.)		

Additional Comments

- Good admin staff can help sort out procedures and structures (Table 3)
- Good VLE (Table 3)
- If sector is shrinking, do we need more teacher educators?

Appendix O: Support for CertEd/PGCE Teacher educators

In order to foster a supportive environment for new and/or beginning teacher educators and to maintain the quality of CertEd/PGCE course teams, X is requiring new teacher educators to complete and attach the following in a portfolio:

Initial assessment before interview for teacher education post

- Marking test (at Levels 4 and 5) assessing content, referencing and literacy errors
- Written feedback report on the marked work

Feedback moderation/standardisation

- Standardisation of written/observation feedback; explaining the culture of feedback in initial teacher education;
- Double marking or suitable percentage moderation of their marking;

Evidence of mentoring by experienced teacher educators

- Shadowing and team teaching for a minimum of 10 hours in order to get a holistic view of the course;
- A minimum of two joint observations and feedback with the course leader, depending on experience;
- Course leader or teacher education manager to observe new teacher educator teach at least once during induction period;

Experienced teacher educators

- Experienced teacher educators may need a lighter touch induction e.g. what is new is structure of course, HEI and QA systems; how LLN fits in;
- How H.E.I.s work (fees, funding, enrolment procedures etc.);
- Value of belonging to a network e.g. Talent website (building a community of practice; Train the Trainers; resources);

College responsibilities to new teacher educators

- Institutional induction to organisation, procedures and processes;
- Introductions to network with college colleagues;
- Remission for course leader from institution (at least 10 hours per new member of the team for mentoring sessions; observing teaching sessions);
- Part of VLE to be available for teacher education;
- Ten hours remission for new teacher educators themselves in their first year;
- Some flexibility can be allowed because of the range of ITE programmes (e.g. differences between CELTA-trained teacher educators; those new to teacher education etc.);
- Designated administrator working at specified times to support teacher education procedures and structures.

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